

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)**