A2: Strengthening Your School's Response to Problem Behavior

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Agenda and Objectives

Agenda:
- Introductions
- Behavioral Response System Features within a 3-Tiered RtI/PBIS Framework

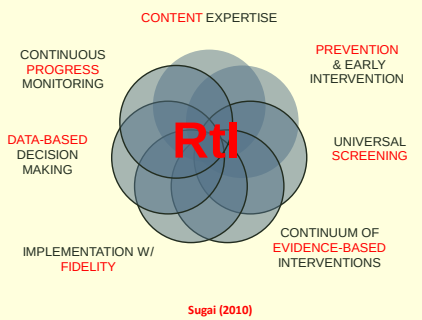
- **Objective:**
  - Learn the essential features of an effective school-wide response system within an RtI/PBIS framework.

Responsiveness to Intervention (RtI)
Batsche et al. (2006)

"RtI is an operational framework for:

a) Ensuring high-quality instruction with interventions matched to student need
b) Applying frequent progress monitoring
c) Using child response data to guide important educational decisions."

Components of Responsiveness to Intervention (RtI) Framework



Sugai (2010)

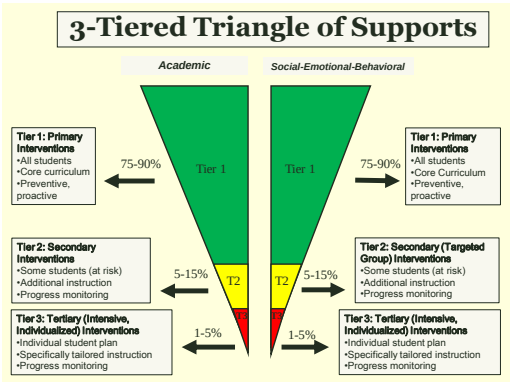
Three-Tiered Model:

Generally speaking, there are three types of students in schools with regard to support needs:

1. Students who experience success every day supported exclusively by universal systems and practices.
2. Students who are at-risk for disengagement or failure who need added support to build skills.
3. Students who need comprehensive or intensive individualized support in order to make progress.

Since there are Multiple Tiers of Need…

Effective Schools Need a Multi-Tiered Approach


3-Tiered Triangle of Supports
Academic
Social-Emotional-Behavioral
Tier 1: Primary Interventions
•All students
•Core curriculum
•Preventive, proactive
75-90%
Tier 1
Tier 1
75-90%
Tier 1: Primary Interventions
•All students
•Core Curriculum
•Preventive, proactive
Tier 2: Secondary Interventions
•Some students (at risk)
•Additional instruction
•Progress monitoring
5-15%
T2
T2
5-15%
Tier 2: Secondary (Targeted Group) Interventions
•Some students (at risk)
•Additional instruction
•Progress monitoring
Tier 3: Tertiary (Intensive, Individualized) Interventions
•Individual student plan
•Specifically tailored instruction
•Progress monitoring
1-5%
T3
T3
1-5%
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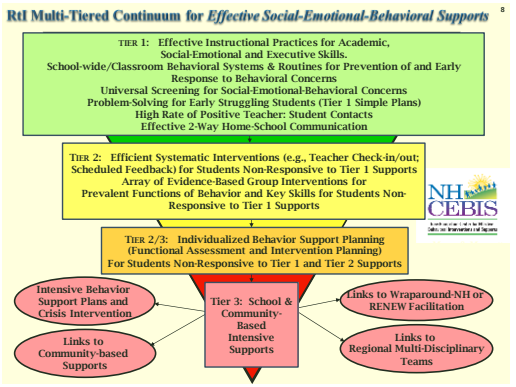
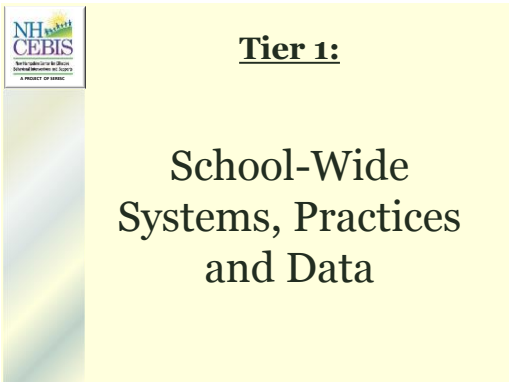
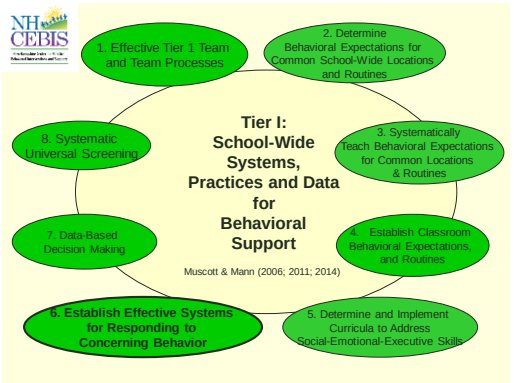

RtI Multi-Tiered Continuum for Effective Social-Emotional-Behavioral Supports
TIER 1: Effective Instructional Practices for Academic, Social-Emotional and Executive Skills.
School-wide/Classroom Behavioral Systems & Routines for Prevention of and Early Response to Behavioral Concerns
Universal Screening for Social-Emotional-Behavioral Concerns
Problem-Solving for Early Struggling Students (Tier 1 Simple Plans)
High Rate of Positive Teacher: Student Contacts
Effective 2-Way Home-School Communication
TIER 2: Efficient Systematic Interventions (e.g., Teacher Check-in/out; Scheduled Feedback) for Students Non-Responsive to Tier 1 Supports
Array of Evidence-Based Group Interventions for Prevalent Functions of Behavior and Key Skills for Students Non-Responsive to Tier 1 Supports
TIER 2/3: Individualized Behavior Support Planning (Functional Assessment and Intervention Planning) For Students Non-Responsive to Tier 1 and Tier 2 Supports
Intensive Behavior Support Plans and Crisis Intervention
Links to Community-based Supports
Tier 3: School & Community-Based Intensive Supports
Links to Wraparound-NH or RENEW Facilitation
Links to Regional Multi-Disciplinary Teams
NH CEBIS


NH CEBIS
Tier 1:
School-Wide Systems, Practices and Data



Preventing Behavioral Concerns:
Tier 1 Prevention Features:

1. Common Behavioral Expectations
2. Common Behavioral Routines
3. Strategic Teaching of Behavioral Routines in Classroom and Non-Classroom Settings
4. Assessment of Fidelity of Implementation and Effectiveness of Strategies

Response to Behavioral Concerns:
Response System Features:

1. Common Behavioral Definitions: Major and Minor.
2. Common School-wide Process for Responding to Concerning Behaviors.
3. Classroom Behavioral Prevention & Response systems.
4. Efficient Office Referral Form.
5. Consistent Office (Behavioral Support) Response Process.
6. Commitment to:
   1. accurate data gathering
   2. summarizing and reviewing data
   3. using data for decision making

Defining Concerning Behaviors

Define important concerning behaviors in 2 categories:

1. Major (Office-Managed)
2. Minor (Staff-Managed)

Review of Draft Behavior Definitions

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Minor Inappropriate language	Low intensity inappropriate verbal language not directed toward an individual or group that does not interfere with the class, and that stops upon adult request (e.g. "This sucks, it's so boring," said softly).	**Major Abusive language**	Verbal or written messages or gestures overtly directed toward someone (e.g., swearing, name calling and defaming language, drawings). OR Minor inappropriate verbal language not directed toward an individual that does not stop after adult requests and at least 2 additional classroom response strategies

Review of Draft Behavior Definitions

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Minor Physical contact	Inappropriate contact such as kissing, hugging, or physical behaviors that potentially cause minor harm or non-serious injury (e.g., horseplay; tagging too hard) that continue despite a reminder.	**Major Fighting / Physical Aggression**	Actions involving serious physical contact where injury may occur, such as hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc. OR Minor Physical Contact that does not subside despite 2+ response strategies.

Behavior Definitions

Behavior	Minor	Major
Physical Aggression/Fighting	An incident of low intensity physical contact with another person that does not result in injury to self or others (no visible injury.)	Any high intensity physical contact with another person that is delivered with intent to harm that may or may not leave marks. Any physical behavior or activity that results in injury to self or others.
Disruption	Repeated behavior that causes interruption in a class activity or direct group instruction that makes it difficult for the teacher to teach or students to learn.	Repeated or sustained minor disruption after teacher's use of prevention and at least 2 classroom response strategies. Single incident of purposeful high intensity disruption that makes it impossible for teacher to teach or students to learn.
Property Damage/Vandalism	Causing harm to materials/items that can be repaired. Causing damage to low value items (pencil). Repeatedly not using materials/items for their intended use.	1 incident of intentionally causing damage to high value classroom materials/items or items of personal value. Repeatedly causing damage to low value items.

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Common Problem Behavior Labels

- Defiance
- Disrespect
- Non-compliance
- Disruption
- Dress Code Violation
- Inappropriate Language
- Physical Contact
- Physical Aggression
- Property Misuse
- Tardy
- Technology Violation
- Abusive Language
- Profanity
- Bomb Threat
- False Alarm
- Insubordination
- Fighting

- Gang Affiliation Display
- Harassment/ Bullying
- Inappropriate Display of Affection
- Inappropriate Location/ Out of Bounds/ Out of Area
- Lying/ Cheating
- Property Damage/ Vandalism
- Skip Class
- Truancy
- Technology violation
- Use/ Possession of Alcohol
- Use/Possession of Drugs
- Use/Possession of Tobacco
- Use/ Possession of Weapons

Behavior Definitions

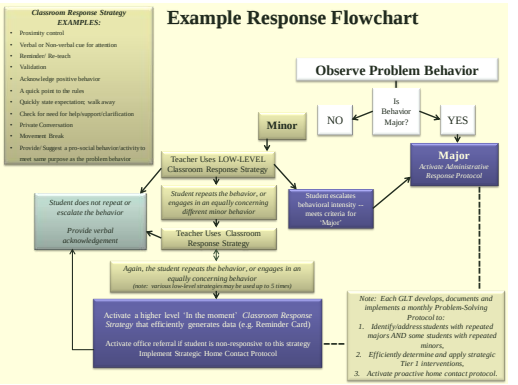
- Who: Team
- What:
  1. Review behavior labels.
  2. Identify three commonly occurring behaviors that it is important for staff to respond to in a common and consistent way.
  3. Are there specific behaviors or specific contexts for which a common response is less important (teacher discretion as opposed to standard practice).
- Timeframe: 5 minutes

Responding to behavioral concerns:

1. *Teacher* response process

Prevention:

- Prevention:
  - Teach classroom routines and behavioral expectations:
  - Be glad to see the students
  - Active Supervision
    - Move
    - Scan
    - Interact (positive contacts 4:1)
  - Provide Pre-corrections
  - Provide Scheduled Check-ins (with some students)
  - AM Meetings



Gecko Excellence Reminder Card

Be RESPECTFUL, RESPONSIBLE and SAFE at Grinnell Elementary School

Gecko Excellence Classroom Reminder Card

Name:_____ Date:_____ Time:_____ Subject/Teacher:_____

This is a kind reminder to get back to work.

❖ **If you get back to work --- YAY!!!! I'll check with you in a little while to ask if everything is OK.**

❖ **Try something from the *Quick Strategy List*.**

❖ **If behavior is still not Respectful, Responsible or Safe, these things will happen:**

1. I'll ask you to go to the office to talk to someone about what is happening.
2. I'll contact your parent or guardian to check in.
3. I'll check with you later today or tomorrow to ask if everything is OK.

Thank you!

Student got back on-track _____
Student did not get back on-track _____

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Big Ideas for Responding to Minor Behavioral Concerns

- Be aware of your own thoughts and feelings.
  - Be aware of your own '*temperature*'.
  - Be a thermostat (balance the 'heat' in the room)
  - Be a see-saw.
  - Develop self-talk strategies:
    - Q-TIP (Quit Taking it Personally)
    - *CRQQ* (Calm, Respectful, Quick, Quiet;)

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Big Ideas for Responding to Minor Behavioral Concerns

- Handle minor rule violations or behavioral concerns quickly, quietly, neutrally, calmly, and with positive follow-up.
  - Resolve privately when possible.
  - Be respectful, non-critical, non-argumentative, non-judgmental.
  - Focus on behavior, not student's character.
  - Avoid scolding and reprimand.
  - Avoid finger-pointing.
  - Avoid student humiliation (even though this can sometimes get a student to stop).

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Early Responses to Concerning Behavior

- Self-Talk
- Proximity Control
- Signal for Attention
  - Verbal or non-verbal; Practiced
- Prompt use of taught 'quick strategies':
  - Prompt an Engine Check
  - Prompt a Calming Breathe
  - Prompt Frustration Journal (writing or drawing)
  - Prompt Positive Thinking list
- The 4 Rs
  - Reminder
  - Redirection
  - Re-teaching
  - Strengthen Relationship
- Validation

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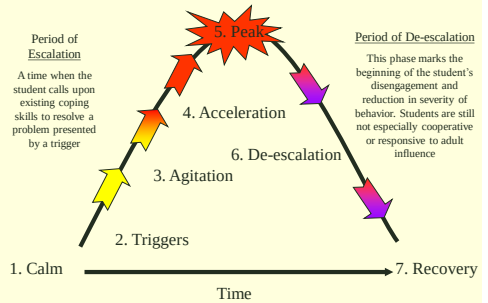
Escalation Paradigm: The Acting-Out Behavior Process



Sources: Colvin (1992); Walker, Colvin, & Ramsey (1995)

Differences in Psychological Worlds: A Student in Stress and a Helpful Adult

	Student in Stress:	Helpful Adult:
Perceptions	Concrete One-dimensional Sees Only One Perspective	Diverse Able to Consider Multiple Perspectives
Thoughts	Negative Thinking Stuck (Options Limited) Fight, Flight or Freeze Irrational/ Illogical	Logical Cognizant of Options Positive Self-Talk How Do I Validate the Child's Experience?
Feelings	Flooded Volatile Defensive; Self-Protective	Accepts & in Control of Feelings Calm
Behaviors	Aggressive; Passive-Aggressive; Passive-Resistant	Models Self-Control Responds to Student Needs Rather than Behavior

An RtI Basic:

ALWAYS consider desired *outcomes* in advance of developing or implementing a strategy

Discussion: Goals of Responding to Minor Behavior Concerns

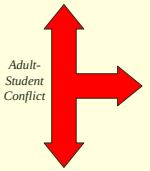
- Who: Team or with Neighbors
- What: What do you hope to achieve (what are your goals or outcomes) when responding to a behavioral concern?
- Timeframe: 5 minutes

Possible Goals of Responding to Behavioral Infractions

1. To teach students which behavioral concerns will be noticed and reacted to consistently in a school context.
2. To increase the likelihood that the behavior will stop (or de-escalate).
3. To increase the likelihood that the behavior will not happen next time in a similar context.
4. To increase likelihood that pro-social behavior and positive engagement will occur next time in a similar context (i.e., next time).
5. To teach students a 'correct' pro-social behavior that would replace the concerning behavior.
6. To improve rather than damage teacher:student relationship.

Life Space Crisis Intervention
Three Possible Outcomes of a Conflict

Adult- Child Relationship Improved



Adult- Child Relationship Unchanged

Adult- Child Relationship Damaged

Response System Outcomes in an RtI Model

1. All staff commit to implementing agreed to common responses to specific concerning behaviors.
2. Response strategies are thoughtfully selected because they are more likely to work.
3. Strategies are assessed for:
   - Fidelity of implementation
   - Effectiveness
4. Effective strategies continue; ineffective strategies are eliminated.
5. Students for whom generally effective strategies do not work are considered for different strategies.

Response Outcomes Activity

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- Who: Teams or Individuals
- What:
  1. List common response strategies used at your school (strategies you or others use whether effective or not).
  2. In your opinion, which response strategies offer the best likelihood of effectiveness (i.e., effective to achieving your school's response outcomes)?
- Timeframe: 5 minutes

Office Referral Form

1. ODR Form
2. Using Behavioral Data for Decision-Making

Office Referral Form

- An ***efficient*** Office Referral form is completed at the time of office referral (major) to:
  - Provide practical information that an administrator needs for working effectively and efficiently with the referred student.
  - Provide data that can be easily entered into a behavior information system that summarizes school-wide and student data.
- An ***effective*** form provides the types of data that are important for making sound educational decisions.

Components of a SWIS-Compatible Office Referral Form

- Date
- Time of the Incident
- Location of the Incident
- Teacher's Name/Name of Referring Staff
- Student's Name
- Problem Behavior
- Possible Motivation for the Behavior
- Others Involved
- Administrative Decision
- Other Comments

Sample – Data Collection Form

Student Name:_____Grade: ___
Date: _____ Time: _____

Teacher:_____
Referring Staff: _____

Behavior Location:
__ Classroom
__ Hallway
__ Library
__ Bathroom
__ Field Trip
__ Bus
__ Other_____

Others involved: __ None __Peers __ Staff __Other __ Unknown

Behavior	Motivation	Consequence
__ Abusive language	__ Obtain peer attention	__ Time in office
__ Defiance/Disrespect	__ Obtain adult attention	__ Redirection
__ Disruption	__ Obtain items/activities	__ Ignore/ None
__ Fighting/Physical Aggr	__ Avoid peers	__ Loss of privileges
__ Harassment/Teasing	__ Avoid adult	__ Conference with student
__ Lying/Cheating	__ Avoid task/activity	__ Detention
__ Property Damage _	__ Don't know	__ Parent Contact
__Skip class/Truancy	__ Other	__ In-School Suspension
		__ Individualized Instruction
		__ Out of School Suspension
		__ Expulsion

Grinnell ES Office Referral Form

Name: _____ Date: _____Time: _____
Referring Staff: _____

Location:
☐ Classroom ☐ Recess ☐ Library
☐ Music ☐ Art ☐ Cafeteria
☐ PE/Gym ☐ Computers ☐ Bathroom
☐ Hallway ☐ Bus ☐ Other:

Others Involved:
☐ None
☐ Peers
☐ Staff
☐ Unknown
Names:

Concerning Behavior	Possible Motivation	Teacher Interventions
☐ Inappropriate/ Abusive Language	☐ Obtain Peer Attention	☐ Validation
☐ Physical Aggression	☐ Obtain Adult Attention	☐ Positive Behavior Reminder
☐ Defiance/ Refusal to Comply	☐ Obtain Object	☐ Student Conversation
☐ Disrespect	☐ Avoid Task/ Activity	☐ Movement Break
☐ Disruption	☐ Avoid Adults	☐ Prompt for 'Quick Strategy' from 'Strategy List'
☐ Property Damage	☐ Avoid Peers	☐ Check for Help Needed
☐ Theft/ Forgery	☐ Other	☐ Reminder Card
☐ Other	☐ Unknown	☐ Other

Administrative Response and Follow-up:

☐ Admin Conference w/ Student
☐ Time in Office
☐ Loss of Privileges
☐ Admin call Home to Inform of Concern (Promote Home-School Partnership)
☐ Teacher-Student Problem-Solving
☐ Parent Conference for Problem-Solving
☐ Counselor Conference
☐ Teacher-Admin Conference
☐ Nomination to Support Team
☐ In-School Suspension
☐ Out of School Suspension
☐ Grade Level Team Referral
☐ Behavior Support Plan Referral
☐ Bus Suspension
☐ Restitution
☐ Other_____

Recording and Reporting Behavioral Data

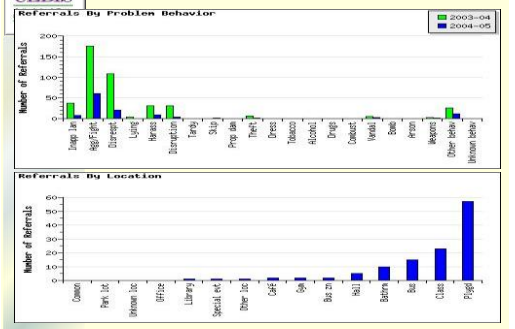
Establish protocols for:

1. How data are recorded.
2. When data are recorded.
3. What data are recorded.
4. How and when behavioral data will be:
   - Summarized
   - Reviewed (when and by)
   - Presented (when and to)
5. How data-informed decisions will be made.

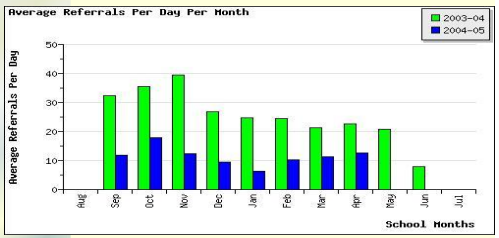
SWIS – Data System for PBIS

- Maintained by University of Oregon
- Web Site Based – www.swis.org
- Allows easy Student Data Input
- Creates Data Charts/Analysis
- Assists Team in Discussing Data with Staff
- Small yearly investment ($300.00)
- $100 more for Check In Check Out
- $100 more for ISIS (Individual Student Information System)

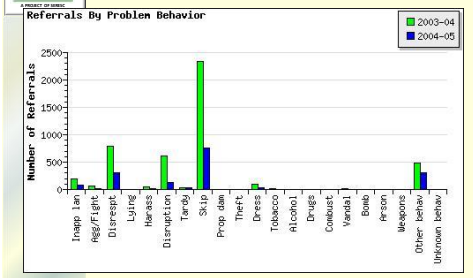
NH Elementary School



NH High School

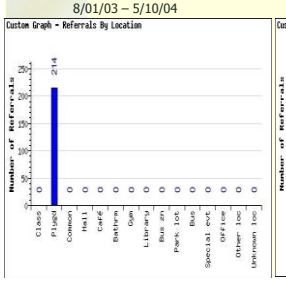


NH High School (472 Students)

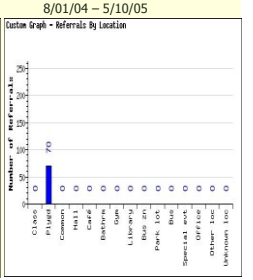


Aggression on Playground – ES

8/01/03 – 5/10/04



8/01/04 – 5/10/05



Office Referral Protocol

Big idea:
Establish a process for office referral for a classroom disciplinary concern

Features:
1. Teacher alert to the office of a student issue.
2. Protocol for paperwork to be completed (e.g., referral form; timing).
3. Arrival to office protocol (what happens at arrival).
4. Behavioral processing protocol (administrator processing with student).
5. Communication to parent(s) and teacher(s).
6. Return to class (or school) protocol.

Alert Example:

- At point of 'major' (i.e., the point at which a behavior requires referral to the office), the teacher alerts the office by intercom:

1. Teacher alert to office for typical referral: "Sending Johnny for an 'Office Talk': He should arrive in 1 minute".
2. For urgent/emergency support : "I need assistance in room ____".

Data Completion Protocol Example:

1. Teacher completes office referral form within 10 minutes.
   - Provide discipline data form to office with student (if completed immediately) or with messenger within 10 minutes (note: electronic submission may be possible).

2. Implement differentiated (individualized) process for students with individualized behavioral support needs.

Arrival to Office Protocol Example:

1. A non-public space is ready for student upon arrival (w/ contingent private areas for multiple students). Students know where to go or are directed/guided to the correct place.

2. The behavioral expectations for waiting are posted in waiting area for students to see:

Arrival to Office: While Waiting EXAMPLE:

Posted:
While waiting for an 'Office Talk':

1. Take a deep breath; relax.
2. Please sit silently.
3. Mr.____ or Ms. ____ will be with you soon (within 10 minutes).
4. While you wait, you may complete a *'ThinkSheet'* or a '*Student Perspective Sheet'* (these will help provide Mr.____ or Mrs.____ with your point of view).
5. If you are feeling angry, agitated, worried or uncomfortable, you can try a 'Deal with Stress' suggestion (see 'Deal with Stress' sheet).

Incident Information : Student Perspective (for classroom misbehavior)

From Your Perspective:
Why were you sent to the office?
___I don't know why I was sent here
___I disrupted the class
___I was disrespectful to the teacher or to students
___I refused to do my work
___I had a conflict with a peer
___My teacher was unreasonable, unfair, or wouldn't listen to me
___Other
Is this a one time problem or is this a repeated problem?
___Just this once, it won't happen again
___I have a lot of problems in this class
___I have a lot of problems with this teacher
___I have lot of problems with this peer
Is there something your teacher needs to know about you that he/she doesn't know?
___I hate the subject (math, science, LA, etc. ...)
___I often don't understand what the teacher is trying to teach me
___I have a lot of trouble doing the homework or the classwork
___There is something that is really bothering me (could be a school thing or a home thing or a peer/social thing)
___Other:_____
Problem solving:
Think about how you can solve the problem with your teacher or with your peer(s).
If you want to write a problem-solving solution, you can write it here and on the back of this form:

Mann, 2014

STRESS TEST (*'Think About It'* Worksheet)

Date:_____Student Name:_____ Time of Day:_____

☐ **"I HAVE EXTRA WORRIES, SADNESS, OR STRESS TODAY."**
Think about it: What is worrying me? What is making me feel stressed or bummed out? How can I deal with this so it doesn't mess up my day?

☐ **"I'M ANGRY OR FRUSTRATED ABOUT SOMETHING (OR ANGRY AT SOMEONE)."**
Think about it: What am I angry or frustrated about? Who am I angry with? How can I avoid taking out my anger where it doesn't belong? How can I deal with it so that I don't make things worse for myself?

☐ **"DOING SCHOOL WORK IS FRUSTRATING."** ☐ I DON'T UNDERSTAND WHAT I AM SUPPOSED TO DO ☐ MY HOMEWORK WASN'T DONE ☐ IT'S TOO BORING ☐ I'M FALLING BEHIND IN MY WORK
Think about it: How can I deal with this without getting myself into goal-defeating behavior like giving up?

☐ **"I AM NOT GETTING MY BASIC NEEDS MET":** ☐ I DIDN'T GET ENOUGH SLEEP LAST NIGHT (LATELY) ☐ I DIDN'T EAT BREAKFAST ☐ I AM NOT FEELING SAFE
Think about it: Who can I talk to about this?

☐ **"MY ENERGY LEVEL IS:** ☐ TOO HIGH ☐ TOO LOW."
Think about it: I need to slow myself down or get myself energized for school so that I avoid goal-defeating behavior

☐ **"I AM DOING NEGATIVE THINKING OR NEGATIVE SELF-TALK":** ☐ DWELLING ☐ MIND READING ☐ DISCOUNTING THE POSITIVE ☐ AWFULIZING – MAKING A MOUNTAIN OUT OF A MOLEHILL
Think about it: Think about something positive. Look at my Positive Thinking Journal for ideas.

☐ **"I CARRIED SOMETHING IN TODAY FROM HOME OR MY PERSONAL LIFE"**
Think about it: I need to deal with what is going on so that I don't take my frustrations out on others or give up on my school work.

☐ **"I HAVE UNFINISHED BUSINESS I NEED TO TAKE CARE OF AND GET OFF MY MIND"**
Think about it: I need to make a plan to get caught up on my work, or make the call I've been putting off, or get that present for my mother, or…

☐ **"I DON'T THINK THERE IS ANYTHING GOING ON RIGHT NOW THAT SHOULD KEEP ME FROM DOING MY WORK"**
Think about it: Maybe I just need a quick break or a deep breath to get myself back on track

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Managing Stress for School Success

Deal with It…Address the Stress!

Mann (2011)

Stress Awareness:

- ❑ Name your feelings
- ❑ Name your stressors
- ❑ Identify your negative self-talk or negative thinking

Stress Reduction & Stress Management Strategies:

- ❑ Take two or three deep Calming (Belly) Breaths
- ❑ Try a visual imagery relaxation strategy
- ❑ Draw a Zen-Tangle
- ❑ Take a brief exercise or movement break (safe, but physical)
- ❑ Use positive self-talk or positive thinking
- ❑ Look at your positive thinking journal
- ❑ Read something positive, inspirational, or funny
- ❑ Write about your stress and feelings
- ❑ Draw about your stress and feelings
- ❑ Talk about your stress and feelings to a trusted person (friend, teacher, counselor, parent)
- ❑ Plan to resolve or deal with the person you are frustrated with, angry with, or concerned about
- ❑ Make a plan:
  - ❑ Take care of unfinished business (handle the issue that is on your mind)
  - ❑ Set an achievable goal and make a step by step plan to achieve it
  - ❑ Make an organizational plan to get caught up on your work

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Processing Protocol

Have a clear behavioral processing strategy that multiple adults are trained in so that students are not waiting for long periods of time.

- Consider using a time-tested interview process such as Life Space Crisis Intervention or Reality Therapy Interview.
- Have contingency processing plans for high-emotion or complex incidents.
  - If lengthy processing is needed for an incident, determine who might be available to help (either to process the incident, or to cover other situations that arise).

Maximum wait time

- Determine the maximum time a student should wait for an 'Office Talk'.
- Develop contingency plans for when administrators are going to be unavailable within the expected timeframe.
- Train other staff to handle a basic 'Office Talk'.

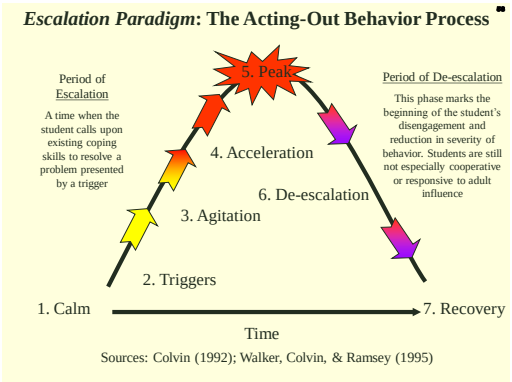
Quick Assessment of Emotional Needs

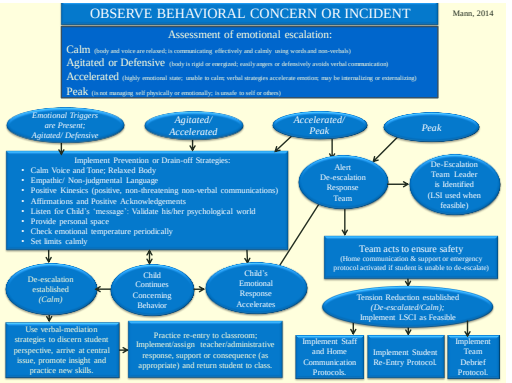
- The time needed to support a student's emotional needs following a major behavioral event will vary.
- A quick assessment provides an educated guess as to whether:
  - The student will be able to resolve with minimal intervention and be ready to return to class within 15 minutes, or
  - De-escalation and readiness to return will be time and/or staff intensive.
- Highly concerning mental health issues, or dangerous behavior, require a different response even if the student arrives to the support room/office looking ready to calmly discuss the behavioral event.

Quick Assessment of Emotional Needs

After arrival and initial drain-off strategies are used (< 5 minutes), assess emotional status:

1. Student is:
   - ❑ Calm (body and voice are relaxed; is communicating effectively using words)
   - ❑ Agitated or defensive (body is rigid or energized; easily angers or shuts-down verbal communication)
   - ❑ Accelerated (in a highly emotional state unable to calm)
   - ❑ Peak (may be unsafe to self or others; may require physical containment)
2. Apply intervention appropriate to level of emotional readiness to process information.





Develop Non-Responsiveness Criteria

- Determine frequency criteria for when students are non-responsive to the general teacher/administrative response process (e.g., 3 office referrals within 1 month).
- Consider an individualized/alternative discipline process.
- Determine next layer of support for students with frequent behavioral concerns:
  - Tier 1-PLUS interventions
  - Check-in/ Check-out system
  - Nomination for Tier 2 Group Intervention
  - Alternative discipline process

Communication to Staff and Parents

- Determine and implement protocol for effective communication to teachers and parents after process is completed.

Communication to Staff and Parents

Communication Form (to Teacher)

Mann, 2012, revised 7-2014

1. Behavior triggering referral:
   - ☐ Disruption
   - ☐ Inappropriate language
   - ☐ Non-Compliance
   - ☐ Physical Contact/Aggression
   - ☐ Disrespect
   - ☐ Other: _____
2. Student emotional level on arrival to office:
   - ☐ Calm (body and voice are relaxed; is communicating effectively using words)
   - ☐ Agitated or defensive (body is rigid or energized; easily angers or shuts-down verbal communication)
   - ☐ Accelerated (in a highly emotional state unable to calm)
   - ☐ Peak (may be unsafe to self or others; may require physical containment)
3. Student was able to:
   - ☐ Clearly describe his/her perspective of the incident that led to the referral.
   - ☐ Clearly describe his/her perspective of prior circumstances that may have led to the incident (i.e., provide a timeline of events that occurred prior to the incident).
   - ☐ Identify stress he/she was experiencing that may have led to the concerning behavior: _____.
   - ☐ Identify a positive way to make things better (fix the problem; resolve the conflict; manage the stress;, etc.): _____.
   - ☐ Show through positive behavior that he/she is Calm (per 'Calm' definition above) and ready to return to class.
   - ☐ Practice returning to class calmly with a plan to avoid repeating or escalating the concerning behavior.

If the above items in #3 were not achieved, briefly explain why student is returning to class:

4. An additional consequence (beyond being sent to the office) was assigned: _____

5. The plan to contact home (teacher, behavioral support, or administrator) is: _____.

Communication Form (to Parent)

Mann, 2012, revised 7-2014

_____needed some help in the office today during _____.

Date:_____

(Name)

The behavior we were concerned about was:

- ❑ Disruption
- ❑ Inappropriate language
- ❑ Non-Compliance/ Refusal
- ❑ Physical Contact or Aggression
- ❑ Emotional concern _____
- ❑ Other _____

When he/she arrived to the office, he/she was:

- ❑ Calm (body and voice are relaxed; is communicating effectively using words)
- ❑ Agitated or defensive (body is rigid or energized; easily angers or shuts-down verbal communication)
- ❑ Accelerated (in a highly emotional state unable to calm)
- ❑ At Emotional Peak (may be unsafe to self or others; may require physical containment)

_____was able to return to his regular schedule because he was able to:

(Name)

- ❑ Calmly describe what happened from his/her point of view.
- ❑ Provide a timeline of what occurred prior to the problem.
- ❑ Identify stress he/she is feeling that may have led to the behavior: _____
- ❑ Identify a positive way to make things better (fix the problem; resolve the conflict; deal with the stress, etc.): _____
- ❑ Show through positive behavior that he/she was Calm (per definition above) and ready to return to class.

_____was unable to return to class so we will meet tomorrow AM and try to solve the problem.

(Name)

Comment:

Due to the nature of the behavior an additional consequence was assigned as follows (if applicable):_____

We want to do all we can to support your child's education. Please contact _____ (name and contact information) if you want to talk about this incident or if you want to provide information that may help us to do our best for your child.

Concerns/ Need Assessment

Pittsfield, NH

Check a concern(s)/need(s) that apply to this student (no more than 3; no less than 1)	
CONCERN/ NEED	
Coping with stress/anxiety	
Coping with Anger/frustration	
Coping with sad feelings	
Distractibility	
Impulsivity	
Energy – need to 'rev' up	
Energy – need to slow down	
Organizational skills	
a. Study skills	
b. Time management	
c. Task completion	
d. Homework completion	
Adult attention needs	
Peer attention needs	
Social avoidance or withdrawal	
Making positive social contacts	
a. Peers	
b. Adults	
Sensory needs, such as movement	
Other:	
Unsure	

Q and A

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