## Level 1 Behavior Interventions

<table>
<thead>
<tr>
<th>BEHAVIOR</th>
<th>INTERVENTION STRATEGIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active refusal to Work (verbal refusal, materials pushed away, inactive body response)</td>
<td>- Schedule “choice” activities following “work” assignments (use visual timer)&lt;br&gt;- Use visual schedule (entire day and/or first-then)&lt;br&gt;- Use behavior/reward chart&lt;br&gt;- Reward after completing task student is known to be able to complete including simple tasks (taking out pencil, writing name on paper, etc.)&lt;br&gt;- Reward for minimal contributions, then build duration&lt;br&gt;- Attempt 1-3 problems/tasks and provide break/check for understanding or reward</td>
</tr>
<tr>
<td>Non-compliance/Non-participatory (not following whole class instruction, blank stare, head on desk)</td>
<td>- Require student to retrieve necessary supplies from different area in classroom&lt;br&gt;- Stand to work&lt;br&gt;- Provide visual, yet brief, list of instructions/assignment&lt;br&gt;- Establish direct eye-contact, in close proximity use voice intonation/volume to draw attention to directive&lt;br&gt;- Check for understanding - provide reward when student is able to recall information presented&lt;br&gt;- Reward desired behavior - even if briefly shown including (looking towards instruction, lifting head from desk, etc)</td>
</tr>
<tr>
<td>Sleeping in Class</td>
<td>- Gather information regarding sleep habits at home&lt;br&gt;- Schedule movement breaks- 2 times per day (quick, erratic exercises)&lt;br&gt;- Incorporate cold drinks, gum and crunchy snacks&lt;br&gt;- Ask student to stand periodically</td>
</tr>
<tr>
<td>Verbal Defiance</td>
<td>- Remain calm, respond in firm tone but not in raised voice&lt;br&gt;- Continue to provide choices of complying and remind student of consequence they will be choosing if they do not comply&lt;br&gt;- Only provide 2-3 verbal redirects of choices to comply or receive consequence- regardless of how many times the student is verbally defiant&lt;br&gt;- Stick to consequences stated - therefore student understands&lt;br&gt;- Refrain from:  &lt;br&gt;  ○ Demonstrating non-verbal responses of anger or annoyance&lt;br&gt;  ○ Engaging in power struggle (yelling back)</td>
</tr>
</tbody>
</table>
| Hyperactivity and/or Fidgeting | Use flexible seating (seat cushion, ball chair, stance)  
|                               | Use hand fidgets that fit in the palm of the hand  
|                               | Use theraband on chair legs  
|                               | Use gum  
|                               | Incorporate movement breaks every 20 minutes  
|                               | Consider classroom Yoga (i.e. Youtube)  
|                               | Allow pacing in classroom where it will not distract others  
|                               | Use kinesthetic methods throughout lessons for entire class  
| Invasion of Personal Space    | Use brightly colored tape to designate table/desk/floor space  
|                               | Use floor items to designate seating/space on carpet  
|                               | Use organizational supports (e.g. supply containers, desk dividers, locker containers etc.)  
| Impulsivity                   | Use talking stick during group discussions  
|                               | Teach impulse control within context of movement before addressing verbal impulsivity (e.g. move and freeze transitions)  
|                               | Use hand signal/ visual to cue verbal impulsivity  
|                               | Use strategic Inquiry (How Exactly Did You Do That?) during moments of self-control  
|                               | Instruct student to write down thoughts or draw a basic picture of thoughts or answer  
|                               | Reward when student properly raises hand, responds and transitions to next task  
|                               | Reward when student does not blurt out answers using nonverbal means - thumbs up, tap on back etc.  
|                               | Provide opportunities for behavior redos when student acts impulsively  
|                               | Provide “power card” where steps of control are outlined using simple language with visuals for younger students  
| Pacing (emotional pacing or self-regulatory pacing) | Designate area in back of room for pacing  
|                                                   | Request student label emotion prior to using self-regulatory strategy  
|                                                   | Reward when student properly identifies emotion, uses strategies put in place to utilize and can regroup and return to instruction  
|                                                   | Determine triggers to heightened arousal levels. Plug in |
self-regulatory strategies prior to inciting events.

- Use gum
- Incorporate “heavy work” opportunities throughout day
- Offer access to noise cancelling headphones/quiet work environments
- Teach deep breathing exercises and try the use of stress balls while pacing to relieve feelings of distress
- Provide check-ins throughout episode of student pacing based on how long they typically pace for in order to assess whether student is escalating or de-escalating. Provide 1-2 check-ins in order to let student have space as they regulate.