

Walton Procedures for Responding to Problem Behavior

(Updated 10/19/20)

Behavior problems at Walton School are considered learning issues and are to be viewed as violations of specific behavioral expectations that align with Walton School's Code of Cooperation. As a community, Walton Elementary School staff are committed to responding to problem behaviors proactively, including investment in preventive practices and teaching and modeling appropriate behavior. All staff are to invest their teaching skills in teaching students the appropriate behavioral expectations as alternatives to their behavior challenges. At Walton, we believe that we are most successful in our teaching efforts when families are involved in the solution-finding process. As such, it is important to communicate with families on an ongoing basis both the positive strides of their children as well as their behavioral or social challenges.

Classroom Managed

Teachers are expected to use the least intrusive intervention to address classroom managed rule violations in order to keep students in their instructional environments as much as possible. The following interventions should be employed whenever addressing classroom managed rule violation:

- (a) disregarding the inappropriate behavior while acknowledging appropriate behavior both from other students and the student engaged in the rule violation,

NOTE: It is particularly important to increase acknowledgements, seeking a 4:1 positive to redirect ratio of desired alternative behavior in instances where multiple redirects are provided to a student.

- (b) provide a direct reminder of the appropriate expected behavior,
- (c) take a break chair in the classroom
- (d) buddy teacher(not available during COVID).

Take a Break

Teachers will designate two (2) take a break places for students who have been (a) reminded and (b) above have been attempted, but failed. The take-a- break is a **short-term intervention** and should not typically exceed **five (5)** minutes. It is intended to be **non-punitive** and a time for students to reset their behavior. The intent of take-a-break is to help students learn to self manage and self check their behavior. Teachers are to encourage and model use of take-a-break. The **non-punitive** nature of this intervention should also be reflected in both the teacher's **tone of voice and language**. When asked to take-a-break, a student is to sit in the chair **without** materials up to 5 minutes and regroup, get his/her body under control, reflect on the expectations and return to instruction. Teachers should acknowledge students for taking responsibility as they use this option and should set students up for success in re-entering instruction after they have taken a break. Students who are on Check-In/Check-Out **will not** lose points if they take-a break.

In the event a student refuses to reset despite efforts to convey that the "take-a- break" is to help, acknowledge that you respect that decision and reiterate the expectations. Explain that if they continue to have difficulty meeting expectations he/she is choosing to go to the buddy teacher.

Buddy Teacher

In the event that the take-a-break chair is unsuccessful and behavior returns, continues, or a student refuses to take-a-break opportunity, teachers are to call the office and request a student be provided a “Buddy Space” to complete a reflection sheet. Teachers should make sure students know why they are being sent, including what they are doing and how it is affecting instruction. Students should not be sent with academic work to complete. This is a time for them to reflect on their behavior in order to make better choices. It is important to note to the students that if they refuse to take-a-break, or if it is ineffective, they are **choosing** the Buddy Teacher. Students are to reflect in the Buddy Teacher rooms for a minimum of 5 minutes, up to a maximum of 10 minutes, dependent on their behavior in the Buddy Teacher’s classroom. While the student is the mutual responsibility between the sending and receiving teacher, it is the primary responsibility of the receiving teacher to monitor the time and send the student back to the teacher originally sending the student. The buddy teacher may wish to consider using a timer to assist in monitoring the time in order to allow for freedom in teaching his/her class rather than having to be vigilant to a clock or watch. In no event shall a student be responsible for cuing or bring another student back from a Buddy Teacher. Should the sending teacher require the full 10 minute maximum due to special circumstances, the sending teacher is to convey this to the buddy teacher himself/herself.

It is the intent that completing the reflection sheet will assist teachers in supporting students to process their behavior. Students are required, however, to process out with the teacher at the next available opportunity but no later than by the end of the class period. Processing is to occur through face to face conversation with the sending teacher when the student returns. Processing should take a problem solving format. Below is a guideline to support the problem solving-process:

1. What did you do?
2. What was happening? What were your triggers?
3. How did you feel?
4. How did it affect others?
5. Was this the best strategy for you?
6. What will you do differently next time?

While verbal processing is important, it is equally important for the student to practice the alternative strategy discussed. To the extent possible, verbally create the context for the misbehavior and have the student practice the remaining steps, including identified alternative strategy.

At this point the rule violation is still considered a classroom managed behavior problem. Once a student returns from the Buddy Teacher, it is important to acknowledge and welcome the student back into the classroom and to process with him/her. If the student returns to class and continues to struggle with following expectations within the same day, it now becomes an Office Referral. If the student returns and engages in a different behavior, the reminder-take a break-buddy teacher sequence is repeated.

NOTE: This is for all cases unless the student has an individualized intervention plan.

Teachers are expected to teach students the “Take a Break” and “Buddy Teacher” procedures through role playing, modeling, and practice. Teaching these expectations are to occur at the beginning of the

year, after breaks, and when student behavior dictates the need. For students who have gone to a Buddy Teacher multiple within a week, teachers are to make contact with their families to communicate the issues and to seek advice as to possible solutions for addressing the behavior challenge.

Office Managed

Staff are to call the office and request removal of a student from his/her class in the event a student:

- refuses to go to Buddy Teacher,
- refuses to complete the reflection sheet,
- fails to gain control over his/her behavior while with the Buddy Teacher,
- returns from Buddy Teacher but fails to gain control over his/her behavior within the same day despite reminder of expectations and consequences, or
- engages in an office managed behavior from the onset (Refer to Rule Violation Definitions) the rule violation is an office managed violation.

The student is to **remain** in the class until an administrator or representative comes to escort the student out of the classroom, or if office staff convey that is acceptable to send the student and that he/she will be watching for the student. It is the referring staff's responsibility to complete the Office Referral Form in SWIS by no later than 3:30 the day of the infraction. The school administrator will copy the Office Referral with the administrative action noted and return to the staff member submitting the office referral. In the "notes" section of the Office Referral Form. In the event the office referral is submitted by a staff member who is NOT the classroom/homeroom teacher, staff are to write the name of the classroom/homeroom teacher in the Notes section of the referral to ensure that a copy of the referral gets to him/her. If a student has an IEP or 504 plan, the administrator will also submit a copy of the referral to the special education team leader or 504 coordinator, as appropriate. If a student repeatedly demonstrates office managed behavior, Tier 2 and/or Tier 3 behavior interventions will be developed.

It is important that parents be notified in a timely basis of their children's office referral behavior and administrative decision. The school administrator will make family contact in a timely basis and notify the classroom teacher of the contact.