

Lugonia Elementary Behavior Flow Chart

**Teacher/Staff
Managed Problem
Behaviors**

**Office
Managed Problem
Behaviors**

Is the behavior
Teacher/Staff managed or **Office** managed?

Re-direct student

Intervention 1:
Re-teach appropriate behavior to meet PBIS expectations. (Warning)
Document as Minor.

Intervention 2:
Re-teach & Verbal or Written Reflection.
Discuss behavior one on one and review PBIS expectations. Loss of recess or time-out to another room is also appropriate.
Document as Minor.

Intervention 3:
Re-teach & Contact Home. Discuss behavior one on one, review PBIS expectations, and contact parents.
Document as Minor.

Intervention 4:
Call Office and Send Up Student. Make sure all the above is documented in PBIS rewards.
Document as Major.

| Teacher/Staff Managed Problem Behaviors | Office Managed Problem Behaviors |
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| Inappropriate Language *Name calling | Abusive Language *Racial taunting |
| Physical Contact (Reaction) *Wrestling, pushing, bumping, kicking | Fighting/Physical Aggression (Intent) *Kicking, hitting, pushing, biting |
| Disrespect *Talking back | Leaving School Grounds Without Permission |
| Defiance *Not completing classwork *Not following directions/non-compliance | Threat/Intimidation/Bullying *Verbal threats of aggression against another person |
| Observable Behavior *Running in the hallways *Poor line behavior *Throwing food *Not following the playground rules | Vandalism *Destruction that's beyond repair and/or reasonable wear and tear |
| Disruptive *Tattling *Distracting other students | Weapons/Dangerous Items *Knives, bullets, lighters, matches, etc. |
| Property Misuse *Looking in others' desks or bags | Lying/Cheating *Forgery |
| Dress Code Violation *Inappropriate language or images on clothing | Harassment |
| Stealing * Petty Theft = little to no value | Stealing * Major Theft = items of personal high value (electronics, money, etc) |

Intervention 1:
Call to notify office of major infraction, student to be picked up or sent to office. Student will be counseled. Reflect/re-teach/rehearse correct behavior.
Document in Aeries.

Intervention 2:
Administration determines and assigns consequences according to policy. Document in Aeries.

Intervention 3:
Parent contact.
Document in Aeries.

Intervention 4:
If behavior continues, administrator and teacher will discuss Tier Two options for the student.

Please note...

- Every day starts with a clean slate
- Take concrete actions to correct behavior (i.e. detention, removal from activity, seat change, etc.)
- Use 5/1 positive vs. negative statements
- Think proactive vs. reactive