

Handouts *Decreasing Inappropriate Behavior* *Part 2*



NOTE: Download these handouts on our website,
www.incredibleyears.com/resources/gl/teacher-program/

Visit the website for updates to these handouts, and for editable versions that can be sent electronically and completed prior to the next workshop.

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The
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by Carolyn Webster-Stratton, Ph.D.

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Suggested Activities for the Month

TO DO

- Identify a student with some behavior difficulties and develop a behavior plan utilizing proactive and positive approaches and a discipline plan.
Write the plan out on the “Behavior Plan Worksheet” and evaluate how it worked.
- Find and record three logical consequences.
- Teach students one self-regulation strategy (deep breathing, thermometer, positive imagery, muscle tense & relax).
- Use a puppet to teach students how to go to the calm down place (use script from handouts).
- Record and monitor any use of Time Out to Calm Down—what occurred, how long it lasted, and how the child reacted.
- Call your buddy and share your success with your discipline strategy.

TO READ

Chapters Eight, Nine and Ten from *Incredible Teachers* book.





Behavior Plan for: _____

Step #1: Negative Classroom Behaviors	Step #3: Desired Behaviors	Step #4, 5, & 6: Proactive Strategies, Praise & Reinforcers	Positive Discipline Hierarchy

Sample Behavior Intervention Plan for Child With Attention Deficit Disorder and Conduct Problems



for _____
 Developed by: _____
 Date: _____

This behavior intervention plan has been created to support the goals and objectives in the IEP dated _____, and should be considered an addendum to the IEP.

I. Preventative Strategies/Modifications

In order to provide a program most conducive to success for Timmy, the following strategies and modifications are recommended for his program:

- Arrange for someone to meet him at the bus and escort him through the building to his classroom, so that he can enter the classroom more calmly.
- Create and consistently use a "Quiet Working Place" for Timmy to use when he is overstimulated, distracted, or needs time "alone," or when he has a task he needs to focus carefully upon.
- Planned seating with back to most of the activity in the room when doing seat work. Seating near adult at circle time.
- Modify activities/expectations (e.g., time on task, # of activities, criteria for completion, etc.) to reflect his needs and capabilities, providing for success and challenge. Team (OT/PT, Resource, Parents, etc.) input regarding these expectations is recommended.
- Use a picture sequence card/chart (large for class, small for himself) that outlines his daily schedule, to help him anticipate large transitions. Announcing upcoming transitions and counting down to them is also helpful.
- In lines give him a task or job (carry something, "give yourself a hug"), as well as place him in close proximity to the escorting adult.

II. Encouragement of Appropriate Behaviors (level 1)

Level 1 Interventions are most effective when child is fairly calm and still responsive to verbal redirection. These interventions often serve to prevent further escalation.

Intervention	Example
1. Frequent verbal cueing to help student understand positive expectations	"I play with kids who share." "I spend time with students who are working."
2. Give ample preparation for upcoming transitions and any changes in plans or routine. Timmy needs to know the routine each day. He likes to be reminded about what is happening next. Giving him helper roles assists in transitions.	"Time to clean up in 5 mins..., 2 mins..."
3. Praise other nearby children who are displaying appropriate behavior.	"_____ and _____ are cleaning quickly. Good job, you will be ready for snack."

- | | |
|---|---|
| 4. Frequent descriptive praise of appropriate behavior. "Catch him being good," especially when he is not drawn into others' inappropriate behaviors. | "You're sitting quietly. Good job!" He responds positively to attention and material reinforcers, such as stickers. |
| 5. Use of proximity and attention whenever possible and reasonable to reinforce appropriate behavior. | "I see you working hard on your _____. When you are finished you can put a star on your chart!" |
| 6. Redirecting student towards positive expectation. | "Timmy, what do we do next on your project?" |

III. Decreasing Inappropriate Behaviors

A. Limit Setting (level 2)

To be utilized when Timmy is having trouble complying and the previous interventions are not being effective. The use of a firm voice tone and eye contact, coupled with time for him to comply will make these techniques the most effective.

Intervention	Example
1. Clear nonverbal cueing to assist in conjunction with short, simple verbal phrases, in close proximity.	Hand signal, facial expression and/or eye contact. Use for positives as often as possible. "We are quietly putting blocks away."
2. Directives are given in the form of a choice (promotes child's need for autonomy), using a firm, but gentle voice. (Precision Requests are helpful here.)	"You can sit near me and listen to the story quietly and put a star on your chart or you can take a quiet minute and try again in a few minutes." Counting is also sometimes effective. "You have until 4 to make a choice."
3. Clear limits are set by clarifying positive and negative consequences, in firm voice. (Give space and time to comply.)	"Timmy, sit with us quietly or take a quiet minute. Show me what you are going to do."

B. Time Out to Calm Down/Time to Calm Down (level 3)

The child has become very escalated, and is very angry and disruptive to classroom work. Tends to display more noncompliant, aggressive, and loud voice tone. At this time, the child is unable to respond effectively to redirection and choices. It may be necessary to send the child to the Calm Down Space to assist him in regaining control of his feelings and behaviors.

Intervention	Example
1. Clear limits are set regarding when the Calm Down strategy will be used. Avoid giving too much attention when he is angry. (Give him a minute to comply.)	"You need to calm down and quiet down or you will need to take a Time Away. Can you take a quiet minute now or do you need to go to the Calm Down space?" "That's great, you will earn extra stars for that."
2. A clear warning is given to comply or he will need to go to the Calm Down space. Give clear but concise + and - choices. (Give him a minute to comply.)	"That is your second warning. You have made the choice to go to Time Out to Calm Down now for 5 minutes."

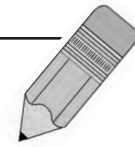
Redirect attention of class and reinforce other children for appropriate behaviors during this time.

- | | |
|--|--|
| <p>3. If Timmy is unable or unwilling to take a 5-minute Time Out in the class, the teacher will call the office and ask for assistance in taking him to the next class to do his Time Out there. An “on call” team has been set up to help a teacher in need.</p> | <p>Staff will be neutral and give minimal attention to Timmy. He can return to class after 5 minutes of calm and quiet sitting. He will be welcomed back to class.</p> |
| <p>4. Once Timmy returns to the classroom, we consider it a “clean slate” and do not rub his nose in his mistake.</p> | <p>“I can see that you are calm now. Let’s try again. I know you can do it! What do you need to do now to earn a star?” “Good for you. You are really learning to help others and control yourself.”</p> |

Child will return to class and resume activities as long as he is in control and responsive to adult redirection.

IV. Plan for Involving Parents

1. Parents will be called to report any successes he has in managing his behavior.
2. Star charts and/or notes will be sent home to parents which tell them which positive behaviors received stars. They will reward him for obtaining a certain number of stars each day. For example, 4 stars = extra reading time with Mom; 8 stars = friend over after school; 8 stars = small prize; etc.
3. If Timmy has a bad day, teacher will call him in the evening to reassure him that things will go better the next day.
4. Parents will be encouraged to support Timmy’s successes and to avoid focusing on and talking about his mistakes (Time Outs) at school. Misbehavior at school will be handled at school and it will not be necessary for parents to enforce additional punishment.
5. Meetings with parents will be set up to foster positive collaboration and a consistent plan from home to school.
6. Parents will be invited to participate in planning incentives, participating in field trips, and so forth.



for _____
Developed by: _____
Date: _____

This plan is to be created by teachers, therapists or counsellors working directly with a student or parents, and parents in collaboration with each other. This plan should be expanded over the year and then used to develop a transition plan for next year's teachers. Please be as specific as possible with examples.

I. Preventive Strategies

The following preventive strategies are particularly effective with this student:

For example: seating child near teacher with back to classroom when doing seat work; picture sequence chart on desk that outlines class schedule to help with transitions; allow for opportunities to move around; nonverbal cues and signals.

II. Encouragement of Appropriate Behaviors

Targeted Positive Behaviors to Increase. The following positive behaviors have been targeted for additional support and reinforcement:

For example: hands to own body; concentrating on work; quiet hand up; following teacher's directions; sharing ideas with group; listening to others quietly; reading practice.

Effective Motivators and Incentives. The following teaching strategies are effective in motivating this student and increasing his/her prosocial behaviors and academic success:

For example: frequent verbal praise which clearly describes the positive behaviors they have accomplished; praising nearby children when they are off task; behavior sticker chart which targets positive behaviors which child can earn stickers or coupons for—these are turned in for prizes whenever they earn 25; “happy grams” are given for special accomplishments; child likes to earn extra time on computer or chance to be teacher aid—teacher attention is a particularly powerful motivator; child also likes to be a leader of class activities and will work for this privilege.

III. Decreasing Inappropriate Behaviors

Targeted Negative Behaviors to Decrease. The following behaviors have already been successfully eliminated:

The following behaviors are receiving some planned consequences in order to decrease their occurrence:

For example: interruptions during class; disengagement in class particularly during large group activities; noncompliance to teacher instructions.

Effective Strategies for Handling Misbehavior. The following teaching management strategies are helpful with this student:

For example: clear nonverbal cues and reminders were helpful in redirecting child back on task for non-disruptive behaviors indicating disengagement; warning of consequences often prevented misbehavior from escalating; warning of Time Out to Calm Down for disruptive behaviors such as refusing to follow directions often stopped misbehavior; Time Out given for hitting immediately; Time Away consisted of chair in corner of room for 5 minutes; if child couldn't sit in chair, office was called and child went to classroom next door for 5-minute Time Out; loss of computer privileges if child had 2 or more Time Outs in one day.

IV. Parent and Teacher Insights about the Student's Temperament & Interests–Tips for Connecting

For example: Interests–collecting baseball cards, ballet, etc. Temperament–likes hugs, squirms a lot and avoids eye contact but absorbs information readily, anxious about new events and sharing self, hates writing but computer helps; Family–has pet dog Ruffie, adjusting to divorce.

V. Plan for Collaborating with Parents:

The parents would like to be involved in supporting their child's success in school and agreed that the following approaches would be mutually supportive:

For example: behavior sticker chart of positive behaviors sent home each day—child will trade these in for additional incentives from parents; parents will be supportive, positive and hopeful with their child—they will focus on his successes; discipline plan was agreed to by parents and they will avoid punishing bad days at school—as discipline would be administered at the time of misbehavior by teacher at school; telephone calls will be made to mother to tell her of positive behaviors; mother would like to participate in field trips or reading sessions in classroom; mother can help with transitions if this is a problem; parents suggested incentives which they have found motivating for their child; teachers and parents will try to communicate weekly by note, voice mail or e-mail. Teacher will support and praise parents' efforts at home.

Plan discussed and agreed upon (date): _____

Plan to be re-evaluated (date): _____

Calm Down Thermometer

I can do it. I can calm down.



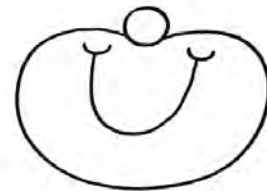
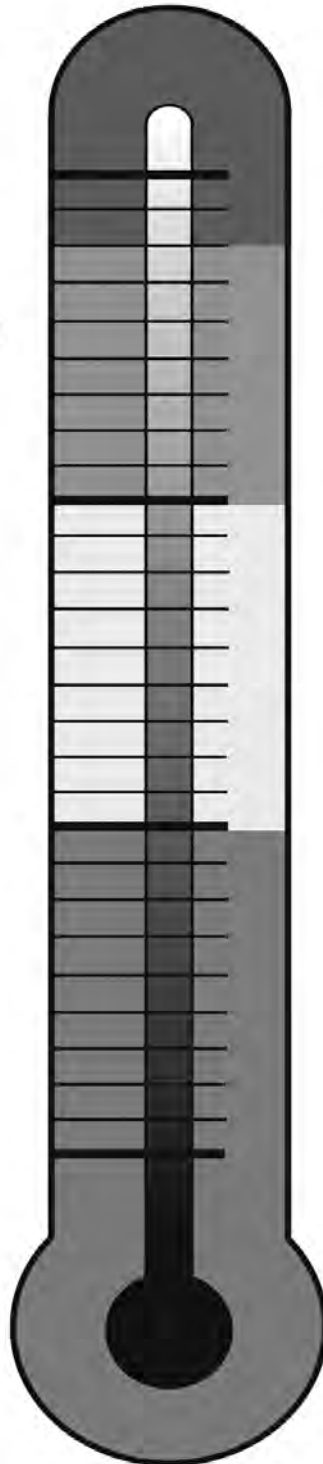
Think "Stop"



Take 3 deep breaths



Stay cool





Step #1: Identify Negative Classroom Behavior (choose 1 or 2 to start)

Step #2: Ask Why is the Misbehavior Occurring? (Functional Assessment):

Formulate a hypothesis about why the child is misbehaving. The following checklist will help you to understand the child by thinking about why the child may be behaving in a particular fashion (select the 2-3 most likely reasons):

Understanding the Misbehavior	Yes	No
• Child uses the misbehavior in order to get attention		
• Child is venting frustration with the misbehavior		
• Child does not have the developmental ability to do other behaviors		
• Child uses the misbehavior to avoid stress or some unpleasant task		
• Child finds the behavior fun in and of itself		
• Child is unaware of doing the behavior		
• Child uses the behavior to obtain power over others		
• Child uses the behavior to gain revenge		
• Child has not been taught other more appropriate prosocial behaviors		
• Child's home environment or past history has not taught the child predictability or the trustworthiness of adults		
• Child's community endorses the behavior		
• Child's behavior reflects child's feelings of inadequacy		

Step #3: Target Desired Behaviors

Step #4: Select Proactive Strategies—Keep Records of Progress!



Responding to Child Dysregulation and Teaching Self-Regulation

Carolyn Webster-Stratton, Ph.D.

My student is upset, angry, defiant & beginning to dysregulate

Teacher Self-Talk

"This child is upset because... and needs help to self-regulate and problem solve."

"I can stay calm. This will help all my students to stay calm."

"I can ignore this behavior as long as he is not hurting someone or interfering with others' learning."

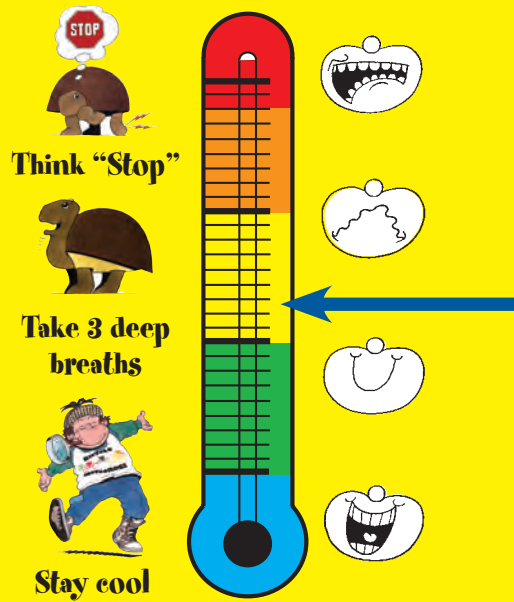
"I can be supportive without giving too much attention to disruptive behavior."

"If my student is responsive and cooperative to my emotional coaching, then it's a good time to continue coaching. If my coaching attention makes her angrier, then she needs space and privacy to calm down."

Teacher Response

- Model deep breathing, patience and being sympathetic to student.
- Help student use calm down thermometer and take deep breaths.
- Redirect student to another activity.
- Ignore student's dysregulated behavior as long as behavior is not unsafe.
- Label student's emotion and coping strategy: "You look angry, but you are trying hard to stay calm with breathing and remembering your happy place."
- Stay nearby and be supportive.
- Give attention and coaching to behaviors and thoughts that encourage the student's coping and emotion regulation.





Slow Down

When students are angry and dysregulated, teachers may also feel angry, frustrated, and out-of-control and may respond by yelling, scolding, or criticizing. At these times, Time Out can provide time and space for the teacher, as well as the child, to self-regulate. Here are some tips for teacher self-regulation:

- STOP and challenge negative thoughts and use positive self-talk such as: *"All children misbehave at times. My student is testing the limits of his independence to learn that our classroom rules are predictable, consistent and safe. This is normal for children this age and not the end of the world."*
- Do some deep breathing and repeat a calming word: "relax," "be patient," "take it easy."
- Think of relaxing imagery or of fun times you have had with the student.
- Take a brief break by drinking some water, feeding the fish, or talking to another teacher or child. Make sure your student is safe and monitored.
- Focus on coping thoughts such as: *"I can help my student best by staying in control."*
- Forgive yourself and be sure you are building in some "personal time" for relaxing and refueling.
- Ask for support from someone else.
- Reconnect with your student as soon as you are both calm.

Like your student you can get yourself into a "green" calm state and try again.



My student continues to dysregulate and becomes aggressive

Teacher Self-Talk

"My student is out of control and too dysregulated to benefit from prompts to calm down or to discuss solutions to problems."

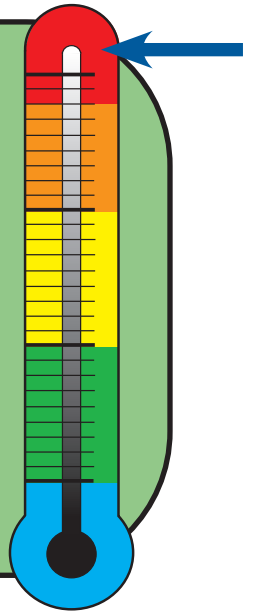
"I need to give my student time away from attention to calm down so he doesn't hurt someone."

"I have taught my student how to use the Time Out or Tiny Turtle chair to calm down so I can do that now."

"Time Out is a safe and respectful way for my student to learn to reflect and self-regulate."

Teacher Response

- I say, "Hitting is not allowed, you need to go to Time Out to calm down." (This place has a calm down thermometer to remind my student of what to do in Time Out to calm down.)
- I wait patiently nearby to let him re-regulate and make sure others don't give this disruptive behavior attention.
- I give him privacy and don't talk to him during this calm down time. I help other students to give him privacy.
- When he is calm (3-5 minutes), I praise him for calming down.



My Student Is Calm Now

Teacher Self-Talk

"Now I can reconnect with my student and help her learn an alternative way to solve her problem."

"She is learning she gets more attention from me for positive behavior than inappropriate behavior."

"I can help her learn to express her frustration and anger in more appropriate ways."

Teacher Response

- I praise my student for calming down.
- I redirect my student to a new learning opportunity.
- I do not force my student to apologize because insincere apologies do not teach empathy.
- I engage her in something else so that we have positive Time In together and she feels supported.
- I start using social coaching in my interactions with my student.
- I look for times when she is calm, patient, happy, or friendly to give my positive attention to.
- I use emotion coaching to help my student understand these self-regulated feelings get my attention.
- If she starts to dysregulate again, I name her uncomfortable feelings, help her express these verbally, and prompt her to remember her coping strategies.
- During times when my student is calm, I use puppets, games, and stories to help her learn alternative solutions to common childhood problem situations.



Bottom Line

My student learns that taking a Time Out feels like a safe and secure place to calm down; it is not punitive or harsh and isolating; my student understands that when he has calmed down, he can join in peer activities without blame and has a new opportunity to try again with another solution to his problem. He feels supported when this strategy has been used and has sometimes seen his peers or teachers use this same strategy when they are angry. My student gets far more Time In attention from me for positive behaviors than negative behaviors. He feels secure when using Time Out because it gives him time to re-regulate and try again in a caring environment. Time Out provides me with a chance to take a deep breath and calm down so I can respond to my student in a calm, firm, consistent, nurturing and caring manner.

Calm Down Procedure for Aggression (in the Classroom)

Children Ages 3-6 Years

Scenario #1: Child goes to Calm Down Area



Child hits

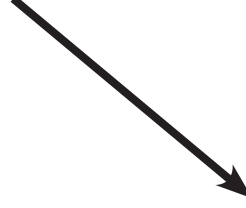


Check in with child who was hit
"I'm sorry she hit you. She made a mistake"

Command
"You hit. You need to go to the calm down area."
(wait 5 seconds)

Child goes to Calm Down Area
(No attention given for 3-5 minutes)

Child calm for last 1-2 minutes



Teacher coaches and praises child's first positive behavior.
"Thank you for raising a quiet hand"

Teacher ends time & re-engages child
"Your body is calm. You can join the group."

Young Child Resists Going to Calm Down Area (in the Classroom)

Children Ages 3–6 Years

Scenario #2: Child resists going to Calm Down Area



Child hits



Check in with child who was hit
"I'm sorry she hit you. She made a mistake"

Command
"You hit. You need to go to calm down area."
(wait 5 seconds)

Child refuses to go to Calm Down Area

Teacher gives one warning
"You can go by yourself, or I can help you."
(wait 5 seconds)



Teacher coaches and praises child's first positive behavior.
"Thank you for raising a quiet hand"

Teacher ends time and re-engages child
"Your body is calm. You can join the group."

Child complies
No attention given for 3–5 minutes, last 1–2 minutes child is calm.
Note: If child refuses, teacher calmly walks child to calm down area with no talking.

School Age Child Resists Going to Calm Down Area (in the Classroom)

Children Ages 6–10 Years

Scenario #2B: Child initially resists going to Calm Down Area



Child hits



Check in with child who was hit
"I'm sorry she hit you. She made a mistake"

Command
"You hit. You need to go to calm down area."
(wait 5 seconds)

Child refuses to go to Calm Down Area

Teacher gives warning
"If you don't go now, you will have a consequence of: loss of computer time, choice time, 5 minutes of recess, or classroom chore."
(wait 5 seconds)



Teacher coaches and praises child's first positive behavior.
"Thank you for raising a quiet hand"

Teacher ends time and re-engages child
"Your body is calm. You can join the group."

Child complies
No attention given for 3–5 minutes, last 1–2 minutes child is calm.

School Age Child Continues to Resist Going to Calm Down Area (in the Classroom)

Children Ages 6–10 Years

Scenario #2C: Child continues to refuse to go to Calm Down Area

Child hits



Check in with child who was hit
"I'm sorry she hit you. She made a mistake"

Command

"You hit. You need to go to calm down area."
(wait 5 seconds)

Child refuses to go to Calm Down Area



Teacher gives warning

"If you don't go now, you will have a consequence of: loss of computer time, choice time, 5 minutes of recess, or classroom chore."



Teacher coaches and praises child's first positive behavior.
"Nice job getting started on your reading assignment."

Teacher follows through with consequence and ignores protests

Note: consequence should be carried out same day.

Teacher ends power struggle

"You made the choice not to go, so you have lost the privilege of ____"
(Going to Calm Down area is dropped)

Child still refuses to go to Calm Down Area

Time Out to Calm Down is One of Many Tools in the Incredible Years® Tool Kit

Carolyn Webster-Stratton, PhD

Is Time Out used in the Incredible Years® Programs?

Yes, *Time Out to Calm Down* is a non-punitive discipline strategy used strategically and sparingly in IY programs for parents, teachers, and children to promote and build children's emotional self-regulation skills. This building tool is reserved for times when a child is too physically angry or emotionally dysregulated to be able to respond rationally to other evidence-based behavior management approaches.



Are there alternatives to Time Out to Calm Down?

In the Incredible Years® programs parent and teachers are taught a wide variety of relationship and behavior management tools. The training begins with a focus on relationship-building, child-directed play, social-emotional and persistence coaching, praise and encouragement, and incentives. These approaches build positive attachment and teach children replacement behaviors or "positive opposites" to inappropriate behaviors that adults want to reduce.

Next parents and teachers learn appropriate proactive behavior management tools such as clear rules, predictable routines, planned distraction, redirection, ignoring, logical and natural consequences, Time Out to Calm Down, and problem solving skills. Parents and teachers learn to choose strategies from this toolkit to set up environments that support children's social-emotional development and result in positive peer and adult relationships and optimal academic and language learning.



When is Time Out to Calm Down recommended? When children misbehave, parents and teachers may redirect, ignore, problem solve, set a limit, use a when/then, or give a brief consequence. For most misbehaviors, these tools work well. Time Out to Calm Down is reserved and used sparingly for targeted negative behaviors such as times when children are highly emotionally dysregulated and aggressive, destructive, or hurtful to others and are not able to cognitively process or respond rationally to other supportive management strategies or problem solving.

Won't children feel abandoned if parents and teachers use Time Out to Calm Down when children are upset? Time Out to Calm Down is not used in a vacuum! Children are taught about Time Out to Calm Down in a neutral context, when they are calm. They practice with puppets such as Tiny Turtle who teaches them how to go to Time Out, take rocket ship breaths to calm down, to go in their turtle shells, and think about their happy place. They learn about using a Calm Down thermometer to regulate their emotions from upset to calm. They are taught self-talk ("I can do it." "I can calm down."). They discuss with parents, teachers, and the puppets why Time Out to Calm Down is helpful. They learn what behaviors will result in their parents or teachers asking them to go to the Time Out space to calm down. They learn that parents and teachers also take Time Outs to calm down.

What does Time Out to Calm Down look like?

Parents and teachers are taught that they need to be calm, patient, and caring when giving a Time Out to Calm Down. Calm Down time is brief, 3-5 minutes, or until the child is calm. Time Out to Calm Down is given in the same room as the parent or teacher so that the child can be monitored and will know that an adult is near. Support materials are available for children to use to calm down during Time Out (Calm Down Thermometer, Tiny Turtle puppet, or other calming objects). During Time Out to Calm Down, parents or teachers do not give attention, but at the end of Time Out to Calm Down, they reconnect with the child and the child is given a new opportunity to be successful. The focus is on the fact that the child calmed down and on ways for the child to positively re-engage in the environment. Children are not scolded or reminded about the reasons for the Time Out to Calm Down. When appropriate, parents and teachers may engage in positive problem solving with the child later when the child is calm and receptive.



When appropriate, parents and teachers may engage in positive problem solving with the child later when the child is calm and receptive.

Why do some people think Time Out to Calm Down is harmful? In some contexts, Time Out has been used in a punitive or isolating way. When the Time Out tool is misused, it can be harmful to children and to their relationships with adults. In some cases, misuse of this tool has led to school or agency policies against Time Out. It is always important that Time Out to Calm Down is used thoughtfully, caringly, with patience and as one small part of a positive, consistent, loving approach and a full toolkit with a strong relationship foundation.

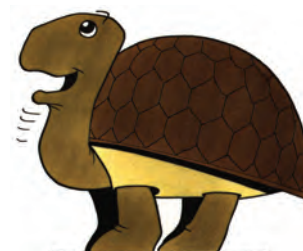
Is there any evidence that Time Out To Calm Down works? Four decades of research has shown that, when done effectively, Time Out to Calm Down produces positive child outcomes in terms of reducing misbehavior and increasing children's sense of security in their relationships as well as preventing child maltreatment. Many parents have told us that it helps them to stay calm themselves because they have a predictable blueprint to follow that helps them maintain their positive, respectful, and trusting relationship. When adults use this tool appropriately, they are modeling a nonviolent response to conflict that stops the conflict and frustration, and provides a cooling off period for both children and parents. It gives children a chance to reflect on what they have done, to consider better solutions, and fosters a sense of responsibility.

What do children say about Time Out to Calm Down? The children who have experienced Time Out to Calm down in the Incredible Years® programs often recognize that it is helpful. Some learn to take a Time Out to Calm Down on their own, without an adult prompting the Time Out. Below are quotes from discussions with children about Time Out to Calm Down:

Child to Wally Puppet after practicing Time Out to Calm Down: *"Wally, it's okay if you have to go to Time Out. People will still like you. You can just say 'teacher, I've calmed down now.'"*

Child about Time Out to Calm Down and breathing: *"It calms you down. You breathe and you let it all out."*

Child about Time Out to Calm Down as time for self-reflection: *"You think about 'oh what have I done. I've made a bad mistake, and I can't do it again the next day.' Then you're feeling a little bit happy."*



Child about what he learned from Tiny Turtle: *"You go in your shell when you are angry and you take 3 deep breaths.....you have to calm down when you are angry or sad."*

Discipline Hierarchies/Steps For Nondisruptive & Disruptive Behavior

Step #8

Give Repeated Opportunities for New Learning Trials

- Model, coach & practice alternative desired behaviors
- Praise replacement behaviors
- Circle Time Lessons

Step #7

Review Behavior Plan

- Check frequency of positive attention for prosocial behavior
- Check incentive program is motivating child
- Check that no attention is given during Time Out
- Conference with parent to coordinate home and school program
- IEP

Step #6

For aggressive, destructive behavior

- 3-5 minutes time away to Calm Down
 - Work Chore
- For noncompliance
- Time in the Calm Down space followed by command repeated

Step #5

Use small natural and logical consequences e.g.,

- 2 minute recess lost
- no computer time
- 2 minute loss of free play
- activity removed for few minutes
- loss of privilege

Step #4

Ignore Non Aggressive Misbehaviors e.g.,

- tantrums
- whining

Step #3

As child begins to get upset, coach calm down strategies

- deep breaths, talk about feelings, positive visualization, use turtle shell, positive self-talk

Step #2

Positive Verbal Redirect e.g.,

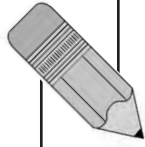
- Distractions and Re-engagement Strategies

Step #1

- Nonverbal Cues
- Clear rules
- Predictable Schedules
- Transitions Clear

Foundation: “Massive” Attention/Coaching/Encouragement & Praise for Prosocial Behavior

“Always choose the lowest, least intrusive first.”



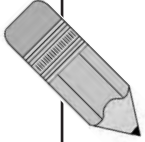
Teacher Suggested Activities

RECORD SHEET: PROCEDURE FOR COMPLIANCE TRAINING

Date	Time	Command Given (Warning if Non-compliance)	Child's Response	Reward/Attend for Compliance	Calm Down Area for Noncompliance (Duration)	Repeat original command and praise compliance (if not compliant repeat warning and sequence.)



"...deep breaths... I can
calm down and try again."



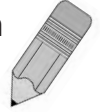
Teacher Suggested Activities

RECORD SHEET: USING TIME OUT TO CALM DOWN FOR CHILD AGGRESSION

Date	Time	Command	Child's Response	Calm Down Area (Duration)	Warning Given if Child Does Not Go/Stay in Calm Down Area	Praise Child for Calm Body

Brainstorm/Buzz–Natural & Logical Consequences

What consequences do you use for misbehavior in the classroom? Discuss these with your teacher buddy and write them down. Think about when you would use these on your discipline hierarchy.



Find and record three natural or logical consequences and record how you used them.

1.

2.

3.



Brainstorm/Buzz–Coping and Calming Self-Talk

Think about ways to stay calm, assertive and patient when children misbehave.



Practice challenging negative self-talk and substituting positive self-talk and coping statements. On this notepad, write down some self-talk that you can use when you feel your anger mounting.

Positive Self-Talk

I can handle this...

I can control my anger...

I will take a brief Time Out myself...



Challenge irrational thoughts

Brainstorm/Buzz—Staying Calm When Using the Calm Down Space

What emotional responses do you experience when sending a child to the calm down space? Teachers often have trouble controlling their anger when dealing with a child's aggression or oppositional behavior, and find it hard not to criticize the child. This emotional involvement can make it difficult to ignore your child's arguments or to praise compliance when it finally does occur. What strategies could you use to stay calm? Write them down below. Be specific!



My emotional responses when sending a child to the Calm Down space	Strategies to stay calm





Incredible Years® Problem Solving Worksheet for Managing Children's Challenging Behaviors!

Problem Definition:

1. Student's challenging behavior: _____

2. What are the triggers/precipitants of my student's misbehavior? (developmental problem, not enough sleep, not getting what they want, a family transition or stress, low frustration tolerance, etc.)

3. How do I usually respond to this misbehavior? (Do I give it attention? Do I get angry?)

Goals:

4. What is my goal? What positive opposite behavior do I want to see instead? _____

Solutions:

5. What skills/strategies can I use from the bottom of the Teaching Pyramid to support this positive behavior?
Play/Special Time: What kind of play or special time might best help my student here? (Remember, it is best if it is child-led.) (persistence, academic, social, or emotion coaching) _____

Praise: What behaviors can I praise and how? (Remember they should be the "positive opposites" of the behaviors you want to decrease.) _____

Stickers and Rewards: How can I reward this good behavior? What incentives will motivate this student? _____

6. Choose from the list below those responses from the top of the pyramid than can be used to reduce this misbehavior.
Routines: Do I have a predictable routine for this problem? _____

Distraction/Redirection: How can I distract or redirect this student before misbehavior escalates? _____

Ignore: What part of this behavior could I ignore? _____

What will I say to myself while I ignore it? _____

Consequence: What natural or logical consequence can I use to teach this student to change this behavior? _____

Calm Down Strategies: What calm down strategies can I teach this child? (use of turtle shell, deep breathing, positive self-talk "I can do it, I can calm down," use of the calm-down thermometer) _____

What problem solving strategies do I need to teach this student? _____

Carrying Out my Plan:

7. To whom should I communicate this plan? (other teachers, parents, principal etc.) _____

8. Who can I call for support and to check in? _____

9. How will I take care of myself while this is going on? _____

Evaluating the Success of Solutions

10. How will I know I am making progress? What will be different? What assessments will I use? _____

11. How will I celebrate this student's success? As well as my own? _____

***Congratulations! You have a plan to change your student's behavior!
Remember, it can take three weeks or more to see changes,
so don't give up!***

Sample Circle Time Lesson Script: Calm Down Thermometer

Teacher: Wally has a problem he wants to share with you today. Wally, can you let us know what happened?

Puppet: Well, someone knocked down my block tower when I was building and I was soooooooooo mad.

Teacher: Kids, how do you feel when that happens to you?

Child: Mad. That happened to me I was mad!

Teacher: That is so frustrating. You felt just like Wally did. I think Wally has a trick to share that can help you feel better. Wally, what did you do to stop your anger?

Wally: I have a special trick and it helps me to calm down. I take three deep breaths and then try to change my mad feelings. My mom showed me this thermometer that helps me remember how to do it. (Puppet models three deep breaths and how to say "I can calm down.")

Teacher: Thanks Wally. Now let's take those breaths with Wally as he does it. (lead children in taking deep breaths and saying, "I can do it, I can calm down"? Take a look at this thermometer, what do you notice?)

(Children will answer with varied ideas, the colors, the pictures on it. Use this brainstorm to validate their ideas and teach them why thermometer looks how it does and how they can use it)

Puppet: Yeah, it has lots of different colors on it. When I am mad I feel red hot! That's when I am mad or frustrated. At the bottom the thermometer is blue. It reminds me of cool water.

Teacher: And as you move the arrow down the thermometer, you can change your feelings back into happy ones trying Wally's trick. Okay, let's try it. Pretend your ice cream just fell off your cone and now you can't eat it. Show me on your faces how you might feel?

I see lots of angry faces. Your mouths are tight, you don't have any smiles at all.

Teacher: Francis, will you come up and show me where the arrow is on the thermometer when you feel mad. Like if your ice cream fell on the ground? Yes! Right at the top, mad and frustrated! Class, let's take three deep breaths and see if we can change our feelings just like Wally did in the block area.

(Encourage children to take three deep breaths along with you)

Teacher: Oh – I see some calm faces. How are you feeling now?

Child: Happy. Can I move the arrow?

Teacher: Sure!

(Continue practicing with new scenarios allowing kids to move arrow and then move to small group practice.)

Calm Down Thermometer

I can do it. I can calm down.



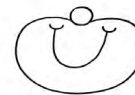
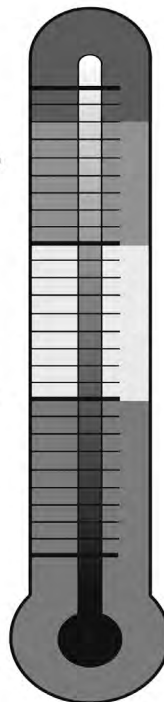
Think "Stop"



Take 3 deep breaths



Stay cool



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Sample Circle Time Role Play Script for Teachers to Explain Use of the Calm Down Space using a Puppet

Teacher: Today we're going to talk about one of the important rules in this class. Do you remember the rule about "keeping hands and bodies to ourselves?" Does anyone know why this rule is important?

Child: To keep us safe!

Teacher: That's right! This is an important safety rule. We're going to talk about what happens when someone breaks this rule and hurts or hits someone else. You are all doing such a good job of being safe and gentle with each other, but sometimes children forget or get angry and hit someone else. When that happens, you'll need to go to the Calm Down space until your body is calm and safe again. I'm going to use my puppet friend here to help show what that looks like. His name is Wally.

Wally: Hi boys and girls, I'm glad to be here.

Teacher: Wally, would you help the children by showing them how to go calmly to the Calm Down space?

Wally: Sure, but this is just pretend because I didn't really hit anyone.

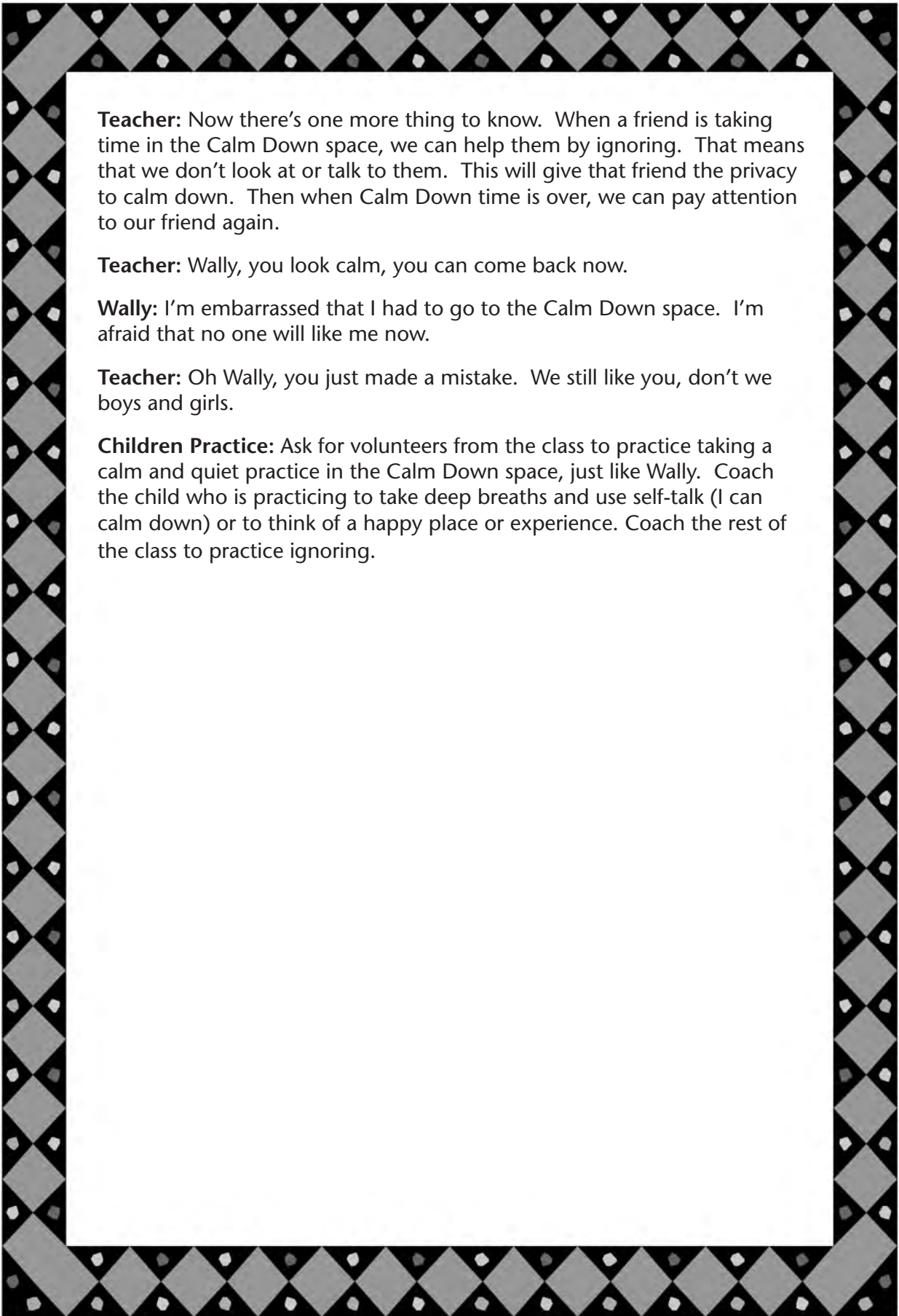
Teacher: That's right—this is just pretend. I'm going to tell Wally to go to the Calm Down space and we'll see what he does. "Wally, you hit someone, you need to go to the Calm Down space."

(Wally walks calmly to the Calm Down chair and teacher narrates his actions).

Teacher: Do you see how calmly he is walking. Now his job is to calm down in the Calm Down chair for 3 minutes (vary this depending on age). Let's see if he says anything to himself while he is in the Calm Down space.

Wally: I can do it. I can calm down (also takes deep breaths).

Teacher: Let's say the same thing that Wally is saying and let's take some deep breaths. (children demonstrate). These things can help you calm down if you are in the Calm Down space.



Teacher: Now there's one more thing to know. When a friend is taking time in the Calm Down space, we can help them by ignoring. That means that we don't look at or talk to them. This will give that friend the privacy to calm down. Then when Calm Down time is over, we can pay attention to our friend again.

Teacher: Wally, you look calm, you can come back now.

Wally: I'm embarrassed that I had to go to the Calm Down space. I'm afraid that no one will like me now.

Teacher: Oh Wally, you just made a mistake. We still like you, don't we boys and girls.

Children Practice: Ask for volunteers from the class to practice taking a calm and quiet practice in the Calm Down space, just like Wally. Coach the child who is practicing to take deep breaths and use self-talk (I can calm down) or to think of a happy place or experience. Coach the rest of the class to practice ignoring.

Teacher-to-Parent Communication Form

Calm Down

At school the children are learning about ways to calm down when they are upset, so they can make the best choice. Children need support and help to stay patient and keep trying when learning difficult tasks, because most people are not successful the first time they try something new. You can help your child learn some self-calming skills.

PRACTICE: At a time when your child is calm ask your child to show you how he or she can calm down “like a turtle.”



Step One: Stop



Step Two: Go, inside your “shell” (It helps to turn away from the child calming down and give them privacy to calm down)



Step Three: Take some deep breaths



Step Four: Say to yourself, “I can calm down, I can follow the rules.” Or, “I can keep trying.”

MODEL: It will help your child if you model ways that you calm down when you are angry or frustrated. You might tell them about how you coped, “You know, I was really angry this morning because I had worked hard on making breakfast and then I dropped the plate on the way to the table. I had to really go in my shell and take a deep breath to calm down so that I could clean up the mess and start again.”

Record on your *Parent-to-Teacher Communication Form* your experiences talking to your child about Tiny Turtle’s calm down steps and send this form back to school with your child.



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Parent-to-Teacher Communication Form

Calm Down

Child's Name: _____

Record on this form your experiences talking to your child about Tiny Turtle's calm down steps and send this form back to school with your child. If you see your child using the turtle deep breathing strategy to stay calm, let us know and he will get a special calm down sticker.

Remember when your child is angry, they will probably have trouble calming down. Give one reminder about using "turtle power" to calm down. If your child responds, give a lot of praise. If your child is too upset to listen, turn away and give some privacy to calm down. Later when your child is calm, you can practice again. It takes a long time for a child to learn to self-regulate. Your patience is important!



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The Incredible Years®
Teacher Classroom Management Self-Reflection Inventory
Decreasing Inappropriate Behavior - Proactive Discipline Part 2
Managing Misbehavior: Time Out to Calm Down

Date: _____ **Teacher Name:** _____

Teachers learn extensively from self-reflection regarding their classroom management and the teaching strategies they are using that are working or not working. From these reflections teachers determine personal goals for making changes in their approaches to bring about the most positive learning climate they can. Use this Inventory to think about your strengths and limitations and determine your goals.

1 – Not Helpful 3 – Neutral 5 – Very Helpful

Time Out to Calm Down and Other Consequences	
1. I have taught my students how to take Time Out to Calm Down and my students have practiced how to go to the calm down area and use a calm down method.	1 2 3 4 5
2. I only use Time Out to Calm Down for aggressive or destructive behavior.	1 2 3 4 5
3. When I tell a child to go to the calm down space, I am - calm, clear, patient, give very little attention while the child is calming down and set a timer until 2 minutes of calm is achieved.	1 2 3 4 5
4. When my student is calm and ready to come back to the group, I immediately re-engage my student to another activity.	1 2 3 4 5
5. I assist other children to learn how to ignore and give privacy to a child who is calming down in the calm down space.	1 2 3 4 5
6. I have identified a safe Calm Down place that is away from other children and has calm down visuals.	1 2 3 4 5
7. I help children to practice the words they will use to help themselves calm down when they are upset. (e.g., “I can do it, I can calm down”)	1 2 3 4 5
8. I use emotion coaching to focus on times when students are staying calm, trying again, and being patient even though it is frustrating.	1 2 3 4 5
9. After Time Out to Calm Down is over I re-engage the student by coaching and giving praise and attention for positive behavior. I do not remind the child of why the child was in the Calm Down space or force an apology.	1 2 3 4 5
10. I understand that the most effective consequences are immediate, quick, and followed with a new learning trial as soon as possible to help students be successful.	1 2 3 4 5

11. I am firm, respectful and control my negative emotions when engaged in a discipline strategy.	1 2 3 4 5
12. I have explained the hierarchy of discipline plan to parents of students in my classroom.	1 2 3 4 5
13. I have developed behavior plans, which include behaviors to coach, praise and reward and those to ignore or use a discipline response. These are reviewed regularly by school staff and parents.	1 2 3 4 5
14. I have a few logical consequences that I use appropriately. (describe here)	1 2 3 4 5
15. I send home only positive notes and if I want to discuss a behavior issue I set up an appointment time to discuss in person with the parent.	1 2 3 4 5
16. I use the Teacher-to-Parent Communication Home Activities letter to help parents understand how they can help their children learn some self-calming strategies.	1 2 3 4 5
Future Goals Regarding My Discipline Strategies	