

BCAP Aggressive Behavior Consequence Rubric 2011

| BEHAVIOR | FIRST TIME | SECOND TIME | THIRD TIME | FOURTH TIME | FIFTH TIME |
|--|---|---|--|---|--|
| Teasing/verbal (Name-calling, teasing ultimatums, exclusion, insulting). Any behavior that causes someone to feel bad about themselves. | 10 Think About It Time report in file talk to parent *removal 1st grade gets one warning in file | 15 Think About It Time report in file talk parent removal | 20 Think About It Time written report to parent can't return to activity removal report in file | 1/2 hr Think About It Time written report to parent call to parent removal can't return to activity | One day mov. restrict. meeting with parent only discuss next steps counseling susp. , term, cc plan written report |
| Hitting/Aggression (pushing, slapping, spitting, grabbing, throwing, pinching, spitting, twisting skin) Any behavior that has potential to cause or has caused physical harm | teacher written report in file talk to parent 10 Think About It Time removal 1st grd gets one warning in file | written report to parent 15 Think About It Time removal can't return to activity | written report to parent call to parent 30 Think About It Time removal can't return to activity | written report to parent & call one day in-house movement restric. removal can't return to activity | call to parent 1 day suspension meeting with parent only discuss next steps counseling, susp. , term, cc plan written report |
| Severe Hitting (punching, kicking, tripping, hitting w/ object, choking, biting) Any behavior that most likley could or has caused physical harm Harrassment (racial, ethnic, or sexual name-calling, or other severe harrassment) | 15 Think About It Time written report to parent removal can't return to activity | 30 Think About It Time written report to parent removal can't return to activity | one day in-house movement restric. written report & call to parent removal meeting w/ parent/child discuss next steps counseling suspension termination | call to parent written report to parent removal out-of-program 1 day suspension meeting with parent only to discuss termination & plan for other Child Care | |

*In addition to the Think About It Time (10=10 minutes, 15= 15 min., etc.), it may be necessary for the student to be removed from an activity/activity area if the victim is attending/attends the activity. All consequences involve the completion by the student of a mandatory reflection paper to be completed at the program. Participation in program activities will not be possible until the reflection process is completed. This is completed with the assistance of the director, coordinator, or other staff as necessary. Depending on age/development of child, call to parent can be from the child.

1st graders get one warning note in file (exception is severe hitting/harrassement).

Think About It Time is not a time out. The child can read, do homework, or work/project from home (alone).

Movement restriction: under the direct supervision of director/senior staff. Child may not go anywhere unattended and must accompany director/senior staff throughout the day.

Steps in Rubric Consequence Program Implementation

Rubric, Behavior report, Reflection paper (Think About It)

Initial Investigation

Begin a written report ASAP. Ask, "What did you do?" instead of, "What happened?" This begins accountability. Don't minimize their behavior *Technique: Instead of: "I heard you had a hard time keeping your hands to yourself", say, "heard that you hit ...in line today."*

Encourage truth-telling, and that you will tell their parents s/he told the truth.

If needed, ask child to restate leaving out "I only", "Because....", "He did this so I did that..."

Don't get into a battle if they deny.

Techniques: "I need to find out what happened. I will be talking to every child and teacher who was there", "I will give you some more time to think about what happened, I will ask you again in a few minutes about what you did". Walk away, do work, no discussion, do not engage.

Investigate

Interview witnesses (if you see the behavior no need to interview).

Find people (staff and children) who were around.

Encourage truth telling of aggressor.

Don't judge honesty or intent. This could give better liars advantage.

(If) You have determined child was aggressive

or they have admitted it, together look up the rubric. CONSEQUENCE must be known *before* "Think About It" page and consequence is carried out.

Phone call or telling parent at pick-up. *Techniques: "I knew you would want to know....", Sometimes you need to be broken record: "Sorry you feel that way". "Our program does our best to teach lessons in responsibility, taking responsibility is a part of our program."*

Make sure you tell parent that child told you the truth and it was appreciated. Be optimistic. *"Tomorrow, this can be better"*.

Behavior Report

Student _____ grade _____

Afterschool Teacher Reporting _____

Location _____ Date and Time _____

Witnessed by me ___ Reported by a student ___ Reported by other _____

If not witnessed by reporting teacher, were other students or teachers nearby who witnessed the behavior? _____ Were they asked what they observed? _____

Description of events:

Student's Consequence _____

If this behavior happens again, the following consequence will occur

Student _____ Parent _____

Think About It.....

Your Name _____

Date _____

What did you do or say?

I _____

What was wrong with that behavior? Who did you hurt?

I said what I said (OR) I did what I did because

I _____

Next time you are in that type of situation, how will you deal with it without hurting anybody?

I will _____

Bully Prevention Resources *Bullying and Aggressive Behaviors*, April 16, 2011

Bulkorder.ftc.gov Federal Trade Commission. Orders in bulk and smaller quantities, OnGuardOnline, Community Outreach Toolkit, Chatting with Kids About Being Online, Heads Up: Stop. Think. Click.

<http://www.responsiveclassroom.org> "A widely used, research-backed approach to elementary education that increases academic achievement, decreases problem behaviors, improves social skills, and leads to more high-quality instruction."

www.stopbullyingworld.org International Bully Prevention Association

www.samhsa.gov Substance Abuse & Mental Health Services Administration. "Bullying Is Not A Fact of Life" <http://download.ncadi.samhsa.gov/ken/pdf/SVP-0052/SVP-0052.pdf>

Stopbullynow.com

Stopbullying.gov

Anthony, M. and Lindert, R. (2010) Little Girls Can Be Mean: Four Steps to Bully-proof Girls in the Early Grades

Coloroso, B. (2003) The Bullied, The Bully, and The Bystander New York, NY: Harper Collins

Davis, S. and J.(2007) Empowering Bystanders in Bullying Prevention Champaign, IL: Research Press

Davis, S. (2007) Schools Where Everyone Belongs: Practical Strategies for Reducing Bullying, Champaign, IL: Research Press

Estes, E. (1988). The Hundred Dresses, Orlando , FL : Voyager Books.
Well-written childrens' book, narrated from the point of view of a bystander

Ludwig, T. (various dates): Trouble Talk, Sorry!, My Secret Bully, Just Kidding, Too Perfect. Ludwig's books speak clearly and positively to Elementary School youth on a range of crucial issues.

MARC Massachusetts Aggression Reduction Center at Bridgewater State College, MA

Nixon, C. and Dellasega, C. (2003) Girl Wars: 12 Strategies That Will End Female Bullying

Olweus, D. (1993). Bullying at school: What we know and what we can do. Malden, MA: Blackwell Publishing