

Behavioral Support for 3-5 years old

OUTSIDE THE CLASSROOM

BEHAVIOR

STRATEGY

CONSEQUENCE

Being loud or defiant while walking in line, eating in the cafeteria,...

- Increase proximity
- Use firm tone
- Redirect
- State what you want them do (*"please use quiet voices."*)
- **Refrain from yelling or humiliating**
- Praise those who are following the expectations.
- To prevent misbehavior, review the expectations.

Hold hands and walk next to the student. When the student is calm, practice the **expectations** of walking calmly and quietly.

Praise student if they are observed following the **expectation** in the future.

Provide a fidget type tool for those who are squirmy.

Unsafe Behavior

- Increase proximity and hold hands, leading the student away a few steps.
- Use firm tone to redirect and correct behavior (e.g. *"use nice hands."*)
- State expectation, reteach **safe behavior**

- If a behavior is extreme, walk student to a safe area. Restate the expectation.
- Create **reward menu** for good behavior.

**The law has changed. Do not withhold recess.*

Tantrum (refusing to walk, dropping to the ground...)

- Get to their level, eye contact, try a hug or hand hold. A staff member can stay with the student as the class moves on.
- Redirect, waiting for the student to be ready.

*Connection is KEY! Connect and distract to return to baseline.

Behavior is Communication

Emotions are bigger than they are and can be expressing, *"I am tired"* or *"I am hungry."*

Connect with the student & return to regular activities **without removing the student from the activity.** If the behavior is repetitive or extreme, wait until they are calm to **reteach expectations.**

Behavioral Support for 3-5 years old

INSIDE THE CLASSROOM

BEHAVIOR

STRATEGY

CONSEQUENCE

Work refusal,
not following
directions

- Increase proximity
- Use firm tone
- Redirect
- State expectations, *"it's time to work."*
- Hold their hand and return to the activity.
- Determine level of work difficulty. Is it **sensory/attention/tangible/escape**
- **Use "I statements"**

- Wait them out when necessary (planned ignoring)
- Provide choice (*complete this in another area*)
- Complete work with an adult.
- Have student complete a **reflection sheet** if applicable.

Defiance,
classroom
disruption

- State expectation, *"use nice hands."* Walk away.
- Approach a second time and remind them of the expectation with a possible consequence.
- Praise those who are on task.

- If behavior continues, sit next to the student and model the **expected behavior.**
- If necessary, walk the student to a separate area to complete the task with an adult.

Tantrum

- Get to their level, eye contact, try a hug or hand hold and connect (*"I know you are sad."*)
- Acknowledge feelings and redirect. Wait until the person is ready.

- Redirect
- Give them a choice
- Ignore
- Use distractions
- **Set/Reteach expectation**

***Don't take it personally and separate the DEED from the DOER!**

Logical Consequences 1st- 5th Gr.

BEHAVIOR

STRATEGY

LOGICAL CONSEQUENCE

Walking in line: being loud or silly

- Redirection
- Restate hallway expectation
- Praise others who are cooperating.

- Move to the end of the line, if necessary.
- Walk next to the teacher and spend time practicing the **expectation** of walking quietly and calmly.

Recess: unsafe behavior

- Increase proximity
- State playground expectation

- Reteach **safe behavior**
- Have students create 2-3 ways to be safe and apologize.
- Have student complete **reflection sheet**

Work refusal, off task, not following directions

- Non-verbal cues, praise those working
- Get curious - is the student struggling with the assignment
- Use **"I statements"**

- Line up last and walk with staff
- Provide choice
- Complete work in separate area
- Assign incomplete work as HW or during a preferred task, create **reward menu**
- Student to complete a **reflection sheet**

Disrespectful Language

- Increase proximity, redirect
- State expectation on being respectful

- Conference with student
- Draw or write an apology
- Do something nice for the community by doing the opposite of the misbehavior (say or do something nice for the class)
- Complete the **reflection sheet** during a preferred activity.

Defiance Disruptive

- State expectation and walk away
- Approach the student a 2nd time and remind them of expectations and consequences
- Determine if behavior is to seek **attention/sensory/escape/tangible**
- Praise others on task

- Write a letter of apology. Come up with 2-3 ways to make amends or ways to be respectful.
- Ask how the behavior has impacted others and what they can do to make things right (restorative questions)
- Have student complete a **reflection sheet.**

Personal Space

- Remind student of their hula hoop.
- Reteach the importance of the hula hoop.

- Have student complete a **reflection sheet** on the impact of personal space. How does it make others feel?

Logical Consequences 6th-12th Gr.

BEHAVIOR

STRATEGY

POSSIBLE CONSEQUENCE

Cell phone Use

- **Step 1:** State expectation (*"please be responsible and put your phone away."* Walk away.
- **Step 2:** Restate expectation and remind them of the possible consequence (take the phone).
- **Step 3:** Praise behavior if they follow the expectation.

- Conference with student
- Removing phone: put it in a manila envelope and staple it. For first defense, leave it on their desk.
- Complete a reflections sheet/apology.

Off Task

- Non-verbal cue, praise students who are working.
- Get curious. Is the work too intense, too long...?
- Provide choices/options
- Restate expectation

- Conference with student
- Reteach expectation
- Find opportunities to praise them.
- Use **"I messages"**

Disrespectful Language

- Increase proximity
- Redirect
- State expectation on being respectful

- Conference with student
- Draw or write an apology
- Do something nice for the community by doing the opposite of the misbehavior (say or do something nice for the class)
- Complete the reflection sheet during a preferred activity

Work refusal, off task, not following directions

- State expectation
- Determine if behavior is to seek **attention/sensory/escape/tangible** or level of difficulty.
- Use **"I statements"**

- Conference with student
 - Complete a reflection sheet/apology
- *Find opportunities to praise!
Maintain/Repair Relationship

Defiance Disruptive

- Nonverbal cue
- State expectation
- Is the behavior for attention?
attention/sensory/escape/tangible
- Approach the student privately and use **Affective Statements.**

- Write a letter of apology. Come up with 2-3 ways to make amends or ways to be respectful.
- Ask how the behavior has impacted others and what they can do to make things right (**restorative questions**)
- Have student complete a reflection sheet

Personal Space

- State expectation
- Use **"I statements"**

- Have student move to another location in the classroom