

(For Trainers Use Only/Points to Elicit in Assisting Participants Use the Form with Case Study Maria)

Sample Infant-Toddler Behavior Review

Child's Name: _____ Maria _____ Date of Birth _____ Age _____

Review Contributors _____ Date of Review _____

1. _____
2. _____
3. _____
4. _____

Information Gathering

1. What is the behavior of concern?

Biting, hitting, tantrums, possible delayed language skills

2. What happens? What are the frequency, intensity and duration of the behavior?

Bites and hits several times a day;

bites and hits caregivers and other children;

biting and hitting is severe (leaves marks and bruises on others and frequent (multiple times a day); tantrums occur multiple times a day and are of long duration (approx. 30 minutes)

3. When does it happen? Consider writing out daily schedule.

Frequently;

when she wants to play with toys or other children

When caregivers try to intervene

**(need more specificity from staff/ a chart of times/daily schedule noting occurrences would be useful) (consider this as part of Action Support Plan)*

4. Where does it happen?

@ child care center

Not at home

5. With whom does it happen?

Other children and caregivers @ child care center

6. How long has the concerning behavior been going on?

Foster mother reports the behavior was not happening in previous care center

We don't know much about previous care arrangements or other environments

Behavior has been occurring since the beginning of starting this class in this center (2 weeks)

7. Have there been any changes and/or concerns in the home, child care, or other significant relationships and/or environments?

Moved to foster home (3 weeks prior)
Began new center/class (2 weeks prior)
Abuse/neglect issues
Drug dealing
No contact with siblings (3 weeks)

8. Has the child had a recent physical? Are there any physical/medical concerns?

*We don't know this information from the scenario. **This would be part of a Action/Support Plan.*

9. What happens before the behavior occurs?

She wants to play with toys or engage other children
caregivers try to intervene, make a request, or give a direction
she is upset
**(need more specificity from staff/ a chart of times/daily schedule noting occurrences would be useful) (consider this as part of Action Support Plan)*

10. What happens after the behavior occurs?

Maria often tantrums after being redirected or after an incident
Maria is hard to console
Eventually she calms down and is able to be distracted and engaged in an activity

11. What are some the child's strengths? What does the child like?

Interested in toys and engaging others
Expresses self
Smiles
Enjoys her doll and blanket

12. How does the parent/family feel about the behavior?

Worried, concerned, frustrated, unsure what to do, overwhelmed, incompetent

13. How does the caregiver feel about the behavior?

Similar to parent's feelings; worried, frustrated, concerned, overwhelmed, incompetent,

14. What are some of the parent/family strengths?

Caring, concerned and committed foster mother
Foster mother spoke with pediatrician
Foster mother is engaged and willing to meet and share information with team

15. What are some of the caregiver/teachers/staff strengths?

We don't know much about this, however, we do know the teacher has done some observation and demonstrates concern.

Concerning Behavior	Response	Person Responsible	When
Biting	<ul style="list-style-type: none"> Shadow (one-to one monitoring and observation as much as possible) Consistent words (“No Biting”) Offer substitute behavior (“You can bite an apple”) 	Lead teacher	As often as possible When biting is attempted
Hitting	<ul style="list-style-type: none"> Use consistent words, “No hitting” “Gentle touch” Show how to touch softly and gently Offer specific praise for using gestures, playing near a peer safely, giving up a toy, following teachers directions (e.g. “you sat down when I asked you to. You are really listening!”) 	Both teachers Both teachers	When hitting is attempted Throughout the day as well as when hitting is attempted Throughout the day Tantrums
Tantrums	<ul style="list-style-type: none"> Time and track tantrums Stay near during tantrums as much as possible Offer comfort and/or frequent check in (“I’m here. I’m staying nearby”) Name feelings being exhibited (“You are SO MAD!”) Validate desire (“You really wanted that toy”) 	Both teachers Primary lead teacher as much as possible When tantrums occur	When tantrums occur

On a scale of 1 to 10, how would you rate the child’s behavior?

1 2 3 4 5 6 7 8 9 10

Parent Signature _____

Hypothesis**16. What is the child communicating that he wants or needs? What is the purpose of the child's behavior?**

Maria seems to have difficulty expressing her emotions appropriately. She may not have the skills to express her feelings in different ways.

Maria has experienced many changes recently (as well as possible traumatic events) she may be feeling sad, insecure, scared, overwhelmed, etc.)

Maria may benefit from a predictable, close secure relationship with others, however, she has difficulty being able to engage in relationships.

17. What might be the child's experience?

Not secure, frustrated, uncertain, unsure, unpredictable, scared, overwhelmed, not belonging/missing close relationships; longing for attachment

Begin Planning**18. What does the parent or the caregiver want? What does the parent or caregiver want the child to do?**

Stop biting, stop or reduce severity of tantrums, stop hitting, improve language skills and ability express feelings, needs, and wants

19. What does the parent or the caregiver want the child to feel?

We don't know from the scenario, we could guess she would want Maria to feel secure, competent, confident, able to get her needs met appropriately, have positive relationships

20. What strategies have already been tried?

We don't know from the case study

21. What can the caregiver do to feel better?

Use reflection to think about how Maria's behavior impacts the teacher's own feelings

Follow and stick to a plan of action to support Maria

Seek out colleagues and/or a supervisor to share concerns, reflections, and gain new ideas and perspectives

Take care of self (e.g. engage in self care strategies such as sleep, drink water, exercise, etc.)