Staff Trainings and Supports

- Quick Guide Supports
- ABC's Training & Resources
  - ABC'S Quick Reference Guide
- JIT9s

Quick Guide Supports

ABC's Training & Resources

ABC'S Quick Reference Guide

Click here to download

RIGHT AT SCHOOL

The ABC's of Behavior

A Quick-Reference Guide

ntecedents: what adults put in place to prevent behaviors.

Latin root word "ANTE" means "BEFORE".

- Posted Expectations (reviewed daily)
- Posted Schedule/ Plan Communications
- Program Readiness
- Staff Comradery & Communication
- Child Relationship Building
- Non-Contingent Attention
- 5-3-1 Minute Transition Warnings
- Staff Engagement & Participation
- Intentionally Planned Groups
- Active Supervision
- Transition Games
- Appropriate Alternative Activities & Choices
- Collaborative Family Relationships
- Descriptive Praise (10-to-1 rule)
- Modelled Appropriate Behavior
- Positive Classroom Culture
- Diverse Materials & Activities
- Collaborative School Partnerships
- Positive Guidance/ Equitable Practices
- Quiet Corner Option
- Meaningful Greetings
- Consistency
- Culturally Inclusive Atmospheres
- Implemented Safety Measures
- Diverse Learning Styles Considered

RIGHT AT SCHOOL

The ABC's of Behavior

A Quick-Reference Guide

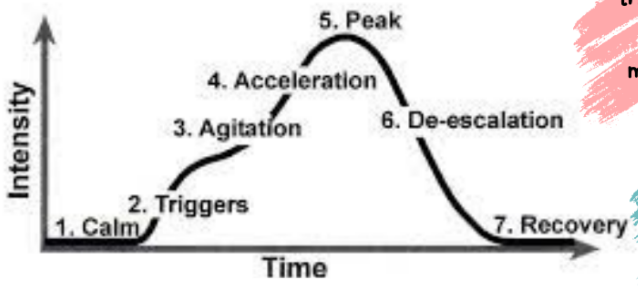
Behavior teaching, modelling, and guidance: how we mitigate/intervene DURING behaviors.

Roots of Behavior: Unmet Need, Attention Seeking, and Physiological.

Naming Emotions	Choices	Fail-Safe Choices	Teaching Coping Skills	Teaching Replacement Behaviors
Affirmations	Calm-down Strategies	Self-Regulation Techniques	Holding Accountability	Keepin' it Real
Unconditional Understanding & Support	Leadership Opportunities	Restoration Opportunities	Referencing Set Expectatfions	Open-Ended Questions for Reflection
Confidence Building	NO Power Struggles	Positive Guidance	Equitable Language	DO NOT take anything personally

The Escalation Process:

Attempt to identify the ROOT of the behavior to know how to best respond: UNMET NEED (i.e. trauma response or hunger), ATTENTION SEEKING, or UPHYSIOLOGICAL BEHAVIOR (i.e. symptom of diagnosis).



Identify possible triggers and/or trends to help minimize escalations.

When peak is occurring, give student time & space before attempting ANY de-escalation.

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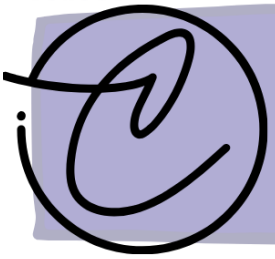

onsequences: positive, natural, and restorative/reflective

Examples of Positive Consequences:

- Incentives and/or sticker charts
- Intrinsic Motivations
- Descriptive Praise
- Leadership Opportunities
- Privileges/ Desired Activity or Choice

Responding to Natural Consequences:

- 1) Check for safety & well-being FIRST
- 2) Provide empathy & Unconditional Supports
- 3) Remind of Set Expectations
- 4) Make a Plan with Replacement Behaviors
- OR Provide Descriptive Praise if Consequence was Positive

Restorative/Reflective Considerations:

- ALWAYS QUICK, QUIET, & PRIVATE
- NEVER SHAMING, BLAMING, or ISOLATING
- MUST be completed with staff that are calm & clear-headed
- MUST occur when child is de-escalated
- GOAL: to teach a new skill & reflect on deicions, NOT to punish

Types of Consequences that Support Positive Guidance:

Time Reset: Person, Place, or Thing

Using a 30 second timer, this helps a child reset their body and actions by removing a triggering element or taking a moment to pause and reconfirm expectations.

Restoration: REFOCUS forms and IESCAPE conversations

Should be used primarily for physical or verbal aggression/when reflection and restoration with another person is needed.

Community Services

Used when a child has contributed to an unsafe classroom community; this is an opportunity to lean into a student's leadership skills and ask THEM to decide how to make the community happy, safe, and peaceful again. Let kiddos be creative here!

JIT9s

A look into important JIT9s that are helpful for the field.