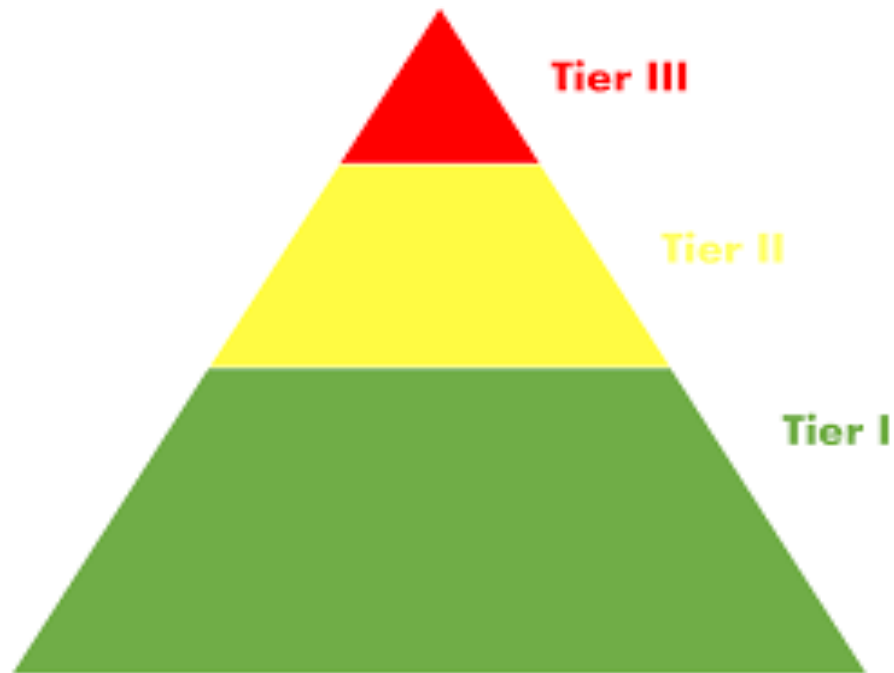


Multi-Tiered Response to Behavior

K-3

The following pages outline a multi-tiered approach to support and guide staff working with students with learning and behavioral needs. These interventions should be used in conjunction with high-quality instruction, positive behavioral supports and an engaging classroom environment.

This K-3 guide includes the following components: Tiered behaviors, levels of intervention, consequences and support materials.



Tier 1

Examples of Tier 1 Behaviors
A pattern of non-compliant behaviors
Open defiance that disrupts learning
Teasing with the intent to embarrass others
Inappropriate language/cursing
Other minor classroom offensive as identified by the teacher or other reliable reporter

Teacher Driven Interventions (to be completed by the reporting teacher):

- Follow classroom behavior management system
- If necessary, implement 3 or more of the following strategies/interventions:
- Communication with parent
- Verbal
- Written
- Postcards
- Verbal praise for compliant behavior
- Promoting positive behaviors
- Positive reward system
- Student contract
- Collaborate with colleagues
- Begin documenting behaviors when they are excessive. Documentation and data collection are necessary for I&RS referrals or referrals to other school and community resources.
- If noncompliant behaviors continue after implementation of teacher driven interventions, student will need Tier 2 Interventions.

Consequences

- Loss of classroom privilege

In the event the reporting teacher is NOT the student's homeroom teacher, the reporting teacher shall verbally inform the homeroom teacher of the behavior and resulting consequence.

Tier 2

Examples of Tier 2 Behaviors
Inappropriate gestures/language with full understanding
Inappropriate notes/pictures with full understanding
Dangerous behaviors
Continuous Tier 1 behaviors that impacts learning
Other moderate classroom offenses as identified by the teacher or other reliable reporter

Teacher Driven Interventions (to be completed by the reporting teacher):

- Teacher must verbally contact administrator.
- Teacher must contact parent **by phone or in person** regarding behavior and consequences.
- Teacher must document behavior, parent contact and course of action using the *Notes* feature in Realtime.
- Teacher will follow-up with administrator after parent contact.
- For regular education students, a referral to the I&RS committee is necessary for recurring behaviors. The teacher must complete the Behavioral Consultation Form in addition to the I&RS referral.
- Consider referral to Guidance Counselor
- For Special Education students, the student's case manager must be notified and behaviorist if necessary. The teacher must complete the Behavioral Consultation Form.
- Possible referral to Central Office Special Services Administration by Case Manager
- Begin documenting behaviors when they are excessive. Documentation and data collection are necessary for I&RS referrals or referrals to other school and community resources.
- If non-compliant behaviors continue after Tier 2 interventions, student will need Tier 3 Interventions.

Consequences by Teacher and/or Administrator (included and not limited to):

- Lunch/Recess detention
- Complete Behavior Reflection form (Stop and Think) during lunch/recess or for homework
- Loss of privileges (deemed by classroom teacher with consultation from principal)
- ***In the event the reporting teacher is NOT the student's homeroom teacher, the reporting teacher shall verbally inform the homeroom teacher of the behavior and resulting consequence.

Tier 3

Examples of Tier 3 Behaviors
Ethnic slurs
Significant property destruction
Intense physical altercations
Continuation of Tier 2 behaviors that impact learning
*Other severe classroom offenses as identified by the teacher or other reliable reporter

Reporting Teacher/Administrator Driven Interventions:

- Addressed by the Administration in collaboration with teacher/CST (if applicable)
- Direct referral to administration
- Both the teacher and the administrator will contact student's parent.
- An appropriate consequence will be given (see below).
- In an emergency situation, the student may be brought straight to the office; however, notification to the office must be made. If the teacher is unable to bring the student, the office will be contacted and an administrator and/or designee will come to the classroom and remove the student.
- For Special Education students, the case manager must also be notified.
- Complete the appropriate documentation.
- If Tier 3 behaviors continue, consider alternate educational opportunities.

Consequences (including but not limited to):

- Suspension (after any suspension, a parent meeting must be held prior to the student's return to school)
- Loss of bus privileges if incident took place on the bus
- Loss of privileges (such as Class trip, Fun Day, etc)

Tier 3 Behaviors That Require HIB Report, Contact School Anti-Bullying Specialist, and Principal
Bullying, Harassment, Intimidation
Taunting/Threatening Peers or Staff

Interventions and Consequences:

- To be determined by the Anti-Bullying Specialist, Principal, and Board of Education.

Tier 3 Behaviors That Require Teacher to IMMEDIATELY Contact Principal.
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Examples of Tier 3 Behaviors that Require Immediate Notification of Principal, Superintendent, Director of Special Services, and Police
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Threatening Bodily Harm to Others
Pulling fire alarm
Weapons/facsimile of a weapon/dangerous instrument
Leaving school without permission
Assault with intent to fight with another student or staff member
Terroristic Threats

Interventions:

- A Crisis Assessment (completed by guidance counselor, social worker, or psychologist) ; and/or
- Call to Mobile Response; and/or
- Fit to Return Assessment

Consequences (including but not limited to):

- To be determined as per Board of Education policy

In the event the reporting teacher is NOT the student's homeroom teacher, the homeroom teacher should be informed of the behavior and resulting consequence.

Links and Resources for Research-Based Strategies and Interventions

- Positive Behavioral Intervention Supports www.pbis.org
- PBIS World <http://www.pbisworld.com/>
- Supporting and Responding to Behavior
<https://www.pbis.org/common/cms/files/pbisresources/Supporting%20and%20Responding%20to%20Behavior.pdf>
- Response to Intervention
<http://www.rtinetwork.org/learn/behavior-supports>
- For Kindergarten- Center on the Social and Emotional Foundations for Early Learning <http://csefel.vanderbilt.edu/>

Additional Strategies & Interventions for Tier 1 & 2 Behaviors

Strategies may be implemented simultaneously. Allow adequate time to implement strategies/interventions before determining effectiveness.

Design and implement classroom management plan

Collect ongoing data

Maintain consistency with expectations and delivery of rewards & consequences

Model appropriate behavior

Provide whole group and individualized social skills instruction

Increase rate of positive interactions and non-contingent attention

Provide behavior specific praise for desired behaviors

Provide ongoing and corrective feedback

Ignore attention seeking behaviors (as appropriate)

Praise others in proximity to student

Provide extra help and differentiated instruction

Allow for frequent movement and breaks

Break down difficult tasks into small manageable parts

Assist with organizational tools and strategies

Provide visual displays of rules and concepts

Conference with student

Conference and follow up with parent/guardian

Modify work as needed

Utilize peer buddies/tutors

Provide structured choices

Implement an individual positive behavioral support system

Board Approval: September 26, 2016

