

# Required Strategies for Addressing the Following Behavior:

**INSTRUCTIONAL NON-NEGOTIABLES**

**Check to make sure all of these are in place; they are crucial to the success of any behavior strategy or plan.**



- ✓ Academic work on appropriate level for student
- ✓ Adequate academic support, teaching, and review
- ✓ Explicit instruction for all subjects

## Problem Behavior: Aggressions toward Others/Objects

## Replacement Behavior: Appropriate Anger Responses

DO!		DON'T!
<b>1.</b>	Use Precision Commands.	Don't allow access to attention or other reinforcing activities following aggression. These may include: <ul style="list-style-type: none"> <li>➤ 1:1 adult attention.</li> <li>➤ Sensory activities or deep pressure for students on the Autism spectrum.</li> <li>➤ Being sent home.</li> </ul> Don't Argue
<b>2.</b>	Create consequence hierarchy.	
<b>3.</b>	Reinforce for compliance and on-task.	
<b>4.</b>	Teach replacement behavior for aggression.	
<b>5.</b>	Teach a self-calming behavior.	
<b>6.</b>	Teach other social skills for peer interaction.	
<b>7.</b>	Use proximity control.	
<b>8.</b>	Provide high levels of structure.	

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**Problem Behavior: Aggressions toward Others/Objects**

**Replacement Behavior: Appropriate Anger Responses**

<b>DO!</b>	
	<b>When aggression occurs:</b>
<b>1.</b>	Ensure student safety. This may involve removal of the student from the instructional setting, a room-clear or other intervention.
<b>2.</b>	Provide for a specified period of time away from reinforcement, such as in-school suspension (ISS) or time-out to another classroom.
<b>3.</b>	Utilize self-calming sequence.
<b>4.</b>	Return to classroom after pre-specified time, providing student is calm.
	<b>If aggression frequency and intensity continue to increase:</b>
<b>1.</b>	Consider use of a more structured teaching area, with less access to social interaction and triggering events.
<b>2.</b>	Consider use of a level system of privileges and responsibilities to gradually move student back to higher levels of social interaction.
<b>3.</b>	Review and revise behavior plan, convene IEP team.