### Support Guide to Address Minor Offenses

The following guide is intended as a resource to assist in the implementation of Tier One behavioral supports and interventions. The interventions listed below correspond to the “Staff Intervention Administered” column Kickboard.

* Teach behavioral expectations, social skills, and procedures

On-going *behavior instruction of the expectations, social skills, and procedures* should occur in every classroom and location at a neutral (scheduled) time. Tier One behavior instruction includes:

* + Introducing the expectation, social skill, or procedure by name

*Computer Expectations, Working Independently, Entering the Classroom*, etc.

* + Providing a reason or rationale for learning and demonstrating the skill
  + Explicitly outlining the behavior steps
  + Practicing the behavior, followed by specific feedback
  + Monitoring and supporting students to skill mastery — a behavior has not been learned until it can be demonstrated in all settings, even under stressful conditions

Once an expectation, social skill, or procedure is taught, enforcement continues throughout the remainder of the day/week/year. Enforcement includes: providing pre-correction, cueing and prompting students to demonstrate pro-social behaviors, re-skills when necessary, and consistently acknowledging/correcting student behavior in explicit terms.

* Identify contributing Environmental Factors

Environmental Factors (also referred to as behavioral antecedents, triggers, or predictors)

* are conditions present or missing in the environment which may contribute to student misbehavior. The following Environmental Factors should be considered when evaluating the dynamics of student misbehavior:
  + **Instructional practices** (academic/behavioral) — curriculum, strategies, activities
  + **Physical setting** — location on campus, size, noise level, temperature, number of students, arrangement of desks/tables, ease of movement, traffic patterns, organization of materials/equipment, location of windows and doors.
  + **Social setting** — staff/students present or absent, interaction patterns surrounding the student
  + **Social interactions** — communication styles, power structure/hierarchy, allotment of peer/staff attention
  + **Scheduling factors** — procedures, routines, timelines, events
  + **Degree of independence/participation (academic/social)** — active listening, engagement, seat work, paired tasks, group work

Because each location on campus has a unique set of variables and dynamics, it will require intentional observation and reflection in order to understand and identify the Environmental Factors which may be contributing to student misbehavior. Each investigation

should start with staff conducting a self-reflection of the environment for which they are responsible (office, common area, classroom, etc.). If assistance is needed to perform this task, invite additional staff to observe and provide feedback (grade level or academic team cohorts, academic coaches, counselors, behavior interventionists, administrative staff, etc.).

* Modify the environment based on identified Environmental Factors

Once contributing Environmental Factors are identified (instructional practices, physical setting, social setting, social interactions, scheduling factors, degree of independence/ participation), it will be necessary to systematically respond. Modifications may be made to the following environmental structures and supports:

* + **Time —** increasing/decreasing time allotments, increasing/decreasing breaks, modifying schedules
  + **Space** — increasing/decreasing proximity, rearranging physical aspects of the location, defining designated areas/zones, increasing/decreasing the number of students present
  + **Instruction** — embedding the standards across subjects/tasks, increasing the engagement/interest of students, increasing feedback and/or practice, increasing acknowledgement and/or correction
  + **Materials —** supplementing curriculum, providing multi-sensory options
  + **Interactions —** increasing positive to negative ratio (2 to 1 positive to negative Kickboard points), increasing opportunities for communication, modifying voice tone/volume/cadence, modifying the level/amount of expected participation (independent, paired, or group activities)

Making modifications to the environment is a powerful tool in changing class, group, and individual behaviors.

* Utilize pre-correction techniques

Pre-correction is the intentional front-loading of students for behavioral success. Pre-correction is used to inform students that an opportunity to demonstrate a specific expectation, social skill, or procedure will occur in the immediate future. An example of pre-correction is: *“Class, in a minute the bell is going to ring and we are going to Line Up for an Assembly. When the bell rings, put all materials in your desk, stand up, push your chairs in, and wait quietly behind your chair until I dismiss your table to line up.”* The more at-risk a class or student, the more explicit the pre-correction should become.

* Clarify how the behavior did not meet expectations

Students who demonstrate behavioral errors should be provided a specific description of how the misbehavior differed from the expectation. The content of this interaction should be limited to the facts surrounding the specific misbehavior. Example: *“Mary, while the class was Working Independently you blurted out something like, ‘Does anyone have an extra pencil? Mine’s broken!” Then you left your seat and walked to the pencil sharpener making comments to other students along the way. Remember, we have a procedure for sharpening pencils: raise your hand and wait for me to call on you, ask if you can use the sharpener, once I have given you permission you can then go directly and quietly to the sharpener, sharpen your pencil, return to your seat, and refocus on your assignment.”*

* Re-teach and practice the expectation, social skill, or procedure

Classes, groups, and/or individual students who fail to demonstrate expectations, skills or procedures, should be provided additional instruction and practice. Example: *“Class, right now everyone should be Working Independently on their math assignment. Who can raise their hand and tell me what Working Independently looks like? That’s right. Working Inde- pendently means: focusing your attention on the assigned task, ignoring all distractions both inside and outside the classroom, and raising your hand if you require assistance. Now let’s go ahead and practice that skill. I expect everyone to be Working Independently for the next 5 minutes.”*

* Establish a behavior cue/prompt

Cues and prompts are used to support individual students who are known to have difficulty demonstrating a specific behavior or when the earliest signs of a misbehavior are observed. Cues and prompts may be visual, verbal, or a combination of both.

* + **Cue:** a single gesture or word to remind a student to use a specific expectation, skill, or procedure. The teacher, for example, may point to the “Things to Do When I’m Done with My Work” poster, or may say something like, “Remember, TOD (Things to Do).”
  + **Prompt:** a series of gestures and/or directions which guide the student through the process of demonstrating an expectation, social skill, or procedure. Prompts are more explicit than cues. A teacher, for example, may say, “Remember, when you have completed the assignment to look at the “Things to Do When I’m Done with My Work” poster, select an item, and begin immediately.”
* Provide a structured choice

Structured choices provide students with two behavioral alternatives, each of which is directly linked to a specific outcome — one positive and one negative. Structured choices are clearly stated, reasonable, enforceable, and ultimately chosen by the student. When delivering a structured choice begin by stating how use of the expected behavior will lead to a positive outcome, while continued use of the misbehavior will lead to a negative outcome. Example, *“Right now you can Wait in Line using a quiet voice like we’ve practiced and enter the cafeteria with your peers, or you can continue talking in a loud voice and go to the end of the line in which case you will be the last to enter the cafeteria.”*

* Review common assessment data

Because behavioral challenges often accompany academic deficits and may, in fact, be a coping response to an academic failure, it is imperative to rule out and/or address academic skill deficits prior to focusing solely on the misbehavior. Questions which must be considered are: is this student able to access the core academic curriculum? If not, how many other students in the class are in a similar situation? Are there instructional practices/strategies which could be implemented to ensure effective first instruction is in place and that all students are learning at high rates? If identified academic standards or skills need to be re-taught, where and how will this be accomplished?

* Contact and/or meet with guardian

While it is always good practice to form positive partnerships with parents, it is important to remember that parents have little ability to modify school/classroom environmental

dynamics or to implement behavior interventions within the school setting. Just as educators would not call home for students demonstrating difficulty with division problems or reading a passage out loud in class, so too should they not call home for students failing to demonstrate an expectation, social skill, or procedure. For the most part, staff will address behavioral errors the same way they address academic errors through teaching, re-teaching, and acknowledging/correcting until the behavior is mastered.

That being said, there will be times when misbehaviors persist to the point where it is appropriate to contact parents regarding their child’s behavioral challenges. Conversations with parents should include: identification of the behaviors of greatest concern (framed as an expectation, social skill, or procedural error), explanation regarding the interventions being implemented in the school setting, methods by which the school is monitoring the student’s progress, and specific strategies as to how parents may support the school’s efforts at home.

* Review discipline data for patterns and trends

The less responsive a problem behavior is to remediation, the more intentional staff must become in understanding the dynamics driving the misbehavior. This problem-solving process should rely on a variety of data sources including Kickboard Referrals, Office Referrals, suspensions, academic measures, and attendance records. The purpose of integrating data into a coherent whole is to identify the conditions in which an individual student is at greatest risk for misbehaving — times of day, locations, subject areas, specific staff and/or students, etc.

* Meet with team/student to identify additional supports and/or collaborate with team, counselor, and/or administration

Students who continue to demonstrate a pattern of misbehavior despite implementation of lower level interventions will require the efforts of a problem-solving team to construct a collaborative intervention plan. This problem-solving team may include: grade-level/ academic team members, a counselor, an administrator, a psychologist, a nurse, a resource specialist, etc. Depending upon the information gathered by the team, a variety of interventions may be recommended such as: providing targeted behavior skill development (group or individual), increasing the level of monitoring and feedback by staff, assigning a mentor, establishing individual student goals, scheduling a classroom observation, identify- ing functional factors, teaching Functionally Equivalent Replacement Behaviors (FERBs), conducting a Home & Health Study, or enlisting the support of outside agencies such as the Department of Mental Health, Probation, etc.