

STUDENT **AB**

SETTING **Self-contained
elementary
classroom**

AGES **6-9**

PLAN DATE **November 4**

REVIEW DATE **December 2**

Leaving the Classroom

a prevent, teach, respond plan for one student

set up the day so the
behavior is needed
less

the skill that does the
same job for the
student

the same steps from
every adult, every
time

What it looks like. The student crosses the classroom threshold without adult permission and moves away from the room. Standing at the open door without crossing it counts as an early sign, not an incident.

What it does for the student. Escape from noise and crowding, plus the quiet of the hallway.

The replacement behavior. Hand the break card to an adult, or go to the classroom quiet corner, before the noise peaks.

You will know it is working when. Break-card handoffs and quiet-corner trips outnumber door exits on the weekly log, and exits stop reaching the stairwell.

Prevent

- 1 Post an adult between his seat and the door during cleanup and transitions, every day, as coverage, not punishment.
- 2 Offer headphones and the quiet corner before the loud stretch starts, not after he stands.
- 3 Give him a transition job that keeps his hands and route busy: lights, door holder on the calm side, cart pusher.
- 4 Keep the break card on his desk and a spare on the wall by the door.

Teach the Replacement

- 1 Teach the break card as a guaranteed exit: he hands it over, the noise ends for him, every single time.
- 2 Practice the card during calm moments with instant honoring, then during mildly loud moments.
- 3 Walk the allowed route to the quiet corner until it is automatic, and post its picture at his seat.

Respond

EARLY SIGNS

He covers his ears, watches the door, edges his chair back, or stands and lingers at the threshold.

- 1 At an early sign, offer the break card and the quiet corner with a gesture, not a discussion.
- 2 If he leaves, one adult follows at a walk, keeping him in sight; a second adult alerts the office per the school plan.
- 3 Meet him where he stops with the card and low voice: card, then quiet corner, and walk back together.
- 4 Log the exit and what was happening at the moment he moved; the pattern is the next plan.

THE REINFORCEMENT RULE

The break card works instantly, every time, with any adult, so the card beats the door. Leaving earns a calm walk back and the same quiet he asked for, in the room, never a chase or a scene.

tally by time block; a line per incident is enough

Today's Quick Log

Target. Leaving the Classroom
Replacement. Hand the break card to an adult, or go to the classroom quiet corner, before the noise peaks.

TIME BLOCK	TARGET TALLY	REPLACEMENT TALLY	PROMPT

Prompt key: I independent · V verbal · G gestural · P physical

INCIDENTS: WHAT HAPPENED, WHAT WORKED

- 1
- 2
- 3

from the people who know the student

What Works

WORKS WHEN	REWARDS THAT LAND	AVOID
The quiet corner is available without asking twice and headphones are within reach at cleanup.	Extra minutes in the quiet corner, the lights-off job, first in line where the hall is calm.	Blocking the door with your body as a first move, and loud group countdowns during cleanup.

when to get help, and what never helps

Safety Net

GET HELP WHEN	NEVER DO	WHO TO CALL
He is out of an adult's line of sight, reaches a stairwell or exterior door, or leaving happens twice in one day.	Never chase at a run down the hallway; the chase is a game and it speeds him up. Never take the break card away as a consequence for leaving.	Ms. Romero Classroom teacher Front office Ext. 100, building sweep

bring this page to the next team meeting

Review

Success at review means. Zero exits past the threshold for three consecutive weeks, with the break card used at least daily.

KEEP DOING	CHANGE	NEXT REVIEW BRINGS
The strategy that is carrying the plan.	What the data says to adjust, and how.	The data and the people the meeting needs.