

TCIT PREPARATION TOOL

TCIT PRE-IMPLEMENTATION ACTIVITIES (TO OCCUR DURING PREPARATION/TRAINING DAYS)

CLASSROOM MANAGEMENT SYSTEM: At the outset of the school year, the teacher, instructional aide, and coach identify roles/responsibilities related to the establishment of consistent routines for managing children (and parents) in the following situations: welcome, sign-in, seating assignment, late arrivals, opening circle, hand-washing, breakfast, tooth brushing, music/movement, small group, center time, outside play, lunch and dismissal.

Routines/Class schedules should consider:

- Higher level of consistency/structured/strictness during times that are challenging (e.g., transitions, meal time).
- Use of incentives, privileges to encourage positive behavior or as a consequence for inappropriate behavior.
- Assignment of chores/responsibilities that support helpful behavior, but that are consistent with classroom rules (e.g., chore avoids enabling child to disrupt others or wander around while others are expected to stay seated or stay in line.)
- Enabling teacher to have some observation/individual interaction while aide leads at least one activity. This time should be used by teacher to conduct brief behavioral observations and provide positive attention to at-risk children that target identified behavioral objectives.
- Using Mr. Bear to teach/rehearse routines with children/parents.
- Modifications as necessary when reviewed regularly (e.g., biweekly by teacher, aide, and coach conjointly to assess effectiveness.)

CLASSROOM ARRANGEMENT:

- Learning materials and toys are stored in containers or shelves that are easily identifiable with pictures/labels.
- Seating arrangements are consistent for large group time and for meal times. Arrangement/positioning of meal tables allows easy monitoring/communication with all children with teacher and aide positioned at tables near children who need high level of attention.
- Areas are structured to facilitate smooth, quick transitions between activities.

RELATIONSHIP ENHANCEMENT COMPETENCIES

Relationship enhancement skills are practiced during training time to ensure “overlearning” and generalization occurs at the outset of the school year. This will help with relationship-building with children early on and reduce anxiety and inappropriate behaviors. Competency areas are:

- The teacher, aide, and coach are able to use PRIDE skills as mastery level in 5 minute role-plays during training. (10 labeled praises, reflections, & behavioral descriptions and 3 or less critical statements, and all indirect and direct commands followed by a praise for compliance). The teacher, instructional aide, and coach demonstrate PRIDE skills with each other to model for children.
- The teacher and instructional aide use selective attention, when/then prompts, and/or praise of children demonstrating positive behavior to manage minor disruptive behaviors.
- Classroom rules are specific and worded in a positive manner. Classroom rules are specific and worded in a positive manner.
- Teacher, aide, and coach have established “2 rules” for specific situations (e.g. meal time—staying seated and eating with your mouth closed; recess—walking safely and lining up)
- The teacher, aide, and coach attend to positive behavior more than negative behavior, with negative behavior managed in a manner that is minimally distracting to on-task children.
- The teacher, aide, and coach ask questions with no right or wrong answers and praise any appropriate effort/participation.

TEACHER-DIRECTED COMPETENCIES

Compliance with directions or commands is more likely to occur when commands are given using the following techniques:

- The teacher, aide, and coach look for opportunities to praise a child for a behavior prior to giving the child a command.
- The teacher, aide and coach consistently praise children following compliance with directions.
- The teacher, aide, and coach “set children up for success” by periodically giving “no-fail, easy-to-follow commands.
- The teacher, aide, and coach give direct, concise, neutrally-stated commands consistently followed by praise for compliance, physical prompts, or consequences for non-compliance.
- The teacher, aide, and coach avoid “NO-DON’T-STOP-QUIT-NOT” in most commands where no danger is imminent.
- The teacher, aide, and coach give one command at a time.
- The teacher, aide, and coach avoid rationalizations, explanations, teaching moments, as part of the command process. Teaching moments can occur after compliance or consequences have occurred and the child is again calm and cooperative. Role-playing the situation using “Mr. Bear” will neutralize or objectify the situation so that the child is more likely to listen and learn.

COMPLIANCE STRATEGIES

Relationship enhancement skills form the foundation for PCIT and will increase the likelihood that children will be motivated to demonstrate positive behaviors. When compliance strategies are necessary, they should be used consistently with the following considerations:

- Children are reminded of rewards for following rules, are posted in the class.
- Children practice/rehearse the rules by teaching “Mr. Bear”.
- The teacher, aide, and coach use a spectrum of consequences (e.g., ignore, praising the appropriate behavior of another child; “When...Then...” Prompt, Physical guidance/prompt, logical consequence, removal of privilege, or “time-to-think”
- Children learn/rehearse the consequences through demonstrations with Mr. Bear.
- The teacher, aide, and coach follow through with consequences in a consistent manner.
- The teacher, aide, and coach regularly discuss, review, and revise compliance strategies to determine what is most effective with each child.

IDENTIFYING BEHAVIORAL OBJECTIVES FOR SPECIFIC CHILDREN

The Sutter Eyberg Child Behavior Inventory and the PCIT Coaching Tool can be used to identify behavioral objectives for at-risk children and can guide the teacher, aide, and coach in improving specific behavioral areas:

- The teacher, aide, and coach use their consultant to review behavioral concerns using the SESBI, behavioral observation and behavioral reports.
- The classroom team identifies a cluster of behavioral concerns to target using positive, individual attention, modeling by classmates and Mr. Bear, and “praise-able” behaviors identified on coaching tool.
- The consultant works with the team to review progress and determine if further assessment or interventions are indicated. .

**Limitations and Caveats: TCIT has been designed to promote positive school behaviors for young children through building positive relationships between teachers and children. By using consistent relationship-enhancement skills in the classroom, children become motivated to improve their behavior to receive positive attention and reduce their negative-attention-seeking behavior. TCIT does not specifically address concerns related to lack of classroom structure, inconsistent routines, classroom disorganization, or teacher/aide conflicts. However, these concerns can be addressed by integrating TCIT coaching with other methods that support improvements in these areas of teacher performance.*