

Big Behaviors by Type

Each behavior with a Spot / Stop / Support plan and scripts.

12 PRINTABLE PAGES IN THIS KIT

The Behavior GPS Method™ — the 4 moves on every page

1. SPOT THE CLUE — What is the behavior telling you?
2. NAME THE NEED — Say the need out loud before the rule.
3. RUN MONAE'S 3 STEPS — Stop. Breathe. Say what I need.
4. TRACK THE CHANGE — Write what happened. That is your proof.

How to use this kit

- Print it. Do not read all of it tonight.
- Pick the ONE page that matches tonight.
- Put that page on the fridge.
- I DO: you model it. WE DO: you practice it together on a calm day.
- YOU DO: your child tries it alone. Use one page for a week.

Hitting

Spot it, stop it safely, teach the replacement.

DO THIS

1. SPOT: tight fists, red face, pacing, short answers.
2. STOP: move others back, block do not grab, one direction only.
3. SUPPORT: stay near, quiet voice, wait for the body to slow.
4. SOLVE: teach the break signal and practice it when calm.
5. TRACK: log time, place and what came right before.

SAY THIS

"I will not let you hurt anyone. Hands down."

"When you are mad, tap my arm. I will come."

1 STOP

Hands still. Feet still.

2 BREATHE

In through the nose, out slow.

3 SAY WHAT I NEED

Use your words, not your body.

PRACTICE IT ON A CALM DAY

I DO: I show you. I say the 3 steps out loud.

WE DO: We do the 3 steps together, slow.

YOU DO: You try the 3 steps on your own.

Biting

What it is asking for and how to answer it.

DO THIS

1. SPOT: mouthing, chewing sleeves, crowding, high excitement.
2. STOP: turn your body, offer a chew item, keep space.
3. SUPPORT: give mouth input — crunchy snack, straw, chew tube.
4. SOLVE: give a safe chew and teach “my mouth needs.”
5. TRACK: note if it happens when hungry, tired or crowded.

SAY THIS

“Teeth are for food. Here is your chewy.”

1 STOP

Hands still. Feet still.

2 BREATHE

In through the nose, out slow.

3 SAY WHAT I NEED

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Screaming

Lower the volume without matching it.

DO THIS

1. SPOT: voice climbing, faster talking, pitch going up.
2. STOP: drop your own volume to a whisper.
3. SUPPORT: fewer words, more space, less light and noise.
4. SOLVE: teach a hand signal for “too loud in here.”
5. TRACK: log the hour — screaming usually has a favorite time.

SAY THIS

“I am going quiet so we can both hear.”
“Whisper it to me.”

1 STOP

Hands still. Feet still.

2 BREATHE

In through the nose, out slow.

3 SAY WHAT I NEED

Use your words, not your body.

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Cursing & back talk

Hold the line without a power struggle.

DO THIS

1. SPOT: eye rolls, muttering, sharp tone.
2. STOP: do not argue the word. Name it once and move on.
3. SUPPORT: let them keep their dignity — no audience.
4. SOLVE: give three allowed “mad words” they can use instead.
5. TRACK: note who is around when it happens.

SAY THIS

“That word is not for this house. Say it another way.”
“You can be mad at me. You cannot call me that.”

1 STOP

Hands still. Feet still.

2 BREATHE

In through the nose, out slow.

3 SAY WHAT I NEED

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Running & eloping

Safety plan plus the words that bring them back.

DO THIS

1. SPOT: scanning the door, backing away, going silent.
2. STOP: block the exit calmly. Do not chase and yell.
3. SUPPORT: give a safe place to go instead of out.
4. SOLVE: teach “I need out” and give a legal exit spot.
5. TRACK: log every attempt — schools must respond to elopement.

SAY THIS

“You can go to the porch. Not the street.”
“Walk with me. I am not mad.”

1 STOP

Hands still. Feet still.

2 BREATHE

In through the nose, out slow.

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Head banging

Protect first, then find the need underneath.

DO THIS

1. SPOT: rhythmic rocking, hitting self, pressing head into things.
2. STOP: put something soft between head and hard surface.
3. SUPPORT: deep pressure — firm hug or weighted lap pad if welcomed.
4. SOLVE: offer safe pressure and rhythm every day, not only in crisis.
5. TRACK: log it every time and tell your pediatrician.

SAY THIS

“I am putting the pillow here. I am staying with you.”

1 STOP

Hands still. Feet still.

2 BREATHE

In through the nose, out slow.

3 SAY WHAT I NEED

Use your words, not your body.

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Throwing

Redirect the force, keep the room safe.

DO THIS

1. SPOT: gripping hard, slamming, big arm movements.
2. STOP: clear the area. Do not stand in the throwing line.
3. SUPPORT: hand them something safe to throw — pillow, soft ball.
4. SOLVE: teach “my body needs to push” and give heavy work daily.
5. TRACK: note what got thrown and what it was aimed at.

SAY THIS

“Not the remote. Throw the pillow.”

1 STOP

Hands still. Feet still.

2 BREATHE

In through the nose, out slow.

3 SAY WHAT I NEED

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Refusal & shutdown

When “no” means “I cannot right now.”

DO THIS

1. SPOT: going flat, hiding, no eye contact, one-word answers.
2. STOP: stop asking. Every repeat adds weight.
3. SUPPORT: sit near, say almost nothing, give time.
4. SOLVE: cut the task in half and start it together.
5. TRACK: log what the task was — refusal is usually about difficulty.

SAY THIS

“You do not have to answer. I am just going to sit here.”

“Let's do the first line together.”

1 STOP

Hands still. Feet still.

2 BREATHE

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Lying

Get the truth without the shame spiral.

DO THIS

1. SPOT: quick denial, story changing, avoiding you.
2. STOP: do not ask a question you know the answer to.
3. SUPPORT: say what you saw, calmly, without a trap.
4. SOLVE: make honesty cheaper than lying — smaller consequence for truth.
5. TRACK: note if lying spikes when consequences get big.

SAY THIS

“I already know what happened. Let's just fix it.”
“Telling me the truth always makes it smaller.”

1 STOP

Hands still. Feet still.

2 BREATHE

In through the nose, out slow.

3 SAY WHAT I NEED

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Property destruction

Repair, consequence and prevention steps.

DO THIS

1. SPOT: big energy with nowhere to go, or a demand just denied.
2. STOP: safety first. Let the object go if grabbing raises risk.
3. SUPPORT: wait for calm before any talk of cost or blame.
4. SOLVE: repair together — tape, clean, chores toward replacing it.
5. TRACK: photograph and log damage, especially at school.

SAY THIS

“We will fix it together when you are calm.”

1 STOP

Hands still. Feet still.

2 BREATHE

In through the nose, out slow.

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Overeating & food seeking

Hunger scale, snack rhythm and the fridge script.

DO THIS

1. SPOT: grazing, hiding food, asking right after eating.
2. STOP: no shaming, no locks first. Answer the pattern.
3. SUPPORT: feed on a clock — something every 2-3 hours.
4. SOLVE: an always-yes shelf with safe snacks they may take freely.
5. TRACK: log times, not amounts. Tell the pediatrician what you see.

SAY THIS

“You can always have something from the yes-shelf.”
“Are you hungry-hungry, or bored-hungry?”

1 STOP

Hands still. Feet still.

2 BREATHE

In through the nose, out slow.

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Rocking & self-soothing

What to allow, what to shape, what to leave alone.

DO THIS

1. SPOT: rocking, humming, spinning, hand flapping.
2. STOP: only stop it if it is unsafe. Otherwise leave it alone.
3. SUPPORT: understand it is regulating, not misbehaving.
4. SOLVE: give a place and time where it is fully welcome.
5. TRACK: note when it increases — that is your stress signal.

SAY THIS

“Your body is helping itself. That is okay.”

1 STOP

Hands still. Feet still.

2 BREATHE

In through the nose, out slow.

3 SAY WHAT I NEED

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