



Sashi

Behavior Hypotheses:

1. When Sashi is in unstructured activities (centers), she will begin to mouth toys/objects by either sucking or chewing on them. When this occurs, children will bring attention to the mouthing by either yelling out that it is gross or yucky or by getting a teacher. Sashi will then gain adult attention. A teacher will then give Sashi assistance by going over to Sashi, helping her take the toy to the “dirty bucket,” and redirecting Sashi to another activity and helping her play.
2. Sashi will pull items (bows, ribbons, clips) out of peers’ hair to initiate social interaction, as girls enter the playground and when they are sitting or playing nearby. When this happens, children scream, and an adult gives Sashi attention by running to her and telling her “No!” and then helping her play.
3. When Sashi is asked to do an activity that is difficult or undesirable (table activities, sitting in circle), she will attempt to escape the activity by resisting to walk, by pulling away, and/or dropping to the ground. When this occurs, adults will decrease their demands or leave her where she is to play.
4. When Sashi is asked to transition from one activity to another (sensory table to art, circle to small group) or when she is asked to sit for more than 1-2 minutes (circle, table activities), she will begin wandering around the classroom to delay or escape the transition. After Sashi has wandered for about 30 seconds to 1 minute, an adult will go to her and try to redirect her back to the activity. She then typically drops to the ground and is most often left alone.