Preventative Measures

1) Build Effective Working Relationships – the single most important variable that is within our control is in how we interact with our students

2) Understanding Student Perspectives – in order to build effective relationships with our students, we must try to understand where they are coming from (see handout Understanding & Appropriately Responding to Student Perspectives)

3) Positive Reinforcement for Desired Behaviors
   a. Rule-following behaviors (e.g., on-task, working quietly, respond to redirection, etc.)
   b. Character-based behaviors (e.g., demonstrating empathy, conflict resolution, de-escalating when upset, helping another student, etc.)

4) Actively Involve Students – when possible, actively involve students during lessons, particularly those students who otherwise would be off-task, distracted, and/or unmotivated to do so

5) Opportunities for Students to Voice Concerns
   a. One-on-one discussion with teacher, AP, or counselor
   b. Group-based discussions – with peers and an adult facilitator

6) Offering Students Cool Down Time – providing appropriate alternatives in dealing with negative feelings is important

7) Avoiding Power Struggles – it can be very easy to get caught up in a back-and-forth with a student, which tends to escalate the problem situation on both ends
   a. Stay calm and collected, state directives in a calm voice tone
   b. Keep number of words used to a minimum when redirecting behavior – reminder of expectation, potential reinforcement for appropriate behavior, and potential consequence for inappropriate behavior

8) Consult with Colleagues – often times, some teachers experience more success with a particular student than others, whatever the reason may be, or they may have had a similar student/behavior concern in the past. Thus, it extremely useful to speak to other staff members regarding their experiences, both successes and challenges in addressing student behaviors.
   a. Other teachers who have the same student in their classes
   b. Teachers on your designated team/subject
   c. Adaptive Behavior teachers
   d. Counselors and Assistant Principals

9) Practice What You Preach – it is imperative that we model the behaviors we expect from our students

*Remember, we need to teach, model, and practice all skills with our students, not just academic content.

- How do we speak to our students?
- How do we communicate our concerns with our students?
- How do we deal with conflict in our classroom?
- What do we do when we make a mistake or say/do something that may have not been the best choice?
Attendance-related concerns (i.e., tardy, skipping, truancy, tardy sweep)

1) Conference with student to determine what may be the cause of such attendance concerns
   a. Is it within the student’s control?
   b. Is it related to distance between classes?
   c. Is it at a particular time of day or a particular class?
   d. Reminders of expectations, needed seat time to earn class credit, access to school events/activities in relation to attendance

2) Develop a behavior plan/contract with student to track and reinforce class attendance
   a. Utilize school-wide PBIS model and incentives (e.g., school cash) and determine appropriate amount earned for class attendance.
   b. Develop a list of possible incentives with the student for which he/she can buy with school cash.
   c. Identify a point-person for a weekly check-in with the student to review attendance data and cash in for pre-determined incentives.

3) Consult with campus behavior specialist and/or Psychological Services Professional regarding implementation of behavior plan.

4) Consult with parent/guardian if problem persists
   a. Any possible reinforcers/consequences (earn/take away privileges, such as TV, computer, video games, etc.) that can be implemented at home to support school attendance?
   b. Any home-related stressors that may be having an impact on school attendance/performance?

5) Consider DMC as a last resort as well as an alternative to out of school suspension

6) Submit to truancy officer if steps 1-5 have led to limited success

Passive/Internalizing Behavior Concerns (e.g., sleeping in class, work refusal, refusing to comply with directives)

1) School/Class-based incentives (e.g., praise, school cash, student of the month nomination) for appropriate behaviors exhibited:
   a. Attentive
   b. Pencil to paper
   c. Asking appropriately for a break
   d. Returning to work in a timely manner after break
   e. Participating in class activity/discussion

2) Individualized supports
   a. Private discussion, encouragement with student
   b. Allowing for breaks
      Be sure to set parameters (#/class period or #/week in a specific class, duration of break, specific activities approved during break – restroom, drink of water, stand up and stretch, walk briefly around room, head down on desk, etc.)
   c. If appearing in distress (e.g., anxious, angry, sad), consider sending student to speak with school counselor or other available staff member for support in appropriately dealing with feelings

3) Conference with student (in private, not in front of class)
   a. Home, school stressors?
   b. Getting enough sleep at home? Food?
   c. Difficulty with academic content/material?
4) Consult with campus behavior specialist, AAS, and/or Psychological Services Personnel regarding additional behavior management strategies/interventions that may prove useful

5) Consider consulting with parent/guardian if problem persists
   a. Any home-related stressors that may be having an impact on school performance and behaviors?
   b. Similar behavior concerns at home?
   c. Community-based support/services?
   d. Medical, mental health concerns, diagnoses? Medications that may be impacting behavior?

6) If problems persist, consider referral to SIT Committee as well as a student review with Psychological Services Personnel

Minor Externalizing Behavior Concerns (e.g., class disruption, excessive talking, some use of profanity)

1) School/Class-based incentives (e.g., praise, school cash, student of the month nomination) for appropriate behaviors exhibited
   a. Attentive
   b. Pencil to paper
   c. Asking appropriately for a break
   d. Returning to work in a timely manner after break
   e. Participating in class activity/discussion
   f. Responding to redirection

2) Individualized supports
   a. Verbal and/or visual reminders to stay on-task
   b. Opportunity to rephrase if using inappropriate language, positive reinforcement if complies with rephrase request
   c. Change seating
   d. Private discussion, encouragement with student
   e. Allowing for breaks
      Be sure to set parameters (#/class period or #/week in a specific class, duration of break, specific activities approved during break – restroom, drink of water, stand up and stretch, walk briefly around room, head down on desk, etc.)
   f. If appearing in distress (e.g., anxious, angry, sad), consider sending student to speak with school counselor or other available staff member for support in appropriately dealing with feelings

3) Teacher conference with parent/guardian and/or AP to discuss further and brainstorm strategies

4) If problems persist, consider developing and implementing a behavior intervention plan (consult with campus/district behavior specialists, AAS for assistance)

5) Consult with campus behavior specialist, AAS, and/or Psychological Services Personnel regarding additional behavior management strategies/interventions that may prove useful
Major Externalizing Behavior Concerns (e.g., threatening/intimidating language, repeated use of profanity, physically aggressive behaviors, property destruction)

1) Provide opportunity to regroup, de-escalate, make a better choice if visibly upset/angry
   a. Prompt to take a break (at desk, in hallway)
   b. Prompt to visit with school counselor or AP (as an intervention, not as discipline)

2) Call AP – removal from class if student is unable or unwilling to de-escalate within classroom or with teacher

3) AP engages in de-escalation techniques prior to discussion of situation or consequences
   a. Allowing time to cool down, regroup
   b. Considering brief discussion of topic unrelated to situation at hand (distraction technique)
   c. Speaking calmly and deliberately, keeping verbalizations brief
   d. Offering the choice of student verbalizing or writing down thoughts/feelings
   e. Demonstrating active listening through paraphrasing and confirmation of understanding student’s perspective

4) AP conferences with all involved parties to obtain relevant information

5) Conference with parent/family
   a. Determine what situational factors (if any) may be impacting student’s behavior
   b. Review relevant community-based resources, depending on nature and severity of presenting behaviors
   c. Problem-solve an action plan together as a team, so you have buy in and follow through with parents

6) Review pattern of behaviors/discipline to determine what has previously been tried if it has occurred in the past, what has worked/not worked
   a. If NOT a persistent problem/concern, consider the following
      i. Formal apology
      ii. Discussion of appropriate alternatives in dealing with anger/frustration (anger management, conflict resolution, relaxation strategies, etc.)
      iii. Community service opportunities (e.g., assist with school recycling pick-up, assign a specific number of hours to volunteer at a local organization) – this may require teaming up with various local agencies to determine which locations would be willing to provide this opportunity and/or working with the campus Community Youth
      iv. Mediation among involved parties
      v. Restitution (e.g., cleaning up any vandalism that occurred, picking up trash, helping custodian clean, etc.)
   b. If IS a persistent problem/concern, consider the following
      i. Adult mentor
      ii. Develop a behavior plan/contract with student (consult with campus, district behavior specialists, AAS, Psych Services for assistance) – be sure to include measurable descriptors of identified behaviors, interval/duration/frequency expectations, student-identified reinforcers/incentives, and pre-determined consequences
      iii. Identify a point-person for a weekly check-in with the student to review behavior data and turn in earned cash for pre-determined incentives
      iv. Referral to SIT Committee
      v. Consult with campus, district behavior specialists
vi. Student Review with Psychological Services Personnel

7) DMC and out of school suspension should be used as a last resort and ideally, in conjunction with above-noted alternatives, rather than in isolation.

School/District-Wide Recommendations:

1) Utilizing DMC as a teaching opportunity (e.g., social skills, problem-solving, conflict resolution, self-reflection, etc.)
2) Point person on each campus regarding restorative discipline and follow-up with at-risk students, repeat offenders, staff who work with these students, and parents of these students
3) Designated therapeutic/intervention classroom for general education students – a place to take a break, cool down, process through difficult situations, etc.
4) Creating and implementing peer mediation and/or peer courts
5) Transition services for those returning from suspension or ALC
   a. Plan for success
   b. Regular follow up with student (designated point person)