



Technical High School

Pride, Respect, Responsibility

Minor Teacher Handled

- Unpreparedness for class
- Talking back
- Cell phone/headphones in class
- Arguing with peers/gossip
- Talking/getting up during instructional time
- Sleeping in class
- Wearing hats
- Refusal to participate in class activity
- Inappropriate language
- Off task behavior
- Cutting the line in cafeteria
- Failure to follow directions
- Property Misuse
- Dress-code
- Not cleaning up area when finished
- Refusal to be redirected
- Tardy to class

Major Administrator Handled

- Fighting/assault
- Racial/sexual behaviors and comments
- Harassment/ Racism
- Leaving class
- Stealing
- Bullying
- Weapons
- Plagiarism/ academic dishonesty
- Vandalism
- Abusive/threatening language
- Insubordination
- Possession/Chemical usage
- Safety violations- propping doors, pulling fire alarm
- Violent behavior
- Continual minor behaviors on persistent basis

Immediate Strategies

When to use:

- A minor unexpected behavior has just occurred and your goal is to diffuse the situation quickly without drawing unnecessary attention to the problem or inadvertently reinforcing the unexpected behavior
- Student is starting to display signs of anxiety or any other precipitating behavior that may indicate the student may use unexpected behavior

Options:

- Distract the student
- Provide alternate activity task
- Ignore the student by not giving them the floor to obtain more attention
- **Increase proximity**
- **Engage student in activity by encouraging them to participate**
- Remove peer attention for the unexpected behavior
- Redirect the student using a direct, explicitly, respectful tone
- **Deal with the behavior quickly**
- Have faith in the student's ability to use expected behavior for the setting
- **Encourage independent problem solving**
- **Use a nonverbal redirection with classroom behavior matrix**
- **Think about students individual needs before engaging with the student**

Proactive Strategies

When to use:

- BEFORE student engages in the behavior
- After student has had an office referral for a continued behavior. What is going to have to change to set the student up for success in the classroom from now on?

Options:

- **Greet student every time they enter the classroom**
- **Use classroom behavior matrix daily- reminding students of expected behavior in various classroom environments (independent, small and whole group)**
- Reinforcing language for expected behavior
- Increased positive attention throughout the day
- Increased support during challenging tasks
- **Class rewards for expected behaviors-build on positive behaviors in the classroom, rather than "docking" inappropriate behaviors tied to academic grade**
- Role model desired behaviors in classroom
- Instruction and frequent review of classroom routines
- Pre-assess student's ability to complete the given task
- **Give students opportunities to be part of the classroom community by facilitating interventions with peers or giving responsibilities in class**
- Teacher directed partners or groups
- Limit distractions or environmental stimuli in close proximity to student's seating
- Use visual for multi-step directions/daily routines/classroom expectations
- Ask support staff for help
- **Have 1:1 social conversations with the student, not related to their behavior or academics**
- **Teach students how to independently problem solve**
- **Make positive contacts home**

Reactive Strategies

When to use:

- After student has repeatedly used minor unexpected behavior and you have attempted less intensive strategy

Options:

- Class/small group/individual problem solving meeting
- Continued redirection
- Provide a logical consequences to occur and point and capitalize on the teachable moment
- Discuss the behavior with parent or guardian-develop a relationship with family for support
- Loss of privilege