

A Series of Small Things

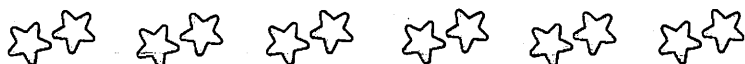
***Tomball Elementary
School***

**Presented by:
Kerri Ashlock, Ashley Herell, Lisa Jensen,
and Tammy Sebesta**

POSITIVE OFFICE REFERRAL



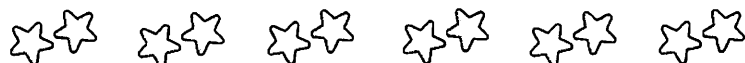
Student _____
Date _____ Grade _____ Teacher _____



Please check all of the character traits that apply to the deed or accomplishments.

- | | | |
|---------------------------------------|---------------------------------------|---|
| <input type="checkbox"/> Attitude | <input type="checkbox"/> Self-Control | <input type="checkbox"/> Integrity |
| <input type="checkbox"/> Perseverance | <input type="checkbox"/> Service | <input type="checkbox"/> Accountability |
| <input type="checkbox"/> Compassion | <input type="checkbox"/> Respect | <input type="checkbox"/> Hard Work |
| <input type="checkbox"/> Gratitude | <input type="checkbox"/> Honesty | <input type="checkbox"/> Encouragement |

Teacher Comments:

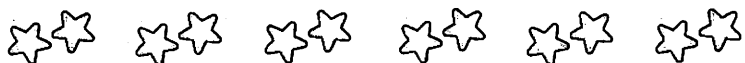


Teacher's Signature _____

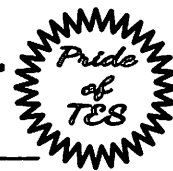
Principal's Comments

Principal's Signature _____

Date Parent Contacted by phone/email/in person _____



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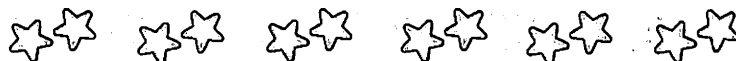


Teacher's Signature _____

Principal's Comments

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Date Parent Contacted by phone/email/in person _____



Level 1 Offenses (Addressed in Classroom)

- Talking without Permission
- Out of Seat
- Running
- Off-Task Behavior
- Lack of Class Materials or Homework
- Cheating
- Dress Code Violation
- Forged Note/Paper
- Not Following Directions
- Mild Disruptive Behavior
- Name-Calling
- Lying
- Horseplay
- Mild Profanity/Vulgarity

Level 2 Offenses (Documented, Optional Office Referral)

- Bullying-Type Behaviors (Mild)
- Disrespect
- Moderate Disruptive Behavior
- Noncompliance (Moderate)
- Damaging Property (Mild)
- Internet Misuse
- Chronic Level 1 Offenses

Level 3 Offenses (Required Office Referral)

- Physical Aggression (Intended to Harm)
- Fighting
- Overt Defiance
- Damaging Property (Severe)
- Skipping Class/Leaving Campus
- Harassment/Bullying (Severe or Persistent)
- Throwing Objects (Dangerous)
- Weapons
- Vandalism
- Threatening Staff
- Weapon Use/Possession
- Drug/Tobacco Use/Possession
- Chronic Level 2 Offenses

Address Behavior:

- Warning
- Student Conference
- Phone Call Home (Document)
- Note Home (Document)
- Apology
- Sit Out Part/All of Recess
- Parent Conference (In Person)
- Refer to Counselor
- Time Out in Another Teacher's Room or in Separate Area of Classroom
- Isolated Lunch
- Stay After School (Contact Parent First to Arrange Transportation.)
- Loss of Privilege
- Logical/Natural Consequences

Address Behavior:

- Level 1 Consequences (by teacher)
- Level 1 Consequences (by administrator)
- Refer to PST Committee (Teacher or Administrator)
- Address at ARD (Special Education Students Only)
- Time Out in Office (Administrator Approval)
- Refer to Administrator for Conference (Without Referral)
- Community Service (Administrator Approval)

Address Behavior:

- Level 1 Consequences
- Level 2 Consequences
- In School Suspension (Partial or Full Day)
- Out of School Suspension (Partial or Full Day)
- Restitution
- Placement in AEP

Discipline (n) - an activity, exercise, or a regimen that develops or improves a skill; training; (v) to train by instruction and exercise

Cool Down

“Cool Down” is intended for students who are beyond taking a break in their classrooms. These students are to the point of frustration where they need to leave the classroom and retreat to a place away from their peers, and not interfering with the learning of others. The entire routine should be no longer than 15 minutes.

The “Cool Down Area”

This is a designated area for students to do their cool down. A place where the routine is posted and break items are readily available.

The Routine

- 1. pick a break**
- 2. set the timer for 5 minutes**
- 3. when the timer goes off clean up**
- 4. talk with the teacher**
- 5. return to class**



Prompt the student to “pick break and set the timer”, then walk away. During Cool Down avoid talking to the student when they are irrational and argumentative. Avoid the power struggle. The time to talk to them is after their Cool Down; when they are calm.

When the timer stops prompt the student, “clean up and come talk to me”. Start by asking them what happened, let them be heard. Discuss other options they may have had, consequences and solutions. This needs to be a simple, direct and quick conversation so that the student can return to class. If the student is unable to return to class after their Cool Down, then it may be time for alternative interventions.

The Break Box

Break Boxes have unlimited applications:

- general education
- special education
- as a brain break
- during testing
- emotional cool down
- in the classroom
- outside the classroom

Break Boxes should be offered to students when first introduced; “I can see that you are frustrated, now would be a good time for you to take a break.” After time students need to be able to self monitor, identify when they need break, and know how to appropriately ask for one.

Items to include in a Break Box:

- Theraputty
- Silly Putty
- Play-Doh
- Tangles
- lacing toys
- bubble wrap
- sand timers
- stress balls
- Boinks
- Fidgets
- liquid motion toys
- Koosh balls
- Wacky Tracks
- Slinky

Tier 2 Behavior Strategies

Tier 2 interventions should be easy to administer and should require limited time and staff involvement.

Prepare and Instruct

- establish clear, consistent routines and expectations for accomplishing daily tasks and activities (e.g., entering the classroom, handing in homework, working in groups, working independently)
- teach and practice housekeeping procedures (e.g., class routines, disposal of trash, sharpening pencils restroom protocol)
- provide examples and models of expected student behavior
- make materials quickly and easily accessible to students
- play soft, classical background music
- post and adhere to a daily/weekly schedule incorporating transitions
- notify students of any schedule changes in advance
- reduce the amount of down time between activities
- give consistent visual or auditory signals and verbal cues to alert students to a transition (e.g., bell ringing, clapping rhythm, countdown, timer, sounding a clicker, playing music, performing a chant)
- provide “transition time” for students to follow through and/or prepare before the next activity begins or before instructions are given
- circulate among students during transition times to assist, prompt, or intervene before a disruption occurs or escalates
- identify significant others with whom the child is successful and involve them in working with the student to help reach a behavior goal
- teach students how to use time management tools (planners, lists, etc.)
- allow kinesthetic learners to move about while working
- share literature that provides positive examples of appropriate behavior or character (e.g., books about bullying, books about honesty, character training videos)

- engage students in hands-on learning
- give students time to organize their desks and work areas
- make materials quickly and easily accessible to students
- small group lessons
- increase supervision
- give directions after the attention of all students has been gained
- include directions for procedures when students complete tasks

Accomodate

- provide extra what time
- use a timer to keep students on task (e.g., kitchen timer, sand timer, etc.)
- allow earphones or earplugs to minimize auditory distracters
- give students a task card with a list of things to do to help them stay on task and manage their time
- color code
- segment/chunk assignments
- allow opportunities for extra time to work on assignments
- allow the use of a word processor
- have student use a study carrel
- offer fidgets
- get creative with seating

Calm and Redirect

- provide a cool down area in the classroom
- allow student to take a walk with supervision
- use physical activities to relieve stress (e.g., walking fast, using clay, squeezing a stress ball)
- use relaxation and visual imagery exercises to set a calm atmosphere after recess, lunch, or any physical activity

- watch for signs of student frustration and use de-escalation strategies to redirect and calm a student
- intervene quickly at the first sign of a student losing control
- assign a task for redirection (e.g., passing out paper, running an errand, taking a note to a neighboring teacher)
- use relaxation exercises (e.g., guided imagery, deep breathing, cross lateral exercises, counting slowly, laughter)
- teach students to use positive self-talk
- model and practice “Give Me Ten” (e.g., count forward/backwards to 10)
- allow time for students to refocus and gain self-control
- provide breaks
- provide a note to a non-compliant student to enforce following directions
- use nonverbal warning signals when redirecting a student

Reinforce, Reward, Praise

- give praise and positive feedback when explicit directions are followed
- provide incentives or reinforcers for smooth and successful transitions
- use specific, positive verbal acknowledgement for on-task behavior
- reinforce positive behaviors
- various rewards
- have student be involved in choosing their rewards

Discuss

- follow this procedure when a student is disrespectful:
 - approach the student in private, after they have cooled off
 - use a calm, non-accusatory tone when talking to the student
 - talk in a firm voice and display an in-control manner at all times
 - offer the student an opportunity to share his/her side
 - role play the situation, reversing roles of those involved in the misbehavior, and discuss appropriate behaviors

- model a problem-solving strategy for students and talk through the steps as it is taught to help students internalize the steps
- encourage students to think aloud the steps or the process used to solve a problem so feedback can be given
- lead students to recognize when a problem situation might occur and what action to take
- teach student to take responsibility for self and actions

Provide Consequences

- loss of privilege
- correct inappropriate action (e.g., “Chase, please go back and walk down the hallway.”)
- restitution
- temporary time away from the group, yet remain in the classroom
- log misbehaviors in a notebook
- staying after/arriving early to school to do classwork or restitution
- Parent contact (e.g., phone call, note home, report card, parent conference)
- report serious infractions to campus administrator
- positive practice (e.g., if a student uses inappropriate vocabulary, makes unsuitable choices, or interrupts unnecessarily, talk about how the acceptable behavior would look and sound and have student practice the action)
- follow through with consequences
- plan and inform students of consequences that relate to behaviors
- use loss of privilege time as a an opportunity for social skills or problem solving lessons
- refrain from engaging in an argument or power struggle
- refuse to threaten or plead with a student
- develop a plan to prevent triggers that lead to misbehavior

Collect data

- give student a daily report card that identifies the school's social expectations and establishes clearly defined daily social skills goals
- rate behavior performance after major activities for elementary students and at the end of each period
- involve the student in develop a behavior plan that includes more intense techniques, is closely monitored, and is meaningful and motivating to the student
- have defiant students maintain a daily log of successes and accomplishments to track improvements
- involve the student in the developing a behavior contract that is meaningful and motivating to the student

Investigate

- determine the root cause of the problem (e.g., hunger, illness, family, academic difficulty)
- determine if an element in the environment needs adjustment to avoid the display in appropriate behavior by student
- analyze and document an inappropriate situation to gather information on what might have triggered a student's misbehavior:
 - What was the behavior the student displayed?
 - What should the student have been doing at the time of the displayed behavior?
 - What occurred prior to the behavior?
 - When did the behavior occur (e.g., day, time of day, before, during or after a particular subject or activity?)
 - Is there an observable pattern among the gathered information?
- track if a student's behavior problems become more severe or improve

Involve

- parents
 - communicate all rules and expectations to parents in written form
 - establish relationships with parents that promote active home and school partnerships
 - communicate regularly with parents (e.g., newsletter, calendar, website, e-mail)
 - invite parent/teacher/administrator conferences when needed
 - invite input from parents in setting behavior goals
- staff members
 - assign a mentor
 - collaborate with school personnel who are directly involved with the student to provide a support system for the student
- counselor
 - provide small group, pull-out social skills sessions led by the counselor
- behavior specialist
 - seek additional services after school/wide and classroom interventions have been implemented