



Tier 1 Practices: Stopping Behavior vs. Managing Circumstances

POSTURE

Behaviors we perceive as intentional, bothersome and we want them to stop	What is going on underneath? What is the child trying to tell us with this emotional expression?	How can we help the child work through these circumstances?
Not wanting to leave mom and dad, clingy, tearful may go into crisis	<ul style="list-style-type: none"> • Separation anxiety • Child might be thinking: <i>'I don't feel ready to leave you right now. When am I going to see you next? This is hard.'</i> 	<ul style="list-style-type: none"> • Having an object of transition for the child to hold onto • Putting the focus on the next point of connection • Distracting towards something the child enjoys doing with you inside the classroom
Child doesn't join in when the group is called to gather	<ul style="list-style-type: none"> • Did the child hear the adult's request? • Does the child understand what is asked of them? 	<ul style="list-style-type: none"> • Calling for the attention prior to giving an instruction – ensuring to have 'eyes and ears' • Naming the request explicitly and modeling the expected behavior • Using a song or chant to provide an additional auditory cue. • Going to the child, repeat and accompany them to the group gathering area • Asking the child to bring an item, this will encourage them to follow through
Grabbing items from other children	<ul style="list-style-type: none"> • Frustration – Child wants the item NOW! • Impulsive – grabbing gives it to me now. • Poor social skills – may not know how to ask for it, may not be used to turn-taking with others and doesn't know how to go about it 	<ul style="list-style-type: none"> • Naming that both children seem to want to play with this item at the same time! (use a playful voice) • Offering different ways to share: ask to borrow, turn-taking, having another similar item • Encouraging them to use their words, model and script an example 'Are you finished, can I borrow it please?'
Child does not want to engage when new activities are presented	<ul style="list-style-type: none"> • Resistance, vulnerability, uncertainty • Child might be thinking: <i>'I don't know if I can do this. It doesn't feel safe to try new things.'</i> 	<ul style="list-style-type: none"> • Putting the focus on something you know they are capable of doing • Relaying that you believe they are capable of doing the new task • Providing your support to get them started. • Having another adult step in to provide help
Child has a meltdown when its time to get ready to go play outside or leave at the end of the day	<ul style="list-style-type: none"> • Struggle with transitions/change/stopping an activity they enjoy • Child might be thinking: <i>'There are too many steps – I'm confused. I can't handle all the noise and ruckus. I can't do zippers.'</i> 	<ul style="list-style-type: none"> • Announcing the upcoming transitions, use a song or chant as an auditory cue. Giving an individual cue to children who require this additional support • Breaking down the tasks 1, 2, 3 – have visuals, use them daily as a support • Providing a personal space within the classroom for getting dressed and ready • Including zippers, tying laces, Velcro straps and buttons in classroom center activities to help the children learn and practice these skills during play • Providing generous support with tying and zipping items – this is also a great time of 1:1 connection to reassure and encourage children in all their efforts
Conflict between children (e.g. being first in the line-up, invading each other's space at the cubbies, not collaborating at clean-up)	<ul style="list-style-type: none"> • Frustration, need for immediacy, lack of consideration for others, not intentional, eager to get something done or to the next step, poor body/spatial awareness • Poor social skills – may not know how to address the situation 	<ul style="list-style-type: none"> • Adult posture (tone, volume, cadence) is key, not rushing the intervention, acting as a traffic director rather than commanding expected behaviour • Adult being strategic around the physical setup of the spaces to limit traffic jams that cause frictions and upsets. • Considering that some children may need bigger individual space than others. • Developing, implementing, and practicing good structures and routines. Predictability and fairness helps reduce frustration and potential conflicts.