Reactive Plan: Flow Chart for Responding to Challenging Behavior

All staff will use an instructional approach to behavior. This includes teaching, reminding, and reinforcing expected behaviors, and using the 6-step instructional approach to respond to teachable moments as well as minor and major behaviors.

6-step Instructional Approach

Show empathy
Maintain flow of instruction
Acknowledge other students meeting expectations
Redirect and Reteach expected behavior
Allow time and space
Recognize/reinforce appropriate behavior when demonstrated

Observe problem behavior.
Is the behavior a Minor or Major?
Refer to Minor and Major Behavior Definitions.

Minor

1st Minor

Use 6-step instructional approach:
Discreetly problem solve with student; determine appropriate, natural consequences.
Record incident in school's management system where minor discipline offenses are tracked. Teacher informs parents (email or phone call; inform and problem solve).

2nd Minor behavior in a month

Follow steps 1-3 from 1st Minor (above).

Review Primary (Tier 1) Prevention Plan. What prevention strategies can be used to prevent this behavior from happening again?

3rd Minor behavior in a month (becomes Major)

Follow steps 1-2 from 1st Minor (above).

Record incident in PowerSchool using the **Major** Discipline Referral. Teacher informs parents (phone call; inform and problem solve).
Review Secondary (Tier 2) Intervention grids to connect student with supports (e.g., self-monitoring or daily behavior ratings [DBR]) as appropriate using entry criteria (e.g., 2-5 ODRs indicates Tier 2 support needed).

Major

Does the behavior put the student or others in imminent harm?

No

Show empathy and respond in a neutral tone
Calmly and firmly re-state expectations
Maintain flow of instruction for other students
Complete Major Discipline Referral to be coded in PowerSchool; administrator is notified
Debrief with student in private

Administrator or designee will come to the classroom to take student to office when appropriate

Yes

Contact the office; CPI trained staff member or SSO/SRO will be notified to respond ASAP

Teacher follows building wide safety plan OR individualized de-escalation plan if available)

After student has recovered, involved parties will conference to determine course of action; Complete Major Discipline Referral to be coded in PowerSchool

Administrator provides consequence as directed school handbook and notifies parents (phone call; schedule meeting with parent, admin, and teacher(s) to problem solve and inform about supports [see next step])

Review Secondary (Tier 2) and Tertiary (Tier 3) Intervention grids to connect students with supports (e.g., individualized de-escalation plan) as appropriate.

Buckman, M. M. & Lane, K. L. (2020). *Exemplar Ci3T Reactive Plan: Flowchart for responding to challenging behavior for elementary schools*. Developed in collaboration with district partners. Available at www.ci3t.org