

## **Examples of “Teacher” (Adult) Driven Behavioral Support**

Teacher/Adult will build several “reward times” into the day that the student earns through appropriate behavior or losses (as a consequence) through inappropriate behavior.

Teacher/Adult will respond calmly and quietly to a student outburst in class/hallway/school. “Please leave the classroom and take a break” (without any further discussion).

Teacher/Adult will not refer to any disciplinary action or office referrals that may result from behavior while student is under stress. This will cause escalation.

Teacher/Adult will notify caregiver at the end of each school day (by phone or email) about any incidents at school, so they can support at home with rewards or consequences.

Teacher will post a visual schedule and refer student to review it throughout the day.

Teacher will monitor for signs of stress when student is given a writing assignment and offer an alternative for student to complete the assignment (i.e., computer, letter tiles, voice to text, etc.).

Teacher/Adult will provide ample response time when giving instructions or asking questions to give student time to process what is being asked.

Teacher/Adult will check for understanding if student does not respond after ample response time.

Teacher/Adult will set an ending time for activities and provide prompts to help student prepare to end an activity and transition to a new activity.

Teacher/Adult will enforce natural consequences for student’s actions but will wait until student is calm. For example, student needs to clean up papers from the floor if they threw them down. This is important so student will learn that they cannot escape consequences.

Teacher/Adult will work with student to identify a calming space. Using short and minimal verbal directions, teacher/adult will ask student if he wants to go to his “calming space” if he does not initiate going on his own.

Teacher/Adult will refrain from talking to or approaching student until he has calmed down in his “calming space”.

Teacher/Adult will monitor when student says and shows they are calm, and then ask if they would like to talk about it now or get back to their regular schedule.

Teacher/Adult will offer student pre-calming strategies prior to seat work or highly stressful situations, such as tests or writing assignments. Selections could include practicing some of the calming techniques learned; listening to calming music on headphones; talking a walk; having a snack.

Teacher/Adult will verbally praise the student when calming strategies have been used appropriately or student has responded well in a stressful situation. Use thanks and specific verbal praise.