

Foley Intermediate School
Behavioral Referral Flowchart Strategies

Proactive Strategies

When to use:

- Before a student engages in the behavior
- After the student has had an office referral for a continued behavior. What is going to have to change to set the student up for success in the classroom from now on?

Options:

- Greet students every time they enter the room
- Use classroom behavior matrix daily-reminding students of expected behavior in various classroom environments (independent, small and whole group)
- Reinforcing language for expected behavior
- Increased support during challenging tasks
- Class rewards for expected behaviors-build on positive behaviors in the classroom, rather than “docking” inappropriate behaviors tied to academic grade
- Role model desired behaviors in the classroom
- Instruction and frequent review of classroom routines
- Pre-assess students’ ability to complete the given task
- Give students opportunities to be a part of the classroom community by facilitating interventions with peers or giving responsibilities in class
- Teacher directed partners or groups
- Limit distractions or environmental stimuli in close proximity to students’ seating
- Use visual for multi-step directions/daily routines/classroom expectations
- Ask support staff for help
- Have 1:1 social conversation with the student, not related to their behavior or academics
- Teach Students how to independently problem solve

Immediate Strategies

When to use:

- A minor unexpected behavior has just occurred and your goal is to diffuse the situation quickly without drawing unnecessary attention to the problem or inadvertently reinforcing the unexpected behavior
- Student is starting to display signs of anxiety or any other precipitating behavior that may indicate the student may use unexpected behavior

Options:

- Distract the student
- Provide alternative activity task
- Ignore the student by not giving them the floor to obtain more attention
- Increase proximity
- Engage student in activity by encouraging them to participate
- Remove peer attention for the unexpected behavior
- Redirect the students using a direct, explicitly, respectful tone
- Deal with the behavior quickly
- Have faith in the student’s ability to use expected behavior for the setting
- Encourage independent problem solving
- Use a nonverbal redirection with classroom behavior matrix
- Think about student’s individual needs before engaging with the student

Reactive Strategies

When to use:

- After student has repeatedly used minor unexpected behavior and you have attempted a less intensive strategy

Options:

- Class/small group/individual problem solving meeting.
This will include an opportunity to process with a student and collaboratively create an action plan
- Continued redirection
- Provide logical consequences to occur and point and capitalize on the teachable moment
- Discuss the behavior with parent or guardian. Develop a relationship with family for support
- Loss of privilege



FIS Behavior Support Flowchart



Staff/Classroom Managed Support Steps

Planning Room Managed Support Steps

Observe Problem Behavior Determine Level of Support Needed	
Minor	Major
<ul style="list-style-type: none"> • Academic Dishonesty • Arguing • Blurting Out • Cheating • Defiance • Disrespect • Disruptive • Dress Code Violation • Lying • Non-Compliance • Physical Horseplay • Property Misuse • Swearing • Tardiness • Teasing • Threat/Intimidation • Technology Misuse • Verbal Abuse <p>Note: If the student does not respond to your supportive measures and the behavior is interrupting the rights of others to learn, it is time to send the student out for additional support.</p> <p>*These incidents can be determined to be major based on circumstances.</p>	<ul style="list-style-type: none"> • Abusive Language • Assault • Arson • Bullying • Bomb Threat • Computer Violation • Chronic Minor Behaviors • Defiance/Non-Compliance • Drug/Alcohol Related • Fighting • Gang Activity • Harassment • Harmful Threats • Physical Aggression/Contact • Property Misuse • Technology Misuse • Theft • Tobacco • Truant • Vandalism • Verbal Abuse • Weapons <p><u>Require Immediate Notification of Admin: alcohol, arson, assault (sexual), bomb threat, drugs, tobacco and related devices, weapons</u></p>
<p>The goals of the steps on this chart are to provide consistent adult response to behavioral errors and support growth toward the desired behavior. We must acknowledge movement toward that target in the same manner that we acknowledge movement toward an academic target. The student needs to feel that we believe he/she can be successful.</p>	

Step 1: Acknowledge peers who are demonstrating the expected behavior. If the problem behavior stops, acknowledge the change. If not, proceed to the next level of support.
First Level Responses: pause, quiet word, prearranged signal, "the look", planned ignoring, proximity

Step 2: Privately re-teach the expected behavior to the student. If the problem behavior stops, acknowledge the change. If not, proceed to the next level of support.
Second Level Response: Redirect, re-teach, remind, private talk, logical consequence.

Step 3: Take a break if the problem behavior stops, acknowledge the change. If not, proceed to the next level of support.
Third Level Response: Conference-greet student, set a positive tone, define problem, decide on action, decide on time line, agree on consequence. Record the incident on the Minor Behavior report form.

Step 4: Take a break and back if the problem behavior stops, acknowledge the change. If not, proceed to the next level of support.
Responding to Power Struggle: Pause, take a breath, deal with allies first, speak slowly and calmly, shift responsibility, allow student to save face, end with a thank you.

Step 5: Brief Social Conference with student. If the problem behavior stops, acknowledge the change. If not, refer the student to the office for additional support and contact parents after school or on your prep time

Step 1: Classroom teacher sends student to Planning Room, calls PR, and submits a referral form on Infinite Campus.

Step 2: Planning Room staff have students sign in and cool down while they review recent history (reteach the behavioral expectation and formulate a plan of correction with the student).

Step 3: Consequences for the behavioral error are determined using the Code of Conduct. Planning Room staff manages conduct for minor behaviors Admin manages conduct beyond major behaviors or chronic issues.

Step 4: Upon re-entry to the class, the Dean of Students shares corrective plan with the teacher. Referring teacher contacts the family before the end of the day to inform them of a major incident.

Step 5: Student returns to class the following session/day. Consequences are entered in Campus. For instances of chronic or severe behavior, the referring teacher will meet with the administrator and student before reentry.

Responding to PR Managed Behaviors: Follow school wide procedures, do not engage with students, remain calm, follow up with a conference.

Independent School District No. 51
 FOLEY INTERMEDIATE SCHOOL
 "Where Kids in the Middle Come First"