



Grant Behavior Management Flowchart



MAJORS

- Possession of weapons, drugs.
- Violent outbursts (e.g. throwing furniture)
- Fighting (with intent to harm)
- Vandalism (severe)
- Sexual harassment (severe)
- Racism
- Cyberbullying
- Threatening or causing harm to others
- Theft (significant value)
- Visiting inappropriate websites (obscene, deliberate, repeated.)
- Minors that continue despite differentiated support and reteaching

- Write Behavior Data Collection (BDC) and submit report to office. (Do not send student to office.)
- Administration will review DDR and intervene appropriately as soon as possible.
- Administration will complete appropriate areas on BDC, provide copy to teacher and input in SWIS and Q.

If the situation is urgent, call the office.

minors

- Off task
- Disruption/Defiance
- Student refuses to participate in lessons after teacher provides differentiated support and reteaching.
- Unsafe playground behavior (throwing rocks, running on blacktop, running in the halls, running up the slide, not freezing.)
- Unsafe, inappropriate use of learning materials (for example, breaking pencils)
- Tattling (repeated, inconsequential)
- Taking items of small or no value
- Opening inappropriate website (accidental; website inoffensive)

- Determine if BDC is required. (Should data be recorded to track behavior?) If BDC is written, submit to office.
- Conference with parent (phone or in person: not messaging.)
- Reteach appropriate behaviors to meet the “Bear” Necessities
- Communicate with parents
- Use effective strategies such as those listed below.

- Partial list of effective strategies for dealing with unwanted behaviors:**
- Purposeful redirection
 - Re-teach “Bear” necessities (whole class)
 - Re-teach “Bear” necessities (individual)
 - Provide choices (alternate activity)
 - Student Reflection (Think Sheets)
 - Specific Praise
 - Private Conversation
 - Parent Contact
 - Behavior Charts (Token Boards)

- Procedures for responding to social learner errors:**
- Use a calm teaching voice and professional demeanor.
 - Respond the same way each time a social learning error takes place.
 - Respond quickly and disengage to get back to learning.
 - Respond immediately after the misbehavior takes place.
 - Be respectful avoiding sarcasm or threats of future consequences.
 - Have a private conversation.

*The response to the misbehavior must focus on re-teaching the student(s); helping them know what we want them to do instead: **Learn Like Crazy, Be Responsible, Be Respectful, Lead by Example, Teamwork.***