**If/Then Behavior and Compliance Procedures**

**All Students:**

If students fail to follow expected behaviors during the day, then they will not receive their selected reward during ‘reward time’ at the end of the school day.

**Student Yellow:**

If Yellow is yelling at or physically initiating a response out of another student, then remove her iPad reward from her visual chart and replace it with a special activity. If this happens again, remove the special activity. If this happens a third or more time, bring Yellow to her calming corner with no attention and allow her to take a break for one minute. Repeat as necessary.

If Yellow is not toileting properly (playing with toilet or paper, not dressing/undressing), then first make sure that her behaviors are getting no attention. If this continues bring her to her calming corner after bathrooming. If Yellow is not undressing or redressing, then it is OK to assist her but not attention should be given to her.

If Yellow yells/screams, bites, hits, spits, or throws an item, then record it on her behavior chart and follow the yelling procedure above.

Good Behaviors: If Yellow has quiet hands and mouth during a period of the day, then she gets iPad. If not iPad, then coloring. If not coloring, then nothing. Yellow needs constant praise with edible rewards. She needs to be praised as soon as she goes back to doing what she is expected to do.

**Student Red:**

If Red is out of his seat when inappropriate, take any reinforcer he is carrying (without chasing him or making it a game). Return item when he is seated.

If Red is off task, ignore his behaviors as appropriate. If he has a reinforcer, it may be removed in the same manner as above. To help shape expected behaviors, give reinforcers or edible rewards to Red’s peers for doing what he is expected to do paired with very specific and audible praise. Give Red the reinforcer as soon as he displays expected behaviors.

**Student Purple:**

If Purple begins to cry, allow him a short amount of time to take a break (1 min). After the break, he may continue to sit alone only if he is working on an expected activity (math problems, reading, puzzle, pre-vocational activity) as assigned by a teacher. Purple should be encouraged to take a deep breath to calm down as needed.

If Purple is not focusing, say his name and remind him to look at his work. If this continues, praise peers for paying attention and then praise him (with an edible reward if needed) as soon as he gets back on task. When he stays on task for a long time, praise him often.

If Purple is not sharing, then tell him that he is expected to share and then tell him he needs to switch the item in 3 minutes. Remind him at 1 minute, and demand the switch after 3 minutes.

If Purple walks up to a teacher to talk or calls out, remind him to raise his hand at his desk (or chair for circle).

**Student Black:**

If Black asks for a treat (edible reward), then tell him that we work for treats.

If Black mimics other students’ challenging behaviors, do not accept the behaviors. Ignore the behavior until he self corrects.

If Black walks up to a teacher to talk or calls out, remind him to raise his hand at his desk (or chair for circle).

**Student Navy:**

If Navy begins to cry, allow him a short amount of time to take a break (1 min). After the break, he may continue to sit alone only if he is working on an expected activity (math problems, reading, puzzle, pre-vocational activity) as assigned by a teacher. Navy should be encouraged to take a deep breath to calm down as needed.

If Navy is not focusing, say his name and remind him to look at his work. If this continues, praise peers for paying attention and then praise him (with an edible reward if needed) as soon as he gets back on task. When he stays on task for a long time, praise him often.

If Navy is not sharing, then tell him that he is expected to share and then tell him he needs to switch the item in 3 minutes. Remind him at 1 minute, and demand the switch after 3 minutes.

If Navy walks up to a teacher to talk or calls out, remind him to raise his hand at his desk (or chair for circle).

**Student Green:**

If Green says that he cannot do something (and it is know that he can), tell him that he can do it and remind him to try.

If Green starts to whine about a task, remind him that he needs to try and if applicable that he is working hard towards mastering that skill.

If Green walks up to a teacher to talk or calls out, remind him to raise his hand at his desk (or chair for circle).

**Student Pink:**

If Pink groans when work is given, ignore her and if this behavior continues remind her that she will need to finish any unfinished work at social time or recess. If possible, do not allow Pink to move to the next activity until she complete all work expectations for the present activity.

If Pink starts to tantrum, ignore her and help other students do the same. Avoid allowing her to escape any tasks.

If Pink talks back to a teacher or acts rudely towards another student, then she is to be redirected as needed to her desk and ignored. If this occurs during a special activity, she is removed from that activity and given either a book, puzzle, or make up work to work on at her desk.

**Student Blue:**

If Blue gets out of his chair or yells, he should be encouraged to take a break in the room or in the hall if he is being loud. If he is having trouble calming down, give him an imaginary balloon to blow up. Pretend he is squishing you against the wall and then when he’s done give him an imaginary needle (or ask another student to) so that he can pop the balloon. This may be repeated as needed. NOTE: If Blue is upset in the classroom but does not need a break, give him a balloon as described above.

If Blue is out of his seat during instructional time when not given permission to do so, remind him that he can take a break or sit in his seat (or appropriate area for that activity).

If Blue hits his head on something, tell him to squeeze his head instead.

If Blue head butts another student, intervene as needed and remind him that he needs to keep his head to himself.

If Blue has more than one book in his desk (other than cookbook and library books), remind him that he may only have one book at his desk at a time.

If Blue is moving through a behavior slowly, then tell him to do it in record time and countdown in seconds from a task-appropriate number (i.e. 45 seconds for coat removal).

Behavior Checklist: After each period, go over Blue’s checklist with him. If he gets a predetermined amount of checks (written on the checklist based on where he is in his BIP), then he gets a tally. When he gets a tally, then he gets his chosen reward for two minutes (usually cookbook). If Blue gets a predetermined number of tallies for the day, he gets his big reward (usually movie) in the same way as the other students.

Transitions: Blue is working on transitions. Whenever a transition must be made, a 2 minute warning, 1 minute warning, and 10 second countdown are required to help him (and other students) facilitate this transition. If there is trouble getting Blue to begin any activity during the day (even bathrooming or academic tasks), a 10 second countdown may be used.