

Behavior	Level 1- Teacher Managed	Level 2-Teacher Managed (Minor)	Level 3-Office Managed (Major)
<p><b>Not Following Directions/ Noncompliance</b></p>	<p>Student has brief or intermittent refusal to follow directions or complete work</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> <li>● Grumbling under breath</li> <li>● Reluctant to start/complete assignment</li> <li>● Needs redirection, repeated instructions</li> <li>● Passive refusal to participate</li> <li>● Testing the limit</li> <li>● Extremely slow in response to request</li> </ul>	<p>Document as <b><u>NOT FOLLOWING DIRECTIONS (minor)</u></b></p> <p>Student engages in brief or low-intensity arguing with peers/staff. Student doesn't want to complete work or follow the directions given.</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> <li>● Arguing in an attempt to avoid work</li> <li>● Doesn't want to transition to new activity</li> <li>● Overt refusal to participate</li> <li>● Not responding to Level 1 consequences and continuing disrespectful behaviors</li> <li>● Ignoring reasonable request to stop</li> </ul>	<p>Document as an <b><u>NOT FOLLOWING DIRECTIONS (major)</u></b></p> <p>Student engages in refusal to follow directions, talks back and/or delivers socially rude interactions. There is purposeful intent to noncomply and a high-intensity of noncompliant behaviors.</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> <li>● Repeated refusal</li> <li>● Ignoring reasonable request that leads to escalation/unsafe situation</li> <li>● Yelling "no" to staff/verbal outbursts</li> <li>● Screaming at staff/students</li> <li>● Leaving school grounds</li> </ul>
<p><b>Disrespect</b></p>	<p>Student has brief or intermittent disrespecting behaviors (verbal or physical)</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> <li>● Telling someone they are dumb</li> <li>● Pushing someone's work or materials aside</li> <li>● Cutting in line</li> <li>● Talking over/interrupting others</li> <li>● Yelling "No" to staff</li> <li>● Shouting rude words to others (you're stupid, I hate you, etc...)</li> </ul>	<p>Document as a <b><u>DISRESPECTFUL BEHAVIOR (minor)</u></b></p> <p>Student engages in brief or low-intensity disrespecting behaviors (verbal or physical)</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> <li>● <b>Sustained</b> level 1 behaviors (Not responding to Level 1 consequences and continuing disrespectful behaviors)</li> <li>● Higher intensity (time/duration/number of students impacted) than a level 1 behavior</li> </ul>	<p>Document as an <b><u>DISRESPECTFUL BEHAVIOR (major)</u></b></p> <p>Student purposefully talks back and/or delivers sustained socially rude interactions. There is purposeful intent to disrespect and a high-intensity of disrespectful behaviors.</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> <li>● <b>Sustained</b> level 2 behaviors without response to correction</li> <li>● Higher intensity (time/duration/number of students impacted) than a level 2 behavior</li> </ul>

Behavior	Level 1	Level 2 (Minor)	Level 3 (Major)
<p><b>Disruption</b></p>	<p>Student's behavior disrupts mostly his own learning and/or the learning of others.</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> <li>• Walking around room</li> <li>• Sharpening pencils</li> <li>• Constantly interrupting when others are listening to instruction</li> <li>• Talking over the teacher during instruction.</li> </ul>	<p><b>Document as a <u>DISRUPTION</u> (minor)</b></p> <p>Student intentionally engages in low-intensity, but inappropriate disruption of learning.</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> <li>• <b>Sustained</b> level 1 behaviors and/or not responding to Level 1 consequences</li> <li>• Higher intensity (time/duration/number of students impacted) than a level 1 behavior</li> </ul>	<p><b>Document as a <u>DISRUPTION</u> (major)</b></p> <p>Student engages in behavior that intentionally causes a sustained interruption to a class or activity.</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> <li>• Standing/jumping on chairs/furniture</li> <li>• <b>Sustained</b> loud talk, yelling or screaming, noise with materials, horseplay or rough housing,</li> <li>• <b>Sustained</b> out of seat behavior, etc..</li> <li>• Getting another adult involved to support with a student's disruption</li> </ul>
<p><b>Lack of Self-Control</b></p>	<p>Student is goofing around. Play that doesn't stop when directed.</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> <li>• Poking someone</li> <li>• Jumping out to surprise someone</li> <li>• Playing during instruction/work</li> <li>• Playfully taking others' materials</li> </ul>	<p><b>Document as a <u>Lack of Self-Control</u> (minor)</b></p> <p>Intensity of goofing around increases in time/duration/number of students involved.</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> <li>• <b>Sustained</b> level 1 behaviors and/or not responding to level 1 consequences</li> <li>• Tapping on desk/feet loudly for extended time (in spite of being given redirection and requests to stop)</li> <li>• Banging desks open and shut</li> <li>• Social pressure to participate in unsafe acts</li> </ul>	<p><b>Document as a <u>Lack of Self-Control</u> (major)</b></p> <p>Student engages in behavior that causes an interruption to a class or activity. Disruption includes</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> <li>• Standing/jumping on chairs/furniture</li> <li>• <b>Sustained</b> loud talk, yelling or screaming, noise with materials, horseplay or rough housing,</li> <li>• <b>Sustained</b> out of seat behavior, etc..</li> </ul> <p><i>***Use teacher discretion when choosing Skyward behavior between self-control and disruption. Think about intent or purpose of behavior.</i></p>

Behavior	Level 1	Level 2 (Minor)	Level 3 (Major)
<b>Aggressive Behaviors</b>	<p>Disregard for others' personal space.</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> <li>● Poking someone</li> <li>● Bumping into someone</li> <li>● Lightly touching others</li> <li>● Accidentally bumping into others</li> </ul>	<p><b>Document as a <u>PHYSICAL AGGRESSION</u> (minor)</b></p> <p>Intensity of aggressive behavior increases in time/duration/number of students involved.</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> <li>● <b>Sustained</b> level 1 behaviors and/or not responding to level 1 consequences</li> <li>● "Pre-fight" aggressive posturing</li> <li>● Intentionally "bumping into" someone</li> <li>● Verbal or physical intimidation</li> </ul>	<p><b>Document as an <u>PHYSICAL AGGRESSION</u> (major)</b></p> <p>Student engages in actions involving serious physical contact where injury may occur.</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> <li>● Hitting/punching</li> <li>● Kicking</li> <li>● Hair Pulling/scratching</li> <li>● Hitting with an object</li> <li>● Retaliation</li> <li>● Encouraging others to fight/harm others</li> </ul>

**Distracting Behavior:** Teacher handled

**Disruptive Behavior:** Maybe call for help

**Dangerous Behavior:** Call for help

This behavior/discipline matrix does not include all behaviors listed in Skyward. Use your discretion when choosing other behaviors.

# Proactive Strategies

- Develop a positive relationship with students and families
- Structure environment to maximize learning
- Teach classroom expectations to fluency (including behavioral examples)
- Consistently prompt/pre-correct behavior
- Provide high rates of specific, positive feedback (5:1)

## Possible Consequences

Level 1	Level 2 (Minor)	Level 3 (Major)
<p style="text-align: center;"><b>Documentation Not Required</b></p> <ul style="list-style-type: none"> <li>• Remind, redirect, reteach</li> <li>• Provide corrective feedback (consistent, brief, respectful)</li> <li>• Natural consequence</li> <li>• Conference with student, determine motivation for action</li> <li>• Model wanted behaviors</li> <li>• Non-verbal cue</li> <li>• First-then statement</li> <li>• Overcorrection</li> <li>• Proximity</li> <li>• Restitution/Apology</li> <li>• Verbal warning</li> <li>• Two positive choices</li> <li>• Use of calming corner to regulate</li> <li>• “Errand” for student (deliver something to office or another class)</li> <li>• Ignore/acknowledge appropriate behavior</li> </ul>	<p style="text-align: center;"><b>Document in Skyward Parent Contact - teacher discretion (note, email, phone)</b></p> <ul style="list-style-type: none"> <li>• <b>Any Level 1 consequence</b></li> <li>• Reflect on what skills the student might need</li> <li>• Natural consequence</li> <li>• Reteach, practice with the student, then have the student practice</li> <li>• Use higher rates of prompting for the skill (fade as the skill is able to be demonstrated)</li> <li>• Provide higher rates of specific, positive feedback around the skill (fade as the skill is able to be demonstrated)</li> <li>• Removal from area/situation</li> <li>• <a href="#">Consider the function of the behavior</a></li> <li>• Reflect on environmental adaptations to prevent challenging behaviors</li> <li>• <a href="#">Restorative conversation/circle</a></li> <li>• <a href="#">Think Sheet</a></li> </ul>	<p style="text-align: center;"><b>Document in Skyward Parent Contact by Admin - mandatory (note, email, phone)</b></p> <ul style="list-style-type: none"> <li>• <b>Any Level 1 or 2 Consequence</b></li> <li>• <a href="#">Administration/parent/student/teacher conference</a></li> <li>• Contact law enforcement</li> <li>• In/Out of School suspension</li> <li>• <a href="#">Behavior/Restorative Contract</a></li> <li>• Schedule change</li> <li>• School/community service</li> <li>• <a href="#">Think Sheet</a></li> <li>• <a href="#">Possible Check In/Check Out</a></li> <li>• <a href="#">Safety Plan</a></li> </ul> <p>Principal makes contact with classroom teacher regarding the situation.</p>

# Tier 1 Interventions Completed in the Classroom

\*\*Please go to PBISWorld.com to click on interventions for additional information. These are interventions you can include in your initial 6-week data collection.

\*\*Just a reminder: Interventions such as 1:1 time spent with Administrator, School Counselor, and School Psychologist do not count towards an evaluation for special education as they are not interventions completed in the classroom environment. This is according to the WI DPI.

<p><b><u>Breaks</u></b></p> <ul style="list-style-type: none"> <li>• <a href="#">Break, moving position in class</a></li> <li>• <a href="#">Have student take frequent breaks or activity</a></li> <li>• <a href="#">Send student on errand</a></li> <li>• <a href="#">Snack break</a></li> <li>• <a href="#">Take a break</a></li> </ul>	<p><b><u>Praise (5:1 positives!)</u></b></p> <ul style="list-style-type: none"> <li>• <a href="#">Acknowledging positive behavior</a></li> <li>• <a href="#">Praise student frequently</a></li> <li>• <a href="#">Praise when cooperative and well behaved</a></li> <li>• <a href="#">Praise when good attitude and involvement occur</a></li> <li>• <a href="#">Praise when on task</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Clear and concise directions</a></li> <li>• <a href="#">Color coded folders</a></li> <li>• <a href="#">Count to 10</a></li> <li>• <a href="#">Daily planner</a></li> <li>• <a href="#">Deep breathing</a></li> <li>• <a href="#">Draw a picture or write in a journal</a></li> <li>• <a href="#">Encourage interaction with a more self confident student</a></li> <li>• <a href="#">Engage student</a></li> <li>• <a href="#">Explain assignment</a></li> <li>• <a href="#">Explain directions</a></li> <li>• <a href="#">Frequent eye contact</a></li> <li>• <a href="#">Frequent home contact</a></li> <li>• <a href="#">Give choices</a></li> <li>• <a href="#">Have student repeat directions back</a></li> <li>• <a href="#">Headphones</a></li> <li>• <a href="#">Helping students with homework</a></li> <li>• <a href="#">Help student start assignment</a></li> <li>• <a href="#">Ignore</a></li> <li>• <a href="#">Individual work space</a></li> <li>• <a href="#">Listen to music</a></li> <li>• <a href="#">Model appropriate language</a></li> <li>• <a href="#">More structured routine</a></li> <li>• <a href="#">Move to new location in the classroom</a></li> <li>• <a href="#">Non verbal cues</a></li> <li>• <a href="#">Organize materials daily</a></li> <li>• <a href="#">Pause before giving a direction</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Provide a container for the student's belongings</a></li> <li>• <a href="#">Proximity to students</a></li> <li>• <a href="#">Reassurance</a></li> <li>• <a href="#">Redirection</a></li> <li>• <a href="#">Reduce assignment</a></li> <li>• <a href="#">Reflective listening</a></li> <li>• <a href="#">Review PBIS expectations and rules</a></li> <li>• <a href="#">Speak in a calm and neutral tone</a></li> <li>• <a href="#">Speak with student in hallway</a></li> <li>• <a href="#">Stand while working</a></li> <li>• <a href="#">Start commands</a></li> <li>• <a href="#">Stop, walk, talk</a></li> <li>• <a href="#">Stress ball or fidget</a></li> <li>• <a href="#">Talk one on one with student</a></li> <li>• <a href="#">Talk ticket</a></li> <li>• <a href="#">Talk to parent</a></li> <li>• <a href="#">Teach conflict resolution skills</a></li> <li>• <a href="#">Teaching coping skills</a></li> <li>• <a href="#">Teach organization skills</a></li> <li>• <a href="#">Teach relationship skills</a></li> <li>• <a href="#">Teach relaxation skills</a></li> <li>• <a href="#">Teach social skills</a></li> <li>• <a href="#">Teach substitute words</a></li> <li>• <a href="#">Touch base with student</a></li> <li>• <a href="#">Touch student on shoulder</a></li> <li>• <a href="#">Turn desk around</a></li> <li>• <a href="#">Use calm neutral tone</a></li> <li>• <a href="#">Use seating disk</a></li> <li>• <a href="#">Use timer</a></li> <li>• <a href="#">Visual schedule</a></li> </ul>
<p><b><u>Consequences</u></b></p> <ul style="list-style-type: none"> <li>• <a href="#">Avoid power struggles</a></li> <li>• <a href="#">Call parent or note home</a></li> <li>• <a href="#">Clear, consistent, and predictable consequences</a></li> <li>• <a href="#">Do unfinished work during recess or unstructured time</a></li> <li>• <a href="#">Have students say a nice thing to the student they called a name</a></li> <li>• <a href="#">Logical consequence</a></li> <li>• <a href="#">Natural consequences</a></li> <li>• <a href="#">Office referral</a></li> <li>• <a href="#">Reflection sheet</a></li> <li>• <a href="#">Remove from room</a></li> <li>• <a href="#">Speak in calm and neutral tone</a></li> <li>• <a href="#">Take away privileges</a></li> <li>• <a href="#">Take away unstructured or free time</a></li> </ul>	<p><b><u>Rewards</u></b></p> <ul style="list-style-type: none"> <li>• <a href="#">Rewards, Simple Reward Systems &amp; Incentives</a></li> <li>• <a href="#">Call parent or positive note home</a></li> <li>• <a href="#">Incentive Ticket</a></li> </ul>		