

Sample Behavior Plan

Student

Date

Warning signs that the student is feeling triggered (overwhelmed, tired, frustrated, sad, insecure etc.)

- --- (ex. Rubbing eyes, clenched fists, eyes darting, blank stare, tone of voice etc. This will be different for everyone and may take a while to compile a list of observations. Parent, caregiver, staff and student can add to this list.)
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Situations which cause the student to feel triggered. (injustice toward self or others, hunger, embarrassment etc.)

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Staff Response to warning signs that the student may display unwanted/unsafe behaviors.

1. Recognize the signs
2. Validate the core emotion/feeling (even if you don't know what the root of the feeling is)
3. Regulate yourself first. (take a deep breath, talk with another staff, check your own tone of voice and body language before acting.)
4. Co-regulate with the student. Offer some familiar suggestions to help the student reach a state of emotional regulation (take a walk, get a drink of water, talk with a trusted staff member, chew a piece of gum, tell the student something positive etc.)
5. Restore the relationship, Help the student to make things right if necessary. (ex. Apologize for rolling eyes, picking up something that they dropped on the floor, pay for a broken pencil, help the teacher clean desks after class)

6. Discipline or Consequence only if necessary - the consequence is simple, straightforward and when it's done it's done.

Goal: Student will respond to correction or perceived (or real) injustice without harming self or others.

Strategies for meeting the goal:

Goal: Student will learn and use coping skills to deal with frustration. Staff will assist in co-regulation.

Strategies for meeting the goal:

- ---Learn coping skills
- ---Verbalize coping skills
- ---Write at least three coping skills that can be used in the classroom
- ---Staff will be able to name and encourage at least three strategies for reregulation and be able to implement them.

Goal: Student and Staff will observe, understand and be able to identify the warning signs of dysregulation and work to reregulate behaviors before they escalate. Staff will be committed to reregulation first before trying to address behaviors, consequences, or restoration. Student will be committed to self regulation before using behaviors to try to meet perceived or real needs.

Strategies for meeting the goal:

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Goal: Staff, Parent(s) and Student will participate in communication (text, email, etc.) to stay connected in an effort to support the student well and curb unwanted/unsafe behaviors before they arise.

Strategies for meeting the goal:

- ---(ex.) group text
- ---(ex.) group email
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Goal: Staff will model appropriate frustration responses. Staff will maintain an even tone of voice, be aware of facial expressions, and model using their own coping skills.

Strategies for meeting the goal:

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