

BEHAVIOR

INTERVENTIONS

@

WALDEN GREEN MONTESSORI



# WALDEN GREEN MONTESSORI



## MULTI-TIERED SYSTEMS OF BEHAVIOR SUPPORT

### Academic Systems

Tier III  
Individual Students/Very Small Group  
High Intensity  
Frequent Progress Monitoring

1-5%

Tier II  
Some Students (at-risk)  
Additional Instruction and Time  
Small Group Interventions  
Progress Monitoring

5-10%

Tier I  
All Students  
Universal Screening

80-90%

### Behavioral Systems

Tier III  
Individual Students  
Intense, Durable Procedures

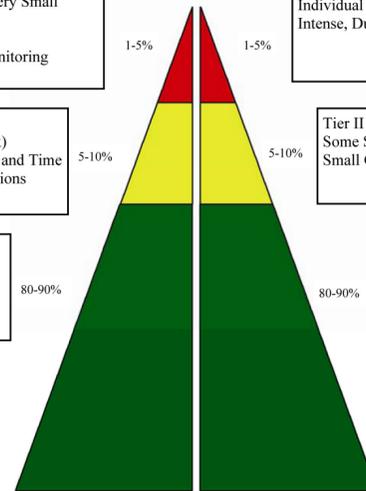
1-5%

Tier II  
Some Students (at-risk)  
Small Group Interventions

5-10%

Tier I  
All Settings  
All Students  
Preventive  
Proactive

80-90%



### TIER I BEHAVIOR SUPPORT (80-90%)

- Peace Education Curriculum
- Behavior Rubric System
- Restorative Justice Practices
- Sensory/Movement Breaks
- Grace and Courtesy Lessons

### TIER II BEHAVIOR SUPPORT (5-10%)

- Positive Behavior Support Plan
- Modified Recess
- Social Worker Consultation
- Plus TIER I supports

### TIER III BEHAVIOR SUPPORT (1-5%)

- Functional Behavior Assessment
- Positive Behavior Support Plan
- Modified Lunch/Recess
- Modified Workspace
- Social Worker/Behavioral Services
- Plus TIER I-II supports

### TIER II-III BEHAVIOR NOTES

A “Functional Behavioral Assessment” (FBA) is a process for determining the function of the child’s problem behavior. It involves the collection of data, observations, and information to develop a clear understanding of the relationship of events and circumstances that trigger and maintain problem behavior.

A “Positive Behavior Support Plan” monitors a child’s choices while simultaneously encouraging *safe, respectful, and responsible* decision-making. Positive choices are reinforced and daily progress is emailed home to parents.

“Modified Recess” is for students who require a smaller child-to-adult ratio for recess.

“Modified Workspace” is for students who require a smaller setting during work cycle and/or other class activities. Students receive small group help in the 3M Room.

**TIER I - available to all students without Child Study referral**

INTERVENTION	DESCRIPTION
Peace Education	Bi-monthly school assemblies to teach conflict resolution skills
Grace and Courtesy	Montessori classroom practices to promote manners + respect
Behavior Rubric	School-wide accountability system for conduct infractions
Restorative Justice	Facilitated peer mediation practice for conflict resolution
Classroom Peace Corner	In-class location for sensory breaks + mindfulness practices
Time-to-Think	Guided worksheet for learning from mistakes
Peacemaker's Path + Solutions Wheel	In-class visual tool for conflict resolution
Student Report forms	Student-driven behavior reporting system
Modified Work Space access	Quiet Room or 3M Room access to limit distractions
CPI / Deescalation Training	Key staff trained in non-violent deescalation strategies

**TIER II - available to small groups after Child Study referral**

INTERVENTION	DESCRIPTION
Behavior Plan with hourly check-ins and earned Free Choice	Daily accountability + reward system for meeting behavior goals
Modified Recess	Supervised small group recess in alternative location
Movement + Sensory breaks in 3M Room	Supervised access to specialized movement + sensory materials
"Lunch Bunch" guided team building + conflict resolution	Supervised relationship building lunch meetings
Social Work consult option	Potential involvement of school social worker for consult

**Tier III - available to individual students after Child Study referral**

INTERVENTION	DESCRIPTION
Social Work evaluation	Rigorous assessment by school social worker
Behavior Plan with constant personnel support	Individualized behavior plan + dedicated interventionist
Modified Recess	Supervised small group recess in alternative location
Modified Specials Schedule	Potential alternative Specials option(s)
504 or IEP	Expanded accommodations, supports, and / or goals

- ▶ WGM Peace Education Curriculum
- ▶ WGM Behavior Rubric System
- ▶ Behavior-specific praise (“good job” alternatives)
- ▶ Visual aids (timers, schedules, reminders)
- ▶ Peace corner tool
- ▶ Take a break
- ▶ Sensory/movement break (walk a lap, maze, fidget tool, bal-a-vis-x, yoga, etc.)
- ▶ Have a snack
- ▶ Square breathing
- ▶ 15 second intervention
- ▶ Send student on errand
- ▶ Restorative Justice Peace Talk
- ▶ Time to think form
- ▶ Conflict resolution strategies
- ▶ First Next Then chart
- ▶ Noise canceling headphones
- ▶ Work plans and choice-boards
- ▶ Individual work space
- ▶ Assign a buddy or partner
- ▶ Extra supervision during transition time

# WALDEN GREEN MONTESSORI

## BEHAVIOR CONSEQUENCE RUBRIC

(GRADES K-8TH)

BEHAVIOR	1ST TIME	2ND TIME	3RD TIME	4TH+ TIME
<p><b>LEVEL 1</b>  <b>Behavior that disrespects or hurts the feelings of others</b></p> <ul style="list-style-type: none"> <li>▶ unwanted physical contact, horseplay</li> <li>▶ repeated annoyance/distraction/disruption</li> <li>▶ name calling, teasing, rumors</li> <li>▶ rude/insensitive remarks</li> <li>▶ mean notes, playing a mean trick</li> <li>▶ ignoring, delayed response, not listening</li> <li>▶ eye-rolling, unkind/stubborn gestures</li> <li>▶ taunting, provoking, bragging</li> <li>▶ unnecessary whining/sulking/nagging</li> <li>▶ playing keep away, excluding others</li> </ul>	<ul style="list-style-type: none"> <li>▶ 15 Sec Intervention</li> <li>▶ Behavior Report</li> </ul>	<ul style="list-style-type: none"> <li>▶ 15 Sec Intervention</li> <li>▶ Behavior Report</li> <li>▶ Alternate Lunch/Recess</li> <li>▶ Time-To-Think Form</li> </ul>	<ul style="list-style-type: none"> <li>▶ 15 Sec Intervention</li> <li>▶ Behavior Report</li> <li>▶ Alternate Lunch/Recess</li> <li>▶ Time-To-Think Form</li> <li>▶ Peace Talk/Apology</li> </ul>	<ul style="list-style-type: none"> <li>▶ 15 Sec Intervention</li> <li>▶ Behavior Report</li> <li>▶ Alternate Lunch/Recess</li> <li>▶ Time-To-Think Form</li> <li>▶ Peace Talk/Apology</li> <li>▶ Call Home (if needed)</li> </ul>
<p><b>LEVEL 2</b>  <b>Behavior that could injure others or expresses active defiance</b></p> <ul style="list-style-type: none"> <li>▶ moderate physical contact*</li> <li>▶ throwing objects</li> <li>▶ inappropriate drawings or words</li> <li>▶ yelling, outbursts, screeching, threatening</li> <li>▶ active defiance, talking back</li> <li>▶ dishonesty, distorting the truth</li> <li>▶ cheating, plagiarism</li> <li>▶ carelessness with school property</li> <li>▶ misuse of materials or technology</li> <li>▶ disregarding "friends-only" rule at school</li> </ul>	<ul style="list-style-type: none"> <li>▶ 15 Sec Intervention</li> <li>▶ Behavior Report</li> <li>▶ Alternate Lunch/Recess</li> <li>▶ Time-To-Think Form</li> </ul>	<ul style="list-style-type: none"> <li>▶ 15 Sec Intervention</li> <li>▶ Behavior Report</li> <li>▶ Alternate Lunch/Recess</li> <li>▶ Time-To-Think Form</li> <li>▶ Peace Talk/Apology</li> </ul>	<ul style="list-style-type: none"> <li>▶ 15 Sec Intervention</li> <li>▶ Behavior Report</li> <li>▶ Alternate Lunch/Recess</li> <li>▶ Time-To-Think Form</li> <li>▶ Peace Talk/Apology</li> <li>▶ Remain in Office</li> <li>▶ Call Home or Go Home</li> </ul>	<ul style="list-style-type: none"> <li>▶ 15 Sec Intervention</li> <li>▶ Behavior Report</li> <li>▶ Alternate Lunch/Recess</li> <li>▶ Time-To-Think Form</li> <li>▶ Peace Talk/Apology</li> <li>▶ Remain in Office</li> <li>▶ Call Home or Go Home</li> <li>▶ Possible Suspension</li> </ul>
<p><b>LEVEL 3</b>  <b>Behavior that injures others or involves serious misconduct</b></p> <ul style="list-style-type: none"> <li>▶ severe physical contact*</li> <li>▶ biting, stabbing with any object</li> <li>▶ retaliation for being reported</li> <li>▶ throwing objects with intent to hurt</li> <li>▶ stealing, destroying property, running away</li> <li>▶ indecent exposure</li> <li>▶ swearing (including nonverbal signals)</li> <li>▶ violent threats, purposeful intimidation</li> <li>▶ possession of weapons, explosives, drugs</li> <li>▶ harassment (racial/ethnic/sexual/religious)</li> </ul>	<ul style="list-style-type: none"> <li>▶ 15 Sec Intervention</li> <li>▶ Behavior Report</li> <li>▶ Principal or Dean Visit</li> <li>▶ Remain in Office</li> <li>▶ Call Home or Go Home</li> <li>▶ Alternate Lunch/Recess</li> <li>▶ Time-To-Think Form</li> <li>▶ Peace Talk/Apology</li> <li>▶ Possible Suspension</li> <li>▶ Officer Consultation</li> <li>▶ Possible Expulsion</li> </ul>	<ul style="list-style-type: none"> <li>▶ 15 Sec Intervention</li> <li>▶ Behavior Report</li> <li>▶ Principal or Dean Visit</li> <li>▶ Remain in Office</li> <li>▶ Call Home or Go Home</li> <li>▶ Alternate Lunch/Recess</li> <li>▶ Time-To-Think Form</li> <li>▶ Peace Talk/Apology</li> <li>▶ Possible Suspension</li> <li>▶ Officer Consultation</li> <li>▶ Possible Expulsion</li> </ul>	<ul style="list-style-type: none"> <li>▶ 15 Sec Intervention</li> <li>▶ Behavior Report</li> <li>▶ Principal or Dean Visit</li> <li>▶ Remain in Office</li> <li>▶ Call Home or Go Home</li> <li>▶ Alternate Lunch/Recess</li> <li>▶ Time-To-Think Form</li> <li>▶ Peace Talk/Apology</li> <li>▶ Possible Suspension</li> <li>▶ Officer Consultation</li> <li>▶ Possible Expulsion</li> </ul>	<ul style="list-style-type: none"> <li>▶ 15 Sec Intervention</li> <li>▶ Behavior Report</li> <li>▶ Principal or Dean Visit</li> <li>▶ Remain in Office</li> <li>▶ Call Home or Go Home</li> <li>▶ Alternate Lunch/Recess</li> <li>▶ Time-To-Think Form</li> <li>▶ Peace Talk/Apology</li> <li>▶ Possible Suspension</li> <li>▶ Officer Consultation</li> <li>▶ Possible Expulsion</li> </ul>

\*physical contact: *hitting, slapping, pushing, shoving, punching, tripping, pinching, poking, kicking, spitting, scratching, choking*

All forms of misconduct that take place in cyberspace (social media, texts, etc.) apply to this rubric as well



## FUNCTIONS OF BEHAVIOR: THE WHY OF BEHAVIOR

DESPITE WHAT IT LOOKS LIKE, ALL BEHAVIOR CAN BE BROKEN DOWN TO A SMALL GROUP OF COMMON FUNCTIONS

### EVERYBODY E.A.T.S.

YOU CANNOT REDUCE A BEHAVIOR UNTIL YOU STOP FEEDING IT - AND YOU CANNOT STOP FEEDING IT UNTIL YOU FIND OUT WHAT IT E.A.T.S.

	WHAT IS IT?	WHAT CAN WE DO?
<b>ESCAPE</b>	<ul style="list-style-type: none"> <li>▶ Getting away from or avoiding a person, place, task, transition, activity, etc.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Modify expectations (i.e. "Let's do one more...")</li> <li><input type="checkbox"/> Allow a break and return to task</li> <li><input type="checkbox"/> Chunk big tasks into smaller parts</li> <li><input type="checkbox"/> Build in choices</li> <li><input type="checkbox"/> Use "first/then" charts</li> <li><input type="checkbox"/> Incorporate interests</li> </ul>
<b>ATTENTION</b>	<ul style="list-style-type: none"> <li>▶ Seeking connection or interaction with others</li> <li>▶ Attention they are receiving may be positive or negative</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Give consistent positive attention throughout the day</li> <li><input type="checkbox"/> Praise and reward positive behavior</li> <li><input type="checkbox"/> Work on relationship building</li> <li><input type="checkbox"/> Show interest in their interests</li> <li><input type="checkbox"/> Teach replacement behaviors</li> </ul>
<b>TANGIBLE</b>	<ul style="list-style-type: none"> <li>▶ Attempting to gain access to an activity, toy, food, object, etc.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Incorporate preferred activities</li> <li><input type="checkbox"/> Use a visual schedule to show when they can access the item</li> <li><input type="checkbox"/> Use "first/then" charts</li> <li><input type="checkbox"/> Use preferred items as rewards</li> <li><input type="checkbox"/> Allow more frequent access to preferred items</li> </ul>
<b>SENSORY</b>	<ul style="list-style-type: none"> <li>▶ Seeking sensory input or avoiding sensory input</li> <li>▶ Typically happens in multiple environments</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Consult with an Occupational Therapist</li> <li><input type="checkbox"/> Offer breaks</li> <li><input type="checkbox"/> Teach replacement behaviors</li> <li><input type="checkbox"/> Watch for signs of escalation and proactively offer support</li> <li><input type="checkbox"/> Explore self-regulating tools/strategies</li> </ul>



## BEHAVIOR RESPONSE STRATEGIES (1)

### THE RIGHT QUESTIONS TO ASK

#### 1. WHAT IS DRIVING THIS STUDENT'S BEHAVIOR?

- ▶ What **else** is **really** going on here?
- ▶ What does **this** child **need**?
- ▶ How can I **change** my **perspective**? (*seek first to understand, then to be understood*)
- ▶ What keeps me **only looking** at the behavior?
- ▶ What is this behavior **communicating** right **now**?
- ▶ What in the **environment** could be **triggering** this behavior?

#### 2. WHAT CAN I DO AT THIS VERY MOMENT TO IMPROVE MY RELATIONSHIP WITH THIS STUDENT?

- ▶ How can I make this relationship **safe** for \_\_\_\_\_?
- ▶ Does \_\_\_\_\_ need me to **validate** him/her?
- ▶ What does \_\_\_\_\_ **need** from me?
- ▶ How can I respond so \_\_\_\_\_ is **not** threatened?
- ▶ How can I physically **position** myself to create a sense of safety for \_\_\_\_\_?
- ▶ Can \_\_\_\_\_ **respond** to exploratory questions (not solutions I give) that show I am interested?
- ▶ How can I convince \_\_\_\_\_ that I truly want to **understand** his/her struggle?
- ▶ How can I be more **authentic** for \_\_\_\_\_?
- ▶ If I **stop** talking and **start** listening, will \_\_\_\_\_ feel like he/she has a voice?
- ▶ How can I **serve** \_\_\_\_\_?

#### 3. CONSIDER WHETHER A BASIC NEED ISN'T BEING MET:

Many times kids are acting out because of an immediate need. Before you move to intervention with the Behavior Rubric, "**HALT**," and ask yourself whether this child might need something relatively simple and easily provided. People can't learn or focus if they're **Hungry**, **Anxious**, **Lonely**, or **Tired**. When we slow down and look at the bigger picture, we might discover that a student just needs **a snack, a break, or a hug and relational reassurance**.

#### "H.A.L.T." AND CONSIDER WHETHER A BASIC NEED ISN'T BEING MET:

<b>Hungry</b>	=	snack from home, drink of water, school snack from admin
<b>Anxious</b>	=	1-5 minute sensory break, legs up the wall, yoga, deep breathing
<b>Lonely</b>	=	adult ally check-in, lunch date, assign a peer partner/mentor
<b>Tired</b>	=	snack, movement break, 10-15 minute rest

#### Staff response if another student questions any "special" treatment of others:

"So \_\_\_\_\_ will have his/her needs met" or "They're getting what they need"



## BEHAVIOR RESPONSE STRATEGIES (2)

### RESPONDING INSTEAD OF REACTING

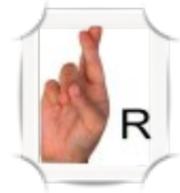
TRADITIONAL REACTIONS	THOUGHTFUL RESPONSES
"Go to the principal's office."	"I'm here. You're not in trouble."
"You're a big kid now and you need to learn to deal with it."	"I don't want you alone in this. Let me help you."
"Stop crying."	"It's okay to feel."
"You're so dramatic."	"You need to be heard."
"Stop being so needy."	"What is it you need help with?"
"You need to learn to be responsible."	"Let's chunk this down so it is more manageable."
"I can't help you because I have 30 other children here."	"We'll get through this together. Everyone is important."
"Don't you talk to an adult like that!"	"You're allowed to have a voice. Let's talk together."
"Stop whining."	"I want to understand you better. Use your voice."
"You should never have acted like that."	"Sometimes life just gets to big, doesn't it?"
"Your parents will be contacted. Wait until they find out."	"Let's get everyone involved to support you."
"Act your age."	"This is too big to keep to yourself."
"You're old enough to handle this on your own."	"Let's handle this together."
"Grow up."	"I'm here to support you."
"You need to behave because you're in my classroom."	"I am here to make it safe for you."
"You need to be like _____."	"You have your own talents and strengths."
"Nobody is going to like you if you keep misbehaving."	"I know you want to be well-liked, so let's make that happen."



# BEHAVIOR INTERVENTIONS



## RESET: VERBAL INTERVENTION FOR NONAGGRESSIVE BUT INAPPROPRIATE BEHAVIOR



- What are you doing?
- What are you supposed to be doing?
- What needs to happen now?
- What do you need to do right now to make a better choice or make it right?

**At Walden Green, when we need to \_\_\_\_\_, we \_\_\_\_\_. Watch me. Now it's your turn.**

## 15 SECOND INTERVENTIONS

### OPTION A

Pull student aside privately.  
Use a calm voice. Don't argue.

- I saw you \_\_\_\_\_.*
- That was mean (hurtful) behavior.*
- I would not let someone do that to you.*
- It's not okay that you did that to \_\_\_\_\_.*
- We don't do that here.*
- That needs to stop.*

### OPTION B

Pull student aside privately.  
Use a calm voice. Don't argue.

- Oops/Uh-oh... that was a poor choice.*
- \_\_\_\_\_ *is mean/hurtful behavior.*  
(NAME THE BEHAVIOR)
- It's not okay that you did that to \_\_\_\_\_.*
- I wouldn't want someone to do that to you.*
- We need your help to make this a peaceful school.*

Rubric Behavior?

**Your choice was below the line and that's on our rubric. Mean/hurtful behavior is any mean look, gesture, word or action that hurts a person's body, feelings, friendships, or things.**

Physically disengage with the student.

If in classroom, move away. If outside the classroom, send student on his/her way.

Student Denial?

**I respect you too much to argue with you, I would never let someone do that to you.**

Defiant Child Won't Move?

**I want to respect your privacy. Everyone here doesn't need to know your business. Please come over here.**

## BYSTANDERS OR TARGETS REPORTING

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Who was involved?</li> <li><input type="checkbox"/> What happened?</li> <li><input type="checkbox"/> Where did it happen?</li> <li><input type="checkbox"/> When did it start? How long? How often?</li> <li><input type="checkbox"/> Witnesses?</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> I will not tell the mean student who told- I'll keep you out.</li> <li><input type="checkbox"/> I will write this up.</li> <li><input type="checkbox"/> Don't go back and tell your friends.</li> <li><input type="checkbox"/> Come back immediately if the mean behavior continues.</li> <li><input type="checkbox"/> Thank you for coming to me.</li> <li><input type="checkbox"/> It took courage and you did the right thing.</li> </ul> |
|---|--|

# WORK CYCLES + CLASSROOMSCREEN.COM



- ▶ Effective Class Management Tool
- ▶ Recommended for Work Cycles
- ▶ Display on Classroom TV Screen
- ▶ Pick your own background
- ▶ Zoom in as needed
- ▶ Use timer for pacing as needed
- ▶ Use sound level for monitoring volume
- ▶ Traffic Light: Classroom Volume

## RECOMMENDATION

### GREEN LIGHT

- ▶ Could be used for 3-5 minutes before work cycle
- ▶ Allow students to chat and talk with peers using indoor voices (you could provide 1-2 conversation starters and model appropriate conversation/interpersonal dialogue during gathering)

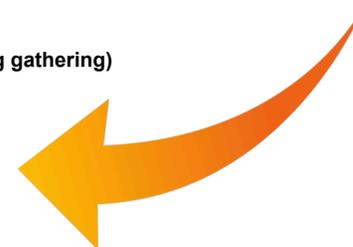
### RED LIGHT

- ▶ Silent and independent work only (while teacher gives all core lessons/presentations)
- ▶ Students write their name on whiteboard if they need help from adult ONLY

### YELLOW LIGHT

- ▶ Whisper voices and some partner work is allowed (assistant monitors student volume, focus, goals)
- ▶ Students write their name on whiteboard if they need help from adult or peer

- Red (silent, no talking)
- Yellow (whisper only)
- Green (indoor voices)



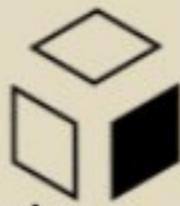
# 1 LEARN WHAT THEY LOVE!

The 1st step of relationship-building is learning who the child is (without judgment).



# 2 CHUNK TASKS

Breaking big tasks into smaller parts makes work less intimidating.

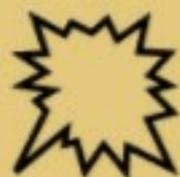


## BRAIN



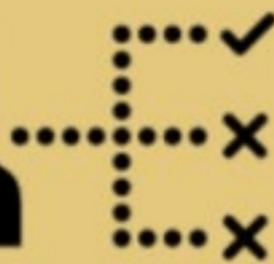
## BLAST

# WHAT TO DO WHEN KIDS REFUSE TO DO THE WORK?



# 4 INCREASE FOCUS

Reduce distractions during work time.



# 7 TRY VIDEO MENTORS

See [www.OnGiantShoulders.org](http://www.OnGiantShoulders.org)



# 8 GIVE CHOICES

Choice increases motivation. *Do they want to move to a different part of the room? Do part A or part B?*



# 3 SHOW YOU CARE

Say "Do you know why I'm giving you a bit of a **hard time** about getting to work?" Kids will usually say, "Because you care..." (Source: Charlotte Wellen)



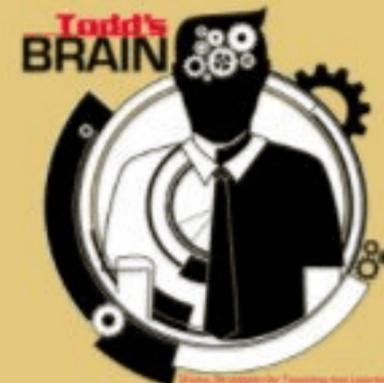
# 5 BE CONSISTENT

Classroom routines help kids in chaos.



# 9 PRAISE SMALL VICTORIES

Make school a source of joy.



# WHAT TO DO (AND DON'T) WHEN STUDENTS REFUSE TO WORK

## TO DO:

- ▶ Break the task down to scaffold some quick success, then gradually release the full rigor.
- ▶ Give choices.
- ▶ Use humor (not sarcasm).
- ▶ Think about function: Why is there refusal? Tired? Too hard? Self-doubt? Anger?
- ▶ Consider physical activity as a learning method.
- ▶ Plan a series of sincere and subtle positive affirmations for the week.

## AVOID:

- ▶ Raising your voice to intimidate or shame.
- ▶ Demanding work that is too far above the student's instructional level.
- ▶ Sending them out of the room (now there's no more work to refuse).
- ▶ Demanding immediate compliance and creating escalation.
- ▶ Threatening to give a Student Behavior Report.



When a student refuses to work, it can often take an artful balance of just the right techniques from the teacher.

This is not easy, but a few tools in your teaching repertoire can help.

# WHAT CAN I DO WHEN A STUDENT REFUSES TO WORK IN CLASS?

- ▶ Meet with the student.
- ▶ Address behavior privately.
- ▶ Phone home.
- ▶ Build a stronger relationship with the student.
- ▶ Ask other teachers.
- ▶ Stop doing the things that don't work.
- ▶ Give the student a meaningful role in the class.
- ▶ Positively reinforce the student.
- ▶ Plan on ignoring the work and simply talk to the student.
- ▶ Address the work refusal and provide choices.
- ▶ Be patient while the student builds trust in you.



# TOP 10 DE-ESCALATION TIPS

DE-ESCALATION TIP 1

**Be empathic and nonjudgmental.**

crisisprevention.com

**2 PERSONAL SPACE**

How much PERSONAL SPACE do YOU need?

Not even interested in having this skin.  
Get outta dat Personal Space!!  
Keep away from my Personal Space!  
Personal Space

1.5ft  
4ft  
12+ft

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DE-ESCALATION TIP 3

**Use nonthreatening nonverbals.**

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DE-ESCALATION TIP 4

**Avoid overreacting.**

crisisprevention.com

DE-ESCALATION TIP 5

**Focus on feelings.**

crisisprevention.com

DE-ESCALATION TIP 6

**Ignore challenging questions.**

crisisprevention.com

DE-ESCALATION TIP 7

**Set limits.**

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DE-ESCALATION TIP 8

**Choose wisely what you insist upon.**

crisisprevention.com

DE-ESCALATION TIP 9

**Allow silence for reflection.**

crisisprevention.com

DE-ESCALATION TIP 10

**Allow time for decisions.**

crisisprevention.com

**#SettingLimits: Sample Situations**

TRY SETTING POSITIVE LIMITS AND YOU'LL SEE THE EFFECTS OF OFFERING CHOICES RATHER THAN ULTIMATUMS.

A PERSON REFUSES TO:	NEGATIVE LIMIT:	POSITIVE LIMIT:
Do classwork.	If you don't finish your work, you won't have any free time.	After your work is done, you'll have five minutes of free time.
Put phone away.	If you don't put your phone away, you'll go to the office.	Would you like to put your phone away or go to the office?
Stop yelling.	If you don't stop yelling, you'll have to leave.	When you stop yelling, we can find a solution to what's bothering you.

More on how to set limits effectively: [crisisprevention.com/settinglimits](http://crisisprevention.com/settinglimits)

**#SettingLimits: 6 Verbal and Nonverbal Tips**

TRY THESE TIPS FOR SHOWING AND TELLING SOMEONE THAT YOU'RE HERE TO HELP.

- WATCH YOUR FACIAL EXPRESSIONS AND BODY LANGUAGE.**  
Keep your movements calm and neutral.
- BE MINDFUL OF THE TONE, VOLUME, AND CADENCE OF YOUR VOICE.**  
HOW you say what you say is as important as WHAT you say.
- SAY WHAT'S ALLOWED WITHOUT TELLING THE PERSON WHAT TO DO.**  
"We can talk after this" rather than "you need to be quiet."
- OFFER TWO POSITIVE CHOICES.**  
"Which do you want to work on first, math or science?"
- OR, GIVE AND ENCOURAGE ONE POSITIVE CHOICE.**  
Do this before introducing any consequences or negative choices.
- BE PREPARED TO REDIRECT THE PERSON BACK TO THE TOPIC AT HAND.**  
If they focus on another issue, help them refocus on the desired outcome.

[crisisprevention.com/settinglimits](http://crisisprevention.com/settinglimits)

- ▶ Be Empathic and Nonjudgmental
- ▶ Respect Personal Space
- ▶ Use Nonthreatening Nonverbals
- ▶ Avoid Overreacting
- ▶ Focus on Feelings
- ▶ Ignore Challenging Questions
- ▶ Set Limits
- ▶ Choose Wisely What You Insist Upon
- ▶ Allow Silence for Reflection
- ▶ Allow Time for Decisions

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**DE-ESCALATE**

# C.H.A.M.P.S. STRATEGY

Champs	Warm-up	Teacher Instruction	Group Activity	Independent Work	Test or Quiz
<b>C</b> onversation	<b>L</b> ow voices	<b>S</b> ilence	<b>L</b> ow voices with group	<b>S</b> ilence	<b>A</b> bsolute silence
<b>H</b> elp	<b>A</b> sk a friend or teacher	<b>R</b> aise hand	<b>A</b> sk your partner or teacher	<b>R</b> aise hand	<b>R</b> aise hand
<b>A</b> ctivity	<b>B</b> ell ringer or engage	<b>N</b> ote-taking class discussion video	<b>P</b> air-share jigsaw baller's walk	<b>W</b> ork alone at your seat	<b>T</b> esting
<b>M</b> ovement	<b>L</b> imited movement	<b>R</b> emain seated	<b>M</b> ove when directed	<b>O</b> nly with permission	<b>O</b> nly with permission
<b>P</b> articipation	<b>W</b> ork independently	<b>W</b> ork as directed	<b>W</b> ork as a team	<b>W</b> ork independently	<b>W</b> ork independently
<b>S</b> uccess!	<b>S</b> uccess	<b>S</b> uccess	<b>S</b> uccess	<b>S</b> uccess	<b>S</b> uccess

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## C Conversation

### How We Will Talk

<b>0</b> Silent	<b>1</b> Whisper	<b>2</b> Chat
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## H Help

### How We Get Help

Teammate Talk	Raise Your Hand	Walk On Over
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## A Activity

### How We're Working

Seat Work	Group Work	Class Work
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## M Movement

### How We Can Move

Seat Work	Rug Time	Room Room
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## P Participation

### How We Get Involved

All By Myself	Buddy Up	Teamwork
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## S Signal

### How We Stop

Teacher's Voice	Bell	Timer
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### Morning Routine

<b>C</b>	Level 1 - Whisper
<b>H</b>	Ask 3 before me
<b>A</b>	Unpack and do morning work
<b>M</b>	Stay in your seat

### Whole Group Instruction

<b>C</b>	Level 3 - Whole group discussion
<b>H</b>	Raise your hand
<b>A</b>	Whole group instruction
<b>M</b>	Stay in your spot

### Daily 5

<b>C</b>	Level 1 - Whisper
<b>H</b>	Ask 3 before me
<b>A</b>	Daily 5
<b>M</b>	Stay in

### Read Aloud

<b>C</b>	Level 0 - No talking
<b>H</b>	Raise your hand
<b>A</b>	Read aloud
<b>M</b>	Stay in your spot
<b>P</b>	Listening to the story
<b>S</b>	Success

### Silent Reading

<b>C</b>	Level 0 - No talking
<b>H</b>	Work through the problem on your own
<b>A</b>	Reading
<b>M</b>	Stay in your spot
<b>P</b>	Reading the whole time
<b>S</b>	Success

### Literacy Instruction

<b>C</b>	Level 3 - Whole group discussion
<b>H</b>	Raise your hand
<b>A</b>	Whole group instruction
<b>M</b>	Stay in your spot
<b>P</b>	Actively listening and raising hand to speak
<b>S</b>	Success