

**Summer Treatment Program
for PreKindergarteners
(STP-PreK):**

Comprehensive School Readiness
Program for PreKindergarteners with
Behavior Problems



Center for
Children and
Families

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2013 TREATMENT MANUAL

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Section One: Program Mission & Program History

Program Mission

It is well documented that the early school years play an integral role in the development of the skills, knowledge, and behavior critical for school success. Thus, transitions into these early school years signify important developmental milestones. The transition to kindergarten in particular involves a great deal of change for children, families, and schools. It is a time in which new expectations, new relationships, and new competencies are formed, laying the foundation for later school success. However, some children arrive at the kindergarten door ready to succeed, while others do not. Approximately 28% of students from preschool programs are at risk for emotional and behavioral disorders (Feil et al., 2005). Without intervention, challenging behaviors in the preschool years have been found to predict later problem behaviors in the elementary school years (Angold & Egger, 2007; Campbell, 2002), academic deficits and underachievement (Masseti et al., 2008), and placements in special education (Redden et al., 2003). As these problems persist, the costs of intervention later in childhood, adolescence, and adulthood substantially increase. Therefore, the need for evidence-based interventions in early childhood that will promote successful transitions into the early school years for children with problem behaviors becomes increasingly important.

The STP-PreK is full-day program implemented for six to eight weeks leading up to the start of the PreK-4 or kindergarten years. The goal of the STP-PreK is to provide an intensive summer behavioral intervention within the context of a literacy and numeracy rich environment to promote a successful transition to school for rising PreK-4 and rising Kindergarteners with problem behaviors in the home and school settings. In addition, our goal is to prepare parents for these important transitional periods. Our program strives to provide a high quality, positive environment, implementing only state-of-the-art evidence-based interventions, for children and their families. Our approach is comprehensive, focusing on all aspects of school readiness - behavioral, social-emotional, developmental, and academic - necessary for children and their parents to be prepared for, and successful in, school.

Program History

The Summer Treatment Program for PreKindergarteners (STP-PreK) is an adaptation of the Children's Summer Treatment Program (STP; Pelham, Greiner, & Gnagy, 2004; Pelham et al. 2005; Pelham et al., 2010; Pelham & Hoza, 1996; National Registry of Evidence-based Programs & Practices, 2008), an evidence-based intensive summer treatment program for children (ages 5-12) with Attention-Deficit/Hyperactivity Disorder and related problems (e.g., aggression, noncompliance). The STP has been found to improve the behavioral functioning of children with ADHD in the classroom, peer group, and home settings (see Pelham & Fabiano, 2008; Fabiano et al., 2009 for reviews). The STP has been conducted at Florida State University from 1980 to 1986; at Western Psychiatric Institute and Clinic from 1987 to 1996; at the University at Buffalo from 1997-2009; and at Florida International University from 2010-present. The STP-PreK is an adaptation of STP for children ages 4 to 6 who are transitioning to PreK-4 and kindergarten. The focus of the STP-PreK is on building skills that will promote successful transitions to kindergarten for young children at-risk for ADHD and related problems. The pilot randomized evaluation of the STP-PreK was funded by an ACF-DHHS dissertation grant titled "Promoting Successful Transitions to Kindergarten" (Hart & Pelham, 2010-2012, HHS-ACF-90YR0037). Additional grant funding supporting the pilot evaluation was provided by the Mark Diamond Research Foundation and the Association for Behavioral and Cognitive Therapies (ABCT).

The STP-PreK was initially adapted primarily from the STP Academic Learning Center (ALC) procedures for use with behaviorally at-risk preschoolers from Head Start preschools. The STP-PreK has been expanded to integrate more opportunities for social skills development through recreationally based peer interventions. In

the STP-PreK, the development of children's abilities to follow through with instructions, complete tasks accurately, comply with adult requests, and interact cooperatively and positively with peers are emphasized through the behavior management system in place. Daily Report Cards, an individualized target behavior evaluation tool, are used to communicate to parents the degree to which children meet their individual behavioral and academic goals. Parents reinforce children's appropriate behavior by providing rewards in the home when children earn positive daily report cards. Social skills are further developed in the STP through recreationally based peer interventions, in which children work on social skills necessary to build appropriate peer relationships (i.e., encouragement, communication, cooperation, and participation) (e.g., Chronis et al, 2004; Pelham et al., 2005). Additionally, throughout the program, parents participate in weekly group parent behavioral training meetings.

The STP has been used in clinical trials conducted under the auspices of the National Institute of Mental Health (i.e., MTA Cooperative Group, 1999), and has been named a program of the year by CHADD, the national parent advocacy group for children with ADHD. In 1993, the STP was named a Model Program for Service Delivery for Child and Family Mental Health by the Section on Clinical Child Psychology and Division of Child, Youth, and Family Services of the American Psychological Association (Pelham et al., 1996). Given the renowned success of the STP in the treatment of childhood and adolescent disruptive behavior disorders, several clinical and community trials and adaptations have been conducted. Most relevant to the STP-PreK adaptation, a trial involving young children with ADHD (entering kindergarten and first grade) was conducted from 2006-2010 (MH# 069614). It also has been used in community Boys and Girls Club sites and in summer school programming in local public schools (O'Connor et al, in preparation). Notably, the STP approach is aligned with the summer school paradigm long used by districts to promote struggling students' success during a time when typical school activities are stagnant (Cooper, 2004; Cooper, et al., 2000) and is also consistent with interventions that may be offered as part of a 12-month Individualized Education Plan (IEP). Based on this extensive track record of successful intervention, we believe that the STP-PreK is an excellent program for achieving the goal of promoting successful kindergarten transitions for children at-risk for developing ADHD and related disorders.

Section Two: Professional Development & Staff Expectations

Each and every staff member accepted into the STP-PreK has been selected based on their academic and experiential records of excellence. For many staff members, the STP-PreK serves as an excellent stepping stone for students who are planning to apply for graduate programs in psychology or education related fields, or who are currently in graduate programs and are looking for applied training in behavior modification for young children with disruptive behavior disorders and other related problems. It is our goal to make the STP-PreK a platform for training excellence. Many of our staff members report that this summer experience was one of the most challenging of their lives, but also one of the most rewarding of their lives. We believe that if each individual approaches each day, from the first day of training to the final day of camp, with a serving heart, a collaborative spirit, and a leadership attitude, this program will continue to excel in its mission.

Staff Descriptions

Each classroom of 15 children is composed of 6 full-time team members - one Lead Teacher, one Lead Counselor, and four Counselors. Each team member plays a critical role in program implementation. It is crucial that teams work together to ensure successful treatment is delivered. To that end, all staff receive cross-training across classroom and recreational activities, regardless or designated job responsibilities, to ensure that staff are prepared for anything. *Each staff member is responsible for the safety and well being of any child to whom he or she is currently assigned. No child is to be left unattended under any circumstances.*

Lead Teachers

Lead Teachers are individuals with Bachelor's or higher level training in Education/Special Education or related fields. Lead Teachers in the STP-PreK deliver the treatment components with the classroom context. In addition to implementing the behavior modification system throughout daily activities, Lead Teachers will assist in the following each day: (1) preparing daily classroom lessons; (2) delivery of an evidence-based comprehensive preschool curriculum focused on emergent literacy; (3) preparing, monitoring, and modifying daily assignments, homework, weekly homework sheet, and the weekly classroom newsletter; (4) supervising academic centers (i.e., English/Language Arts (ELA), Reading, Math, Science, Writing); (5) supervising adolescents in the STP-A program during their job-training periods in the classroom; (5) providing daily feedback to parents regarding their child's performance and progress in the program; and (7) assisting in sports activities as needed. Lead Teachers will also be responsible for preparing End-of-Treatment Summary Reports.

Lead Counselors

Lead Counselors are individuals with Bachelor's or higher level training in Psychology/Mental Health, Behavior Analysis, or related fields. Lead Counselors in the STP-PreK deliver the treatment components within both classroom and recreational contexts. Lead Counselors will assist in the following each day: (1) leading the self-regulation, emotional awareness, and social skills training curriculum; (2) delivery of treatment components during recreational periods (i.e., Sports Skills, Game, Computer, Art); (3) assisting in delivery of treatment components during classroom activities; (4) supervising adolescents in the STP-A program during their job-training periods in the classroom; (5) organizing and supervising counselor behavior tracking and activity preparation; (6) organizing and preparing for Fun Friday activities; and (7) providing daily feedback to parents regarding their child's performance and progress in the program. Lead Counselors will also be responsible for preparing End-of-Treatment Summary Reports.

Counselors

Counselors are individuals who are currently enrolled in undergraduate or graduate programs who have experience working/volunteering with young children, tutoring, coaching sports, or leading extracurricular activities (e.g., dance, music, art). Counselors in the STP-PreK deliver the treatment components within both classroom and recreational contexts. Counselors will assist in the following each day: (1) leading an academic

center (i.e., ELA, Reading, Math, Science, Writing); (2) leading a sport (i.e., soccer, kickball, teeball); (3) delivery of treatment components during large group instructional periods; (4) assisting the delivery of an evidence-based comprehensive preschool curriculum focused on emergent literacy; and (5) tracking the daily behavioral progress for 3 to 4 assigned children.

Additional Team Members

Each summer, the STP-PreK offers research assistantship positions to undergraduate for research or academic course credit. Team members working for course credit attend staff training and play an integral role in the delivery of the treatment components during their assigned periods. Additionally, the STP-PreK offers supervised internship experiences for students who are pursuing graduate training in Speech/Language Pathology. These interns also attend staff training and play an integral role in the delivery of the treatment components whenever they are on site working with the children.

Staff Training

All team members will attend an intensive training program prior to the start of the STP-PreK. The training sessions will consist of lectures, slide and video presentations, testing, and daily active role-plays during which staff members will act as counselors and children during both recreational and classroom activities. Requirements for training for each staff position are described below.

Lead Counselors

Lead Counselors report for training two weeks prior to the start of the program. During this time, Lead Counselors will undergo training in the following areas: 1) intensive training in the behavior modification protocol of the STP-PreK, 2) social-emotional curriculum, 3) recreational procedures, 4) leadership excellence, 5) behavioral tracking and monitoring, 6) research procedures (as indicated), and 7) program preparation. Prior to training, Lead Counselors should read the program manual thoroughly and be prepared to pass a test of program procedures by the end of their training week, including a *verbatim* test of operational definitions for the behavior modification point system (See Section 4 for operational definitions).

Lead Teachers

Lead Teachers will report for training one week prior to the start of the program. Prior to training, Lead Teachers should read the program manual thoroughly and be prepared to pass a test of program procedures by the beginning of their training week, including a *verbatim* test of operational definitions for the behavior modification point system (See Section 4 for operational definitions). During training, Lead Teachers are also responsible for studying and preparing for the classroom curriculum.

Counselors

Counselors will report for training approximately 10 days prior to the start of the program. Prior to training, counselors should read the program manual thoroughly and be prepared to pass a test of program procedures by the beginning of their training week, including a *verbatim* test of operational definitions for the behavior modification point system (See Section 4 for operational definitions).

Additional Team Members

All additional team members will report for training approximately 10 days prior to the start of the program. Prior to training, all additional team members should read the program manual thoroughly and be prepared to pass a test of program procedures by the beginning of their training week, including a *verbatim* test of operational definitions for the behavior modification point system (See Section 4 for operational definitions).

Materials Needed for Training

Staff will need to prepare or purchase the following items prior to the start of training:

- 1) A copy of the treatment manual. We recommend that you print the manual double-sided, hole punch, and place in a three-ring binder
- 2) A digital wristwatch with a stopwatch feature
- 3) A standard sized fanny pack with a zipper
- 4) Sunscreen and bug spray
- 5) Sport whistle (Lead counselors and counselors only)
- 6) Mechanical Pencils
- 7) Athletic Apparel (including sneakers and clothes you don't mind getting sweaty and dirty)

Please bring all the above materials to your first day of training. Additionally, all staff must undergo a Level II fingerprinting clearance prior to the start of training. This is provided by FIU, but staff should make sure that they complete this before the first day of training.

Staff Expectations

Dates and Hours of Internship

Hours of employment for all staff are from 7:00AM to 7:00PM Monday through Friday. In addition, staff continue to work with the children until 8:30 PM one evening each week while parents participate in weekly parent training groups. The children begin to arrive at camp at 7:30AM. Therefore, all staff members must be prepared to greet children by 7:30AM. Each staff member should complete his or her assigned duties each day before leaving for the evening. Given that the program is off-site, this may mean that staff members will have to return to FIU to complete necessary paperwork. Only under highly unusual circumstances and with supervisory permission should staff members leave prior to their scheduled departure time. Supervisors are responsible for ensuring that all staff members under their supervision have an assignment on which to work at all times within the hours of employment.

To ensure consistency of the treatment program, regular attendance is extremely important for all staff members. When staff members are absent, it places a tremendous burden on those present and may compromise the quality of the treatment provided and the integrity of the data being collected. Staff members should not plan to take vacation or personal days during the summer program. In the event of a serious illness, the staff member must notify his or her supervisor that he or she will be absent prior to the beginning of the program day. In the event of an emergency such as an automobile accident, emergency hospitalization, or death of a family member, staff members should notify their supervisors as soon as possible. For this reason, the site coordinator should create a staff phone list with all staff phone numbers where they can be reached in case of an emergency.

Counselors will eat lunch with the children as a group. Due to the daily schedule and the nature of the treatment program, it is not possible for counselors to leave the site or group activity to purchase lunches. Therefore, counselors should bring simple lunches that can be easily stored at the school.

Because the STP is a clinical intervention program, staff members should not receive personal visitors at the program site, during Fun Friday, or during any off-site activities. If an individual wishes to tour the summer program, arrangements should be made through the administrator or program director.

Dress Code

Staff members should dress in a manner appropriate for the day's activities (e.g., athletic shoes). Clothing should not display inappropriate language, slogans (e.g., advertising alcohol or alcohol-related events), or pictures, or be otherwise provocative. Tank tops, short shorts, tube tops, and bathing suit tops are not appropriate. Open-toed sandals or flip-flops are prohibited. Also, it is inadvisable to wear jewelry (dangling ear

rings, expensive watches and rings) and expensive clothing, as these may be damaged during active play or physical management. Staff members should purchase a digital stopwatch to wear during the program to facilitate implementation of the behavior modification program.

The Pyramid Model

The Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children is a conceptual framework of evidence-based practices developed by two national, federally-funded research and training centers: The Center for the Social and Emotional Foundations for Early Learning (CSEFEL) and the Technical Assistance Center for Social Emotional Intervention (TACSEI). These centers' faculty represent nationally recognized researchers and program developers in the areas of social skills and challenging behavior. Based on evaluation data over the last eight years, the Pyramid Model has shown to be a sound framework for early care and education systems. Extensive training materials, videos, and print resources to help states, communities and programs implement the model have been developed and are available on the following websites: <http://csefel.vanderbilt.edu/> and <http://www.challengingbehavior.org>

We use this model as a framework for professional development, and intervention to support positive social-emotional and behavioral development in our program. We highly recommended that staff explore the CSEFEL and TACSEI websites before the start of training in order to understand the importance of each level of the pyramid in our work with the children and families we serve each year.



Section Three: Program Overview

Children with externalizing behavior problems (e.g., difficulties with attention, hyperactivity, impulsivity, aggression, and rule-following behavior) typically exhibit symptoms and experience impairment in learning situations. As such, the learning environment of the Summer Treatment Program for PreKindergarteners (STP-PreK) classroom is designed to help children with externalizing behavioral problems develop their abilities to follow through with instructions, complete tasks independently and accurately, comply with adult requests, and interact cooperatively and positively with peers. These abilities are crucial for all preschool children, especially those already experiencing behavior problems, to develop before they enter kindergarten, where the expectations for their behavior increase dramatically.

The Goals of Treatment

The STP-PreK program focuses on the following goals:

1. The development of problem-solving and social skills to improve friendships
2. Improving academic skills needed to succeed in kindergarten
3. Improving a child's ability to focus and follow classroom rules and routines
4. Improving emotional functioning, self-control skills and self-esteem
5. Building a positive attitude towards learning and school
6. Building independent organizational and self-care skills
7. Building teamwork, good sportsmanship and basic sports skills

These goals are developed through the implementation of intensive behavior modification program and comprehensive preschool curriculum. The behavior modification program is described in detail in the sections to follow.

Daily Schedule

In the STP-PreK, children participate in three group meetings, four 30- to 40-minute academic periods consisting of whole-group, small-group and independent reading, writing, math, and science activities, two 30-minute recreational sports periods, one 30-minute art period, one 30-minute computer period, and one 30-minute learning game or PACE period, and with time in between periods for transitions. Please see Figure 3.1 for sample daily schedule. The instructional group size is varied throughout the day in order to expose children to a range of instructional sizes that are common in standard educational practice. Research in previous STPs has demonstrated that children with ADHD demonstrate less on-task behavior during whole-group instruction than they do in small-group instruction (Hart, Massetti, Fabiano, Pariseu, & Pelham, 2010). As such, the goal of the varied instructional periods is to give children behavioral practice in instructional settings they will experience with more frequency as they enter kindergarten, particularly whole-group settings that can be more challenging for these children. The schedule of activities may change from year to year based upon various research initiatives, the state of evidence-based interventions for young children with disruptive behavior problems, and space and personnel available. Each period of the day is described in detail in the sections that follow. A brief description of each period is provided below.

Morning/Mid-Day/End-of-Day Meetings

During these classroom meetings, STP-PreK staff members lead a series of whole-group academic instruction and reinforcement of academic content, as well as group discussions regarding the day's activities and children's progress in meeting daily goals.

Seatwork Period

During the seatwork period, children practice independent academic work completion and accuracy on assignments modified for their individual learning level.

Centers

During the centers period, children practice learning activities (i.e., reading, math, science, and writing) in small groups (4-5 children).

Sports Skills/Sports Game

During the sports skills and sports game periods, children practice their social and teamwork skills, as well as their early sports skills, while playing organized sports with their classmates.

Figure 3.1. Sample Daily Schedule

Time	Minutes in Activity	Activity	Activity Staff
7:30-8:00	30	Arrivals/Center Structured Free Play	All
8:00-8:10	10	Transition/Bathroom Break (BB)	--
8:10-8:40	30	Morning Meeting	All
8:40-9:10	30	Seatwork Period	LT, Counselors
9:10-9:50	40	Centers	All
9:50-10:00	10	Transition	--
10:00-10:30	30	Sports Skills	LC, Counselors
10:30-10:45	15	Transition/BB	--
10:45-10:55	10	Snack	--
10:55-11:35	40	English Language Arts (ELA)	LT, Counselors
11:35-11:40	5	Transition	--
11:40-12:10	30	Computer Learning Center (CLC)	LC, Counselors
12:10-12:20	10	Transition to Lunch	--
12:20-12:35	15	Lunch	Counselors
12:35-12:45	10	Transition to Recess	--
12:45-1:00	15	Recess	Counselors
1:00-1:15	15	Transition to Classroom/BB	--
1:15-1:45	30	Mid Day Meeting	All
1:45-2:15	30	Math/Science	LT, Counselors
2:15-2:25	10	Transition to Game	--
2:25-2:55	30	Sports Game Period	LC, Counselors
2:55-3:10	15	Transition to Art/BB/Snack (optional)	--
3:10-3:40	30	Art Learning Center (ArtLC)	LC, Art Teacher, Art Assistants
3:40-3:45	5	Transition to classroom	--
3:45-4:15	30	Learning Game (LG) or PACE Game	LG: LT, Counselors PACE: LC, Counselors
4:15-4:35	20	End of Day Meeting	All
4:35-4:40	5	Transition to Recess	--
4:40-4:55	15	Recess	Counselors
4:55-5:00	5	Transition to classroom for dismissals	--
5:00-5:30	30	Dismissals	All

-- indicates that staff will vary based on activity completed and upcoming activity

English Language Arts (ELA)

During the ELA period, children develop their early literacy skills during both whole- and small-group activities.

Computer Learning Center (CLC)

During the CLC, children develop their technology and learning skills through the completion of independent computer activities.

Math/Science

During the Math/Science Period, children develop their early numeracy and early science skills during both whole- and small-group activities.

Art Learning Center (ArtLC)

During ArtLC activities, children work in cooperative learning groups to complete fun and engaging art activities.

Learning or Practicing our Abilities to Control our Emotions Game (LG or PACE)

During this Game period, children practice working in teams designed to develop academic literacy skills or target children's self-regulation skills.

Classroom Curriculum

The content of the majority of academic periods can be found in the Literacy Express Comprehensive Preschool Curriculum Teacher Manual (Lonigan, Clancy-Menchetti, Phillips, McDowell, & Farver, 2005). Literacy Express is an evidence-based program that has substantial research support of effectiveness and has been validated for use with Dual Language Learners/DLL (Farver, Lonigan, & Eppe, 2009). Two studies of Literacy Express that were reviewed by the What Works Clearinghouse (WWC; 2007) met the WWC evidence standards and positive effects for print knowledge, phonological processing, and oral language. The curriculum modified for us in our program is structured around eight thematic units (i.e., All About Me; Fairytales; Bugs & Insects; Growing; At the Zoo; Under the Sea; Nutrition; Off to Kindergarten) that are sequenced in order of complexity and sophistication of the demands placed upon children to provide consistency in the topic of conversation and coherence of the emergent literacy constructs. Central to the curriculum are three types of teacher-directed small-group activities that provide opportunities for children to attend to and practice the skills needed to develop oral language, phonological awareness, and print knowledge: (a) a shared reading method known as dialogic reading in which children learn to become storytellers, and adult-child interaction develops into a "conversation" about picture books focusing on teaching new vocabulary, grammar, and narrative, as well as improving overall verbal fluency; (b) phonological awareness training that is sequenced along the developmental continuum of phonological sensitivity. These activities focus first on the sounds in words and begin with facilitating children's ability to hear rhyming sounds and then continue to syllable awareness and initial sound awareness; and (c) print knowledge activities involving the manipulation of objects and puzzles that teach letter-names and letter-sound knowledge and various matching and oddity games to help children identify capital and lowercase letters. Additionally, the curriculum contains numerous extension activities in the areas of Math, Science, Art, and others to be implemented across the units to reinforce the literacy components of the lessons. All of the activities in the curriculum have been demonstrated to promote the development of emergent literacy skills more quickly than typical preschool activities (Lonigan, 2006; Lonigan et al., 2005).

In addition to the Literacy Express Curriculum, the STP-PreK program utilizes an explicit, multisensory handwriting instruction curriculum, Handwriting Without Tears® (HWWT), to develop handwriting skills in young children. Handwriting skills do affect school success (Feder & Majnemer, 2007). Although more research is needed in this area, existing evidence would suggest that children with ADHD have impaired handwriting performance, characterized by illegible written material and/or inappropriate speed of execution compared to children without ADHD (Racine, Majnemer, Shevell, & Snider, 2008). As such, with the implementation of the curriculum during a formative developmental time period, we hope to develop a positive approach to this core skill to help STP-PreK children start school off on the right foot.

The Literacy Express and HWWT curriculum materials will be reviewed with teaching staff and counselors during the training week.

Section Four: The Point System

Staff members manage behavior in the STP-PreK through a behavior modification system employing a modified version of the STP point system (a combined reward and response-cost program), time out, daily report cards that target individualized daily behavioral and academic goals, social reinforcement, and appropriate commands.

Points are awarded to children in the STP-PreK for following a set of classroom, recreational, and activity rules, for displaying positive attention and social behaviors, for completing assignments and homework with accuracy, and for returning daily report cards. A list of classroom rules, the reasons for time out, a color chart, a homework and assignment tracking board, and a visual class schedule are posted in front of each classroom. Posting this information publically allows children to monitor their own behavior and to be recognized for behavioral and academic accomplishments. Please see sample classroom rules, reasons for time out, color chart, homework and assignment tracking board, and classroom schedule in Figures 4.1-4.4. Because young children typically have difficulty understanding the concept of points, staff members use a public color chart in which students start each period on Green, in combination with tangible chips to represent points earned and lost. Children keep these point chips in a small bag they carry with them throughout the day. The color system will be described in detail in Section Five.

Figure 4.1. Sample Rules & Reasons for Time Out Poster



Figure 4.2. Sample Color System Chart

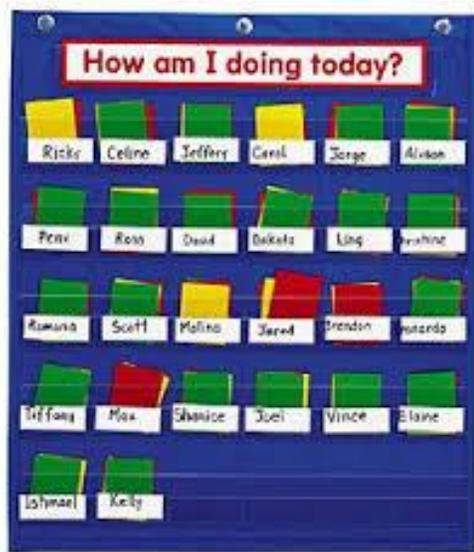


Figure 4.3. Sample Assignment & Homework Tracking Board



Figure 4.4. Sample Classroom Schedule



Every child begins each day with 100 point chips in their point chip bag. Children lose one point each time they violate one of the classroom rules. Every time a child violates one of the posted rules, the point sheet counselor records the violation on a point sheet and removes one of the child's point chips from their point chip bag. When children displaying positive category behaviors (described below), they earn two points for each instance of the positive behavior. The point sheet counselor records the positive behavior on the same period point sheet and adds two point chips to the child's point chip bag immediately following the behavior. Children also earn points at the end of each period for a range of other positive behaviors (described in the activity sections to follow) including behavior bonus for remaining out of time out, displaying good sportsmanship throughout recreational periods, displaying group cooperative behavior during ArtLC, completing academic assignments with accuracy, and returning their signed daily report cards and homework when applicable. The points earned across periods are then exchanged for daily and weekly rewards (i.e., point store privileges, recess, Fun Friday).

Staff members are required to memorize the STP-PreK Rules, Positive Category Behaviors, Activity Rules, and Recreation Rules, as well as the notes for all STP-PreK Rules, Recreation Rules, and Positive Behavior Categories (as applicable) verbatim before the start of the training week. The definitions are precisely worded to minimize ambiguity and therefore maximize reliability among the staff members who administer the system. Staff members will be tested on these rules on the first day of training. The STP-PreK rules are as follows:

1. Be Respectful
2. Follow Directions
3. Work Quietly
4. Use Materials and Possessions Appropriately (a.k.a. "Use your stuff right.")
5. Remain in Your Assigned Seat or Area
6. Raise Your Hand to Speak or Ask for Help
7. Look, Listen, & Pay Attention

Children may exhibit single behaviors that meet the definition for more than one rule violation. However, each single behavior is classified using only one rule, regardless of the number of rule violation definitions the behavior meets. For example, a child who speaks to the teacher without raising his or her hand is also not working quietly. Similarly, a child may be out of his or her assigned area and making unnecessary noise. A hierarchical system is used in which the child loses points for only the most severe violation. The hierarchy used to classify rule violations is the same as that listed above, with each category taking precedence over all those below it. For example, if Johnny pokes Billy in the arm with a pencil point, he loses points for not being respectful of Billy, because being respectful of others (rule #1) takes precedence over using materials appropriately (rule #4).

Positive behavior points are award when the behavior occurs at any time point throughout the day. Children can earn 2 dots for each of the following behaviors:

1. Attention
2. Helping a Peer
3. Sharing with a Peer
4. Contributing to a Group Discussion
5. Ignoring a Negative Stimulus
6. Follow Directions/Listening (Only after a Stop Command is issued)

Positive behaviors are not hierarchical. Children may earn points for positive behaviors displayed simultaneously (e.g., "Christopher, You earn 2 points for helping Susan tie her shoe and 2 points for ignoring Billy who was teasing you.").

Point System Operational Definitions:

Examples of behaviors that violate each rule follow each operational definition. Violation examples describe behaviors that meet the criteria for a rule violation. “Contrasting” examples describe behaviors that *should not* be classified using that rule.

STP-PreK Rules

Be Respectful of Others

The child behaves in a manner that typically does not offend, disrupt, or harm himself or herself, or other persons. This includes, but is not limited to, behaviors that meet the criteria for Intentional Aggression, Intentional Destruction of Property, Stealing, Lying, Verbal Abuse, Name Calling/Teasing, Cursing/Swearing, or Complaining/Whining¹.

NOTE: If a behavior meets the criteria for Intentional Aggression or Intentional Destruction of Property, the staff member should also assign a time out.

Violations: hitting, kicking, or shoving a peer or staff member...pulling a chair away from a child who is in the process of sitting down...a child intentionally shoves a desk toward another child but the desk does not make contact with the child...after receiving feedback on an assignment, a child says, “This sucks!”...a child sneaks up behind another child and startles him or her...a child makes an inappropriate gesture, such as “giving the finger”...a child intentionally disrupts the entire class by screaming...a child writes a swear word on his assignment sheet.

Contrasting Examples:	
Behavior	Classification
A child leans over and whispers something to his or her neighbor. No other person is distracted for at least two seconds.	No point loss
A child intentionally disrupts the class by screaming	Be Respectful of Others

Follow Directions

The child exhibits within ten seconds or within a time specified by the staff member a behavior that has been specified in a command issued by a staff member, or ceases to exhibit for at least 10 seconds a behavior that cessation of which has been specified in a command issued by a staff member

NOTES:

- (1) Staff members should evaluate compliance for commands directed toward an individual child and commands directed toward a group of children
- (2) If the child makes a reasonable and appropriate effort to comply with a command but does not finish within ten seconds, the child should not lose points for violating the rule, “Follow Directions.”

Violations: The teacher tells all children to go to their seats and get their materials ready. One child starts to go to his seat and then stops to talk to a peer for 15 seconds...The staff member instructs a child to stop playing with his pencil. The child stops but starts again after three seconds...The teacher gives the group instructions to open folders and begin working. One child fails to open his folder.

Contrasting Examples:	
Behavior	Classification

¹ The definitions for Intentional Aggression, Intentional Destruction of Property, Stealing, Lying, Verbal Abuse, Name Calling/Teasing, Cursing/Swearing, or Complaining/Whining are provided on page 10. Staff members are not required to memorize the definitions for these behaviors, but are responsible for being able to identify and distinguish between each of them.

The teacher tells the children to pass their assignments forward. All children pass their assignments forward, but it takes more than 10 seconds to complete	No points lost
A child does not hear a command because she was wearing headphones at a computer station. (The volume was set at an appropriate level)	No points lost

Work Quietly

The child does not exhibit any verbal or nonverbal behavior, with or without meaning that intrudes into the activity or conversation of others. In a group setting (three or more people), behaviors are intrusive if they would typically result in two or more people other than the child engaging in behaviors for at least two seconds that are incompatible with the ongoing activity. In dyadic interactions, behaviors are intrusive if they occur at the same time another person is speaking

NOTE: Staff members should take points for violating this rule for behaviors that disrupt the group by causing the teacher to stop or pause the activity.

Violations: A child sings to himself, thereby distracting two other children...after receiving positive feedback, a child says, “All right!” in an excessively loud voice...turning up the volume on the computer such that it makes excessively loud noise...a child slams his or her book down on the desk...during cooperative partner activities, two students speak loudly enough to distract others from working (both children lose points)...talking to another child while the teacher is instructing the class.

Contrasting Example:	
Behavior	Classification
Humming while working on an assignment	Work Quietly if not an intentional attempt to disrupt

Use Materials and Possessions Appropriately (a.k.a. “Use your stuff right”)

The child uses materials and possessions only for the purpose and in the manner for which they were designed and intended

Violations: Typing nonsense keystrokes on the computer...making a paper airplane from a seatwork assignment...tearing an assignment sheet...crumpling an assignment...playing with a pencil as if it were an airplane...a child holds a book or folder in front of his or her face, hiding from others...throwing a pencil (not directed at a person)...peeling a name tag from a desk...drawing a picture on an assignment...chewing on pieces of clothing.

Contrasting Examples:	
Behavior	Classification
Inattentively chewing on a pencil	No points lost
Lightly tapping a pencil on a desk without disrupting others.	No points lost
Playing with hair while doing seatwork	No points lost

Remain in Assigned Seat or Area

The child remains in his or her assigned seat or area until he or she is given permission to move to another location. In seat is defined as sitting in the chair, facing forward, with all four chair legs on the floor. The assigned area refers to the area that is designated by the teacher at a particular point in time.

Violations: Standing at a desk while completing an academic assignment...getting up to sharpen a pencil without asking permission...leaving seat to talk to another child...sitting with chair tilted back, with the front

legs off the floor...getting up without permission to retrieve materials from the floor...facing backwards to look at a peer.

Contrasting Examples:	
Behavior	Classification
Sitting with legs crossed or sitting on legs or feet	No points lost
Leaving seat with permission from a staff member.	No points lost
Bending down to retrieve materials that are within arms reach	No points lost
Sitting with a leg to one side of the desk	No points lost
Turning to face the teacher when the teacher is giving directions from the side of the room	No points lost
With permission from the art teacher, standing beside the chair to work on an art project	No points lost

Raise Hand to Speak or to Ask for Help

The child raises his or her hand and waits for acknowledgement from a staff member before speaking, unless otherwise specified

Note: Calling out for help while raising a hand is permitted during the recreational period as long as the child does not leave his or her assigned area.

Violations: calling out an answer without raising hand...a child calls out for help on an assignment without raising her hand.

Contrasting Example:	
Behavior	Classification
A child appropriately says please, thank you, or you're welcome.	No points lost

Look, Listen & Pay Attention

The child attends to the current assigned task. Attention is indicated by:

- (1) Looking at or manipulating objects or materials on the child's desk that are necessary for completing the task;
- (2) Looking at the blackboard, the computer screen, or another location where materials related to the task are displayed;
- (3) Looking at an instructor who is in the process of providing instruction regarding the task;
- (4) Looking at any object or place to which the child has been directed by the instructor;
- (5) Looking at a peer who has been asked a question by the instructor during a group lesson;
- (6) Performing motor activity as required by the task;
- (7) Performing a motor activity for the purpose of preparing for or finishing a current assigned activity.

NOTES:

- (1) A child violates this rule if he or she is not attending to the assigned task for at least 10 seconds
- (2) If a child is continuously off task, the developmental staff member should inform the child of a rule violation one time per minute

Violations: aimlessly shuffling through papers...daydreaming instead of working on an assignment...working on a reading assignment when the teacher assigned math worksheets...doodling on a piece of scrap paper instead of looking at the teacher while the teacher is talking to the class.

Contrasting Examples:	
Behavior	Classification
Looking at a peer who is answering a question in group instruction	No points lost

Passing out papers as requested by the teacher	No points lost
Looking straight ahead after finishing all assignments	No points lost
Simultaneously twiddling thumbs and looking at the teacher while the teacher is talking to the class	No points lost
Looking at or counting fingers while doing a math assignment	No points lost
Looking at the point board during public feedback	No points lost

Positive Category Behaviors

Children earn 2 dots for exhibiting any of the following behaviors, any time throughout the day.

Attention

The child demonstrates that he or she has been paying attention to the ongoing activity by being able to answer correctly within 5 seconds a staff member's attention question about the ongoing activity (Please see standardized and nonstandardized attention questions in Section 8). *Notes:* (1) If a counselor's question contains multiple parts, the child must answer all parts correctly to earn points for Attention. (2) If the child's answer meets the criteria for breaking a rule, the counselors should inform the child of the applicable dot loss and should not award dots for attention. (3) Attention takes precedence over Contributing to a Group Discussion; therefore, counselors may not award points for Contributing to a Group Discussion when a child answers an attention question. (4) If the child makes a *reasonable and appropriate effort* to answer an attention question but does not finish within five seconds, counselor should award points for Attention when the child finishes the statement.

Typical examples...When asked by a counselor, a child is able to repeat correctly a peer's contribution and the name of the peer who made the contribution...when asked, a child correctly tells a counselor which team gets possession of the ball during a soccer game and the correct reason...when asked, a child correctly tells a counselor the number of outs that have been made during the inning...when asked to which player he should throw the ball if the batter hits it to him, a child scans the bases for two seconds, then answers the question...a child correctly tells a counselor the last idea contributed and who contributed them, although it takes him 7 seconds to finish speaking.

Contrasting examples:

Behavior	Classification
A child correction repeats the name of a peer who made the previous contribution, but cannot repeat the contribution.	No points for Attention
A child gives the wrong answer to a counselor's question about the score of the ongoing soccer game and the team who is winning.	No points for Attention
When asked to which player he should throw the ball if the batter hits it to him, a child says, "umm, wait a second, umm..." and does not begin to answer within five seconds.	No points for Attention
If response to a counselor's question about the score of the ongoing basketball game and the team who is winning, a child replies, "Eight to six and we're winning, butthead."	Dot loss for Be Respectful No points for Attention

Helping a Peer

The child voluntarily provides to a peer assistance or aid that (1) is relevant to the ongoing activity; (2) is offered in a manner that does not disrupt the ongoing activity or meet the criteria for any negative behavior category; and (3) is accepted. *Note:* Counselors should *not* award point for Helping when a child exhibits a behavior that is a *necessary* component of a game or classroom activity (e.g., passing to a team member).

Typical examples...A child appropriately hand the t-ball bat to the next batter...a child appropriately carries a backpack to a peer who had forgotten it...a child appropriately shows a peer how to hold a bat during a skill drill...a child explains a point system category to a peer...a child answers a peer's request for information.

Rare or difficult examples:

Behavior	Explanation
A child appropriately holds a door for the group.	Because it is a single action, the behavior is a single occurrence of Helping even though 16 people pass through the doorway.

Unique example:

Behavior	Explanation
A child in the on-deck area tells a runner on third base, "There are two outs; run on anything!"	Appropriate coaching, whether accepted or not, is a behavior which counselors should award points for Helping.

Contrasting examples:

Behavior	Explanation
Jacob helps Jack to his feet at the beginning of a transition by yanking Jack's arm, thereby producing pain.	Intentional Aggression - Dot loss for Be Respectful
A child passes the soccer ball to a team member who scores a goal.	No points earned; necessary part of game play
A child leaves first base to show a peer how to hold the bat properly.	Dot loss for Remain in Assigned Area; no points earned
A child whispers the answer for an attention question to the child who was asked the question.	Dot loss for Work Quietly; no points earned
After a collision in a soccer game, Paula offers to assist Kurt to his feet. Kurt politely says, "No thanks, I can get up by myself."	No points earned; not accepted

Sharing with a Peer

The child voluntarily provides to a peer possessions, privileges, or materials that are personal or temporarily assigned to the child that (1) are relevant to the ongoing activity; (2) are offered in a manner that does not disrupt the ongoing activity or meet the criteria for any dot loss, and (3) are accepted. *Note:* Counselors should *not* award points for Sharing when a child exhibits a behavior that is a *necessary* component of a game.

Typical examples...a child appropriately loans a jacket to another child who is cold...the High Dot Kid lets another child carry the group flag...a child appropriately gives up a position in line.

Contrasting examples:

Behavior	Classification
On a clear day, Steve says to Oscar, "Here, you can use my umbrella."	No points earned; not relevant
During a soccer game, a child passes the ball to a teammate.	No points earned; necessary part of the game
A child gives up a position in the batting order during a t-ball game.	No points earned; Violating Activity Rules (t-ball)
A child shares his t-ball glove when told to do so by a counselor.	No points earned; not voluntary; Compliance
During a t-ball game, Eric says to Nancy, "Here, you can use Steve's glove - he's at the nurse's office." Eric did not have permission from Steve or a counselor to use the glove.	Dot loss for Be Respectful (stealing); no points for Sharing

Contributing to a Group Discussion

The child verbally provides a task-related statement to a group discussion. Contributions may be prompted by a staff member but may *not* meet the criteria for any negative verbal category. A nonredundant statement is one that has not been provided previously in the same discussion. Task-related contributions in a *problem-solving discussion* include: (1) defining the problem; (2) describing related antecedents, consequences, or contingencies; (3) recommending procedures for arriving at a solution; (4) suggesting constructive solutions; (5) responding constructively to a staff member's query; (6) paraphrasing statements of others when appropriate; (7) reflecting on the feelings of others; and (8) asking constructive questions. Task-related contributions in *social skills training sessions* include: (1) presenting or role-playing definitions and examples of appropriate and inappropriate social behaviors, (2) making statements about why it is important to learn and use good social skills, and (3) describing the outcomes of using appropriate social skills. *Task-related contribution in preactivity and postactivity discussion for Classroom Periods, Art, Computer, Games, Skill Drills, Transitions, Bathroom Breaks, Lunch, and Recess* include: (1) defining the rules of the activity, describing how points can be earned or lost during the activity, and suggesting how social skills can be exhibited during the activity; (2) discussing problems that occurred or progress that was made during the activity; and (3) presenting ideas for improving the activity in the future. *Task contributions in miscellaneous group discussions (e.g., reviewing field trip chart, group reparation discussions)* include: (1) responding constructively to a staff member's query, (2) asking constructive questions, and (3) presenting ideas relevant to the discussion.

Notes: (1) Contributing to a Group Discussion takes precedence over Helping. (2) Counselors should award points for Contributing to a Group Discussion one time for each statement, regardless of the number of sentences used or the number of ideas expressed.

Typical examples...*Problem-solving discussions*: a child makes statements such as: "The problem is that we all want to play first base," "Every time we argue we lose playing time," "We should take turns carrying the equipment," "Some kids always want to play the field, but they won't chase the ball when it goes over their heads." *Preactivity discussion*: a child says "Use equipment appropriately" during a discussion of the rules for t-ball...a child say "No hitting" during a discussion of the reasons for time out. *Miscellaneous discussion*: a child says "We have to earn a 75% positive daily report card for three days to earn Fun Friday," during a discussion of the field trip char...in a reparation discussion regarding a broken clay mask, a child says, "What will we do if the mask can't be repaired?"

Rare or difficult examples:

Behavior	Explanation
During a preactivity discussion a child provides three activity rules with one statement.	Because it is a single action, the behavior is a single occurrence of Contributing.
During a problem-solving discussion, a child provides a statement consisting of two sentences.	The contribution is one unit although it contained two sentences.

Unique example:

Behavior	Explanation
A child who was away from the group during part of the discussion contributes a statement that has been provided previously in the discussion.	Because the child was away from the group, he or she could not know that the statement was redundant.

Contrasting examples:

Behavior	Classification
During a discussion of the t-ball rules, a child says, "Don't touch the ball."	No points earned; not task-related
While reviewing the rules of soccer, a child suggests a rule that was already contributed by another child.	No points earned; redundant
A child correctly answers an attention question during a pregame discussion of kickball rules.	Dots earned for Attention; no points for Contributing

During a group reparation discussion, a child says, “I don’t think we should vote for Jon’s idea because it sucks.”	No points earned; Dot loss for Be Respectful
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Ignoring a Negative Stimulus

The child shows no observable *negative* response to any verbal or nonverbal behavior, from another child, that *would typically* elicit annoyance or distress from the recipient. This includes, but is not limited to, any behavior *directed toward the child* that meets criteria for Intentional Aggression, Unintentional Aggression, Intentional Destruction of Property, Unintentional Destruction of Property, Stealing, Lying, Name Calling/Teasing, Interruption, or Complaining/Whining.

Notes: (1) Counselors should *not* award points for Ignoring a Negative Stimulus following physical contact that occurs as a function of *appropriate* game play. (2) If a child directs a behavior toward multiple children, counselors should evaluate Ignoring a Negative Stimulus for each intended recipient. (3) Counselors should award points for Ignoring a Negative Stimulus one time per minute when a child who is serving a time out continuously directs negative behaviors toward other children who ignore the behavior.

Typical Examples...A child continues to participate appropriately in a group discussion while a child who is serving a time out is calling him names...a child stands up and immediately gets back into the game after being intentionally tripped in a basketball game...a child continues to eat quietly while a peer accuses her of stealing an apple that she did not steal...a child ignores an apparently accidental elbow in the ribs while standing in line...a child continues to swim when a peer inattentively jumps within on body length (but not close enough to cause pain or injury) of a child...a child shows no negative response when a peer refuses to share his softball glove.

Rare or difficult examples:

Behavior	Explanation
Greg accidentally spills grape juice on Peter’s shirt. Peter says appropriately, “That’s OK, it was an accident.”	Although Peter responded to Greg’s action, his response was not <i>negative</i> .
Susie appropriately informs a counselor that another child took her cookies.	<i>Appropriately</i> informing a counselor of a negative stimulus is not a negative response.
A child walks away from a child who is insulting or provoking that child.	Walking away is not a <i>negative</i> response to provocation.
Karl says, “Please stop doing that,” to a child who is making faces at him.	<i>Appropriately</i> requesting a behavior change is not a negative response.
Children continue to participate in a group discussion while a child who is serving a time out screams, “I hate all of you!”	The behavior is directed at the entire group; therefore all children who did not respond to the child should earn points for Ignoring.
Children walk quietly past a child from another group who yells derogatory names at the group.	The behavior is directed at the entire group; therefore all children who did not respond to the child should earn points for Ignoring.

Unique Examples:

Behavior	Explanation
A child ignores a negative behavior that is directed toward the child by an adult.	Although the definition describes peer-directed behaviors, children should earn points for ignoring negative behaviors from adults.

Contrasting Examples:

Behavior	Classification
Tom accidentally steps on Susie’s sandwich. Susie says, “Watch what you’re doing, you big oaf.”	Dot loss for Susie for Be Respectful

Mike intentionally trips Kurt during a transition. Kurt punches Mike in the arm in response.	Intentional Aggression/Dot loss for Mike for Be Respectful
Kim throws a t-ball at Alex, and Alex, who is not hurt, cries	Dot loss for Alex for Be Respectful (complaining/whining)
A child snickers in response to a child who yells, "Burp!" during a group discussion, without meeting the criteria for Work Quietly or Be Respectful.	No points earned; no points lost
During a jump ball, Sam lands on Todd's foot. Todd continues to play.	No points earned; Game-related contact

Follow Directions/Listening (Only awarded after a Stop Command is issued by a staff member. This may also be implemented as an individualized program (See Section 25) as needed.)

The child exhibits within ten seconds or within a time specified by the staff member a behavior that has been specified in a command issued by a staff member, or ceases to exhibit for at least ten seconds a behavior the cessation of which has been specified in a command issued by a staff member. *Notes:* (1) Counselors should evaluate compliance directed toward an individual child *and* commands directed toward a group of children. (2) If the child makes a *reasonable and appropriate effort* to comply with a command, but does not finish within ten seconds, counselors should award points for following directions when the child completes the task.

Typical examples...A counselor tells a child, "Get your backpack," and the child gets his/her backpack within ten seconds...a child promptly gets in line when a counselor has told the group to line up.

Rare or difficult examples:

Behavior	Explanation
After a counselor tells the group to form a circle for a group discussion, a child who was playing in deep center field <i>appropriately</i> jogs to the designated area and reach the are 13 seconds later.	The child made a reasonable and appropriate effort to comply but did not finish within ten seconds.
A child stops teasing another child for ten seconds when a staff member has so directed.	Typically, counselors should avoid the use of this type of command, except for in accordance with the Stop Command procedures described on in Section 6.
A child stops swearing for two minutes after the counselor has so directed.	This type of command is only used in accordance with the procedures outlined for Stop Commands described in Section 6.

Contrasting examples:

Behavior	Classification
A child does not begin to open their folder within 10 seconds of a counselor's command.	Dot loss for Follow Directions
When told to stop playing with his hair, a child stops immediately but resumes five seconds later.	Dot loss for Follow Directions
When told to get in line, a child says, "I'm coming," but does not begin to join the group until 15 seconds later.	Dot los for Follow Directions

Activity Rules for Sports, Transitions, Bathroom Breaks, & Recess

Children lose 1 point for violating any of the following activity rules during the following specified activities.

Transition Activity Rules

1. Be Respectful
2. Follow Directions
3. Keep an appropriate voice level
4. Use your stuff right
5. Stay in your assigned area
6. Follow Activity Rules (For bathroom breaks during transitions)

Bathroom Break Activity Rules

1. Flush the toilet after use
2. Wash and dry your hands
3. Leave the area clean and dry
4. Use your stuff right
5. Report any unclean conditions to a counselor or the bathroom monitor immediately

Lunch & Snack Activity Rules

1. Use good table manners
2. Throw away all trash appropriately and leave your area clean
3. Use your stuff right
4. Wait for permission before beginning another activity

Recess Activity Rules:

1. Be Respectful of Others
2. Follow Directions
3. Use your stuff right
4. Stay in the designated recess area

Recreation Activity Rules & Operational Definitions

During the recreational activity skills and game periods, a modified version of the point system is employed in order to facilitate the development of appropriate participation, interaction, and play in organized sports activities. The rules are as follows:

1. Be Respectful
2. Follow Directions
3. Keep an appropriate voice level (Same definition as Working Quietly)
4. Use your stuff right
5. Raise your hand and wait to speak or ask for help
6. Stay in your assigned area
7. Look, Listen, and Pay Attention
8. Follow the Activity's Rules
9. Play the Game (i.e., be actively involved in the game/skill drill, try your hardest).

The first 7 rules have been defined previously. Rules 8 and 9 are defined below. The rules remain hierarchical.

Follow the Activity's Rules

This rule applies specifically to the child's compliance to 1) the rules of the sport, and 2) the directions for the drill. See applicable sport rules below. Behaviors such as the following violate this rule: throwing the soccer ball back and forth when the drill is to kick the soccer ball to your partner; running to third base after hitting or kicking the ball in t-ball/kickball; using your hands (if you are not the goalie) in the soccer game. Children should not be penalized for this rule if it appears that they are trying to follow the rules of the sport and/or

the directions for the drill, but do not have the coordinator or sports ability to do so in a fluid manner. If it is clear that the child is making an appropriate effort, no dots should be taken.

Play the Game (i.e., be actively involved in the game, try your hardest)

This rule applies specifically to effort exhibited during the skill drill and/or game and attention to the ongoing skill drill and/or game. Behaviors such as the following violate this rule: sitting down in the soccer field, spinning in circles in the outfield, daydreaming, not making an appropriate effort to make a play or drill, and not being ready for a turn. Most point system behaviors do not violate this rule, however, if a child is exhibiting a negative behavior such that his or her effort or attention to the game is compromised, counselors should inform the child of the applicable point loss.

Additional Operational Definitions

The following operational definitions do not need to be memorized verbatim, but STP-PreK staff should be familiar with these definitions and should be prepared to distinguish between them. Each of these behaviors falls under the **Be Respectful of Others** category of the STP-PreK rules.

Intentional Aggression: The child apparently intentionally performs a physical behavior that (1) would typically produce physical injury or pain to another, or (2) intrudes on another by inappropriately restricting freedom of movement. Intent to perform the behavior is determined by the staff member who observed the behavior.

Note: Staff members must assign a time out following Intentional Aggression.

Typical examples...Hitting another child...throwing a rock at and hitting a peer...holding another child down on the ground...pinching a peer...kicking a staff member...wrapping arms around a peer and holding him or her off the ground against his or her will...Tripping another child...confining a peer to the bathroom by holding the door shut...forcefully grabbing any part of another person's body...spitting in someone's eye.

Intentional Destruction of Property (IDP): The child apparently intentionally performs a physical behavior that (1) destroys an object; (2) damages an object, defaces an object's surface, or otherwise alters an object such that the object's value or usefulness is substantially impaired or substantially reduced at least temporarily; or (3) would typically meet criterion 1 or 2. Intent to perform the behavior is determined by the staff member who observed the behavior. *Notes:* (1) STP-PreK staff must assign a time out following IDP. (2) Intentionally using materials inappropriately results in a point loss for IDP if the materials would typically be or are destroyed or damaged in the process. (3) Staff should not deduct points for IDP for appropriately disposing of trash, or for throwing or dropping an object that would not typically break if thrown or dropped, or throwing an object to a place where it is easily retrievable, unless the object is destroyed or damaged in the process. (4) Damage resulting from natural deterioration of an object that is being used appropriately does not result in a point loss for IDP. (5) Staff should deduct points for IDP regardless of the ownership of the object. (6) Reparation for IDP is determined by a group reparation discussion.

Typical examples...Writing on a wall...ripping buttons off a shirt...tearing seatwork papers...tearing a drawing...throwing a ball through a window...pulling rubber or stitching from a shoe...chewing a hole in a shirt...splashing water on a floor...clogging a sink with paper towels...throwing a book...spitting on the floor...intentionally breaking a pencil...pushing over a chair or desk.

Stealing: The child has possession of an object that belongs to another person without prior permission from the owner of the object or from a staff member. *Notes:* (1) Staff members should not take points for stealing if a child temporarily possesses an object for an appropriate reason. (2) Staff members should take points when the behavior occurs or when the theft is discovered and responsibility is determined. (3) Reparation for Stealing is determined by a group reparation discussion.

Lying: The child reports an event occurring in the program setting that is contradictory to what a staff member knows or suspects to be true. *Note:* (1) Statements involving exaggeration, fantasy, imaginary games, jokes, and misconceptions do not result in a point loss for Lying.

Typical examples...Reporting that another child took a book when another staff member reports otherwise...denying having hit another child when a staff member has observed the act.

Verbal Abuse: The child directs negative communication toward one or more staff members who are identifiable as intended recipients and who can see or hear the negative communication. A negative communication consists of either (1) a derogatory name, or (2) any other behavior, verbal or nonverbal, that would typically elicit a clear behavioral indication of annoyance or distress from the intended recipient. *Notes:* (1) Societal norms regarding adult-child interactions should be used to determine if a behavior would typically elicit annoyance or distress and should therefore be classified as Verbal Abuse, or if a behavior is only mildly annoying and should therefore be classified as complaining/whining. (2) If a child directs a behavior that meets the criteria for Cursing/Swearing at a staff member, the lead teacher should inform parents of the behavior at the end of the day. IF the child repeats the behavior on subsequent days, STP-PreK staff should have the child inform parents immediately by telephone.

Typical examples...Calling a staff member dumb, stupid, caca face...Making animal noises that correspond to the staff member's name while he or she is instructing the class...mocking or mimicking a staff member...directing gestures such as the following toward a staff member: sticking out tongue, extending middle finger, making an ugly face.

Name Calling/Teasing: The child directs a negative communication toward one or more peers who are identifiable as intended recipients and who can see or hear the negative communication. A negative communication consists of either (1) a derogatory name, or (2) any other behavior, verbal or nonverbal, that would typically elicit a clear behavioral indication of annoyance or distress from the intended recipient.

Typical examples...Calling a peer dumb, stupid, caca face, etc....saying "na na na na na" in the face of another child, who grimaces in response...pretending to hit another child...pouring water on a peer...waving hands in a peer's face...making gestures such as the following: sticking out tongue, making an ugly face.

Cursing/Swearing: The child exhibits any verbal or nonverbal behavior, regardless of tone or intensity, that would typically be regarded as profane, obscene, or offensive and that is not directed toward an individual who can see or hear it.

Complaining/Whining: The child exhibits any verbal or nonverbal behavior that inappropriately expresses discomfort, dissatisfaction, or resentment, through content, gesture, or tone of voice. *Notes:* (1) An appropriate expression of discomfort or dissatisfaction is one that would not typically be considered antagonistic in content, is not accompanied by unnecessary or negative gestures, and is made in a neutral tone of voice of normal pitch and intensity. (2) Behaviors that are mildly annoying (e.g., rolling eyes, shrugging in response to feedback) should result in a point loss for complaining/whining, not verbal abuse or name calling/teasing.

Typical examples...saying in a whiny voice, "I'm hot," "I'm tired," "I don't want to play this game," etc. ...at lunch saying "I hate peanut butter"...during a gross motor or academic game, saying in a whiny tone of voice, "I haven't had a turn yet"...making negative statements about oneself, such as "I'm terrible at seatwork"...pouting or sulking after not receiving full points on an assignment.

Section Five: Implementation of the Point and Color Systems

With the exceptions of arrivals, departures, and recess, staff members implement the point system at all other times during the camp day. Staff members record all point system behaviors for all academic periods on a series of recording sheets referred to as point sheets. Please see sample point sheet in Figure 5.1. Staff members also implement a color system in conjunction with the point system to help the children visualize and monitor their behavioral progress.

Children begin each period on Green. If a child has 4 rule violations, the child should receive a direct command to flip their color card to Yellow. Before a child's card is flipped to Yellow, the child should be issued a warning that they will have to flip their card the next time they break the rules (i.e., "Bradley, if you break one more rule, you will have to turn your card to Yellow."). If the child then reaches 10 rule violations, the child's color card should be flipped to red. Before the child's card is flipped to Red, the child should again be issued a warning that they will have to flip their card to red the next time they break the rules (i.e., "Bradley, if you break one more rule, your card will be turned to Red."). At the end of the period, children earn 10 points if they end on Green for the period, 5 points if they end the period on Yellow, and 0 points if they end the period on Red. Once the point check has concluded, the color cards should all return to Green for the next period.

Counselors award points in two ways. For most of the behavior categories, counselors award or take points immediately upon the occurrence of a behavior that meets the criteria for a point system category. Counselors evaluate Following Activity Rules, Good Sportsmanship, and No Time Out Behavior Bonus at fixed intervals (end of the activity period) and award points during "point checks" at the end of each activity.

When a child violates a STP-PreK rule, the staff member should immediately make a public announcement of the point loss and the rule violation. Counselors will call rule violations by saying, "(Name of Child) you lose one point for not (Name of Rule)." The counselor will then remove one point chip from the child's bag and the point sheet counselor will then record the rule violation on the point sheet. When announcing rule violations, staff members should make statements matter-of-factly, in a neutral tone of voice while making direct eye contact with the child.

When a child exhibits a positive behavior, the staff member should immediately make a public announcement of the points earned and the category for which they earned the points. Counselors will call points earned by saying, "(Name of Child) you earn two points (as applicable) for (Name of Positive Behavior)." The counselor will then immediately add the appropriate point chips to the child's point chip bag and the point sheet counselor will then record the points earned on the point sheet. When announcing points earned, staff members should make statements in an enthusiastic and positive tone of voice while making direct eye contact with the child.

Consistent implementation of the behavior management system is important to ensure intervention integrity, to ensure maximally effective intervention for the children, and to provide data for research protocols that may be conducted during the program. Consistent implementation means that all occurrences of rule violations are observed, penalized, reported, and recorded; that all staff members classify and record behaviors in the same manner; and that there is stability of the system from activity to activity and from day to day. During the training period, much emphasis is placed on learning to implement the system with a high degree of reliability. Furthermore, throughout the program, the STP-PreK coordinator conducts regular reliability checks on staff members. *Weekly STP-PreK reliability quizzes are administered to staff members, and supervisors observe groups and complete Treatment Integrity and Fidelity Sheets that are designed to evaluate staff members' adherence to the intervention procedures.*

Preparation

During the training week, staff members should prepare color charts for the classroom. Color charts should also include space for specific the child's picture so that they can easily identify their space on the board.

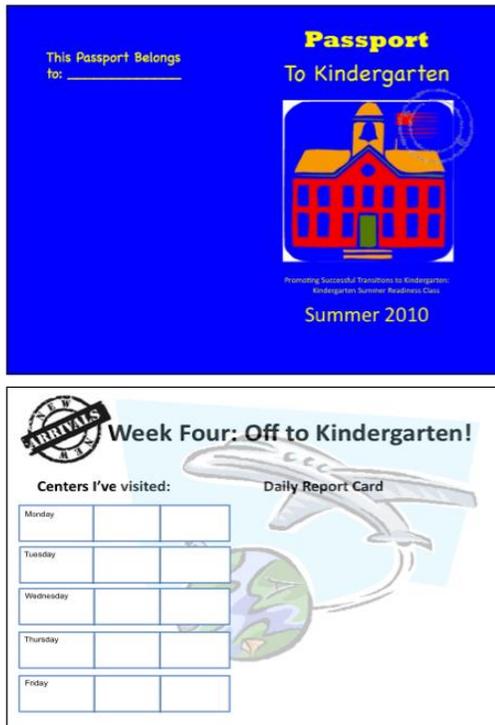
ACTIVITY	Katie	Billy	Sam	Danny	Ethan	Alberto	Chris
<Name of Activity>							
Color							
STP-PreK Rules							
Be Respectful							
Follow Directions							
Work Quietly							
Materials							
Assigned Seat							
Raise Hand							
Look/Listen/Pay Attention							
Positive Categories							
Attention							
Helping							
Sharing							
Contributing							
Ignoring							
Follow Directions							
Behavior Total							
Reading C/A							
Math C/A							
Other C/A							
Academic Total							
Bonus Points							
Following Activity Rules							
Good Sportsmanship							
No Time Out Behavior Bonus							
Grand Total							
Minutes in Activity							

Figure 5.1. Sample Point Sheet

Additionally, staff members prepare a point sheets for all activity periods. A point sheet counselor should be appointed for every period to record rule violations and points earned that are called by fellow counselors. As previously mentioned, staff members should remove point chips from a child’s point chip bag when a rule violation occurs and should award point chips to the child to place in their point chip bag when they exhibit a positive behavior category. The point counselor will then provide feedback to children regarding points earned and lost at the end of each transition before the next scheduled activity begins.

In addition to the color chart, point sheets, assignment and homework tracking board, and classroom rules and reasons for time out, staff members should also prepare and publically post the classroom schedule, the reasons for time out, and Fun Friday tracking board prominently in the classroom so that children have visual reminders of every aspect of the program. Passports must also be prepared Graphic representations for each rule, element of classroom schedule, and reason for time out are mandatory given the developmental age of the children. See Figure 5.2-5.3 for samples of materials to prepare.

Figure 5.2 Sample Passport



This Passport Belongs to: _____

Passport
To Kindergarten



Promoting Successful Transitions to Kindergarten
Kindergarten Summer Readiness Class
Summer 2010

FARRINALS Week Four: Off to Kindergarten!

Centers I've visited: Daily Report Card

Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Figure 5.3 Fun Friday Tracking Board



Summarizing & Providing Feedback

At the end of each period, staff members will provide public feedback regarding point totals to the children. The specific guidelines regarding the point boards and the points that can be earned during each learning segment of the day are as follows:

Behavior Total

A behavior total is computed for every learning period. To compute the behavior totals, the staff member will report the color the child ended the period on and the corresponding points earned. They will also report the total of points earned for positive behavior categories. The staff member will never report the points lost during the period, only the points earned.

Academic Total

Children earn academic points during the seatwork and computer time periods. See seatwork and computer sections for further description.

Interval Behavior Points

Children may earn 10 points for the following behaviors at the end of relevant interval periods.

Following Activity Rules (only applicable during Transitions, Lunch/Snack, Bathroom Breaks, Recreational and/or Self-Regulation/Learning Game Periods). The child, for the duration of an interval, has not lost any points for Violating Activity Rules.

Good Sportsmanship (only applicable during Recreational and/or Self-Regulation/Learning Game Periods)

The child, for the duration of an interval, (1) has not lost any points for Be Respectful or Play the Game and (2) has not been in time out for any part of the interval. *Note:* Good Sportsmanship is evaluated only during sports skills, sports game, and self-regulation/learning game periods.

No Time Out Behavior Bonus (applicable after all daily periods)

The child, for the duration of the interval has not been in time out for any part of the interval.

Grand Total

STP-PreK staff members should compute the grand total by adding the behavior total, academic total (when applicable), and interval bonus points.

Additional Points Earned

Children have the opportunity to earn 10 additional points if they remember to return their daily report Monday through Friday beginning the second week of the program. They earn 10 points if the DRC is returned and signed. They earn only 5 points if the DRC is returned but unsigned. If children do not return their DRC upon arrival to the STP-PreK, counselors should not award points to the child. Children also have the opportunity to earn 10 additional points if they remember to return their homework Tuesday through Friday beginning the second week of the program. They earn 10 points if the Homework is returned complete with 80% accuracy. They earn only 5 points if the homework is returned complete but not with 80% accuracy.

The following table lists the possible points that can be earned and lost for each activity period.

Point Categories	Behavior Points	Academic Points	Bonus Points	Point Total Maximum
Positive Behavior Categories	+ 2 for each instance			Varies
Rule Violation	- 1 for each instance			Varies
Color System				
Ending Period on Green (0-4 violations)	10			10
Ending Period on Yellow (5-10 violations)	5			5
Ending Period on Red (10+ violations)	0			0
H.W. completion/accuracy		5 or 10		10
DRC returned/signed		5 or 10		10
Seatwork		5 or 10 per assignment		30
Centers		5 for ea. Stamp		15
Learning Game			10 for winner, 5 points for runner up	10
PACE Game			10 for winner, 5 points for runner up	10
Art			10 for each member of the group with the fewest violations	10
Computer		5 or 10 per assignment		20
Interval Bonus Points				
Following Activity Rules	10			10
Good Sportsmanship	10			10
No Time Out Behavior Bonus	10			10

In the presence of the entire group, the point sheet counselor should give individual feedback to each child regarding his or her point total and performance for the segment. While the point sheet counselor is providing feedback to the group from the point sheet and color chart, the other classroom staff should be moving about the room, providing feedback to children about individualized target goals on their daily report cards, collecting materials, praising children for their efforts, and handing out stickers. The feedback period should not exceed 5 minutes in length.

Backpacks, Homework Folders, and Passports

Responsibility for belongings or things needed for school (i.e., backpack, homework, folders, materials) is one area where children with problem behaviors often have difficulty. This is also an area that is relatively new to entering kindergarteners, as transporting items between home and school or within the school is a new task that children face as they begin their early elementary school years. Therefore, the primary goal of the backpack, homework folder, and passport is to provide children with practice in the new tasks of kindergarten before the kindergarten year begins.

Children will arrive to the program with their backpacks. Staff should orient children to the backpack storage area in the classroom. Beginning the second week of the program, children will be given homework nightly Monday-Thursday. Children will be responsible for handing homework in during morning arrivals. One counselor should be in charge of grading homework assignments during the arrival period. The lead teacher will publically announce points earned for homework completion and accuracy during the morning meeting period and award point chips for children to place in their point chip bags. Homework completion and accuracy for all weeks of the program is recorded on a separate assignment and homework tracking board. Children earn 5 points for homework completion, and 5 points for homework accuracy - a total of 10 possible points.

In addition to their backpacks and homework folders, children carry passports with them throughout the program day. The passport serves two purposes: (1) to hold the child's daily report card (DRC), and (2) to record center entry and completion. During the first week of the program, the passport will only record center entry and completion. When children arrive in the morning, staff members will train children to go over to the passport slots wall to pick up their passports for the day. Children will then meet with their assigned counselor to review their DRC targets for the day. Children will then place their DRCs on their assigned tables. Staff members will collect the children's passports at scheduled intervals during the day to give children feedback regarding their attainment of reinforcers (i.e., recess). At the end of the day, before leaving for dismissals, children will return their passports to their assigned passport slots. Counselors will then make two copies of the child's passport for that day—one to send home with the child to be rewarded, and one for program records. As indicated above, children receive 5 points for returning their DRC, and 5 points if their returned DRC is signed - a total of 10 possible points.

Record Keeping

Separate point sheets should be used for each of the periods of the day. Completed point sheets are placed the Classroom's binder. At the end of the day, counselors should record and file the children's completed seatwork assignments in individual folders labeled with the children's names. At the end of the week, the counselors should staple and file each child's completed work for the week. This procedure enables staff members to locate completed assignments quickly if they need to verify information.

Point Check Procedures

Counselors conduct point checks at the end of each scheduled activity. To conduct a point check, the Point Sheet Counselor should perform the following steps: (1) announce the point check in an entertaining way (e.g., "It time for a Point, Point, Point Check!"), (2) summarize and record interval data for each child and inform each child of the points that he or she earned for the activity or transition period, and (3) announce the end of the point check.

The goal of the point check is to tell each child how many dots he or she earned for interval categories during the activity. When providing feedback to each child, the Point Sheet Counselor must assess the child's eye contact. The Point Sheet Counselor must assess the child's eye contact, because "Make eye contact with the counselor when you hear your name during point checks" is part of the "Look, Listen, & Pay Attention" rule in place during

point checks. As soon as the counselor calls the child's name, he/she should provide praise for the child's eye contact (e.g., "Love that eye contact, Alex!"). If the child does not make eye contact, the Point Sheet Counselor should inform the child and the new Point Sheet Counselor of the dot loss for not Paying Attention. The Point Sheet Counselor should then make eye contact and should inform the child of the number of points he or she earned during the activity. For example, the Point Sheet Counselor should say, "Alexis, you earned 19 points for behavior during the rec period, earned 10 points for Good Sportsmanship, and earned 10 no time out behavior bonus dots! Great Job!" When a child did not earn points for behavior, the Point Sheet Counselor should briefly explain the reason if possible; for example, "You lost too many points for Being Disrespectful during the game, so you didn't earn any points for the rec period."

When informing a child of positive performance during the activity, the Point Sheet Counselor should use an enthusiastic tone of voice and positive social reinforcement. When informing a child of poor performance during the activity, the Point Sheet Counselor should use a neutral but encouraging tone of voice.

If a child violates a rule during the point check, but after they have received public feedback on their dots, staff should record the dots lost on the next activities point sheet. Counselors should remove point chips from the child's point chip bag as appropriate for the points lost. Counselors should award point chips as indicated by the activity.