

5 Point Scale Adult Action Sheet

Adults: Think before you act: Is it Safe, Responsible, Respectful? Check: How would you feel if someone video taped you and put it on TV?

Self regulation Scale	Youth Behavior/Actions	Adult Behavior/Actions
5	Higher level thinking is not working - Remember they have Flipped their lids! Making Threats Physical Aggression Destructive behavior Refusing Yelling Power Struggle Voice Tone is Loud Shut down Arguing Bad Language	Reassure and Restate = De-escalation Emergency Plan B and Plan C Let it go for now... If needed Give them space! Stay Quiet as my students love to say “zip it, lock it, put it in your pocket” Talk only if absolutely necessary keep place calm quiet and reassuring "I just want to help you whatever I can do, let me know I'm just going to give you some space until you're ready" Use visuals - kids tools list, 5 point scale, drawing of 2 choices Clear the room of anyone who does not need to be there. Use Crisis Plan as necessary - this is a good time to swap out with another adult if youth is targeting or triggered by a specific adult.
4	Higher level thinking is not working Whining Shut Down Refusing or becoming rigid Arguing Power-struggle Voice Tone Changes Growling Hiding Running Bad language Threats	Reassure and Restate = De-escalation Emergency Plan B and Plan C - Let it go - for now... Stay at a safe distance Keep your voice calm and use empathy “I can see you are very upset, I know this must be very frustrating. I want to help you when you are ready, but for now I'm just going to give you some space. You can come to me when you're ready” Offer a change of venue - “You want to get out of here?” Ask for help and swap with another adult if needed - it's great for kids to see adults using our tools when we get upset too. It happens to everyone, what matters is how we handle ourselves in the moment. Use visuals - kids tools list, 5 point scale, drawing of 2 choices Keep verbal statements short. Give youth no more than 2-3 choices using a visual picture
3	Whining Complaining of not feeling well Head down on table Quiet refusal to do work May want to take a break May be bothered by the noise in the room and request headphones or to leave Silly - noises Out of seat wandering around distracting others	Reassure and Restate = De-escalation Emergency Plan B Or Plan C - Let it go - For now... Ask verbally “I notice you are...is there something we/I can do to help?” Get their tools list out and 5 point Scale Use tools list to provide examples Provide Support - even if you THINK they “can”- Something is getting in the way if they could they would! Reinforce positive behaviors with specific comments “I like the way you are getting your work done so quickly” way to be responsible.
2	Following most directions May hear some whining May lay head down express being tired, distracted, having difficulty following directions, spaced out Out of seat wandering around	Ok/Good time for Collaborative Problem Solving Plan B Reinforce positive behaviors with specific comments “I like the way you are getting your work done so quickly” way to be responsible. Ask if there is anything they need Get - Choice Sheet/5 point scale Sensory Tools Big/Deal/Little Deal Kelso's Choice Breathe deep Make visual plan
1	Smiling Following Directions Laughing Talking Doing classwork/participating	Great time for Collaborative Problem Solving Plan B Provide Instruction on work Reinforce positive behaviors with specific comments “I like the way you are getting your work done so quickly” way to be responsible. Follow normal routines Provide visual of expectations, work to be completed

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Pro-Active and Preventive Measures with Skill Building

- A “5 point scale” is a self regulation tool that can help youth identify their triggers, feelings and needs. The following is a standard response plan if youth begin to escalate. If youth have their own scale refer to it for specific triggers and things they have identified that help. **Behaviors are a form of communication that help is needed, our job is to find out what.**
- If we already know it will be a difficult day – change in schedule, hard work to do, tired, etc... then Collaborative Problem Solve - make a visual plan early in the day even if youth are at a “1”. Use the youths behavior plan and wrap supports around them early. Remind them of the tools they have. It helps the youth to remember if they start to escalate that they can ask for what they need and self regulate on their own before they blow.
- Giving youth “choices for support” (even if it is time with preferred activities) and showing empathy and really listening when they are feeling frustrated, is **not** a reward for bad behavior. It is teaching them that they can get what they need if they are advocating in the right way and we care enough about them to really listen to their needs! Think of how you feel on a bad day (No sleep, late for work, flat tire, fight with family, no one to talk to) and now imagine that it’s every day and you are lagging the skills to know what to do to help yourself, how to ask or you’re a little kid who doesn’t even know they can ask.
- We need to help youth identify what supports they need to help them be successful during their day and build skills so they can do it on their own. When a youth begins to escalate and they are asking for a “break” or “choice” give them the opportunity to be successful the first time! Praise them “I am so proud of you for asking for what you need before you got too frustrated.” “You are doing such a good job noticing what you need” We want youth to stay at a “1”, not go to a “5” to get what they need.
- Most importantly, by allowing youth to talk to us, listening with empathy, helping them to solve problems, learn to use what helps them stay regulated, we are not only building skills to help themselves, and get their needs met in appropriate ways, they are learning **the most important skills** needed to be successful in life!

If a problem comes up	Youth Behavior/Actions:	Adult Behavior/Actions:
<p style="color: orange;">Oh Shucks! We had a problem.</p> <p style="color: green;">When All are Ready: Collaborative Problem solving</p>	<p>Calm Quiet Under control Voice calm Back at a 1 Maybe in a place they are comfortable can sit, stand, play a game while chatting</p>	<p style="text-align: center;">Adults: Think before you act: Is it Safe, Responsible, Respectful? Check: How would you feel if someone video taped you and put it on TV?</p> <p>Calm Quiet Under control Voice calm Back at a 2 or better 1</p> <p>When they and you are ready take a problem solving sheet and go step by step to make a better plan for next time a similar situation happens copy the problem solving sheet and put one copy in youth file and copies to ALL others involved.</p>
<p style="color: red;">When should I put my hands on a child?</p>	<p>ONLY when a child is in eminent danger!</p> <p>ex: running in front of a car, or injuring another person</p>	<p>Try everything else first!!!</p> <p>Stop the child in the least and safest way possible, apologize and tell them why: “I’m sorry I grabbed you, but you were going to get hit by a car if you ran out into the street” If able use the moment to practice safe ways to cross the road do it as much as you and your child like, “Let’s try that again so we can both be safe next time...” while positively reinforcing the desired behavior “You do a great job of looking both ways, I like how you stopped before you stepped off the curb. I knew you could do it!”</p>