

Swaddle Intervention

Sample Plan #1

Elementary School—The Runner

BACKGROUND: Marcus was a 2nd-grader who ran in and out of the classroom without permission, all day long. He was once observed leaving and returning six times in a single hour. In the hallways, he was loud, singing or ranting or banging on lockers. He would get into altercations with other kids who were in the hallway, on their way to or from their own classrooms. He sometimes opened other classroom doors and yelled into the rooms. When told to return to class by other teachers, he would laugh or yell or respond with profanity. When told to return by administrators, he would return, wait a few minutes, and then immediately leave again. He was once found wandering in the parking lot; another time, he was found across the street from the school, trying to climb a lamp post.

This “running” behavior impeded his ability to learn and was also distracting to others, both in his classroom and in other classrooms. It was also unsafe, as he was unsupervised while out of class. Over a two-month period, his recess was taken away repeatedly, classroom privileges were revoked, he was sent to the office, and administrators called his mom. These consequences had no effect on his behavior.



Teacher’s Name(s): Mr. J.

Student’s Name: Marcus

Focus of Intervention:

- ▲ Marcus runs in and out of the classroom without permission, all day long, every day.

Replacement Behavior:

- ▲ Marcus will stay in the room, and remain seated, unless he has the teacher’s explicit permission to be up and moving.

Initial Stepping-Stone Goal:

- ▲ Marcus will go to a specific spot in the room, rather than out of the room, when he feels the need to disengage or escape. He will go there without distracting—talking to or touching—others.
- ▲ He will accomplish this at least twice in a school day. Note: This might be too big a first step for Marcus. If necessary, the goal can be modified so that he needs to remember to run to his spot, instead of out the door, (a) only once in a day, without distracting others, and/or (b) once or twice in a day, even if he is still disruptive to others on his way there.

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Modifications:

- ▲ Marcus will be provided with a safe spot inside the classroom that he can escape to when he feels the need to disengage. He will have specific items in that spot that he can interact with until the teacher has time to come and talk with him, or until he is ready to return to his assigned spot on his own.
- ▲ A small, pop-up children’s play tent will be placed in the back of the room. Inside will be a pillow, blanket, and a locked box that only he knows the combination to. Inside the box will be a selection of toys and other objects he likes, including crayons and paper, a fidget spinner, and some LEGO® guys. This will be his “safe spot.”

Consequences/Redirects:

- ▲ When Marcus runs out of the room, instead of to his safe spot, the following consequences will be applied:
 - 1st run-out = Verbal warning, reminder of where he should go, and reminder of what will happen the next time he runs out.
 - 2nd run-out = Sent to office for 10+ minutes of time out. Check mark is added to his daily “run chart.”
 - 3rd run-out = Sent to office for 15+ minutes of time out and talk with admin. Parent called. Second mark added to run chart. Reminded that one more check mark on run chart will result in being sent home for the day.
 - 4th run out = Sent home for the day.

Teacher Modifications:

- ▲ Mr. J. will not ignore the first run-out, and will immediately bring Marcus back, assuming Marcus is just outside the door, which he usually is. Mr. J. will also remind Marcus of where he should go, walk him there, and remind him of what will happen if he again leaves the room without permission.
- ▲ When interacting with Marcus verbally, Mr. J. will use a calm, kind, and quiet voice and will not display any negative emotion.
- ▲ Mr. J. will apply the 1–4 consequences consistently, as will the administration, for two weeks before reflecting on its effectiveness.

Incentives/Rewards:

- ▲ Each time Marcus goes to his spot inside the classroom, he will receive a nonverbal, positive acknowledgement from the teacher, such as a smile or a thumbs up, along with a “star-buck.” Star-bucks can be turned in at the end of the day for prizes from the prize box, or they can be saved and accumulated for larger prizes that require more star-bucks.
- ▲ Any day in which Marcus receives at least one star-buck before lunch, he also will be allowed to eat with his older brother, who is in 5th grade and whom he adores.

*Swaddle Intervention: Sample Plan #1: Page 3***Tracking:**

- ▲ Mr. J. will track on a small chart the number of times Marcus “ran out” versus “ran to his spot.”
- ▲ An office administrator will track the number of “run-outs” that result in Marcus’s being sent to the office.

Daily Check-in:

- ▲ During clean up at the end of the day, Mr. J. and Marcus will confer briefly, for no more than two minutes. Mr. J. will acknowledge, without frustration or blame, how many times Marcus successfully “ran to his spot” and how many times he “ran out” of the room. Mr. J. will congratulate him on his hard work, and ask him if he wants to redeem or save any earned star-bucks for a current or later prize. Mr. J. also will set the goal for tomorrow, as well as expressing optimism for Marcus’s ability to improve.
- ▲ Example: “Good job today, Marcus. You had three run-outs but also two run-to-spots. I know it’s hard for you to run to your safe spot, so thank you for your hard work there. Do you want to turn in your star-bucks for a small prize or save them for later? I’m looking forward to an even better day tomorrow.”

Other Details:

- ▲ If Marcus is sent home early in the process—which is very likely, as he tests the boundaries of any new system—then Mr. J. will set an optimistic tone when Marcus returns the next day. He will take Marcus aside for a moment, at the beginning of class, and tell him he is looking forward to a better day together. He’ll also remind him where his safe spot is, when and how to use it, and what incentives he can earn by using it.
- ▲ Mr. J. will not require Marcus to make eye contact with him, or to acknowledge him in any way during this conversation. Mr. J. will assume that Marcus hears him, and that Marcus appreciates his efforts, regardless of how Marcus actually behaves.

Student’s Thoughts/Contributions:

- ▲ Marcus says he doesn’t care about getting sent home or about getting star-bucks. However, it was his idea to earn eating lunch with his brother, and he seemed genuinely excited about it. It was also his idea to put fidget spinners and LEGO® men in the lock box in his safe spot.
- Practice/Role Play:** Check this box if the teacher and student physically practiced together what each will do differently during this intervention. The practice is intended to mimic what success would look like, how consequences will be applied, and how consequences should be responded to by the student, when success is temporarily out of reach.

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Dates for first week of intervention: November 6 – 10

Reflection Date: Friday, November 10, at lunch. Or, if necessary, at the end of the day during the second half of Science. If done during Science, an administrator or the literacy coach will come in to take over the class to free up Mr. J.

Backup Reflection Date: Monday November 13th, before school or at lunch

Signature of Teacher _____

Signature of Student _____

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Sample Plan #2

Elementary School—The Growler

BACKGROUND: Amanda was a 4th-grader who grunted, growled, and hissed when someone got too physically close to her, or when she got upset with peers or adults or herself. If the person she growled at responded in any way, then Amanda would become physically violent and would push, kick, or bite the other person. On one occasion, Amanda threw a full pencil box at another student when the other student growled back at her.

This “growling” behavior impeded the ability of both Amanda and other students to learn. She was easily frustrated—and therefore was growling continually—which others found distracting, annoying, or even intimidating. Through the first half of the school year, Amanda was sent to time-out multiple times every day for this behavior. Her desk was moved to isolate her. She could not work in pairs or groups. She was usually left at her desk when the class was brought to the carpet for mini-lessons. She was suspended twice for acts of violence against other students. Amanda’s parents were called weekly and came in three times for conferences. None of the classroom, administrative, or home consequences had any effect on her behavior.



Teacher’s Name(s): Ms. T.

Student’s Name: Amanda

Focus of Intervention:

- ▲ Amanda growls and sometimes attacks others when uncomfortable, upset, frustrated, or overwhelmed.

Replacement Behavior:

- ▲ Amanda will use appropriate words and tone to express her feelings of discomfort.

Initial Stepping-Stone Goal:

- ▲ Amanda will use an image to express her upset and then remove herself from tense situations without attacking/touching others.
- ▲ Amanda will accomplish this at least once while at the carpet or working in a group with her classmates.

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Modifications:

- ▲ Amanda will be given a laminated card to wear around her neck on a lanyard with an image that represents anger. Amanda will choose this image from a selection provided by Ms. T., or Amanda can suggest an image.
- ▲ When Amanda gets triggered and wants to growl, she will instead hold the image up to the person she is frustrated with and then move to another location in the room—either her desk or a designated beanbag chair, whichever is further away from where the upset occurs.

Consequences/Redirects:

- ▲ When Amanda growls, Ms. T. will remind her to show her lanyard image instead.
 - If Amanda complies—and shows the image to the person she growled at—then Ms. T. will give her a thumbs-up. Ms. T. will point to Amanda’s desk or the beanbag chair to indicate nonverbally that she should now go to that location to cool down. Amanda can stay there until she is ready to return to the activity, or until the teacher has time to check in with her, or until the class transitions to the next activity. Even though Amanda growled, her incentive/reward is earned for this compliance.
 - If Amanda does not comply—and instead now growls at Ms. T.—then Ms. T. will point to Amanda’s desk or the beanbag chair to indicate nonverbally that she should now go to that location to cool down.
 - If Amanda goes to the indicated location, then Ms. T. will debrief with her later, thank her for moving when asked, and remind her how to use the card in the future.
 - If Amanda refuses to move, then the students around her will be moved away from her instead. During the teacher’s next break in the day (recess, lunch, specials, or free-choice time), Amanda and Ms. T. will have a private conversation. Ms. T. will again remind Amanda of how to use the lanyard image, how to move when asked, and what incentives are attached. She will ask Amanda if she wants the teacher to do anything differently to support her in this effort. Ms. T. will end by providing Amanda with a clean slate.
 - If Amanda physically attacks another student or destroys property in the classroom, then she will be sent to the office. Admin will call her parent. If warranted, Amanda will be suspended. If not warranted, Amanda will be sent back to class when, and only when, she states that she is ready to make amends and has a plan for doing so. This might be a written or verbal apology to the student she pushed. Or it might be organizing or cleaning up an area she attempted to destroy.

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Teacher Modifications:

- ▲ Ms. T. will not take away recess or lunch or specials as a punishment. However, the beginnings of these periods can be used occasionally, when necessary, to have private conversations and/or briefly practice the stepping-stone goal. But after the talk or practice, Amanda will be sent to join her classmates.
- ▲ Ms. T. will use nonverbal gestures to indicate when Amanda should move to another location, instead of telling her verbally.

Incentives/Rewards:

- ▲ When Amanda shows the card to someone, whether or not she growls at the same time, and then removes herself to her appointed seat, whether or not she has to be reminded to go, she earns one small item from the classroom store.
- ▲ When Amanda uses the card **INSTEAD** of growling **OR** removes herself to her assigned seat **WITHOUT BEING REMINDED**, she earns one medium to large item from the classroom store.
- ▲ When Amanda uses the card instead of growling **AND** removes herself to her assigned seat without being reminded, she earns first choice in choosing next week's class jobs.
- ▲ When Amanda completes an entire day without growling, she earns pizza lunch with Mrs. Q. from the main office.

Tracking:

- ▲ Ms. T. will track growling, card use, and removal to assigned seat on a clipboard.

Daily Check-in:

- ▲ During free-choice time at end of day, Ms. T. will check in with Amanda and let her choose prizes from the class store, as appropriate.

Other Details: None.

Student's Thoughts/Contributions:

- ▲ While we discussed the plan, Amanda initially was silent and would not make eye contact. However, when we got to incentives, she had a lot to say; she was chatty and engaged when selecting the image for the lanyard card. She also enjoyed practicing using the card before we left the meeting.
- Practice/Role Play:** Check this box if the teacher and student physically practiced together what each will do differently during this intervention. The practice is intended to mimic what success would look like, how consequences will be applied, and how consequences should be responded to by the student, when success is temporarily out of reach.

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Dates for first week of intervention: January 15 – 19

Reflection Date: January 19, during free choice time at end of day

Backup Reflection Date: January 22, before school or during morning free-write

Signature of Teacher _____

Signature of Student _____