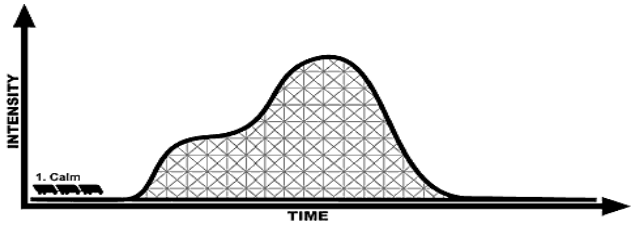
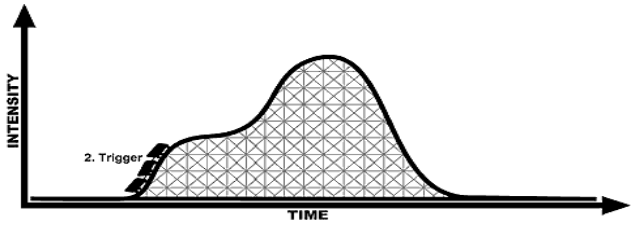
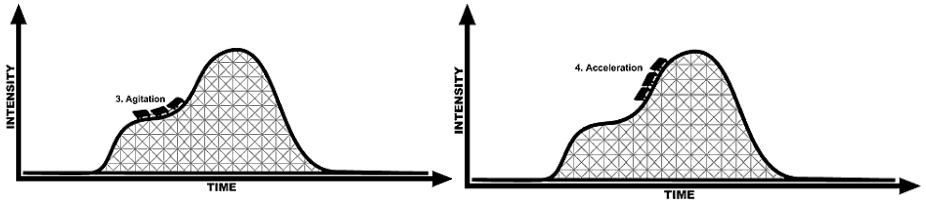
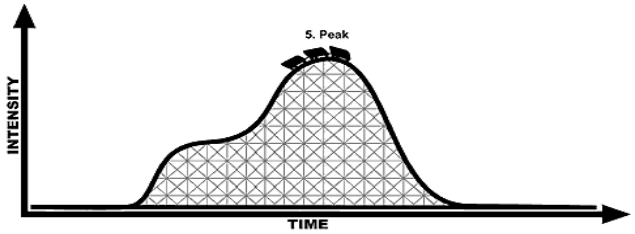
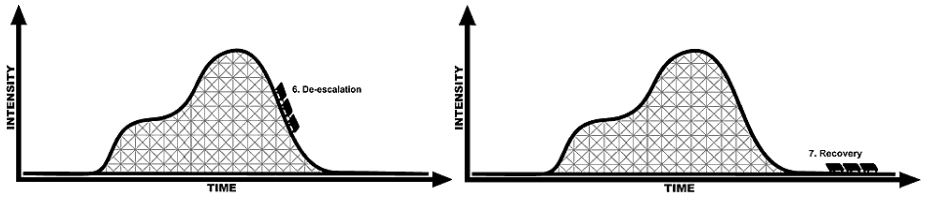
Responding to Misbehaviors

Calm		• Provide contingent and non-contingent attention • Teach • Pre-correct
Trigger		• Move closer (increase proximity) • Cue, prompt, remind • Restate what the behavior looks like
Agitation/ Acceleration		• Describe how the misbehavior differs from the expectation • Provide a structured choice
Peak (Crisis)		• Provide emotional space • Avoid imposing consequences • Ensure safety of students and staff
De-escalation/ Recovery		• Provide an independent activity • Debrief with the student • Strategize for future success • Select a consequence