

BEHAVIOR MANAGEMENT FLOWCHART



ALL STAFF Teach and reinforce behavioral expectations, pre-correct potential misbehaviors. **DAILY BASIS**



OBSERVE PROBLEM BEHAVIOR-
What type of behavior is it?

Staff-Managed

1

- a. **Proximity Control:** Move closer to the student but avoid invading personal space.
- b. **Redirect:** If appropriate, attempt a non-verbal prompt before verbal redirection.
- c. **Restate/Remind Student of Expectations** (e.g., Remember we always _____ in the hall.)

2

Set Clear Limits/Offer Choices

- o I need you to ____ or ____
 - o When you ____, then ____
 - o If you ____, then you will have to ____.
- *Limits should be simple and clear. Also consider the volume and tone. Give time to process.

3

Implement an Appropriate Intervention/Strategy
(Varies depending on behavior observed).

- STAFF-MANAGED**
- Inappropriate communication
 - Physical contact
 - Defiance
 - Disrespect
 - Disruption
 - Public/personal property misuse
 - Stealing
 - Lying
 - Cheating
 - Attendance
 - Misuse of electronics
 - Transportation

- ADMIN-MANAGED**
- Inappropriate communication
 - Physical contact
 - Defiance
 - Disrespect
 - Disruption
 - Public property misuse
 - Stealing
 - Lying
 - Cheating
 - Attendance
 - Misuse of electronics
 - Transportation
 - Substance abuse
 - Weapons

Admin-Managed

1. The teacher completes an office referral form OR the situation is immediate.
2. The student is called to the office, sent to the office, or removed to the office.
3. The administrator deescalates the situation.
4. The administrator determines the appropriate action.
5. The administrator initiates restorative practices between the involved parties.
6. The administrator documents the actions and notifies the appropriate individuals.
7. The disciplinary action is entered into the data-tracking system.

Suggested Tier 1 Interventions/Strategies

- Proactive Prevention Accommodations**
- o Teach, reteach, and model Respectful, Responsible, Safe, & Kind behavior
 - o Use a Visual Schedule
 - o Use a Timer
 - o Alternate Seating
 - o Cool-Down Area
 - o Post Reminders
 - o Encourage Peer Support
 - o Verbally Praise Appropriate Behavior
 - o Reward Appropriate and Positive Behaviors

- Consequence Strategies**
- o Student Conference
 - o Reflection Sheet
 - o Change the Student's Seat
 - o Time Out in the Classroom
 - o Time Out in Buddy Classroom
 - o Loss of Privilege
 - o Call/Note to Parent **(required prior to Major Referral)**
 - o Counselor Referral

MINOR Behavior Referrals

- Used only after classroom interventions have not been met with success.
- Administered with student knowledge.

Repeated Referrals

- If a student has repeated referrals despite classroom interventions, consider the following:
- o Parent Conference
 - o Counseling
 - o Behavior Contract
 - o Referral for Tier II or Tier III behavioral supports
 - o Assess if further academic support is needed-Referral to RTI/MTSS.
 - o Referral to behavioral specialist.
 - o Behavior Intervention Plan
 - o Functional Behavioral Assessment

Did the behavior improve?

Yes ↓

No ↓

Recognize and Reinforce
Positive/Corrected Behavior

Were Interventions Implemented?

Yes ↓

No →

Have there been 3 or more referrals for **similar** behavior?

No →

Yes →

Revisit the steps above.

Was parent contact made?

No →

Yes →

Write major referral