

RUTH GRIMES ELEMENTARY

Behavior Management Flowchart

Observe Problem Behavior

What type of problem behavior is being observed?

MINOR

MAJOR

Step 1: Redirect.

Step 2: Reteach appropriate behavior to meet expectations.

Step 3: Utilize intervention strategies and make parent phone call or speak to parent.

Step 4: Contact colleagues, support staff or admin. For additional interventions or suggestions. Implement interventions or suggestions.

Step 5: Write minor incident report (MIR) for data tracking. Keep and file copy in classroom.

Step 6: At least 3 MIR's of the same behavior, write major report, attach MIR's and refer to major.

Step 1: Write ODR and submit report (not student) to office (attach MIR's if applicable). In case of an emergency, call the office.

Step 2: Administrator or designee determines action.

Step 3: Administration follows through on action with student and provides family contact and teacher feedback.

Teacher Best Practices

- Seat change
- Recognition/incentive /reward of expected behavior
- 5-1 positive verbal feedback
- Multiple opportunities to practice expected behavior
- Modify assignments and/or activity
- Parent contact
- Peer/buddy assistance
- Proximity
- Student/Teacher conference
- Nonverbal/visual cues
- Break/Think Time

Administrator Best Practices

- Discuss Behavioral Expectations
- Student Reflection
- Student Role Play
- Loss of Privilege
- Conference with parents
- In-house suspension
- Outside suspension
- Expulsion
- Contact authority

Procedures for Responding to Social Learning 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 by avoiding sarcasm or threats of future consequences.
- Having 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: Be Respectful, Responsible Role Models.*