

5 Point Scale Plan

Student: **Bobby**

Date: (rev.) **1/13/08**

5 Point Scale		Student Behaviors	Staff Response	Cool Down Options
5	Reminders	Aggressive: hit, push, choke, throw, run from adults, leave classroom or building	1. Contact office for support 2. Follow Non-Violent Crisis Intervention Procedures	1. Follow Cool-Down routine to de-escalate 2. Problem solving sheet 3. Restitution for Damages 4. If unable to Cool Down within 30 min. –contact principal 5. When calm, return to class with tallies
	Time of peak anxiety & stress. Not a time to talk, direct. Problem solve when calm.			
4	Time to encourage the student to relax, not make decisions.	Move: wander room, break objects, under desk, refuse Cool Down	1. Contact office for support 2. State observed behavior, "I notice you ____". Send to Cool Down	1. Cool-Down (with pass) out of classroom 2. Problem solving sheet 3. Return to class 4. Tallies for transitioning back to class
3	Time for specific words. Don't discuss the incident.	Shut Down: not follow directions, off topic comments, play with objects	1. State observed behavior, "I notice you", suggest Cool Down 2. Unfinished work in Take Home folder.	1. Cool-Down (with pass) out of classroom 2. Return to class 3. Tallies for transitioning back to class
2	Time for praise and calm redirection.	Off-Task: scribble, talk out, look around	1. Offer help and walk away- No reminders or corrections 2. Offer "Quick Break"	1. "Quick Break" from work: <ul style="list-style-type: none"> • Give job to do (e.g. note to office) • Read encouraging story/note from mom • Go to "Quiet Place in classroom"
1	Time for skill building and teaching.	Work as expected	1. Clear work expectations with visual display of duration of task 2. Frequent attention (tally marks) and labeled praise for "Ready to Learn"	1. "Ready to Learn" visuals on desk 6. Praise and tally marks for "Ready to Learn"
Strengths/Motivators			Triggers/Problems	
<ul style="list-style-type: none"> • Enjoys reading, drawing, adult/peer attention and reward breaks/visits • Scheduled break during writing, reducing long tasks, and "Show me how many you can do" • 10 min. scheduled breaks with school counselor around writing, after recess, end of day 			Writing-based activities, denying break requests, finishing long worksheets (e.g. 25 math problems)	