

## Swaddle Intervention

### Sample Plan #3

#### Secondary School—The Arguer

**BACKGROUND:** Brianna was an 8th-grader who argued whenever she was told to do something she didn't want to do, or whenever she was told to stop doing something she didn't want to stop doing. She was confrontational, combative, and oppositional almost all the time. Every interaction sparked a debate or a battle. Simple things, such as, "Please sit down, class has begun," would set her off. She would yell a response, voice dripping with attitude. "I'm going to my seat! Don't you have eyes?" or "I'll get there when I get there!" or "You go to your seat!" or "Why are you picking on me? I'm not the only one standing up right now!" These types of responses were completely predictable, default modes of her expression; they also represented the milder end of her spectrum when interacting with teachers. She was particularly volatile with her math teacher, whom she once stalked around the room while screaming invectives. On that occasion, she was forcibly removed from the class by campus security.

Brianna's oppositional behavior impeded her and her classmates' ability to learn, as well as the teacher's ability to teach. Private conversations, detention, loss of classroom and schoolwide privileges, phone calls home, visits to the office, failing grades, offers of incentives, and attempts to personally connect and meet her defiance with kindness had no noticeable impact on her behavior.



**Teacher's Name(s):** Ms. G.

**Student's Name:** Brianna

**Focus of Intervention:**

- ▲ Brianna meets all reasonable requests or directives with confrontation and arguing. While she usually, ultimately, complies with requests, her compliance is accompanied by loud and dramatic scenes that absorb instructional time and create a tense and difficult learning environment for all those around her.

**Replacement Behavior:**

- ▲ Brianna will comply with reasonable teacher requests without resistance or upset.

**Initial Stepping-Stone Goal:**

- ▲ Brianna will comply with one teacher request per period without any verbal response.

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**Modifications:** N/A

**Consequences/Redirects:**

- ▲ When Brianna verbally argues with a request from Ms. G., then Ms. G. will hold up both her hands, palms facing Brianna, as a signal to "stop." Then she will nonverbally repeat the request. For example, she might point to Brianna's seat, if the request was to sit, or opening her hands like a book, if the request was to read.
  - If Brianna complies, then she earns an incentive—even if she started out arguing, even if she grumbles quietly to herself, even if her body language is aggressive, and even if she bangs materials.
  - If Brianna does not comply, and continues to verbally argue, then Ms. G. will soften her eyes, lower her voice, and offer Brianna a choice to comply with the request or receive a consequence. Depending on the request and situation, consequences might include:
    - Being removed from a group or pair.
    - Being sent outside to cool off for a moment.
    - After-school or lunch detention, during which the behavior will be discussed.
    - Being sent to the office, her counselor, or another location/person on campus to decompress.

**Teacher Modifications:**

- ▲ Ms. G. will not engage in verbal debates or arguments with Brianna. She will not explain or give reasons for why she is asking Brianna to be on task.
- ▲ Ms. G. will not ignore Brianna when Brianna does not comply, but will rather follow the consequences plan listed above: non-verbal "stop" signal, non-verbal request to be on task, verbal choice offered with soft voice, soft eyes, and positive intent, and consequence, if necessary.
- ▲ Ms. G. will use detention only as an opportunity to connect with Brianna, to debrief regarding her progress, or to practice the stepping-stone goal with her. Detention will last only as long as is necessary to complete this connection, debrief, or practice. Brianna will not be left to sit in silence or told to complete academic work during this detention.

**Incentives/Rewards:**

- ▲ Each time Brianna complies with any request without arguing, or stops arguing and complies after the teacher repeats the request nonverbally, she can reduce her homework for that night by half. So if she complies with 2 requests, she receives no homework that night. She earns this reward whether or not she later argues with other requests during the same period.
- ▲ Each time Brianna goes an entire period without arguing, or stops arguing immediately upon every request, she earns a 10-minute early release to eat lunch with a friend of her choosing, plus no homework.

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**Tracking:**

- ▲ Ms. G. will track arguing versus non-arguing compliance using hash marks on a two-column chart on her desk.

**Daily Check-in:**

- ▲ At the end of each period, Ms. G. will write Brianna a note indicating the number of argues versus non-argues, and the accompanying homework reduction. She will also acknowledge Brianna's effort. For example, "Brianna, today you complied without arguing 1 time and argued 7 times. That means you can cut your homework by half! Great job! There are 8 questions for homework. Please choose the odds or evens to complete. I really appreciate your hard work today. Looking forward to tomorrow. 😊" Or, "Brianna, today you argued every one of the 5 times I asked you to be on task. That means your homework is the same as everyone else's tonight. But trying to break a habit is hard work. It takes time and patience. I know you can do it. Looking forward to tomorrow. 😊"

**Other Details:** None.

**Student's Thoughts/Contributions:**

- ▲ Brianna presented an attitude of disgust during the entire meeting. She tried several times to blame Ms. G. for why she had to argue with her. And she felt that a 1/4 reduction in homework (the original incentive proposed by Ms. G.) was unfair, and that she should receive no homework if she agreed to "put up with" Ms. G. A compromise was struck at 1/2 off homework each time she complied without arguing.
- 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.

**Dates for first week of intervention:** October 23 – 27

**Reflection Date:** October 27, at lunch or during Ms. G.'s prep period

**Backup Reflection Date:** October 30, before school or during Ms. G.'s prep period

**Signature of Teacher** \_\_\_\_\_

**Signature of Student** \_\_\_\_\_

## Swaddle Intervention

### Sample Plan #4

#### Secondary School—The Wanderer

**BACKGROUND:** Michael was an 11th-grader who would not stay seated for more than a few minutes at a time in his English class. Whenever he felt compelled, he would get up, wander about the room, and talk with other students in a loud and animated way, even if the teacher was talking. When asked to return to his seat, he would ignore the request, acting as if he did not hear the teacher, and continue to wander and disrupt. No matter how many times his English teacher called his name, Michael would never acknowledge that the teacher spoke. If the teacher walked over to him and stood next to him to try and get his attention, he would still ignore the teacher. If the teacher tapped his shoulder or touched him gently to get his attention, Michael would simply walk away, wait for the teacher to continue teaching, and then start talking to someone else. Michael was, on the surface, a disruptive but good-natured class-clown when left to his own devices. However, if the teacher cornered him, he would stand, mute, staring directly at the teacher, his body shaking with barely controlled rage, and wait for the teacher to walk away. If told to leave the room, then he would ignore, make a joke, or in some other way passively refuse, and he would have to be taken out by campus security or an administrator. When left on his own to wander and disrupt as he liked, he would eventually come back to his seat for short periods of time, but never upon request from the teacher.

Michael's wandering and disruptive behavior impeded his and his classmates' ability to learn, as well as the teacher's ability to teach. Private conversations, detention, phone calls home, visits to the office, and failing grades had no impact on his attitude or behavior.



**Teacher's Name(s):** Mr. S.

**Student's Name:** Michael

**Focus of Intervention:**

- ▲ Michael leaves his seat without permission multiple times every day during English class. He then disrupts the learning by talking/joking loudly with others. When asked to sit or leave the room, he ignores the request.

**Replacement Behavior:**

- ▲ Michael will stay seated and focus on his own work during English.

*Swaddle Intervention: Sample Plan #4: Page 2***Initial Stepping-Stone Goal:**

- ▲ At least once in a period, Michael will wander to a specific spot designated in the back of the room, taking a designated route to get there and back, without talking to any other students. And/or, if Michael does not use his approved route, or he talks to others while up, he will be asked to return to his seat, which he will do immediately.

**Modifications:**

- ▲ Michael will be provided with a clipboard, which will hang in the back of the room. This clipboard is for his exclusive use, so that he can do work while standing there. He can wander from the clipboard to his seat and back as he feels necessary, by taking a specific route. If Mr. S. needs to ask him to return to his seat, when possible Mr. S. will walk by him and show him a card that says “return to your seat.” When not possible, Mr. S. will call Michael’s name and gesture toward his seat using an open hand.

**Consequences/Redirects:**

- ▲ When Michael wanders off his route, or when he talks to others while on his route, Mr. S. will get his attention by calling his name or tapping him on the shoulder, and then nonverbally request that Michael return to his seat.
  - If Michael complies, and returns immediately to his seat without having to be asked again, then he earns an incentive, even if he was off-route and/or talking to others.
  - If Michael ignores Mr. S.’s request, then Mr. S. will ask Michael to step outside the room for a brief conversation
    - If he goes outside, then Mr. S. will use a calm voice to remind Michael of the plan, what Michael’s part is, and the incentive for cooperation. Mr. S. will then ask Michael to enter the room when, and only when, he is ready to walk quietly to his chair, sit, and try again. Mr. S. will then re-enter class. If Michael does not come in and sit within 5 minutes, then Mr. S. will write him a referral to the office.
    - If Michael refuses to go outside, then Mr. S. will write him a referral to the office and call for an escort to take him out of class.

**Teacher Modifications:**

- ▲ Mr. S. will not require Michael to verbally acknowledge any of his requests. Nonverbal compliance will be sufficient.
- ▲ Mr. S. will not require Michael to be in his seat at all, as long as Michael is quietly on his route or at his place in the back of the room.
- ▲ Mr. S. will not call Michael out in front of the class to get his attention, unless absolutely necessary. Mr. S. will use nonverbal gestures or images to request that Michael return to his seat
- ▲ Mr. S. will follow the consequences plan listed above.

*Swaddle Intervention: Sample Plan #4: Page 3***Incentives/Rewards:**

- ▲ The first time in any week that Michael makes it through an entire period without ignoring Mr. S.’s requests, and without disturbing others when Mr. S. asks him to return to his assigned seat, Michael will earn an extra bathroom/homework pass.
- ▲ Each week that Michael follows the plan successfully for 3 or more days, Michael will earn a 10-minute early release from school that Friday.
- ▲ When Michael follows the plan successfully for 4 or more days in each of three successive weeks, he earns two free tickets to the prom.

**Tracking:**

- ▲ Mr. S. will track three things: (1) How often Michael goes to or from his clipboard on-route without talking; (2) How often Michael immediately cooperates when asked to return to his seat for being off-route or for talking on-route; (3) How often Michael does not cooperate when asked to return to his seat for being off-route or for talking on-route.

**Daily Check-in:**

- ▲ At the end of each period, Mr. S. will have a brief, private meeting with Michael, show him the chart, acknowledge any success, and give rewards earned. He will offer a clean slate and say he is looking forward to tomorrow.

**Other Details:** None.**Student’s Thoughts/Contributions:**

- ▲ Michael was silent throughout the meeting. He spoke only when asked if he would be interested in any of the offered incentives. Free prom tickets was his suggestion and was added as a large incentive for a future goal.
- 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.

**Dates for first week of intervention:** February 19 – 23**Reflection Date:** February 23, after school**Backup Reflection Date:** February 26, before school or during Mr. S.’s prep period**Signature of Teacher** \_\_\_\_\_**Signature of Student** \_\_\_\_\_