

Big & Small Behavior Interventions

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Big Behavior Interventions & Small Behavior Interventions



At Right At School, SAFETY is our number one priority. There are times when we must handle BIG BEHAVIORS (severe/egregious) as well as SMALL BEHAVIORS (misconduct/escalations). Remember, we cannot control others, but we CAN respond appropriately.



HOW DO I RESPOND?

- ✓ Maintain control of yourself
- ✓ Respond to support the safety of others
- ✓ Document thoroughly



HOW? Take a step back:

- ✓ Restate expectations
- ✓ Set consequences

take a deep
breath

The following Right Bites will give you examples of what to do when you need to step in and control a situation. Some will be BIG and need your urgent attention. Some will be SMALL.

Big Behavior Interventions

handling severe/egregious behavior



Severe/Egregious student behaviors refer to actions or conduct by students that are particularly severe, disruptive, or in violation of established expectations within Right At School.

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Bullying & Harassment:

Repeated, intentional acts of aggression, intimidation, or harassment towards fellow students, which can be physical, verbal, or online.



Destruction of Property & Theft:

Damaging or stealing RAS or school property or the property of others.



Physical Violence:

Physical altercations resulting in serious injury, repeated fighting causing a hostile environment and/or injury, and threats of extreme violence in the school setting.



Hate Speech:

Engaging in targeted discriminatory or prejudiced speech, which can create a hostile environment for others.



Eloping:

Leaving the designated RAS program premises without authorization, permission, or knowledge from RAS staff members.



Inappropriate and/or Sexualized Behavior:

Direct or indirect gestures, comments, or actions that are sexual in nature and/or jeopardize the safety and well-being of any Right at School patrons.



Inappropriate Items: Substance Abuse/Toy Weapons/Explicit Content:

The use or distribution of drugs/alcohol, bringing toy weapons/inappropriate subject matter on RAS school premises.



Bathroom and/or Hygiene Concerns:

Repeated instances of students inadvertently soiling themselves or creating a hazardous environment due to a lack of control over bodily functions, such as bowel or bladder movements. This is especially relevant to children who cannot clean up after themselves.



Big Behavior Interventions

physical/verbal violence issues

IF...

Students are fighting/being violent towards each other

THEN...



1

Give a sharp verbal command first (e.g. "STOP!")

STOP!

If students ignore, place arm between students & start moving your body backwards, continue to give verbal commands; natural space between students should be created by your body moving back and your arm acting as a barrier/guide.

2

Continue to verbally direct students to locations that will keep them separate.



3

Use reflection when calm to create restoration.



Green

Students fighting over items



- 1) Give a sharp command (FREEZE!).
- 2) Remove item being fought over
- 3) Time out item for 1 min (set timer) & verbally remind of expectations. Give back item.
- 4) Time out item for rest of transition if behavior repeats.

Green

Minor property destruction



- 1) Give student space; offer replacement behaviors (Let's throw this ball as hard as we can instead!). Praise if redirected.
- 2) If offer rejected, replay with "Okay, I will wait until you're ready". Continue to give space; offer no further attention to behavior until stopped.

Remember: ALL materials can be replaced; the safety of people is priority here.

Yellow

Student involved in mid-level physical violence: (Hitting, biting, scratching, pulling hair, pushing, etc.)



- 1) Utilize the same response structured modeled on top of the page.
- 2) Remember, restoration should occur after all students involved de-escalate.
- 3) Administer first aid or other care if needed.

Red

Major property destruction



- 1) Give a sharp command (STOP!) & offer replacement behavior (Let's rip up all this paper together!). Praise if redirected.
- 2) If offer rejected, give ample space and clear room of other students. Continue to offer calm down strategies from afar. Call for additional help if needed.

Red

Student threatens violence (major or minor)



- 1) MINOR ("I'm going to kill you!"): Offer calm down strategies and be patient. Once calm, reflect on appropriate words & practice restoration if needed.
- 2) MAJOR ("I'm bringing a weapon tomorrow."): Take threats seriously. Contact your Supervisor immediately & report to family at pick up.

Red

Student causes major injury

Concussion, broken bone, excessive bleeding, etc.



- 1) Tend to the hurt person FIRST. Call 911 if injury is serious enough.
- 2) Contact your supervisor; they will contact other needed parties (licensing, inclusion, school, etc).
- 3) Call the family of the child who acted aggressively for immediate pick up.

Big Behavior Interventions

bathrooming issues



IF...

Student has bathrooming issues



THEN...

1

If student can clean themselves: Offer unconditional support. Partner with family to provide extra clothes and cleaning supplies (such as wipes) if needed.

it's okay

2

If child cannot clean themselves: Contact family to pick up student right away. Contact your Area Manager immediately as well.



Don't forget to write an incident report!

REPORT



Green

Student can't button /zip their own pants



- 1) Bring student into line of site of others.
- 2) Ask student permission to assist; talk them through each step you help with out loud.
- 3) Recap with family at pick up; set goal for practice and, eventually, independence.

Green

Student needs reminders/is scared of bathroom



- 1) Set reminders to offer potty breaks. Request they try to go even if they decline.
- 2) Think of practical solutions (cover automatic flush if child is scared, have staff have foot in door if child doesn't like to be alone, etc).

Yellow

Student refuses to change clothing after accident.



- 1) Give student ample choices to change (discrete/non-shaming).
- 2) If student refuses, let them know they will not be getting privileges until clothes are changed ("I'll get the legos out as soon as I see clean pants on!").
- 3) Call family is no resolve after 20 min.

Red

Student cannot clean self/causes hygiene concern in environment



- 1) Ensure no hazardous material is being spread around RAS space.
- 2) Call family for immediate pick up & write incident report.
- 3) Sanitize any affected space; don't forget your own safety-wear gloves!
- 4) Contact your Supervisor.

Red

Student wears a diaper or pull up



- 1) Call family for more information ("Can this child change themselves?").
- 2) If YES, confirm with family that they will send extra supplies daily. If NO, contact your Supervisor immediately and send home if in program.

Red

Student has an accident in program space



- 1) Refer to example listed on top of page; can student clean self?
- 2) If YES, ensure student has opportunity to clean self. offer reassurance.
- 3) If NO, call family for immediate pick up and contact your Supervisor. Don't forget to write an Incident Report.

Big Behavior Interventions

eloping issues



IF...

Student elopes/runs from program space



THEN...

1

Give a sharp verbal command first (e.g. "STOP!")

STOP!

2

If students ignore verbal prompt, maintain visual supervision on the student while following behind at a distance.



3

Provide ONE more verbal prompt that reinstates your expectation and gives a choice

"Sally, I will not talk to you until you start walking back to class. You can come now with me and we can talk this out or I will wait here until you are ready."



Do not engage any further with the student.



If they leave school premises or you lose site of the student, follow missing child procedures.

Green

Student lags behind during transitions/doesn't join the group



1) Continue to move group along; often times ignoring behavior will help the lagging student move along too.
2) Pass rest of group if needed; reinstate expectation and consequence ONE TIME. Praise if redirected. DO not engage if not & write incident report.

Green

Student hides within program space



1) Offer student alternative coping strategy (calm down space, noise cancelling headphones, etc.).
2) If not redirected, ignore behavior. Loudly praise others in group. Praise child when reintegration is chosen by them.

Yellow

Student hides on campus (school/playground)



1) Pass rest of group if needed; reinstate expectations and consequence ONE TIME to running child. Do not engage further unless child redirects.
2) Wait it out; praise and engage as soon as they follow directions.
3) Look in Supervisor and give incident report at pick up.

Red

Student runs off campus (woods, street, etc).



1) Follow student as much as possible. Give sharp commands (STOP!)
2) Call 911 and Supervisor if child does not redirect within 5 minutes.
3) Follow missing child procedures if site of child is lost.
4) Write incident reports.

**!!!
Important**

Eloping behaviors are ALWAYS:

- 1) A reaction and flee to overstimulation of senses within the body (handled with unconditional support and accommodations).
- 2) Attention Seeking (handled with planned ignoring and expectation setting).

Big Behavior Interventions

inappropriate touch/behavior issues



IF...

Student is involved in inappropriate touch/behavior

THEN...



1

Pull student aside for a quiet and private conversation (while still within visual proximity of others).

2

Have a serious conversation about safety and appropriate behavior.

3

Separate children involved and contact your Area Manager right away.

Don't forget to write incident reports and conduct a mandated report.



Green

Student using inappropriate language/playing explicit music or content



- 1) Remind of RAS expectations ("It might be okay to do A at home, but at RAS we do B because of ..."). AKA level with student.
- 2) Reinstate expectation and consequence for not complying. Hold accountable.

Yellow

Student undresses self



- 1) Remove all observable parties, especially other kids.
- 2) Give child ample space between you and child.
- 3) Give commands and reinstate expectations continuously ("we can go in when we put clothes back on.")
- 4) Write incident report.

Yellow

Student inappropriately touches self or exposes self



- 1) Remind of RAS expectations (and name emotions (it makes others feel uncomfortable when...").
- 2) Practice restorative practices if needed.
- 3) Write incident report.

Red

Inappropriate Items: Substance Abuse/Toy Weapons:



- 1) Take item if possible; explain safety expectations to student.
- 2) Immediately call Supervisor who will loop in appropriate parties (Licensing, Inclusion, school, etc.).
- 3) Call family; inform them an incident report will be available at pick up.

Red

Student discloses an inappropriate touch but no one saw



- 1) Use empathy and unconditional support.
- 2) Do not ask follow up or leading questions.
- 3) Contact Supervisor immediately; they will loop in appropriate parties (licensing, inclusion, school, etc).
- 3) Get next steps from Supervisor.

Red

Student inappropriately touches another student/staff



- 1) Remind student of appropriate expectations.
- 2) Call family for immediate pick up.
- 3) Contact Supervisor immediately; they will loop in appropriate parties (licensing, inclusion, school, etc).
- 4) Get next steps from Supervisor.

NOTE: Mandating Reporting should be conducted for ALL yellow and red colored scenarios.



Big Behavior Interventions

handling severe/egregious behavior

IF...

Student bullies other students



THEN...

1 Pull student aside for a quiet and private conversation (while still within visual proximity of others).



2 Have a serious conversation about the damage of bullying; reinstate that this behavior will not be tolerated in the classroom.

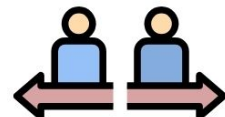


3 Use restorative practices to combat behavior:

"Sarah, you contributed to an unsafe classroom and now we need to make it right."

"How do you think we should do that?"

If behavior continues, separate students immediately and reach out to your Area Manager for additional guidance.



IF...

Student hurting themselves



THEN...

1 Acknowledge student's feelings:



"Jenny, I see you are frustrated because you are hitting your head on the wall."

2 Reinstate expectations:



"I care about you and want to help. I don't want you to get hurt."

3 Give an alternative physical outlet:



"Why don't we throw this ball as hard as we can at the wall instead."

4 Praise for accepting choice:



"Thank you for being safe. I bet you can't throw the ball harder than I can! Let's try."

Big Behavior Interventions

handling severe/egregious behavior



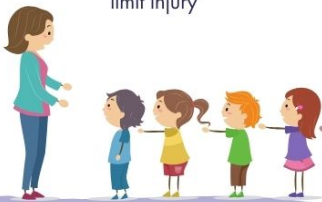
IF...

Student throwing objects causing safety concerns



THEN...

- 1 Move other students from space to limit injury



- 2 Staff maintains a good amount of distance; while keeping eyes on student.



- 3 Tell student you are ready to support them when they can use their words, even if they are messing up the classroom.

"I want to help you - please use your words."

- 4 Once student stops, provide 2-3 positive & restorative calm down strategies to debrief.



- 5 Help student clean up the space.



If student is attempting to cause significant property damage (e.g. breaking window), DO NOT intervene and call AM immediately.



IF...

Student says racist remarks towards others



THEN...

- 1 Pull student aside for a quiet and private conversation (while still within visual proximity of others).



- 2 Have a serious conversation about the damage of racism & prejudice; reinstate that this behavior will not be tolerated in the classroom.



If behavior continues, hold student accountable to restorative practices before given them desired activities:

"Billy, I'm not willing to get out the Legos until we make up for the hurtful words you said earlier."

"What do you think we should do to make this right?"

Small Behavior Interventions

handling misconduct/escalation



Asking...



“Why are you screaming like that?!”



Why are you crying?!



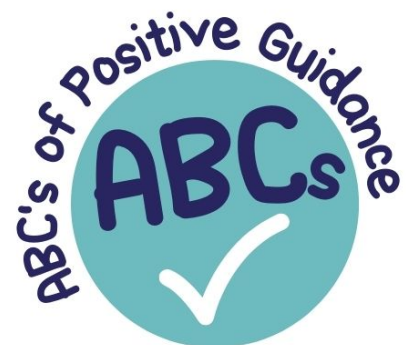
“Why aren’t you listening to me?!”



“Why aren’t you playing this fun game?!”



...will end up frustrating everyone. Instead we’ll use the...



A NTECEDENTS

What we as staff put in place to prevent behaviors ("Ante" = "Before").

B EHAVIOR TEACHING/MODELING

How we set expectations and model appropriate behavior with students to reinforce positive and appropriate choices.

C ONSEQUENCES

How we act after behavior; consequences can be positive, natural, or restorative.



Small Behavior Interventions

handling misconduct/escalation



Here are some tips you can use in various situations for smaller behavior issues such as defiance, frustration, etc. Every situation is different, so you may need to try different techniques.

ANTECEDENTS

What we as staff put in place to prevent behaviors ("Ante" = Before).

Positive Guidance



Positive child guidance is the BASELINE for all we do at RAS. Positive guidance involves using nurturing and constructive approaches to encourage appropriate behaviors and healthy development in children. It focuses on teaching and modeling what a student needs TO DO (rather than what NOT to do), sets clear and consistent boundaries, and offers positive and restorative consequences for behaviors. Above all, positive guidance starts with us: our mindset must believe all children are capable of success, even if they exhibit difficult behaviors.

Transition warnings



Giving a "heads up" that change is about to happen. Example-Use 5, 3, and 1 minute prior to a transition and verbally tell your kids what is happening next. PRO TIP: Don't forget to play transition games for a seamless move!

Clear expectations & visual schedule



Make expectations as a classroom community. Hang them up and review them (along with your schedule) so frequently that all students are able to use the same common language and understand what is expected of them. Do this at the start of program and in between transitions. Use these to hold accountability and to praise kiddos when they follow expectations.

Check for understanding



When providing instructions to students, it is crucial to assess their comprehension of the given tasks. You can achieve this by employing techniques such as seeking confirmation through a thumbs-up gesture or having students repeat the information back to you. For example, you might say, 'We will be heading outside in 3 minutes. How many minutes?' and the students respond with a resounding '3.'

Fidgets or sensory tools



Used as a calm down strategy (only offered when escalated in a quiet place), an antecedent and tool to keep hands to self (only offered between transitions), or as a focus-tool (only offered during times of instruction of stillness in the classroom). Also great for sensory supports.

Small Behavior Interventions

handling misconduct/escalation



Here are some tips you can use in various situations for smaller behavior issues such as defiance, frustration, etc. Every situation is different, so you may need to try different techniques.

BEHAVIOR TEACHING/MODELING

How we set expectations and model appropriate behavior with students to reinforce positive and appropriate choices.

Modeling



Modeling expected behaviors is crucial for students because it provides them with clear examples of how to behave appropriately in various situations, fosters social and emotional learning, and reinforces expectations. It enhances their understanding and confidence, promoting consistent adherence to established standards.

Example: standing at a safe distance from the swings so as not to get hurt.

Redirection/ Distraction/ Give leadership roles



- "What should we be doing right now?" (Redirection)
- "I need help passing out the snack." (Distraction)
- Identify and name emotions as frequently as possible; give correlating replacement behaviors/calm down strategies if needed to assist with emotional regulation.

Give choices / restate expectations



- "We're playing Legos or parachute right now for the next 10 mins, please choose one to join or watch."
- "Would you like to line up now or in 30 seconds when this timer goes off?"

Descriptive praise



Praising students in great detail when they are completing desired tasks. Sometimes this also includes praising other students loudly for following directions when we notice another student is triggered and beginning to escalate (this may help them redirect their focus on to what they are supposed to be doing).

Example- You are doing such a wonderful job sharing your Legos! Thank you for following directions with a good attitude and making other's feel included.

Calm Down Strategies



Offering choices of appropriate calm down strategies is critical in teaching self-regulation. Something as simple as "Johnney, you are not being safe with your body like we talked about. Would you like to take some time to yourself in the quiet corner or should I pull out Legos in your assigned seat for five minutes to give your body a break?" helps redirect students. Remember, it is okay for kids to have big feelings, but it is our job to teach them how to work through them.

Small Behavior Interventions

handling misconduct/escalation



Here are some tips you can use in various situations for smaller behavior issues such as defiance, frustration, etc. Every situation is different, so you may need to try different techniques.

CONSEQUENCES

How we act after behavior; consequences can be positive, natural, or restorative.

Positive consequences



Positive consequences are important for students because they provide motivation and reinforcement for desirable behaviors and achievements. They offer students a sense of accomplishment, encourage continued effort, and help build a positive learning environment. Examples would be verbal praise and encouragement, privileges, additional responsibility, special recognition and group acknowledgment.

Reflective consequences



Reflective consequences teach that a child did not meet the expectations and acted inappropriately, resulting in a lesson needing to be learned: Time owed to a person/place/thing (use timer) and Leadership opportunities are a great way to help a student reflect after inappropriate behavior takes place. Remember, we only use consequences after the child has completely calmed down (use calm down strategies first).

Restorative consequences



Restorative consequences teach a student that harm or damage has been caused, and that steps need to be taken to fix the situation: REFOCUS forms (visual or written) are a great tool to use for inappropriate physical/verbal actions (teaches emotion coaching and reflection). The goal is to have the student come to the conclusion that an apology is needed without you telling them. Community Services (such as cleaning up the classroom) can be utilized when damage to an area has occurred.

Natural Consequences



Natural Consequences occur when a child does not follow expectations and a correlating event happens because of it. For example, if we ask a child to not kick a soccer ball at a window, but the child continues to do so and the window breaks, that is a natural consequence they now must be held accountable to. We want to name natural consequences, check for well-being after they occur, and then help with reflection and/or restoration.

Consequences should...

always...

- be quick, quiet, and private.
- reinforce accountability, help kids understand that everyone makes mistakes,
- teach emotional regulation and appropriate choice making for the future.

never...

- be shaming, blaming, or isolating in nature.
- remove a child from the group (we do not believe in time out).