

# EARLY CHILDHOOD BEHAVIOR INTERVENTION MANUAL

## Goals, Objectives, and Intervention Strategies

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Printed in the  
United States of America.  
07/10



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## **Behavior Number**

1. Fails to perform task independently . . . . .	
2. Is not motivated by rewards . . . . .	
3. Does not remain on task . . . . .	
4. Does not perform tasks at his/her ability level. . . . .	
5. Does not follow verbal directions . . . . .	
6. Is reluctant to attempt new things . . . . .	
7. Has difficulty with short-term memory . . . . .	
8. Has difficulty with long-term memory . . . . .	
9. Requires repeated drill and practice to learn what other children master easily. . . . .	
10. Has little or no interaction with adults . . . . .	
11. Fights with other children . . . . .	
12. Become physically aggressive with adults. . . . .	
13. Makes inappropriate comments to adults . . . . .	
14. Is easily angered, annoyed, or upset . . . . .	
15. Has little or not interaction with peers . . . . .	
16. Makes inappropriate comments to peers. . . . .	
17. Responds inappropriately to typical physical exchanges with other children . . . . .	
18. Bothers peers who are trying to work, play, listen, etc. . . . .	
19. Respond inappropriately to others' attempts to be friendly, complimentary, sympathetic, etc. . . . .	
20. Does not share possessions or materials . . . . .	
21. Does not allow others to take their turns, participate in activities or games, etc. . . . .	
22. Makes inappropriate physical contact with others . . . . .	
23. Engages in inappropriate behaviors related to bodily functions . . . . .	
24. Exhibits extreme mood changes . . . . .	
25. Is unpredictable in behavior . . . . .	
26. Has difficulty separating from parents . . . . .	
27. Is impulsive . . . . .	
28. Needs immediate rewards/reinforcers in order to demonstrate appropriate behavior . . . . .	
29. Behaves in a manner inappropriate for the situation. . . . .	
30. Becomes overexcited. . . . .	
31. Does not accept changes in established routine . . . . .	
32. Does not change behavior from one situation to another . . . . .	
33. Does not participate in activities or special events that are interesting to his/her peers . . . . .	
34. Does not smile, laugh, or demonstrate happiness . . . . .	
35. Is tired, listless, apathetic, unmotivated, not interested in activities . . . . .	
36. Frowns, scowls, looks unhappy during typical classroom situations . . . . .	
37. Deliberately hurts self or damages own property or clothing . . . . .	
38. Moves about unnecessarily . . . . .	

- 39. Speaks in an unnatural voice. . . . .
- 40. Speaks incoherently . . . . .
- 41. Engages in nervous habits . . . . .
- 42. Throws temper tantrums . . . . .
- 43. Reacts physically in response to excitement, disappointment, surprise, happiness, fear, etc. . . . .
- 44. Fails to stay in an assigned area for the specified time period . . . . .
- 45. Makes unnecessary comments or noises. . . . .
- 46. Forcibly takes things from others . . . . .
- 47. Behaves inappropriately when others do well or receive praise or attention
- 48. Fails to comply with adults
- 49. Makes sexually-related comments or engages in behavior with sexual overtones
- 50. Destroys other people's property
- 51. Demonstrates inappropriate behavior when moving with a group
- 52. Responds inappropriately to redirection . . . . .
- 53. Does not follow rules . . . . .

**IV. Forms . . . . .**

# I. Introduction

The *Early Childhood Intervention Manual* is based on the most commonly encountered behavior problems of early childhood. The intent of the *Early Childhood Behavior Intervention Manual* is to provide educators with a selection of proven interventions for the most common early childhood behavior problems encountered in the educational environment.

The goals and objectives identified in this manual will serve as samples which may be used in writing IEP's for identified special needs students. Criteria for measuring success of the child's attainment of the goals and objectives must be determined by those professional educators and parents who are aware of the child's current abilities and program recommendations.

The interventions listed under each behavior problem should serve as a guide for program development or change for any student in need of behavior improvement. Interventions may be chosen by a team or professionals, a special educator in a self-contained class or functioning in a resource or consultant capacity, or by a regular education teacher. Professional judgment should dictate the choice of interventions for any particular student. The child's age, sex, grade level, local community standards, and handicap, if one exists, are all to be considered in selecting appropriate intervention procedures. The intervention have been found appropriate for special education as well as regular education classroom environments.

The assumption is made, in any professionally responsible educational setting, that all related variables will be considered in choosing appropriate interventions designed to facilitate student success. Thorough consideration should identify all related variables influencing student behavior problems in order to appropriately respond to individual situations. Vision, hearing, general health, nutrition, and family case history should be considered in order not to overlook any historical or contemporary determinants of behavior.

The expectation is that the appropriate intervention will be selected, agreed upon, and consistently used by all instructional personnel working with the child. Use of the same interventions by all teachers in all settings greatly enhances the likelihood of student success in the educational environment. These interventions, appropriate

for all educational environments, lend themselves particularly well to creating continuity across all the classes and educational settings in which the child functions.

In order to respond to the broad spectrum of implications related to behavior problems, the interventions contained in this manual area designed to represent solutions which are both preventive and reactive. Preventive interventions are environmental modifications used to reduce stimulation, teach the child problem-solving skills, etc. Reactive interventions are more immediately related to the situations, such as removal from the group, increase supervision, natural consequences, etc.

Some interventions in this manual apply to most students and should be considered first in order to provide a more general approach to problem reduction. Other interventions are more specific and should be individually selected for students based on the appropriateness of the intervention to the situation.

For any behavior problem exhibited by students, it will be of value to assess the extent to which institutional variables influence the behavior and possibly contribute to the problem. Limited supervision in play areas, hallways, and during extracurricular activities as well as arbitrary grouping and seating arrangements, are often examples of factors which are inherent in the institutional structure and contribute to the problem behavior. As a first step in improving a situation, these institutional variables should be evaluated and acted upon to reduce the influence of variables which result in unsuccessful or inappropriate behavior.

The manual is designed to respond to the most typical behavior problems exhibited by early childhood students in educational settings. The interventions identified herein are appropriate for any early childhood student engaging in the behaviors described. The child's need not be identified as behaviorally disordered/emotionally disturbed or handicapped in any way. The appropriateness of the interventions relates directly to the behavior problem and not to classification labels. All the interventions included have been found to be most successful by administrators, teachers, aides, counselors, parents, and other persons intent on helping students.

Every attempt was made to provide interventions which are likely to contribute to the most positive classroom atmosphere. Additionally, the selection of intervention strategies took into account those interventions which reflect positive teacher behavior expected of educators in our schools. All interventions included in the *Early Childhood Behavior Intervention Manual* have been proven to contribute to student success in the educational environment.

In addition to providing intervention strategies for the most commonly encountered behavior problems in the educational environment, the *Early Childhood Behavior Intervention Manual* provides goals, objectives, and intervention strategies for the behaviors identified by the *Early Childhood Behavior Scale*. The fifty-three behaviors included on the *Early Childhood Behavior Scale* are included in the *Early Childhood Behavior Intervention Manual*.

S.B.M

## II. Using the *Early Childhood Behavior Intervention Manual* in Conjunction with the *Early Childhood Behavior Scale*

\*NOTE: If the *Early Childhood Behavior Intervention Manual* is not being used in conjunction with the *Early Childhood Behavior Scale*, the following procedural steps need not be followed.

- Step 1: The child is rated with the School Version of the *Early Childhood Behavior Problem Scale*.
- Step 2: Conversions of raw scores on the *Early Childhood Behavior Problem Scale* are made, subscale standard scores and percentile scores are determined, and the *Early Childhood Behavior Scale* Summary of Scores section is completed.
- Step 3: Determine on which of the three characteristics (subscales) the child scores one or more standard deviations below the mean (subscale score below 7).
- Step 4: Under each of those characteristics (subscales) on which the child scored one standard deviation or more below the mean, determine which behaviors constitute primary concern in the educational environment (the behaviors with the highest raw scores).
- Step 5: Find goals and objectives from the *Early Childhood Behavior Intervention Manual* which represent each behavior indicated as a primary concern on the *Early Childhood Behavior Scale*.
- Step 6: Determine those interventions from the *Early Childhood Behavior Intervention Manual* which are most appropriate in facilitating the child's success and meeting the goals and objectives chosen in Step 5.
- Step 7: If there are any behaviors which are of concern on subscales other than those with scores more than one standard deviation below the mean, goals, objectives, and interventions should be selected and written for those behaviors as well.
- Step 8: Share those goals, objectives, and interventions strategies selected for the child with all personnel involved in the child's educational program.

# III. Goals, Objectives, and Interventions

## 1 Fails to perform tasks independently

### Goal:

1. The child will independently perform tasks.

### Objectives:

1. The child will attempt to perform a given task before asking for teacher assistance on \_\_\_\_ out of \_\_\_\_ trials.
2. The child will read necessary directions, instructions, explanations, etc., before asking for teacher assistance on \_\_\_\_ out of \_\_\_\_ trials.
3. The child will independently complete \_\_\_\_ out of \_\_\_\_ tasks per school day.
4. The child will ask for teacher assistance only if necessary when performing tasks on \_\_\_\_ out of \_\_\_\_ trials.
5. The child will work for \_\_\_\_ minutes without requiring assistance from the teacher on \_\_\_\_ out of \_\_\_\_ trials.

### Interventions:

**1.** Reinforce the child for communicating his/her needs to others only when necessary (a) give the child a tangible reward (e.g., classroom privileges, line leading, passing out materials, five minutes free time, (etc.)), or (b) give the child an intangible reward (e.g., praise, handshake, smile, etc.)

**2.** Reinforce the child for performing tasks independently.

**3.** Speak to the child to explain: (a) what he/she is doing wrong (e.g., asking for teacher assistance when not necessary) and (b) what he/she should be doing (e.g., asking for teacher assistance when necessary).

- 4.** Establish classroom rules:
- Share..
  - Work quietly.
  - Keep hand and feet to yourself.

Review rules often. Reinforce the child for following the rules.

**5.** Reinforce those children in the classroom who communicate their needs to others when necessary.

**6.** Reinforce the child for communicating his/her needs to others based on the number of times he/she can be successful. As the child demonstrates success, gradually increase the number of times required for reinforcement.

**7.** Write a contract with the child specifying what behavior is expected (e.g., asking for teacher assistance) and what reinforcement will be made available when the terms of the contract have been met.

**8.** Communicate with parents (e.g., notes home, phone calls, etc.) in order to share information concerning the child's progress and so that they may reinforce the child at home for completing assignments at school.

**9.** Choose a peer to model for the child communication of needs to others.

**10.** Evaluate the appropriateness of expecting the child to communicate his/her needs to others when necessary.

**11.** Maintain mobility throughout the classroom in order to determine the child's needs.

**12.** Offer the child assistance throughout the day.

**13.** Make certain that directions, explanations, and instructions are delivered on the child's ability level.

**14.** In order to detect the child's needs, communicate with the child as often as opportunities permit.