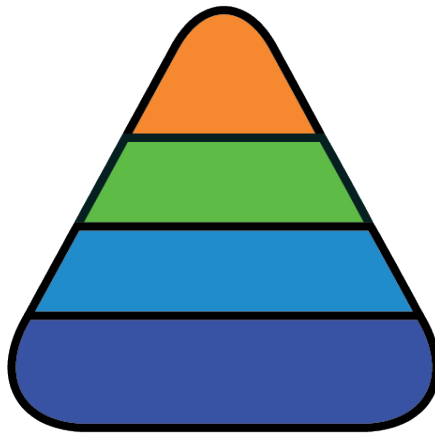


Foundations of the Teaching Pyramid



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Overview

Welcome to the Shasta Head Start team! Classroom and family services staff are vital to the success of carrying out our mission to provide a strong start in life to the children and families of our communities.

How to Use This Document

The goal of this document is to act as a guide to help you build foundational knowledge and understanding of the Teaching Pyramid and its application in our agency. The Teaching Pyramid is a framework designed for young children to promote their social/emotional development to increase desired behaviors and help prevent challenging behaviors. This guide contains helpful tools that you will use throughout your training. You'll notice that there is a pattern throughout this Learning Path – **READ, SEE, DO, TEST**. This method is proven to be an effective way to learn and retain new information.

Each chapter is designated to a specific topic and may be made up of multiple sections containing different subtopics. Topics are broken out into tables (sample below) containing the aspects of read, see, do, test, and a prompt to check-in. There are built-in journaling spaces within each chapter to document observations as well as reflections after performing tasks yourself. Some handouts, information, and activities are built within this document in addition to the SOP Portal.

Sample	
☐ Read:	SOP ###
☐ See:	<i>Day in the Life:</i> Observe this skill taking place. Take note of your observations.
☐ Do:	<i>Hands on Training:</i> Practice this skill. Answer the reflection questions.
☐ Test:	<i>Competency Review:</i> Take the competency quiz on SOP ###.
☐ Check-In:	Once this section is completed, take time to review the content with your supervisor.

Aspects of This Document

There are several different aspects that make up the Learning Path. See below for further descriptions of each aspect.

Day in the Life

A Day in the Life is structured around observation. During your observations, be sure to utilize the journals to jot down notes of what you see taking place in the classroom, things you have questions about, things you noticed but didn't expect, etc.

Check-In with Supervisor

This is an informal check-in to discuss your observations and answer any questions that you may have. This aspect is written into each section deliberately, but it's recommended to check-in with your

supervisor when you have questions, want to discuss things you've observed, or need additional support.

Hands on Training

This is where you put into practice what you've learned within your observations in a Day in the Life and Check-In with Supervisor trainings. You'll be performing duties that you've observed. Don't worry, you're not expected to be an expert at this point! This is just applying what you've seen practiced in the classroom.

Competency Review

This is a test of your competency in the SOPs that you have read, observed, and practiced. After each test, you will have an opportunity to discuss your results with your supervisor.

Expectations

This document was built to be used in conjunction with Shasta Head Start's Standard Operating Procedure (SOP) Portal, www.sop.shastaheadstart.org. It is an expectation that you seek out the required training and work to become competent in the Teaching Pyramid. With your supervisor's support, you will follow the pattern of READ, SEE, DO, TEST to develop strong competency of policy, procedure, and skills around the Teaching Pyramid. You will also be attending some individual, group, and/or virtual trainings that will help you reach competency.

Your main goals should be to gain the relevant skills, knowledge, and behaviors that are necessary for success. Throughout the training period and beyond, you are expected to:

- Be respectful by maintaining professional conduct, courteous language, and punctuality.
- Be positive about the work and training process. Ask for help when needed.
- Be engaged in the training process. Participate in hands-on service tasks as often as possible, take notes, and ask questions.
- Be prepared. Bring everything you need for training to work each day.

Agenda

Below is an agenda containing estimated timeframes you will be spending on each chapter.

Chapter Title	Estimated Timeframe
Chapter 1: Introduction to the Teaching Pyramid	One Day
Chapter 2: Introduction to CA Early Childhood Online	One Week
Chapter 3: Relationships, Environments, & Targeted Social Skills	Three Weeks
Chapter 4: Intensive Intervention	Two Weeks
Chapter 5: Tracking Challenging Behavior	Two Weeks

Chapter 1: Introduction to the Teaching Pyramid

Let's dive right in! As previously mentioned, all the following trainings can be found online at sop.shastaheadstart.org under SOP 9.10. Please check off each training as you complete it. This chapter will serve as an introduction to basic information of the Teaching Pyramid.

Teaching Pyramid Introduction	
☐ Read:	SOP 9.10.1 Chapter 1: Introduction to the Teaching Pyramid - Teaching Pyramid Introduction Presentation PowerPoint - Tell Me What to do Instead (available on SOP & next page) - SHS Expectations
☐ See:	<i>Day in the Life:</i> Observe how children/families are greeted when arriving at the center. Take note of your observations below.
☐ Do:	<i>Hands on Training:</i> Practice by greeting at least two children/families.
☐ Test:	<i>Competency Review:</i> Take the competency quiz on SOP 9.10.1.
☐ Check-In:	Once this section is completed, take time to review the content with your supervisor.

Teaching Pyramid Introduction – Day in the Life Observation

What are three greetings you heard today?

Teaching Pyramid Introduction – Hands on Training Reflection

What two (or more!) greetings did you use today?

Tell Me What To Do Instead!

Classroom Version



COMMUNICATION IS THE KEY

1. Tell a child what to do instead of what not to do.
2. Show the child by modeling or using a picture of the action.
3. Clearly and simply state what you expect the child to do.
4. Remember that young children may use inappropriate behavior because they do not understand the social rules and/or because they are unable to consistently apply what they are in the process of learning.
5. Talk to young children using language they understand. Young children may not understand a word like "don't" because it is a short word for "do not" and he/she may not know what the "negation" of a word means.
6. Encourage the child in a way that lets him/her know that he/she is exhibiting the desired behavior. Use positive, descriptive acknowledgement while the child is making an effort or is doing the desired behavior.
7. Some children will respond better to more subdued expressions, and acknowledging them in a "matter of fact" way might be more effective.
8. For the most part, be enthusiastic and generous with encouragement. Most children can never get enough!

Examples:

Avoid	Say/Model	Positive Descriptive Acknowledgement
Don't run!	- Walk - Use walking feet - Stay with me - Hold my hand	- You're holding my hand. That is so respectful. - You walked across the classroom. You made a safe choice. - You are walking beside me and keeping me company. That is so friendly!
Stop climbing!	- Keep your feet on the floor - Do you need something up high? Let's find a safe way to reach it	- Wow! You have both feet on the floor! You are being safe. - You asked for help to get something, you are being careful.
Don't touch!	- Look with your eyes - Keep your hands down	- You were really listening; you are looking with your eyes! - You kept your hands down. That is respectful.
No yelling!	- Use a calm voice - Use an inside voice - Turn the volume down	- You are using a calm voice! You look happy. - You are using a soft voice inside the classroom. How respectful.
Stop whining!	- Use a calm voice - Talk so that I can understand you	- You are talking so clearly! That is so helpful. - You told me with your words what was wrong. That is respectful. - You used your words. How respectful!
Don't stand on the chair!	- Sit on the chair - Chairs are for sitting - Do you need something up high? Let's find a safe way to reach it.	- You are sitting on the chair. What a careful girl. - You were responsible when you sat in the chair. - You stood on the ladder. You chose to be safe.
Don't hit!	- Gentle hands - Hands are for playing, eating, and hugging	- When you used gentle hands you were being respectful. - You used your hands for clapping! You like being safe. - You are hugging her. What a friendly girl.
No coloring on the wall!!	- Color on the paper - Put the paper on the easel if you want to color standing up	- You put the paper on the easel. That is being responsible. - Wow. You are coloring so carefully. You are focused. - You are an artist standing at the easel.
Don't throw your toys!	- Play with the toys on the floor - Toys stay close to the ground - Please keep the toys on the table	- You are playing with the toys on the floor. So safe. - You decided to keep the toys on the table. You are respectful.
Stop playing with your food!	- Food goes on the spoon and then in your mouth - Say "all done" when you are finished eating	- You're using your spoon. You're being careful. - You said "all done." That is helpful. - You are eating your food using your spoon and fork. That is practicing manners.
Don't play in the water/sink!	- Wash your hands - If you're finished washing your hands, please dry them	- You washed your hands. What a healthy guy! - You followed the hand washing steps! You try hard.

Adapted in 2013 by Laura Fish of WestEd from Lentini, R., Vaughn, B. J., & Fox, L. (2005). *Creating Teaching Tools for Young Children with Challenging Behavior* [CD-ROM]. (Early Intervention Positive Behavior Support, The Division of Applied Research and Educational Support 13301 Bruce B. Downs Tampa, FL 33612)

Chapter 2: Introduction to CA Early Childhood Online

This chapter is dedicated to the origins of the Teaching Pyramid, how California adapted the Teaching Pyramid, and the importance of Social and Emotional Learning. You will spend time exploring California Early Childhood Online (CECO) resources.

Introduction to California Early Childhood Online (CECO)	
☐ Read:	SOP 9.10.2 Chapter 2: Teaching Pyramid Continued - CSEFEL Teaching Pyramid Framework Overview: Slides 1 – 40 - Facts About Young Children with Challenging Behavior - CA CSEFEL's Vision - We Teach (also below) - Teaching Pyramid Handout
☐ See:	<i>Day in the Life:</i> Look for two opportunities staff used a teachable moment to teach a child/family something new.
☐ Do:	<i>Hands on Training:</i> Explore the website cainclusion.org . Ensure to spend some time in the "Walking up the Pyramid" and "Materials" sections. <i>Hands on Training:</i> With your supervisor find resources that support social & emotional learning. Find a book that supports social & emotional strategies and read it with children.
☐ Check-In:	Once this section is completed, take time to review the content with your supervisor.

We Need to Teach!

If a child doesn't know how to read, **we teach.**

If a child doesn't know how to swim, **we teach.**

If a child doesn't know how to multiply, **we teach.**

If a child doesn't know how to drive, **we teach.**

If a child doesn't know how to behave, **WE TEACH!**



Introduction to CECO – Day in the Life Observation

What prompted the teachable moment (e.g., informal observation, lesson plan activity, etc.) you observed? How did the children respond to that teachable moment?

Introduction to CECO – Hands on Training Reflection

After exploring the cainclusion.org website, list 3 things that stood out for you. How do you plan on using this website in the future?

Chapter 3: Relationships, Environments, & Targeted Social Skills

This chapter will review values and beliefs regarding behavior as well as the importance of building relationships and how to directly teach targeted social and emotional skills. Those working in EHS will also learn about understanding temperaments in infants and toddlers.

Relationships	
☐ Read:	SOP 9.10.3 Chapter 3: Relationships, Environments, & Targeted Social Skills - CSEFEL Teaching Pyramid Framework Overview: Slides 41 – 47 (Modules 1a, 1b, & 2) - Building Positive Relationships with Young Children - (EHS Only) Understanding Temperament in Infants and Toddlers
☐ See:	<i>Day in the Life:</i> Observe classroom staff giving children emotional deposits.
☐ Do:	<i>Hands on Training:</i> Choose one child to focus on making emotional deposits. Share your findings with your supervisor
☐ Check-In:	Once this section is completed, take time to review the content with your supervisor.

Relationships – Day in the Life Observation

List three emotional deposits you heard or saw happening today.

Relationships – Hands on Training Reflection

What were your favorite emotional deposits you gave to the children? How did the child react to the deposits?

Positive Descriptive Acknowledgment (PDA)

☐ Read:	SOP 9.10.3 Chapter 3: Relationships, Environments, & Targeted Social Skills - Moving from Praise to Acknowledgment - PDA Samples
☐ See:	<i>Day in the Life:</i> Observe PDA usage in the classroom. Take note of your observations below.
☐ Do:	<i>Hands on Training:</i> Practice using PDA with children. Have your supervisor give you thumbs up for each use. Take time to reflect on your experience below.
☐ Check-In:	Once this section is completed, take time to review the content with your supervisor.

PDA – Day in the Life Observation

What three examples of PDA have you heard? How did children respond to the PDA?

PDA – Hands on Training Reflection

How did it feel to use Positive Descriptive Acknowledgement (PDA) with the children? How did you use PDA with staff?



Moving from Praise to Acknowledgment: Providing Children with Authentic Support

*"The only lifelong, reliable motivations are those that come from within,
and one of the strongest of those is the joy and pride that grow from knowing
that you've just done something as well as you can do it."*

-- Lloyd Dobens and Clare Crawford-Mason

When a child has done something impressive, instead of saying, "Good job," try one of the following:

1. Report what you see (narrating).

A short, objective statement such as, "You put your dishes in the tub," or "You figured out a solution to the problem," acknowledges children's efforts and allows them to judge for themselves the merits of their achievement. Elaborate on the details of their actions to provide more specific feedback. For example, "It looks like you used blue and green to make an ocean."

2. Connect it with a desired character trait, value, or expectation (PDA: Positive, Descriptive Acknowledgment).

When a child does something that is an example of a character trait, value or expectation, add the expectations language to the comment. For example, if a child has put away toys on the floor say, "You cleaned up the blocks. You are keeping the area safe." Or if they helped a friend you might say, "You gave Yoon Seo the fire truck. That's being friendly." Expectations language provides definitions for the character words, builds self-efficacy (belief that you have the ability to succeed at a task), and helps the child to internalize the behaviors.

3. Emphasize the impact on others.

If a child does something caring or something that benefits the community, acknowledge the positive impact. For example, if a child has put away toys on the floor say, "You cleaned up the blocks. Now someone else can have a turn." Or if they helped a friend you might say, "You gave Yoon Seo the fire truck. He looks really happy to have it." Such language builds a sense of agency (ability to intentionally make things happen through your actions) by drawing the child's attention to the impact his/her actions have on another child.

4. Ask open-ended questions.

Being curious encourages the child to reflect. "What do you like best about your tower?" or "How did you know to put the puzzle piece there?" Asking open-ended questions builds language and engages the children in abstract thinking.

5. Say nothing.

When children are playing, we often feel the need to continually comment on their actions. This can be disruptive and can create an extrinsic motivation to explore. Let children take joy in their own learning and allow them to experience the pride of their own accomplishments.

Adapted by WestEd CA CSEFEL August 2012 from *Hooked on Praise: Quit saying "Good Job!"* by Alfie Kohn.

Positive, Descriptive Acknowledgement (PDA) involves “being the camera” and describing the child’s actions while including the friendship skills, emotions, and the expectations that you notice when you are giving the narration.

The key is to avoid using “I” language (“I like” or “I see”) when starting off the PDA as this risks putting the focus on the teacher instead of the child. The goal is to give the credit back to the child by giving PDA in “you” language or by using the child’s name. PDA given in this manner helps children to gain knowledge of their abilities and promotes self-awareness, self-confidence, competence, agency and self-efficacy. Here are some ideas to get you started!

General:

1. You were so respectful when you raised your hand.
2. You’re listening when your friend/teacher is talking. That’s being respectful.
3. You look like you are enjoying working on that picture!
4. You used walking feet. That is being safe.
5. You’re smiling and laughing. You are having fun!
6. You two are sharing ideas about how to play. What team work!
7. You solved the problem! You look like you feel proud of yourself.
8. That was so respectful when you _____ (describe what they did)
9. That was friendly when you _____ (describe what they did)
10. You are showing me your picture. You look proud.
11. You look confused.
12. You’re laughing and jumping up and down. You are excited/happy/exuberant.
13. You looked sad/worried/disappointed when you _____ (describe what they did)

Dramatic Play:

1. You two are taking turns with _____!
2. You are sharing the _____. That is so friendly.
3. You figured out how to build the tower together. You cooperated.
4. You gave it to him when you were done! That is taking turns.
5. You are playing dress up together. Looks like you are happy.
6. You are sharing ideas about how to play together. That is teamwork.
7. You used your words. That is being respectful.

Block Area:

1. You are sharing the blocks. That is so friendly.
2. First you had the truck, then you gave it to _____ to use. That is taking turns!
3. Both of you are working hard on that project!
4. You are both determined to build that tower.
5. You put the blocks away during clean up. That is being respectful.
6. You are playing safely with the blocks.
7. You let her have a turn. That is being friendly.
8. You told him you didn’t want to play. You are using your words.

Outside:

1. You are riding the bike on the path. That is being safe.
2. You are keeping the sand in the sand box. That is being respectful.
3. You smiled when you gave him the shovel! You like taking turns.
4. It seems like you two really like to play together. You’re friends.
5. That’s so kind of you to share the crayons. You must be feeling generous.
6. You lined up to go inside! You look proud of yourself.
7. You helped your friend find the toy she was looking for!
8. You went down the slide sitting down. That’s being safe.

Water Table/Sand Table:

1. You gave her a turn. That is being friendly.
2. You are sharing the toys. You are all being respectful.
3. You are keeping the water/sand in the water/sand table. That is being safe.
4. You’re sharing ideas about how to play! You are focused.
5. Wow, you really love playing in the water! You are having so much fun!

Promoting Positive Peer Social Interactions

- | | |
|---|---|
| ☐ Read: | SOP 9.10.3 Chapter 3: Relationships, Environments, & Targeted Social Skills
- Promoting Positive Peer Social Interactions
- (HS Only) Check in with the classroom's Teacher to determine which Second Step card will be used today. Review the card.
- (EHS Only) Check in with the classroom's Primary Caregiver to determine which Social Emotional Intentional Teaching card will be used today. Review the card. |
| ☐ See: | <i>Day in the Life:</i> Observe how the teaching staff promote positive peer social interactions. Document your observations below.
<i>(HS Only) Day in the Life:</i> Observe a Teacher as they implement a Second Step lesson(s). Take note of your observations below.
<i>(EHS Only) Day in the Life:</i> Observe a Primary Caregiver as they implement a Social Emotional Intentional Teaching card. Take note of your observations below. |
| ☐ Do: | <i>Hands on Training:</i> Practice using examples from the "Promoting Positive Peer Social Interactions" handout (next page). Document which examples you practiced.
<i>(HS Only) Hands on Training:</i> Explore the classroom's Second Step kit. Identify posters, books, CDs, and other supporting materials in the classroom.
<i>(EHS Only) Hands on Training:</i> Practice the strategies from the Social Emotional Intentional Teaching cards. Identify social stories in the classroom. |
| ☐ Check-In: | Once this section is completed, take time to review the content with your supervisor. |

Promoting Positive Peer Social Interactions – Day in the Life Observation

What positive peer social interaction strategies did you see used in the classroom?

(HS Only) Promoting Positive Peer Social Interactions – Day in the Life Observation

What is the name of the Second Step card lesson you saw used in the classroom? What social emotional skills were children learning from the lesson?

(EHS Only) Promoting Positive Peer Social Interactions – Day in the Life Observation

What is the name of one Social Emotional Intentional Teaching Card that you saw used in the classroom? Why do you think they were chosen to be in the classroom?

Promoting Positive Peer Social Interactions – Hands on Training Reflection

Document which examples you used from the Promoting Positive Peer Social Interactions handout. Why did you choose the examples you practiced?

(HS Only) Promoting Positive Peer Social Interactions – Hands on Training Reflection

Where did you find the Brain Builders? What skills do they teach?

(EHS Only) Promoting Positive Peer Social Interactions – Hands on Training Reflection

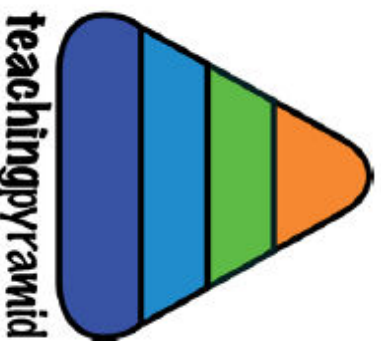
How did it go with your implementation of the social and emotional intentional teaching card? How did you engage the children with the card?

Chapter 4: Intensive Intervention

This chapter is focused on the top of the Teaching Pyramid. Time will be spent looking at some intensive intervention strategies. This chapter should bring all the Teaching Pyramid information together.

Intensive Interventions – The Top of the Teaching Pyramid	
☐ Read:	SOP 9.10.4 Chapter 4: Intensive Intervention - CSEFEL Teaching Pyramid Framework Overview: Slides 48 – 53 (Module 3 and “Bringing it all Together”) - (HS Only) Tiered Plan of Action - (EHS Only) Tiered Plan of Action - Steps Toward Applying the Teaching Pyramid for an Individual Child - Relaxation Thermometer Activity - “You Got It!” Teaching Social Emotional Skills
☐ See:	<i>Day in the Life:</i> Observe another staff member implementing the thermometer activity. Document your observations below. This is optional for EHS staff. Check in with your supervisor to determine if this is appropriate for your classroom or not. If you do not observe this activity, disregard the “Day in the Life” observations. <i>Day in the Life:</i> Observe how teaching staff use social stories in the classroom. Take note of your observations below.
☐ Do:	<i>Hands on Training:</i> Practice the Thermometer Activity This activity is optional for EHS staff. Check in with your supervisor to determine if this is appropriate for your classroom or not. If you do not perform this activity, disregard the “Hands on Training” reflections. <i>Hands on Training:</i> Read a social story with the children (e.g., “Tucker the Turtle”, “I Can Be a Superhero”)
☐ Test:	<i>Competency Review:</i> Throughout your CECO trainings, you will take multiple small quizzes. Once complete, you will receive a certificate. Submit your certificate to the HR Department via scan, email, or print & send in through interdepartmental mailer.
☐ Check-In:	Once this section is completed, take time to review the content with your supervisor.

Steps Toward Applying the Teaching Pyramid For An Individual Child



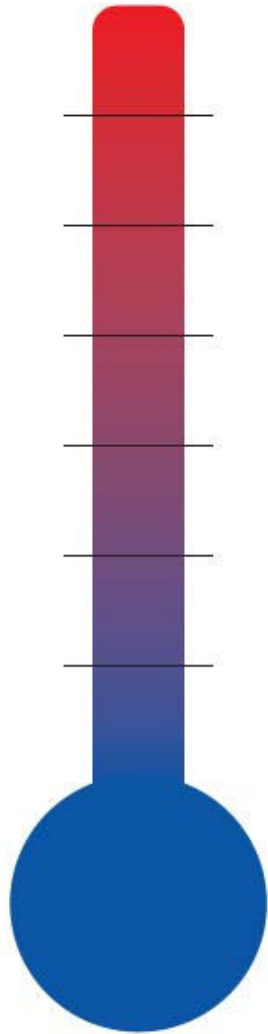
24. Teaching staff complete BORs 25. Teacher updates <u>Child Success Team (CST)</u> information form for meeting with family, supervisor and classroom staff – attaches completed BORs 26. CST meets and completes <u>Positive Behavior Support Planning Chart</u> 27. Strategies are implemented* 28. Focus on positive descriptive acknowledgement 29. CST meets to review progress 30. Referrals are made as appropriate	Select Strategies 17. Use information from the BOR to identify function(s) and patterns of behavior* 18. Consult the <u>Routines-Based Support Guide</u> for ideas 19. Implement prevention strategies* 20. Teach new skills* 21. Focus on positive descriptive acknowledgement 22. Continue to collect BORs 23. Consult with family Share strengths, successful strategies, concerns, and work samples Inform of continued need to support the student at the level of intervention, if successful Inform of next step in process and coordinator/supervisor support to discuss and recommend other strategies	Social Emotional Strategies 10. Friendship Skills* 11. Emotional Literacy* 12. Managing Strong Emotions* 13. Problem-Solving and Conflict Resolution* 14. Use positive descriptive acknowledgement for 10-13 15. Collected Behavior Observation Reports (BOR) 16. Confer with staff who support implementation of the Teaching Pyramid	Reinforce the Foundation 6. Examine the <u>Environment</u> with this child in mind to determine if it is Supportive* 7. Focus on positive descriptive acknowledgement 8. Review DRDP 9. Monitor the child's learning, collecting work samples and creating portfolios	1. Maintain good early childhood practices 2. Check that you are <u>Building a Relationship</u> with the child and family* 3. Review information from enrollment, family 4. Were there concerns on the developmental screening (ASQ)? 5. Does the child have an IEP (Individualized Education Plan)?
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* Refer to Inventory of Practices in Teaching Pyramid notebook

08/03/13

WestEd Center for Child & Family Studies

Relaxation Thermometer



Mad | Enojado

**Take 3
deep breaths
1... 2... 3...**



Relaxed | Relajado



Photos from www.istockphoto.com under the Royalty Free License

Instructions

1. [Hold the visual up and say,] **"This card is like a thermometer. A thermometer tells us how hot or cold something is"**
2. [Point to the bottom say] **"Down here at the bottom, it is cool, and is blue like ice"**
3. **"Up here at the top, it is hot, and red like fire"**
4. **"But this thermometer can tell us how we feel"**
5. [Point to the calm emotion picture and the bottom and say] **"This child is calm, see his face? Look at his eye brows, his mouth. Show your friend your calm face. This is blue and cool. So calm"**
6. [Point to the angry/frustrated emotion picture and the top and say] **"This child is angry-mad/upset/frustrated, see his face? Look at his eye brows, his mouth, his hand. Show your friend your mad/frustrated/etc. This is red and hot."**
7. **"We're going to play a game: Pretend you are very calm. Take a big deep breath and let it out. Relax your body and bend it forward a little (demonstrate). Make your calm face."** [Point to the blue at the bottom of the thermometer.]
8. **"Now we're going to pretend to get angry (or upset or frustrated, etc.). Pretend you are coloring and someone reaches over and crumples up your paper. You feel so angry! So mad! Let's stand up, tense up your body, make fists, bend forward a little, breathe in and out quickly (like panting). [Demonstrate. Then slowly raise your finger up the thermometer] We're getting redder and redder, madder and madder."**
9. **"Let's take our deep breaths and calm down. Big breath in and blow it out through your blowing mouth [i.e., with pursed lips, like blowing out a candle]. We're starting to get a little calmer, more relaxed [point to the thermometer], but we're not all the way calm yet."**
10. [Repeat step 9 several times, demonstrating with your body and face getting more and more relaxed, moving your finger down the thermometer bit by bit, until you are at the bottom.]
11. Go up and down the Thermometer several times (if you'd like), with a different pretend situation—a friend won't play, someone takes your block or car, etc.
12. **"On the last turn, say we're going to get so calm and relaxed that we just melt down into our chairs (onto our carpet squares, etc.) with our last breath"** [demonstrate]

Instrucciones

1. [Mantenga el objeto visual y diga,] **“Esta tarjeta es como un termómetro. Un termómetro nos dice lo caliente o frío que es algo”**
2. [Señale hasta el fondo decir] **“Aquí abajo, en la parte inferior, es genial, y es azul como el hielo.”**
3. **“Aquí arriba, está caliente, y rojo como el fuego”**
4. **“Pero este termómetro puede decirnos cómo nos sentimos.”**
5. [Señale la imagen de la emoción tranquila y la parte inferior y diga] **“Este niño está tranquilo, ¿ves su cara? Mira sus cejas, su boca. Muéstrale a tu amigo tu cara tranquila. Esto es azul y genial. Tan tranquilo.”**
6. [Señale la imagen de emoción enojada / frustrada y la parte superior y diga] **“Este niño está enojado/enfadado/frustrado, ¿ve su cara? Mira sus cejas, su boca, su mano. Muestre a su amigo su loco / frustrado / etc. Esto es rojo y caliente.”**
7. **“Vamos a jugar un juego: Finge que estás muy tranquilo. Respira hondo y déjalo salir. Relaja tu cuerpo y dóblalo un poco (demuestra). Haz tu cara tranquila.”** [Apunte al azul en la parte inferior del termómetro.]
8. **“Ahora vamos a fingir que nos enojamos (o nos enfademos o nos frustraremos, etc.). Finge que estás coloreando y alguien se acerca y arruga tu papel. ¡Te sientes tan enojado! ¡Tan loco! Vamos a poner de pie, tensar su cuerpo, hacer puños, inclinarse un poco hacia adelante, respirar y salir rápidamente (como jadear).** [Demostrar. A continuación, lentamente levante el dedo por el termómetro] **Nos estamos volviendo más rojos y más rojos, más locos y más locos.”**
9. **“Vamos a tomar nuestras respiraciones profundas y calmarnos. Respira y sopla a través de tu boca soplando [es decir, con los labios fruncidos, como soplar una vela]. Estamos empezando a ponernos un poco más tranquilos, más relajados** [punto al termómetro], **pero aún no estamos muy tranquilos.”**
10. [Repetir el paso 9 varias veces, demostrando con su cuerpo y la cara cada vez más relajado, moviendo el dedo hacia abajo el termómetro poco a poco, hasta que esté en la parte inferior.]
11. Sube y baja el termómetro varias veces (si quieres), con una situación de fingir diferente: un amigo no jugará, alguien se lleva tu bloque o coche, etc.
12. **“En el último giro, digamos que vamos a ponernos tan tranquilos y relajados que simplemente nos fundimos en nuestras sillas (en nuestros cuadrados de alfombra, etc.) con nuestro último aliento”** [demostrar]

Intensive Intervention – Day in the Life Observation

While observing the thermometer activity think about the children in your classroom. What children would benefit from this activity? How would you utilize this tool?

Which social stories did you hear today? What was the children's engagement like during the stories?

Intensive Interventions – Hands on Training Reflection

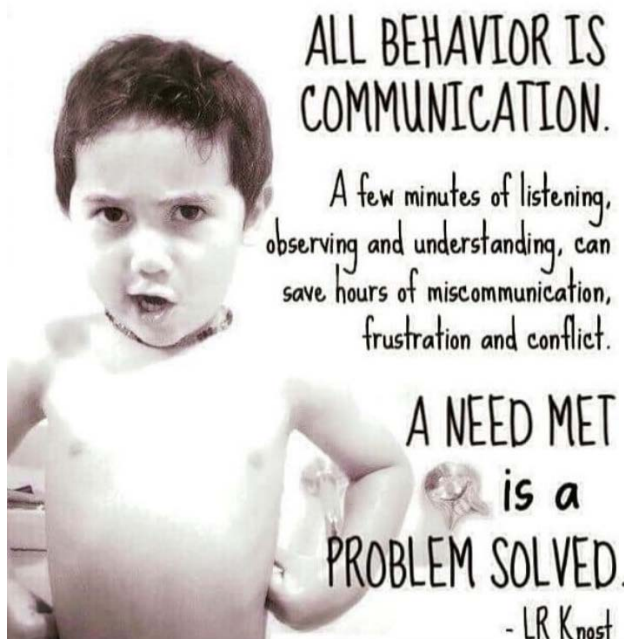
How did the child/children react after the thermometer activity? How did the teacher use the thermometer activity?

Which social story did you read to the children? How did the child engage with the social story?

Chapter 5: Tracking Challenging Behavior

This chapter will describe the process of observing challenging behavior to determine the function of the behavior and select teaching strategies that support the child in replacing challenging behavior with positive behavior. You will practice observing through video and in the classroom to develop a strong foundation in observing and analyzing behavior.

Challenging Behavior Tracking Packet	
☐ Read:	SOP 9.10.5 Chapter 5: Tracking Challenging Behavior - Review SOP 5.3.24 Challenging Behavior Tracking Packet - SHS Challenging Behavior Tracking Packet Training video and practice writing the BORs (in the “see” section) Refer to the Routine Based Support Guide (only available in Teaching Pyramid binder)
☐ See:	<i>Day in the Life:</i> Observe and complete the BORs shown in the SHS Challenging Behavior Tracking Packet Training video from SOP9.10.5. Use the Behavior Equation Practice form on the following page to complete the activity. Take time to reflect using the note section.
☐ Do:	<i>Hands on Training:</i> Practice BORs. Check in with your supervisor to see which of the following they’d like you to do: - Complete five BORs on a child whom they are already working with - Complete five BORs on a child of your choice Review the completed BORs with your supervisor.
☐ Test:	<i>Competency Review:</i> Take the competency quiz on SOP 9.10.5.
☐ Check-In:	Once this section is completed, take time to review the content with your supervisor.



Possible motivation/function options

Obtain Desired Item
Obtain Desired Activity
Gain Connection to Person
Gain Sensory Stimulation

Express Emotion
Initiate Social Interaction
Avoid Adults
Avoid Sensory Stimulation

Avoid Tasks
Avoid Peers
Get Help
Other:

What Happened Just Before? (From the Child's Perspective)	What Behavior(s) Occurred? Like a Camera	What Happened Just After (From the Child's Perspective)
	Possible Function	

What Happened Just Before? (From the Child's Perspective)	What Behavior(s) Occurred? Like a Camera	What Happened Just After (From the Child's Perspective)
	Possible Function	

What Happened Just Before? (From the Child's Perspective)	What Behavior(s) Occurred? Like a Camera	What Happened Just After (From the Child's Perspective)
	Possible Function	

What Happened Just Before? (From the Child's Perspective)	What Behavior(s) Occurred? Like a Camera	What Happened Just After (From the Child's Perspective)
	Possible Function	

Challenging Behavior Tracking Packet – Day in the Life Observation

What did you find most challenging about writing a Behavior Observation Report (e.g., maintaining objectivity, choosing the function, etc.)?

Challenging Behavior Tracking Packet – Hands on Training Reflection

How will you adjust your teaching to meet the function of the behaviors you observed? You can use the Routine Based Support Guide to find ideas! The guide can be found in the Teaching Pyramid binder – ask your supervisor if you do not know where this is.
