CRISIS PREVENTION PLAN

Intervene early in George's escalating sequence of problem behaviors. George's problem behavior usually begins when he starts humming loudly or blurtling out the punch line of jokes. He will then put his head on his desk and refuse to participate, and finally, George will start to throw books.

Ms. Miller will make sure that any time a substitute teacher takes her place, that George has easier reading material or group reading is replaced with another activity until Ms. Miller returns.

If George is humming,...ignore the humming and redirect George to an alternative reading task.

If George has his head on the table…quietly ask George if he knows where the art book (highly preferred reading material) is or give him a choice of reading materials.

If George is throwing books and he is aiming at you or his peers avoid getting into a power struggle over a book he is about to throw. Tell the class that they need to take a break and leave the room, reduce the frequency of demands that you are giving George, and keep your distance from him. Look for an opportunity to redirect George by discussing unrelated topics that are neutral and gradually redirect him. Remember that trying to reason with George or teach him new skills will not be effective. The most effective time for teaching new skills is not when a student is in a "crisis."

If at any time the situation needs administrative assistance, send an assistant or paraprofessional to the office to have someone come to the classroom to provide assistance.

STUDENT SCHEDULE
Babysitter and bus ride to school (Mackenzie Walters)
Opening activities, Math, Reading (Ms. Miller's room)
Art (Ms. Hawthorne)
Lunch
Social studies (Ms. Miller's room)
Science (Mr. Stark's room)
Group work (Ms. Miller and Ms. Wilson)
Gym (Mr. Wanamaker)
Babysitter (Mackenzie Walters)
Tutor (Molly O'Neil)
Sports practice (Mr. Wanamaker and Mr. Stark are his coaches)
Home (Maryann and Steven Louis)