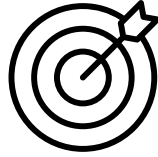


# CLASSROOM-MANAGED BEHAVIORS



Lead Staff  
Teacher



## Goal

Keep learner in the classroom, reintegrate them into the activity, help learner understand expectations, support learner to successfully use coping skill, maintain relationships with classroom teacher as lead

## TYPES OF BEHAVIORS

1. Behavior that is minimally disruptive to the school environment for others.
2. Refusal to comply with reasonable requests.
3. Behavior that is generally managed with a brief intervention by an adult present in that setting

## EXAMPLES - Learners are not...

- Being kind
- Being polite
- Being respectful
- Doing assigned work
- Following directions
- Keeping hands or feet to self
- Listening
- Staying on task
- On time
- Respecting equipment
- Staying in learning space
- Taking turns
- Waiting appropriately
- Using table manners

## Skills-Based Supports



Strategies to reinforce classroom expectations or teach developmentally appropriate behavior

- **Reteach / Remind / Redirect**
  - Classroom Routines and expectations (CHAMPS)
  - Ways to ask for help or solve problems
  - Manage emotions
  - Appropriate classroom language

## SUGGESTED RESPONSES

## Restorative Support

Opportunities for the learner to reflect on their behavior and repair the harm that was caused



- Quick individual skill coaching
  - *Who/what was harmed?*
- Collaborative educator/ learner problem solving
- Apology (verbal or written)
- Rethink sheet / Fix-it Plan (processing support)



## Immediate Professional Staff Actions

- Buddy Room
- Take a Break / Reset Spot
- Reinforce positive behaviors
- Establish visual or non-verbal cues to support learner engagement
- Teacher proximity to problematic behavior
- Utilize classroom management plan
- Avoid power struggles

## Follow Up Professional Staff Actions

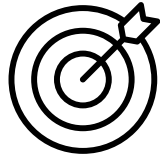


- Seat change / assigned seating
- Discuss and problem solve at PLC
- Work with instructional coach
- Be aware of your ratio of positives to negatives
- Reflect on STOIC classroom environment
- Reflect on high engagement strategies
- Praise publicly, correct privately
- Utilize PBIS supports

# MINOR BEHAVIOR INCIDENT



Lead Staff  
Teacher



Goal: Keep the learner in the classroom, get them back into the activity, help them understand what's expected, support them in using their coping skills, and ensure the teacher stays in charge. **Hold learner accountable for behavioral mistake.**

## TYPES OF BEHAVIORS

1. Inappropriate behavior towards others
2. Behavior that is generally managed by the adult present in that setting and may include additional contact with support staff.

## MINOR BEHAVIOR EXAMPLES

- Defiance
- Disruption
- Language
- Physical
- Property
- Technology

## DOCUMENTATION



Educator documents the behavior using either the Minor Behavior Incident Form or via PowerSchool

## COMMUNICATION



Educator communicates with the learner's guardian regarding the incident

## SUGGESTED RESPONSES



### Skills-Based Supports

Strategies to reinforce classroom expectations or teach developmentally appropriate behavior

- **Reteach / Remind / Redirect**
  - Routines and expectations (CHAMPS)
  - Ways to ask for help, solve problems, or manage emotions
  - Appropriate classroom language
- Skill practice / role play
- Self-monitor behavior

### Restorative Support

Opportunities for the learner to reflect on their behavior and repair the harm that was caused



- Quick individual skill coaching
  - *Who/what was harmed?*
- Collaborative problem solving
- Apology (verbal or written)
- Rethink sheet / Fix-it Plan (processing support)
- Peer Mediation (not to be used for bullying or harassment incidents)



### Immediate Professional Staff Actions

- Loss of classroom privilege
- Conference with learner
- Utilize classroom management plan such as Classroom Dojo, etc.
- Buddy Room or Take a Break/Reset Spot
- Logical Consequence such as cleaning up mess, fix broken item or replace it

### Follow Up Professional Staff Actions



- Assign responsibility to the learner to prevent future behavior such as "door holder" or "assistant recess supervisor"
- Discuss and problem-solve at PLC
- Conference with principal
- Restorative conferencing with administrator

### **Consider for repeated offenses...**

- Referral to MTSS-B team
- Parent meeting

Consider contacting office for support if needed (refer to Levels of Crisis document)

# MAJOR BEHAVIOR INCIDENT



## Lead Staff

Teacher

+

Administrator, crisis team,  
other designated support  
staff



Goal: Maintain a safe and supportive environment that is conducive to learning. May support the offending learner to a safer environment where they may use / practice de-escalation strategies without disrupting learning. **Hold learner accountable for infraction.**

## TYPES OF BEHAVIORS Learners whose actions...

- Are targeted towards others
- Require administrative response
- Involve safety issues
- Interfere with safety equipment

## MAJOR BEHAVIOR EXAMPLES

- Defiance
- Disruption
- Language
- Inappropriate Displays of Affection
- Out of Bounds / Elopement
- Physical
- Property
- Technology
- Harassment
- Theft
- Bus Conduct
- Bullying
- Fighting
- Harassment
- Theft

## DOCUMENTATION



Educator and administrator collaborate to complete documentation.

Admin communicates with the learner's guardian regarding the incident

## COMMUNICATION



## Skills-Based Supports

Strategies to teach developmentally appropriate behavior

- Identify possible lagging skill and develop plan to teach lessons in social skills, anger management, conflict resolution, etc.
- Reteach related SEL lesson (Second Step)
- Establish break routine to support emotion regulation
- Consult with other professionals to address sensory or behavioral concerns
- Provide self-calming practices

## SUGGESTED RESPONSES

### Restorative Support

Opportunities for the learner to reflect on their behavior and repair the harm that was caused



- Apology (verbal or written)
- Rethink sheet / Fix-it Plan (processing support)
- Peer Mediation (not to be used for bullying or harassment incidents)
- Restorative conferencing
- Transition plan to re-integrate learner back into classroom
- Classroom restorative Circle



## Immediate Professional Staff Actions

- Contact office for support (refer to Levels of Crisis document)
- Maintain safety (if applicable)
  - Room clear
  - Remove / secure dangerous objects
- Follow crisis de-escalation procedures such as Safety Care

## Follow Up Professional Staff Actions



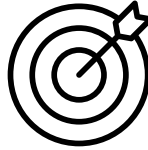
- Conference with principal
- Provide alternative schedules
- Logical consequences, such as restitution
- Loss of privilege / temporary removal from class
- Family / Parent conference
- Referral to MTSS-B team
- In School Suspension / Principal's Office
- Out of School Suspension
- Consult with local law enforcement / SRO
- Conduct threat assessment

Administrator may recommend expulsion based on severity of offence.

# HIGH-LEVEL MAJOR BEHAVIOR INCIDENT



Lead Staff Administrator



Goal: Ensure safety of school community. Hold learner accountable for infraction.

## TYPES OF BEHAVIORS Learners whose actions...

- Seriously threaten health and safety of others
- Include possession of illegal or prohibited substances
- Include possession of weapons or dangerous materials

## HIGH-LEVEL BEHAVIOR EXAMPLES

- Use or possession of...
  - Weapons
  - Alcohol
  - Drugs
  - Vape/tobacco

NOTE: Possession of weapons includes actions that involve the weaponization of property, including arson, bomb threats, or the use or possession of combustibles

REFER TO RELEVANT DISTRICT POLICIES TO SUPPORT EQUITABLE RESPONSE

## DOCUMENTATION



Administrator completes documentation.

## COMMUNICATION

Admin communicates with the learner's guardian regarding the incident by the end of the day.



## SUGGESTED RESPONSES



### Immediate Professional Staff Actions

- Contact office for support (refer to Levels of Crisis document)
- Maintain safety (if applicable)
  - Room clear
  - Remove / secure dangerous objects
- Follow crisis de-escalation procedures such as Safety Care

Administrator may recommend expulsion based on severity of offence.

### Follow Up Professional Staff Actions



- Logical consequences, such as restitution
- Loss of privilege / temporary removal from class
- Family / Parent conference
- In School Suspension / Principal's Office
- Out of School Suspension
- Consult with local law enforcement / SRO
- Consult with superintendent / district administrators
- Conduct threat assessment