

BEHAVIOR MANAGEMENT PLAN

Jorge—Room 10 * January 2010

Behavior	Intervention	Words to Use
Refuses to participate in activity/ wanders around the room.	<p>Give reminder of activity and offer a choice of what he can do.</p> <p>Say his name. Get eye contact. Verbally tell him and use gesturing of what you want him to do.</p> <p>Logical consequences may mean not participating in the activity being offered.</p>	<p>Eye contact: "There you are." "I don't like it when you..." "I feel ___ when you ___ because ___ (relate it to safety)." "We'd really enjoy it if you joined the group." is ok, but let the choice be his and acknowledge his decision.</p>
Having a tantrum during transitions	<p>If all preparations for transitions still result in a tantrum, acknowledge his feelings. Allow him to go the "safe place" to cool down. Allow STAR person to help if he chooses.</p>	<p>"I love you too much to argue." Be clear and direct; keep calm and repeat what is expected or the choices. "You wanted ___ so you ____ . When you want ____, say ___ or ____."</p>
Hurting other children	<p>Remove children from unsafe situation. Allow him to cool down in the "safe place".</p>	<p>"I will not let you hurt our friends. What you did was not safe. My job is to keep you and everyone safe. Your job is to help me." "Was that helpful or hurtful? How can you be helpful?"</p>
Hurting teachers/ staff	<p>Calm yourself. Allow him to cool down in the "safe place". If children or staff are at risk and he is beyond your efforts, call the office.</p>	<p>"You may not ____ . ____ ing hurts. You didn't know the words to use without being hurtful. When you want ___ say, ___ or do ____ . Let's practice that.</p>

With all children, practice the calming techniques: STAR, Drain, Pretzel, Balloon.