# GILL POSITIVE BEHAVIOR SUPPORT
## Solution Center

## Philosophy

- Solid Relationships are far more powerful than the sum total of all other techniques.
- Children do well if they can.
- Children with social, emotional, and behavioral challenges lack important skills.
- Behind every challenging behavior is an unsolved problem or a lagging skill (or both).
- Students will recall how we made them feel long after they have forgotten the consequence they earned as a result of their actions.

## Purpose

Our school's Positive Behavior Support uses Conscious Discipline as the framework to teach social emotional competence and self-regulation.  Our classrooms structures promote a climate of safety, connection and problem solving.  Behavioral expectations and daily routines are clearly posted to help guide students in making positive choices. Students are taught to resolve conflict situations by using classroom structures such as the Safe Place, Time Machine and classroom meeting. Students learn that they are responsible for their own choices.  Our focus is on helping children learn specific skills that will enable them to become internally able to manage problem situations more effectively – not to punish.

The Solution Center is an extension of these structures and an additional support for skill building.  Students use the Solution Center as a place to evaluate the behavior that he/she is choosing to use and further develop a plan for future success.

## Process

All students will get reminders for disruptive behaviors per activity before intervention is taken. To help best guide students, directions and student expectations for the activity will be stated clearly **before each activity** and stated again as needed throughout each activity.  This outlined in the behavior guidance plan

*Request for Immediate Assistance (urgent)*

When a student's behavior jeopardizes classroom safety and/or significantly disrupts the learning process for others and has worked through the classroom behavioral guidance plan, teachers will call the Solution Center to request immediate assistance. Support staff will be sent to the classroom and will first attempt to assist the student in regaining composure within his/her classroom environment.  However, if the student's behavior continues to impede the learning or safety for others, he/she will be taken to the Solution Center to remove him/her temporarily from the problem situation.  The length of time a student spends in the Solution Center is dependent upon the level of

misbehavior, as well as the child's response to his/her actions. Generally, the student will return to class when he/she has regained composure and discussed and practiced options to manage the problem situation. Our goal is to keep students in classes learning.

The teacher will complete the Behavior Incident sheet as soon as possible to provide clear documentation to the situation and behaviors of concerns.

*Request for Assistance (non-urgent)*

Teachers may request that a student access the Solution Center to problem solve a situation that does not require immediate staff assistance. Although the student does not represent an immediate threat to the safety and/or learning of others, he/she has demonstrated significant behavior(s) that is Unsafe, Hurtful or Disrespectful. Such requests can be made by completing the Behavioral Incident form and placing it in the Solution Center mailbox outside the door. A support staff will follow up with the teacher and student as soon as they are available. All Think Time Sheets completed (written/oral) must have a Behavior Incident Form filled out and sent to the Solution Center.

## Collaborative Problem Solving Plan

The Behavioral Incident form provides a means to monitor student behavior. Following three documented incidents, the support staff will arrange a time for the student to meet with his/her teacher to develop a Collaborative Problem Solving Plan. Both the student and his/her teacher sign the plan, as a form of contract between the two of them. This plan will be revisited weekly to determine whether it has been effective in teaching lagging skills and resolving problem situations.