# Behavior Intervention Guidelines
## XYZ Head Start

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| **AGGRESSION**| Behaviors that cause harm or damage to people or property; may be physical or verbal in nature. | • Hitting  
• Biting  
• Destroying toys  
• Throwing a chair | • Acknowledge/Praise positive examples of behavior. For example say: “Thank you for using words" or "I see you used your words to tell him how you feel. You are being a good friend.”  
• Adult immediately goes to child’s level and says STOP!  
• Point out victims feelings.  
• Say, "It is never OK to hurt someone.  
• Acknowledge perpetrator’s feelings. " It looks like you are angry."  
• Talk about teacher’s feelings.  
• Encourage children to talk about feelings.  
• Let them know alternate behaviors. |
| **SELF-INDULGENT** | Behaviors characterized by giving in or indulging in one’s own whims or desires. | • Whining/Pouting  
• Screaming  
• Swearing/Cussing | • Acknowledge when using appropriate behavior (such as regular voice or when they self correct).  
• Point out safety rules that are being used (such as quiet voices).  
• Ignore and move on with activity, but make sure child is safe.  
• If behavior escalates or continues for a long time, briefly acknowledge behavior. (feeling).  
• Give acceptable choice (such as, "you can join us at circle or sit in a quiet area," or "you can do it yourself or use your regular voice"). |
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| NON-COMPLIANT    | Failure to follow adult directions or known rules.          | • Not putting away toys when told<br>• Running to avoid a task<br>• Saying “No” when told to do something by an adult | • Acknowledge when kids are doing what they should.<br>• Reinforce when children are engaged<br>• Point out natural reinforcers such as “Wow you cleaned up quick we’ll have more time outside.” | • Give individual cue to the child.<br>• Provide adult support to follow through<br>• Give choice such as, "Do you want to pick up the blue or red blocks?" or "You can choose a job or I’ll choose for you."
• Give specific directions: "Pick up the block and put it here."
• Acknowledge that they did it. |

Figure 1