

First Response Strategies:

Something a teacher does to prevent or de-escalate the child's dangerous behavior that:

- Occurs within 3 seconds of the dangerous behavior
- Prevents access to reinforcement immediately following dangerous behavior
- Is based on the function of the dangerous behavior

Type of First Response	Inappropriate Examples	Appropriate Examples
<p>Verbal</p> <p>Something that an adult <u>says to a child</u> to prevent or de-escalate dangerous behavior</p>	<ul style="list-style-type: none"> • Direction about what not to do • Vague directions for alternative behavior • Saying “stop” without redirection • Giving Child directions from far away • Stating the perception of the problem 	<ul style="list-style-type: none"> • Direction to engage in alternative behavior • Direction to engage in replacement behavior • Direction to de-escalate • Empathetic remarks
<p>Physical</p> <p>Something an adult <u>does to or with a child</u> to prevent or de-escalate dangerous behavior</p>	<ul style="list-style-type: none"> • Hugging Child • Touching the child if her dangerous behavior escalates following physical touch • Standing over Child with a threatening posture 	<ul style="list-style-type: none"> • Moving Child away from peer • Sitting between Child and peer • Interrupting Child's attempt to throw more sand by physically guiding her fist to drop the sand in the sandbox • Physically guiding Child to engage in appropriate alternative behavior (e.g., tapping peer on the shoulder to get his attention)
<p>Environmental</p> <p>Something that the adult <u>does to the setting or materials</u> to prevent or de-escalate dangerous behavior</p>	<ul style="list-style-type: none"> • Moving the child to a location likely to put the child, others, or property at increased risk • Moving Child closer to other children • Moving a child to an area of the room with breakable items • Moving Child to a more stimulating activity 	<ul style="list-style-type: none"> • Removing children and/or materials from the area • Moving peer to another location in the sandbox • Putting a physical barrier (e.g., furniture) between the child and others • Staffing changes • Teacher monitoring Child may change staffing roles with another teacher
<p>Mixed</p> <p>Using two or more types of first responses</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Moving Child away from peer while stating, “drop the block” • Sitting between Child and peer and physically guiding Child to drop the block • Physically preventing Child from throwing the block while encouraging peer to tell Child to stop