

WALDEN GREEN MONTESSORI

TIER I BEHAVIOR INTERVENTIONS (AVAILABLE TO ALL, BASED ON NEED)

CLASSROOM SUPPLEMENTARY AIDS, ACCOMMODATIONS, & MODIFICATIONS

GENERAL

- ☐ WGM Behavior Rubric (15 sec intervention, time-to-think forms, report forms, etc.)
- ☐ Peace Education tools (peacemaker's path, solution wheel, peace corner, etc.)
- ☐ Restorative Justice practices (i.e. peace talks, lunch bunch conversation starters, etc.)
- ☐ Extra supervision during transition time
- ☐ WGM Behavior Bingo (classroom challenge/game)
- ☐ WGM "3Ds" Tally Chart (distracted, disruptive, disrespectful)
- ☐ Visual aids (timers, schedules, reminders)
- ☐ Sensory/movement break (walk a lap, maze, fidget tool, bal-a-vis-x, yoga, etc.)
- ☐ Work plans and choice-boards
- ☐ Individual work space
- ☐ 60 second daily/morning adult-ally "check-in chat"
- ☐ Have a snack
- ☐ Square breathing
- ☐ Send student on errand
- ☐ First Next Then chart
- ☐ Noise canceling headphones
- ☐ Assign a buddy or partner
- ☐ Daily lunch date with student
- ☐ Verbal praise for small victories/positive choices (at least 3 per day)
- ☐ Phone home or arrange parent meeting

FUNCTION OF BEHAVIOR: ESCAPE

► *Getting away from or avoiding a person, place, task, transition, activity, etc.*

- ☐ Modify expectations (i.e. "Let's do one more...")
- ☐ Allow a break and return to task
- ☐ Chunk big tasks into smaller parts
- ☐ Build in choices
- ☐ Use "first/then" charts
- ☐ Incorporate interests

FUNCTION OF BEHAVIOR: ATTENTION

- ▶ *Seeking connection or interaction with others*
- ▶ *Attention they are receiving may be positive or negative*

- ☐ Give consistent positive attention throughout the day
- ☐ Praise and reward positive behavior
- ☐ Work on relationship building
- ☐ Show interest in their interests
- ☐ Teach replacement behaviors

FUNCTION OF BEHAVIOR: TANGIBLE

- ▶ *Attempting to gain access to an activity, toy, food, object, etc.*

- ☐ Incorporate preferred activities
- ☐ Use a visual schedule to show when they can access the item
- ☐ Use “first/then” charts
- ☐ Use preferred items as rewards

FUNCTION OF BEHAVIOR: SENSORY

- ▶ *Seeking sensory input or avoiding sensory input*
- ▶ *Typically happens in multiple environments*

- ☐ Offer breaks (within classroom/hallway/quiet room)
- ☐ Teach replacement behaviors
- ☐ Watch for signs of escalation and proactively offer support
- ☐ Explore self-regulating tools/strategies

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TIER 2 BEHAVIOR INTERVENTIONS (AVAILABLE TO SOME, BASED ON NEED)

- ☐ **Positive Behavior Plan** with hourly check-ins and earned Free Choice (daily/weekly)
- ☐ **Skills-Based Work Cycle:** small group with support personnel (1-4 weeks at a time)
- ☐ **Skills-Based Recess:** small group with support personnel (1-4 weeks at a time)
- ☐ **S.A.N.D. Club:** Sensory and Nutrition Development (8:35-8:55 AM, before work cycle)
- ☐ **Lunch Bunch** (relationship building + conversation starters)
- ☐ **Social Work** consult option
- ☐ **Modified Specials Schedule** (1-4 weeks at a time)
- ☐ **“1-2-3” Strategy** (up to three 1-minute rounds to follow directions... followed by “time-away” in office for 15 minutes, 60 minutes, then call/go home after third round)