

Fall City Elementary School

Student Behavior Management Flowchart– Classroom

Goal: Students in class engaged in learning every day

Creating a Culture: Classroom Environment (Adult Strategies)

- ◆ Build Positive Relationships with Students
- ◆ Teach Behavioral Expectations
- ◆ Reinforce Positive Behaviors (4:1 Ratio)
- ◆ Problem Solve with Student(s) – Problem Solving Steps
- ◆ Elicit Parent/Guardian/Family Support



Fall City Falcons

*Seek positive solutions
Own our actions
Actively listen
Respect yourself and others*

Observe and Identify Problem Behavior

Minor Behaviors
Classroom Teacher

Determine the level of behavior and necessary managed

Major Behaviors
Office Administrator

Prevention: Student receives behavioral cues, such as: proximity, reminder, redirection gesture

Did the behavior change?

Yes

No

Acknowledge & reward correct behavior

Redirection: Reteach behavior, remind students of appropriate behavior, possible break

Did the behavior change?

Yes

No

Acknowledge & reward correct behavior

Reinforcement: Think Time sheet given to student to complete & reconnection

Did the behavior change?

Yes

No

Acknowledge & reward correct behavior. Teacher contacts parent and explains situation, asks parent to discuss expected behavior with child.

Teacher sends student to office with note and completed Think Sheet

Referring Staff Member sends student to the office with pass and/or think sheet

Student with 504 or IEP?
Admin. meets with Case Manager to determine appropriate next steps

Administrator determines consequence, contacts parents, and follows up with teacher

Data is entered into SWIS for monitoring purposes; suspensions also entered in Skyward

After three behavior referrals to administration, student is considered for Tier II Supports

Minor Behaviors Staff Managed

- Defiance, disrespect or non-compliance (low intensity)
- Disruption (low intensity)
- Inappropriate language (low intensity)
- Physical contact or aggression (non-serious but inappropriate)
- Property misuse—minor destruction of property (low intensity)
- Copying/Lying/Cheating
- Stealing
- Technology violation— non-school use of cell phone, camera, music/video player, computer (non-serious but inappropriate)
- Verbal conflict/Arguing
- Pretend Weapons
- Teasing/Rumor/Gossip
- Tardy—student arrives to class after the bell

Low Intensity = Disrupts self or those around them.

**This list is a general guide, there maybe other behaviors or actions that fall into the Staff Managed list*

Reminders/Redirection/Reteach Examples:

- Praise/reward correct behaviors of others
- Non-verbal warnings (eye contact, proximity)
- Verbal warning (general group or specific student)
- Conversation/conference with student
- Review choices and positive/negative consequences
- Remind student of what they are supposed to do
“Remember, we are.....”
- Use visual aides and point out any visual “help” in the classroom
- Use alternative seating
- Re-teach and practice expectations
- Provide directions in a different way
- Ask student to repeat what they heard
- Ask student to verbalize the expectation/what they are going to do

Major Behaviors Office Managed

- Defiance, disrespect, noncompliance—repeated refusal to follow directions, talking back, rude attitude (high intensity)
- Disruption—repeated sustained loud talk, yelling, screaming, horseplay or roughhousing that could result in injury (high intensity)
- Inappropriate language—repeated name calling, abusive, swearing (high intensity)
- Fighting, physical aggression, deliberate physical contact—hitting, punching, pushing, etc.
- Property misuse— vandalism, deliberate destruction of property, damage/destruction of high cost items, etc. (high intensity)
- Copying/lying/cheating—repeated occurrences
- Stealing—repeated occurrences
- Technology violation—repeated non-school use of cell phone, camera, music/video player, computer (non-serious but inappropriate)
- Harassment/bullying-threats, intimidation, gestures, notes, verbal
- Inappropriate display of affection
- Possession of weapons, alcohol, tobacco, drugs

High Intensity = Repeatedly Disrupts large group or class

**This list is a general guide, there maybe other behaviors or actions that fall into the Office Managed list*