

5 Point Scale Adult Action Sheet

	Student Behavior:	Staff Behavior:
When Ready: Problem solve	<p>Calm Quiet Under control Voice calm Back at a 1 Maybe in a place they are comfortable can sit, stand, play a game while chatting</p>	<p>When they and you are ready take a problem solving sheet and go step by step to make a better plan for next time a similar situation happens copy the problem solving sheet and put one copy in student file and one in their tools notebook and a plan for rest of day - move on!</p>
When should I put my hands on a child?	<p>ONLY when a child is in eminent danger - ex: running in front of a car</p>	<p>Try everything else first!!! Stop the child in the least and most gentle way possible, apologize and tell them why: "I'm sorry I grabbed you, but you were going to get hit by a car if you ran out into the street" Then use the moment to practice safe ways to cross the road do it as much as you and your child like, while positively reinforcing the desired behavior "You do a great job of looking both ways, I like how you stopped before you stepped off the curb"</p>
5	<p>Higher level thinking is not working Making Threats Physical Aggression Refusing Yelling Power Struggle Voice Tone is Loud Shut down Arguing Bad Language</p>	<p>Give them space!</p> <p>Stay Quiet as my students love to say "zip it, lock it, put it in your pocket"</p> <p>Clear the room of anyone who does not need to be there.</p> <p>Move away from student and keep yourself at a safe distance use block and move CPI as necessary - this is a good time to swap out with another staff member if student is targeting a specific adult.</p> <p>Talk only if absolutely necessary keep place calm quiet and reassuring "I just want to help you whatever I can do, let me know I'm just going to give you some space"</p>

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<p style="font-size: 48pt; color: orange; text-align: center;">4</p>	<p>Higher level thinking is not working Whining Refusing or becoming rigid Arguing Power-struggle Voice Tone Changes Growling Hiding Running Bad language</p>	<p>Stay at a safe distance</p> <p>Ask for help and swap with another adult if needed - it's great for kids to see us using our tools when we get upset too, it's ok it happens to everyone, what matters is how we handle ourselves in the moment.</p> <p>Keep your voice calm and use empathy "I can see you are very upset, I know this must be very frustrating. I want to help you when you are ready, but for now I'm just going to give you some space. You can come to me when you're ready"</p> <p>Offer a change of venue - "You want to get out of here?"</p> <p>Use visuals - tools list, 5 point scale, drawing of 2 choices</p> <p>Keep verbal statements short.</p> <p>Give Students no more than 2-3 choices using a visual picture</p>
<p style="font-size: 48pt; color: purple; text-align: center;">3</p>	<p>Whining Complaining of not feeling well Head down on table Quiet refusal to do work May want to take a break May be bothered by the noise in the room and request headphones Silly - noises Out of seat wandering around distracting others</p>	<p>Ask verbally "I notice you are...is there something we/I can do to help?" Get students notebook out and 5 point Scale And tools list to provide examples</p> <p>Support</p> <p>Reinforce positive behaviors with specific comments "I like the way you are getting your work done so quickly" way to be responsible.</p>

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<p style="font-size: 48pt; color: #008080; text-align: center;">2</p>	<p>Following most directions May hear some whining May lay head down express being tired, distracted, having difficulty following directions, spaced out Out of seat wandering around</p>	<p>Reinforce positive behaviors with specific comments “I like the way you are getting your work done so quickly” way to be responsible. Ask if there is anything they need Get students book/Choice Sheet/5 point scale Gum Big/Deal/Little Deal Kelso’s Choice Breathe deep Make visual plan Support</p>
<p style="font-size: 48pt; color: #008000; text-align: center;">1</p>	<p>Smiling Following Directions Laughing Talking Doing classwork/participating</p>	<p>Provide Instruction on work Reinforce positive behaviors with specific comments “I like the way you are getting your work done so quickly” way to be responsible. Follow normal school routine Provide visual of work expectations, work to be completed</p>

- If we already know it will be a difficult day – change in schedule, tired, etc... then make a visual plan early in the day even if students are at a “1”. Pre- planning is always a great choice! It helps the students to remember when they start to escalate that they can ask for what they need on their own,
- Giving students “choices for support” when they are feeling frustrated and not is **not** a reward for bad behavior, it is showing them that they can get what they need if they are advocating in the right way! It also helps them to identify what supports they need to help them be successful during the school day. When a student begins to escalate and they are asking for a “break” or “choice” give them the opportunity to be successful the first time! Praise them “I am so proud of you for asking for what you need before you got too frustrated.” “You are doing such a good job noticing what you need” We want them to stay at a “1”, not go to a “5” to get what they need. Most importantly by allowing students to learn what helps keep them regulated and how to help themselves and ask in an appropriate way they are learning skills to be successful in life.