

BEHAVIOR

Red Flag

Improve awareness of frustration triggers and ability to cope

CANDIDATES

- Students who become overwhelmed and have a tendency to withdraw from instruction or elope from the classroom.

MATERIALS

- Red fabric / bandana
- Sensory room

PROCEDURE

Steps

1. Identify students who tend to elope from class, or shut down when things get difficult. If the frequency of shut down is at least once per day, students may be candidates for a red flag.
2. Explain the below procedure to the student (reference script)
3. Put a red flag (fabric or bandana) in your classroom and in each room that the student may need to take a red flag (art, other subjects, etc.)
4. When a student is visibly overwhelmed, you or he may hand the red flag to the other. This is a nonverbal cue (that reduces stigma in front of peers) that the student needs a break.
5. When both parties agree to take a red flag, the teacher calls the main office to dispatch someone to the classroom to collect the student.
6. The aide will walk the student to the sensory room, where he will remain for no more than 7 minutes before returning to the room, ready to learn.
7. If the student tends to need a break at the same time daily, refer to office to become a regular on the sensory schedule.

SCRIPT for Explanation to Student

“ I notice that you sometimes shut down when you are overwhelmed. We all have a point of frustration. When you feel like you are experiencing too much stress, hand me this red flag. It will be at the front of the classroom. Then, I ‘ll call the main office and someone will come to take you to the sensory room for a break. You’ll stay there for 7 minutes and then come back ready to learn. I also might hand you the flag to ask you if you want a break when I sense that you might need one. Your break will last 7 minutes or less and you shouldn’t overuse the red flag (define, only once per period, 2x day, etc.), or we might not be able to use this strategy in the future.”

REFERENCE

Lang, Russell, et al. “Treatment of elopement in individuals with developmental disabilities: A systematic review.” *Research in Developmental Disabilities* 30.4 (2009): 670-681.