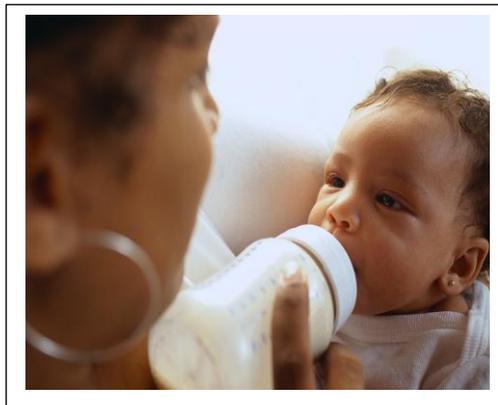




Family Routine Based Support Guide

Building Relationships with Infants

TEAM TENNESSEE



Family Routine Based Support Guide

Building Relationships with Infants

Table of Contents

How to use Family Routine Guide Building Relationships with Your Infant	2
Family Planning Sheet	4
Behavioral Expectations of Infants	5
Building Attachments and Relationships	7
Feeding.....	9
Diapering.....	9
Interaction with Toys or Other Objects	10
Bedtime/Sleeping/Napping	11
Taking a Bath.....	12
Transitions: Going From One Place/Activity to Another.....	13
Riding in the Car.....	13
Going to Doctor.....	14
Shopping	15
Restaurants	15

Adapted for Team Tennessee/Pyramid Model State Partnership by Vorhaus, E. (2012) Nashville, Tennessee: Tennessee Voices for Children from: Lentini, R., Vaughn, B. J., Fox, L., & Kwang-Sun Blair (2009). *Creating teaching tools for young children with challenging behavior* (3rd edition). Tampa, Florida: University of South Florida.

1 Infant Family Routine Guide

How to use Family Routine Guide Building Relationships with Your Infant

This *Family Routine Guide-Building Relationships with Your Infant* was developed to assist parents and caregivers in developing a plan to support infants and build relationships. The guides were originally created to be used with older infants and toddlers who are using challenging behavior. Children engage in challenging behavior for a variety of reasons, but all children use challenging behavior to communicate messages. Challenging behavior, typically, communicates a need to escape or avoid a person/activity or communicates a desire to obtain someone/something. Once parents understand the purpose or meaning of the behavior, they can begin to select strategies to change the behavior. They can do this by selecting prevention strategies, teaching new skills, and changing the way they respond in an effort to eliminate or minimize the challenging behavior.

This *Family Routine Guide-Building Relationships with Your Infant* focuses on Building Relationships with your Infant. As you will note, the behaviors listed are usually due to a need not being met or the need for the infant to feel secure. The most important response to these behaviors is to comfort, support and build a relationship with your infant.

The *Family Routine Guide* includes strategies for the common routines and activities that occur during the family's week. There are 4 columns in guide.

1. "Why might my child be doing this?"

This column provides ideas that will assist parents/caregivers in thinking about what the child may be communicating through his/her challenging behavior. Once the parent/caregiver is able to identify what the child is communicating through challenging behavior (i.e., the function), he/she can proceed with developing a plan of support by then examining the next column in the chart.

2. "What can I do to prevent the problem behavior?"

The column provides strategies that will help the child participate in the routine without having challenging behavior.

3. "What can I do if the problem behavior occurs?"

This column provides the parent/caregiver with ideas on how he/she can respond in a way that does not maintain the problem behavior (or keep the behavior from happening).

Adapted for Team Tennessee/Pyramid Model State Partnership by Vorhaus, E. (2012) Nashville, Tennessee: Tennessee Voices for Children from: Lentini, R., Vaughn, B. J., Fox, L., & Kwang-Sun Blair (2009). *Creating teaching tools for young children with challenging behavior* (3rd edition). Tampa, Florida: University of South Florida.

2 Infant Family Routine Guide

4. "What new skills should I teach?"

This suggests new skills to teach to replace the challenging behavior. Many of the strategies mentioned in the guide are quick and easy to implement. It is important to use all of the columns in the guide (function or why, prevention strategies, ways to respond to behavior, and new skills) to develop a support plan that will be effective for your child.

The guide provides ideas about commonly occurring situations, building relationships and infant's behavior. The *Family Routine Guide –Toddlers* provides ideas about commonly occurring situations, and toddler's behavior which you can use as your infant grows.

Please note that these lists in these two routine guides may not address all situations or reasons the child is using challenging behavior. If the child's purpose of challenging behavior is not represented on the chart, the parent is encouraged to write down the purpose and then think of prevention strategies, new skills to teach, and ways to respond to behavior.

Instructions for use: A *Family Planning Sheet* is available at the beginning of this *Family Routine Guide-Building Relationships with Your Infant* for writing down the strategies that will be selected for the infant. To develop the plan, first determine the routine(s) in which the infant is having difficulty. Then look for the reason as to why the infant might be having trouble in the routine(s). Once you know why the infant is using the challenging behavior, you can begin to look at the ideas suggested and to determine what will work for your family and infant. Once you have identified supports within each routine that your infant is displaying challenging behavior, it is important to then write the plan for the individual routines on the *Family Planning Sheet*. If you write the plan down, you are more likely to implement the strategies.

Adapted for Team Tennessee/Pyramid Model State Partnership by Vorhaus, E. (2012) Nashville, Tennessee: Tennessee Voices for Children from: Lentini, R., Vaughn, B. J., Fox, L., & Kwang-Sun Blair (2009). *Creating teaching tools for young children with challenging behavior* (3rd edition). Tampa, Florida: University of South Florida.

Family Planning Sheet

What _____ does during _____:
(child's name) (routine)

Why I think he/she does it:

What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skills should I teach?

Adapted for Team Tennessee/Pyramid Model State Partnership by Vorhaus, E. (2012) Nashville, Tennessee: Tennessee Voices for Children from: Lentini, R., Vaughn, B. J., Fox, L., & Kwang-Sun Blair (2009). *Creating teaching tools for young children with challenging behavior* (3rd edition). Tampa, Florida: University of South Florida.

Behavioral Expectations of Infants

Understanding of behavioral expectations of infants is essential when thinking about or using behavior strategies for infants.

Make sure:

- Your expectations are appropriate to the age and developmental level of the infant
- You keep your expectations clear and reasonable
- You tell children what to do instead of what not to do to give clear guidance on you expect

Remember all children develop skills at different rates and at different times. When deciding which strategy will work best with a child, take into account what they can do as well as what new skills they will learn.

Behavioral Expectations of Infants Birth to 12 months

Families, Home Visitors, and Teachers families should consider the following behavioral expectations of infants when using the Routine Guide:

● ***Infants from Birth-6 months***

- Develops own rhythm in feeding, sleeping, and eliminating.
- Gains early control of eye movement.
- Develops motor control in orderly sequence: balances head, rolls over, pulls self to sitting position and sits alone momentarily.
- Begins to grasp objects.
- Learns through senses.
- Coos and vocalizes spontaneously. Babbles in syllables.
- Discriminates primary caregiver (usually mother) from others; is more responsive to this person.
- Imitates movements. Gazes at faces. Smiles to be friendly.
- Likes to be held, played with, tickled, and jostled.
- Shows excitement through waving arms, kicking, wiggling.
- Shows pleasure in anticipation of being fed or picked up.
- Cries in different ways when cold, wet, hungry.
- Fears loud or unexpected noise, strange objects, situations or persons, sudden movements, and pain.

● ***Infants from 6 months-12 months***

- Learns through the senses, especially the mouth.
- Likes to put things in and take things out of mouth, cupboards, boxes, etc.
- Likes to repeat the same behavior, but also likes to see novel things.
- Likes to hear objects named. Begins to understand such familiar words as eat, Mama, bye-bye, doggie.
- Finds mother or mother substitute extremely important.
- Will talk to you, using babbling sounds.

Adapted for Team Tennessee/Pyramid Model State Partnership by Vorhaus, E. (2012) Nashville, Tennessee: Tennessee Voices for Children from: Lentini, R., Vaughn, B. J., Fox, L., & Kwang-Sun Blair (2009). *Creating teaching tools for young children with challenging behavior* (3rd edition). Tampa, Florida: University of South Florida.

5 Infant Family Routine Guide

- Will start to imitate behaviors of others.
- Eating is a major source of interaction.
- Will not "play nicely" with other infants; will poke, pull, push, instead. This is because the child doesn't distinguish others as equal beings.
- Needs to feel sure that someone will take care of him/her.
- Becomes unhappy when mother or primary caregiver leaves.
- Draws away from strangers.
- Needs to be held and cuddled with warmth and love.

Strategies for Supporting Infant Behavior Birth to 12 months

- Adapt schedule to Baby's rhythms as much as possible.
- Supply adequate food.
- Change baby's position frequently; hold and cuddle often.
- Exercise baby's arms and legs during bathing and changing.
- Supply visual stimuli, such as mobiles and bright colors.
- Let baby grasp fingers as you pull him/her up
- Provide objects to see, hear, and grasp, e.g., rattles.
- Talk and sing to child a great deal, repeating many words, not just sounds.
- Play pat-a-cake and peek-a-boo. Show facial expressions of smiling in response to child's anticipation.
- Learn to "read" the different cries. Respond to crying consistently.
- Don't be afraid of spoiling the infant - crying is the only way an infant has to express needs.
- Respond to the child's fears by talking in a calm manner and by picking up and cuddling the child.
- Bounce the child gently on your knees, gently rock, carry, gently pat on back.
- Let child play "dropping things" since this helps in understanding the world.
- Provide child with opportunity to use hands and fingers, e.g., finger foods, water play, toys.
- Be especially patient with child's crankiness; provide things to chew on when teething.
- Provide toys and games that involve all five senses.
- Repeat words and activities and introduce child to new activities, e.g., take the child grocery shopping.
- Say the names of objects as the child sees or uses them. Begin to look at very simple picture books with the child.
- Talk to the child.
- Do the things you want the child to do.
- Don't expect the child to play well with others, because other children appear as play objects, like toys.
- Always meet the child's needs related to hunger, cleanliness, warmth, holding, sensory stimulation, and interaction with an adult

Adapted from *Child Development Guide* at <http://www.dshs.wa.gov/ca/fosterparents/training/chidev/cd06.htm>

Adapted for Team Tennessee/Pyramid Model State Partnership by Vorhaus, E. (2012) Nashville, Tennessee: Tennessee Voices for Children from: Lentini, R., Vaughn, B. J., Fox, L., & Kwang-Sun Blair (2009). *Creating teaching tools for young children with challenging behavior* (3rd edition). Tampa, Florida: University of South Florida.

Building Attachments and Relationships

Why might my child be doing this?	What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skills should I teach?
<p>Your infant does not look at caregiver or objects</p>	<ul style="list-style-type: none"> • Talk and sing to an infant, repeating many words, not just sounds, interact with them closely. • Have a brightly colored, visually attractive or black/white contrast toy or object to interact with your infant. Hold your infant to give comfort, closeness and warmth. • Respect your infant’s cues, he/she might need a break from interactions. • Make sure all other needs (diapering, and sleep) are met. 	<ul style="list-style-type: none"> • Hold your infant to give comfort, closeness and warmth. • Talk and interact with infant. • Change your infant’s position, so it easier for them to look toward you. • Try doing one comforting action at a time. The infant might be over stimulated by more. 	<ul style="list-style-type: none"> • Teach your infant that you will be there to comfort and support them. • Teach infant how to interact with the environment.
<p>Your infant is crying</p>	<ul style="list-style-type: none"> • Hold your infant to give comfort, closeness and warmth. • Talk or sing quietly to infant (figure out what sounds sooth them the best....usually the caregiver’s voice). • Make sure all other needs (food, diapering, and sleep) • Give child a preferred object such as a pacifier, blanket or stuffed toy (depending on age) to hold. • Use your infant’s preferred method of calming (try one at a time, more may be over stimulating) • Make sure the environment is not over stimulating for your infant (it needs to be calm, soothing, lighting dimmed), remove object or the infant if it is too overwhelming). 	<ul style="list-style-type: none"> • Hold your infant to give comfort, closeness and warmth. • Talk, sing and interact quietly with infant. • Change your infant’s position, hold a different way. • Swaddle Infant in a blanket to make them feel secure. • Try doing one comforting action at a time. The infant might be over stimulated by more. • Remove infant from over stimulating environment. 	<ul style="list-style-type: none"> • Teach your infant that you will be there to comfort and support them. • Teach them that you will respond when they cry. • Teach infant about a comforting item (pacifier, blanket, stuffed animal). • Begin to establish routines so infant learns what to expect .
<p>Your infant doesn’t like to be held, played with, tickled, and jostled.</p> 	<ul style="list-style-type: none"> • Make sure the environment is not over stimulating for your infant (it needs to be calm, soothing, lighting dimmed). • Find less physical activities the child might enjoy (listen to music, a visual stimulus to look at). • Talk and comfort infant • Make physical contact with infant, touching, patting or rubbing 	<ul style="list-style-type: none"> • Make sure all other needs (food, diapering, and sleep) are met. • Remove your infant from over stimulating environment. • Allow infant to lie safely alone, they might have need to self-calm. 	<ul style="list-style-type: none"> • Teach your infant that you will be there to comfort and support them.

Adapted for Team Tennessee/Pyramid Model State Partnership by Vorhaus, E. (2012) Nashville, Tennessee: Tennessee Voices for Children from: Lentini, R., Vaughn, B. J., Fox, L., & Kwang-Sun Blair (2009). *Creating teaching tools for young children with challenging behavior* (3rd edition). Tampa, Florida: University of South Florida.

Building Attachments and Relationships (continued)

Why might my child be doing this?	What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skills should I teach?
<p>Your infant doesn't like you to leave</p>	<ul style="list-style-type: none"> • Stay and play or interact with infant before leaving. • Smile and talk with childcare provider (or person you are leaving the infant with, so the child knows they are a safe and trusting person). • As the infant gets older, use a visual schedule to show him/her when you will return after play, singing, snack or playground. • Give a picture of yourself to the childcare provider to share with your child while you are gone. • Don't sneak out, make sure you say goodbye (this gives the infant reassurance you will come back). 	<ul style="list-style-type: none"> • Hold your infant give comfort and reassurance. • Talk and interact with infant • For an older infant, give him/her a picture of yourself. • For an older infant, talk through the days schedule and tell him/her when you will return . • Give childcare provider a favorite toy or object that he/she can use with your infant. 	<ul style="list-style-type: none"> • Teach your infant that the place where you leave them is safe by modeling positive interactions with the childcare provider. • Teach an older infant about the schedule of the day and when you will return, "I will be back after you play outside."
<p>Your infant is fearful of other people</p> 	<ul style="list-style-type: none"> • Introduce new people to your infant from the safety of your arms. • Give new person a favorite toy or book to engage with your infant. • Watch for over stimulating situations, where there might be too many strangers for the infant or lots of other distractions. • Introduce new people in calm quiet environment. 	<ul style="list-style-type: none"> • Make sure all other needs (food, diapering, and sleep) are met • Remove infant from the situation or hold them in your arms • Reassure your infant knows that you are there and will not leave them. 	<ul style="list-style-type: none"> • Teach your infant that you will be there to comfort and keep them safe.

Adapted for Team Tennessee/Pyramid Model State Partnership by Vorhaus, E. (2012) Nashville, Tennessee: Tennessee Voices for Children from: Lentini, R., Vaughn, B. J., Fox, L., & Kwang-Sun Blair (2009). *Creating teaching tools for young children with challenging behavior* (3rd edition). Tampa, Florida: University of South Florida.

Feeding

Why might my child be doing this?	What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skills should I teach?
<p>Your infant refuses to eat or falls asleep after eating a small amount or infant fusses when feeding</p> 	<ul style="list-style-type: none"> • Adapted schedule according to your baby's rhythms. • Try a different feeding position. • For an older infant, give a choice of what to eat. • Allow the infant to sleep, they will wake when hungry. • Make sure the environment is not over stimulating for the infant 	<ul style="list-style-type: none"> • Make sure all other needs (diapering, and sleep) are met. • Adapted to your infant's schedule and feed him/her when she is interested and/or not sleepy or fussy.. • Move your infant to a less stimulating place (quiet, low light, and/or quiet music) 	<ul style="list-style-type: none"> • Teach your infant that you will be there to comfort and keep them safe. • Teach older infant, to use sign language to tell you when they are hungry or full.

Diapering

Why might my child be doing this?	What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skills should I teach?
<p>Your infant fusses and cries when getting changed</p>	<ul style="list-style-type: none"> • Change your baby's position • Use visual stimuli, such as mobiles and bright colors to distract your infant. • Talk and sing to child while changing. • Cuddle your infant before placing on table to change. 	<ul style="list-style-type: none"> • Pick infant up and comfort and calm. • Talk or sing quietly. • Move infant to a different spot or change position to make him/her comfortable. • Have everything ready and do a quick change so you can hold and calm infant. 	<ul style="list-style-type: none"> • Teach the infant that you will be there to comfort and support them. • Teach the infant the routine by talking through your actions each time you change them.
<p>Your infant wiggles and moves about when changing</p> 	<ul style="list-style-type: none"> • Use visual stimuli, such as mobiles and bright colors to distract infant. • Narrate what you are doing and praise infant for being still. • If child can sit up or stand on own, offer to allow him/her to stand but have them help with the change. • Talk to older infant, tell in him/her that first we stay still to change the diaper then we will _____ (plan fun activity). 	<ul style="list-style-type: none"> • Give older infant something to hold (helping you change the diaper). • Move infant to a different spot or change position to make him/her comfortable. • Distract infant with a mobile or visually interesting toy. 	<ul style="list-style-type: none"> • Teach the infant the routine by describing your actions each time you change to the infant. • Teach an older infant that first you do this and then you can choose what to do next.

Adapted for Team Tennessee/Pyramid Model State Partnership by Vorhaus, E. (2012) Nashville, Tennessee: Tennessee Voices for Children from: Lentini, R., Vaughn, B. J., Fox, L., & Kwang-Sun Blair (2009). *Creating teaching tools for young children with challenging behavior* (3rd edition). Tampa, Florida: University of South Florida.

Interaction with Toys or Other Objects

Why might my child be doing this?	What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skills should I teach?
<p>Your infant seems fearful of toy or object</p> 	<ul style="list-style-type: none"> • Introduce new objects/toys slowly. • If the objects/toy make a sound turn volume down. • If object/toy makes a sound and it startles the infant, talk and hold them and reassure them that they are safe. • Select objects/toys for infant by following the infant's preference (quiet toys, toys that move, bright color toys, contrasting color toys etc). 	<ul style="list-style-type: none"> • Make sure all other needs (food, diapering, and sleep) are met. • Be there to comfort and make them feel safe. • Remove toy/object and give child a preferred toy/object to play with. 	<ul style="list-style-type: none"> • Teach the infant that you will be there to comfort and keep them safe. • Teach infant that you can explore his/her environment together.

Adapted for Team Tennessee/Pyramid Model State Partnership by Vorhaus, E. (2012) Nashville, Tennessee: Tennessee Voices for Children from: Lentini, R., Vaughn, B. J., Fox, L., & Kwang-Sun Blair (2009). *Creating teaching tools for young children with challenging behavior* (3rd edition). Tampa, Florida: University of South Florida.

Bedtime/Sleeping/Napping

Why might my child be doing this?	What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skills should I teach?
<p>Your infant won't like to nap/sleep</p>	<ul style="list-style-type: none"> • Hold, cuddle, rock or sing quiet music for your infant. • Play soothing music. • Try to darken the room or your child's sleep area. • Use a favorite sleep item, e.g., stuffed animal, pillow, blanket, • Read a simple story about nap/bedtime -- Go to your local library or book store, get a book about nap/bedtime, read it with your child, and then suggest to your child that he/she can make his/her own nap/bedtime book using real photos. Staple several pieces of paper together to make a book for your child by gluing in the photographs and writing the steps of "bed time/nap time". Read your homemade book to your child prior to nap/bedtime, and allow him/her to read it to you. (Suggested story books: <u>Froggy Goes to Bed</u> by Jonathan London; <u>Time for Bed</u> by Mem Fox; <u>Just Go to Bed</u> by Mercer Mayer; <u>My Big Boy Bed</u> by Eve Bunting; <u>Big Enough for Bed (Sesame Street Series)</u> by Apple Jordan; <u>Maisy's Bedtime</u> by Lucy Cousins; <u>Good Night Maisy</u> by Lucy Cousins; <u>The Going to Bed Book</u> by Sandra Boynton; <u>Going to My Big Bed!:</u> Barney's Little Lessons by Cheryl Berk; <u>Just a Nap</u> by Mercer Mayer; <u>Clifford's Bedtime</u> by Norman Bridwell.) 	<ul style="list-style-type: none"> • Calm and sooth infant by holding, rocking or swaddling • Make sure all other needs food and diapering are met. 	<ul style="list-style-type: none"> • Teach the infant that you will be there to comfort and support them.
<p>Your child wants adult attention</p>	<ul style="list-style-type: none"> • Rock, cuddle with infant until sleeping. • Sing quietly to infant. • Provide a doll, stuffed animal, or a comfort item to sleep with. 	<ul style="list-style-type: none"> • Offer choice of "comfort item". • Calm, sooth infant by rocking, cuddling, or rubbing back. • Make sure all other needs food and diapering are met. 	<ul style="list-style-type: none"> • Teach the infant that you will be there to comfort and support them.
<p>Your child has a hard time settling down or soothing self to sleep</p> 	<ul style="list-style-type: none"> • Have infant positioned with minimal distractions (darken room, quiet, calm space a preferred position in your arms.) • Put on quiet music. • Hold, rock, rub infants back or sing to infant. 	<ul style="list-style-type: none"> • Offer choice of comfort item. • Make sure all other needs food and diapering are met. 	<ul style="list-style-type: none"> • Teach the infant that you will be there to comfort and support them

Adapted for Team Tennessee/Pyramid Model State Partnership by Vorhaus, E. (2012) Nashville, Tennessee: Tennessee Voices for Children from: Lentini, R., Vaughn, B. J., Fox, L., & Kwang-Sun Blair (2009). *Creating teaching tools for young children with challenging behavior* (3rd edition). Tampa, Florida: University of South Florida.

Taking a Bath

Why might my child be doing this?	What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skills should I teach?
<p>Your infant does not like water/soap in his/her eyes so struggles with washing hair</p>	<ul style="list-style-type: none"> • Use cloth instead of putting in the bath, gradually start to pour water over arms and legs at a safe temperature then start with short bath experience. • Develop bath time routine and go through steps slowly • Sing or talk to the infant while giving a bath 	<ul style="list-style-type: none"> • Calm and Sooth infant, gradually work to bath. 	<ul style="list-style-type: none"> • Teach your infant a bath time routine and go through steps slowly and use the steps every time. • Teach the infant that you will be there to comfort and support them
<p>Your infant does not like bath time and wants to get out</p> 	<ul style="list-style-type: none"> • Use cloth instead of putting in the bath, gradually start to pour water over arms and legs at a safe temperature then start with short bath experiences. • Get a book about taking a bath -- Go to your local library or book store, and get a book about taking a bath, read it with your child, and then suggest to your child that he/she can make his/her own "bath time" using real photos. Staple several pieces of paper together to make a book for your child by gluing in the photographs and writing the steps of "bath time". Read your homemade book to your child prior to taking a bath and allow him/her to read it to you. You could even laminate or clear contact paper the book, and use it during bath time. (Suggested story books: <u>Maisy Takes a Bath</u> by Lucy Cousins; <u>Just Me in the Tub</u> by Mercer Mayer; <u>Spot's Bath</u> by Eric Hill; <u>Clifford's Bathtime</u> by Norman Bridwell; <u>Froggy Takes a Bath</u> by Johnathan London; <u>Cailou Time for Bath</u> by Christine L'Heureux; <u>This is the Way We Take a Bath</u> by Ken Wilson-Max.) • Move through washing your child quickly so that your child is not in the water long. • Sing a silly song, or play a game with your child to make bath time more fun. 	<ul style="list-style-type: none"> • Calm and Sooth infant, gradually work to bath • Use cloth instead of putting in the bath • Make sure all other needs (food, diapering, and sleep) are met. 	<ul style="list-style-type: none"> • Teach your infant a bath time routine and go through steps slowly and use the steps every time. • Teach the infant that you will be there to comfort and support them

Adapted for Team Tennessee/Pyramid Model State Partnership by Vorhaus, E. (2012) Nashville, Tennessee: Tennessee Voices for Children from: Lentini, R., Vaughn, B. J., Fox, L., & Kwang-Sun Blair (2009). *Creating teaching tools for young children with challenging behavior* (3rd edition). Tampa, Florida: University of South Florida.

Transitions: Going From One Place/Activity to Another

Why might my child be doing this?	What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skills should I teach?
<p>Your infant doesn't want to leave parent to go to childcare/preschool</p> 	<ul style="list-style-type: none"> • Comfort and reassure infant that someone, mommy or daddy, will pick him/her up after school. • Bring a comfort item from home and for them to hold it during day. • Allow older infant to keep photo of parent in cubby or pocket. • Stay a brief amount of time with child, first play/interact with child then start moving away, maybe talking to caregiver then leaving. 	<ul style="list-style-type: none"> • Redirect infant with a comfort item or preferred toy. • Hold and sooth infant and interact with caregiver so hand-off will be easier. • Make sure all other needs (food, diapering, and sleep) are met. 	<ul style="list-style-type: none"> • Show infant by holding, rocking and talking to them that you will return.

Riding in the Car

Why might my child be doing this?	What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skills should I teach?
<p>Your infant does not want to get in the car</p>	<ul style="list-style-type: none"> • Get a book about cleaning up – Go to your local library or book store, get a book about going in the car, read it with your child a regular basis, and allow him/her to read it to you. (Suggested story books: Away We Go: Sesame Beginnings to Go by Abigail Tabby; My Trusty Car Seat: Buckling Up for Safety by Stan and Jan Berenstain.) • Have favorite blanket to place over car seat once buckled in • Give your infant a visual toy to use as a distraction 	<ul style="list-style-type: none"> • Hold and sooth infant and when calm place in seat • Make sure all other needs (food, diapering, and sleep) are met. 	<ul style="list-style-type: none"> • Teach infant that you are there to make them feel safe and secure by talking to them, calming them.
<p>Your car is too hot, and your infant is uncomfortable</p> 	<ul style="list-style-type: none"> • Cool the car off -- If at home, run the air conditioner in the car for a bit before getting in. • Cool the seat: put an ice pack with a towel over it on the seat of the car seat, or place a towel over the seat if ice is unavailable. Store the ice pack in a small cooler. • Quench his/her thirst -- Have a drink available for the car ride. 	<ul style="list-style-type: none"> • Offer a drink. • Make sure air conditioner is cooling the back seat. • Remove a layer of clothing if possible. 	<ul style="list-style-type: none"> • Teach infant that you are there to make them comfortable and secure by talking to them, calming them and cooling off the car. • Teach older infant and toddler to sign the motion for hot to tell you what they need.

Adapted for Team Tennessee/Pyramid Model State Partnership by Vorhaus, E. (2012) Nashville, Tennessee: Tennessee Voices for Children from: Lentini, R., Vaughn, B. J., Fox, L., & Kwang-Sun Blair (2009). *Creating teaching tools for young children with challenging behavior* (3rd edition). Tampa, Florida: University of South Florida.

Riding in the Car (continued)

Why might my child be doing this?	What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skills should I teach?
<p>Your car is too cold, and your infant doesn't like being cold</p>	<ul style="list-style-type: none"> • Warm the car up -- If at home, run the heater in the car for a bit before getting in. • Warm the seat -- put a blanket over the seat as the car warms up • Warm up -- Allow him/her wear mittens and a hat. • Put a warm blanket over the car seat 	<ul style="list-style-type: none"> • Make sure the heater is warming the back seat. • Have a blanket to put over the infant, after he/she is securely in the car seat. 	<ul style="list-style-type: none"> • Teach infant that you are there to make them comfortable and secure by talking to them, calming them and cooling off the car. • Teach older infant and toddler to sign the motion for hot to tell you what they need.
<p>Infant seeks attention and reassurance</p> 	<ul style="list-style-type: none"> • Calm and sooth infant by holding, rocking or singing to them • Have sibling or another adult sit next to the infant in the car seat. • Talk or Sing and entertain infant as you drive. • Play soothing, calming music in the car. 	<ul style="list-style-type: none"> • Give infant an blanket, toy or visual object (such as a mobile). • Make sure all other needs (food, diapering, and sleep) are met. 	<ul style="list-style-type: none"> • Teach infant that you are there to make them feel safe and secure by talking to them, calming them.

Going to Doctor

Why might my child be doing this?	What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skills should I teach?
<p>Infant needs attention and calming support</p> 	<ul style="list-style-type: none"> • Make sure the infant is not hungry. • Bring infant in car seat/child carrier to be able to rock child. • Hold child and rub back, sing to them or walk around with them. • Bring a "comfort item" to the doctor's visit, such as a soft stuffed animal, favorite small toy, or a blanket. 	<ul style="list-style-type: none"> • Make sure all other needs (food, diapering, and sleep) are met. • Hold child and rub back, sing to them or walk around with them. • Distract the infant with a toy. • Give the infant a blanket or stuffed animal to hold. 	<ul style="list-style-type: none"> • Teach the infant that you will be there to comfort and support them.

Adapted for Team Tennessee/Pyramid Model State Partnership by Vorhaus, E. (2012) Nashville, Tennessee: Tennessee Voices for Children from: Lentini, R., Vaughn, B. J., Fox, L., & Kwang-Sun Blair (2009). *Creating teaching tools for young children with challenging behavior* (3rd edition). Tampa, Florida: University of South Florida.

Shopping

Why might my child be doing this?	What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skills should I teach?
<p>Your infant is fussing and restless</p>	<ul style="list-style-type: none"> Plan shopping when your infant is well-rested and not hungry. Make shopping time short, and slowly increase time to 30 minutes as your infant is successful with shorter time spans. If needed, start at 5 minutes, and slowly increase time shopping. Play a game while shopping -- Look for something red, look for something that begins with "A", look for something that you drink, etc. Give child something from home to hold for comfort and security. Continually talk to infant while shopping, you can narrate what you are doing. Limit your expectations -- reduce the length of the trip to match your child's tolerance level. 	<ul style="list-style-type: none"> Calm, sooth and pay attention to infants cues. Make sure all other needs (food, diapering, and sleep) are met. Shorten the shopping trip. 	<ul style="list-style-type: none"> Teach the infant that you will be there to comfort and support them.
<p>Your infant does not like riding in the cart/stroller/car seat.</p> 	<ul style="list-style-type: none"> Distract -- If the infant must ride in a cart/stroller, give him/her a choice of something small to hold in the cart, e.g., juice cup, goldfish crackers, small car, small baby or stuffed animal. Encourage success -- Praise your infant the moment that he/she rides appropriately. Continually talk to infant while shopping, you can narrate what you are doing. Avoid shopping when your infant is tired or hungry. Make sure he/she is well rested and well-fed prior to shopping. 	<ul style="list-style-type: none"> Calm & Sooth infant with closeness Make sure all other needs (food, diapering, and sleep) are met. Shorten the shopping trip. 	<ul style="list-style-type: none"> Teach the infant that you will be there to comfort and support them.

Restaurants

Why might my child be doing this?	What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skills should I teach?
<p>Your infant wants attention</p> 	<ul style="list-style-type: none"> Bring toys to interact with infant or a comforting blanket or stuffed animal for infant to hold. Make sitting fun -- talk with your infant, play simple games, give your infant positive attention when sitting. Bring food (snack) for child to eat, while waiting. 	<ul style="list-style-type: none"> Make sure all other needs (food, diapering, and sleep) are met. Hold and calm infant. While waiting, walk around with infant. 	<ul style="list-style-type: none"> Teach the infant that you will be there to comfort and support them. Teach your infant that you will have food, toys etc...and that you will pay/attention to them.

Adapted for Team Tennessee/Pyramid Model State Partnership by Vorhaus, E. (2012) Nashville, Tennessee: Tennessee Voices for Children from: Lentini, R., Vaughn, B. J., Fox, L., & Kwang-Sun Blair (2009). *Creating teaching tools for young children with challenging behavior* (3rd edition). Tampa, Florida: University of South Florida.

Restaurants (continued)

Why might my child be doing this?	What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skills should I teach?
<p data-bbox="100 264 373 354">Your child wants an adult to play or pay attention to him/her.</p> 	<ul data-bbox="415 248 1136 630" style="list-style-type: none"> • Get a book about eating in restaurants -- Go to your local library or book store, get a book about going out to eat, read it with your child, and then suggest to your child that he/she can make his/her own "restaurant book". Using photos of family, write the steps of eating at a restaurant. Read your homemade book to your infant. • Bring toys to interact with infant or a comforting blanket or stuffed animal for infant to hold • Make sitting fun -- talk with your child, play simple games, give your child positive attention when sitting. • Encourage success -- praise your child for sitting and eating • Bring food (snack) for child to eat while waiting 	<ul data-bbox="1178 248 1570 402" style="list-style-type: none"> • Make sure all other needs (food, diapering, and sleep) are met. • Hold and calm infant. • While waiting, walk around with infant. 	<ul data-bbox="1654 248 2001 467" style="list-style-type: none"> • Teach your child that you will have food, toys etc...and that you will pay/attention to them. • Teach the infant that you will be there to comfort and support them.

Adapted for Team Tennessee/Pyramid Model State Partnership by Vorhaus, E. (2012) Nashville, Tennessee: Tennessee Voices for Children from: Lentini, R., Vaughn, B. J., Fox, L., & Kwang-Sun Blair (2009). *Creating teaching tools for young children with challenging behavior* (3rd edition). Tampa, Florida: University of South Florida.