Any decision taken by staff to physically restrain a student should be exercised only in those circumstances where there is a real and immediate threat of injury to a person or serious damage to property and there is no other practical way of preventing the likely injury or damage.

**When can restraints be used by teachers?**

DET Legal Issues Bulletin No.9
Risk Management and Functional Assessment

Under the Occupational Health and Safety Act 2000 … an employer must provide all available information necessary to enable relevant employees to fulfill their responsibilities with respect to:

➤ identifying hazards
➤ assessing risks arising from those hazards
➤ eliminating or controlling those risks
➤ monitoring and reviewing the risk control measures
➤ providing information to others

The Purpose of Nonviolent Crisis Intervention

To provide the …
CARE    supporting showing compassion & empathy
SAFETY    ensuring harmony – not harm

… for all those who are involved in a crisis situation

The Crisis Development Model

<table>
<thead>
<tr>
<th>Crisis development/behaviour levels</th>
<th>Staff attitudes/Approaches</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Anxiety</td>
<td>Supportive</td>
</tr>
<tr>
<td>2. Defensive</td>
<td>An empathic, non-judgemental approach attempting to alleviate anxiety</td>
</tr>
<tr>
<td>3. Preoccupation</td>
<td>A noticeable increase or change in behaviour eg pacing, finger tapping, staring, wringing hands</td>
</tr>
<tr>
<td>4. Act out person</td>
<td></td>
</tr>
</tbody>
</table>
### The Crisis Development Model

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<td>3. Acting out person</td>
<td>Nonviolent physical crisis intervention</td>
</tr>
<tr>
<td>4. Tension reduction</td>
<td>Therapeutic rapport</td>
</tr>
</tbody>
</table>

#### 1. Anxiety

- **Anxiety**: The beginning stage of loss of rationality. At this stage, an individual often becomes belligerent and challenges authority.

#### 2. Defensive

- **Defensive**: An approach in which a staff member takes control of a potentially escalating situation by setting limits.

#### 3. Acting out person

- **Acting out person**: Safe, non-harmful control and restraint positions to safely control an individual until he can regain control of his behaviour. These techniques should be utilised as a last resort, when an individual presents a danger to self or others.

#### 4. Tension reduction

- **Tension reduction**: A decrease in physical and emotional energy that occurs after a person has acted out, characterised by the regaining of rationality.

### Reasons for using the Crisis Development Model

- Helps us to intervene early and appropriately
- Helps us to avoid overreacting or under-reacting
- Helps us to avert a crisis
THE CRISIS CYCLE

THE CRISIS CYCLE
Integrated experience

Intervention ownership

External control
Internal control

Staff actions
Client actions

THE CRISIS CYCLE

THE CRISIS CYCLE

THE CRISIS CYCLE

PREPARE, PLAN, PERFORM

Rehearse, Review, Respond

Prepare - Hudson landing

NON-VERBAL BEHAVIOUR

1. Proxemics - Personal space
   - Generally 1/2 to 1 metre
   - Affected by other factors such as gender, size

2. Kinesics - Body language
   - as backpacks, purse, mobile phone, aids

3. Reasons for using the CPI Supportive Stance

   3. Reasons for using the CPI Supportive Stance
NON-VERBAL BEHAVIOUR

1. Proxemics - Personal space
2. Kinesics - Body language

3. Reasons for using the CPI Supportive Stance
   - Communicates respect by honouring personal space
   - Is non-threatening/non-challenging
   - At least one leg length away
   - Slightly off to the side
   - Positioned in a "L" shape

PARAVERBAL COMMUNICATION

How you say what you say.

Components

- **Tone** - avoid inflections of impatience, frustration, condescension, inattention . . .
- **Volume** - keep the volume appropriate for the distance and the situation
- **Cadence** - use an even rhythm and rate to deliver the message
PARAVERBAL COMMUNICATION
How you say what you say.

Try this example:

I didn’t tell staff you stole the money

Staff

VERBAL COMMUNICATION
The CPI Verbal Escalation Continuum

1. Questioning
   A. Information seeking
   B. Challenging

Rational, valid questions seeking a rational response
Questioning authority, evasive, drawing others into a power struggle
Interventions:
A. Answer the question, give a rational response
B. Avoid, ignore the challenge and redirect back to the issue. Set limits if the individual persists

What are we doing today?
What page are we on?
Where do you want me to sit today?
Where do you want me to go?
What is the point of learning this crap?
Who are you to tell me what to do?
Since when do you know how to teach maths?
Why don’t you try and make me leave?
2. Refusal

Non-compliance, slight loss of rationality

Interventions:

- Limits are better received when a positive choice and consequence are stated first.
- Effective limits are:
  - simple and clear
  - reasonable
  - enforceable
- Allow some take up time for the student to decide

---

**The Tension Model**

**CONSEQUENCES**
- an outcome of decisions

**FEEDBACK**
- Reflection/cybernetics
  - Uses:
    - modelling
    - mirroring/reframing
    - narrative
    - reflection
    - notices difference
    - evocative solutions

**DECISION MAKING**
- taking a position
  - Uses:
    - advice giving
    - lecturing
    - interrogation
    - transparent options
    - making judgements
    - prescriptive solutions

---

**VERBAL COMMUNICATION**

**Refusal - limits**

The CPI Verbal Escalation Continuum

**Refusal - Ginott**

The CPI Verbal Escalation Continuum

---
If you don’t finish the work you will stay back at lunch. You can finish the work now and go out to lunch with the others or if it is unfinished you will stay back at lunch and I can help you with it. You decide.

Setting a limit is not the same as issuing an ultimatum.

The purpose of limits is to teach, not to punish.

Through limits, people begin to understand that their actions, positive or negative, result in predictable consequences. By giving such choices and consequences, a structure for good decision making is provided.

Setting limits is more about listening than talking. By listening, you will learn more about what’s important to students, and that will help you set more meaningful limits.
**Steps**

**Limitsetting 5 steps 1**

Explain which behaviour is inappropriate.

Saying "Stop that!" may not be enough. The person may not know if you are objecting to how loudly he is talking or objecting to the language that he is using. Be specific.

**Limitsetting 5 steps 2**

Explain why the behaviour is inappropriate.

Don’t assume the student knows why her behavior is not acceptable. Is she disturbing others? Being disrespectful? Not doing a task she’s been assigned?

**Limitsetting 5 steps 3**

Explain why the behaviour is inappropriate.

Ultimatums often lead to power struggles because no one wants to be “forced” to do something. By providing choices with consequences, you are admitting that you cannot force his decision. But you can determine what the consequences for his choices will be.

Give reasonable choices with consequences.
Give a few moments for a decision to be made. If upset, the student may not be thinking clearly. It may take her longer to think through what you’ve said.

5 Steps

Allow time.

Give reasonable choices with consequences.

Explain which behaviour is inappropriate.

Explain why the behaviour is inappropriate.

Give reasonable choices with consequences.

It’s important to set consequences that are reasonable, enforceable, within your authority, and within the policies and procedures of your facility or school. Be prepared to enforce your consequences.

5 Steps

Allow time.

Give reasonable choices with consequences.

Explain which behaviour is inappropriate.

Explain why the behaviour is inappropriate.

Give reasonable choices with consequences.
VERBAL COMMUNICATION
The CPI Verbal Escalation Continuum

3. Release
   Acting out, emotional outburst, loss of rationality, blowing off steam, screaming, swearing, high energy output
   Interventions:
   ◆ Allow them to let off steam
   ◆ Isolate the situation - remove audience or acting out individual from the area
   ◆ Maintain eye contact and speak calmly
   ◆ State non-threatening directives when individual starts to calm down

Riding the Crisis Rollercoaster
   Isolate the situation
   Give time to regain control
   Remain calm
   Restate limits
   next stage . . .
   a window on behaviour . . .

VERBAL COMMUNICATION
The CPI Verbal Escalation Continuum

4. Intimidation
   Individual verbally and/or non-verbally threatens staff. A hands-on approach may trigger physical acting-out behaviour
   Interventions:
   ◆ Take threats seriously
   ◆ Seek assistance and wait for team to intervene
   ◆ Avoid individual intervention as this puts at risk the safety and welfare of you and the student
VERBAL COMMUNICATION

The CPI Verbal Escalation Continuum

5. Tension reduction
   A drop in energy following a crisis

Interventions:
◇ Re-establish communication
◇ Use the C.O.P.I.N.G. guidelines to develop therapeutic rapport (more…)

VERBAL COMMUNICATION

Verbal Intervention Tips and Techniques

**Do's**
- Stay calm
- Isolate the situation
- Set appropriate limits
- Listen (…and watch)
- Pay attention to body language
- Give space . . . and time
- Be consistent
- Have a plan

**Don'ts**
- Overreact
- Give false promises
- Get into a power struggle
- Blame/be judgemental
- Threaten
- Fake attention
- Use jargon

VERBAL COMMUNICATION

Empathic Listening

An active process to discern what a people are really saying. It can rapidly defuse crisis situations . . . and provides the foundation for therapeutic rapport

1. Give undivided attention
2. Be non-judgemental
3. Focus on feelings not just the facts
4. Allow silence for reflection
5. Restate/rephrase the message (more…)

VERBAL COMMUNICATION
Empathic or Reflective Listening

Step 1 Open question – What happened?
Step 2 Listen but don’t hear. Don’t react to what is said just understand the feelings behind it
Step 3 Reflect back the feelings until the heat is gone – around 3 responses
Step 4 Use an influential summary to move into the next phase

Source: Jeremy Rifkin – TED talk presentation by RSA animations
Unit 5
PRECIPITATING FACTORS, RATIONAL DETACHMENT, INTEGRATED EXPERIENCE

Precipitating Factors
Internal or external factors over which staff has little or no control

Examples:
- displaced anger
- family issues
- fear for safety
- hunger
- drugs
- disabilities
- rejection
- weather
- grief
- failure
- health issues

Precipitating

Unit 5
PRECIPITATING FACTORS, RATIONAL DETACHMENT, INTEGRATED EXPERIENCE

Rational Detachment

The ability to stay in control of one's own behaviour and not take acting out behaviour personally

Can I control many factors but staff can control their own response to acting out behaviours
Self control is needed to avoid overreacting or acting inappropriately
Need to find positive outlets for negative energy absorbed during a crisis
Find your own warning cues and ways to detach at home, at work and in a crisis

KEY POINTS

Rational Detach with Sully

"How do I know when my line of acceptance is dropping (or when my buttons are being pushed)? [RECOGNITION]"
"What reminders can I give myself or steps can I take to bring back my self control? [REMINDERS/REMEDIES]"
"When I am rationally detached do I have a range of strategies to use when difficult situations arise [REPERTOIRE]"
"What strategies work for me in 'shedding' the negative energy that is absorbed in the classroom while I am maintaining my rational detachment? [RESTORATION]"

Some questions to consider...
Integrated Experience

The concept that behaviours and attitudes of staff impact behaviours and attitudes of individuals, and vice versa.

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**Reasons for using the Crisis development Model**
- helps us to intervene early and appropriately
- helps us to avoid overreacting or underreacting
- helps us to avert a crisis

**STAFF FEAR AND ANXIETY**

These are universal human emotions that evoke both a psychological and physiological response

<table>
<thead>
<tr>
<th>Unproductive</th>
<th>Productive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freezing</td>
<td>Increase in speed &amp; strength</td>
</tr>
<tr>
<td>Overreacting/catastrophising</td>
<td>Increase in sensory acuity</td>
</tr>
<tr>
<td>Respond inappropriately - verbally</td>
<td>Decrease in reaction time</td>
</tr>
<tr>
<td>- physically</td>
<td>Keenness or sharpness of perception</td>
</tr>
</tbody>
</table>

**Ways to control fear and anxiety:**
- understand what makes us afraid
- learn techniques to protect ourselves and acting out individuals in a crisis
- use a team approach - don’t respond alone - have a plan
- learn physical intervention techniques - acting out individuals, if necessary

**Value of a Team Approach**
- Safety
- Professionalism
- Litigation
Unit 7

CPI’s Personal Safety Techniques

Definitions:
- Strike: a weapon coming into contact with a target
- Grab: the attempt to control or destroy a part of one’s anatomy

Examples:
- Strike: punch, hit, kick
- Grab: wrist grab, hair pull, choke, bite, thrown object

Every grab starts as a strike.

Unit 7

CPI’s Principles of Personal Safety

<table>
<thead>
<tr>
<th>Strike</th>
<th>Grab</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Block (or deflect)</td>
<td>1. Gain a physiological advantage:</td>
</tr>
<tr>
<td>the weapon.</td>
<td>a. Find the weak point</td>
</tr>
<tr>
<td></td>
<td>b. Use leverage</td>
</tr>
<tr>
<td></td>
<td>c. Use momentum (arms, hips, legs)</td>
</tr>
<tr>
<td>2. Move the target</td>
<td>2. Gain a psychological advantage:</td>
</tr>
<tr>
<td></td>
<td>a. Stay calm</td>
</tr>
<tr>
<td></td>
<td>b. Have a plan - options to escape</td>
</tr>
<tr>
<td></td>
<td>c. Using an element of surprise or distraction</td>
</tr>
</tbody>
</table>

Unit 7

Team intervention

Crisis response team
- 
- 
- 

Team versus solo invention
- 
- 

Page 16
Team intervention

Team leader
- first person on the scene
- the person with confidence and competence in handling crises
- someone with good rapport with the individual
- assess the situation
- plan the intervention
- direct and cue the team
- communicate with the acting out person (if they are the most suitable person)

Auxiliary team member duties
- Check
  - any safety concerns
  - that control dynamics are safely applied
  - if additional assistance is needed
  - need to change intervention strategies
  - in verbal de-escalation (if directed)
  - in support to other team members

- Address
  - safety of environment
  - physical & psychological status of the individual

- Recognise
  - any safety concerns
  - that control dynamics are safely applied

- Engage
  - safety of environment
  - physical & psychological status of the individual

POSTVENTION - The CPI Coping Model

Control
- back in emotional & physical control
- to the basic facts from their perspective (their story)

Orient
- back in emotional & physical control
- to the basic facts from your perspectives
- in the way staff and teams respond

Patterns
- in past behaviour and look for triggers
- alternatives for future behaviour. Ways to do things differently.

Investigate
- an agreement or contract for future behaviour
- ways to strengthen the team response

Negotiate
- responsibility for their behaviour back to them

Give
- encouragement and support to team members
- changes that need to be made with the team
- more...
Reviewing a Crisis Intervention

1. Prevention
   - What preventative measures are in place that address the emotional challenge?
   - How do staff identify triggers?

2. Response
   - How do staff respond at earlier levels of crisis?
   - Is there an understanding of how, where and when the challenging behaviour is taking place?
   - Have patterns of behaviour been identified?

3. Assessment
   - Do staff rehearse possible responses to an individual who is beginning to lose control?
   - How often?

4. Preparedness
   - Is the frequency of rehearsals balanced with the frequency of episodes?

5. Verbal
   - What verbal intervention strategies are being used during interventions?
   - Are all the above strategies developed for specific individuals and situations?

6. Specificity
   - What procedures are in place for postvention?
   - For staff? For individuals?

A WINDOW ON BEHAVIOUR

- Problem owned by others
- Response to focus on the problem
- Personal feelings and thoughts explained
- Stress is controlled by you
- Problem owned by us
- Reaction that focuses on blame and denial
- Personal attack used to fight back and hurt other person
- Generalisations & absolutes
- Stress controls you

Anyone’s Emotional Temperature Graph

Acceptable Behaviours
- Problem owned by others
- Response to focus on the problem
- Personal feelings and thoughts explained
- Stress is controlled by you

Unacceptable behaviours
- Reaction that focuses on blame and denial
- Personal attack used to fight back and hurt other person
- Generalisations & absolutes
- Stress controls you
Words and expressions we use when we own the problem

- Why don't you . . . . ?
- When are you . . . . ?
- But . . . .
- You should . . . .
- Every time I . . . .
- You never . . . .

Words and expressions we use to enable other people to resolve the issue

- What happened . . . . ?
- What can I do to . . . . ?
- ... and . . . .
- Is it worth it ?
- Sometimes I . . . .
- What is different about . . . . ?
- What would you do if you were in my shoes?

Some similarities with fishing . . .

Gear or tools
These must be good quality, in good working order and appropriate to the conditions

Bait
Must be desirable to the type of fish you are after otherwise you will not get a bite.

Timing
Important otherwise opportunities will be lost

Location
Time and place must both be right or you will be casting into an empty sea

Patience
Conditions change so the opportunity may come along with time.

Perseverance
If at first you don't succeed, keep trying.
Some helpful hints:

- Stay in the boat or on the rocks. In the water you'll only get wet and cold.
- If the fish aren't biting cast around.
- To go after big fish you'll have to cast in deep water.
- You'll have a few disappointments. Come back another time.
- Be creative. It's not the size of the hook or the thickness of the line but how you play the game that is important.

 CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOUR SUPPORT

- Primary Prevention: School/Classroom-Wide Systems for all Students, Staff, & Settings
- Secondary Prevention: Specialised Group Systems for Students with High-Risk Behavior
- Tertiary Prevention: Specialised Individualised Systems for Students with High-Risk Behavior

 Non-Violent Crisis Intervention

80% of Students

Transparent Options

- no real choice provided
- obvious distinctive between 'right' and 'wrong' choice
- lack any dilemma for the client
- are judgemental
- reflect frustration rather than calm control
Implications of Risk Management

Legal Bulletin No. 40

... In accordance with the Occupational Health and Safety Act, staff must be consulted at all stages of the risk assessment process. The staff who must be consulted are those whose safety may be affected by decisions concerning the risks, particularly concerning how the risks are to be managed.

Typically the primary measure to deal with the risk of violence from a student will be a behaviour management plan. This should be formulated in close consultation with the staff, including teaching and support staff who will be teaching or otherwise have frequent contact with the student. ...

Functional behavioral assessment is . . . .

* a process of looking for patterns in what happens around and/or to the student just before and just after the problem behaviour
* an examination of these patterns to identify their purpose or their “function” some possible functions are: avoiding something, getting something, and making something happen
* a creative problem solving to enable the student to achieve the same purpose in a more appropriate or more acceptable way


Functional behavioral assessment is NOT . . . .

* the first technique a teacher uses when a pupil misbehaves
* a quick fix
* a do-it-yourself technique - it takes collaboration

Conducting a Functional Behaviour Assessment

Two Parts

Part A - Setting the scene
- Time
- Activity and staff involved
- Likelihood of problem behaviour occurring
- Problem behaviour
- Current intervention

Part B - Getting the details
Using the Target routine determine the:
- Antecedents
- Consequences
- Setting events

SUMMARY OF BEHAVIOUR

During <insert target routine>, <insert student name> is likely to <insert problem behaviours> when (s)he is <insert details of antecedent conditions that trigger behaviour>, and you believe that (s)he does this to <insert details of consequence/function>.

Negotiation Skills - getting past no

1. don’t react
2. don’t argue, agree/acknowledge
3. use the key question
4. reframe the question to wear down resistance
5. look at the options

Use the key question . . .

What can I do to (get what I need) ?
### AN EXAMPLE OF SOME PRIMARY SCHOOL CLASSROOM MANAGEMENT STRATEGIES

<table>
<thead>
<tr>
<th>STEPS</th>
<th>STRATEGIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tactical ignoring (low level)</td>
<td>Reinforce on-task behaviour</td>
</tr>
<tr>
<td></td>
<td>Look past disruptor</td>
</tr>
<tr>
<td>Non-verbal message</td>
<td>Eye contact, shaking head, pointing, etc.</td>
</tr>
<tr>
<td></td>
<td>Close proximity to child</td>
</tr>
<tr>
<td>Casual statement</td>
<td>How are you going?</td>
</tr>
<tr>
<td></td>
<td>Any problems?</td>
</tr>
<tr>
<td>Diffusion</td>
<td>Use of humour</td>
</tr>
<tr>
<td>Simple direction (reminder)</td>
<td>Use student's name</td>
</tr>
<tr>
<td></td>
<td>Use excuse me, please, thank you</td>
</tr>
<tr>
<td></td>
<td>Eye contact, firm</td>
</tr>
<tr>
<td>Question and feedback</td>
<td>What are you doing?</td>
</tr>
<tr>
<td></td>
<td>What should you be doing?</td>
</tr>
<tr>
<td></td>
<td>Non-threatening</td>
</tr>
<tr>
<td></td>
<td>How's it going?</td>
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From Behaviour Management in Queensland Schools (2000) at www.btr.qld.edu.au

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<th>STEPS</th>
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<tr>
<td>Rule restatement/reminder</td>
<td>Quietly remind of established rule</td>
</tr>
<tr>
<td></td>
<td>Brief and clear</td>
</tr>
<tr>
<td>Take a pupil aside (quiet discussion)</td>
<td>Call over quietly</td>
</tr>
<tr>
<td></td>
<td>Brief discussion</td>
</tr>
<tr>
<td></td>
<td>Student needs to know what should be done when they return</td>
</tr>
<tr>
<td>Deflection</td>
<td>Teacher acknowledges child frustrated/angry but refers back to appropriate behaviour</td>
</tr>
<tr>
<td>Clear desist or command</td>
<td>Explain that behaviour is unacceptable and direct them to resume task</td>
</tr>
<tr>
<td>Simple choice</td>
<td>&quot;It’s your choice&quot;</td>
</tr>
<tr>
<td></td>
<td>Work quietly or move</td>
</tr>
<tr>
<td></td>
<td>I’ll have to ask...</td>
</tr>
<tr>
<td></td>
<td>Final warning</td>
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<tr>
<td>Isolation to “Thinking Chair”</td>
<td>Ask to move to “thinking chair” (3-5 minutes)</td>
</tr>
<tr>
<td>Isolation to “Cool-Off Area”</td>
<td>5-15 minutes</td>
</tr>
<tr>
<td></td>
<td>Simple choice first</td>
</tr>
<tr>
<td></td>
<td>Cool off or isolation</td>
</tr>
<tr>
<td></td>
<td>Reflect on own behaviour</td>
</tr>
<tr>
<td></td>
<td>Return when ready to obey fair rules</td>
</tr>
<tr>
<td>Relocation to Buddy Classroom</td>
<td>Complete Reflection Sheet</td>
</tr>
<tr>
<td></td>
<td>Work in buddy teacher classroom for remainder of session</td>
</tr>
<tr>
<td></td>
<td>Discuss re-entry with class teacher prior to commencement of next session (verbal agreement)</td>
</tr>
</tbody>
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From Behaviour Management in Queensland Schools (2000) at www.btr.qld.edu.au
Assertive Discipline – Canter & Canter

Features:

- Clear set of observable, class negotiated rules. Only 3 - 5 max.
- For behaviour that breaks the rules a clear, pre-determined set of consequences are laid out.
- Focus on positive behaviour with constant reinforcement through comments and recording of compliance.
- All students are targeted for both positive recognition and negative consequences when relevant.

CLASS RULES

- No talking when the teacher is talking
- Stay in your seats
- Keep your hands and feet off other people and their property
- Follow the instructions given by the teacher

CLASS CONSEQUENCES

- 1st incident: name on board - 1st warning
- 2nd incident: tick - 2nd warning
- 3rd incident: tick - stay back after class
- 4th incident: tick - lunch time detention
- 5th incident: tick - leave the class, interview with head teacher/AP

Caleb
Fabio
Suzie
✓
Jack
Bashir
✓
✓
Shannon
Carly
Jess
Ryan
Hassan
Tamika
Lucas
✓
✓
✓
✓
✓
✓
Is it worth it?
Talk sense to yourself

Jeff Wragg

Think consequences

Is it worth it?

What do I need to say to myself?

ACTIONS – What am I doing?

Hassling other kids

CONSEQUENCES – What happens?

Detention

Sent out

Suspension

Mum gets upset

Interview with principal

STOP

Think consequences

Just get through this and then it is recess

It's not worth it?

IS IT HELPING ME? IS IT WORTH IT?

YES NO

This is boring

School sux

I didn’t do nothing

They always pick on me

TALKING TRASH

Stop

TALKING SENSE TO YOURSELF

Talking back to teachers

Talking in class

TALKING TRASH

Actions – What am I doing?

Stop

Talking in class

Talking back to teachers

CONSEQUENCES – What happens?

Sent out ✓ Suspension ✓ Mum gets upset x

Detention ✓ Interview with principal x

IS IT HELPING ME? IS IT WORTH IT?

YES NO

TALKING SENSE TO YOURSELF

STOP

Think consequences

IS IT WORTH IT?

Feeling good

Answer back

Anyone’s Emotional Temperature Graph

Start fighting out or yelling

Walk away and think

High back and call me a bastard

Throwing things

Smearing

Writing out

Out of control

In control

0 1 2 3 4 5 6 7 8 9

Back