

# Classroom Example: Routine-based Positive Support Planning Form – Circle Time and Transitions

## CIRCLE TIME

Why might the child be doing this?	What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skills should I teach?
<p>Child has difficulty with waiting, listening, taking turns (can't tolerate length or level of circle)</p>	<ul style="list-style-type: none"> <li>• Use a <b>visual schedule</b> that shows the order of circle activities and allows the child to turn the pictures over or remove the pictures upon completion of each activity</li> <li>• Simplify the activities within circle; for instance, have a <b>weekly calendar</b> rather than a monthly or use more hands-on activities</li> <li>• Have 2 circle times, one for the children who can “hang in” and one for the developmentally younger children</li> <li>• Place the activities that are difficult for the child towards the end of circle time and allow the child to leave circle early for an alternate activity</li> <li>• Use a <b>“my turn” visual cue card</b> to indicate whose turn it is</li> <li>• Embed the child's preference into circle (use a favorite character, theme, or activity) (e.g., Barney, Itsy Bitsy spider song, Thomas the Train)</li> <li>• Allow the child to hold a “manipulative” or some piece of an upcoming circle activity</li> </ul>	<ul style="list-style-type: none"> <li>• Prompt to say/gesture “my turn”</li> <li>• Prompt to say/gesture “all done”, and then allow to go to alternate activity</li> <li>• Refer to <b>visual schedule</b> and cue of remaining activities</li> <li>• Pull out a highly preferred item or activity</li> <li>• Ignore Inappropriate behavior, and praise those participating</li> </ul>	<ul style="list-style-type: none"> <li>• Teach the child to ask/gesture “my turn”</li> <li>• Teach the child to say/gesture “all done”</li> <li>• Teach child to follow <b>circle picture schedule</b></li> </ul>

## TRANSITIONS

Why might the child be doing this?	What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skills should I teach?
Child doesn't want to leave parent	<ul style="list-style-type: none"> <li>• Use <b>"I Go to Preschool"</b> story (at both home and school)</li> <li>• Have parent drop child at the door (or designated drop off area), and say a quick "good bye" and "see you after school"</li> <li>• Comfort and reassure child that someone (mommy or daddy) will pick him/her up after school</li> <li>• Allow child to bring a comfort item from home, and hold it during day</li> <li>• Provide a fun job as they enter the classroom</li> <li>• Have a <b>peer buddy</b> from class <b>greet</b> the child each day</li> <li>• Put a picture of caregiver on a <b>visual schedule</b> so that the child can predict when he/she will be picked up from school/bus</li> </ul>	<ul style="list-style-type: none"> <li>• Tell child to say/gesture good bye to parent while waving (and vice versa)</li> <li>• Help child inside classroom</li> <li>• Comfort child by saying "You'll see mom or dad after school"</li> <li>• If upset, read the <b>"I Go to Preschool"</b> story to the child</li> <li>• Redirect child with comfort item and allow him/her to take the item to the next activity</li> </ul>	<ul style="list-style-type: none"> <li>• Teach child to ask/gesture for a hug or to sit on teacher's lap</li> <li>• Teach the child to follow <b>visual schedule</b> and predict when parent will pick up</li> <li>• Teach child to say/gesture good-bye (use hand-over-hand prompting if necessary so that you can then praise the child for saying good-bye)</li> </ul>

Source: From R. Lentini, B. J. Vaughn, & L. Fox, (2005). *Creating Teaching Tools for Young Children with Challenging Behavior* [CD-ROM]. University of South Florida, Tampa, FL. [www.challengingbehavior.org](http://www.challengingbehavior.org). Used with permission.