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| **When …** | | | |
| **Argues or escalates w/verbal/behavioral responses:** | **Gives verbal “warning” of increased anxiety that may escalate beh.** | **Is not working or engaged in an off-task behavior** | **Hurting someone or putting himself in danger** |
| 1. **Answer in a positive framing answer w/concrete explanation:**   **Examples:**  **Won’t give up something say, “When you are done with those I need to borrow too, then we are doing the next activity…”**  **S: “But can’t we EVER take it home?!”**  **T: “That is a GOOD question, I will check with \_\_\_\_.”** | 1. **Continue w/positive framing (agree/**   **empathize) and a structured choice**  **(this may include a return to LS where the teacher will make a plan for )**  **Example: upset cannot do problem & wants to do immediately say “I’m glad you told me, it is good when I know a student wants to solve a problem (positive framing/empathizing); I have to finish items, I can show you after class or you can go to Ms. ’s and do it now – what works best for you?” (structured choice/plan)** | 1. **Use INTERRUPTION/REDIRECTION strategies such as an on-topic question, having him give example, or asking a structure choice question** | 1. **If arriving to ‘home base’ ((LS) REFRAIN from discussing the incident in front of student.** 2. **When first entering home base provide a structured choice of an engagement activity or quiet until ‘process’ time can start.** 3. **If he hurt a peer, review Consequence List when calm. (See list)** 4. **Once List is completed no further talk about incident.** |

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| **PREVENTION:** |
| 1. **Prepare ahead for competitive situation-remind what might happen & he has choice to play, watch, or take another role. Review what to do if upset: hands to self, tell adult, go to ‘safe place’** 2. **Give concrete answers to ?s that may lead to arguments** 3. **Use of positive framing rather than just directives (“You have to read this to catch up but I know you are a strong, fast reader..”)** 4. **Use of intermittent reinforcement for specified behaviors (class tickets)** 5. **Allow use of low level ‘fidgets’** 6. **Allow dictation for longer assignments** 7. **Visual cues to make work appear doable (‘chunking’, highlighting key points, less choices for responses)** 8. **Structured choices to promote work completion** 9. **Pairs for group work projects; Prevent perception of ‘contest’ during group work** 10. **If any ‘warning’ by of something that may escalate behavior (“I can’t go, I’ll get in trouble.”) – return to LS room and teacher will make plan.** 11. **Schedule consistent times for parts of the day in LS room** |