Promoting Positive Social Development

Be Safe

Be Kind

Be Responsible

These are the three behavioral expectations that were adopted by one preschool after they began using systems of positive behavior support (PBS). In order to support early intervention and prevention efforts, many professionals are working to establish systems of positive behavior support earlier, before children enter elementary school settings. This article presents the differences between PBS at the preschool level and at the elementary school level and also discusses how to implement features of PBS in preschool programs.

Early childhood professionals need to be prepared to support the development of appropriate social behavior in young children. Research has clearly shown the developmental path of children who enter elementary school with relatively stable externalizing behavior patterns (e.g., Walker, Ramsey, & Gresham, 2003; Webster-Stratton, 1997). That is, children with early behavior problems are at risk for peer rejection, teacher rejection, limited opportunities for learning appropriate behavior in school, and continued problems in these areas as they get older (Kauffman, 2001; Stormont, 2001; Walker et al.). Many contributing factors—including common school discipline practices that exacerbate and perpetuate negative behavior patterns—can contribute to the stability of problem behavior in children (Kauffman; Lewis & Sugai, 1999; Mayer, 1995; Skiba & Peterson, 2000). This finding is especially pertinent for early childhood and primary grade teachers, since research suggests the existence of a window of opportunity for affecting these behavior patterns to reduce the likelihood that they become chronic across the children's school experience. Research indicates that at-risk children who have not learned more adaptive behavior patterns by the end of the third grade are highly unlikely to ever be successful if continuing and comprehensive external supports are absent (Walker et al.).

The research on children who enter school with problem behavior demonstrates poor outcomes for children who develop antisocial behavior patterns and indicates that the previous reactionary and punishment-oriented school approaches have negative effects. Fortunately, school professionals now recognize the need for proactive, supportive interventions that promote appropriate behavior in all students (Lewis & Sugai, 1999; OSEP Technical Assistance Center, 2003; Sugai & Horner, 2001).

Schools across the United States are implementing schoolwide systems of PBS. The main purposes of implementing systems of schoolwide PBS are to "define, teach, and support appropriate behaviors in a way that establishes a culture of competence within schools" (OSEP Technical Assistance Center, 2003, p. 1). Accordingly, the key features of schoolwide PBS are to:

- Specifically define appropriate behavior that is expected in school settings (behavior expectations).
- Teach children these behavior expectations in all school settings (classroom and nonclassroom settings).
- Support appropriate behavior through specific feedback in various ways when it occurs.
- Use data to further guide decisions regarding supportive interventions (Lewis & Sugai, 1999; OSEP Technical Assistance Center; Sugai & Horner, 2001).

The extensive research base for these key features includes research on the use of supportive proactive and reactive

An additional component of schoolwide PBS includes establishing a representative team of school professionals who build the capacity within their school to put the key features of schoolwide PBS in place (Lewis & Sugai, 1999). The team also monitors the progress of the school toward implementing the key features. This school decision-making team is an essential part of implementing schoolwide PBS, since it empowers schools to “own” and individualize the process according to the school’s characteristics and the needs of its staff and students (Lewis & Sugai, 1999).

The PBS process also includes more-focused interventions (small-group/targeted supports) for students who require more support in the form of environmental modifications, social skills instruction, and practice opportunities (Lewis & Sugai, 1999). Schoolwide PBS provides the process for determining the students who are at risk and then consistently support their behavior in all settings. For students who do not respond to schoolwide—or universal—support or to more focused small-group/targeted supports, individual supports, which are typically determined through functional behavioral assessments, are put in place. The schoolwide part of PBS, in which a culture of supporting appropriate behavior in all settings and for all students is established, is the foundation of the schoolwide PBS process. In addition, schoolwide PBS has clear linkages among the universal supports for all students and the two additional support levels to form a continuum of behavior support, as shown in Figure 1. Schools need to recognize the time involved in establishing universal, small-group/targeted, and individual supports. Staff must plan in 3- to 5-year cycles for the process to become fully institutionalized (Lewis & Sugai).

Although extensive research has discussed the process of implementing schoolwide PBS in elementary and secondary schools (see Lewis et al., 2002; Lewis et al., 1998; Lewis-Palmer et al., 2002; Nakasato, 2000; Scott, 2001), less research has discussed the use of schoolwide PBS in preschool settings. We cannot overstate the importance of implementing supportive interventions during the preschool years (Kaiser & Hester, 1997; Walker et al., 2003; Webster-Stratton, 1997).

Most children with severe behavior problems begin to display problem behaviors during their preschool years (Stormont, 2002; Walker et al., 2003). In addition, certain populations—including children with such identified disabilities as autism or developmental delays—are at increased risk for problem behavior. Early childhood settings that include these children should be able to teach and support appropriate behavior (Kauffman, 2001). Furthermore, young children who are at risk because of such factors as poverty, neglect, violence in the home, or other types of family adversity are also more vulnerable for developing problem behavior patterns (Stormont, Espinosa, Knipping, & McCathren, 2003). Thus, preschool programs such as early childhood special education, Title I, and Head Start should have supports in place to prevent problem behavior and to minimize existing problem behavior through systematic early intervention. Community preschool programs can also use PBS for their students. Establishing systems of PBS in any preschool setting is one way to intervene in a supportive and proactive manner.

To successfully implement schoolwide systems of PBS, preschool programs need to address the same core key features that programs for older children must address. However, recognizing and discussing the differences that exist in preschool settings is also

![Figure 1. Levels of Support for Schoolwide PBS](https://example.com/figure1.jpg)
important. We present this information in the context of each key schoolwide feature, or part, of the process, including establishing a team, determining and teaching behavior expectations, supporting behavior expectations, and using data-based decision making. Although this article focuses on universal supports, we also present a few examples of small-group/targeted supports. We give examples describing how preschool early childhood programs have implemented key features of programwide PBS. This article presents information applicable to early childhood preschool programs that serve children ages from 3 to 5 years old, or old enough to enter kindergarten.

**Establishing a Team for Programwide PBS**

The first difference in PBS at the preschool level is that the classrooms for many preschool programs are not concentrated at one site or center. Thus, the term *programwide* should replace *schoolwide* for most early childhood preschool programs. For programwide PBS, as with schoolwide PBS, one team supports PBS efforts in the program.

The programwide team should represent the diversity that exists in many early childhood preschool programs. An early childhood program could have a team of professionals—including teachers, paraprofessionals, instructional aides, speech and language pathologists, motor specialists, school psychologists, and part-time behavior consultants—and parents of children in the program. As a result, teams in early childhood programs may be much larger than teams in elementary and secondary schools. Because of the larger size of the preschool team, it may require more organization to keep everyone on task, as well as subcommittees to explore certain issues and bring information to the larger group. In addition, team meetings may require more time to make sure that everyone has input at the meetings.

Within preschool programs, several administrators may be in charge of different parts of the program. For example, the early childhood special education program may have one director, and the Title I program may have another director. The PBS team should include all administrators in the program to support communication and collaboration among professionals in the program.

As with schoolwide PBS, the team should meet as often as needed, but at least once a month. The team should establish assigned roles for its members early, preferably during the first meeting; these roles should include a facilitator, a timekeeper, and a recorder. Early childhood programs that are housed in different locations should also have several communication coordinators, who have responsibility for sharing information with staff in different buildings. To facilitate success in programwide efforts, all teachers in all classrooms need to be aware of team decisions and supports. When an early childhood preschool classroom is located in an elementary school that uses schoolwide PBS, the preschool teachers should be a part of both the schoolwide team and the early childhood program team.

Teams are the driving force behind schoolwide and programwide PBS efforts. Teams determine the goals that are most important to target each year. They need to individualize their goals on the basis of their program's characteristics and their students' needs. Team goals can include establishing a yearlong training and planning process to ensure that all staff are educated on PBS before beginning the process of putting systems in place. Team goals can also include determining the key features that the team will target first and then determining how and when to monitor progress toward the goals. With input from the program staff, teams need to decide what the behavior expectations will be, when and how to teach the behavior expectations, and the type of data to use in making decisions.

**Determine, Teach, and Support Behavior Expectations**

One of the first tasks for the PBS team is to establish behavior expectations. The expectations are the "rules" for the school or program. With older children, there are typically no more than five schoolwide behavior expectations. Because of developmental differences, early childhood preschool programs should select a smaller number. The expectations must include words that children can understand.

For example, the previously mentioned early childhood program selected "Be Safe" and "Be Kind" as two of its expectations because the staff believed that those expectations included words that were already in the children's vocabularies. In addition, the staff already used these words in the classrooms. The team selected "Be Responsible" as the third programwide expectation for two reasons. First, the district's schoolwide system used "Be Responsible" as one of its five behavior expectations. The team wanted to increase the likelihood that children would make connections between the early childhood PBS efforts and schoolwide efforts in the feeder elementary schools. Second, responsible is a word that many kindergarten teachers use, so the team believed that introducing the term to the children would be beneficial. Although many children in the early childhood program had a difficult time articulating "Be Responsible," they were able to learn the behaviors (such as clean up your area) that exemplified this expectation.

After developing behavior expectations, teachers and other professionals in the program need to teach the students the more specific behaviors that represent the expectations in different settings. However, before teaching the specific behaviors, the team needs to plan the behaviors that its members want to support programwide. For
example, in schoolwide systems, children may learn what being kind "looks like" in the cafeteria, on the playground, in the hallway, and on the bus. Although many children in early childhood programs eat in their classrooms, most of these other nonclassroom settings apply to young children, as well. Fortunately, within early childhood programs, opportunities to teach and support appropriate behavior exist throughout the day, and supporting social development is typically part of the early childhood curricula (e.g., Bricker, Pretti-Frontczak, & McComas, 1998, Hohmann & Weikart, 1995).

As in schoolwide PBS, early childhood programwide PBS can include developing matrices for specific settings and prosocial behavioral examples, or rules, that fall under each of the expectations within each setting. Figure 2 presents a sample matrix of expectations. This matrix is a table that represents the necessary behaviors that support the expectations in classroom and nonclassroom settings. For example, the matrix in Figure 2 includes columns labeled "Classroom," "Outside," "Bus," and "Hallway" settings and rows labeled "Be Safe," "Be Kind," and "Be Responsible." The specific rules under the expectation of "Be Safe" in the classroom may include "Use walking feet," "Keep hands and feet to self," and "Listen to the teacher." In the example, the expectations for one classroom for "Be Responsible" in outside settings include "Line up when called" and "Put away toys."

For early childhood programs, one programwide matrix may be better than classroom-specific matrices, since many related service providers—such as speech and language therapists and occupational therapists—provide services in multiple classrooms. Consistency in terminology across classrooms will help related service providers and administrators support the behavior expectations in their interactions with children. The PBS team can develop the program matrix, and then all professionals in the program can review and approve it before finalizing it. After developing matrices, the team should develop lesson plans to teach the expectations in different settings. The PBS team should compile sample lessons for each expectation. Figure 3 shows an example of a lesson plan that one early childhood program used.

After choosing the expectations and after beginning to introduce the behaviors that represent the expectations, professionals also need to encourage the use of the behaviors that represent the expectations (e.g., "Look at Sally being kind to her friend by sharing her glue"). Early childhood professionals can encourage these behaviors in several ways:

- They can illustrate the specific behaviors that exemplify the expectations in context so that the expectations become more concrete and become anchored to familiar words and behavior.
- Highlighting the occurrence of exemplars in context teaches the expectations and supports the use of the expectations through immediate and positive recognition of the behavior. For many children, this acknowledgment serves as positive reinforcement of their behavior and increases the likelihood that they will engage in the behavior again (Maag, 2001).
- Early childhood professionals can also support appropriate behavior by using prompts and cues for appropriate behavior in settings that are particularly challenging for a child or for many children in the class (Walker et al., 2003). Such prompts and cues are also important to use when children are first learning the desired behaviors for certain settings or when they return from breaks. (See box, "Case Scenario: Samantha" for an example illustrating the use of prompts and cues.)

**Figure 2. Sample Matrix of Program Rules and Defined Expected Behaviors**

<table>
<thead>
<tr>
<th></th>
<th>Classroom</th>
<th>Outside</th>
<th>Bus</th>
<th>Hallway</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Be Safe</strong></td>
<td>Use walking feet</td>
<td>Listen to teachers</td>
<td>Sit in your seat</td>
<td>Use walking feet</td>
</tr>
<tr>
<td></td>
<td>Sit in your spot</td>
<td>Slide on your bottom</td>
<td>Listen to the driver</td>
<td>Eyes forward</td>
</tr>
<tr>
<td></td>
<td>Pretzel legs</td>
<td>Watch for driving trikes</td>
<td>Wait on the sidewalk</td>
<td>Hands to your side</td>
</tr>
<tr>
<td></td>
<td>Keep hands and feet to self</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Listen to the teacher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Be Kind</strong></td>
<td>Share toys</td>
<td>Take turns</td>
<td>Say &quot;Hi&quot; to the driver</td>
<td>Use quiet voices</td>
</tr>
<tr>
<td></td>
<td>Quiet hands</td>
<td>Use kind words</td>
<td></td>
<td>Smile at others</td>
</tr>
<tr>
<td></td>
<td>Use kind words with friends</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Be Responsible</strong></td>
<td>Clean up</td>
<td>Line up when called</td>
<td>Buckle up</td>
<td>Stay in line</td>
</tr>
<tr>
<td></td>
<td>Wash hands</td>
<td>Put away toys</td>
<td>Take your backpack</td>
<td>Keep hands to yourself</td>
</tr>
</tbody>
</table>

TEACHING EXCEPTIONAL CHILDREN  JULY/AUGUST 2005  45
Social Skills Lesson Plan
Classroom Skill: Be Safe—Use Walking Feet

Steps:
1. Introduce the concept: A way to be safe is to use walking feet in the classroom.
2. Ask students, “When do we need to use our walking feet?” (Possible answers include when we are inside, when we are going to the playground, when we are going to the bus, and when we are going home.)
3. Discuss with students why it is safe to use walking feet instead of running in the classroom.
4. Have students trace their friends’ feet on construction paper, and make a course or trail for children to follow while they practice walking.
5. Use pre-corrects all day every that week before changing activities.
6. Remind children to use walking feet.

Modeling and role play:
1. Model walking, marching, stomping (e.g., “Walking feet go 1 and 2 and 3 and 4 and 5”).
2. Have students practice walking softly, loudly, quickly, slowly, forward, and backward.
3. Such games as Follow the Leader, Simon Says.

Possible materials:
1. Lightweight books for students to balance on their heads as they practice walking softly.
2. Storybooks about animals (have students walk like a duck, horse, cat, elephant, and so on).

Homework:
Send home a note suggesting that parents ask their children about using walking feet.

Other information:
Review at the end of the week.

• Another way to make the expectations more concrete for young children is to use pictures and other visual representations of the expectations. For example, a poster in the classroom with pictures of ears next to the expectation “Be Kind,” pictures of feet next to “Be Safe,” and pictures of toys on a shelf next to “Be Responsible” can remind children of the rules of listening in class, using walking feet, and putting away toys. Teachers can add additional pictures to reflect the rules for each of the expectations.

• Teachers can also take photographs of students in their classroom who are exemplifying an expectation and then post them in the classroom. Teachers should clearly state to the class what the student is doing that warranted displaying the picture (such as sharing, walking, or cleaning up). These photographs can help make the expectations clearer for young children with developmental delays and for children for whom English is a second language.

• The teacher can also support appropriate behavior by sending positive behavior reports home to children’s families.

After developing matrices, the team should develop lesson plans to teach the expectations in different settings.

Another method of supporting appropriate behavior is to have group celebrations in classrooms when several children have exemplified one of the expectations. One early childhood program used a group-celebration strategy to support the use of positive behavior expectations in the classrooms. In that program, the expectations were “Be Safe,” “Be Kind,” and “Be Responsible”; and staff had developed a bumblebee theme to support the use of the expectations. In some classrooms, staff had drawn beehives on poster board, and attached the bees to the hive with Velcro. In other classrooms, large jars represented beehives, and staff created little bumblebees for students to place in the jars. When the hive was full (typically 10 bees), the group immediately stopped and briefly celebrated its efforts. When an adult observed a child demonstrating safe, kind, or responsible behavior, he or she verbally acknowledged the expectation and the specific behavior that the child had demonstrated. The adult then allowed the child to put a bee on or in the beehive. For example, an adult might say, “Dwayne, you were kind when you gave that book to Sally to read, even though you had it first. You may put a bee on the beehive.”
Preschool programs can choose to use other types of acknowledgment for appropriate behavior for all children or for a few children who need more support. One of the most important aspects of supporting the universal expectations of a program is to provide specific verbal feedback to children when they demonstrate appropriate behavior. Teaching and encouraging appropriate behavior is a skill that needs to be developed in all staff working with children. One way to determine if professionals are having difficulty in this area is to collect data to determine whether certain staff members need more support. Administrators, behavior specialists, and members of the PBS team can visit classrooms and observe staff implementation of the key features of PBS.

**Use Data to Drive Decisions**

During the meetings of the PBS team, the team needs to decide on the types of data to collect so that staff can monitor programwide efforts. Early childhood programs often keep data on referrals for evaluations for special education and requests for technical assistance for classroom and behavior management. These sources can furnish some gross estimates of the effects of programwide PBS over time. However, if staff does not collect additional data, early childhood programs may miss vital information regarding behavior problems.

Elementary and secondary schools generally have an office referral data-collection system already in place when they begin the PBS process. Office referral data are very informative and can help target specific classrooms, settings, and individual students after analyzing referral patterns (e.g., Tobin, Sugai, & Colvin, 1996; Tobin, Sugai, & Colvin, 2000; Tobin & Sugai, 1999a; Tobin & Sugai, 1999b). However, when young children engage in problem behavior, adults do not typically send them to an office. Furthermore, given developmental variations, problem behavior is a more relative term with younger children. As a result, most early childhood programs do not have a specific format for data collection regarding behavior incidents, and staff often do not report information to a central location. Accordingly, early childhood PBS teams may spend a lot of time determining what behaviors to document, what environmental conditions to note, where to send the behavioral reports, and how to monitor the reports and use them in team decision making.

In an effort to create a developmentally appropriate equivalent to office referral data, one early childhood program used input from the PBS team and the full staff to develop a behavior incident form. The form documented the following:

- The type of problem behavior.
- The setting (classroom, bathroom, bus, hallway, or playground), the type of class activity taking place at that time, and any triggers to the behavior (e.g., another child took a toy).
- The persons involved.
- The consequences of the behavior.

One team used the information obtained from these behavior incidents to more accurately communicate information about the children’s behavior to parents and other staff members, to provide information about children who needed extra support, and to target areas for professional development for the staff. For example, at the end of the first year of using programwide PBS, the team noted that most of the incidents involved aggressive and oppositional behavior. The team members decided that the following year they would gather some additional information on research-based strategies to work with those types of problem behavior.

The team can use additional sources of data to determine which children or classrooms need more behavioral support, such as behavior observations, behavior ratings, or completion of surveys. The PBS team for the early childhood program should determine the data that give the most information about the children’s progress toward the goals. After programwide PBS has been in place for a period of time, the teams may also use information obtained through interviews and surveys of the staff and parents to determine opinions about the process.

**Case Scenario: Samantha**

Samantha typically ran across the room when her mother arrived to pick her up. The teacher had tried many different techniques to halt this dangerous action. However, before programwide PBS was implemented, nothing seemed to change the behavior. When the school started using programwide PBS, the teacher taught the children specific expectations for behavior in the classroom, practiced their use, and began verbally acknowledging children when they were demonstrating appropriate behavior. One of the behavior expectations in the classroom is "Be Safe." To support this behavior expectation, children learn specific behaviors that are safe in different settings. One "Be Safe" behavior that was taught for the classroom setting was "Use your walking feet." Because Samantha had a previous problem with this behavior, her teacher reminded her every day before her mother came. About 15 minutes before her mother was due to arrive, Samantha's teacher would ask Samantha how she was going to be safe when her mother came in the door. Samantha answered that she would use her walking feet. To further support this behavior, when Samantha walked to her mother, the teacher and mother specifically acknowledged this behavior and said "Samantha, you are being safe. You are using your walking feet." Samantha now regularly walks to her mother when she arrives to pick her up from school.
Establish Supports for Children Who Are at Risk for Chronic Behavior Concerns

Although data can help determine specific children who need more support, programwide universal strategies alone will not be sufficient to support children who display intensive or chronic patterns of problem behavior. However, developing programwide universal supports will increase the likelihood of maintenance and generalization of individual behavior change. Data can help teams determine the children and classrooms that need support and the supports that are appropriate.

One early childhood program team decided to establish “The BUZ Team” (Buddy Up Zone) to support staff members who were concerned about the behavior of specific children. Members representing all professions from the program were available to offer strategies. The team also included a behavior consultant who was trained to conduct functional behavior assessments and to develop FBA-based plans. These plans take into consideration setting factors that may be supporting problem behavior in children and the function that specific behaviors may be serving for individual children. Plans include changing environmental conditions that support problem behavior and teaching children appropriate replacement behaviors to get what they need. The team used the incident report data to help track children who seemed to need more support.

The PBS team made the decision rule that if a child had more than three incident reports during a month, then the child’s case was discussed at a meeting. A staff member could bring any child to the BUZ team for any type of concern. However, the PBS team emphasized that before a staff member could bring a child to the BUZ team, the key features of programwide universal PBS had to be in place in the child’s classroom (i.e., staff had to teach rules and routines and children had to practice them, staff consistently acknowledged appropriate behavior, and inappropriate behavior had consequences). If these proactive features were in place and a child was not responding, the teacher scheduled an appointment with the BUZ team.

During the consultation process, the BUZ team developed a behavior improvement plan with the teaching staff, related services personnel, and parents. Other outcomes of this process might include small group or individual interventions or a referral for a special education evaluation. After the BUZ team recommended interventions, the behavior consultant supported the staff member while intervention strategies were put in place through ongoing consultation and observations.

Another need in many early childhood programs is a plan for children whose physical outbursts are dangerous to themselves or to others. Elementary and secondary settings typically have office supports when a student’s behavior is out of control. However, because early childhood classrooms are often located in elementary schools, teachers in these classrooms do not typically have the direct support of a building administrator who has expertise in early childhood education. Within most early childhood programs, early childhood staff members do tend to have the support of personnel with expertise in challenging behavior who can help them create crisis plans for children with such behavior. Crisis plans can include establishing a plan to de-escalate the behavior, a safe place in the classroom for a child when he or she is being unsafe and cannot be de-escalated, and strategies to reengage and support the child. The focus within crisis plans should still be on building the appropriate prosocial skills. For example, a child who is removed from the classroom because of his or her acting-out behavior should practice social skills during the removal, and staff should devise a strategy to prevent the problem from occurring again.

Final Thoughts

Early childhood programs need to be equipped to teach and support appropriate social behavior in young children, especially if they serve children at risk for behavior problems. Teachers of young children who attend Title I, Head Start, and special education programs are usually at an increased risk for having behavior problems that are maintained or exacerbated as they move into elementary grades. Schoolwide PBS is a process for addressing behavioral needs of young children. It has a foundation in research-based practices and has been successfully implemented in elementary and secondary settings.

Several adaptations facilitate the implementation of PBS at the early childhood level:

- Schoolwide PBS should be reframed as programwide PBS at the early childhood level, since early childhood classrooms are typically spread across a school district.
- To ensure the success of programwide PBS, the team should work toward ensuring that everyone is well versed in supporting behavioral expectations and collecting data on children’s behavior.
- All staff should be willing to commit to using the systems of support.
- Ongoing collection of data during the implementation of programwide PBS can assist the team in determining whether children or staff need more support.
- Professional development opportunities should promote knowledge of the research framework to support schoolwide PBS. These opportunities for professional development are particularly important for paraprofessionals because they are less likely to have received information on behavior support through college coursework or in-service training (Stormont, Lewis, & Covington-Smith, 2004).
- An additional consideration for early childhood settings is the necessity of addressing children’s needs for support within each classroom rather than across an entire school building. Thus, teachers in early childhood classrooms need to be prepared to provide small-group/targeted and individual supports for students who have more intense needs.

Finally, given the amount of time and effort in getting this process to full institutionalization, administrators, parents, and the community must understand and support the implementation of programwide PBS.
References


Melissa Stormont (CEC Chapter #612), Associate Professor; and Timothy J. Lewis (CEC Chapter #366), Professor and Chair, Department of Special Education, University of Missouri–Columbia. Rebecca Beckner (CEC Chapter #612), Behavioral Consultant, Columbia Public Schools, Columbia, Missouri.

Address correspondence to Melissa Stormont, Department of Special Education, University of Missouri–Columbia, 311K Townsend Hall, Columbia, MO 65211. (e-mail: stormontm@missouri.edu)

TEACHING Exceptional Children, Vol. 37, No. 6, pp. 42-49.

Copyright 2005 CEC.
Copyright of Teaching Exceptional Children is the property of Council for Exceptional Children and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use.