

## **Behavior Support Plan**

### **Ashley**

#### ***The Problem***

Ashley will push, belly-bump, grab, and hit peers to initiate a social interaction. When this occurs an adult assists her by scaffolding the interaction and comforting the peer.

Ashley will escape the demands of circle time and other structured activities by leaving her chair, throwing materials, and hitting the adult who redirects her to the group. When this occurs, an adult assists her in finding an alternative activity.

#### ***Prevention Strategies***

Prepare peers by explaining that Ashley does not know how to appropriately greet them. Let them know that the teachers are working on teaching Ashley how to say "hi" and touch a friend nicely. Encourage the children to help Ashley say "hi" the correct way.

Make an effort to monitor Ashley during high risk times or activities (e.g., children's arrival) to ensure that an adult is available to bridge her interactions with peers.

When Ashley approaches a center, provide her with instructions on how to play or initiate an interaction as she approaches a center. For example if she is approaching the kitchen say, "You can sit at the table and pretend to eat or stir the pot on the stove". You might also say "Kira, can you show Ashley where she can sit"?

Provide a hobby box of 3 to 5 small toys that will be quiet and highly engaging for Ashley. Offer the hobby box as an alternative to activities that are too difficult or structured for Ashley.

Provide a boundary or spot where Ashley is to sit on the carpet. This could be accomplished by providing a carpet square or tape on the floor. Make sure that Ashley knows this is her spot.

Examine transition times and make environmental modifications to decrease transition trouble spots and classroom congestion. Perhaps moving the location of the rug for circle or staggering in the children's arrival for hand washing may be helpful. Consider providing a transition activity (far from the bathroom or door) to occupy children who are waiting.

Provide more hands-on activities within song and story time to assist Ashley in becoming more engaged.

Offer Ashley as many explicit choices as possible. Offer choices by showing her two objects or two visuals of the choices. Wait for her response, Ashley can be very clear about what she wants and doesn't want.

Examine all the centers and activities and add sensory play items so that Ashley can be actively engaged.

Announce to other adults when Ashley is entering their room/center so that they may be vigilant and assist her in finding an activity or initiating interactions with peers.

Use visuals for planning time. Assist Ashley in making a selection of the center or activity that she wants to play in using the visual planning board.

### ***Skills to Teach***

Teach Ashley to touch the shoulder of the peer and say "hi". Inform selected peers (e.g., Kira, Allison) that may be able to assist Ashley in initiating a social interaction.

Teach Ashley to sign and say "all done" when asking to leave an activity or toy. Provide many opportunities throughout the day to use "all done". Find times where she is not upset to teach the skill (e.g., "All done hand washing. Show me all done").

Provide lots of praise for increasing amounts of sitting time. Praise Ashley throughout the day for being with the group and engaging in appropriate play. Vary the praise ("Ashley is sitting for circle. I'm so glad you are here; Ashley is trying to cut. Look at you. Working hard")

### ***Response***

If Ashley moves to a peer and grabs or hits them, redirect her by saying "Ashley, if you want to say hi, touch your friend on the shoulder; Say "hi"; then follow with "no hit". Don't first state "no hit" which seems to escalate Ashley and evoke more aggression.

If Ashley begins to get agitated in group, prompt her to sit for "one more turn" or "one more minute". Then prompt her to sign or say, "all done". Allow her to leave and access her hobby box. If she wanders, the adult should prompt her "box or circle".