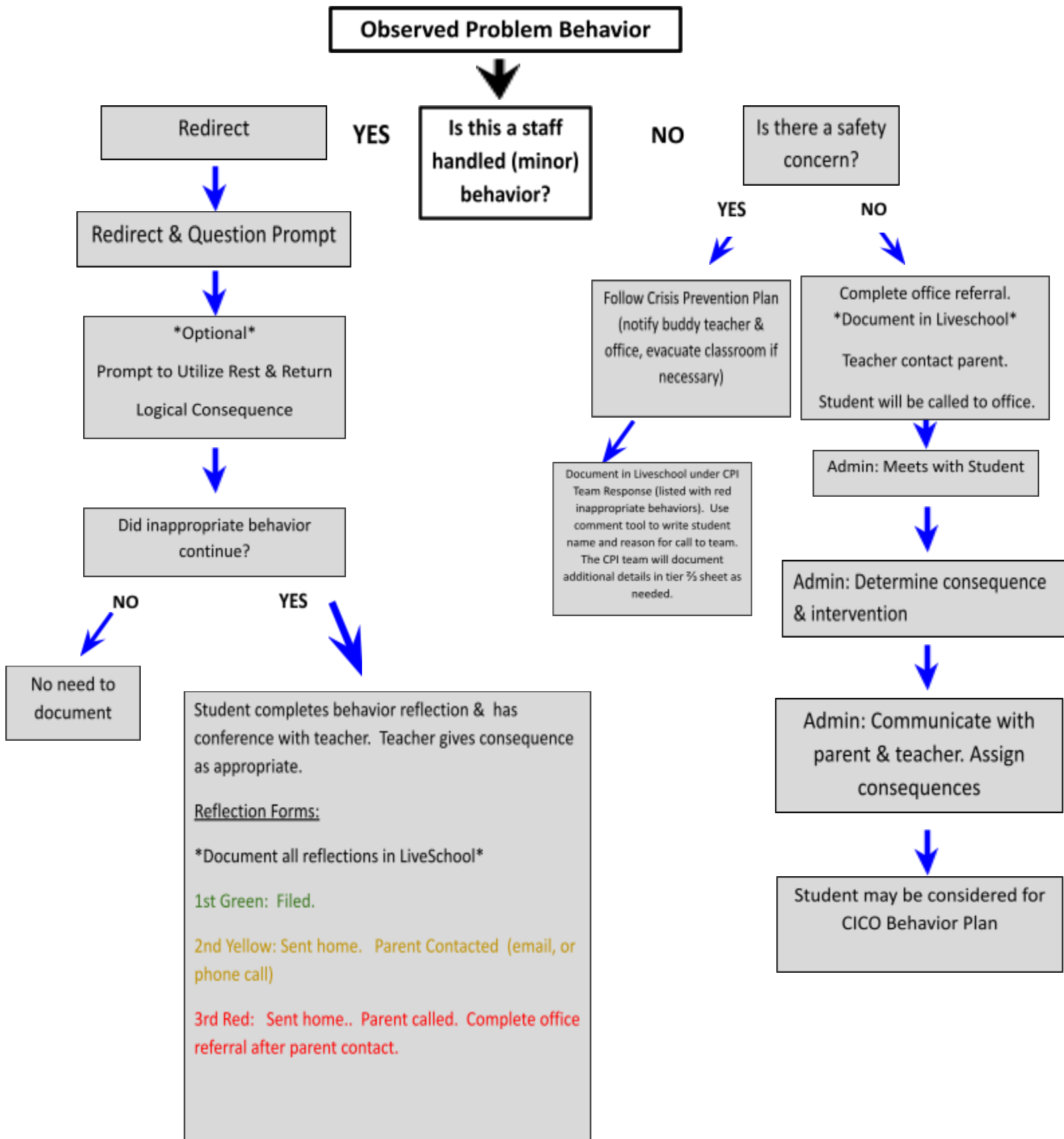


Towslee PBIS MINOR VS. MAJOR BEHAVIOR Guide

Staff Managed (minor) <i>(Non-referred/Document using reflection forms & Liveschool)</i>	Office Managed (major) <i>(Referred/Document using District MachForm. Also document in LiveSchool with click)</i>
<ul style="list-style-type: none"> ● Not participating ● Not completing work ● Off-task behavior ● Making noises ● Constant talking ● Excluding others ● Cheating ● Dishonesty/lying ● Taking items without permission ● Name calling, teasing ● Impolite talk ● Arguing with peers ● Horseplay/pushing/shoving/minor physical contact ● Running indoors 	<ul style="list-style-type: none"> ● Repetitive minor incidents that normal classroom consequences are not addressing (3 minor behavior documentation forms) ● Hitting, punching with intent to harm ● Excessive acts of dishonesty/lying with an intent to harm ● Blatant swearing/making fun of others ● Severe verbal threats intimidation ● Bullying (purposeful, over time, intimidation) ● Fighting ● Loss of control (out of anger) ● Spitting, scratching, biting ● Stealing ● Active defiance (causing disruption) ● Inappropriate gestures



Reflection Forms 2020-2021 [K-3](#) [4-5](#)

Reflection Form Notes: Behavior incident within 2 weeks between green to yellow and yellow to red...Otherwise, go back to green

Liveschool Documentation: Make sure date/time/location are correct. ADD function for yellow/red.=

Mindset

Remember this plan is for tier 1. Students in tier 2 would most likely benefit from a different and individualized procedure/approach.

[Link to article about the WHY behind our approach](#)

Too often we forget that discipline really means to teach, not punish. We are teaching, building skills, setting expectations...as we do all of this from a caring position. Developing a positive relationship with each student will be the most powerful in all of this.

Reflections

- The power of the reflections is the conversation the staff member has with the student during the conference. A student simply completing a reflection sheet alone, in most cases, won't change behavior.
- Students should not do reflection sheets in the Rest & Return Spaces. Students can complete reflection sheets in a different designated spot in the classroom or just at their regular seats.
- [Link to Reflection Forms](#) (Anyone can add forms they create/find/use)
 - Use green, yellow, red marker to mark form
- Conference
- There is no quick fix for most behavior. It takes time. When we invest the time in our students, we can help them grow in these areas.
- Don't forget, to utilize the steps before reflection.
- Don't forget that students on a CICO have reflection time built into that so they don't have to do reflection forms, but can if that is effective and needed in addition to the CICO.
- There are several ways to help organize your reflections or make notes during the day so that data is entered into liveschool at the end of each day. Teachers can share strategies (binder, file folders, page on a clipboard, etc)

Redirection

- [Redirection Information](#)

Consequences

- On the flowchart, it lists logical consequences as an option after the redirections.
- Logical Consequences are a way of responding to misbehavior that is respectful of children and helps them take responsibility for their actions. The primary goal of Logical Consequences is to help children develop inner control by looking closely at their own behavior and learning from their mistakes. Logical Consequences are related, respectful and reasonable. Making reparations gives children the opportunity to face and fix their mistakes.
- Consequences can be helpful and effective for many children. Keep in mind though that a consequence-even a well-thought out logical one-doesn't identify the lagging skill and unsolved problem. For many students, behavior won't improve until those skills are identified & taught.

Three Types of Logical Consequences

1. "You Break, You Fix It"

Examples: This consequence teaches children that they are responsible for “fixing” the problem they caused, whether accidentally or intentionally.

- If a child breaks another child’s pencil, the child who broke the pencil gives the child their pencil.
- If a child calls another child a name, the child will make a list of nice things about the person.
- If a child snaps or yells at another child, the child will do something nice to make them smile.

Apology of Action

Sometimes saying “I am sorry” doesn’t always solve a problem or fix a child’s hurt feelings. If a child calls another child a name, the teacher might suggest to the child who called the name to draw a happy picture for the other, make a list of nice things about that person or include them in a friendly game to make up for the name calling and hurt feelings. This makes the child responsible for their actions as well as fixing their behavior.

2. **Loss of Privilege**

When the child’s behavior is unexpected, or shows defiance or testing of the school or class rules, the consequence is a loss of privilege.

Examples:

- If a child is using class supplies unsafely or in an inappropriate manner, the child loses the privilege of using class supplies for that time period.
- If a child is uncooperative or is disruptive during group work, the child loses the privilege of working in the group that day.
- If a child is not doing their classroom job, the child loses the privilege of having that class job.

What we call Rest & Return is considered by some a third type of logical consequence. Here is that description

Positive Time Out (Rest & Return)

This consequence is a non-punitive approach for children to manage their behavior and regain control even when the smallest disturbances occur before it escalates.

Example:

If a child disrupts a lesson by calling out, the teacher tells the student to take a time out or a “break” in the designated place. In the time the student is in positive time out, the student practices the techniques that have been modeled and taught and returns to the class activity when he/she has regained control.

- Example: having a student move somewhere else during the lesson/work time if they are talking.

Consequences:

Minor Behavior	Potential Consequences
All	Loss of privilege, Creates poster/slideshow to teach others of a specific character trait, make a comic strip/story about the behavior, role play (group of students with similar goal), Loss of recess (various increments)
Teasing/calling someone a name	Writes an apology to student
Shouting Out	
Taking something without permission	Writes an apology to student