

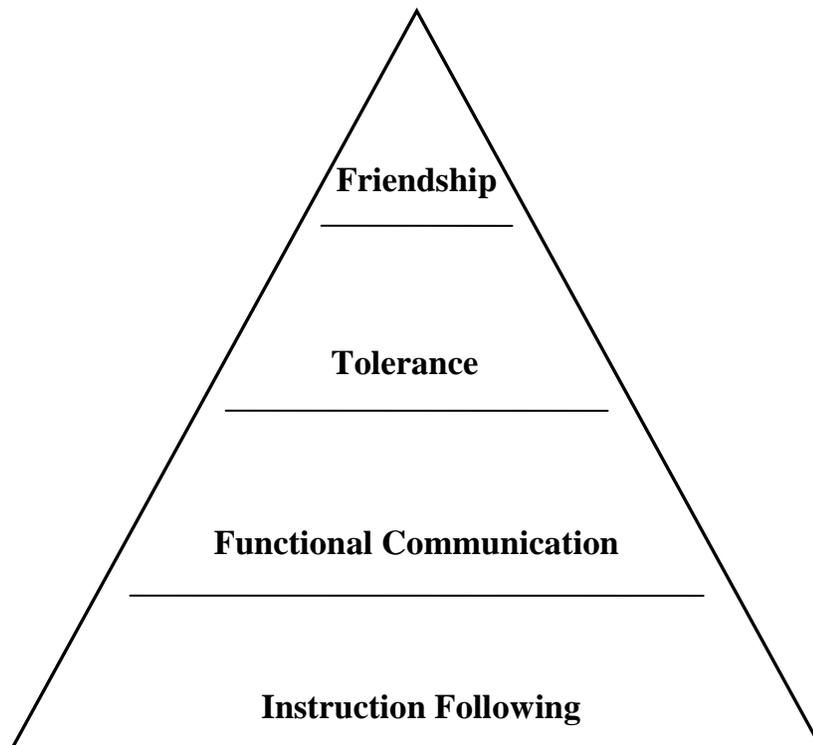
Preschool Life Skills Curriculum

Developed by:

Gregory P. Hanley, Ph.D., BCBA
Psychology Department
Western New England University
1215 Wilbraham Road
Springfield, Massachusetts 01119
ghanley@wne.edu
413-796-2367

The Preschool Life Skills (PLS) program is an approach to teaching critical social skills to preschoolers. These particular social skills were selected because they are similar to the functional skills taught following the development of problem behavior and because these are the same skills early elementary teachers have identified as being critical to early school success. The program begins as a class-wide approach to teaching thirteen skills in sequence. The program may then be individualized for learners of different abilities. The initial evaluation of the program showed that teachers were capable of implementing the program with high integrity, and that problem behavior was reduced by 70% while over a 400% increase was observed in the occurrence of the critical social skills. The following pages contain the necessary data sheets, lesson plans, and classroom cues for the successful implementation of the PLS program.

Preschool Life Skills



Preschool Life Skills Questionnaire

Child: _____

Interviewer: _____

Respondent: _____ Relationship to child: _____

Date: _____

Considering each situation, does your child engage in behavior A or behavior B? If B, provide # of most likely behavior. <i>Check one column for each situation using a number 2 pencil.</i>		
***** Instruction-Following Skills / Instruction-Following Skills / Instruction-Following Skills *****		
Situation	A	B
1. Adult calls child by first name	<input type="radio"/> Stops competing behavior, orients towards speaker, and says, "Yes"	<input type="radio"/> Engages in problem behavior: _____
2. Adult provides a single-step instruction	<input type="radio"/> Completes single-step instruction following single prompt	<input type="radio"/> Engages in problem behavior: _____
3. Adult provides a multi-step instruction	<input type="radio"/> Completes multi-step instruction following single prompt	<input type="radio"/> Engages in problem behavior: _____
***** Functional Language Skills / Functional Language Skills / Functional Language Skills *****		
4. Difficult task or situation	<input type="radio"/> Completes task or requests assistance using appropriate tone & voice volume	<input type="radio"/> Engages in problem behavior: _____
5. Adult or peer attention is diverted to a task or another child	<input type="radio"/> Gains others attention by saying "Excuse me" using appropriate tone & voice volume	<input type="radio"/> Engages in problem behavior: _____
6. An area is blocked by another adult or peer	<input type="radio"/> Uses "excuse me" to gain access to the area	<input type="radio"/> Engages in problem behavior: _____
7. A preferred material is unavailable (i.e., another child is playing with it or it is in sight but out of reach)	<input type="radio"/> Uses "their words" to gain access to desired materials (e.g., "May I play with that")	<input type="radio"/> Engages in problem behavior: _____
***** Tolerance Skills / Tolerance Skills / Tolerance Skills / Tolerance Skills / Tolerance Skills *****		
8. Adult tells child s/he will to wait for a requested material or event	<input type="radio"/> Waits patiently for adult-mediated event (e.g., their attention, materials)	<input type="radio"/> Engages in problem behavior: _____
9. Another child tells child s/he will to wait for a requested material or event	<input type="radio"/> Waits patiently for child-mediated event (e.g., their attention, materials)	<input type="radio"/> Engages in problem behavior: _____
***** Empathy Skills / Empathy Skills / Empathy Skills / Empathy Skills / Empathy Skills *****		
10. Upon receiving something from another person	<input type="radio"/> Says, "thank you"	<input type="radio"/> Engages in problem behavior: _____
11. Another child enters the classroom or a play group	<input type="radio"/> Greets and/or compliments the child	<input type="radio"/> Engages in problem behavior: _____
12. Another child is without toys or activity materials	<input type="radio"/> Offers toys or other materials to peers	<input type="radio"/> Engages in problem behavior: _____
13. Another person shows signs of pain or distress	<input type="radio"/> Helps or comforts the person	<input type="radio"/> Engages in problem behavior: _____

Common Preschooler Problem Behaviors:

- I. Ignoring adults or other children, noncompliance, not saying thank you upon receipt of something
- II. Saying, "No" to an adult instruction, yelling or screaming while indoors, swearing, rudeness, name-calling
- III. Throwing items, tearing books, swiping items off tables, kicking items, knocking over structures, grabbing materials from others, running away, standing on furniture, sitting on tables, opening classroom doors
- IV. Kicking, hitting, pinching, shoving, spitting, forceful grabbing, scratching, biting, throwing things towards people, spitting

Preschool Life Skills 1-3: Description of Situations to Evoke the PLS

**** Instruction-Following Skills / Instruction-Following Skills / Instruction-Following Skills ****	
Situation	PLS
<p>1. Adult calls child by first name <u>Meals: while child is waiting for food or drink during meals</u> <u>Free-play: while child is engaging a preferred activity during free-play</u> <u>Transitions from meal to outside: while moving from tables to bathrooms and cubbies, and lining-up</u></p>	<p>Within 2 seconds, the child will stop competing behavior, orient toward the speaker, and say, "Yes"</p>
<p>2. Adult provides a single-step instruction <u>Meals: while child is waiting for food or drink during meals</u> (a) Pass the (food) to (name), (b) Pour a half a glass of (liquid), (c) Take (x) amount of food, (d) Wipe your mouth, (e) Put your utensil down, (f) Throw away your napkin, (g) Scrape your plate, (h) Dump your (liquid), (i) Stack your cup/plate, or (j) Push your chair in <u>Free-play: while child is engaging in a preferred activity during free-play</u> (a) Pick a letter, (b) Show me (or give me) the (describe some property of an item), (c) Show me an (action of the object), (d) Put the (item) on the (surface), (e) Pick a (item), (f) Sit in the chair, or (g) Walk to (specify area) <u>Transitions from meal to outside: while moving from tables to bathrooms and cubbies, and lining-up</u> (a) Walk to the bathroom , (b) Use soap, (c) Dry your hands, (d) Get your coat, (e) Put on your coat (hat or mittens), (f) Walk to the library, or (g) Stand in line (or like a character)</p>	<p>Within 3 seconds of the initial prompt, the child will initiate completion of the instruction and will complete the instruction in a timely manner</p>
<p>3. Adult provides a multi-step instruction <u>Meals: while child is waiting for food or drink during meals</u> (a) Take (x) amount of food and pass the (item) to (name), (b) Pour a half a glass of (liquid) and pass the (liquid) to (name), (c) Put your utensil down and wipe your mouth, (d) Scrape your plate and stack it, (e) Dump your (liquid) and stack your cup, or (f) Stand up and push in your chair <u>Free-Play: while child is engaging in a preferred activity during free-play</u> (a) Take off your coat and put it in your cubby, (b) Show me (or give me) the (describe some property of an item) and the (describe another item), (c) Show me (an action) and (again with a new action), (d) Walk to (specify area) and pick an (item), (e) Sit in the chair and pick an (item), or (f) Put (an item) in your cubby and come back <u>Transitions from Meal to Outside: while moving from tables to bathrooms and cubbies, and lining-up</u> (a) Walk to the bathroom and go potty, (or stand in line or get a tissue), (b) Pump the soap and rub your hands together, (c) Dry your hands and throw away the paper towel, (d) Get your coat (or hat or mittens) and put it on, (e) Go to the library and sit down, or (f) Put on your coat and stand in line</p>	<p>Within 3 seconds of the initial prompt, the child will initiate completion of the instructions and will complete the instructions in a timely manner</p>

Preschool Life Skills 4-5: Description of Situations to Evoke the PLS

***** Functional Language Skills / Functional Language Skills / Functional Language Skills *****		
	Situation	PLS
4.	<p>Difficult task, unpleasant or non-preferred situation</p> <p><u>Transitions from Meal to Outside: while moving from tables to bathrooms and cubbies, and lining-up</u></p> <p>(a) Get some lotion / chapstick (b) Put on your coat (given a coat that is inside out), (c) Zip up your coat, (d) Put on your gloves, or (e) Tie your shoes</p> <p><u>Free-Play: while child is engaging in a preferred activity during free-play</u></p> <p>(a) Put on/fasten the clothes (b) Put the (item) on the shelf, (c) Get some lotion / chapstick, (d) Tie your shoes, (e) Finish the parquetry (f) Open the container (g) Punch holes in the paper (h) Get tape from the dispenser (i) Staple the pages together</p>	<p>The child will complete task or request assistance by saying, “Help me, please” (w/ appropriate tone and voice) within 45 seconds of instruction delivery</p>
5.	<p>Adult or peer attention is diverted to a task or another person</p> <p><u>Transitions from Meal to Outside: while moving from tables to bathrooms and cubbies, and lining-up</u></p> <p>A helper teacher will prompt the target child to get a teacher’s/peer’s attention when the s/he:</p> <p>(a) Talking with another adult, (b) Talking with child (e.g., checking in a child), (c) Talking on the phone (d) Writing something, (e) Helping another child with a task, (f) Facing away from the child (e.g., doing something at the counter), or (g) Engaged in a set up task (e.g., materials for free play)</p> <p><u>Free-Play: while child is engaging in a preferred activity during free-play</u></p> <p>Same as above except the teacher will position him/herself near the target child</p>	<p>The child will recruit attention by saying, “Excuse me” (with appropriate tone and volume) without engaging in excessive physical contact (i.e., no more than 3 light taps)</p>

Preschool Life Skills 6-7: Description of Situations to Evoke the PLS

**** Functional Language Skills / Functional Language Skills / Functional Language Skills ****	
Situation	PLS
<p>6. An area is blocked or a material is in use by an adult</p> <p><u>Transitions from Meal to Outside: while moving from tables to bathrooms and cubbies, and lining-up</u></p> <p>(a) Stand in front of bathroom doorway, (b) Stand in front of cubbies, (c) Stand in front of paper towel holder, (d) Stand in front of doorway between bathroom and classroom, (e) Stand in front of classroom or bathroom trash, (f) Stand between tables, or (g) Hold any material necessary</p> <p><u>Free-Play: while child is engaging in a preferred activity during free-play</u></p> <p>(a) Stand in front of cubbies, (b) Stand in front of activity areas or materials, or (c) Hold necessary or preferred materials</p>	<p>Within 10 seconds of reaching adult, the child will say "Excuse me" to gain adult's attention, wait for a response, and then requests access to the area or material in the form of "May I _____."</p>
<p>7. An area is blocked or a material is in use by another child</p> <p><u>Transitions from Meal to Outside: while moving from tables to bathrooms and cubbies, and lining-up</u></p> <p>A teacher will arrange the following situations with child "helpers;" the helpers will:</p> <p>(a) Stand in front of bathroom doorway, (b) Stand in front of cubbies, (c) Stand in front of paper towel holder, (d) Stand in front of doorway between bathroom and classroom, (e) Stand in front of classroom or bathroom trash, (f) Stand between tables, or (g) Hold any material necessary</p> <p><u>Free-Play: while child is engaging in a preferred activity during free-play</u></p> <p>A teacher will arrange the following situations with child "helpers;" the helpers will:</p> <p>(a) Stand in front of cubbies, (b) Stand in front of activity areas or materials, or (c) Hold necessary or preferred materials</p> <p><u>Meals: while child is waiting for food or drink during meals</u></p> <p>A teacher will arrange the following situations with child "helpers;" the helpers will:</p> <p>(a) Delay passing a food or drink container</p>	<p>Within 10 seconds of reaching another child, the target child will say "Excuse me" to gain child's attention, wait for a response, and then requests access to the area or material in the form of "May I _____."</p>

Preschool Life Skills 8-9: Description of Situations to Evoke the PLS

**** Tolerance Skills / Tolerance Skills / Tolerance Skills / Tolerance Skills / Tolerance Skills ****	
Situation	PLS
<p>8. Adult tells a child s/he will have to wait for a requested material or event <u>Transitions from Meal to Outside: while moving from tables to bathrooms and cubbies, and lining-up</u> A helper teacher will prompt the child to get the teacher's attention when s/he is:</p> <ul style="list-style-type: none"> (a) Talking with another adult, (b) Talking with child (e.g., checking in a child), (c) Talking on the phone, (d) Writing something, (e) Helping another child with a task, (f) Facing away from the child (e.g., doing something at the counter), or (g) Engaged in a set up task (i.e., materials for free play); or (h) holding necessary or desired materials <p><u>Free-Play: while child is engaging in a preferred activity during free-play</u> Same as above except the teacher will position him/herself near the target child</p>	<p>The child will say "Okay," (and waiting words) and wait patiently for 30-90 seconds for the adult-mediated event</p>
<p>9. Another child tells a child s/he will to wait for a requested material or event <u>Meals Situation: while child is waiting for food or drink during meals</u> A teacher will arrange the following situations with child "helpers" during Meals; the helpers will:</p> <ul style="list-style-type: none"> (a) Delay passing a food or drink container <p><u>Transitions from Meal to Outside: while moving from tables to bathrooms and cubbies, and lining-up</u> The teacher will arrange these situations with child "helpers" while the children are transitioning between meals, bathroom, and outdoors; have helpers will:</p> <ul style="list-style-type: none"> (a) Stand in front of bathroom doorway, (b) Stand in front of cubbies, (c) Stand in front of paper towel holder, (d) Stand in front of doorway between bathroom and classroom, (e) Stand in front of classroom or bathroom trash, (f) Stand between tables, or (g) Hold any material necessary <p><u>Free-Play: while child is engaging in a preferred activity during free-play</u> A teacher will arrange the following situations with child "helpers" during Free Play; the helpers will:</p> <ul style="list-style-type: none"> (a) Stand in front free standing or wall mounted letter board, (b) Stand in front of cubbies, (c) Stand in front of activity areas or materials (computers, etc.), or hold necessary or preferred materials. 	<p>The target child will say "Okay," (and waiting words) and wait patiently for 30-90 seconds for the child-mediated event</p>

Preschool Life Skills 10-13: Description of Situations to Evoke the PLS

**** Friendship Skills / Friendship Skills / Friendship Skills / Friendship Skills / Friendship Skills ****	
Situation	PLS
<p>10. Upon receiving something from another person</p> <p><u>Transitions from Meal to Outside: while moving from tables to bathrooms and cubbies, and lining-up:</u></p> <p>(a) Pump soap into each child's hand, (b) Hand out paper towels after hand-washing, (c) Hand each child his/her coat or other clothing items, or (d) Pass out outdoor toys to children in line</p> <p><u>Free-Play: while child is engaging a preferred activity during free-play</u></p> <p>(a) Deliver an item that was not previously accessible (e.g., in a bin out of reach), (b) Share an item (or prompt a helper child to share), or (c) Pass out an item that the child can take home (e.g., art work that has dried)</p> <p><u>Meals: while child is waiting for food or drink during meals</u></p> <p>(a) Pass a food or drink container, (b) Provide a cup, plate, napkin or utensil, or (c) Provide access to the dish scraper</p>	<p>Within 5 seconds of receiving an item from someone, the child will orient to the giver and say, "Thank you"</p>
<p>11. Another child enters the classroom or a play group</p> <p><u>Transition to Meal: while getting seated at a table</u></p> <p>A teacher will arrange the following situation with a child "helper"; the helper will approach the target child while s/he is seated at a table</p> <p><u>Free-Play: while child is engaging a preferred activity during free-play</u></p> <p>A teacher will arrange the following situation with a child "helper"; the helper will approach the target child:</p> <p>(a) while s/he is engaged with preferred materials</p>	<p>Within 10 seconds of a newcomer's arrival, the target child will greet ("Hello") and/or compliment ("I like ____") the newcomer</p>
<p>12. Another child is without toys or activity materials</p> <p><u>Free-Play: while child is engaging a preferred activity during free-play</u></p> <p>A teacher will arrange the following situation with a child "helper"; the helper will not have any materials and will approach the target child while s/he is playing with multiple materials (e.g., 10 trucks)</p>	<p>Within 10 seconds of a newcomer's arrival, the target child will offer some of the toys or materials within reach</p>
<p>13. Another person shows signs of pain or distress</p> <p><u>Transitions from Meal to Outside: while moving from tables to bathrooms and cubbies, and lining-up</u></p> <p>A teacher will arrange one of following situations with each child:</p> <p>(a) bumping any body part into any surface, (b) tripping over surfaces or items, (c) dropping items on oneself, (d) pinching a body part with an item, (e) describing an event which was unpleasant, or (f) complaining of physical ailments</p> <p><u>Free-Play: while child is engaging a preferred activity during free-play</u></p> <p>Same as above except a teacher arrange the situations within the Free Play activities</p> <p><u>Meals: while child is waiting for food or drink during meals</u></p> <p>Same as above except the teacher will arrange the situations at the meal tables</p>	<p>Within 10 seconds of an event, the target child will approach the victim and ask, "Are you okay?"</p>

Preschool Life Skills: Behavioral Skills Training (TEMPLATE)

<p>PLS : When ..., the child ...</p>
<p>First Exposure: Activity</p> <p>I. Introduction: Describe PLS __ to the children:</p> <p>II. Main Teaching Activity:</p> <p><u>Materials:</u></p> <p><u>Role play:</u></p> <p><u>Situation:</u></p> <p><u>Feedback for PLS:</u> If the child engages in PLS __, which is to _____, the teacher will _____</p> <p>_____</p> <p>_____</p> <p><u>Feedback for no PLS:</u> If the child does not engage in the PLS, then _____</p> <p>_____</p> <p>Let's practice. Repeat initial prompt and follow through as described above. If child does not respond independently the second time, move on to another child.</p> <p>III. Transitions out:</p>
<p>Second Exposure: Activity</p> <p>I. Introduction: Describe PLS __ to the children</p> <p>II. Main Teaching Activity</p> <p><u>Situation:</u></p> <p><u>Feedback for PLS:</u> Same as above, except provide access to _____ .</p> <p><u>Feedback for no PLS:</u> Same as above.</p> <p>III. Other opportunities to occasion the skills described above include:</p>
<p>Additional Constructed Situations:</p> <p>I. Activity:</p> <p><u>Situation:</u></p> <p><u>Feedback for PLS:</u> Same as above, except provide access to _____ .</p> <p><u>Feedback for no PLS:</u> Same as above.</p> <p>II. Activity:</p> <p><u>Situation:</u></p> <p><u>Feedback for PLS:</u> Same as above, except provide access to _____ .</p> <p><u>Feedback for no PLS:</u> Same as above.</p>
<p>Special considerations:</p>
<p>Challenges: (to be targeted during booster sessions)</p>

Circle Activity (*Template*)

Preschool Life Skill

Activity Name:

Materials:

Main activity:

Preschool Life Skills Passed Goal Summary Sheet

Child: _____

Start Date: _____

Instructions: Each time a child meets criteria for passing a goal (i.e., 3 consecutive “independents” with at least 2 different teachers) this summary sheet should be filled out. Include the total number of prompted (P) and independent (I) trials that were occasioned, the upcoming Wednesday meeting date, and your initials for each PLS skill below. The child’s advocate will transfer all of the data on this sheet to the progress charts each Wednesday meeting.

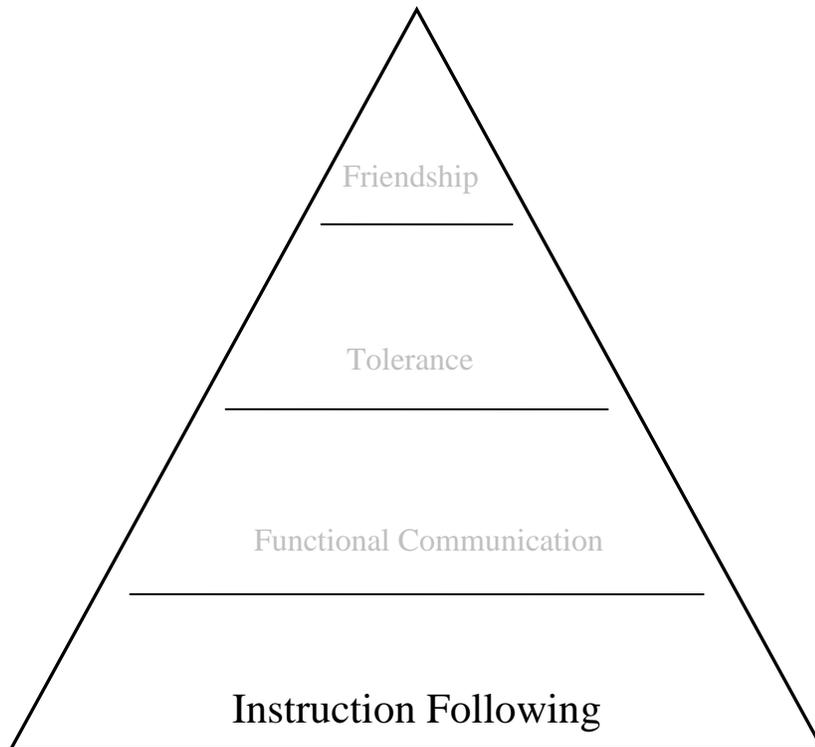
Skills	Total # of “P”	Total # of “I”	Date Passed	Teachers Initials
Instruction Following Skills				
1. Within 2 seconds, the child, stops competing behavior, orients towards speaker, and says, “Yes”				
2. Within 3 seconds of the initial prompt, child initiates completion of the instruction and completes the instruction in a timely manner				
3. Within 3 seconds of the initial prompt, child initiates completion of the instructions and completes the instructions in a timely manner				
Functional Communication Skills				
4. Child completes task or requests assistance by saying, “Help me, please” (w/ appropriate tone and voice volume) within 45 seconds of instruction delivery				
5. Child recruits attention by saying, “Excuse me” (w/ appropriate tone and voice volume) without engaging in excessive physical contact (i.e., no more than 3 light taps)				
6. Within 10 seconds of reaching adult, child says “Excuse me” to gain adult’s attention, waits for a response, and then requests access to the area or material in the form of “May I _____.”				
7. Within 10 seconds of reaching another child, target child says “Excuse me” to gain child’s attention, waits for a response, and then requests access to the area or material in the form of “May I _____.”				
Tolerance Skills				
8. Child says “Okay.” (and waiting words) and waits patiently for 30 seconds for the adult-mediated event				
9. Target child says “Okay.” (and waiting words) and waits patiently for 30 seconds for the child-mediated event				
Friendship Skills				
10. Within 5 seconds of receiving and item from someone, child orients to the giver and says, “Thank you”				
11. Within 10 seconds of a newcomer’s arrival, the target child greets (“Hello”) and/or compliments (“I like _____”) the newcomer				
12. Within 10 seconds of a newcomer’s arrival, target child offers some of the toys or materials within reach				
13. Within 10 seconds of an event, target child approaches the victim and asks, “Are you okay?”				

Preschool

Life

Skills

Unit 1



Preschool Life Skills: Behavioral Skills Training (1)

<p>PLS 1: When an adult calls the child by first name, within 2 seconds, the child will stop competing behavior, orient towards the speaker, and say, “Yes.”</p>
<p>First Exposure: Circle time</p> <p>I. Introduction: Describe PLS 1 to the children: “When I call your name, stop what you are doing, look at me, and say ‘Yes.’”</p> <p>II. Main Teaching Activity:</p> <p><u>Situation:</u> Make manipulatives available to each child. The teacher will call each child’s name (one at a time).</p> <p><u>Feedback for PLS:</u> If the child engages in PLS 1, which is to stop competing behavior, look up towards teacher and say “Yes” within 2 s of the teacher prompt, the teacher will provide enthusiastic praise (“Good job stopping and looking when I call your name.”) and provide access to a reinforcing event (e.g., joining the teacher in the circle, receiving materials relevant to the circle content, etc.).</p> <p><u>Feedback for no PLS:</u> If the child does not engage in the PLS, then the teacher will prevent interaction with the manipulative, and the teacher will say, “When I call your name, stop what you are doing, look at me, and say ‘yes’ Let’s practice.” Repeat initial prompt and follow through as described above. If child does not respond independently the second time, move on to another child.</p> <p>III. Transitions out: The teacher will conduct sequence as described above for 3 to 4 children between verses of a song or finger play. Children will be excused from circle in small groups when they have engaged in the PLS independently.</p>
<p>Second Exposure: Meals</p> <p>I. Introduction: Describe PLS 1 to the children: “When I call your name, stop what you are doing, look at me, and say ‘Yes.’”</p> <p>II. Main Teaching Activity</p> <p><u>Situation:</u> A teacher will hold one of the foods to be passed while saying a child’s name (one at a time).</p> <p><u>Feedback for PLS:</u> Same as above, except provide access to a mealtime reinforcer (e.g., “Good job stopping and looking when I call your name, here are the crackers.”).</p> <p><u>Feedback for no PLS:</u> Same as above.</p> <p>III. Other opportunities to occasion the skills described above include: (a) offering seconds to a child, or (b) requesting assistance to scrape food into bucket or stack dishes.</p>
<p>Additional Constructed Situations:</p> <p>I. Free-Play:</p> <p><u>Situation:</u> When a child is engaged with a toy during free play, a teacher will call the child’s name.</p> <p><u>Feedback for PLS:</u> Same as above, except provide access to free-play materials or additional choices.</p> <p><u>Feedback for no PLS:</u> Same as above.</p> <p>II. Transitions to leave classroom:</p> <p><u>Situation:</u> When the children are lined up to go outdoors, a teacher will call the child’s name.</p> <p><u>Feedback for PLS:</u> Same as above, except provide access to playground or hallway.</p> <p><u>Feedback for no PLS:</u> Same as above.</p>
<p>Special considerations: Anytime an adult calls a child by name, the teacher should provide the same feedback described above following the PLS or the less desirable alternative (note: data need not be collected)</p>
<p>Challenges: (to be targeted during booster sessions) Being called: 1) from a distance, 2) by a peer, 3) while outside, 4) when engaged in highly preferred activity, or 5) when there is a lot of activity (noisy).</p>

PLS 1: “When I call your name, stop what you are doing, look at me, and say, ‘Yes’.”

Preschool Life Skills: Data Sheet

Instructions: Each time a PLS situation is occasioned, place your initials in a box along with the data regarding child performance. Score an “I” if the child engages in the target skill independently. Score a “P” if prompting and/or additional teaching is required to produce the skill.

PLS (1)										
<i>Child</i>	<i>PLS</i> Within 2 seconds, the child, stops competing behavior, orients towards speaker, and says, “Yes”									

Circle Activity

Preschool Life Skill 1

Example Activity Name: Learning Prepositions

Materials: Chair, Felt board, Preposition picture cards, stuffed animal

Main Activities: PLS 1 can be embedded in any regularly scheduled circle activity. The teacher should teach the skill whenever a child's name is called (e.g., when the child transitions into circle, when the child individually participates in the circle activity, or when the child transitions out of circle).

Example Main Activity: Call the children up one at a time. Have them choose one of the preposition cards and show it to the rest of the class. Describe the picture (i.e., the tree is beside the house.”). Then have the child place the preposition card on the felt board. According to the preposition card the child chooses, have them place the stuffed animal in that position in relation to the chair. For example, if they chose the “beside” card, ask them to place the stuffed animal beside the chair. Have each child come up to have a turn, once everyone has had a turn, show the different positions the stuffed animal was in as a summary of all the prepositions the children just experienced.

Preschool Life Skills: Behavioral Skills Training (2)

PLS 2: When an adult provides a single-step instruction, within 3 seconds of the initial prompt, the child will initiate completion of the instruction and will complete the instruction in a timely manner.

First Exposure: Circle time

I. Introduction: Describe PLS 2 to the children: **“When I give you an instruction, do it right away.”**

II. Main Teaching Activity:

Situation: Manipulatives will be available to each child. The teacher will then call each child’s name (one at a time); praise or teach PLS1. The teacher will then provide one of these instructions: (a) Pass the (item) to (child), (b) Put the (item) on your (body part), (c) Touch your (body part), (d) Stand up, Clap, or Jump, (e) Pick up (item), or Put down the (item)

Feedback for PLS: If the child engages in the PLS 2, the teacher will provide enthusiastic praise (“Good job doing it right away”) and provide access to a reinforcing event (e.g., joining the teacher in the circle, receiving materials relevant to the circle content, etc.).

Feedback for no PLS: If the child does not engage in PLS 2, use three-step prompting (tell, show, help; see below) to promote compliance with the instruction. Then the lead teacher will say, “When I give you an instruction do it right away. Let’s practice.” Repeat initial prompt and follow through as described above. If child does not respond independently the second time, move on to another child.

III. Transitions out: Lead teacher will conduct sequence as described above for 3 to 4 children between verses of a song or finger play. Children will be excused from circle in small groups when they have engaged in the PLS independently, instructions include: (a) Bring me your matt, (b) Put the toy in this box, or (c) Stand up on the blocks.

Second Exposure: Meals

I. Introduction: Describe PLS 2 to the children: **“When I give you an instruction, do it right away.”**

II. Main Teaching Activity

Situation: Teachers will hold one of the foods to be passed while saying a child’s name (one at a time); praise or teach PLS 1. Teacher will then provide one of these instructions: (a) Pass the (food) to (name), (b) Pour a half a glass of (liquid), (c) Take (x) amount of food, (d) Wipe your mouth, (e) Put your utensil down, (f) Throw away your napkin, (g) Scrape your plate, (h) Dump your (liquid), (i) Stack your cup (or plate), or (j) Push your chair in.

Feedback for PLS: Same as above, except provide access to a mealtime reinforcers (e.g., food, access to activity).

Feedback for no PLS: Same as above.

Additional Constructed Situations:

I. Free-Play

Situation: When you see a child engaged with a toy during free play, call the child’s name, praise PLS 1, then provide one of the following instructions: (a) Pick a letter, (b) Show me (or give me) the (describe some property of an item), (c) Show me an (action of the object), (d) Place (item) on the (surface), (e) Pick an (item), (f) Sit in the chair, or (g) Walk to (specify area).

Feedback for PLS: Same as above, except provide access to free-play materials or additional choices.

Feedback for no PLS: Same as above.

II. Transitions to leave classroom:

Situation: When the children are lined up to go outdoors, call the child’s name, praise PLS 1, then provide one of the following instructions: (a) Walk to the bathroom area, (b) Use soap, (c) Dry your hands, (d) Get your coat, (e) Put on your coat (hat or mittens), (f) Walk to the library, or (g) Stand in line (or like a character).

Feedback for PLS: Same as above, except provide access to playground or hallway.

Feedback for no PLS: Same as above.

Special considerations: (a) Provide clear, concise, and direct instructions, (b) Phrase instructions as a demand rather than a question, (c) Avoid unnecessary words, (d) Be close when delivering the instruction, (e) Wait 3-5s in between prompts, (f) Attempt to model within the child’s line of sight, and (g) Substitute gestures if model is difficult or not appropriate, (h) Use the least amount of physical guidance necessary, and (i) only praise compliance to the “Tell” or “Show” prompts.

Challenges: (to be targeted during booster sessions) Being called: 1) from a distance, 2) by a peer, 3) while outside, 4) when engaged in highly preferred activity, 5) when there is a lot of activity (noisy)

PLS 2: “When I give you
an instruction, do it right
away.”

Preschool Life Skills: Data Sheet

Instructions: Each time a PLS situation is occasioned, place your initials in a box along with the data regarding child performance. Score an “I” if the child engages in the target skill independently. Score a “P” if prompting and/or additional teaching is required to produce the skill.

PLS (2)										
<i>Child</i>	<i>PLS</i> Within 3 seconds of the initial prompt, child initiates completion of the instruction and completes the instruction in a timely manner									

Circle Activity

Preschool Life Skill 2

Example Activity Name: Balloon Pop

Materials: Balloons, Small scraps of paper with instructions written on them (e.g., clap, jump, stomp your feet), Garbage bag to hold balloons, and a pencil or other sharp yet safe object to pop balloons

Main Activities: PLS 2 can be embedded in many regularly scheduled circle activities. (e.g., when the child transitions into circle, when the child individually participates in the circle activity, or when the child transitions out of circle).

Example Main activity: Teacher hold garbage bag full of balloons containing instructions. Talk with the children about balloons and how loud they are when they pop. Invite a child up to your mat to pop a balloon. Then they can squeeze it, sit on it, or stomp on it while demonstrating each, and let them choose how they would like to pop it. Instruct other children to cover their ears to avoid the loud noise. The teacher should use a pencil to assist popping balloons discretely. Once the balloon is popped, help the child discover the message, and instruct the child to follow the instruction. Continue until each child participates.

Preschool Life Skills: Behavioral Skills Training (3)

PLS 3: When an adult provides a multi-step instruction, within 3 seconds of the initial prompt, the child will initiate completion of the instructions and will complete the instructions in a timely manner.

First Exposure: Circle time

I. Introduction: Describe PLS 3: **“When I give you instructions, do them right away.”**

II. Main Teaching Activity:

Situation: Make manipulatives available to each child. The teacher will call each child’s name (one at a time); praise or teach PLS 1. The teacher will then provide two instructions simultaneously: (a) Stand up and clap, (b) Stand up and jump, (c) Stand up and bring your mat to me, (d) Pick up the (toy) and hand it to (name), or (e) Stand up and touch your (body part).

Feedback for PLS: If the child engages in the PLS 3, the teacher will provide enthusiastic praise (“Good job doing it right away”) and provide access to a reinforcing event (e.g., joining the teacher in the circle, receiving materials relevant to the circle content, etc.).

Feedback for no PLS: If the child does not engage in PLS 3, use three-step prompting (tell, show, help; see below) to promote compliance with the instruction. Then the teacher will say, “When I give you instructions do them right away. Let’s practice.” Repeat initial prompt and follow through as described above. If child does not respond independently the second time, move on to another child.

III. Transitions out: The teacher will conduct sequence as described above for 3 to 4 children between verses of a song or finger play. Children will be excused from circle in small groups when they have engaged in the PLS independently, instructions include: (a) Bring me your mat and stand up on the block, or (b) Put the toy in this box and bring me your mat.

Second Exposure: Meals

I. Introduction: Describe PLS 3: **“When I give you instructions, do them right away.”**

II. Main Teaching Activity

Situation: A teacher will hold one of the foods to be passed while saying a child’s name (one at a time); praise or teach PLS. The teacher will then provide one of the following instructions: (a) Take (x) amount of food and pass the (item) to (name), (b) Pour a half a glass of (liquid) and pass (liquid) to (name), (c) Put your utensil down and wipe your mouth, (d) Scrape your plate and stack it, (e) Dump your (liquid) and stack your cup, or (f) Stand up and push in your chair.

Feedback for PLS: Same as above, except provide access to a mealtime reinforcers (e.g., food, access to activity).

Feedback for no PLS: Same as above.

Additional Constructed Situations:

I. Free-Play

Situation: When the child is engaged with a toy during free play, a teacher will call the child’s name, praise or teach PLS 1, then provide one of the following instructions: (a) Take off your coat and put it in your cubby, (b) Pick a letter and walk to that area, (c) Show me (or give me) the (describe some property of an item) and the (again with a new item), (d) Show me (an action) and a (again with a new action), (e) Walk to (specify area), and pick an (item), (f) Sit in the chair and pick an (item), or (g) Put (an item) in your cubby and come back.

Feedback for PLS: Same as above, except provide access to free-play materials or additional choices.

Feedback for no PLS: Same as above.

II. Transitions to leave classroom:

Situation: When the children are lined up to go outdoors, a teacher will call the child’s name, praise PLS 1, then provide one of the following instructions: (a) Walk to the bathroom area and go potty (or stand in line or get a tissue), (b) Pump the soap and rub your hands together, (c) Dry your hands and throw away the paper towel, (d) Get your coat and put on your coat (hat or mittens), (e) Go to the library and sit down, or (f) Put on your coat and stand in line.

Feedback for PLS: Same as above, except provide access to playground or hallway.

Feedback for no PLS: Same as above.

Special considerations: (a) Provide clear, concise, and direct instructions, (b) Phrase instructions as a demand rather than a question, (c) Avoid unnecessary words, (d) Be close when delivering the instruction, (e) Wait 3-5s in between prompts, (f) Attempt to model within the child’s line of sight, and (g) Substitute gestures if model is difficult or not appropriate, (h) Use the least amount of physical guidance necessary, and (i) only praise compliance to the “Tell” or “Show” prompts.

Challenges: (to be targeted during booster sessions) Being called: 1) from a distance, 2) by a peer, 3) while outside, 4) when engaged in highly preferred activity, 5) when there is a lot of activity (noisy).

PLS 3: “When I give you instructions, do them right away.”

Circle Activity

Preschool Life Skill 3

Example Activity Name: Camping Memory Game

Materials: Tent, Sleeping bag or a sheet and blanket, Items related to camping (e.g., water bottle, binoculars, flashlight, backpack)

Main Activities: PLS 3 can be embedded in many regularly scheduled circle activities. (e.g., when the child transitions into circle, when the child individually participates in the circle activity, or when the child transitions out of circle).

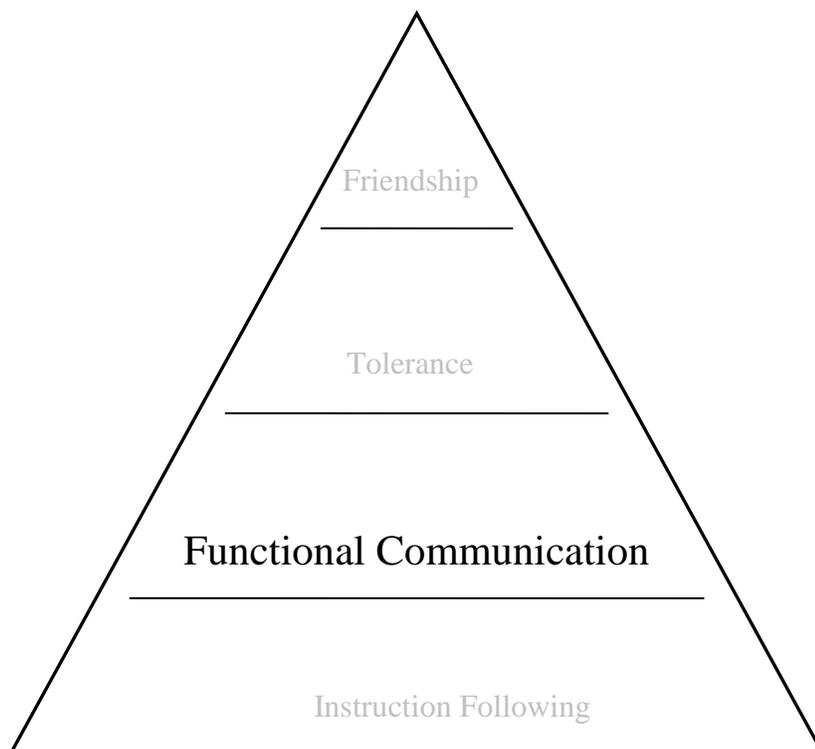
Example Main activity: Set up the tent with the sheets and blanket inside. Lay the other materials in front of the tent. Discuss camping and how curious animals can sometimes wander into our supplies while we are sleeping safely inside our tents. Have one child come up and pretend to sleep in the tent. Make sure they close their eyes. Provide a two-step instruction (e.g., stand up and come here). Have another child come up to steal one of the items. Provide a two-step instruction (e.g., come here and take an item). Make sure they hide it from the sleeping child, and then have the other children in the circle yell “Wake up, Wake up!” When the other child wakes up and comes out of the tent, have them guess which item the bear stole. Replace the item and start over.

Preschool

Life

Skills

Unit 2



Preschool Life Skills: Behavioral Skills Training (4)

PLS 4: When in a difficult situation, the child will complete task or request assistance by saying, “Help me please” (w/ appropriate tone and voice volume) within 45 seconds of instruction delivery.

First Exposure: Circle time

I. Introduction: Describe PLS 4: **“When something is too hard and you can’t do it by yourself, find an adult and say, ‘Help me please.’”**

II. Main Teaching Activity and Transition out:

Materials needed: Games (e.g., Geoboard), Puzzles, Containers, Coats and Gloves, or Boxes

Situation: The teacher will call each child’s name (one at a time); praise or teach PLS 1. The teacher will then prompt a child to: “Come here and sit down” and praise compliance or follow through (PLS 2). The teacher will then instruct the child to do one of the following: (a) Tie your shoes, (b) Take the (item) off the shelf, (c) Zip up your coat, (d) Put on your gloves, (e) Put the elastic on the Geoboard, (f) Put the piece in the puzzle, (g) Weave the paper through the holes, (h) Tell me what time it is, (i) Open the container, or (j) Put the box on the shelf.

Feedback for PLS: If the child engages in the PLS 4, which is to say, “Help me please” the teacher will provide enthusiastic praise (“Great asking, I will help you”) and provide immediate assistance (i.e., the least amount of support necessary to complete the task) with the task.

Feedback for no PLS: If the child does not engage in PLS 4, the teacher will say, “When something is too hard and you can’t do it by yourself, find an adult and say, ‘Help me please.’ Let’s practice.” Repeat initial prompt and follow through as described above. If child does not respond independently the second time, move on to another child.

Second Exposure: Transitions outside

I. Introduction: Describe PLS 4: **“When something is too hard and you can’t do it by yourself, find an adult and say, ‘Help me please.’”**

II. Main Teaching Activity

Situation: The teacher will call each child’s name (one at a time); praise or teach PLS 1. The teacher will then ask the child to do one of the following: (a) Put the soap up there (in a basket out of reach), (b) Hand me the soap (from a basket out of reach), (c) Tie your shoes, (d) Put on your coat, (e) Zip up your coat, or (f) Put on your gloves.

Feedback for PLS: Same as above, except also provide access to outdoors.

Feedback for no PLS: Same as above.

Additional Constructed Situation: Free-Play

I. Main Teaching Activity

Materials & Situation: The teacher will call each child’s name (one at a time); praise or teach PLS 1. The teacher will then prompt a child to: “Come here and sit down.” and praise compliance or follow through (PLS 2). The teacher will then ask the child to do one of the following: (a) Square connectors: “Connect the squares,” (b) Small string beads: “String the beads,” (c) Small Legos: “Take apart the Legos,” (d) Lacing cards: “Lace the card,” (e) Marble roll: “Build a marble track,” (f) Train set: “Build a train track,” (g) Sound cans: “Sort by sound,” (h) Measuring scales: “Balance the scale,” (i) Dress-up clothes (e.g., swim clothes): “Put on the clothes” or “Fasten your clothes,” (j) Scissors: “Cut on the line,” (k) Stickers: “Peel off the sticker,” or (l) Markers: “Take off/put on the cap.”

Feedback for PLS: Same as above, except provide access to outdoors.

Feedback for no PLS: Same as above.

Special considerations: Be sure to provide instructions to complete tasks that the child is unable to accomplish independently.

Challenges: (to be targeted during booster sessions) Being called: 1) from a distance, 2) by a peer, 3) while outside, 4) when engaged in highly preferred activity, 5) when there is a lot of activity (noisy).

PLS 4: “When something is too hard, find a teacher and say, ‘Help me please’.”

Circle Activity

Preschool Life Skill 4

Example Activity Name: Friendship Circle

Materials: Construction paper cut into strips, stapler, stickers, crayons

Main Activities: PLS 4 can be embedded in many regularly scheduled circle activities in which the children are encountered with a difficult task (e.g., reaching for an item too high, opening a container full of crayons).

Example Main activity: Have a discussion about friends (e.g., who are our friends, what we do with friends). Standard answers may include: we are nice to our friends, we share with our friends, and we play with our friends. After and/or during the discussion, hand out one piece of construction paper to each student with some stickers and crayons. Have children decorate their strips of paper. When they are finished, have each student come up and add their link to the chain. (Have chain already started so they can see what's being made.) Tell the children to use the stapler to add their chain to the link (this is the difficult task). Talk about all of the links together and how each child in the classroom is part of a chain of friends.

Preschool Life Skills: Behavioral Skills Training (5)

PLS 5: When an adult's or peer's attention is diverted to a task or another person, the child will recruit attention by saying, "Excuse me" (with appropriate tone and volume) without engaging in excessive physical contact (i.e., no more than 3 light taps).

First Exposure: Circle time

I. Introduction: Describe PLS 5: **"When you want something from a teacher or a friend and they are doing something else, say 'Excuse me' to get them to look at you."** The teacher will pretend to be busy in a few different ways (see below) and prompt the class through choral response of "Excuse me."

Choral response:

II. Main Teaching Activity and Transition out:

Situation: The teacher will call each child's name (one at a time); praise or teach PLS 1. The teacher will then prompt a child to: "Come here and sit down" and praise compliance or follow through (PLS 2). Another teacher will prompt the child to get the teacher's or child's attention while s/he is: (a) Talking with another adult, (b) Talking with child (e.g., checking in a child), (c) Talking on the phone, (d) Writing something, (e) Helping another child with his/her coat or gloves, (f) Facing away from the child (e.g., doing something at the counter), (g) Engaged in a set up task (e.g., materials for free play).

Feedback for PLS: If the child engages in the PLS 5, which is to say "Excuse me," the teacher or peer will stop what they were doing and provide immediate attention to the child.

Feedback for no PLS: If the child does not engage in PLS 5, the teacher will say, "When you want something from a teacher or a friend and they are doing something else, say 'Excuse me' to get them to look at you. Let's practice" and turn away from the child. If child does not respond independently the second time, move on to another child.

Second Exposure: Transitions outside

I. Introduction: Describe PLS 5: **"When you want something from a teacher or a friend and they are doing something else, say 'Excuse me' to get them to look at you."**

II. Main Teaching Activity:

Situation: Same as above except the teacher will position him/herself near the target child.

Feedback for PLS: Same as above, except also provide immediate access to outdoors.

Feedback for no PLS: Same as above.

Additional Constructed Situations: Free-Play

Main Teaching Activity:

Situation: Same as above except the teacher will position him/herself near the target child.

Feedback for PLS: Same as above.

Feedback for no PLS: Same as above.

Special considerations: Be sure that the child is motivated for your attention when occasioning this skill.

Challenges: (to be targeted during booster sessions) Being called: 1) from a distance, 2) by a peer, 3) while outside, 4) when engaged in highly preferred activity, 5) when there is a lot of activity (noisy).

PLS 5: “When you want something from a teacher or a friend and they are doing something else, say, ‘Excuse me’ to get them to look at you.”

Preschool Life Skills: Data Sheet

Instructions: Each time a PLS situation is occasioned, place your initials in a box along with the data regarding child performance. Score an “I” if the child engages in the target skill independently. Score a “P” if prompting and/or additional teaching is required to produce the skill.

PLS (5)										
<i>Child</i>	<i>PLS</i> Child recruits attention by saying, “ Excuse me ” (w/ appropriate tone and voice volume) without engaging in excessive physical contact (i.e., no more than 3 light taps)									

Circle Activity

Preschool Life Skill 5

Example Activity Name:

Materials: Big book (e.g., Very Hungry Caterpillar by Eric Carle), felt pieces to the big book, and felt board

Main Activities: PLS 5 can be embedded in many regularly scheduled circle activities in which the children are encountered with an instruction/task in which they need the teacher's attention (e.g., bring an item to the teacher such as a felt piece to a big book).

Example Main activity: The lead teacher will pass out felt pieces that correspond to the big book. Then the lead teacher will start reading the book to the children. The helper teacher will individually prompt the children to bring their felt pieces up to the lead teacher at the appropriate time in the story. The lead teacher should continue reading the story in order to be "busy" and the children must say, "Excuse me" to gain the lead teacher's attention. Once the child has gained the lead teacher's attention, the child will put the felt piece on the felt board.

Preschool Life Skills: Behavioral Skills Training (6)

PLS 6: When an area is blocked or a material is in use by another adult, within 10 seconds of reaching adult, the child will say “Excuse me” to gain adult’s attention, wait for a response, and then requests access to the area or material in the form of “May I _____.”

First Exposure: Circle time

I. Introduction: Describe PLS 6: “When someone is in your way or has something that you want, say ‘Excuse me’ to get their attention and then say, ‘May I _____’ to get what you want.”

II. Main Teaching Activity:

Role play: First, the teachers will model the appropriate interactions.

Situation: The teacher will call each child’s name (one at a time); praise or teach PLS 1. The teacher will then prompt a child to: “Come here” and praise compliance or follow through (PLS 2). The teacher will then ask the students to perform a variety of rewarding tasks while blocking their access to critical areas or materials; the tasks include: (a) Assigning daily helpers while standing in front of the helper board or holding necessary materials, (b) Recruiting a student to put up the date on the calendar board while standing in front of the calendar board or holding necessary materials, (c) Recruiting a student to point to numbers or days on the calendar board while standing in front of the calendar board or holding necessary materials, or (d) Recruiting a student to draw the weather, draw a letter or number, while standing in front of the calendar board or holding necessary materials.

Feedback for PLS: If the child engages in the PLS, which is to say “Excuse me,” waits for a response from the adult, and then says “ May I _____ ,” the teacher will provide enthusiastic praise for using his/her words and provide immediate access to the blocked area or activity.

Feedback for no PLS: If the child does not engage in PLS, the teacher will say, “When someone is in your way or has something that you want, say “Excuse me” to get their attention, and then say, ‘May I ___’ to get what you want. Let’s practice.” Repeat initial prompt and follow through as described above. If child does not respond independently the second time, move on to another child.

Second Exposure: Transitions from Meals to Outside

I. Introduction: Describe PLS 6: “When someone is in your way or has something that you want, say ‘Excuse me’ to get their attention and then say, ‘May I _____’ to get what you want.”

II. Main Teaching Activity

Situation: Same as above except the teacher will arrange the following situations while the children are transitioning between meals, bathroom, and outdoors: (a) Stand in front of bathroom door or hold necessary materials, (b) Stand in front of cubbies or hold necessary materials, (c) Stand in front of paper towel holder, (d) Stand in front of doorway between bathroom and classroom, (e) Stand in front of classroom or bathroom trash, (f) Stand between tables, or (g) Hold any material necessary for a successful transition.

Feedback for PLS: Same as above.

Feedback for no PLS: Same as above.

Additional Constructed Situations: Free-Play and Meals

Main Teaching Activity:

Free-Play Situation: Same as above except the teacher will arrange the following situations during Free Play: (a) Stand in front free standing or wall mounted letter/shape board, (b) Stand in front of cubbies, or (c) Stand in front of activity areas or materials (computers, etc.), or (d) Hold necessary or preferred materials.

Meals Situation: Same as above except the teacher will arrange the following situations during Meals: (a) Delay passing a food or drink container, (b) Delay the provision of a cup, plate, napkin or utensil, or (c) Delay providing a prompt to leave the table.

Feedback for PLS: Same as above.

Feedback for no PLS: Same as above.

Special considerations: Be casual when standing in front of areas and be sure that the “blocked access” does not become a game.

Challenges: (to be targeted during booster sessions) Being called: 1) from a distance, 2) by a peer, 3) while outside, 4) when engaged in highly preferred activity, 5) when there is a lot of activity (noisy).

PLS 6: “When someone is in your way or has something that you want, say ‘Excuse me’ to get their attention, and then say, ‘May I _____’ to get what you want.”

Circle Activity

Preschool Life Skill 6

Example Activity Name: Favorite Foods

Materials: Different colored markers, Canvas with large paper attached to it, Pictures of different foods

Example Main Activities: PLS 6 can be embedded in many regularly scheduled circle activities in which the children are encountered with a task in which they need an item from the teacher to complete the task (e.g., writing on the board, putting the calendar piece on the calendar).

Main activity: Prepare the graph beforehand, draw and label the vertical and horizontal axis. Put the pictures of the food on the horizontal axis and draw 10 boxes along the vertical axis. Start the circle by saying; “We are gong to graph our favorite foods today!” Then ask the children one at a time what their favorite food is. Start with a child that is fairly independent to model for others, or model what your favorite food is. The helper teacher should individually prompt the children to take their turns. When the child reaches the lead teacher, the child should engage in PLS 6 to gain access to the marker. Once the child has the marker, they should put an X in the lowest box in the relevant row (i.e., favorite food row). Once all children have taken their turn, talk about the foods that are on the board and count how many children liked each food.

Preschool Life Skills: Behavioral Skills Training (7)

PLS 7: When an area is blocked or a material is in use by another child, within 10 seconds of reaching another child, the target child will say “Excuse me” to gain child’s attention, wait for a response, and then requests access to the area or material in the form of “May I _____.”

First Exposure: Circle time

I. Introduction: Describe PLS 7: **“When someone is in your way or has something that you want, say ‘Excuse me’ to get their attention and then say, ‘May I _____’ to get what you want.”**

II. Main Teaching Activity:

Role play: First, the teacher and a child will model the appropriate interactions.

Situation: The teacher will call each child’s name (one at a time); praise or teach PLS 1. The teacher will then prompt a child to: “Come here” and praise compliance or follow through (PLS 2). The teacher will arrange the following situations: (a) One child with two toys (use many different toys), (b) A child with toys in front of helper board, or (c) Show and tell (as the child goes to get a toy out of his/her cubby and cuts through the circle).

Feedback for PLS: If the child engages in the PLS, which is to say “Excuse me,” waits for a response from the child, and then says “ May I _____ ” the teacher will provide enthusiastic praise for the target child’s using their words and the helper child will provide immediate access to the blocked area or activity.

Feedback for no PLS: If the child does not engage in PLS, the teacher will say, “When someone is in your way or has something that you want, say “Excuse me” to get their attention, and then say, ‘May I ___’ to get what you want. Let’s practice.” Repeat initial prompt and follow through as described above. If child does not respond independently the second time, move on to another child.

Second Exposure: Transitions from Meals to Outside

I. Introduction: Describe PLS 7: **“When someone is in your way or has something that you want, say ‘Excuse me’ to get their attention and then say, ‘May I _____’ to get what you want.”**

II. Main Teaching Activity

Situation: Same as above except the teacher will arrange these situations with child “helpers” while the children are transitioning between meals, bathroom, and outdoors; the helpers will: (a) Stand in front of bathroom door or hold necessary materials, (b) Stand in front of cubbies or hold necessary materials, (c) Stand in front of paper towel holder, (d) Stand in front of doorway between bathroom and classroom, (e) Stand in front of classroom or bathroom trash, (f) Stand between tables, or (g) Hold any material necessary for a successful transition.

Feedback for PLS: Same as above.

Feedback for no PLS: Same as above.

Additional Constructed Situations: Free-Play and Meals

Main Teaching Activity:

Free-Play Situation: Same as above the teacher will arrange the following situations with child “helpers” during Free Play; the helpers will: (a) Stand in front free standing or wall mounted letter/shape board, (b) Stand in front of cubbies, (c) Stand in front of activity areas or materials (computers, etc.) or hold necessary or preferred materials.

Meals Situation: Same as above except the teacher will arrange the following situations during Meals: (a) Delay passing a food or drink container, (b) Delay the provision of a cup, plate, napkin or utensil, or (c) Delay providing a prompt to leave the table

Feedback for PLS: Same as above.

Feedback for no PLS: Same as above.

Special considerations: Be sure to recruit helper children who can follow teacher instructions very well so that they can provide the correct feedback with the teacher.

Challenges: (to be targeted during booster sessions) Being called: 1) from a distance, 2) by a peer, 3) while outside, 4) when engaged in highly preferred activity, 5) when there is a lot of activity (noisy).

PLS 7: “When someone is in your way or has something that you want, say ‘Excuse me’ to get their attention, and then say, ‘May I _____’ to get what you want.”

Circle Activity

Preschool Life Skill 7

Activity Name: Guess who?

Materials: Chair

Main Activities: PLS 7 can be embedded in many regularly scheduled circle activities in which the children are encountered with a task in which they need an item from another child to complete the task (e.g., writing on the board, putting the calendar piece on the calendar).

Main activity: Put the chair in front of the circle facing the wall. Tell the children that you are going to play a game called “someone’s knocking at my door.” Describe to the children that they all have different voices and in the game you are going to use your voices and your ears. Tell them that one person is going to sit in the chair facing the wall and that you are going to pick someone who is sitting very quietly to come up and knock on the chair. (You may have the helper teacher pick the child so that the child’s name is not spoken out loud.) The teachers should demonstrate what the children are going to do. First tell the children that they are going to knock on the chair three times. Model this for them. Have the children pretend knock while sitting on their mats. This will be a group response. Have them count it out loud, 1,2,3. Then tell them that after you knock three times they will say, “someone’s knocking at your door.” Now have the children practice. After you have described the game, model it with another teacher.

The first child to sit in the chair will be the last child to knock. The first child to knock will then sit in the chair. This way every child will get to knock and then guess. So have a child knock and then that child gets to sit. When the child has taken his/her turn, the child should engage in PLS 7 to gain access to the chair. It is very important that you remember that person so that they get a chance like everyone else.

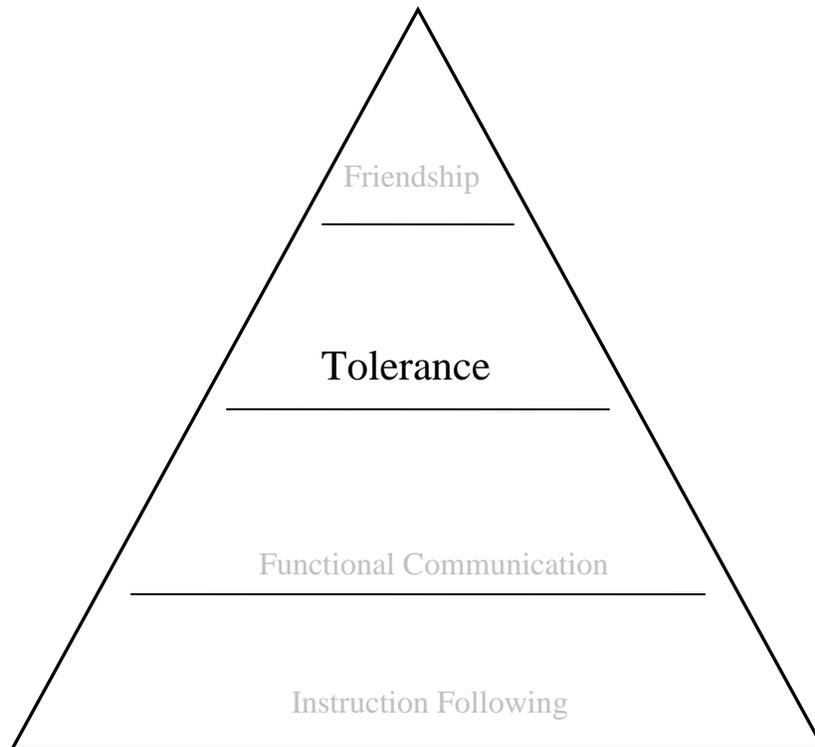
It is important to remind the children that the only person saying the child’s name is the person in the chair. The children sitting around the circle will want to shout out the child’s name that is knocking. So give the children a constant reminder that the only one saying the name is the child in the chair.

Preschool

Life

Skills

Unit 3



Preschool Life Skills: Behavioral Skills Training (8)

PLS 8: When an adult tells a child s/he will have to wait for access to assistance, an area, or materials, the child will say “Okay,” (and waiting words) and wait patiently for 30-90 seconds for the adult-mediated event.

First Exposure: Circle time

I. Introduction: Describe PLS 8: “When an adult tells you to wait, say, ‘Okay’ and your waiting words (When I wait quietly, I get what I want).”

II. Main Teaching Activity:

Role play: First, the lead teacher and the helper teacher will model the appropriate interactions.

Situation: The teacher will call each child’s name (one at a time); praise or teach PLS 1. The teacher will then prompt the child to: “Come here and sit down” and praise compliance or follow through (PLS 2). The teacher will then ask the child to do one of the following: (a) Tie your shoes, (b) Take the toy (coat) off the shelf, (c) Zip up your coat, (d) Put on your gloves, (e) Put the elastic on the Geoboard, (f) Put the piece in the puzzle, (g) Weave the paper through the holes, (h) Tell me what time it is, (i) Open the container, or (j) Put the box on the shelf; OR, A helper teacher will prompt the child to get another teacher’s attention while s/he is: (a) Talking with another adult, (b) Talking with child (e.g., checking in a child), (c) Talking on the phone, (d) Writing something, (e) Helping another child with his/her coat or gloves, (f) Facing away from the child (e.g., doing something at the counter), or (g) Engaged in a set up task (e.g., materials for free play); OR, The teacher will instruct the students to perform one of a variety of rewarding tasks while blocking their access to critical areas or materials; the tasks include: (a) Assigning daily helpers while standing in front of the helper board or holding necessary materials, (b) Recruiting a student to put up the date on the calendar board while standing in front of the calendar board or holding necessary materials, (c) Recruiting a student to point to numbers or days on the calendar board while standing in front of the calendar board or holding necessary materials, (d) Recruiting a student to draw the weather, draw a letter or number, while standing in front of the calendar board or holding necessary materials, or (e) Withholding materials at art time. After the child appropriately requests access to an area or materials, the adult will say, “When I’m done,” or “In a minute,” or “Wait.”

Feedback for PLS: If the child engages in the PLS, which involves the child saying “Okay” (not saying anything else to the teacher), and saying the waiting words to him/herself until the requested area or material is available, the teacher will praise the child for “good waiting” and provide immediate access to the blocked area or activity.

Feedback for no PLS: If the child does not engage in PLS, the teacher say, “When an adult tells you to wait, say ‘Okay’ and your waiting words. Let’s practice”. Repeat the initial prompt and follow through as described above. If child does not respond independently the second time, move on to another child.

Second Exposure: Transitions from Meals to Outside

I. Introduction: Describe PLS 8: “When an adult tells you to wait, say, ‘Okay’ and your waiting words (When I wait quietly, I get what I want).”

II. Main Teaching Activity

Situation: Same as above except the teacher will arrange the following situations while the children are transitioning between meals, bathroom, and outdoors: (a) Put the soap up there, (b) Hand me the soap, (c) Tie your shoes, (d) Put on your coat, (e) Zip up your coat, or (f) Put on your gloves; OR, A helper teacher will prompt the child to get another teacher’s attention as described above; OR, A teacher will: (a) Stand in front of bathroom door or hold necessary materials, (b) Stand in front of cubbies or hold necessary materials, (c) Stand in front of paper towel holder, (d) Stand in front of doorway between bathroom and classroom, (e) Stand in front of classroom or bathroom trash, (f) Stand between tables, or (g) Hold any material necessary for a successful transition. After the child appropriately requests access to an area or materials, the adult will tell the child that they need to wait.

Feedback for PLS: Same as above.

Feedback for no PLS: Same as above.

Additional Constructed Situations: Free-Play and Meals

Main Teaching Activity:

Free-Play Situation: The teacher will arrange situations similar to those described above within free choice activities. After the child appropriately requests access to an area or materials, the adult will tell the child that they need to wait.

Meals Situation: The teacher will arrange situations similar to those described above within a meal or snack context. After the child appropriately requests access to an area or materials, the adult will tell the child that they need to wait.

Feedback for PLS: Same as above.

Feedback for no PLS: Same as above.

Special considerations: Be sure to provide instructions to complete tasks that the child is unable to accomplish independently. Be sure that the child is motivated for your attention. Be casual when standing in front of areas and be sure that the “blocked access” does not become a game.

PLS 8: “When an adult tells you to wait, say, ‘Okay,’ and your waiting words.”

(When I wait quietly, I get what I want.)

Circle Activity

Preschool Life Skill 8

Example Activity Name: Body Tracing

Materials: Large pieces of paper (one for each child), markers, construction paper (one for each child)

Main Activities: PLS 8 can be embedded in many regularly scheduled circle activities in which the children are encountered with a task in which they need to wait for a teacher mediated event (e.g., taking his/her turn during a circle activity).

Example Main Activity: Explain to the children that today in circle you are going to trace each child on a piece of large paper. Hand out individual pieces of construction paper for the children to draw little pictures of themselves (and his/her family) while they wait for their turn. The helper teacher can tell individual children when to head to the front of the circle to get traced. Each child will be sent up just as the previous child is getting finish in order for there to be an opportunity for the target child to engage in PLS 8. When the child reaches the lead teacher, the child should engage in PLS 8. Repeat until each child has had an opportunity to engage in PLS 8. Once the child has been traced, s/he can color their body tracing.

Preschool Life Skills: Behavioral Skills Training (9)

PLS 9: When a child tells another child s/he will have to wait for access to assistance, an area, or materials, the target child will say “Okay,” (and waiting words) and wait patiently for 30-90 s for the child-mediated event.

First Exposure: Circle time

I. Introduction: Describe PLS 9: “**When an adult tells you to wait, say, ‘Okay’ and your waiting words (When I wait quietly, I get what I want).**”

II. Main Teaching Activity:

Role play: The teacher and a child will model the appropriate interactions.

Situation: The teacher will call each child’s name (one at a time); praise PLS 1 or move on to another child if no PLS

1. The teacher will then prompt a child to: “Come here” and praise compliance (PLS 2). The teacher will then arrange the following situations: (a) One child with two toys (use many different toys) (b) Child with toys in front of helper board, or (c) Show and tell (as the child goes to get a toy out of his/her cubby and cuts through the circle). After the child appropriately requests access to an area or materials, the “helper” child will tell the child that they need to wait.

Feedback for PLS: If the child engages in the PLS, which involves the child saying “Okay” (not saying anything else to the child) and the waiting words to him/herself until the requested area or material is available, the “helper” will praise the child for “good waiting” and provide immediate access to the blocked area or activity.

Feedback for no PLS: If the child does not engage in PLS, the teacher will say, “When someone tells you to wait, you should say, ‘Okay’ and say your waiting words. Let’s practice.” Repeat the initial prompt and follow through as described above. If child does not respond independently the second time, move on to another child.

Second Exposure: Transitions from Meals to Outside

I. Introduction: Describe PLS 9: “**When an adult tells you to wait, say, ‘Okay’ and your waiting words (When I wait quietly, I get what I want).**”

II. Main Teaching Activity

Situation: Same as above except the teacher will arrange the following situations with child “helpers” while the children are transitioning between meals, bathroom, and outdoors; the helper will: (a) Stand in front of bathroom door or hold necessary materials, (b) Stand in front of cubbies or hold necessary materials, (c) Stand in front of paper towel holder, (d) Stand in front of doorway between bathroom and classroom, (e) Stand in front of classroom or bathroom trash, (f) Stand between tables, or (g) Hold any material necessary for a successful transition. After the child appropriately requests access to an area or materials, the helper child will tell the target child that they need to wait.

Feedback for PLS: Same as above.

Feedback for no PLS: Same as above.

Additional Constructed Situations: Free-Play and Meals

Main Teaching Activity:

Free-Play Situation: Same as above except a teacher will arrange the following situations with child “helpers” during Free Play; the helper will: (a) Stand in front free standing or wall mounted letter/shape board, (b) Stand in front of cubbies, (c) Stand in front of activity areas or materials (computers, etc.), or (d) Hold necessary or preferred materials. After the child appropriately requests access to an area or materials, the helper child will tell the target child that they need to wait.

Meals Situation: Same as above except a teacher will arrange the following situations with child “helpers” during Meals; the helpers will: (a) Delay passing a food or drink. After the target child appropriately requests the food or drink, the helper child will tell the child that they need to wait.

Feedback for PLS: Same as above.

Feedback for no PLS: Same as above.

Special considerations: Be sure to recruit helper children who can follow teacher instructions very well so that they can provide the correct feedback with the teacher.

Challenges:

PLS 9: “When another child tells you to wait, you should just say, ‘Okay,’ and your waiting words.”

Preschool Life Skills: Data Sheet

Instructions: Each time a PLS situation is occasioned, place your initials in a box along with the data regarding child performance. Score an “I” if the child engages in the target skill independently. Score a “P” if prompting and/or additional teaching is required to produce the skill.

PLS (9)										
<i>Child</i>	<i>PLS</i> Target child says “Okay.” (and waiting words) and waits patiently for 30 seconds for the child-mediated event									

Circle Activity

Preschool Life Skill 9

Example Activity Name: Cooking

Materials: Ingredients for cookies or muffins, mixing bowl, and mixing spoons

Main Activities: PLS 9 can be embedded in many regularly scheduled circle activities in which the children are encountered with a task in which they to wait for a child mediated event (e.g., taking his/her turn during a circle activity).

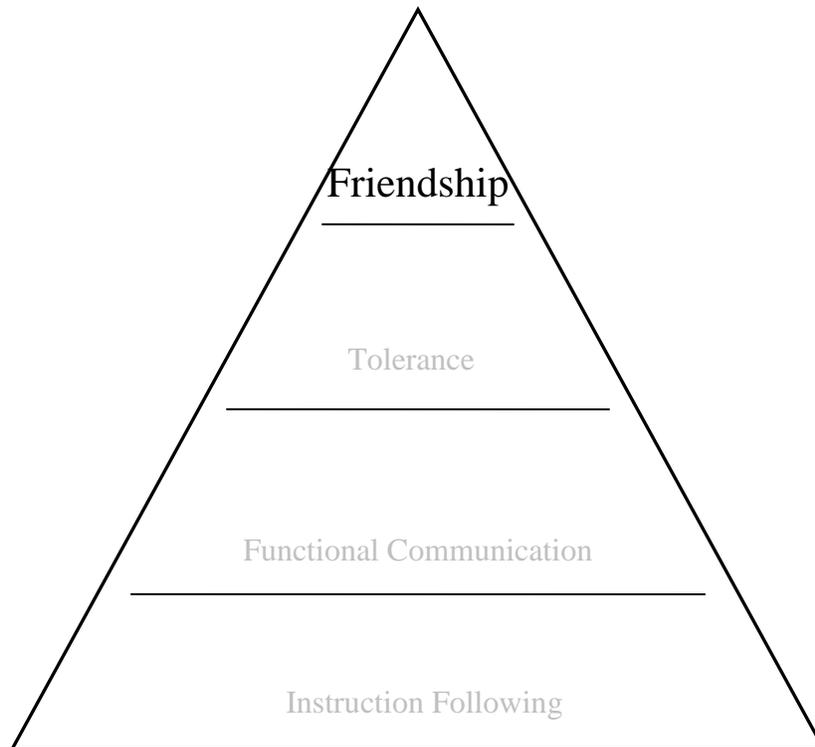
Example Main activity: Explain to the children that as a class you are going to make cookies or muffins. Describe each ingredient that will be needed in order to make the cookies or muffins. Call up each child one at a time for each child to mix the ingredients together. When a new child is called up he/she will need to engage in PLS 9 to take his/her turn to mix the ingredients.

Preschool

Life

Skills

Unit 4



Preschool Life Skills: Behavioral Skills Training (10)

PLS 10: Upon receiving something from another person, within 5 seconds of receiving an item from someone, the child will orient to the giver and say, "Thank you."

First Exposure: Circle time

I. Introduction: Describe PLS 10: "When someone gives you something, look at them and say, "Thank you."

II. Main Teaching Activity:

Role play: The teachers will model the appropriate interactions.

Situation: The teacher will plan a circle requiring that each child have multiple materials. The teacher will call each child's name (one at a time); praise PLS 1 or move on to another child if no PLS 1. The teachers will then hand each child a material relevant to the circle activity.

Feedback for PLS: If the child engages in the PLS, which is to say "thank you," when given access to the area or following the receipt of the item, the teacher will say, "you're welcome!"

Feedback for no PLS: If the child does not engage in PLS, the teacher will remove the item from the child, and say, "When someone gives you something, look at them and say, 'Thank you.' Let's practice," Repeat initial prompt and follow through as described above. If child does not respond independently the second time, move on to another child.

Second Exposure: Transitions from Meals to Outside

I. Introduction: Describe PLS 10: "When someone gives you something, look at them and say, "Thank you."

II. Main Teaching Activity

Situation: Same as above except the teacher will arrange these situations while the children are transitioning between meals, bathroom, and outdoors: (a) Pump soap into each child's hand, (b) Hand out paper towels after hand washing, or (c) Pass out outdoor toys to children in line. The teacher will also arrange the following additional situations: (a) Stand in front of bathroom door or hold necessary materials, (b) Stand in front of cubbies or hold necessary materials, (c) Stand in front of paper towel holder, (d) Stand in front of doorway between bathroom and classroom, (e) Stand in front of classroom or bathroom trash, (f) Stand between tables, or (g) Hold any material necessary for a successful transition. After the child appropriately requests access to an area or materials, the teacher will immediately provide access to the area or the item.

Feedback for PLS: Same as above.

Feedback for no PLS: Same as above.

Additional Constructed Situations: Free-Play and Meals

Main Teaching Activity:

Free-Play Situation: Same as above except a teacher will arrange these situations during Free Play: (a) Deliver an item that was not previously accessible (e.g., in a bin out of reach), (b) Share an item (or prompt a helper child to share), or (c) Pass out an item that the child can take home (e.g., art work that has dried). The teacher will also arrange the following additional situations: (a) Stand in front free standing or wall mounted letter/shape board, (b) Stand in front of cubbies, (c) Stand in front of activity areas or materials (computers, etc.) or hold necessary or preferred materials. After the child appropriately requests access to an area or materials, the teacher will immediately provide access to the area or the item.

Meals Situation: Same as above except a teacher will arrange these situations during Meals: (a) Passing a food or drink container, (b) Providing a cup, plate, napkin or utensil, or (c) Providing access to the dish scraper.

Feedback for PLS: Same as above.

Feedback for no PLS: Same as above.

Special considerations:

Challenges:

PLS 10: “When someone gives you something, look at them and say, ‘Thank you’.”

Preschool Life Skills: Data Sheet

Instructions: Each time a PLS situation is occasioned, place your initials in a box along with the data regarding child performance. Score an “I” if the child engages in the target skill independently. Score a “P” if prompting and/or additional teaching is required to produce the skill.

PLS (10)										
<i>Child</i>	<i>PLS</i> Within 5 seconds of receiving and item from someone, child orients to the giver and says, “Thank you”									
</										

Circle Activity

Preschool Life Skill 10

Example Activity Name: Rhythm Sticks

Materials: Rhythm sticks

Main Activities: PLS 10 can be embedded in many regularly scheduled circle activities in which circle time materials are given to the children (e.g., felt board materials, musical instruments).

Example Main activity: Explain to the children what rhythm sticks are and show them the different ways to use rhythm sticks. For example, you can hit the sticks together in front of you, on the ground, up high, or to the side. Then individually pass out the rhythm sticks to the children. When the child receives the rhythm sticks, he/she should engage in PLS 10. Once all the children have a set of rhythm sticks, instruct the children to hit them up high, down low, or to the side. You can also instruct the children to hit the sticks together fast or slow.

Preschool Life Skills: Behavioral Skills Training (11)

<p>PLS 11: When another child enters the room or the play group, within 10 seconds of a newcomer's arrival, the target child will greet ("Hello") and/or compliment ("I like _____") the newcomer.</p>
<p>First Exposure: Circle time</p> <p>I. Introduction: Describe PLS 11: "When one of your friends/peers enters the room or joins your playgroup, the closest child should say Hello or say something nice to the newcomer"</p> <p>II. Main Teaching Activity:</p> <p><u>Role play:</u> The teachers will model the appropriate interactions.</p> <p><u>Situation:</u> A helper teacher will then escort a child away from the circle and then prompt the child back to the circle. The lead teacher will designate a greeter and remind the greeter of some compliments, such as, "Hello _____", "I missed you," "Come play," "You're my friend," "I like your (hair, clothes, smile, eyes)," "I like your toy," or "I like your (art project)."</p> <p><u>Feedback for PLS:</u> If the child engages in the PLS, which is to greet and/or compliment a newcomer, the teacher will praise the child, "I liked the way you welcomed your friend."</p> <p><u>Feedback for no PLS:</u> If the child does not engage in PLS, the teacher will temporarily remove the play items from the child and say, "When someone new comes to the area that you are playing, say, 'Hello' or something else that is nice. Let's practice." Repeat initial prompt and follow through as described above. If child does not respond independently the second time, move on to another child.</p>
<p>Second Exposure: Meals</p> <p>I. Introduction: Describe PLS 11: "When one of your friends/peers joins us at the table, the closest child should say Hello or say something nice to the newcomer"</p> <p>II. Main Teaching Activity</p> <p><u>Situation:</u> Observe and teach the skill as each child joins the table.</p> <p><u>Feedback for PLS:</u> Same as above.</p> <p><u>Feedback for no PLS:</u> Same as above.</p>
<p>Additional Constructed Situations: Free-Play</p> <p>Main Teaching Activity:</p> <p><u>Situation:</u> Same as above except a teacher will arrange the situations within Free Play activities.</p> <p><u>Feedback for PLS:</u> Same as above.</p> <p><u>Feedback for no PLS:</u> Same as above.</p>
<p>Special considerations:</p>
<p>Challenges:</p>

PLS 11: “When someone new comes to the area where you are playing, say, ‘Hello’ or something else that is nice.”

Circle Activity

Preschool Life Skill 11

Example Activity Name: Parachute

Materials: Two parachutes

Main Activities: PLS 11 can be embedded in many regularly scheduled circle activities in which the circle activity is split up into two groups (e.g., parachute, ring around the rosie, duck duck goose).

Example Main activity: Lay the parachutes flat on the ground and split the class into two groups. Have each child sit around the parachutes. Once all children are seated around the parachutes have the children raise the parachutes above everyone's heads. When the parachutes are in the air, call a child to skip, run, hop, or gallop under the parachutes. Once the child goes under the parachute to the other side, bring the parachute back down to the ground. Repeat with another child. After a child has taken his/her turn, tell the child to switch groups. When the child enters the new group, the child next to him/her should engage in PLS 11. Continue with activity until every child has an opportunity to engage in PLS 11.

Preschool Life Skills: Behavioral Skills Training (12)

<p>PLS 12: When another child is without toys or activity materials, within 10 seconds of a newcomer's arrival, the target child will offer some of the toys or materials within reach</p>
<p>First Exposure: Circle time</p> <p>I. Introduction: Describe PLS 12: “When you see someone that does not have any toys, share some toys with them.”</p> <p>II. Main Teaching Activity:</p> <p><u>Role play:</u> The teachers will model the appropriate interactions.</p> <p><u>Situation:</u> The lead teacher will recruit a child to play with a large set of toys (e.g., 10 trucks). The lead teacher will then recruit another child to join the play area.</p> <p><u>Feedback for PLS:</u> If the child engages in the PLS, which is to offer a toy to the newcomer, the teacher will praise the child, “Great job sharing toys when you saw someone who didn’t have any. That was very friendly.”</p> <p><u>Feedback for no PLS:</u> If the child does not engage in PLS, the teacher will temporarily remove the play items from the child and say, “When you see someone who does not have any toys, share some toys with them. Let’s practice,”</p> <p>Repeat initial prompt and follow through as described above. If child does not respond independently the second time, move on to another child.</p>
<p>Additional Constructed Situation: Free-Play</p> <p>I. Introduction: Describe PLS 12: “When you see someone that does not have any toys, share some toys with them.”</p> <p>II. Main Teaching Activity:</p> <p><u>Free-Play Situation:</u> Same as above except construct these situations within the Free Play activities.</p> <p><u>Feedback for PLS:</u> Same as above.</p> <p><u>Feedback for no PLS:</u> Same as above.</p>
<p>Special considerations:</p>
<p>Challenges:</p>

PLS 12: “When you see someone that does not have any toys, share some toys with them.”

Circle Activity

Preschool Life Skill 12

Example Activity Name: Art Project

Materials: Multiple scissors, crayons, markers, glue sticks, and any other art materials needed to complete a group art project

Main Activities: PLS 12 can be embedded in many regularly scheduled circle activities in which the circle activity is split up into two groups (e.g., working on a group art project).

Example Main activity: Set up two tables with art materials that the children can use to complete a group art project. Split the class into two groups and assign each child to one of the two tables. Provide the children with appropriate instructions to complete an art project. Once the art project is underway, prompt a child to switch tables. When the child joins a table, the child closest to that child should engage in PLS 12. Continue switching the children around until every child has had an opportunity to engage in PLS 12 and until the art projects are completed.

Preschool Life Skills: Behavioral Skills Training (13)

PLS 13: When someone (an adult or another child) shows signs of pain or distress, within 10 seconds of an event, the target child will approach the victim and ask, “Are you okay?”

First Exposure: Circle time

I. Introduction: Describe PLS: **“When someone looks hurt or upset, and ask the question, ‘Are you okay?’”**

II. Main Teaching Activity:

Role play: The teachers will model the appropriate interactions.

Situation: The lead and helper teachers will role play one of the following situations with each child in the circle: (a) stubbing one’s toe, (b) walking into a table, (c) breaking something, (d) dropping something to be eaten, (e) not being able to unzip one’s jacket (f) not being able to untie one’s shoes, (g) watching a parent leave the classroom.

Feedback for PLS: If the child engages in the PLS, which is to approach and say, “Are you okay” to the distressed child, the teacher will praise the child, “You are a great helper and friend”

Feedback for no PLS: If the child does not engage in PLS, the teacher will say, “When someone looks hurt or upset, ask the question, ‘Are you okay? Let’s practice.” Repeat initial prompt and follow through as described above. If child does not respond independently the second time, move on to another child.

Second Exposure: Meals

I. Introduction: Describe PLS: **“When someone is hurt or upset, walk over and ask the question, ‘Are you okay?’”**

II. Main Teaching Activity

Situation: Same as above except that it will take place at the meal tables.

Feedback for PLS: Same as above.

Feedback for no PLS: Same as above.

Additional Constructed Situations: Free-Play

Main Teaching Activity:

Situation: Same as above except construct the situations within the Free Play activities.

Feedback for PLS: Same as above.

Feedback for no PLS: Same as above.

Special considerations:

Challenges:

PLS 13: “When someone looks hurt or upset, ask the question, ‘Are you okay’.”

Circle Activity

Preschool Life Skill 13

Example Activity Name: Friendship Books

Materials: Books with examples of children getting hurt or in distressful situations (e.g., they lost their cat)

Main Activities: PLS 13 can be embedded in a circle activity in which the lead teacher reads a friendship book.

Example Main activity: The lead teacher should read a book in which the main character experiences a painful or sad situation. When the teacher reads what happened to the child in the story the children should engage in PLS 13.

Preschool Life Skills: Behavioral Skills Training (1a)

PLS 1a: When an friend calls the child by first name, within 2 seconds, the child will stop competing behavior, and say, “Yes.”

First Exposure: Circle time

I. Introduction: Describe PLS 1 to the children: **“When a friend calls your name, stop what you are doing, look at your friend, and say ‘Yes.’”**

II. Main Teaching Activity:

Situation: The teacher will prompt a child to call a friend’s name (one at a time).

Feedback for PLS: If the child engages in PLS 1a, which is to stop competing behavior, look towards the friend and say “Yes” within 2 s of the peer prompt, the teacher will provide enthusiastic praise (“Good job stopping and looking when your friend called your name.”) and have the peer provide access to a reinforcing toy (e.g., receiving materials relevant to the circle content, etc.).

Feedback for no PLS: If the child does not engage in the PLS, then the teacher will stop the activity, and the teacher will say, “When your friend calls your name, stop what you are doing, look at your friend, and say, ‘ yes.’ Let’s practice. The peer will repeat initial prompt and the teacher will follow through as described above. If child does not respond independently the second time, move on to another child.

III. Transitions out: The teacher will dismiss children from circle by having them invite each other to go wash their hands, thus practicing PLS 1a.

Second Exposure: Meals

I. Introduction: Describe PLS 1 to the children: **“When a friend calls your name, stop what you are doing, look at your friend, and say ‘Yes.’”**

II. Main Teaching Activity

Situation: A peer will hold one of the foods to be passed while saying a child’s name (one at a time).

Feedback for PLS: Same as above, except provide access to a mealtime reinforcer (e.g., “Good job stopping and looking when your friend called your name.”)

Feedback for no PLS: Same as above.

III. Other opportunities to occasion the skills described above include: (a) peer offering seconds to a child, or (b) peer requesting that a food item be passed to them.

Additional Constructed Situations:

Free-Play:

Situation: When a child is engaged with a toy during free play, a teacher will recruit a peer to call the child’s name.

Feedback for PLS: Same as above, except provide access to free-play materials, special toys, or trips with the teacher.

Feedback for no PLS: Same as above.

Special considerations: Anytime a peer calls a child by name, the teacher should provide the same feedback described above following the PLS or the less desirable alternative (note: data should not be collected).

Challenges: (to be targeted during booster sessions) Being called: 1) from a distance, 2) by a peer, 3) while outside, 4) when engaged in highly preferred activity, or 5) when there is a lot of activity (noisy).

Preschool Life Skills: Behavioral Skills Training (5a)

PLS 5a: When an adult's or peer's attention is diverted to a task or another child, the target child approaches the teacher, looks to see if they are talking, if they are talking the child should use waiting words; if they are not talking the child should say, 'Excuse me' to recruit attention using appropriate tone and voice volume ("Excuse me") and then wait for them to say, "yes."

First Exposure: Circle time

I. Introduction: Describe PLS 5a: **"When you want something from a teacher walk over to the teacher, see if they are talking, if they are talking then use your waiting words, if they are not talking then say, 'Excuse me' to get them to look at you."** The teacher will pretend to be busy in a few different ways (see below) and prompt the class through choral responses of "Excuse me" or the use of the waiting words.

Choral response:

II. Main Teaching Activity and Transition out:

Situation: A teacher will prompt the child to get the circle time teacher's attention while s/he is: (a) Talking with another adult, (b) Talking with child (e.g., checking in a child), (c) Talking on the phone, (d) Writing something, (e) Helping another child with his/her coat or gloves, (f) Facing away from the child (e.g., doing something at the counter), (g) Engaged in a set up task (e.g., materials for free play).

Feedback for PLS: If the child engages in the PLS 5a in which the child uses waiting words if the teacher is talking, then the teacher will stop talking but continuing looking away and wait for the child to say, 'Excuse me.' Or if the child says 'Excuse me,' and the teacher is not talking, the teacher will stop what they were doing and provide immediate attention to the child.

Feedback for no PLS: If the child does not engage in PLS 5a, the teacher will describe the rule to the child that is most relevant. (i.e., "When you want something from a teacher or a friend and they are talking, use your waiting words; When you want something from a teacher or a friend and you want them to look at you, say, 'Excuse me' then wait for them to say, 'yes.'). Then the teacher will say, "Let's practice" and the teacher will provide the same cues as previously. If child does not respond independently the second time, move on to another child.

Additional Constructed Situations: Free-Play

Main Teaching Activity:

Situation: Same as above except the teacher will position him/herself near the target child.

Feedback for PLS: Same as above.

Feedback for no PLS: Same as above.

Special considerations: Be sure that the child is motivated for your or peer attention when occasioning this skill.

Challenges: (to be targeted during booster sessions) Being called: 1) from a distance, 2) by a peer, 3) while outside, 4) when there is a lot of activity (noisy).