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**Links Available on Handbook Webpage**

**Students with Disabilities**
- Change of placement of Students with Disabilities
- Materials and Equipment
- SPED Discipline Handbook

**Student Rights and Responsibility Handbook**

**Building Environment Concern**
Reporting a Building Environmental Concern
Procedural Guidelines for Building Environmental Concerns

**Additional Materials**
- Safety Screenings Protocols
- CPI/OIS
- What to do if I get hurt
- Physical restraint documentation and reporting
- Tips for accessing the Multnomah County Referral and Crisis Line

**Resources**
Access to De-Escalation videos
Systematic Supervision
Playworks
PBISWorld.com
PBIS.org
Pbisnetwork.org
http://csefel.vanderbilt.edu/index.html (EC PBIS)
http://challengingbehavior.fmhi.usf.edu/index.htm
OVERVIEW
POSITIVE BEHAVIORAL INTERVENTIONS & SUPPORTS

WHAT IS PBIS?

Philosophy of PBIS

PBIS is a team based, systematic approach in teaching behavioral expectations throughout the school. It is based on a proactive model which teaches the behaviors, reinforces and recognizes students who are able to model these behaviors and has systems in place to support students who have a difficult time or may present with more challenging behaviors. Using this research based approach, we will see an increase in attendance, a more positive and calm environment, and a reduction in a number of behavioral disruptions.

Approach

Instead of using a patchwork of individual behavioral management plans, we have moved to a school-wide discipline system that addresses the entire school, the classroom, areas outside the classroom (such as hallways, restrooms, offices, cafeteria, playground/school grounds etc. Each building has a “Green Team” that meets regularly monthly. This team is responsible for ensuring there is a current action plan based on the previous year’s behavior assessments, monitoring behavior data, and communicating to staff regarding PBIS implementation.

Every person who works in the school is aware of the behavioral expectations and works to ensure students are consistently getting the same message, regardless of the setting they are in or the adult they come in contact with.

Implementation Plan

The district began working to implement PBIS in 2005. We are very proud of our progress, but keep working to improve our success. In order to accomplish this task, several components are in place.

They are as follows:

1. Behavioral expectations are defined. A small number of clearly defined behavioral expectations are simply stated in positive terms. Each building identifies their expectations. For example: Be Safe, Be Respectful, Be Responsible.

2. Behavioral expectations are taught. Behavioral expectations are identified for various settings in each school. The behaviors are taught to all of the students in the school through direct teaching with the help of staff.

3. Appropriate behaviors are acknowledged. Once appropriate behaviors have been defined and taught, they are acknowledged in various ways on a regular basis. Examples of reinforcements used are: Individual Awards, Student of the Month, Attendance Awards, Positive Office Referrals, Good Citizen Postcards, and Praise Coins.

4. Data collection: Office discipline data is collected on school-wide behavior and a team reviews the data regularly to determine when and where the problems are occurring. The committee then brainstorms ways to proactively address the problems and to re-teach and reinforce positive behaviors. All staff are represented on the team.

5. Individual support is provided for students not responding to the school- wide system. Each school has a system for developing plans for individual students who may have a difficult time and need more support in a school setting. Teams meet regularly and involve parents as active partners in helping students to succeed.

6. Active support by all stakeholders: The entire school community is needed to be actively involved in order to make the system successful. PBIS is a districtwide system for establishing a positive culture in each building.
DDSD FLOWCHART FOR BEHAVIOR SUPPORT

**Tier I:**
All Students
School Wide PBIS

- Teach school-wide expectations
- Reward with **classroom & school wide systems**
- Document problems with Minor/Major Office Discipline Referrals
  *Communicate with parents*

**Tier II:**
"Yellow Zone"
(Ongoing/Disruptive Behavior)

**IPBIS Team**

**IPBIS Referral:**
- Teacher Request for Assistance Form (can be found on Student Services website). OR
- Referral through ODR Data (2 Majors-Elementary/3-Secondary)/Minors Data (6 Minors-Elementary/9-Secondary) OR
- Previously needed Tier II Intervention

---

- Does behavior interfere despite **consistent** rewards & consequences?

  **YES**

  **NO**

**IPBIS Referral:**

- Teacher Request for Assistance Form (can be found on Student Services website). OR
- Referral through ODR Data (2 Majors-Elementary/3-Secondary)/Minors Data (6 Minors-Elementary/9-Secondary) OR
- Previously needed Tier II Intervention

---

- Does the student like/need frequent adult attention?

  **YES**

  **NO**

**IPBIS Team:** Consider CICO or strategic intervention

- IPBIS Team: Consider social skills group

---

**Contact parents prior to beginning intervention; Begin intervention; Continue class and school-wide systems; Monitor academic progress**

---

**Monitor progress: point-card, ODR, minors, or other data**

**REVIEW** progress at least monthly

---

**Is behavior still interfering, escalating, or dangerous?**

  **YES**

  **NO**

---

**AT ANY TIME**
If a student behavior is a danger to self to others OR results in 2+ room clears, or escorts/restraints/seclusion

**Notify IPBIS Team immediately**
Tier III:
“Red” Zone
(Dangerous, ongoing/resistant behavior)
FBA & IPBIS Team

Review data (6 or more ODR or 9 minors elementary/12 secondary) and refer to FBA team to begin process
Assign “lead” (from school based team); Complete FBA Initiation Paperwork

Contact Parents and let them know of plan for FBA
Notify teacher of process, expected outcome and meetings

Begin observations, file review & interviews (FACTS -A)

Convene student-based team, including classroom teacher; develop BSP or Escalation Cycle

Implement plan & maintain daily data

After 2 weeks

Is the student’s behavior escalating or resistant to the plan?

NO

Continue with plan, and set up a review again in 3 weeks

YES

Revise the FBA with the team

After 2-3 revisions

FBA/IPBIS Team: Make a request for district level BSP support, if not already involved

Referral for an evaluation for Special Education may be made if the student has a disability that is impacting his/her educational progress.
See the counselor for more information.
DDSD INTENSIVE POSITIVE BEHAVIOR SUPPORTS
TIERED INTERVENTION GUIDELINES

Tier I: School-wide PBIS and Classroom Systems

Who:
- All students
- School-wide PBIS team and all staff
- Classroom teachers (for individualized classroom systems)

What:
- Students are held accountable and rewarded for following school wide rules
- Staff consistently teach and reward expected behaviors
- All staff report and document Minor/Major behavior problems

How:
- Routines & expected behaviors are taught early and practiced daily
- School wide rewards (ex: Pride Cards, Shout-Outs, Tracker Parties)
- Consequences (Minor/ Major Office Discipline Referral for behaviors)
- Individual classroom systems (ex: Zones of Regulation, class drawings, group incentives, color spots, individual points, classroom time out procedures, etc.)

Tier II: Strategic Interventions

Who:
- IPBIS Team
- “Yellow Zone” interventions for students who display ongoing behavior that is disruptive to their own learning or the classroom atmosphere and resistant to school wide supports
- Support/ Instruction staff provide interventions daily or weekly

What:
- Group Interventions: Strategic interventions are already in place and available for students to join. These may include, but not limited to:
  - Check-In/Check-out (with a standard point card)
  - Check and Connect (adult contact without point card) / 3x3
  - Social skills groups (ex: lunch buddies, anger management, etc.)
  - Movement Breaks

How:
- IPBIS team may refer for a group/strategic intervention based on:
  - Office Discipline Referral (ODR)
  - Teacher Request for Assistance (using form) after classroom interventions are documented
  - Previous need of Tier II intervention
- Data is collected daily or weekly and reviewed monthly at IPBIS meetings

Tier III: Intensive/Individualized Interventions

Who:
- “Red Zone”: Interventions for students with problem behavior that is persistent, escalating rapidly or dangerous, and resistant to strategic supports and classroom systems.
- Student-based team: The student’s teacher, family and a “lead” from the FBA team develop the individualized Behavior Support Plan (BSP) following a Functional Behavior Assessment (FBA) or Escalation Cycle.
- School based FBA team: Staff members who are trained in conducting functional behavior assessment and helping to design individualized interventions (BSP). One member of the IPBIS Team leads each student based team.
• If the student has an IEP, the case manager is usually the FBA team lead and the IEP team members are usually the student based team.
• District based expert/ specialists: May support the school based FBA team in refining or re-developing a BSP or Escalation Cycle.

What:
• **Functional Behavior Assessment (FBA):** Evaluation of the student behavior, including antecedents (when and where the behaviors occur), and maintaining consequences (why the behavior keeps happening).
• **Behavior Support Plan (BSP):** A written plan developed by a team; guides teacher actions with an emphasis on preventing problem behaviors, teaching replacement behaviors, and rewarding replacement behavior. BSPs are based on the FBA.
• **Escalation Cycle:** An intervention plan for how adults respond/manage escalating student behavior. This plan is divided into four stages: prevention, interruption, response, and follow up and often used when student behavior is not isolated to a single environment.

How:
• Referral to the FBA/ BSP lead made by IPBIS Team or IEP Team
• FBA may include:
  - Teacher interview
  - Parent interview
  - Student interview
  - Records/data review
  - Direct observation of the student
• BSP should include:
  - Clear descriptions of the problem behavior, antecedents and the function of the behavior
  - Quality of life needs and strengths of student
  - Team members
  - Goals and teaching strategies for replacement behaviors
  - An emphasis on prevention
  - A reward system linked to the function of the problem behavior
  - Clear steps for responding to problem behavior
  - Access to Tier I and II supports
• Data Collection and Review
  - Data is collected daily (point cards, tallying incidents)
  - After 2-3 weeks, plans are reviewed. If a student is making progress, continue
    - If the student is not making progress, the team may consider:
      - Changing the intervention (may do this more than once)
      - Requesting FBA support from district behavior specialist
      - Evaluation for special education services, if needed

Training and Communication:
• All stakeholders receive training about Tiers I, II, III annually.
• PBIS information in staff handbook, Parent Handbook.
• Specific trainings for staff and parents of student on Tier II & III. All case managers, counselors and building behavior specialists receive training through CPI, district level BSP/FBA, and as needed, coaching by other team members.
• All BSPs and Escalation Cycles are given to team members, and kept in a working file in the office.
Tier I
**Tier I Model**

**Tier I: School-wide PBIS and Classroom Systems**

**Teach school-wide expectations**

- **Who:**
  - All students
  - School-wide PBIS team and all staff
  - Classroom teachers (for individualized classroom systems)

- **What:**
  - Students are held accountable and rewarded for following school wide rules
  - Staff consistently teach and reward expected behaviors
  - All staff report and document Minor/Major behavior problems

- **How:**
  - Routines & expected behaviors are taught early and practiced daily
  - School wide rewards (ex: Pride Cards, Shout-Outs, Tracker Parties)
  - Consequences (Minor/ Major Office Discipline Referral for behaviors)
  - Individual classroom systems (ex: Zones of Regulation, class drawings, group incentives, color spots, individual points, classroom time out procedures, etc.)

**Reward with classroom & school wide systems**

Document problems with Minor/Major Office Discipline Referrals

*Communicate with parents*

**Does behavior interfere despite consistent rewards & consequences?**

**YES, then go to Tier II**

**NO**
School Wide Expectations
PBIS GREEN TEAM

Each building has a “Green Team” that meets regularly monthly. This team is responsible for ensuring there is a current action plan based on the previous year’s behavior assessments, monitoring behavior data, and communicating to staff regarding PBIS implementation.

The Green Team should be representative of your staff. In elementary, team members should include (at a minimum): a primary teacher, an intermediate teacher, specialist, school behavior specialist, classified staff member, and administrator. In secondary levels, team members should include (at a minimum): grade level rep from each level, specialist, classified staff member, and administrator. Some teams may opt to have a parent or students on the team. Attendance of all members is expected at above 80%.

PBIS fidelity checks ensure faculty are shown schoolwide data regularly (at least 4 times a year) and provide input on universal foundations (e.g., expectations, acknowledgements, definitions, consequences) at least every 12 months. In addition, stakeholders (students, families, and community members) have an opportunity to provide input on universal foundations (e.g., expectations, consequences, acknowledgements) at least every 12 months as well. This can be done via informal surveys, class polls, and/or parent organizations.

Team Roles:

Green Team member roles and descriptions, in some cases one person may hold several roles:

- **Team Leader/Facilitator**
  - Starts the meeting, review the purpose of the meeting, and facilitates the meeting be taking the team through the agenda, ensures fidelity of practice, also attends monthly district PBIS meetings

- **Recorder/Minute Taker**
  - Taking notes, transcribing the team’s responses

- **Timekeeper**
  - Monitors the amount of time available and keeps the team aware of time

- **Data Specialist**
  - Is trained in entering and accessing data from the data system

- **Behavior “expert”**
  - Competent with behavioral principles and assists in analyzing data

- **Administrator**
  - Encourages team efforts, provides planning time, feedback, and supports initiative

- **Communications specialist**
  - Acts as the point person for communications between the team and staff regarding behavior principles and behavior issues
DDSD REFERRAL PROCEDURE

Classroom Environment and Teacher Strategies
1. Establish Classroom Expectations
2. Teach Expectations
3. Reinforce positive behaviors & problem solve with student(s)
4. Continue building relationship(s)
5. Elicit parent/guardian’s help

Observe problem behavior,
Pause...assess and evaluate the situation

MINOR
Is the behavior major?

No

Yes

MAJOR

MINOR

• Defiance
  o Failing to follow rules/directives
• Disrespect
• Disruption
  o Interrupting instruction
  o Inappropriate voice level
  o Off task
  o Note passing
• Dress Code
• Tardy
  o Late coming in from playground
• Inappropriate language/comments
• Physical Contact
  o Hands/feet/objects on others
• Unsafe play/inappropriate use of equipment
• Spitting
• Technology Violation
  o Electronic equipment at school
• Other
  o Out of assigned area
  o Running in halls
  o Not walking wheels on school grounds

1. Fill out "Minor" with student when student is ready (online or paper).
2. Consequence is administered by reporting person. Admin will confer if written by classified staff.
3. Teacher sends home for Parent Signature (or prints to send home), email communication is also acceptable.

Three “Minors” of the same problem behavior equal an Office Discipline Referral. (Building will determine the time frame in which the student receiving the minors needs to occur in order for the major to be written) Parent contact of any minor before it becomes an ODR is required.

MAJOR

• Bullying
• Cheating
• Chronic minor behavior (3 minors of the same problem behavior will result in a referral, at this point it becomes office managed)
• Defiance/Insubordination
• Disruption-serious
• Drugs
• Fighting/assault/physical aggression
  o Danger to others with intent to hurt
• Harassment
• Inappropriate touching
• Lying/Dishonesty
• Theft
• Threats
• Unsafe activities
• Use/possession of alcohol or drugs
• Vandalism
• Weapons

1. Fill out Office Discipline Referral (online or paper).
2. Turn into office. (If using online referral and incident is a safety concern and needs immediate attention, please contact office staff to let know of online entry.)
3. If needed, call to office & administrator, or designee, will come to classroom to get student. Referral is completed as soon as possible.
4. Administrator implements consequence and communicates back to referring staff member and classroom teacher the outcome.

1. Discipline will follow any DDSD protocols
2. Parent contact will be made by teacher and administrator, as needed
3. Copy of referral will be given to referring staff member, online submissions will be followed up with an email.
4. Follow-up with student, as needed. Students receiving more than 3 major referrals, will be discussed at an IPBIS meeting for support.
# A Menu of Ideas for Responding to Misbehavior

## Staff Managed Behaviors

**Definition:** Failure to follow school or classroom rules and expectations

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Responses/Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Minor</strong></td>
<td><strong>1st minor offense</strong></td>
</tr>
<tr>
<td>• Defiance</td>
<td>• Complete necessary paperwork (Minor)</td>
</tr>
<tr>
<td>o Failing to follow rules/directives</td>
<td>• Ask student which school rule was broken</td>
</tr>
<tr>
<td>• Disrespect</td>
<td>• Determine motivation for action, ask student</td>
</tr>
<tr>
<td>• Disruption</td>
<td>• Teach appropriate behavior</td>
</tr>
<tr>
<td>o Interrupting instruction</td>
<td>• Remind, redirect, reinforce</td>
</tr>
<tr>
<td>o Inappropriate voice level</td>
<td>• Additional practice of the correct behavior</td>
</tr>
<tr>
<td>o Off task</td>
<td>• Closer monitoring/proximity</td>
</tr>
<tr>
<td>o Note passing</td>
<td>• Ignore/acknowledge appropriate behavior</td>
</tr>
<tr>
<td>• Dress Code</td>
<td>• Complete paperwork for minor behavior if necessary</td>
</tr>
<tr>
<td>• Tardy</td>
<td>• Contact parent (as necessary)</td>
</tr>
<tr>
<td>o Late coming in from playground</td>
<td></td>
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<tr>
<td>• Inappropriate language/comments</td>
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<tr>
<td>• Physical Contact</td>
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<td>o Hands/feet/objects on others</td>
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<td>• Unsafe play/inappropriate use of equipment</td>
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<tr>
<td>• Spitting</td>
<td></td>
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<tr>
<td>• Technology Violation</td>
<td></td>
</tr>
<tr>
<td>o Electronic equipment at school</td>
<td></td>
</tr>
<tr>
<td>• Other</td>
<td></td>
</tr>
<tr>
<td>o Out of assigned area</td>
<td></td>
</tr>
<tr>
<td>o Running in halls</td>
<td></td>
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<tr>
<td>o Not walking wheels on school grounds</td>
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</tbody>
</table>

### Repeated minor offense behavior

- Complete necessary paperwork (Minor)
- Re-teach appropriate behavior w/ student practice
- Mild Consequences (natural, logical consequences are optimal):
  - Loss of a privilege (i.e. recess, computer time, etc.)
  - Time out
  - Write letter or a plan for change
  - Clean up duty
  - Contact parent
  - Stay after school to complete work missed
  - Consult with student
  - Conference w/ student & parent
  - Consult w/ colleagues, behavior specialist in school
  - Develop a plan of support (informal)

## Office Managed Behaviors

**Definition:** Serious misbehavior that endangers the safety or well-being or makes normal classroom activities difficult or impossible

<table>
<thead>
<tr>
<th>Behaviors</th>
<th>Responses/Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Major</strong></td>
<td>• Complete Office Discipline Referral</td>
</tr>
<tr>
<td>• Bullying</td>
<td>• Send student to office, if necessary</td>
</tr>
<tr>
<td>• Cheating</td>
<td>• Parent contact, by administrator if non repeated minor</td>
</tr>
<tr>
<td>• Chronic minor behavior (3 minors of the same problem behavior will result in a referral, at this point it becomes office managed)</td>
<td>• Notify law enforcement (as necessary)</td>
</tr>
<tr>
<td>• Defiance/Insubordination</td>
<td>• Potential Consequences</td>
</tr>
<tr>
<td>• Disruption-serious</td>
<td>- Restitution</td>
</tr>
<tr>
<td>• Drugs</td>
<td>- Loss of privileges</td>
</tr>
<tr>
<td>• Fighting/assault/physical aggression (Danger to others with intent to hurt)</td>
<td>- Suspension (In-school/out of school)</td>
</tr>
<tr>
<td>• Harassment</td>
<td>• At any time, if additional problem solving is needed, staff may complete &quot;Behavior Request for Assistance Form&quot; for the IPBIS Team to review</td>
</tr>
<tr>
<td>• Inappropriate touching</td>
<td>• Use/possession of alcohol or drugs</td>
</tr>
<tr>
<td>• Lying/Dishonesty</td>
<td>• Vandalism</td>
</tr>
<tr>
<td>• Theft</td>
<td>• Threats</td>
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<td>• Vandalism</td>
<td>• Weapons</td>
</tr>
<tr>
<td>• Weapons</td>
<td></td>
</tr>
<tr>
<td>Managing Problem Behaviors</td>
<td>Definition (SWIS)</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-------------------</td>
</tr>
</tbody>
</table>
| Bullying                    | The delivery of direct or technology-based messages that involve intimidation, teasing, taunting, threats, or name calling. | STAFF MANAGED  
Student is yelling in hall, another student laughs or makes fun  
OFFICE MANAGED  
Student says “I’m going to kill you” to another student or staff member  
Student makes a non-verbal threat by punching his own hand or “fake” punching |
| Cheating/Plagiarism/Forgery (Theft) | Student is in possession of, having passed on, or being responsible for removing someone else’s property, has signed a person’s name without that person’s permission, or claims someone else’s work as their own. | STAFF MANAGED  
Primary student takes candy (teaching moment)  
Student borrows a textbook from an absent student without asking  
Signs name on reading log for parent  
Copying from a book or other student and turning it in as own work  
Cheating on a test  
OFFICE MANAGED  
Student forges name of parent on school documents (referral, permission slip)  
Student removes (or tries) an object from the classroom that does not belong to them  
Student knowingly is in possession of stolen goods  
Student takes items from book fair  
Repeated cheating or plagiarizing in class  
A student copies text or artwork from a published source for a contest or any assignment |
| Defiance/Insubordination/Non-compliance | Student engages in refusal to follow directions or talks back. | STAFF MANAGED  
Noncompliance in non-violent/non-verbal way (daydreaming, ignoring, doing nothing, other activities)  
Talking back (“You’re not the boss of me” “You can’t make me”)  
OFFICE MANAGED  
Running away, outside building or classroom  
Refusal to work with other students due to race, gender, culture, religion, etc. |
| Disrespect to Authority | Student delivers socially rude or dismissive messages to adults or students. | STAFF MANAGED  
Acting out for peer attention (goofing off, calling out during instruction, “class clown”, screaming)  
OFFICE MANAGED  
After being told to do something, student replies with profanity “F--- you!” |
| Disruptive Conduct (Disruption) | Behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior. | STAFF MANAGED  
Student refuses to work after warnings  
Two students push each other to get a front row seat on the carpet  
Student throws class work on the floor, refuses to work  
OFFICE MANAGED  
Student refuses to work after warnings, then refuses to go to buddy class for time out  
Student throws an object out of anger (chair, scissors, etc.)  
During clean up a student is injured when two students are roughhousing |
<table>
<thead>
<tr>
<th>Managing Problem Behaviors</th>
<th>Definition (SWIS)</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fighting</strong></td>
<td>Actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.). Student is involved in mutual participation in an incident involving physical violence.</td>
<td><strong>STAFF MANAGED</strong>&lt;br&gt;- Student throws elbow at another student he/she is upset with, with no resulting injury&lt;br&gt;- Roughhousing (too physical)/ Play fighting  &lt;br&gt;<strong>OFFICE MANAGED</strong>&lt;br&gt;- Student punches another in face or body</td>
</tr>
<tr>
<td><strong>Harassment</strong></td>
<td>The delivery of disrespectful messages in any format related to gender, ethnicity, sex, race, religion, disability, physical features, or other protected class.</td>
<td><strong>STAFF MANAGED</strong>&lt;br&gt;- Student is yelling in hall, another student laughs or makes fun&lt;br&gt;- Non-verbal sexual gestures among friends in cafeteria or recess  &lt;br&gt;<strong>OFFICE MANAGED</strong>&lt;br&gt;- Non-verbal/unwanted sexual gestures directed at another student&lt;br&gt;- One student writes a note to another student using racial slurs and other discriminatory words (retard, gay, lesbian, ’n’ word)&lt;br&gt;- Student makes a non-verbal threat by punching his own hand or “fake” punching</td>
</tr>
<tr>
<td><strong>Language-Abusive/Profane/Inappropriate</strong></td>
<td>Verbal messages or gestures that include swearing, name calling or use of words in an inappropriate way.</td>
<td><strong>STAFF MANAGED</strong>&lt;br&gt;- Saying disrespectful words or put downs (stupid, dummy, fatso, dork, 4-eyes)&lt;br&gt;- Put another student’s work down or making fun of teacher’s drawings&lt;br&gt;- Stabbing toe and saying a bad word  &lt;br&gt;<strong>OFFICE MANAGED</strong>&lt;br&gt;- Use of racial slurs and other discriminatory words (retard, gay, lesbian, ’n’ word)&lt;br&gt;- Encouraging others to use inappropriate words&lt;br&gt;- A student does a search for inappropriate content on the computer&lt;br&gt;- Disrespectful language directed at an adult</td>
</tr>
<tr>
<td><strong>Lying/Dishonesty</strong></td>
<td>Student delivers message that is untrue and/or deliberately violates rule.</td>
<td><strong>STAFF MANAGED</strong>&lt;br&gt;- Watching students engage in shoving and student denies it when questioned&lt;br&gt;- Dealing with minor theft (candy, pencils, stickers, toys)&lt;br&gt;- Playing adults against each other (duty teacher, assistants, subs)  &lt;br&gt;<strong>OFFICE MANAGED</strong>&lt;br&gt;- Knowledge of weapon and not sharing information with adult&lt;br&gt;- Denying involvement in a fight when they actually were involved&lt;br&gt;- False stories about serious issues (abuse, threats)</td>
</tr>
<tr>
<td><strong>Physical Aggression/Physical Contact</strong></td>
<td>Actions involving physical contact where injury may occur (e.g., wrestling, pushing, etc.)</td>
<td><strong>STAFF MANAGED</strong>&lt;br&gt;- Pushing another student&lt;br&gt;- Grabbing or pulling another student&lt;br&gt;- Student kicks student in line (mild)&lt;br&gt;- Throws small item towards someone (no injury)  &lt;br&gt;<strong>OFFICE MANAGED</strong>&lt;br&gt;- Repeated roughhousing/physical contact after several corrections&lt;br&gt;- Throwing item at someone with the intent to harm (throwing a chair across the room)&lt;br&gt;- Spitting in someone’s face or any biting</td>
</tr>
<tr>
<td>Managing Problem Behaviors</td>
<td>Definition (SWIS)</td>
<td>Examples</td>
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</table>
| **Truancy**                | Student receives an 'unexcused absence' for ½ day or more. | OFFICE MANAGED  
  - Cutting class without permission  
  - Tells staff that they stayed home because he/she wanted to  
  - Comes to school, then leaves grounds without permission for extended time |
| **Vandalism/Property Damage** | Student participates in an activity that results in destruction or disfigurement of property. | STAFF MANAGED  
  - Student writes on desk  
  - Student breaks pencil  
  - Student unscrews desk legs  
  OFFICE MANAGED  
  - Student uses marker on wall  
  - Student snips computer cord intentionally  
  - Student deliberately clogs toilet  
  - Student carves name in furniture |
| **Weapons**                | Student is in possession of knives or guns *(real or look alike)*, or other objects readily capable of causing bodily harm. | STAFF MANAGED  
  - Pretend play with fingers or pictures of weapons  
  - Student uses rubber bands, paper clips directed at other student  
  OFFICE MANAGED  
  - Threat of harm with real or pretend (finger guns, fake, drawing) weapons  
  - Bringing and showing weapon to kids  
  - Use of anything used as a weapon  
  - Student has possession of a knife/weapon and brings it to staff member |
| **Indecent Exposure**      | SWIS will translate this to "other." | STAFF MANAGED  
  - Accidental exposure  
  - Student with disability or young child fondling him/herself  
  OFFICE MANAGED  
  - Student exposes genitals to another student  
  - Student moons another student  
  - Student pulls down pants of another student |
| **Violation of School Rules-Other** | Problem behavior causing this referral is not listed. Staff using this area will specify the problem behavior observed. | |

*SWIS:* Schoolwide Interventions and Support System
SENATE BILL 553 IMPLICATIONS FOR ELEMENTARY SCHOOL

Due to changes in Education Legislature, this section will be updated as soon as there is direction from OSBA.

The new language states:

SB 553
Relating to school disciplinary policies; and declaring an emergency
Senate Vote: 27-3
House Vote: 40-19
Limits instances under which students in fifth grade or lower may be suspended or expelled. Out-of-school suspension or expulsion is limited to non-accidental conduct causing serious physical harm to a student or school employee; when the student’s conduct poses a direct threat to the health or safety of students or school employees; or when the suspension or expulsion is required by law. Requires districts to consider age of student and past pattern of behavior prior to imposing suspension or expulsion. Requires school districts to take steps to prevent the recurrence of behaviors that initially led to exclusionary discipline.
Effective Date: July 1, 2015

Guidance to Administrators in Elementary from the Director of Elementary Education:

SB 553: Must limit the use of Out Of School Suspension (OSS) for the students who are in the fifth grade or lower to the following circumstances:

- For non-accidental conduct causing serious physical harm to a student or school employee
- When a student’s conduct poses a direct threat to the health or safety of student or school employees
- When the suspension is required by law (weapons)
GENERAL OFFICE DISCIPLINE REFERRAL GUIDELINES

• Bus minors will be monitored at the building level. Bus drivers will give a copy of the bus minor to the office. An administrator, or designee, will communicate the bus minor to the parents of the student within 24 hours of receiving it in the office. Bus minors and majors will be entered into Synergy at the building level.

• All referrals should be entered into Synergy, including SPL-A, SLP-B and bus. When ODR numbers are being analyzed, District Office staff knows which buildings have special programs.

• Minors being reported into synergy will be disaggregated in SWIS, and will not reflect in the overall ODR numbers for buildings, as is reflected in Synergy. All ODRs in Synergy do not report to ODE, or anywhere else, with the exception of a few violations and dispositions which DO get reported. The following get reported: In School Suspension, Out of School Suspension, and Expulsion. In addition, violations connected to these disciplinary actions get reported as well.

• FYI: Language in the Licensed Collective Bargaining Agreement
  o Article 9: Right of Professional Teachers, Section Q #5
    ▪ When a teacher has removed a student from the classroom the teacher will be notified of the resolution of the issue before the student is returned to class.

• Administrators, or designee, will process office referrals within 48 hours of receipt. Processing includes actually addressing the incident from beginning to resolution or communicating with the referring staff member to alert him/her that the referral is still “in process”.

• At the very least, referrals that remain “unresolved” in 48 hours should be communicated to the referring staff member with a timeline for resolution.

• Processed referrals will be entered into Synergy within 5 days of receipt. Referrals to be entered will include chronic minors (after 3rd one), all majors and suspensions. All referrals and disciplinary action taken by an administrator should be reflected.

• When the action taken by the administrator is entered, only enter the highest level of action taken. If it is warranted, please include any additional actions in the notes section.

• Once the administrator, or designee, has processed the referral, the referral should be returned to the referring staff member and classroom teacher with the action taken by the administrator. If the referral cannot be returned, a face-to-face conversation or email sent directly to the referring staff member should occur within the 48-hour timeline.

• Bottom line: Please over communicate with your staff about the action you take to deal with the referrals they are writing.

• Records:
  o When a ODR results in suspension (OSS and ISS) or expulsion, the ODR and suspension letter goes in the CUM File
  o When there is a lower level consequence, the ODR goes in working file.

• Notify SpEd case manager when a student with an IEP receives a major ODR
ONLINE REFERRAL GUIDELINES (OPTIONAL)

✓ Classified staff should write paper referrals and give them to the office secretary to input into Synergy for the administrator to process/determine disposition.

✓ Referrals inputted into Synergy for any physical altercation or safety concern (fighting, drugs, weapons, etc.), referring staff MUST notify office of entry, otherwise it may not get looked at until the principal or designee looks at email.

✓ Referring staff may go into Synergy and pull the referral information, any disposition and comments from administrator. In some instances, administrator may communicate the outcome to the referring teacher via email or face to face. With online submissions, a paper copy will not be placed in your box.

SUBMITTING A MAJOR REFERRAL

✓ There is an online video you can watch at: http://youtu.be/KDaPtUCqKp4 It is 2:18 minutes long. You can also access it by going to the DDSD website, Employees, Synergy Supports, then click on the tab with TeacherVUE 9.0 training videos. It is the incident reporting video.

Directions:

☐ Once in TeacherVUE, Click the Home Menu.
☐ Select the incident referral option. The incident referral screen opens, it automatically generates several fields; these can be edited.
☐ Select the incident context code, location and description, select violation (pick only 1), and select any students involved; you can use the search field for any student in the school as the list shows all students in your class only. Select the role of each student involved, and any interventions you performed, and comments regarding the incident. If you need to add additional lower level violations/details, write them in the comments sections.
☐ When done, click save and return. The incident will be forwarded to the person designated in your building (one of the auto generated fields).
☐ Reminder: If entering the incident at a time/day other than when it happens (ie: at home later, after school, etc), please change the time to the correct incident time/day.

REVIEWING A SUBMITTED REFERRAL

☐ To view incident history, click incident history on the left hand bar menu.
☐ Select incident to review the details.
☐ All info in this screen is read only.
SUBMITTING A MINOR REFERRAL

Directions: Similar to the MAJOR submission

☐ Once in TeacherVUE, Click the Home Menu.
☐ Select the incident referral option. The incident referral screen opens, it automatically generates several fields; these can be edited.
☐ Select the incident context code, location and description, select violation (pick only 1 MINOR), and select any students involved; you can use the search field for any student in the school as the list shows all students in your class only. Select the role of each student involved, and any interventions you preformed, and comments regarding the incident. If you need to add additional lower level violations/details, write them in the comments sections.
☐ IMPORTANT: The incident will be forwarded to the person designated in your building (one of the auto generated fields)- YOU MUST CHANGE THIS TO THE REFERRING STAFF (YOU). When done, click save and return.
☐ You will get an email so you have record of the minor.
☐ When you are ready to document the minors for a referral, select the behavior that caused the referral (not chronic minors). In the notes, write the dates the minors occurred (if documented in synergy already as minors). This will allow for accurate analysis of behaviors for the student.
☐ Reminder: If entering the incident at a time/day other than when it happens (ie: at home later, after school, etc), please change the time to the correct incident time/day.

ADMINISTRATIVE ACTIONS

✓ Please contact the referring staff member if you find that a referral was not warranted, and delete the record.

☐ Step by Step instructions to follow (TBA)
☐ See attached print options (directions to follow)
**DISCIPLINE GUIDELINE MATRIX – ELEMENTARY**

**Elementary Discipline Matrix for Major Behaviors**

<table>
<thead>
<tr>
<th></th>
<th>Conference with student</th>
<th>Parent contact</th>
<th>Loss of Privilege</th>
<th>Time out in office</th>
<th>Detention</th>
<th>In School Suspension</th>
<th>Restitution</th>
<th>Screening / Counseling / Treatment</th>
<th>Out of School Suspension</th>
<th>Suspension Pending Expulsion</th>
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**Note:**
1. * = Signifies the progression of consequences for violations from the minimum to the maximum.
2. The District will report any illegal activity to the proper authorities.
3. ⚫ = All suspensions and expulsions in Grades PK-5 must follow requirements of SB553.

For a student who is fifth grade or lower, the district must limit the use of out-of-school suspension or of expulsion to the following circumstances:

(A) For nonaccidental conduct causing serious physical harm to a student or school employee;

(B) When a school administrator determines, based upon the administrator’s observation or upon a report from a school employee, that the student’s conduct poses a direct threat to the health or safety of students or school employees; or

(C) When the suspension or expulsion is required by law.
## Discipline Guideline Matrix – Secondary

<table>
<thead>
<tr>
<th>Violation</th>
<th>Conf w/student</th>
<th>Parent contact</th>
<th>Loss of Privilege</th>
<th>Time out in office</th>
<th>Detention</th>
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**Note:**
1. * = Signifies the progression of consequences for violations from the minimum to the maximum.
2. The District will report any illegal activity to the proper authorities.
**Elementary Minor Referral Form Examples**

**ADD WP SAMPLE AS WELL**

---

### Earl Boyles Elementary School

- Be ready
- Always try
- Respect
- Keep safe

---

**Student**

**Classroom Teacher**

**Date**  **Time**  **Reported by**

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<table>
<thead>
<tr>
<th>What Happened?</th>
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<tbody>
<tr>
<td>Inappropriate Language</td>
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<td>Physical Contact</td>
</tr>
<tr>
<td>Defiance/Non-Compliance/Insubordination</td>
</tr>
<tr>
<td>Dress Code Violation</td>
</tr>
</tbody>
</table>

---

<table>
<thead>
<tr>
<th>Where?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom</td>
</tr>
<tr>
<td>Playground</td>
</tr>
<tr>
<td>Hall / Stairs</td>
</tr>
<tr>
<td>Other</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer Attention</td>
</tr>
<tr>
<td>Adult Attention</td>
</tr>
<tr>
<td>Don’t Know</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Consequences?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lose Recess</td>
</tr>
<tr>
<td>Parent Contact</td>
</tr>
</tbody>
</table>

---

**Parent Signature**
## Elementary Referral Example

**Discipline Referral**  
Super Elementary School  
503-256-65xx

- [ ] Be Safe  
- [ ] Be Respectful  
- [ ] Be Responsible

**Student:**  
**Grade:**  
**Date:**  
**Time:**

**Classroom Teacher:**  
**Referred By:**

### LOCATION

- [ ] Bus Area  
- [ ] Computer Lab  
- [ ] Library  
- [ ] Playground  
- [ ] Bathroom/Restroom  
- [ ] Cafeteria  
- [ ] Gym  
- [ ] Special Event/Field Trip/Assembly  
- [ ] Bus (on)  
- [ ] Classroom  
- [ ] Hallway/Breezeway/Stairs  
- [ ] Other

### PROBLEM BEHAVIOR  
*mark the most intrusive*

- [ ] Bullying  
- [ ] Cheating/Plagiarism/ Forgery  
- [ ] Defiance/Insubordination/Non-Compliance  
- [ ] Disruptive Conduct  
- [ ] Dress Code Violation  
- [ ] Electronic Devices- Possession and/or Use  
- [ ] Fighting  
- [ ] Firecracker/Explosives  
- [ ] Harassment- Non-Sexual/ Sexual  
- [ ] Language- Abusive/ Profane/ Inappropriate  
- [ ] Lying/ Dishonesty  
- [ ] Physical Aggression  
- [ ] Theft  
- [ ] Threat/Intimidation Toward Individual  
- [ ] Truancy  
- [ ] Vandalism  
- [ ] Weapon  
- [ ] Other

### OTHERS INVOLVED

- [ ] None  
- [ ] Peers  
- [ ] Staff  
- [ ] Teacher  
- [ ] Substitute  
- [ ] Unknown  
- [ ] Other

### POSSIBLE MOTIVATION

- [ ] Avoid Adult(s)  
- [ ] Avoid Tasks/Activities  
- [ ] Obtain Items/Activities  
- [ ] Don't Know  
- [ ] Avoid Peer(s)  
- [ ] Obtain Adult Attention  
- [ ] Obtain Peer Attention  
- [ ] Other

**Referring Staff Comments:**


**ADMINISTRATIVE DECISION**

- [ ] Conference-Admin/Student/Teacher/Parent (circle)  
- [ ] Re-Taught Rule  
- [ ] Suspension/Out of School  
- [ ] Suspension/Pending Expulsion  
- [ ] Loss of Privilege  
- [ ] Suspension/In School  
- [ ] Other

**Administrator Comments:**


**Administrator:**  
**Date:**

**Student:**  
**Date:**

**Parent:**  
**Date:**

White: File  
Canary: Parent  
Pink: Teacher  
201408
MIDDLE SCHOOL REFERRAL EXAMPLE

David Douglas School District Middle School Discipline Referral
Floyd Light Middle School
503-256-6511

Student: ___________________ Grade: _______ Referred By: ___________________

Homeroom: ___________________ Minor Date 1: _______ Minor Date 2: _______ Major Date: _______ Time: _______

LOCATION: ☐ Classroom # _______ ☐ Cafeteria ☐ Library ☐ Bathroom ☐ Hallway ☐ Gym ☐ Bus ☐ Other _______

MINOR INFRACTION:
☐ Disruptive conduct ☐ Inappropriate dress ☐ Not prepared to learn ☐ Other: _______
☐ Electronic devices ☐ Inappropriate language/comments ☐ Put downs/low-level teasing
☐ Hands/feet/objects on others ☐ Inappropriate displays of affection ☐ Unexcused tardy

MAJOR INFRACTION:
☐ Repeated minor behavior ☐ Fighting/Physical aggression/Assault
☐ Arson ☐ Obscene gestures/Language profane
☐ Cheating/Plagiarism Forgery ☐ Firecracker/Explosive ☐ Use/Possession of alcohol/drugs/tobacco
☐ Computer/Internet abuse ☐ Gang identifier ☐ Prohibited item
☐ Deliberate misuse of property ☐ Harassment/Bullying ☐ Weapons
☐ Disrespect of authority ☐ Inappropriate touching ☐ Other
☐ Disruptive conduct ☐ Intimidation ☐ Personal threat (Date: _______)
☐ Dishonesty ☐ Lying/Dishonesty ☐ Truancy/Cutting class

POSSIBLE MOTIVATION:
☐ Obtain peer attention ☐ Obtain item/activities ☐ Avoid adult(s) ☐ Don’t know
☐ Obtain adult attention ☐ Avoid peer(s) ☐ Avoid task or activities ☐ Other: _______

INTERVENTION ATTEMPTED:
☐ Warning ☐ Student/Teacher conference ☐ After-school Detention (Date: _______)
☐ Problem Solving Sheet ☐ (Date(s): _______ ) ☐ Parent conference
☐ Office Referral ☐ Lunch Detention (Date: _______ ) ☐ Other: _______

REFERRING STAFF COMMENTS:
_________________________________________________________
_________________________________________________________

PARENT CONTACT BY DOCUMENTING PERSON

Date _______ Time _______ ☐ Telephone conversation (phone #) _______
☐ Left message (Phone #) ____________________________
☐ Face to face conversation

Summary of Conversation:

ADMINISTRATIVE DECISION (to be completed by administrator)

☐ Conference with student ☐ Time out in office (___ minutes)
☐ Parent contact ☐ Lunch detention: # _______
☐ After-school detention: Date(s): _______
☐ In-school suspension: Date(s): _______
☐ Out-of-school suspension: Date(s): _______
☐ Loss of privilege ____________________________ NEXT OFFENSE.
☐ Other

Administrator Signature ___________________ Date _______ Parent Signature ___________________ Date _______

White: Parent ☐ Canary: File ☐ Pink: Referring Staff ☐ Goldenrod: Other
# High School Referral

## Major Discipline Referral

**David Douglas High School**

**Student:**

**ID:**

**Grade:**

**Incident Date and Time:**

**Parent Name & Phone:**

**Referred By:**

### Location

- [ ] Bus/Bus Stop
- [ ] Assembly
- [ ] Classroom
- [ ] Field Trip/Special Event
- [ ] Gym
- [ ] Hallway/Breezeway
- [ ] Library
- [ ] Locker Room
- [ ] Parking Lot
- [ ] Other

### Reason for Referral

- [ ] Alcohol / Drugs / Tobacco
- [ ] Arson
- [ ] Bullying/Harrassment
- [ ] Cheating / Plagiarism
- [ ] Chronic Minor
- [ ] Class Cutting / Leaving w/o Perm / Truanc.
- [ ] Computer / Internet Abuse / Tech / Cell Ph.
- [ ] Disruptive Conduct
- [ ] Fighting
- [ ] Gang Activity
- [ ] Inappropriate Dress
- [ ] Insubordination
- [ ] Language - Abusive / Profane
- [ ] Theft: Major or Minor
- [ ] Vandalism
- [ ] Vehicle
- [ ] Weapon
- [ ] Other

### Chronic Minor

**Record Dates**

1st:

2nd:

3rd:

**Notes:**

### Others Involved

- [ ] None
- [ ] Peers
- [ ] Staff
- [ ] Teachers
- [ ] Sub

### Administrative Action Taken:

- [ ] Conference
- [ ] Detention
- [ ] Lunch
- [ ] Student Assist
- [ ] In-School Suspension
- [ ] Out of School Suspension
- [ ] Activity Suspension: (No activities involving DDHS)
- [ ] 30 school days

### Comments:

### Administrator/Dean

**White:** Administration/Dean

**Student**

**Date**

**Teacher**

**Student**

**Pink:** Student

**Revised 2/16 CT**
FIR RIDGE REFERRAL

Fir Ridge Behavioral Teaching & Referral Form

Student_________________________________________ Student #_____________ Grade________

Referring Staff_________________________ Date____________ Time_________ Period________

Location of Incident: (please circle) Date____________ Time_________ Period________

- Bus
- Classroom #____
- Hallway
- Library
- Restroom
- Bus Loading Zone
- Commons
- Gym
- Office
- Other_________________________

Behavior Concern (in-class or common areas) (please circle)

- Defiance/Disrespect
- Inappropriate Language
- Physical Contact/PDA
- Other_________________________
- Dress Code Violation
- Defiance/Disrespect
- Plagiarism/Cheating
- Disruption
- No A&P Card
- Sleeping
- Horseplay
- Non-participation
- Tardy (1-2), 3rd email office for detention

Staff Therapeutic Schools Interventions (See back of form for strategies list.) (please circle)

- LEAPS hallway conversation
- Minor Conflict Resolution
- CPS hallway conversation
- Other_________________________

Date:____________ Outcome:_________________________
Date:____________ Outcome:_________________________

Consequences Assigned After Teaching Conversation: (please circle)

- Apology Letter/reflection
- Loss of break time
- Restitution (duties)
- Call home
- Loss of credit/new assignment required
- Seating Change
- DNW
- Lunch detention (email office)
- Other_________________________

Parent Contact (required): Date____________ Parent:____________ Outcome:_________________________

DISCIPLINE OFFICE REFERRAL (to be completed for the following behaviors only)

Major Behavior Concern: (please circle)

- Drug/alcohol possession or use
- Skipping/Truancy
- Vandalism/Property damage (major)
- Gross non-compliance
- Theft/Forgery
- Violence (physical)
- Obscene comments/gestures
- Threats/Intimidation
- Weapons possession
- Repeated minor problem after multiple classroom/commons interventions have been tried & parent contacted.

FACT-BASED DESCRIPTION OF INCIDENT:

_________________________________________________________
_________________________________________________________

ADMINISTRATIVE ACTION

Level I Interventions: Level II Interventions: Level III Interventions:

- Apology letter
- ISS
- Referral to Night School
- Referral to Outside Placement
- Detention (lunch)
- OSS Inclusion/Movement
- Referral to SIT Team
- Detention (after school)
- Community Circle Meeting
- Other_________________________
- Restitution (break/after school)
- Other_________________________
- Referral to counseling services
- Other_________________________
- Movement Restriction

Parent Contact (required): Date:____________ Outcome:_________________________

Teacher Signature:_________________________ Date:_________________________

Administrator Signature:_________________________ Date:_________________________

Office: White Teacher: Pink Student: Yellow
Therapeutic Schools
Teaching Behavior While Providing Consistent Support & Accountability

Guiding Principles for a Therapeutic School:

- All behavior is communication.
- We teach behavior; we don’t assume that students have all the behavior skills we do.
- All consequences should be educational, not punitive.
- We only expect behavior from students that we also expect from ourselves.

Self-Checks for Adults:

- Cultural norms play into behavior; is this cultural? If so, how can I teach successful behavior in a dominant culture setting (school, work, college) while valuing students’ cultures?
- Have I clearly taught the expectations for this behavior since this student entered my class?
- When was the last time I reviewed the expectations? Did I check for understanding?
- Am I being consistent in enforcing this expectation with all students?
- Did I redirect student respectfully and avoid “triggering” them?
- Am I modeling respectful interactions and emotional control as the adult?
- Am I demonstrating unconditional positive regard for my students (I still care even if I have to hold you accountable OR I am holding you accountable because I care)?

Therapeutic School Behavior Intervention Strategies:

LEAPS

Listen to the student and why they were acting out—start by asking questions and trying to understand.
Eye contact. Be sure to be an active listener.
Ask clarifying questions about the situation. Ask if they know the expectations.
Problem-solve with the student, have them part of the outcome.
Solution—develop this together; there is an understanding if they don’t follow through they will be sent from class to administration, or a referral will be written. Reinforce that you care about the student and that you WANT them to be in class. Remind them that you have an obligation to protect the learning/safety of others, which is why the expectations are so important.

Collaborative Problem-Solving (CPS)

Check for Understanding: Can you tell me what the expectation for ______________ is? If no, review and explain importance/reason for expectation. Check for understanding again. If yes, go to next step.
Behavior Cause: What do you want/need that you are trying to get from this behavior?
Solution: Is there a positive way to get what you want/need while respecting others’ learning and school expectations? How can we problem-solve this together?
Agreement: Make agreement for going forward, remind that failure to honor agreement will result in a referral, coach student on how to ask for support from you, and reinforce that you value their presence in class.

Definitions:

Minor Behavior – Behavior incident that can be handled as a teachable moment by the staff member and does not warrant a discipline referral to the office. Relationship is maintained; student remains in class.

Major Behavior – Discipline incident of such severity that administrative intervention is warranted or ongoing minor discipline, after multiple therapeutic interventions tried by staff such as; LEAP, CPS, conflict resolution, and parent contact. Refer to administration.

Crisis - Incidents that require immediate response from administration, crisis team, entire staff, and/or community support. Push white button in classroom and/or call front office. Alert Security.
DAVID DOUGLAS SCHOOL DISTRICT
ATTENDANCE FLOW CHART

Student below 90% YTD or Students below 80% monthly triggers an intervention

Positive Phone Call Home – at 1st report of 10%+ missed school days

- Attendance Letter 1:
  (Team may brainstorm possible in school interventions including additional phone call home, determining if other agencies are involved.)

- Attendance Letter 2:
  (Team may brainstorm possible in school interventions including home visit, conference/call with counselor, in room reinforcement, auto dialer, etc.)

- Attendance Letter 3:
  (Team may brainstorm possible admin/dean home visit, conference with admin, DHS report/consult, attendance specialist, possible truancy court review)

- Attendance Letter 4:
  (This letter/contact is used after all other options exhausted. Assistant Superintendent/Director of Elem. Ed may have pointed discussions with family, in addition unexcused absences may result in truancy court review)

- Is attendance restored?

  - NO
  - YES

Is attendance restored?

Evaluate at each step and proceed accordingly

If attendance is restored at any point along the process, the protocol is stopped, and attendance is monitored. Incentives may be offered to maintain attendance.

- Attendance Matters
  **USE WHEN POSSIBLE INVENTIONS HAVE BEEN EXHAUSTED & DOCUMENTED**

  - Truancy 1 Letter:
    Sent home certified mail, requesting attendance meeting with attendance specialist/counselor/admin.

  - Truancy 2 Letter:
    Delivered by SRO. Requesting meeting with attendance specialist and administrator.

  - Citation Issued By SRO:
    Referral to truancy court.

  - Truancy Court

- School wide (green zone) interventions are encouraged (parent education, newsletters, conferences, assemblies, group and individual recognition, etc.)
- Letters have been translated to Vietnamese, Spanish, Russian and Somali
- See optional tools on Attendance Protocol Documents for additional ideas
- Access Attendance Specialist as needed
- Teams should be meeting at least 2 times a month
BULLY PREVENTION

In David Douglas, we use a PBIS curriculum called *Expect Respect* in middle schools and *Stop, Walk, Talk* in our elementary schools. Both programs are designed to empower students to positively impact the social environment in their school. We help students accomplish this by teaching them specific skills and including them in discussions about how these issues can best be addressed. The entire curriculum may be viewed on the PBIS district website.
In David Douglas, we are using multiple sources for Social Skills Curriculum. Pre-determined lessons are used for k-3 lessons, and at building discretion lessons are done at 4-5. In the 2017-18 school year, pre-determined lessons will be built into grades 4-5, making the curriculum k-5. Curriculum includes Second Steps, Zones of Regulation, *Have You Filled Your Bucket Today?*, The Incredible Flexible You, in addition to additional supplemental materials. All programs are designed to empower students to positively impact the social environment in their school. We help students accomplish this by teaching them specific skills.
CLASSROOM SYSTEMS
Critical Features of Classroom Management

1. Maximize structure in your classroom.
   - Develop Predictable Routines
     - Teacher routines
     - Student routines
   - Design environment to (a) elicit appropriate behavior and (b) minimize crowding and distraction:
     - Arrange furniture to allow easy traffic flow.
     - Ensure adequate supervision of all areas.
     - Designate staff & student areas.
     - Seating arrangements (groups, carpet, etc.)

2. Post, Teach, Review, Monitor, and reinforce a small number of positively stated expectations.
   - Establish Behavior expectations / rules
     - A small number (i.e., 3-5) of positively stated rules. *Tell students what we want them to do, rather than telling them what we do not want them to do.*
       - Publicly post the rules.
       - Should match SW Expectations
     - Operationally define what the rules look like across all the routines and settings in your school.
       - One way to do this is in a matrix format.
       - This matrix should complement your school-wide matrix, but be specific to your classroom setting.
   - Teach rules in the context of routines
     - Teach expectations directly.
       - Define rule in operational terms—tell students what the rule looks like within routine.
       - Provide students with examples and non-examples of rule-following within routine.
     - Actively involve students in lesson—game, role-play, etc. to check for their understanding.
     - Provide opportunities to practice rule following behavior in the natural setting.
   - Prompt or remind students of the rules
     - Provide students with visual prompts (e.g., posters, illustrations, etc).
     - Use pre-corrections, which include "verbal reminders, behavioral rehearsals, or demonstrations of rule following or socially appropriate behaviors that are presented in or before settings were problem behavior is likely" (Colvin, Sugai, Good, Lee, 1997).
   - Active Supervision (Colvin, Sugai, Good, Lee, 1997):
     - Move around
     - Look around (Scan)
     - Interact with students
       - Reinforce
       - Correct
   - Evaluate the effect of instruction
     - Collect data
       - Are the rules being followed?
       - If there are errors,
         - Who is making them?
         - Where are the errors occurring?
         - What kind of errors are being made?
     - Summarize data (look for patterns)
     - Use data to make decisions

3. Actively engage students in observable ways.
   - Provide high rates of opportunities to respond
   - Consider various observable ways to engage students
- Link engagement with outcome objectives
- Range of evidence based practices that promote active engagement
  - Direct Instruction
  - Computer Assisted Instruction
  - Class-wide Peer Tutoring
  - Guided notes
  - Response Cards

4. Establish a continuum of strategies to acknowledge appropriate behavior.
   - Specific and Contingent Praise
   - Group Contingencies
   - Behavior Contracts
   - Token Economies

5. Establish a continuum of strategies to respond to inappropriate behavior.
   - Error Corrections
   - Differential Reinforcement
   - Planned ignoring
   - Response Cost
   - Time out from reinforcement

Material from Brandi Simonsen, Ph.D. (brandi.simonsen@uconn.edu) PowerPoint presentation. Center on Positive Behavioral Interventions and Supports, University of Connecticut.
Effective Classroom Management strategies and practices implemented by classroom teachers are the foundation of both behavior and academic 3-tier interventions.

At the beginning of your school year or term, teach your students what you expect of them in your classroom. Then review/reteach your expectation when classroom behaviors slip or after breaks from school. Specific classroom expectations should be aligned to school-wide expectations, and should be posted in the classroom.

This teaching of expectations & routines/procedures should include: (not an all-inclusive list)
- When/ how to enter the class
- Where to sit
- How/ where to turn in assignments
- Expectation around sharpening pencils
- Use of the restroom
- Use of personal devices
- When/ How to exit
- How to work in table groups
- How your classroom is structured/ how it works
- What you expect students to do within the structure of your classroom
- How to respond when...

Use modeling, guided practice, re-teaching and review just as you do for your academic instruction. Remember, for younger/ less mature students, they need to see what this “looks” and “sounds” like.

Don’t forget to include the positive reinforcers you will be providing for students will have the opportunity to enjoy for appropriate behaviors. Students need to know what is in it for them, as well. This is also a great time to establish your classroom community. It is also the best time to demonstrate how you will be correcting behavior when a student does not follow directions in the classroom.

Once your students have learned your expectations, structures, positive reinforcers and outcomes of inappropriate behavior and developed healthy teacher- students and student-student relationships you are well on your way to having a well-functioning, high performing academically strong classroom. Keep 5:1 as a reminder that five positives to one negative make the biggest changes in individuals both in the classroom and around the school.

Even with strong classroom PBIS community, some students will act out. In advance of this, the effective teacher has developed a plan for how to address minor infractions in the classroom. This plan should follow the PBIS philosophy.

Minor infractions signal the need to reteach and review classroom expectations.
Developing an informal behavioral plan, with the student providing input on its content, and sharing the data on improvement with the student as time goes by is an effective strategy for students with multiple infractions. Re-teaching classroom structures and expectations will help in many cases. For serious behaviors, use the school's office referral system, remembering that once you hand the power over to the school administration to handle a behavioral issue, your power with that student is diminished. However, an office referral might be the only solution for some behaviors; use the classroom managed/office managed flow chart for guidance.

In addition, use the Behavior Request for Assistance Form anytime you wish to request assistance from the IPBIS team for additional support for a student. If a parent has a concern, feel free to give them the form to fill out as well.

**Consider this**

Many times the students whose behaviors are the most frustrating to you are those who need the most from you. In many cases, inappropriate behaviors signal lagging social skills or emotional development or are a sign that something significantly impacting has happened to the student inside or outside the school. Students who have experienced trauma in their lives frequently act out when something upsetting has occurred and sometimes may appear as ADHD-like symptoms. This upset might even appear to be a minor event to you and to others. If you think about students with this in mind, and remind yourself about this consideration, you may have a second thought about handling the behavior punitively and instead choose to handle it restoratively.
SUGGESTIONS FOR BUILDING AN EFFECTIVE CLASSROOM MANAGEMENT SYSTEM

Expectations:
- Teach, re-teach, role-play
- Acknowledge rule-following behavior
- Refer to the expectations often
- Link to consequences
- Embed into all interactions

Behavior
- Pre-plan “consequences” and evaluate effectiveness
- Frequently reinforce the right behaviors
- Address behaviors while they are small
- Utilize peer attention to your advantage

Things to do
Actively & Continuously Supervise
- Move
- Scan
- Interact
- Remind/pre-correct
- Positively acknowledge

Respond to inappropriate Behavior Quickly, Positively, & Directly
- Respond efficiently
- Attend to students who are displaying appropriate behavior
- Follow school procedures for major problem behaviors
**DDSD Classroom Practices Assessment Tool**

Name _______________________________ Grade/Subject ___________________ Date _________

Please use the following guidelines to rate the extent that each of the items below are actively in place in your classroom.

- **In Place** = a practice that you routinely utilize in your classroom at least 80% of the time or more when necessary
- **Partially In Place** = a practice that you try to do most of the time, but do not implement with regular consistency, or as often as you like
- **Not In Place** = a practice that you have not implemented in your classroom or do so very infrequently with no consistency
- **NA** = Not applicable to your current job assignment

<table>
<thead>
<tr>
<th>In Place Status</th>
<th>Essential Practices</th>
<th>Evidence of Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full 2</td>
<td>Classroom Management</td>
<td></td>
</tr>
<tr>
<td>Partial 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not 0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. I provide age-appropriate, non-embarrassing feedback.

2. I acknowledge student positive behavior at least 4 times more often than I acknowledge student problem behavior.

3. **Classroom** rules & expectations are taught, practiced & positively reinforced at least 3 times per year and as needed.

4. Rate the extent of the following transition procedures are taught, practiced & positively reinforced in your classroom.
   - a. Entering the Classroom
   - b. Lining up
   - c. Changing between activities
   - d. Exiting the Classroom

5. Rate the extent of the following classroom routines are taught, practiced & positively reinforced in your classroom.
   - a. Start of the day / Beginning class
   - b. Group work
   - c. Independent seat work
   - d. Obtaining materials
   - e. Pencil Sharpening
   - f. Seeking assistance/help
   - g. End of day / End of class

6. Attention getting cue/rule taught directly, practiced & positively reinforced

7. Continuous active supervision across settings & activities, including moving throughout setting & scanning

8. Desks/room arranged so that all students are easily accessible by the teacher

9. Necessary materials and supplies are accessible to students in an orderly fashion
10. Problem behaviors are managed positively, consistently & quickly

11. Chronic problem behaviors are anticipated and pre-corrected

12. Students are provided with activities to engage in if they complete work before other students in the class

<table>
<thead>
<tr>
<th>Instructional Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. Allocated instructional time involves the active use of academic engagement strategies with quick paced instruction</td>
</tr>
<tr>
<td>14. Ask clear questions and provides clear directions for assignments</td>
</tr>
<tr>
<td>15. Active academic engagement results in high rates of student success</td>
</tr>
<tr>
<td>16. Actively involves all/majority of students in lessons, this includes providing activities/instructions to students of varying skill levels</td>
</tr>
</tbody>
</table>

**Total # of 2’s (Fully In Place) _____ / 50 = _____ % In Place**

Adapted by DDSD from the adaptations of C. Borgmeier from Sugai & Colvin
## PBIS Expectations for First Grade Classroom

<table>
<thead>
<tr>
<th>Setting</th>
<th>School Rules</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Arrival</strong></td>
<td><strong>Be Safe</strong></td>
</tr>
<tr>
<td></td>
<td>• Walk</td>
</tr>
<tr>
<td></td>
<td>• Hands to Self</td>
</tr>
<tr>
<td><strong>Whole Group</strong></td>
<td><strong>Be Respectful</strong></td>
</tr>
<tr>
<td>Expectations</td>
<td>• Greet Teacher</td>
</tr>
<tr>
<td></td>
<td>• Voice Level 2</td>
</tr>
<tr>
<td></td>
<td><strong>Be Responsible</strong></td>
</tr>
<tr>
<td></td>
<td>• Put belongings away</td>
</tr>
<tr>
<td></td>
<td>• Check for papers</td>
</tr>
<tr>
<td></td>
<td>• Follow morning procedures</td>
</tr>
<tr>
<td><strong>Small Group</strong></td>
<td><strong>Be Safe</strong></td>
</tr>
<tr>
<td>Expectations</td>
<td>• Hands and feet to self</td>
</tr>
<tr>
<td></td>
<td>• Eyes on speaker</td>
</tr>
<tr>
<td></td>
<td>• Brain turned on</td>
</tr>
<tr>
<td></td>
<td><strong>Be Respectful</strong></td>
</tr>
<tr>
<td></td>
<td>• Keep body calm</td>
</tr>
<tr>
<td></td>
<td>• Stay with the group</td>
</tr>
<tr>
<td></td>
<td>• Eyes on speaker</td>
</tr>
<tr>
<td></td>
<td>• Voice level 0-2</td>
</tr>
<tr>
<td></td>
<td><strong>Be Responsible</strong></td>
</tr>
<tr>
<td></td>
<td>• Participate</td>
</tr>
<tr>
<td></td>
<td>• Brain turned on</td>
</tr>
<tr>
<td></td>
<td><strong>Focus on activity</strong></td>
</tr>
<tr>
<td><strong>Independent Work</strong></td>
<td><strong>Be Safe</strong></td>
</tr>
<tr>
<td>Time</td>
<td>• Hands and feet to self</td>
</tr>
<tr>
<td></td>
<td>• Work quietly</td>
</tr>
<tr>
<td></td>
<td>• Voice Level 0 or 1</td>
</tr>
<tr>
<td></td>
<td><strong>Be Respectful</strong></td>
</tr>
<tr>
<td></td>
<td>• Work the whole time</td>
</tr>
<tr>
<td></td>
<td>• Follow Directions</td>
</tr>
<tr>
<td></td>
<td><strong>Be Responsible</strong></td>
</tr>
<tr>
<td></td>
<td>• Move with urgency</td>
</tr>
<tr>
<td></td>
<td>• Use time well</td>
</tr>
<tr>
<td><strong>Transitions</strong></td>
<td><strong>Be Safe</strong></td>
</tr>
<tr>
<td></td>
<td>• Walk</td>
</tr>
<tr>
<td></td>
<td>• Keep hands and feet to self</td>
</tr>
<tr>
<td></td>
<td>• Voice level 0-2</td>
</tr>
<tr>
<td></td>
<td>• Follow Directions</td>
</tr>
<tr>
<td></td>
<td><strong>Be Respectful</strong></td>
</tr>
<tr>
<td></td>
<td>• Move with urgency</td>
</tr>
<tr>
<td></td>
<td>• Have belongings</td>
</tr>
<tr>
<td></td>
<td><strong>Be Responsible</strong></td>
</tr>
<tr>
<td></td>
<td>• Move with urgency</td>
</tr>
<tr>
<td></td>
<td>• Stack chairs</td>
</tr>
<tr>
<td><strong>Dismissal</strong></td>
<td><strong>Be Safe</strong></td>
</tr>
<tr>
<td></td>
<td>• Walk</td>
</tr>
<tr>
<td></td>
<td>• Eyes forward</td>
</tr>
<tr>
<td></td>
<td>• Hands and feet to self</td>
</tr>
<tr>
<td></td>
<td><strong>Be Respectful</strong></td>
</tr>
<tr>
<td></td>
<td>• Say goodbye to teacher</td>
</tr>
<tr>
<td></td>
<td><strong>Be Responsible</strong></td>
</tr>
<tr>
<td></td>
<td>• Move with urgency</td>
</tr>
<tr>
<td></td>
<td>• Have belongings</td>
</tr>
<tr>
<td></td>
<td>• Stack chairs</td>
</tr>
<tr>
<td>Mr. Judd’s Classroom Routines</td>
<td></td>
</tr>
<tr>
<td>-------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Entering the classroom</strong></td>
<td></td>
</tr>
<tr>
<td>• Students start to line up at the door at 8:45</td>
<td></td>
</tr>
<tr>
<td>• Students enter classroom after greeting teacher with “good morning.”</td>
<td></td>
</tr>
<tr>
<td><strong>Morning Work</strong></td>
<td></td>
</tr>
<tr>
<td>• As soon as you enter... (1) turn in any work/forms/Wednesday Folder</td>
<td></td>
</tr>
<tr>
<td>(2) hang backpack, and (3) read whiteboard for directions.</td>
<td></td>
</tr>
<tr>
<td>• Students sit down promptly at their spots and start morning work.</td>
<td></td>
</tr>
<tr>
<td>• Students should be seated and silent when bell rings.</td>
<td></td>
</tr>
<tr>
<td>• Students are silent as attendance is taken.</td>
<td></td>
</tr>
<tr>
<td><strong>Whole Class Lessons &amp; Discussions</strong></td>
<td></td>
</tr>
<tr>
<td>• Stay in your seat</td>
<td></td>
</tr>
<tr>
<td>• Always turn your body and track the speaker.</td>
<td></td>
</tr>
<tr>
<td>• Raise hand quietly to share idea or question.</td>
<td></td>
</tr>
<tr>
<td>• Keep hands and your table free of distractions (Exception: Mtoto)</td>
<td></td>
</tr>
<tr>
<td><strong>Independent Work</strong></td>
<td></td>
</tr>
<tr>
<td>• Work at the directed noise level</td>
<td></td>
</tr>
<tr>
<td>• If you are stuck, see if someone at your table can help</td>
<td></td>
</tr>
<tr>
<td>• If you are still stuck, raise your hand. Keep working while the teacher is helping someone else.</td>
<td></td>
</tr>
<tr>
<td>• Move efficiently and quietly to gather supplies, sharpen pencils, or get a drink of water.</td>
<td></td>
</tr>
<tr>
<td>• Keep your body and objects to yourself</td>
<td></td>
</tr>
<tr>
<td>• Add name and date before turning in work as directed.</td>
<td></td>
</tr>
<tr>
<td><strong>Working in a Small Group</strong></td>
<td></td>
</tr>
<tr>
<td>• Make sure everyone has a place in the circle</td>
<td></td>
</tr>
<tr>
<td>• Sit with good posture, “lean in”</td>
<td></td>
</tr>
<tr>
<td>• Invite others to contribute: “What do you think?”</td>
<td></td>
</tr>
<tr>
<td>• Inside, respectful voices: “What about this?” “Can we try this?”</td>
<td></td>
</tr>
<tr>
<td><strong>Alternative Working Places</strong></td>
<td></td>
</tr>
<tr>
<td>• There is no talking at all on the Quiet Carpet</td>
<td></td>
</tr>
<tr>
<td>• Maximum of 3-5 people on the carpet at one time</td>
<td></td>
</tr>
<tr>
<td>• Students can request to sit at back table or carpets using hand signal</td>
<td></td>
</tr>
<tr>
<td>• You may be asked to move to another location if you are not responsible or respectful.</td>
<td></td>
</tr>
<tr>
<td><strong>Transitions &amp; Lining up</strong></td>
<td></td>
</tr>
<tr>
<td>• Show you are ready to line up by sitting quietly with tidy table.</td>
<td></td>
</tr>
<tr>
<td>• Move quickly &amp; quietly to the directed place</td>
<td></td>
</tr>
<tr>
<td>• Keep hands, feet, and objects to yourself</td>
<td></td>
</tr>
<tr>
<td>• When in line, face forward with hands by your side or behind your back</td>
<td></td>
</tr>
<tr>
<td>• We leave the classroom when everyone is quiet and ready</td>
<td></td>
</tr>
<tr>
<td><strong>Bathroom</strong></td>
<td></td>
</tr>
<tr>
<td>• When possible, bathrooms should be used before 9am and during lunch.</td>
<td></td>
</tr>
<tr>
<td>• Bathroom signal is to inform your teacher that you would like to go.</td>
<td></td>
</tr>
<tr>
<td>• Walk quickly and quietly in the hallway to and from the bathroom.</td>
<td></td>
</tr>
<tr>
<td>• Follow all bathroom expectations.</td>
<td></td>
</tr>
</tbody>
</table>
### Pursue Excellence

**Starting the Day**
- Wait to be greeted by your teacher before coming into class.
- Give your teacher a hand greeting and a smile to start the day.

**Class Preparedness**
- Bring all your own materials to class each day (i.e., pencils, notebooks, paper, class handouts, etc.)
- Have pencils sharpened before the day begins to avoid disruption.

**Breakfast in the Classroom**
- Take only one serving for breakfast, which includes a food item, milk or chocolate milk, and a juice.
- Wait patiently to get your food when there is a line.

**Classroom Supplies**
- Ask permission before using the class supplies.
- Inform your teacher of any damaged or used up supplies.

**Group/Lab Expectations**
- Contribute on group assignments and activities – participate.
- Share materials when appropriate.
- Take turns when necessary.

**Ending the Day**
- Wait until directions have been given to get your belongings ready to go home.
- Sit quietly at your seat to be dismissed.

### Acting Responsibly

**Starting the Day**
- Be in the classroom to prepare for the day no later than 7:57 a.m.
- Place your belongings at your desk upon entering the room.
- Check your mail slot.
- Get food for breakfast before 8:00 a.m. (if desired). CIM ONLY

**Class Preparedness**
- Replace materials that have been used up throughout the year.
- Come to class with assignments completed.
- Keep binder organized in order to find materials and papers easily.

**Breakfast in the Classroom**
- Eat the breakfast at your desk.
- Clean up after yourself by disposing of all breakfast trash in the large garbage can outside the room by 8:15. Also wipe up any messes that may have been made.

**Classroom Supplies**
- Replace all borrowed supplies when finished.

**Group/Lab Expectations**
- Bring all necessary materials with you to the group.
- Clean up your work area when finished.

**Ending the Day**
- Record all information in your planner exactly as it is displayed on the board.
- Pick up surrounding area.
- Straighten the desks.

### Working Respectfully

**Starting the Day**
- Wait in an orderly line outside the classroom door to be greeted for the day.
- Be seated before the 8:00 a.m. bell rings.

**Class Preparedness**
- Take all your belongings with you at the end of each day to prevent them from being misplaced.

**Breakfast in the Classroom**
- Wash hands before eating.
- Eat only your food to help keep germs from being spread.
- Place food on a napkin or paper towel instead of placing it directly on the desk.

**Classroom Supplies**
- Only use classroom supplies for their intended purpose (scissors, meter sticks, staplers, etc.)

**Group/Lab Expectations**
- Follow directions for tasks given.
- Work only with your group.
- Keep a positive tone and language.
- Stay in your work area.

**Ending the Day**
- Exit the room by walking at a normal pace.
### SUN Program Matrix Sample

#### SUN School Routines

**Entering SUN for snack**
- Walk in calmly, using your conversational voice.
- Sign in with the SUN school coordinator.
- Get in line for a snack.
- Take your paper sack and find a table to sit at.

**During Snack**
- Food and drink stays in the commons area.
- You must stay at a table and ask permission to leave the table for any reason.
- The stage area is off limits.

**After Snack**
- All trash is thrown away.
- Check to see if there is food or trash on the floor.
- After a SUN School staff has checked your table you will be given permission to leave for SUN skills classes.

**Passing Time**
- During passing you will have 5 minutes to get to your SUN class.
- You may use the bathroom or get a drink of water at this time.
- Put away materials in your locker you do not need.

**SUN Classroom**
- In a SUN classroom please respect your instructor.
- Raise your hand if you have a question or comment.
- Respect the classroom you are in, only use materials that are provided by your instructor.
- Passing time is for using the bathroom or water. Please try to stay in your class the whole time unless it is an emergency.

**Ending Class**
- Listen to your SUN instructor about directions for your next class.
- Make sure your area is clean and tidy. Make it look the same as when you came in.
- Wait for SUN instructor’s permission to leave the classroom.

**Leaving a SUN Classroom**
- Please walk at all times during SUN. Whether it is to your next class in passing or to the activity bus, WALK.
- Before leaving a classroom, make sure you have listened to you SUN instructor’s directions and that you been dismissed.

**Poor Choice Procedure**
- Accept the responsibility for your actions.
- Call home to parents or guardians.
- After 2 poor choices you will be dismissed from SUN and cannot return until the next session.
BEHAVIOR REQUEST FOR ASSISTANCE FORM A

Date: ____________________________  Teacher/Team: ____________________________

Student Name: ____________________________  Grade: __________  IEP: Y / N  Eligibility: __________  504: Y/N

Have parents been contacted: N/Y if Yes, Date:__________  Response from Parent: ____________________________

<table>
<thead>
<tr>
<th>Specific Problem Behaviors</th>
<th>Where/When it occurs</th>
<th>Why</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>___Peer Attention</td>
</tr>
<tr>
<td></td>
<td></td>
<td>___Teacher/Adult attention</td>
</tr>
<tr>
<td></td>
<td></td>
<td>___Work Avoidance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>___Obtain items</td>
</tr>
<tr>
<td></td>
<td></td>
<td>___Other:</td>
</tr>
</tbody>
</table>

What have you tried to date to change the situations in which the problem behavior(s) occur?

Please list 2-3 goal ideas for this student. They should be specific to this student and their needs in the classroom.

•

•

•

How can we support you with this student?

☐ CICO
☐ 3x3/Check & Connect
☐ Observation
☐ Movement Break
☐ Guess & Check
☐ Morning Check-in
☐ Skills Group
☐ OTHER: ____________________________
**BEHAVIOR REQUEST FOR ASSISTANCE FORM B**

Date: ___________________________ Student Name: ___________________________

Teacher/Team: ___________________________ Grade: ______

IEP: N / Y If yes, Eligibility: ________________ 504: ______ Has the parent been notified? ______

Comments from parent: ________________________________________________________________

<table>
<thead>
<tr>
<th>What are you observing?</th>
<th>When and where is it happening?</th>
<th>What is happening as a result of the action?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What is your behavioral goal for this student? ________________________________________________

**What have you tried to date to change the situations in which the problem behavior(s) occur?**

<table>
<thead>
<tr>
<th>Modified assignments to match skills</th>
<th>Changed seating assignments</th>
<th>Changed schedule of activities</th>
<th>Other?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arranged tutoring to improve academic skills</td>
<td>Changed curriculum</td>
<td>Provided extra assistance</td>
<td></td>
</tr>
</tbody>
</table>

What has worked (been successful) with this student?

What did not work?

Why do you think the behavior keeps happening?

<table>
<thead>
<tr>
<th>Reminders about expected behavior when problem behavior is likely</th>
<th>Clarified rules and expected behavior for the whole class</th>
<th>Practiced the expected behaviors in class</th>
<th>Other?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reward program for expected behavior</td>
<td>Oral agreement with the student</td>
<td>Self-management program</td>
<td></td>
</tr>
<tr>
<td>Systematic feedback about behavior</td>
<td>Individual written contract with student</td>
<td>Contract with student/with parents</td>
<td></td>
</tr>
</tbody>
</table>

**What have you tried to date to teach expected behaviors?**

<table>
<thead>
<tr>
<th>Loss of privileges</th>
<th>Note or phone call to parents</th>
<th>Minors: #___ Referrals: #___</th>
<th>Other?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time-out</td>
<td>Loss of recess</td>
<td>Reprimand</td>
<td></td>
</tr>
<tr>
<td>Referral to Counselor</td>
<td>Meeting with parents</td>
<td>Individual meeting with student</td>
<td></td>
</tr>
</tbody>
</table>

What has worked (been successful) with this student?

What did not work?
INTERVENTION IDEAS TEACHERS MAY ACCESS IN THE CLASSROOM

TIER I INTERVENTION IDEAS:

GREEN ZONE Universal Interventions are used in all settings, with all students, are preventative and proactive. These interventions target 80 to 90% of our student population. Tier I Interventions are implemented by the classroom teacher and take place in the general education classroom setting. Interventions include Universal PBIS supports, majors and minors.

Assessment for Effectiveness: Tier I interventions are monitored by measuring behavior progress using informal behavior tracking methods. Examples include: tracking majors and minors, warnings, referrals and ODRs.

Examples of Tier I Interventions:
- Post and teach classroom rules
- PBIS & counselor class lessons
- Social Emotional lessons
- Clip Charts
- Level System
- Go Noodle Breaks
- Use team building activities
- Allow breaks between tasks
- Teach and review expected behavior
- Provide de-escalation strategies
- Model desired behaviors
- Use nonverbal cues and signals
- Use verbal praise/private praise
- Create classroom reward system using tangibles
- Use peer supports and mentoring
- Replacement behavior: give the student something productive and proactive to do that keeps him/her from practicing the problem behavior, and then reinforce the replacement behavior
- Provide a Time Out/Take a Break card and teach for when to use it
- Clarify classroom expectations and target them frequently and clearly
- Refer to PBISWorld.com for additional Tier I, II and III Intervention strategy ideas and forms
- When giving feedback, provide in a 5 (Positive) to 1 (Negative) ratio

If progress monitoring and data indicate the need for more specific and intense intervention, teacher should bring the student and data to IPBIS if it is just behavior related by completing a Behavior Request Assistance Form.

TIER II INTERVENTION IDEAS:

YELLOW ZONE Interventions are targeted group interventions used for some students (with some risk to behavior), have high efficiency and are used for rapid response. These interventions target the top 5 to 10% of our student population. Tier II Interventions provide focused teaching and learning for a small percentage of general education students. Tier II Interventions are provided for those students who are not making progress using Tier 1 Interventions and are designed to focus on specific behavior concerns. Tier II Interventions provide more intense support for student behavior and should be formally tracked, monitored and charted or graphed. Tier II
Interventions should provide specific, effective, targeted intervention practices. *Done through IPBIS Team and/or SITeam*? Tracking comes from teacher referral forms and ODR.

**Assessment of Effectiveness:** Collect Data

**Examples of Tier II Interventions:**
- Create a Section 504 Plan
- Expected/ Unexpected behavior teaching
- Have student participate in Check In/Check Out plan
- Daily Point Sheet/Dot Card
- Red-Yellow-Green Card Plan
- Refer to PBISWorld.com for additional Tier I, II and III Intervention strategy ideas and forms
- Use anxiety/stress reducers
- Use of a structured warning system
- Include student in lunch/social skills group
- In school/out of school counseling services
- Communicate/review with parent and student through daily or weekly home/school notes
- Rehearse before making an attempt (ex: what to do at recess, how to get started on work, how to ask for help, what to say when you are tease)
- Provide a time out/take a break card and teach for when to use it
- Give student opportunities to burn off excess energy through movement breaks
- Develop social stories targeted at behavior that will explicitly teach skills
- Give student a “special job” within the classroom
- Use Stop-Walk-Talk approach with student
- See Worksheets from Cory Dunn (e.g. Problem Solving sheets)
- Zones of Regulation
- S’Cool Moves targeted at specific area(s) of concern
- Individual or small group counseling targeted at specific behaviors
- 5 Point Scale
- Cory Dunn Problem Solving Interventions: T Charts; Skills of Independence; Goal Setting; Plan for Success; Choice Points; 3X3 (3 minutes a day, 3 days/week)
- Consider reviewing “Code Switching” for behavior (home vs. school behavioral expectations)
- Provide a Time Out/Take a Break card and teach for when to use it

If a student who has been receiving Tier II Interventions does not make significant behavioral progress, the IPBIS and/or SITeam will move on to Tier III.

**TIER III INTERVENTION:**

**RED ZONE Interventions** are intensive and individualized systems used for individual students, are assessment based, are intensive and use durable procedures. Tier III Interventions are intended to provide highly specified, increased intensity of behavioral support to student behavior. Tier III Interventions should be considered for students who do not make sufficient progress, inconsistent progress or sustainable progress despite the enhanced intensity of intervention. These students require more highly specific and targeted intervention and the need for immediate support. Tier III Interventions are provided in greater frequency, more individualized and tailored to specific behavioral need.

**Assessment of Effectiveness:** Collect Data
Examples of Tier III Interventions:

- Begin Functional Behavior Assessment (FBA)
  - Complete building based Facts A and B
- Develop Formal Functional Behavior Assessment/Behavior Support Plan
  - Replacement behavior: give student something productive and proactive to do that keeps him from practicing the problem behavior, and then reinforce the replacement behavior
- Escalation Cycle
- Create a Section 504 Plan targeted at the specific function of student misbehavior, if applicable

If a student who is receiving Tier III Interventions does not demonstrate adequate progress (that is sustainable in a general education setting), the IPBIS team will review and examine the plan, data, and progress or lack of progress. The IPBIS team needs to determine if/whether the plan should be changed, modified or maintained based on collected data. Another option is to take student to District Problem Solving Committee Meeting, there is one for each level (elementary, middle school and high school).

Additional sources for ideas:

www.interventionhero.com

www.pbisworld.com
1. Be empathic and nonjudgmental.
   - When someone says or does something you perceive as weird or irrational, try not to judge or discount their feelings. Whether or not you think those feelings are justified, they’re real to the other person. Pay attention to them.
   - Keep in mind that whatever the person is going through, it may be the most important thing in their life at the moment.

2. Respect personal space.
   - If possible stand 1.5 to three feet away from a person who’s escalating. Allowing personal space tends to decrease a person’s anxiety and can help you prevent acting out behavior.
   - If you must enter someone’s personal space to provide care, explain your actions so the person feels less confused and frightened.

3. Use nonthreatening non-verbals.
   - The more a person loses control, the less they hear your words- and the more they react to your nonverbal communication. Be mindful of your gestures, facial expressions, movements and tone of voice.
   - Keeping your tone and body language neutral will go a long way toward defusing the situation.

4. Avoid overacting.
   - Remain calm, rational, and professional. While you can’t control the person’s behavior, how you respond to their behavior will have a direct effect on whether the situation escalates or defuses.
   - Positive thoughts like “I can handle this” and “I know what to do” will help you maintain you own rationality and calm the person down.

5. Focus on feelings.
   - Facts are important, but how a person feels is the heart of the matter. Yet some people have trouble identifying how they feel about what’s happening to them. Watch and listen carefully for the person’s real message.
   - Try saying something like “That must be scary.” Supportive words like these will let the person know that you understand what’s happening- and you may get a positive response.

6. Ignore challenging questions.
   - Answering questions often results in a power struggle. When a person challenges your authority, redirect their attention to the issue at hand.
   - Ignore the challenges, but not the person. Bring their focus back to how you can work together to solve the problem.

7. Set limits.
   - If a person’s behavior is belligerent, defensive or disruptive, give them clear simple, and enforceable limits. Offer concise and respectful choices and consequences.
   - A person who’s upset may not be able to focus on everything you say. Be clear, speak simply and offer positive choice first.

8. Choose wisely what you insist upon.
   - It’s important to be thoughtful in deciding which rules are negotiable and which are not. For example, if a person doesn’t want to shower in the morning, can you allow them to chose the time of day that feels best for them.
• You can offer a person options, you may be able to avoid unnecessary altercation.

   • We’ve all experienced awkward silences. While it may seem counterintuitive to let
     moments of silence occur, sometimes it’s the best choice. It can give a person a chance to
     reflect on what’s happening and how he or she needs to proceed.
   • Believe it or not, silence can be a powerful communication tool.

10. Allow time for decisions.
    • When a person is upset, they may not be able to think clearly. Give them a few moments to
        think through what you’ve said.
    • A person’s stress rises when they feel rushed. Allowing time brings calm.

**Nine Variables that Affect Compliance**

1. Using Questions Format – The use of questions instead of direct requests reduces compliance. For example, “Would you please stop teasing?” is less effective than, “I need you to stop teasing.”
2. Distance – It is better to make a request from up close (i.e., 1 meter, or one desk distance) than from longer distance (i.e., 7 meters, across the room).
3. Two requests – It is better to give the same request only twice than to give it several times (i.e., nag). Do not give many requests rapidly (i.e., “Please give me your homework, please behave today, and do not tease the girl in front of you.”)
4. Loudness of request – It is better to make a request in a soft but firm voice than in a loud voice (i.e., yelling when making a request to get attention).
5. Time – Give the student time to comply after giving a request (3-5 seconds). During this short interval, do not converse with the student (i.e., arguing, excuse-making), restate the request, or make a different request.
6. Start requests instead of Stop Requests – It is better to make more positive requests for a student to start
   an appropriate behavior (i.e., “Please start your mathematics assignment.”) It is better to make fewer
   negative requests for a student to stop misbehavior (i.e., “Please stop arguing with me.”)
7. Non-emotional instead or Emotional Requests – It is better to make requests in a neutral calm, non-
   emotional tone. Emotional responses (i.e., yelling, name calling, guilt inducing statements, and roughly
   handling a student) decrease compliance and frequently escalate behavior making the situation worse.
8. Descriptive Requests – Requests that are positive, clear, and descriptive are better than ambiguous or
   global requests (i.e., “Please sit in your chair with your feet on the floor, hands on your desk, and look at
   me,” is better than, “Pay attention.”)
9. Reinforce compliance – It is too easy to request a behavior from a student and then ignore the positive
   result. If you want more compliance, genuinely reinforce it.
CLASSROOM STRATEGIES AND MODIFICATIONS FOR RESPONDING TO PROBLEM BEHAVIORS

Try one or more of the previous strategies with student exhibiting problem behavior before responding with punishment or a referral for support. Remember that whatever strategies you try, be consistent in implementing them over a period of time (a minimum of 3-5 days is suggested).

Behaviors do not change overnight. Watch for and celebrate small incremental steps toward improvement. Inappropriate behaviors often follow lagging academic skills. Check to make sure the student is learning academically or needs academic interventions or supports before assuming the behavior is on the student is choosing to demonstrate.

TIPS FOR TEACHERS TO DEFUSE EMOTIONAL SITUATIONS WITH STUDENTS

1. Remain calm and breathe deeply.
2. Minimize verbal communication, keeping language simple and calmly mirroring what the student is saying.
3. Do not lecture, demand or ask the student to think about the outcome of actions while the student is in a heightened emotional state (this escalates the situation).
4. Avoid moving into close proximity to the student (this escalates the situation).
5. Remove observers (observers often enhance the emotional issue – removing observers/classmates often diffuses the situation on its own).
6. Wait the student out unless the student is causing serious bodily injury to others or self.
7. Use CPI or OIS (Oregon Intervention System) hold techniques only if trained to do so, the conditions call for a physical restraint and if no other option is available (any physical intervention of students must be reported on a district physical restraint form – ask your school special education teacher(s) for a copy of this form and accompanying debriefing form along with directions on their use). The use of any other kind of physical restraint or intervention is not allowed.