

Supporting Problem Behavior at NBES

At NBES, our students work hard in class and follow established expected behaviors to be safe, respectful, and responsible. From time to time, students display unexpected behaviors that require teachers and administrators to provide redirection and potentially a consequence. This chart provides an overview of various forms of problem behaviors. Teachers and administrators use their best discretion in responding to problem behavior in order to help students learn from their choices.

Problem Behavior Definition	Examples	Consequences
<p>Learning Opportunity: Common misbehaviors that are brief and do not interfere with learning. May be attributed to age or normal human needs. Typically self-correcting.</p>	<ul style="list-style-type: none"> ● Brief inattention or daydreaming ● Some quiet talking during a transition ● Short pause while working 	<p>Teachers and administrators apply consequences that naturally follow the behavior as much as possible. For example, if a student is off-task and is unable to complete their work, they might need to stay behind and continue working while their peers move on to the next activity. The severity of the consequence depends on the intensity and frequency of the problem behavior. All consequences are intended to help students learn from their choices and are accompanied by opportunities for students to reflect on their behavior and make a plan to move forward positively.</p> <p>(School Board Policy #3241)</p>
<p>Level I. Minor Problems: Infrequent behaviors that run counter to expectations or class procedures but do not seriously interfere with learning. If left unattended, might increase in intensity or frequency.</p>	<ul style="list-style-type: none"> ● Calling out without raising hand ● Leaving seat ● Off task/doing unrelated activity ● Passing notes ● Excessive social talking 	
<p>Level II. Moderate or Chronic Minor Problems: Behaviors that disrupt an activity or interfere with learning for self or small group or minor problems that occur so frequently that they constitute a threat to learning.</p>	<ul style="list-style-type: none"> ● Not following instructions ● Arguing/disrespectful with teacher; not accepting criticism etc. ● Chronic off-task ● Roaming around room at will ● Poor assignment completion etc. 	
<p>Level III. Major Problem: Behaviors that present a threat to safety and learning environment. Student is out of instructional control and unable to respond to adult direction.</p>	<ul style="list-style-type: none"> ● Illegal behavior or infraction of major school rule, board policy ● Refusal to follow instructions or accept criticism ● Intentional misbehavior that leads to harm of self or others ● Level II behaviors that have not responded to strategies and plans to redirect misbehavior 	

For more information about staff response to student misbehavior, please contact an administrator.