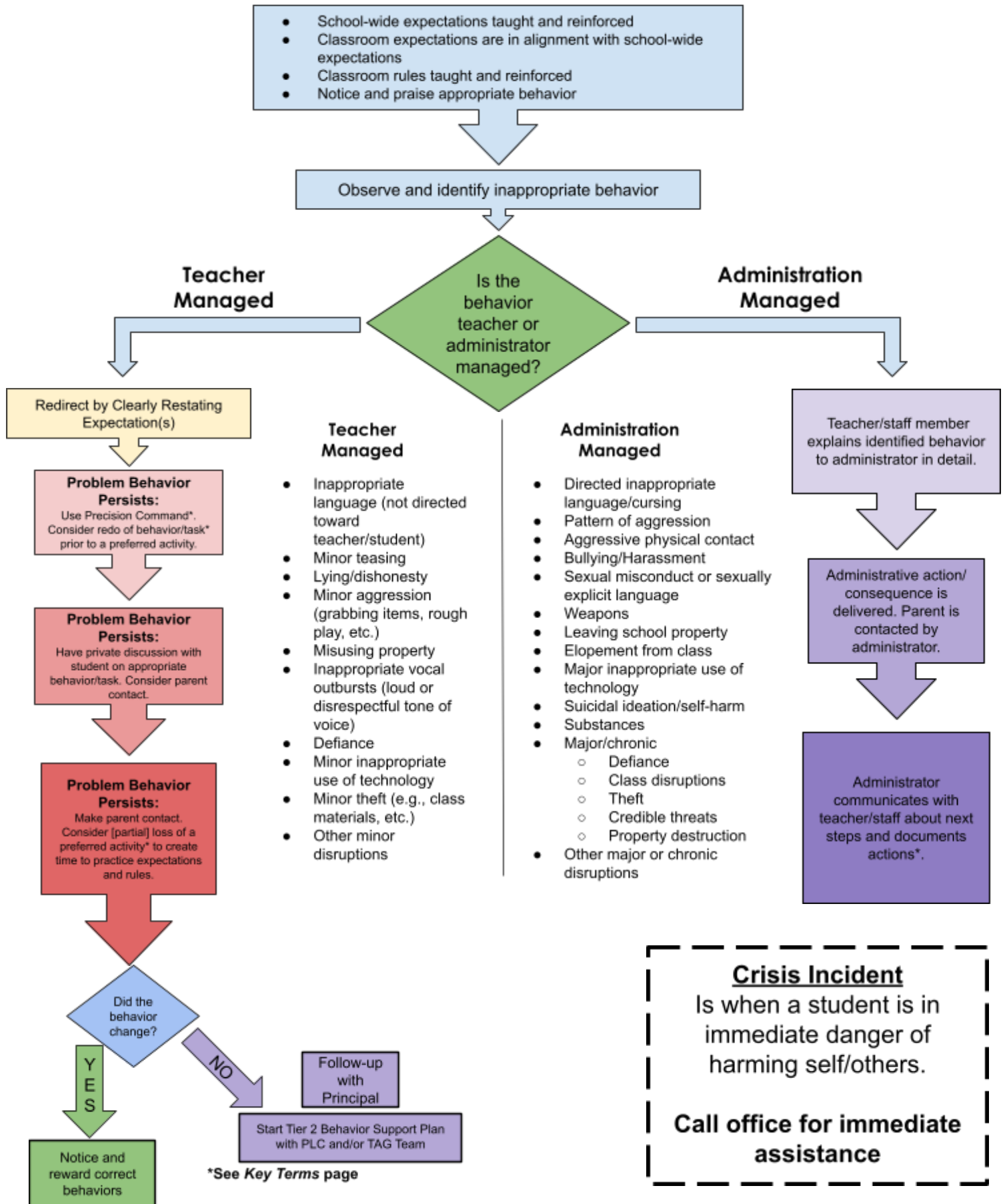


Elementary Schools

Behavior Management Flow Chart



Key Terms

Precision Command: Direct communication with a student in a concise, predictable, respectful format that preserves adult authority and increases the likelihood of student compliance. This procedure follows three steps (see Wright, 2014):

1. **Make the first request:** The teacher states a brief request that begins with the word “please” and includes the expectation. For example, “Joe, please take out your math book and open to page 55.” If the student complies within 10 seconds, the teacher praises them.
2. **Make a second request:** If the student fails to comply with the initial request after 10 seconds, the teacher repeats the request. However, this request begins with the phrase “I need” and includes the expectation. For example, “Joe, I need you to take out your math book and open to page 55.” If the student complies within 10 seconds, the teacher praises them.
3. **Deliver consequence for non-compliance:** If the student fails to comply with the second request within 10 seconds, the teacher delivers a pre-determined consequence for non-compliance (e.g., loss of a privilege).

Redo of behavior/task: Redoing a behavior or task during a preferred activity allows the teacher to clearly restate the expectation(s), demonstrate and practice the appropriate behavior with the student, and/or ensure the student is not escaping work. A redo is meant to be a brief and focused practice of the appropriate expectation(s). The student may miss some time of the preferred activity to practice and then join in the activity directly following the redo of the behavior/task.

[Partial] Loss of preferred activity: This loss of a privilege is both (a) a consequence and (b) an opportunity to reteach and practice the expectations. The missing of a preferred activity is meant to create the time necessary to reteach expectations and rules.

Documenting actions: School administrators document any incidents or support actions in PowerSchool and/or Guardian.

- **Powerschool:** Enter all incidents in PowerSchool
- **Guardian:** Some incidents require additional follow-through or documentation of support actions from multiple team members providing support. District administrators will help school administrators determine when to create a Guardian case.

References

Wright, J. (2014). *How to: Manage problem behaviors: Precision requests*. Obtained from <https://www.interventioncentral.org/behavioral-intervention-modification>

Behavior Definitions

Teacher Managed

Defiance: Student engages in brief or low-intensity vocal or non-vocal refusal to follow instructions after 2 or more prompts from an adult per subject/period.

Disrespectful: Student delivers low-intensity, socially rude, or dismissive or sarcastic messages to adults or students after being told it is inappropriate at least once that day. This could include name-calling and “back talk.”

Inappropriate Language: Student engages in low-intensity instance of profanity or language that they have been explicitly taught is inappropriate. The statement may or may not be directed towards a person.

Lying/Dishonesty: Student makes false statements about academic or peer/social situations or consistently tells false narratives after being told to tell the truth.

Minor Aggression: Student engages in physical contact that is unlikely to result in injury but is inappropriate or is unwelcome by the other party and continues after a redirection from either a teacher or peer.

Minor Disruptions: Student engages in continuous low-intensity, but inappropriate disruption (e.g., talk outs, humming, making noise with materials). Requires less than 3 redirections.

Minor Inappropriate use of Technology: Student engages in non-serious, but inappropriate use of cell phone, music/video players, camera, and/or computer after one redirection.

Misusing Property: Student engages in low-intensity misuse of property or causes minor damage to low-value materials after being told it is inappropriate, such as breaking a pencil, writing on a desk using a material that will be easy to clean off, ripping up an assignment, or using white board marker inappropriately.

Minor Teasing: Student engages in low-intensity provocation or “making fun” of another student in a playful manner.

Minor Theft: Student is in possession of or is responsible for removing someone else’s property (minor; e.g., pencil, crayon, etc.).

Administration Managed

Aggressive Physical Contact: Student engages in actions involving physical contact where injury is imminent (e.g., hitting, punching, hitting with an object, throwing objects at people, kicking, hair pulling, scratching, etc.).

Bullying/Harassment: “Bullying” means a student is intentionally committing a written, verbal, or physical act against another person that may result in causing physical or emotional harm, damage to property, and/or fear. “Harassment” means repeatedly communicating to another individual, in an objectively demeaning or disparaging manner, statements that contribute to a hostile learning or work environment for that individual. Bullying may constitute discriminatory harassment when it is based upon the student’s actual or perceived characteristics, including race, color, national origin, sex, disability, religion, gender identity, sexual orientation, or other physical or mental attributes or conformance or failure to conform with stereotypes.

Credible Threats: A statement of an intention to cause pain, injury, damage, or other hostile action upon another person.

Directed Inappropriate Language: Student engages in high-intensity instances of profanity or language that they have been explicitly taught is inappropriate and is directed toward another student or adult.

Leaving School Property/Elopement: Student is outside of the school building or classroom without permission, or hiding/unable to be safely located by an adult after more than 10 minutes.

Major/Chronic Class Disruptions: Student engages in behavior causing a significant interruption in a class or activity. Serious disruption includes sustained loud talking, yelling, or screaming, noise with materials, horseplay or roughhousing, and/or sustained out-of-seat behavior that requires more than 3 redirections or more than three minor disruptions that occur within a subject.

Major Inappropriate Use of Technology: Student engages in a serious and inappropriate use of cell phone, music/video players, camera, and/or computer, such as looking at pornography or violent videos, continuing to play games or chatting after 3 redirections, or looking at hate site relating to race or sexual orientation

Major Theft: Student is in possession of or is responsible for removing someone else’s property (major; e.g., cell phone, money, etc.).

Property Destruction: Student’s behavior damages or is likely to damage high-value materials or they intentionally damage the personal property of another student or teacher.

Sexual Misconduct or Sexually Explicit Language: The delivery of sexual messages or images, sexually explicit language, inappropriate physical touch, or other forms of sexual misconduct.

Substances: Student is in possession of or is using alcohol, tobacco, or illegal drugs/substances.

Suicidal Ideation/Self-Harm: Student makes direct or indirect verbal threats or demonstrates behavioral warning signs of suicidal ideation (isolation, reckless behavior, major changes in mood, etc.) and/or has caused deliberate harm to oneself.

Weapons: Student is in possession of combustible substances/objects readily capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, lighter fluid), knives, guns (real or look alike), or other weapons.