

CONSEQUENCES AND INTERVENTIONS

DOCUMENTING BEHAVIORS

Behavior documentation allows everyone involved to have ongoing communication about students' progress toward following expectations. Through the documentation we are able to better assess each student's individual needs and provide specific lessons, interventions, strategies, and support.

When students do not follow the outlined schoolwide discipline plan, they will receive consequences based on the philosophy of progressive discipline. Progressive discipline uses a consistent approach that starts with pre-state interventions to help the student get back on track with following the rules, routines, and expectations of the school. The next step would be minor consequences for first offenses to a more severe consequence for repeat offenses.

- **Pre-Stage Interventions:**
 - In order to maximize student instructional time, we encourage staff to deal with classroom managed behavioral issues in the classroom as much as possible. Trapp Elementary has developed a clear discipline plan, in which teaching expectations and routines, teaching social-emotional lessons, incentives for positive behavior, and clear classroom responses to problem behaviors for the classroom have been laid out.
- **Minor Referral:**
 - Staff will use the Minor Referral form and log any minor discipline issues that they can handle in the classroom once they have implemented pre-stage interventions with student, but the student is non-responsive to those interventions. The staff will choose appropriate interventions for the student's behavior.
 - If the student has not improved the behavior (within a 30-day period), the staff member will take the minor referral with all the documentation and discipline logs, along with a major office referral and sent the student to the office. The office will evaluate the minor discipline log along with the major office referral to determine which interventions are needed.

- **Major Office Referral:**
 - Once the administration receives a major office referral, they will determine the extent of the interventions to use. Interventions will include but are not limited to student conference, time in office, community service, parent contact, parent conference, etc.. If behavior patterns continue, the PBIS Tier 2 team will meet to discuss supports and/or interventions needed to provide additional student support.

Teach and reinforce behavioral expectations, pre-correct potential misbehaviors.

OBSERVE PROBLEM BEHAVIOR

What type of behavior is it?

- STAFF/TEACHER MANAGED**
- Defiance/Disrespect
 - Inappropriate Language
 - Physical Contact
 - Property Misuse
 - Technology Violation
 - Tantrums
 - Inconsolable Crying
 - Trouble Falling Asleep
 - Self-Injury
 - Stereotypic Behavior
 - Social Withdrawal
 - Running Away
 - Instigating

- OFFICE MANAGED**
- Abusive/Inappropriate Language
 - Bullying/ Harassment
 - Defiance/Insubordination
 - Disruption
 - Fighting or Physical Aggression
 - Forgery/Theft/Plagiarism
 - Property Damage
 - Serious Technology Violation
 - Use/Possession of Drugs/Alcohol/Tobacco
 - Use/Possession of weapons
 - Chronic/Repetitive Minor Infractions



Behavior Management Flowchart

- Staff/Teacher will:**
- Warning/Conference/ Problem Solve with Student
 - Reteach Behavioral Expectations
 - Remind of Consequences
 - In-Class Self-Reflection

COMPLETE MAJOR REFERRAL
Send Student/Contact Office

- Administrator will:**
- Conference with student
 - Investigate if necessary
 - Determine consequence
 - Follow through with consequence
 - Contact family
 - Provide feedback to staff

Did behavior resolve?

- YES**
- Use Positive Reinforcement
 - Document interventions
 - Reinforce Expectations
 - Pre-Correct as needed

- ADMINISTER APPROPRIATE CONSEQUENCE**
- Examples:
- Loss of Privilege
 - Out of Class Self-Reflection
 - Parent Contact

Document with Minor Referral

- MINOR Behavior Referrals**
- Used only after classroom interventions have not met with success.
 - Document behavior for future analysis
 - Consequences are logical and correspond to demonstrated behavior when possible.
 - Administered with student knowledge.

Have there been ≥3 Referrals for similar behavior?

YES
Refer to 'Office Managed Behaviors'

Discipline Matrix

Minor Infraction and Intervention Grid

Minor Problem Behavior	Definition	Class/Teacher Interventions
Defiance/Insubordination/ Non-compliance	Students engage in brief or low intensity failure to follow directions or talks back.	<p>Intervention 3 – Support Intervention (Document on Minor Referral) DO ALL:</p> <ol style="list-style-type: none"> Review school expectations. Immediate time-out in a Buddy Room (no more than 20 minutes). Loss of privilege (i.e. free time, computer time, etc.). Parent phone call, send note home for parent signature, or meet with the parent in person.
Disrespect	Student delivers low-intensity, socially rude or dismissive messages to adults or students.	<p>Pre-Stage (Do one or more):</p> <ol style="list-style-type: none"> Pre-correction – placement of student (to avoid problem from beginning) Proximity to student. Verbal Cue (i.e. Johnny, eyes on me) Non Verbal Cue – Hand gesture to mouth/ear, standing by student. Explain, demonstrate, and model expectation.
Disruption	Student engages in low intensity, but inappropriate disruption.	<p>Intervention 1 – Reteach Behavior/Expectation (Formal Intervention – Document on Minor Referral) DO ALL:</p> <ol style="list-style-type: none"> Same as above Restate expectation – i.e. “The expectation is…” Reteach and rehearse appropriate behavior to meet school expectations. Contact home (document on Synergy).
Dress Code Violation	Student wears clothing that does not fit within the dress code guidelines practiced by the school/district.	<p>4th Offense – Office Referral</p> <ol style="list-style-type: none"> Become a Major Infraction – Send to office with Minor Referral log, phone log, and all documentation of previous infractions and teacher actions.
Inappropriate Language	Student engages in low-intensity instance of inappropriate language.	<p>Intervention 2 – Reteach and Reflection (Document on Minor Referral) DO ALL:</p> <ol style="list-style-type: none"> Review school expectations. Discuss behavior one on one (student verbally restates what the expectations, what they did and what they can do differently). Contact home (document on phone log). Increase praise for appropriate behavior. Loss of 1 privilege (i.e. free time, computer time, etc.)
Lying/Cheating	Student delivers message that is untrue and/or deliberately violates rules.	<p>Note: Per ED Code, teachers have a right to do an on-campus suspension for the remainder of the day and the next time. This right can be exercised at any time student violates ED Codes 48900 (i.e. “Major Infractions) and teacher has exhausted all correctable remedies. Teacher must contact parent to let them know you have done an on-campus suspension as soon as possible and meet with the parents to come up with a re-enter plan.</p>
Physical Contact/Physical Aggression	Student engages in non-serious, but inappropriate physical contact.	<p>Intervention 2 – Reteach and Reflection (Document on Minor Referral) DO ALL:</p> <ol style="list-style-type: none"> Review school expectations. Discuss behavior one on one (student verbally restates what the expectations, what they did and what they can do differently). Contact home (document on phone log). Increase praise for appropriate behavior. Loss of 1 privilege (i.e. free time, computer time, etc.)
Property Misuse	Student engages in low-intensity misuse of property.	<p>Intervention 2 – Reteach and Reflection (Document on Minor Referral) DO ALL:</p> <ol style="list-style-type: none"> Review school expectations. Discuss behavior one on one (student verbally restates what the expectations, what they did and what they can do differently). Contact home (document on phone log). Increase praise for appropriate behavior. Loss of 1 privilege (i.e. free time, computer time, etc.)
Technology Violation	Student engages in non-serious, but inappropriate (as defined by school) use of cell phone, music/video players, camera, and/or computer.	<p>Intervention 2 – Reteach and Reflection (Document on Minor Referral) DO ALL:</p> <ol style="list-style-type: none"> Review school expectations. Discuss behavior one on one (student verbally restates what the expectations, what they did and what they can do differently). Contact home (document on phone log). Increase praise for appropriate behavior. Loss of 1 privilege (i.e. free time, computer time, etc.)
Violation of Playground/restroom Expectations	Students engage in low-intensity instances of misuse of playground or restroom facilities.	<p>Intervention 2 – Reteach and Reflection (Document on Minor Referral) DO ALL:</p> <ol style="list-style-type: none"> Review school expectations. Discuss behavior one on one (student verbally restates what the expectations, what they did and what they can do differently). Contact home (document on phone log). Increase praise for appropriate behavior. Loss of 1 privilege (i.e. free time, computer time, etc.)

Discipline Matrix

Major Infraction and Intervention Grid

Major Infractions	Definition	ED CODE	Administrative Actions/ Interventions
Fighting/Physical Aggression	Willful force with malicious intent to hurt another student often with visible marks, redness, or swelling. Mutual combat (e.g. Multiple hits or kicks, hitting, pushing, biting (w/marks), choking, etc. With intent to do harm)	EC 48900 A1 EC 48900 A2 EC 48900 S	Administrative actions my include one or more of the following: <ul style="list-style-type: none"> • Student conference with Administrator
Habitual Profanity/Vulgarity & Obscenity	Intentional/habitual profanity and/or inappropriate language, directed verbal assault or with implied meaning. Acted obscenely towards another student or adult on school property.	EC 48900 I EC 48900 K	<ul style="list-style-type: none"> • Reflection/ Reteach Behavior
Disruptive	Willfully and habitually disrupting school activities and defying the authority of supervisors, teachers, staff, etc. Engaged in the performance of their duties.	EC 48900 K	<ul style="list-style-type: none"> • Time in office
Leaving School Grounds without Permission	Student of his/her own free will vacates school property.	EC 48900 K	<ul style="list-style-type: none"> • Detention • In-school suspension
Making Treats/ Intimidation/ Harassment/ Bullying	Ongoing acts of intimidation, comments in oral or written form that explicitly or implicitly imply that harm will be brought upon another student. Any continuously repeated act that results in another student becoming worried or afraid for their safety. Bullying is defined as any severe or pervasive physical or verbal act or contact.	EC 48900 A1 EC 48900 I EC 48900 O EC 48900 R	<ul style="list-style-type: none"> • Out of school suspension • Community Service • Refer to Tier II or Tier III Interventions
Vandalism of Personal/ School Property	Caused or attempted to cause damage to school or personal property.	EC 48900 F	<ul style="list-style-type: none"> • Student Contract
Possession and/or Use of a Weapon/Dangerous Items	Student possesses any firearm, knife, explosive, or other dangerous object including shocking devices, laser pointers, lighters, matches, etc. Note: Object needs to be confiscated by the teacher or administrator immediately.	EC 48900 B EC 48900 M	<ul style="list-style-type: none"> • Loss of Privilege • Parent/Administrator Conference
Theft/Robbery/Extortion	Attempted or committed theft/robbery of school or personal property.	EC 48900 E EC 48900 G	<ul style="list-style-type: none"> • Parent Contact
Drug Paraphernalia/ Unlawful Possession of/ or Solicitation	Student possesses, is/ or has been under the influence of any controlled substance, alcohol, or intoxicant. Student offers, arranges, or negotiates to sell any controlled substance, alcohol, or intoxicant or representation of items thereof.	EC 48900 C EC 48900 D	<ul style="list-style-type: none"> • Parent requested to attend school • Recommendation for Expulsion