

Routine/Behavior	Caregiver-Implemented Intervention	Following Child's Lead	Naturalistic Teaching	Modeling	Naturalistic Reinforcement
Stay at table during lunch	Teacher is coached to follow the child's lead when child gets up from the lunch table	Child wants to keep playing	Teacher lets child choose a toy to bring to the table Teacher removes toy if child gets up from chair	Teacher models "sit down first, then toy"	Child gets to hold desired toy
	Teacher is coached to set up the environment so child does not have to sit close to peers	Child likes to play away from other children	Position child with their back to distractions Label child's seat with picture/name	Lead child back to table and say "this is YOUR chair"	Child gets to sit away from peers
Play appropriately with toys	Teacher observes child to determine which centers child throws more often	Child enjoys throwing blocks	Teacher redirects child to put block in a bin Child watches new and appropriate behavior	Teacher points to bin and says "in" and places a block inside	Child gets another block to throw in the bin
Transition from outside to inside	Teacher will prepare for transition by having an activity or "job" for the child when they go inside	Child likes to turn lights on/off	Before going inside, teacher reminds the child he gets to turn the lights on when going inside	Tell child what to do using clear and concise language like "first go inside, then turn lights on"	Child gets to turn lights on as they enter the classroom
Use nice hands	Teacher determines when child hits others and the purpose of the behavior	Child enjoys the attention he gets from rough play	Teacher gives choices for what he can do instead of rough play (hitting) "Do you want to give a high-five or play the drum?"	Teacher models appropriate actions with words "give her a high-five" or "let's play drums"	Child gets positive attention from peers and teacher
	Teacher is coached to set up a play routine with peers so she can teach him how to ask for a turn	Child wants to play with peers, but they take his toys	Teacher sits with child and rolls a ball back and forth to facilitate turn taking and pauses for child to indicate he wants a turn	Teacher models "my turn" and gestures to herself	Child gets the ball when he gestures to himself

Routine/Behavior	Caregiver-Implemented Intervention	Following Child's Lead	Naturalistic Teaching	Modeling	Naturalistic Reinforcement
Stay with group during circle time	Teacher is coached to embed a favorite activity or item throughout circle time	Child likes singing and music	Teacher entices child to come back to circle time by offering a choice for song or musical instrument using visual	Teacher says "Do you want drum or cymbal?" and holds them up for child to see	Child comes back to circle time and gets to play the instrument he chose
	Teacher will set up seating arrangement for circle time in a way that they feel will encourage child to stay with group.	Child likes to jump	Teacher provides a designated area near the group where child can jump (ex: inside hula hoop or circle taped off)	Teacher leads child back to the group and models "jump here" and points to designated area	Child is motivated to participate and stay with group because he is allowed to get up and jump
Respond to name	Teacher will set up a play routine that rewards child for looking when he hears his name	Child likes being tickled	Teacher says "Tickle Sam!" and waits for him to look at her before tickling him	Teacher says child's name when he is motivated to look at her	Child is tickled after he hears his name and looks at the teacher
	Teacher is coached to incorporate calling the child's name during circle time	Child enjoys music	Teacher sings name recognition song (ex: naming children who are there today)	Teacher uses hand-over-hand prompting to raise child's hand and point to himself when he hears his name	Child is actively participating during name song and learning to respond when he hears his name
Stay on nap mat	Teacher thoughtfully chooses where to place nap mat (near teachers desk, away from door, near window?)	Child likes to listen to stories/books	Teacher lets child choose a book to look at and waits until nap time is almost over and then reads it to child	Teacher uses consistent language when giving expectations and uses visual timer/pictures to teach child to wait for the story	Child waits on his nap mat so he can hear the story he chose
	Teacher is coached to preselect toys that the child likes to play with	Child wants to line up and play with cars	Teacher only offers cars as a play item during naptime Teacher removes cars and redirects child to his nap mat if he gets up	Teacher tells child "play with cars on mat" and points to mat and then places cars on mat	Child is allowed to play with cars because he stays on his nap mat
Keep shoes on	Teacher wants child to keep shoes on for safety/hygiene reasons	Child likes to play outside	Teacher uses first/then language "first shoes on, then outside"	Teacher points to the shoe and says "shoe on"	Child gets to play outside