ELC Policy for responding to students with extreme challenging behaviors

General Expectations

Coaches and professional development have provided you with **tools and strategies** (routines, schedules, prevention techniques) to reduce challenging behaviors.
➔ Always **try the strategies provided by your coach first.** Coaches will ask what you have already attempted when they come in to support.

Developmentally Appropriate vs. Extreme Behaviors

Not Extreme (Developmentally Appropriate):

- Tantrums
- Mild non-compliance
- Power struggles

Extreme (Use Procedure):

- Hitting
- Kicking
- Throwing objects
- Self-harm
- Behaviors that present **imminent harm**

Immediate Response

Student distress in the hallway
✔ It is okay to let a student calm down in the hall.
✔ Call the office for support to ensure your other students are safe.

Physical safety
✔ Students should **never be picked up**.
✔ Teachers and staff should **never put a child in a restraint**.

Per OSPI definition: *"Restraint occurs anytime you are restricting the child's movements."*
✔ If you feel additional support is needed, consult your **administrator or coach**.

Throwing items in the classroom
✔ Guide the student to a **safe space**.
✔ Move other students away to prevent injury.

ELC Policy for responding to students with extreme challenging behaviors

After a behavior

❌ Do not place demands right away (e.g., *"Clean this up before you can play"*).
✔ Focus on **regulation and re-entry** into classroom routines.

Communication & Support

1. **Call the front desk** when additional support is needed.
    - They will page your **coach** first, or an **administrator** if the coach is unavailable.
2. **Discuss concerns** with your classroom coach ***Not in front of the student**.
3. **Schedule an observation** by a coach.
4. **Share concerns** with parents to keep them informed.

Staff please sign to acknowledge these procedures:

Sara Hansen Date: 9/25/2026

_____ Date:_____

_____ Date:_____