

TEMPLATE #1

FIRST SIFTINGS: CONDITIONAL

CONDITIONAL: What are the **CONDITIONS** involved? What can change?

FIRST SIFTINGS: CONDITIONAL

PHYSICAL

What **PHYSICAL CONDITIONS** are affecting this child?

STEP ONE: DISCOVER

1. **WHAT** is the child's specific behavior?

2. **WHEN** does it happen?

3. **WHAT** physical **CONDITIONS** are present? (Hunger/Fatigue/Cold or Hot/Sick, Other).

STEP TWO: DECIDE

1. **WHY** might this specific behavior be connected to **PHYSICAL CONDITIONS** (i.e., a tired child tends to be uncooperative)?

2. **WHAT** patterns (if any) appear (the behavior worsens or only appears before nap, first thing in the morning, etc.)?

3. **HOW** could this child's physical needs be met differently?

STEP THREE: DO

POSSIBILITIES:

1. **MEET** the PHYSICAL CONDITIONS by DOING:

2. **REDUCE** the impact of PHYSICAL CONDITIONS by DOING:

3. **OTHER:**

STEP FOUR: REFINE

1. **DISCOVER: WHAT** is happening now?

2. **DECIDE: HOW** did the plan work?

If it worked — great!

If not, proceed to the next step.

3. **DO: Refine**

Try the same idea again, REFINING how and what you do.

OR

Repeat this sifting and come up with a different plan, then try it.

4. If the problem persists — proceed to the NEXT SIFTING.

TEMPLATE #2

FIRST SIFTINGS: CONDITIONAL

ENVIRONMENTAL

What behaviors are expected or encouraged by this **ENVIRONMENT** and what are the expectations of the setting?

For this sifting, information from other staff and family members is especially needed. Remember to ask parents for their concerns or if they see similar behaviors as well as what, if anything, has already been tried.

(A special article on conducting a Parent Conference is included in the Appendix — or following this template under 'Parent Conferences.')

STEP ONE: DISCOVER

1. **WHAT** is the child's specific behavior?

2. **WHEN** and **WHERE** do problems occur?

3. **WHAT** expectations or timing is associated with the problem behavior(s) (i.e., outdoor playtime, circle time, etc.)?

STEP TWO: DECIDE

1. **WHY** might this ENVIRONMENT promote this behavior?

2. **WHAT** expectations or timing are common to this ENVIRONMENT (more or less structured time, minimal movement or active time, etc.)?

3. **HOW** could the ENVIRONMENT and its inherent expectations be changed?

**STEP THREE: DO
POSSIBILITIES:**

1. **CHANGE** the ENVIRONMENT by DOING:

2. **CHANGE** the expectations inherent in this ENVIRONMENT by DOING:

3. **OTHER:**

STEP FOUR: REFINE

1. **DISCOVER: WHAT** is happening now?

2. **DECIDE: HOW** did the plan work?

If it worked — great!

If not, proceed to the next step.

3. **DO: Refine**

Try the same idea again, REFINING how and what you do.

OR

Repeat this sifting and come up with a different plan, then try it.

If the problem persists — proceed to the NEXT SIFTING.

TEMPLATE #3

FIRST SIFTINGS: CONDITIONAL

SITUATIONAL: INTERNAL

What are the **SITUATIONS** in this child's life?

INTERNAL SITUATIONS: These are situations such as the birth of a new baby or loss of a favorite teacher that are unique to that child's life experience. Information from family members and other staff will be needed in this sifting.

STEP ONE: DISCOVER

1. **WHAT** is the exact (child's) behavior?

2. **WHEN** did this behavior begin, change, or grow worse?

3. **WHAT** situations have changed in this child's life?

STEP TWO: DECIDE

1. **WHY** might the behavior be related to changed **SITUATIONS** in the child's life?

2. **WHAT** results does the behavior achieve? Could the same or positive results be achieved with a more acceptable behavior?

3. **HOW** could the child be supported in adjusting to his changed **SITUATION**?

STEP THREE: DO

POSSIBILITIES:

1. **ACKNOWLEDGE** changed SITUATIONS by DOING:

2. **DISCUSS** the changes with the child (and his family) by DOING:

3. **FOCUS** on helping adjust to the changed SITUATION instead of on the inappropriate behavior(s) by DOING:

4. **OTHER:**

STEP FOUR: REFINE

1. **DISCOVER: WHAT** is happening now?

2. **DECIDE: HOW** did the plan work?

If it worked – great!

If not, proceed to the next step.

3. **DO: Refine**

Try the same idea again, REFINING how and what you do.

OR

Repeat this sifting and come up with a different plan, then try it.

4. If the problem persists — proceed to the NEXT SIFTING.

TEMPLATE #4

FIRST SIFTINGS: CONDITIONAL

SITUATIONAL: EXTERNAL

What other **SITUATIONS** affect this child's life?

EXTERNAL SITUATIONS: These are **SITUATIONS** outside of the child's individual experience that influence life: a national disaster, neighborhood crime, or a workplace crisis.

STEP ONE: DISCOVER

1. **WHAT** is the child's specific behavior?

2. **WHEN** did this behavior begin, change, or grow worse?

3. **WHAT** **SITUATIONS** in the community or environment may be a concern or have changed?

STEP TWO: DECIDE

1. **WHY** might this behavior be related to changes in **EXTERNAL SITUATIONS**?

2. **WHAT** results does the behavior achieve (attention, emotional relief, power, etc.)?

3. **HOW** could the child be helped to cope with this changed **SITUATION**?

STEP THREE: DO

POSSIBILITIES:

1. **RESTORE** routines by DOING:

2. **MAKE** opportunities to be available to talk by DOING:

3. **REASSURE**, name, and validate feelings by DOING:

4. **OTHER:**

STEP FOUR: REFINE

1. **DISCOVER: WHAT** is happening now?

2. **DECIDE: HOW** did the plan work?

If it worked – great!

If not, proceed to the next step.

3. **DO: Refine**

Try the same idea again, REFINING how and what you do.

OR

Repeat this sifting and come up with a different plan, then try it.

4. If the problem persists — proceed to the NEXT SIFTING.