QUICK BEHAVIOUR LOCATOR

Use of appropriate means to meet his/her needs.

I want to help a child TO ...

More specifically, I want to help a child WHO ...

Appropriate expression of his/her tastes, interests, ideas, feelings and emotions

I want to help a child TO ...

More specifically, I want to help a child WHO ...

Demonstrate autonomy in games, activities, projects and everyday life in the class

I want to help a child TO ...

More specifically, I want to help a child WHO ...

Manifests emotional security in a variety of ways (setting challenges for himself/herself, speak up)

I want to help a child TO ...

More specifically, I want to help a child WHO ...

Developmental Profile

In preschool education, children continue constructing their personal identity. Self-confidence for 4-and 5-year olds consists in recognizing that they have strengths and limits while knowing they are accepted by adults and other children. They establish harmonious relationships with others and make judgments on their own actions and behaviors. They acquire assurance by discovering ways of meeting their needs, striving to meet challenges, making choices, expressing their creativity and becoming involved in projects. They are increasingly autonomous and they take initiatives, set goals for themselves and choose activities that give them pleasure in learning and draw on their potential. (QEP, 56)

Outcomes at the End of Preschool Education

At the end of preschool education, the children have a better appreciation of their strengths and begin to deal with their limits. They know themselves better and they are able to present themselves as individuals and identify what distinguishes them from others. They are able to put forward their ideas and explain them and to act autonomously and responsibly. (QEP, 57)

This icon indicates that there are targeted related resources you can consult in the corresponding Resource Documents available on line.

This document and all its related resources are available on LEARN at
www.learnquebec.ca/special-needs-in-k

Evaluation Criteria:

Use of appropriate means to meet his/her needs

In order to encourage the children to use appropriate means to meet his/her needs, I need to provide ample opportunity

- to share his/her tastes, interests, feelings and emotions.
- to express in a variety of ways his/her tastes, interests, feelings and emotions.

Kindergarten exit profile

Over the course of the year, the children are exposed to many strategies they can use to help them meet their needs appropriately. They are given many opportunities to practice and apply these strategies so that by the end of the year they are more autonomous in identifying their need, selecting the appropriate strategy and applying it. They will have gained a better appreciation of their strengths and begin to deal with their limits.

For instance, by the end of the year, the children can be observed:

- going to the teacher to express a physical need, for example "I'm not feeling well."
- going to the teacher to express an emotional need, for example: "Johnny won't share the Legos with me", "I miss my mom."
- asking other children what they are doing or how something works
- asking other children to play him/her them or asking a group of children if he/she can play with them
- expressing themselves verbally or non-verbally when upset with another child
- experimenting with different tools and/or materials
- adapting/modifying an object or tool to accomplish a goal

If I want to help a child TO

use appropriate means to meet his/her needs, for example:

- go to the teacher to express a physical need
- go to the teacher to express an emotional need
- ask other children what they are doing or how something works
- ask other children to play with him/her or asking a group of children if he/she can play with them
- express him/herself verbally or non-verbally when upset with another child
- experiment with different tools and/or materials
- adapt/modify an object or tool to accomplish a goal

First I would consider ...

- ☐ Are the children second language learners?
- ☐ What are the children's language capabilities? Can they express themselves verbally?
- ☐ Can the child be comforted when in distress?
- ☐ Have I considered whether my classroom management style could be contributing to the behaviour?

Then I could try to:

- provide a second language learner mother-tongue words to bridge the initial understanding gap and pair a child with a partner who can understand and help him/her.
- model different ways to seek solutions to express needs and emotions through role play, stories, puppet play, etc.
- introduce self-regulating strategies supported by visual aids.
- provide verbal or non-verbal cues as a reminder before the onset of the behaviour.
- provide an area in the classroom that a child would consider a place of comfort.
- provide the child with an object of comfort.
- use a progressive approach, i.e. ignore the behaviour and explain I will talk when the child calms down. Explain the behaviour is not acceptable and provide ways to deal with the emotion, for example, "Use your words".
- acknowledge rather than praise the behaviour that I am trying to encourage when it happens.

If I want to help a child WHO

frequently appears to be in distress as expressed by screaming, crying, shaking, etc.

First I would consider ...

- ☐ Have I taught relaxation techniques?
- ☐ Can I identify a trigger or stressor such as loud or high pitched sounds, crowding, bright lights, time of day (e.g. before lunch or in daycare), etc?
- ☐ Do I have any control over that stressor, i.e. can it be removed or avoided? How can I plan accordingly?
- ☐ Have I considered whether my classroom management style could be contributing to the behaviour?

If I want to help a child WHO

despite receiving encouragement participate or engage in an activity, physically removes him/ herself and/or has a tantrum

First I would consider ...

- ☐ Could this be a learned strategy the child uses occasionally to get what he/she wants?
- ☐ Does the child participate in open ended, unstructured activities such as free play or recess?
- ☐ Is there something about the activity that is provoking the reaction, for example, using scissors, finger painting, etc?
- ☐ Will the child carry out the activity in a one-on-one setting, i.e. is the problem the activity itself or the presence of others?
- ☐ What could it be about the activity itself that would set the child off?
- ☐ Does the child communicate (talk) in other circumstances?

If I want to help a child WHO

uses physical aggression (does NOT include rough and tumble play)

First I would consider ...

- ☐ Does the child appear to have difficulty with expressing him/ herself in general?
- ☐ Can the child identify feelings and emotions from pictures or a book?
- ☐ Can the child express his/her ideas, feelings and emotions?

Then I could try to:

- introduce a variety of relaxation techniques, for example, a counting strategy such as count to 10 with eyes closed, a breathing strategy such as smell the flower - blow out the candle, a physical strategy such as kneed a squeezy ball, a visualization strategy such as "Imagine you're on a beach".
- provide time for the children to practice each.
- refer to the relaxation techniques during the day whenever needed.
- include relaxation techniques in transition activities to make transitions a relaxation moment.
- avoid crowd situations like general assemblies until the child has developed coping strategies, for example, the calming effect of a fidget toy, or until his/her sensitivity threshold has changed.
- consider using a calming object the child can take along such as a fidget toy, portable music, etc. in order to offset the behaviour in situations outside the classroom.
- observe to determine whether there is a trigger.
- knowing the trigger, I could plan accordingly to reduce its intensity, limit its occurrence or avoid it altogether, for example:

- avoid using the word "No". Rephrase my intervention with "I need you to …" For example: rather than saying "No running" say, "I need you to walk." Always keep it short and direct.
- **sounds:** for certain activities provide the child with "head sets" that muffle sound.
- **touch:** find other ways to limit contact with the materials that are problematic for the child such as popsicle sticks when finger painting or tongs when digging objects out of the sand.
- **light:** turn lights down or keep them off.
- **proximity:** create boundaries to give the child space: use a hula-hoop, masking tape to create a square on the floor, a small carpet, arm's-length apart in line, skip a tile when standing in line or in a group, etc.
- modify the environment: change the seating arrangement, remove trigger objects, provide an enclosed space where the child can retreat, etc.
- be proactive rather than reactive with your strategies, for example, "I see you're getting anxious. Do you need to go sit with your teddy?"
- take observations (pictures, videos, notes) and email the school board's special education consultant to ask for additional strategy ideas.

Then I could try to:

- establish what is initially negotiable and not negotiable, and be consistent with what is not negotiable. For example, the child must clean up after free play but can choose not to do the art activity.
- provide two options for the child to choose from.
- use a "First - then" strategy, for example, "First we do attendance, then you can do a puzzle."
- observe the child at recess and during free play to see how he/she behaves. Discuss with the child why he/she doesn't want to participate.
- ask the child to carry out the given activity when I am alone with him/her if I suspect the child won't engage in the activity in question with others around.
- provide adaptive tools or adapt the activity to respond to the child's specific needs.

- use a reinforcement strategy while scaffolding the expectations in small increments. For example, the child sits with the group for a small period of time and is then allowed to do something of interest to him/her. Over the course of the year, increase the expected amount of time with the group.
- forewarn the child about what will be coming next.
- provide visuals to help the child predict what will be coming next.
- prepare the child in advance by letting him/her know that I will be calling on him/her.
- keep the child close to me so that I can maintain physical contact.
- provide alternative ways for the child to participate. For example, rather than responding verbally to a class discussion, he/she could draw a pîcture or point to the answer; they could listen from the cozy area.

Then I could try to:

- provide children with opportunities to solve social problems.
- model various ways of seeking solutions or expressing/meeting needs and emotions through role play, or through fables.
- introduce self-regulating strategies supported by visual aids that will help the child learn appropriate behaviours.
- teach names of emotions and what they may look/feel like so he/she can use pictures to recognize his/her own and others' feelings.
- Make picture cues of the emotions available so that the child can refer to the cues to help him/her express what he/she may be feeling.
- Make sure my class provides lots of opportunities for movement and physical activity, outside of lunch time and recess.

Evaluation Criteria:
Appropriate expression of his/her tastes, interests, ideas, feelings and emotions

In order to encourage the children to express his/her tastes, interests, ideas, feelings and emotion appropriately, I need to provide ample opportunity
• **to share his/her tastes, interests, feelings and emotion.**
• to express in a variety of ways his/her tastes, interests, feelings and emotions.

Kindergarten exit profile

Over the course of the year, the children are given many opportunities to discover, explore and express their tastes, interests, feelings and emotions through verbal and non-verbal communication, art, music, dance and drama. By the end of kindegarten, they know themselves better: they are able to present themselves as individuals and to identify what distinguishes them from others. They are better able to manage their feelings and emotions and to express them more effectively.

For instance, by the end of the year, the children can be observed:

• identifying feelings and emotions
• communicating how they or others may be feeling
• contributing their ideas verbally, in small and/or large group discussions
• expressing their tastes verbally
• expressing their tastes by making personal choices
• expressing their tastes and/or interests, ideas or feelings through their art work

If I want to help a child TO

express tastes, interests, feeling and emotions appropriately,
for example:
• identify feelings and emotions
• communicate how he/she or others may be feeling
• contribute his/her ideas verbally, in small and/or large group discussions
• express his/her tastes through verbal explanations
• express his/her tastes by making personal choices
• express his/her tastes and/or interests, ideas or feelings through art work

First I would consider ...

☐ Are the children second language learners?
☐ Is the child simply very shy?
☐ Can the children identify feelings and emotions from pictures or a book?
☐ Can the children express personal ideas, feelings or emotions?
☐ Does the child appear to have difficulty with expressing him/herself in general?

Then I could try to:

- provide a second language learner mother-tongue words to bridge the initial understanding gap and pair the child with a partner who can understand and help him/her.
- pair a child with one child if I suspect shyness or lack of confidence.
- encourage gently whenever possible.
- forewarn a child about what will be coming next to avoid putting the child on the spot when I call on him/her in large groups.
- allow a child to respond in a variety of ways (non-verbal, one word, drawing, etc.)
- provide Show and Tell opportunities as a means to express tastes and interests.
- model and then create opportunities that will help a child practice identifying and expressing tastes, interests, feelings and emotions.
- teach names of emotions and what they may look/feel like so the children can recognize their own and others' feelings in picture books.
- make picture cues of the emotions available so that a child can refer to the cues to help him/her express what he/she may be feeling.
- use language to make what the child may be feeling explicit: "I see you're getting anxious. Do you need to go sit with your teddy?"
- introduce self-regulating strategies supported by visual aids that will help the child learn the desired behaviour.
- provide children with opportunities to solve social problems.
- model various ways of seeking solutions or expressing/meeting needs and emotions through role playing, or through fables.

Temper tantrums and crying:
- use a progressive approach, i.e. ignore the behaviour and explain I'll talk when the child calms down. Then, explain the behaviour is not acceptable and provide ways to deal with the emotion, for example, "Use your words".
- acknowledge rather than praise the behaviour that I am trying to encourage when it happens.
- provide verbal or non-verbal cues as a reminder before the onset of the behaviour.
- implement consequences that are meaningful for the child and are related to the behaviour and what brought it about if the behaviour continues after the first intervention.
- contact the parents to establish continuity and consistency between home and school.

Screaming:
- observe to determine whether there is a trigger.
- knowing the trigger, I could plan accordingly to reduce its intensity, limit its occurrence or avoid it altogether.
- Introduce self-regulating strategies supported by visual aids that will help the child learn the desired behaviour.

Running away:
- have an on-going plan of action since this behaviour is dangerous for the child.
- keep classroom door closed at all times.
- make all staff members in the school aware of the child's behaviour.
- ensure one person is responsible for focusing on the child during recess and lunch time.

Hiding:
- provide the child with a "safe place" to which to retreat in the classroom environment such as a tent, a closed-in nook, etc.
- reduce the child's anxiety by preparing him/her for upcoming events that might trigger the behaviour such as fire drills, the school photographer, a visit from Santa Claus, etc.

If I want to help a child WHO

constantly hugs the other children

First I would consider ...

- ☐ Have I discussed and explored the issue of personal boundaries with the class using a variety of resources and strategies?
- ☐ Have I discussed and explored different ways to react when a child feels someone has entered his/her personal space?
- ☐ Have I considered structuring the learning situations differently for the student, for example, where he/she sits or stands, who is next to him/her, etc?
- ☐ Does this behaviour happen at specific times in the day, with specific children or in specific situations, for example, whole class activities?

If I want to help a child WHO

imitates and repeats what he/she hear what others say rather than express own tastes, interests, feelings and emotions

First I would consider ...

- ☐ Is the child simply copying an idea during a discussion or is he/she always repeating (echoing) what is said?

If I want to help a child WHO

appears to be in crisis as demonstrated by exaggerated expression of feelings and emotions, for example, screams, cries, hits, throws objects, aggresses

First I would consider ...

- ☐ Do I know why the child is doing this, i.e. is there a a trigger?

Then I could try to:

- organise an activity to explore/demonstrate personal boundaries and varying comfort zones. Use a hula-hoop, arm's-length apart, or other concrete examples to demonstrate.
- discuss and model strategies the other children could use when their personal space has been invaded such as giving a clear message like "Please back up one step" or "Everybody has a rainbow; step out of my rainbow". Provide actions they can take such as arm's-length apart or step back. Provide opportunities for the children to practice them in variety of playful situations such as puppet play and role play.
- find ways to give the child more space in group situations by placing him/her at the end of the line, on the outer part of the circle, or next to me, for example.
- create boundaries to help the child become aware of personal space: use a hula-hoop, masking tape to create a square on the floor, a small carpet, arm's-length apart in line, skip a tile when standing in line or in a group, etc.
- provide a stuffed animal or soft pillow that could bring comfort or be used as a huggable substitute.
- with the child, identify the behaviour deemed inappropriate and provide examples of more appropriate social behaviours, for example, "Instead of hugging, say "hi", smile, or give a thumbs up".
- model the appropriate social behaviour and give the child time and opportunities to practice the intended behaviour.
- contact the parents to determine whether they can shed some light on the situation, for example, what strategies do they use that could be used at school?

Then I could try to:

- model and create opportunities that will help the children practice identifying and expressing tastes, interests, feelings and emotions, for example, create activities to indicate likes involving various senses or games to express preferences. Help the children realize that people don't always enjoy the same things or feel the same way in a situation.
- if a child is just copying an idea from another child during a discussion, give the child more time to think and to form his/her own idea, then ask him/her to share with a peer before sharing with the group.
- if a child constantly imitates and/or repeats (echoes), state choices or question in a concrete close-ended register, for example, "Do you want (or want to do) A or B?" Avoid open ended and abstract questions such as "What is you favourite XYZ?", or "What are you going to do next?"

Then I could try to:

- secure the child first, if possible, when he/she goes into crisis
- have a plan of action to evacuate the children for their security.
- call for back-up.
- document the event and consult with the school administration to discuss strategies and ressources.

If I want to help a child WHO

does not speak in school

First I would consider ...

- ☐ Have I established whether the child is choosing not to speak or whether there are underlying circumstances that are contributing to the behaviour?
- ☐ Does the child speak at home?
- ☐ Have I observed this behaviour in a variety of situations and at different times?
- ☐ Does the child respond non-verbally when addressed?

Then I could try to:

- take steps to determine whether the child is choosing not to speak or whether there are underlying issues or circumstances contributing to the behaviour.
- contact the parents to determine whether they can shed some light on the situation, for example, does the child speaks at home. Ask them to provide examples and, if possible, to record the child.
- if the child speaks at home but chooses not to speak in school, enlist their help to allow their child to participate in classroom life. For example, they could record the child presenting a Show and Tell or reading a story which would then be shared in the classroom.
- In the case of a child who chooses not to speak, I could try to:
    - provide a warm and secure environment.
    - make clear he/she needs to participate though I can't force the child to speak.
    - allow other means of communication such as signing, gestures, pictograms, drawing, writing.
    - make time to communicate with the child in one-on-one situations.
    - use the child's interests to my advantage.
- begin documenting the behaviours if no progress is made, keeping track of my observations and interventions over a period of time. Consider requesting a consultation with a professional. Refer to the school board's policy on "Organisation of Educational Services for At-Risk Students and Students With Handicaps, Social Maladjustments or Learning Difficulties".

Evaluation Criteria:
Demonstration of autonomy in games, activities, projects and everyday life in the class

In order to encourage the children to demonstrate autonomy in games, activities, projects and everyday life in the class, I need to provide ample opportunity
• to show autonomy.
• to select his/her materials.
• to make choices on the basis of himself/herself and the environment.
• to set goals for himself/herself.
• to take initiative and responsibility.

Kindergarten exit profile

Over the course of the year, children are slowly given more responsibility, have many opportunities to make choices, and are encouraged to take initiative. By the end of the year, they are able to interact in their learning environment autonomously. They can select an activity, organize their working area, manage the activity and complete the task on their own.

For instance, by the end of the year, the children can be observed:

• cleaning up their workspace and putting things away
• managing transitions with ease
• following the classroom routine with little help
• assisting another child in need
• taking initiative by asking another child for help
• retrieving materials or tools without asking
• applying learned strategies to solve simple challenges
• choosing favourite books, toys or games
• choosing a team to work or play with
• selecting materials or a space for a project or activity
• selecting what to include in the portfolio

If I want to help a child TO

demonstrate autonomy in games, activities, projects and everyday life in the class, for example:
• clean his/her workspace and put things away
• manage transitions with ease
• follow the classroom routine with little help
• assist another child in need
• taking initiative by asking another child for help
• retrieve materials or tools without asking
• apply learned strategies to solve simple challenges
• choose favourite books, toys or games
• choose a team to work or play with
• select materials or a space for a project or activity
• select what to include in the portfolio

First I would consider ...

☐ Am I providing the children with many and varied opportunities to make choices, take initiative and learn to be responsible?

☐ Is my classroom space organised in a way to allow children to take responsibility?

☐ Do I have a clear and established routine in the classroom so that the children know what to do and can anticipate what is going to happen next?

☐ Is the activity or task creating a problem too complex for this time of year, for example, does it have too many steps?

Then I could try to:

- provide open-ended activities and make a variety of materials available to encourage the children to make choices and organise themselves.
- provide visual cues to scaffold a process which will allow the children to be autonomous in a variety of tasks and contexts, for example:
  - use a 3 step routine in the morning: take off coat, lunch box in cubby, sit on carpet.
  - support the winter dress routine with pictograms: 1- snow pants, 2-boots, 3-coat, 4-scarf, 5-hats, 6-mits.
- provide pictograms to outline the daily schedule.
- scaffold activities or tasks into smaller steps, with the help of picture lists (first, second, third), and provide enough time for the children to complete the task.
- use a 4-step process to introduce tasks or activities:
  1 - explain the task
  2 - demonstrate and model
  3 - encourage the children to do the task with support (scaffolding and or prompts)
  4 - provide opportunities to do the task independently over time

If I want to help a child WHO

refuses, hides or disappears when it's time to clean up

First I would consider ...

☐ Do I make certain that students take responsibility for cleaning up after themselves?

☐ Have I established a consistent routine for given tasks?

If I want to help a child WHO

continually asks for reassurance before acting; depends on teacher for direction, answers or reinforcement for every minor issue/decision

First I would consider ...

☐ Am I giving the children the opportunity to make choices, take initiative and learn to be responsible?

☐ Am I providing a climate of autonomy in my class?

☐ Am I providing a safe environment in which the child can take risks?

☐ Do I encourage children to reflect on their own in many different situations?

If I want to help a child WHO

always selects the same centre, station, activity, seat, book, colour, etc., and becomes upset when forced to choose something else

First I would consider ...

☐ Do I provide a chart of centres/activities that are available at given time for the child to refer to?

☐ Do I periodically change my centres to ensure variety?

☐ Have I encouraged the child to observe what others are doing at the centres?

Then I could try to:

- assign class jobs and rotate them.
- encourage working with a partner.
- set up consequences related to the situation, for example, if they won't pick up their materials, they won't be allowed to play there, or they can't move on to the next activity until they clean up. Present it as a choice: "Clean up now and you can go to [the next activity] or [provide a consequence]".

Then I could try to:

- ensure my classroom routines and my interactions with the children encourage autonomy.
- with the children, build criteria for evaluation and refer them back to that list to help them reflect on what they are doing.
- establish what the children may and may not do without permission and encourage the child to act on his/her own.
- avoid reinforcing the dependent behaviour by providing answers. Respond with a question: "What do you think?" or "What are the other children doing right now?"
- provide clear and simple directions to help the child feel secure. Later, help the child clue into his/her environment to become aware of what others are doing. I could ask "What do you think you should be doing now?" while encouraging the child to look at what is happening around him/her.

Then I could try to:

- review centre possibilities from time to time and close centres to encourage other choices.
- create a schedule/rotation for a favourite toy or activity so students will be reassured they will eventually have another turn.
- establish a fun rotation system such as a passport to be stamped for each centre visited in order to encourage the children to try all the activities/centres throughout the week.

Evaluation Criteria:

Various manifestations of emotional security (setting challenges for himself/herself, speaking up)

In order to encourage the children to manifest emotional security in a variety of ways (setting challenges for himself/herself, speaking up), **I need to provide ample opportunity**
• **to develop self-confidence.**
• to become aware of his/her strengths and limits.
• to put forward his/her ideas.
• to present personal impressions with confidence.

Kindergarten exit profile

Over the course of the year, children have been supported and encouraged to try new things and to make choices and decisions for themselves. They have been taught a process with strategies to help them confront and solve challenges with help. They have been given time to practice the strategies and to apply them with encouragement.

For instance, by the end of the year, the children can be observed:

• taking more risks
• tackling a simple problem
• attempting to find a solution and applying it
• persevering more readily when given a more challenging task/activity
• identifying something they would like to get better at
• making suggestions as to how to improve something
• challenging an idea or solution
• expressing ideas more readily in a group setting and with more confidence

If I want to help a child TO

manifest emotional security, for example:
• take more risks
• tackle a simple problem
• attempt to find a solution and apply it
• persevere more readily when given a more challenging task/activity
• identify something he/she would like to get better at
• make suggestions on how to improve something
• challenge an idea or solution
• express ideas more readily in a group setting and with more confidence

First I would consider ...

☐ Do I create a classroom environment that acknowledges the children's achievements?
☐ Have I established a safe environment in which the children can take risks?
☐ Am I providing the children with the opportunity to make choices, to take initiative and to express themselves?
☐ Am I flexible in supporting the children who take initiative?
☐ Am I providing a climate of autonomy in my class?

If I want to help a child WHO

goes into crisis when there is a change in the routine or environment

First I would consider ...

☐ Do I generally provide a consistent routine/environment for the child?

_____

_____

_____

_____

_____

Then I could try to:

- encourage the children to set realistic goals and provide the time and the support, if needed, for them to attain their goals.
- acknowledge a child's attempt, effort, and perseverance verbally, as it happens.
- provide open-ended activities and make a variety of materials available to encourage the children to express their preferences and ideas.
- provide time and opportunities for the children to express their ideas, solutions, opinions, and points of view.
- set an example by modeling "risk-taking" behaviour, for example, "I've never tried to [....], but going to try it now."
- put the children in "risk-taking" situations, i.e. willing to try something that may be out of their comfort zone, for example, going across the monkey bars, tasting a new food, asking a different friend to play with them.
- provide the children with strategies or processes to help support their attempt.

Then I could try to:

- maintain a structured environment in the classroom.
- prepare the child for any change in the routine.
- provide a visual schedule the child can refer to and flip the cards over as the day progresses.
- provide an alternative activity for the child in order to avoid a crisis, for example, staying in class rather than going to a general assembly.
- begin documenting the behaviours if no progress is made, keeping track of my observations and interventions over a period of time. Consider requesting a consultation with a professional. Refer to the school board's policy on "Organisation of Educational Services for At-Risk Students and Students With Handicaps, Social Maladjustments or Learning Difficulties".

If I want to help a child WHO
requires constant encouragement or support to participate in activities and/or routines

First I would consider ...
- [ ] Is the child simply very shy?
- [ ] Does the child seem engaged even when not actively participating, for example, observing from afar or listening?
- [ ] Have I observed this behaviour in different situations, for example, large group, small group, one on one, recess, free play, etc?

If I want to help a child WHO
always talks out of turn/interrupts

First I would consider ...
- [ ] Have I discussed and brainstormed with the students the behaviours of a good **listener**?
- [ ] Have I discussed and brainstormed with the students the behaviours of a good **speaker**?

Then I could try to:

- make room in my schedule to spend time with the child in question in order to develop a trusting relationship which is essential.
- use a process to encourage the child to become more autonomous:
    - 1- demonstrate and model
    - 2- encourage the child to do the task with support (scaffolding and/or prompts)
    - 3- provide incremental opportunities for the child to do the task independently over time.
- begin documenting the behaviours if no progress is made, keeping track of my observations and interventions over a period of time. Consider requesting a consultation with a professional. Refer to the school board's policy on "Organisation of Educational Services for At-Risk Students and Students With Handicaps, Social Maladjustments or Learning Difficulties".

Then I could try to:

- with the children, build criteria charts for such things as "A Good Listener", and "A Good Speaker". Give the children opportunities to practice.
- help the children practice waiting their turn by using an object that signals when it is their turn to speak, for example, a talking stick.
- give a visual signal when the child talks out of turn to draw the child's attention to the behaviour.