

Sandersville Elementary Behavior Plan 2017-18

Level 1 (Staff/ Classroom managed)

Techniques we will use to prevent or reduce problem behavior:

- Clearly define behavioral expectations
- Teach, model, practice and prompt desired behavior
- Recognize students for meeting expectations, especially if it is a newly acquired skill.
- Reteach behavioral expectations in given setting.
- Modify the setting in which misbehavior occurs.
- Monitor/improve 4:1 ratio of positive to negative interactions (for every 1 time we interact with a student when he/she is not meeting expectations, interact with him/her 4 times when he/she is meeting expectations.)
- Provide incentives or group rewards for students who do meet expectations
- Reflect on our relationship with each student and strive to make positive corrections

Level and Definition	Listing of Problem Behaviors	Menu of Corrective Responses
<p>Level 1 infractions are minor misbehaviors that can be adequately corrected by staff at the time and in the setting in which they occur.</p> <p>Level 1 infractions do not require documentation, notification of other staff or an office referral; however they may be noted in a classroom behavior log or chart.</p> <p>Level 1 infractions can and should be corrected by any staff member who observes the behavior.</p>	<p>Out of area without permission</p> <p>Running/horse-playing</p> <p>Throwing an object (no safety concern)</p> <p>Hands, feet, objects not kept to self (no safety concern)</p> <p>Minor disruptive behavior</p> <ul style="list-style-type: none"> • Making noises • Talking out • Spitting (not at a person) • Profanity (not at a person) <p>Not following directions</p> <p>Lying</p> <p>Cheating</p> <p>Spreading rumors/gossip</p> <p>Cutting in line</p> <p>Using/taking others materials without permission</p> <p>Disrespectful comments or gestures (i.e. rolling eyes, etc.)</p>	<p>Menu of Corrective Responses:</p> <p>Loss of DoJo point</p> <p>Move clip</p> <p>Reteach during student's social time</p> <p>Clarify, teach, and practice expectations</p> <p>Move seat</p> <p>Verbal reminder</p> <p>Proximity/Nonverbal correction</p> <p>Document/track behavior</p> <p>Contact parent</p> <p>Planned ignoring</p> <p>Precision request</p> <p>Brief 1-10 minute timeout within classroom</p> <p>Note home</p> <p>Behavior improvement form</p> <p>Behavior contract</p> <p>Review IEP, 504, or behavior plan</p>

Level 2 (Managed within setting but documented within online referral system)

Techniques we will use to prevent or reduce problem behavior:

- Strive to serve as an ally and a consultant to the identified student (“Ally”, meaning, “I am on your side and I want you to be successful.” “Consultant” meaning “Let’s talk about some ideas to help you reach goals that are important to you.”
- Develop a formal or informal behavior improvement plan or behavior contract with student that includes regular (daily or weekly) communication with parent/guardian.
- Consult with other teachers or support staff (Guidance counselors, FRC, social worker, psychologist, interventionists, Special Area, administration) to brainstorm additional strategies.

Continue strategies from Level 1 List

- Clearly define behavioral expectations.
- Teach, model, practice and prompt desired behavior
- Recognize students for meeting expectations, especially if it is a newly acquired skill
- Reteach behavioral expectations in given setting.
- Modify the setting in which misbehavior occurs.
- Significantly increase attention given to student when he/she is meeting expectations.
- Provide incentives or group rewards for students who do meet expectations.
- Reflect on our relationship with each student and strive to make positive connections.

Level and Definition	Listing of Problem Behaviors	Menu of Corrective Responses
<p>A misbehavior becomes a Level 2 infraction when it involves or needs involvement of at least one other staff member for consultation, instruction or other corrective response.</p> <p>Level 2 infractions and responses require documentation by the teacher (behavior log, etc.)</p> <p>Level 2 infractions do not require immediate administrative involvement but need documentation.</p>	<p>Constant talking out</p> <p>Stealing</p> <p>Profanity/Sexual language</p> <p>Inappropriate internet/technology use</p> <p>Destruction of property (minor)</p> <p>Bullying behavior (1st offense or relatively minor incident)</p> <p>Leaving or entering classroom without permission</p> <p>Continuous refusal to follow directions</p>	<p>Menu of Corrective Responses:</p> <p>Social skills instruction</p> <p>Reteaching</p> <p>Continued level 1 responses that have not been established</p> <p>Kagan Win Win Behavior strategies</p> <p>Teachers’ Encyclopedia of Behavior Management book: 100 problems/500 plan</p> <p>Call or send letter to parents</p> <p>Parent conference</p> <p>PLP documentation</p> <p>Maximum of 15 timeout in another classroom</p> <p>Detention before or after school</p> <p>Consult with counselor, psychologist, FRC, administration</p> <p>SAT referral</p> <p>Can be elevated to an office referral upon administrator’s decision</p>

Level 3 (Administrator managed/ Office referral)

Techniques we will use to prevent or reduce problem behavior:

- Continue to provide prevention strategies
- Implementation of individual behavior support plan may be necessary
- On-going consultation with support staff and administration
- Referral for mental health services may be considered

Level and Definition	Listing of Problem Behaviors	Menu of Corrective Responses
<p>Level 3 infractions are serious violations that involve criminal behavior or threats so severe to physical safety or adult control of the situation that the student must be removed from the setting.</p> <p>Level 3 infractions require immediate administrative and/or law enforcement involvement.</p> <p>Level 3 infractions require written documentation on office discipline referral form.</p>	<p>Physical aggression Cursing in a vulgar or threatening manner Inappropriate sexual/racial comments Stealing property Possession of weapons Possession of illegal substances Bus disturbances Sexual touching Threat or harm to self or others Severe bullying Spitting at someone Leaving building or campus Physically hurting self or others Stealing property of significant value Causing serious major disruption to the learning environment after adult interventions prolonged severe disruptions continue Severe defiance or profanity (i.e., after adult intervention and redirection behavior continues)</p>	<p>Menu of Corrective Responses: Student removal Complete office/online discipline referral Call office for immediate assistance Administration will respond appropriately according to FCPS Code of Conduct An ARC or 504 plan consultation may be necessary</p>

**Anytime a student is out of the classroom instruction for 15 minutes or more, it is automatically an office referral and documented in IC.

**Fluent Corrections professional learning made available for staff members to assist with managing tier 1 classroom behaviors