Whitcomb Minor Problem Behavior Staff Handled Scenarios

This document is a compilation of exemplar staff feedback from our January 20, 2015, Professional Development Day.

1. Disrespect

Definition
Definition: Student engages in low intensity verbal, nonverbal or written socially rude behavior that is **directed at an adult** *and does not stop after a request or reminder from an adult.* Examples: Student rolls his/her eyes, sighs, or talks back.

Scenario:

At dismissal time, you remind students to be in their seats until their bus is called and one student sighs and rolls his eyes. You calmly and politely ask him/her to stop but he/she does not and then he/she says, "This dismissal procedure is so stupid and you're annoying me." What do you do?

Rs ~Request~Reminder~Redirect ~Reteach~Appeal to Relationships	Logical Consequence Something you do after misbehavior occurs that is designed to decrease the likelihood that it continues that ARE directly connected to the misbehavior.
• Yesterday you did so well following the dismissal procedure of being silent, still, and listening. I know you aren't a fan of the new way we dismiss, but you did it yesterday? What's different today? • I can tell you aren't a fan of the new dismissal procedure. Did you know with the new change in dismissal, you actually get on your bus faster? • I appreciate your help in making the dismissal go faster. Show me you can be silent, still, and listen. • I'm sorry you feel this way. I know you want to go home but we all need to be able to hear the buses called.	• Student is asked to make SSL posters, explaining why it is important at dismissal. • Student writes an apology letter to the teacher apologizing for being disrespectful. • Lunch conversation with teacher to repair relationship
Consequence Something you do after misbehavior occurs that is designed to decrease the likelihood that it continues that are not directly connected to the misbehavior)	**Problem Solving Approach** Use of a predetermined procedure for aligning problem behavior with school-wide expectations.
• Time out • Detention • Extra school work or homework unrelated to infraction	• Educational component involving a reflection sheet or reflective conversation with staff. When meeting with student, discuss how the behavior is aligned with school-wide expectations. Student is asked to reflect on what was annoying them and ways to respond appropriately if they're feeling the same way again.

2. Inappropriate Language

Definition
Definition: Student engages in rude, negative comments, including written messages or actions toward peers **excluding** profanity that *does not stop after a request or reminder from an adult.*   Example: Student says, "That's stupid, He's a jerk, etc." or l*aughs at one another's mistakes.*   OR   Student engages in profanity that is **NOT** directed at a peer or adult.   Example: Student says or writes, "Sh*t, This sucks or That's bullsh*t."

Scenario:
Students are working in groups on a math activity and one student says, "That's a stupid idea. Only you would think of something that lame." You calmly and politely remind him/her to use respectful language but he/she says it again. What do you do?

Rs ~Request~Reminder~Redirect ~Reteach~Appeal to Relationships	Logical Consequence Something you do after misbehavior occurs that is designed to decrease the likelihood that it continues that ARE directly connected to the misbehavior.
- I'm sorry you feel that way, but this is what is planned for today. - It sounds like you have a different idea about how to solve the problem. Why don't you share it with the group?	- If student made comment to a peer, ask them to apologize when they are ready. - Behavior Form/ Contract (Student-based) - If behaviors continue – involve parent/administration - Lunch with teacher to provide time to process student reaction.
Consequence Something you do after misbehavior occurs that is designed to decrease the likelihood that it continues that are not directly connected to the misbehavior)	**Problem Solving Approach** Use of a predetermined procedure for aligning problem behavior with school-wide expectations.
- Time out - Detention - Extra school work or homework unrelated to infraction	- Teach students how to respectfully disagree. - Discuss as a class strategies for sharing and hearing all ideas when working in a group.

3. Inappropriate Physical Contact

Definition
Definition: Two or more students engage in mutual (two way) low-intensity physical contact without intent to injure *and it does not stop after a request or reminder from an adult.* Example: Students engage in horseplay. OR Student engages in unwanted physical contact without intent to harm *that is not sexual in nature and it does not stop after a request or reminder from an adult.* Examples: Students bump in to each other in the hallway, poke a peer, pull at backpack, hood, etc.

Scenario:
Two students are at lockers and poking each other. You remind them to be respectful of others by keeping hands to themselves but they continue. What do you do?

Rs ~Request~Reminder~Redirect ~Reteach~Appeal to Relationships	Logical Consequence Something you do after misbehavior occurs that is designed to decrease the likelihood that it continues that ARE directly connected to the misbehavior.
- It's time for you to go to class. Remember to keep your hands to yourself at school. - Please keep your hands to yourself. I need you to be safe in the hallways. Someone might get hurt. - Please get to class and keep your hands to yourself.	- The two students are not allowed to be at their lockers at the same time, until they have demonstrated appropriate behavior at their lockers and listening skills. - Spend 20 minutes with the teacher after school to review appropriate hallway and locker behavior
Consequence Something you do after misbehavior occurs that is designed to decrease the likelihood that it continues that are not directly connected to the misbehavior)	**Problem Solving Approach** Use of a predetermined procedure for aligning problem behavior with school-wide expectations.
- Time out - Detention - Extra school work or homework unrelated to infraction	Students fill out a reflection sheet, i.e. fix-it-plan with the teacher to review appropriate behaviors and to discuss what transpired and what appropriate conduct should look like.

4. Property Misuse

Definition
Definition: Student does not use materials for intended use.
Examples: Student throws or breaks a pencil, writes on desks/tables, makes spitballs, flings rubber bands, throws food.

Scenario:
During class, a student starts writing on their desk with a pencil and you remind him/her that pencils are for writing. They stop. What do you do?

Rs ~Request~Reminder~Redirect ~Reteach~Appeal to Relationships	Logical Consequence Something you do after misbehavior occurs that is designed to decrease the likelihood that it continues that ARE directly connected to the misbehavior.
• I realize that you are a good artist. Be sure to use the correct medium. • Thank you for using your pencil the right way. • Thanks for erasing what you drew. If you want to draw, finish your work, and you can grab a piece of paper to doodle on.	• Ask the student to clean the desk that he/she wrote on. • Ask the student to stay after school to clean other parts of the classroom, i.e. all the desks, clean the whiteboard, etc.
Consequence Something you do after misbehavior occurs that is designed to decrease the likelihood that it continues that are not directly connected to the misbehavior)	**Problem Solving Approach** Use of a predetermined procedure for aligning problem behavior with school-wide expectations.
• Time out • Detention • Extra school work or homework unrelated to infraction	• Student fills out a reflection sheet, i.e. fix-it-plan with the teacher to review appropriate behaviors and to discuss what transpired and how school materials should be used and cared for.

5. Disruption

Definition
Definition: Student engages in low-intensity behavior that temporarily interferes with a healthy school environment by interrupting time for learning or normal school procedures for less than a minute *and it does not stop after a request or reminder*. Examples: Student repeatedly taps pencil or makes other noises, calls out or argues. Student enters room and screams/talks across the room at a peer and continues for less than one minute

Scenario:

During class, you hear a student start singing softly while working on a written assignment. You calmly and politely remind the student that silence is expected during writing assignments so that everyone can get their work done. The voice level gets lower but does not completely stop. What do you do?

Rs ~Request~Reminder~Redirect ~Reteach~Appeal to Relationships	Logical Consequence Something you do after misbehavior occurs that is designed to decrease the likelihood that it continues that ARE directly connected to the misbehavior.
Example 1 • Please stop singing so others can get their work done. • "Remember while writing we do not sing or talk. You might be able to work when you sing, but other students really need it to be quiet. • Reteach by using exemplar students as models Example 2 • "Todd, Shelly can't concentrate when you sing." • "It is important to remember we need a quiet classroom so everyone can do their best work." • I appreciate how quiet the classroom is. Let's pause and listen to what it sounds like to be quiet.	Example 1 • Make up the time during a silent lunch. • Practice talking and then getting silent. Example 2 • Make up time during lunch or after school Example 3 • Parent contact if the student continues to disrupt the learning environment Example 4 • Call home to enlist parent support
Consequence Something you do after misbehavior occurs that is designed to decrease the likelihood that it continues that are not directly connected to the misbehavior)	**Problem Solving Approach** Use of a predetermined procedure for aligning problem behavior with school-wide expectations.
• Time out • Detention • Extra school work or homework unrelated to infraction	Example 1 • Talk to student 1-1 • Make eye contact • Redirect the behavior • Fill out a behavior reflection Processing Form

6. Non-compliance/Insubordination/Defiance

Definition
Definition: Student fails to follow *reasonable adult directions or requests despite one reminder.*
Examples: Student won't stop running, won't complete work, or won't clean up after themselves, etc. after a teacher request.

Scenario:
You see a student as he/she leaves the cafeteria after lunch and he/she is yelling to get the attention of another student. You calmly and politely redirect the student by putting your pointer finger to your lips for the universal *shhhh* sign but he/she continues yelling. What do you do?

Rs ~Request~Reminder~Redirect ~Reteach~Appeal to Relationships	Logical Consequence Something you do after misbehavior occurs that is designed to decrease the likelihood that it continues that ARE directly connected to the misbehavior.
• I understand that you want to get your friend's attention, but I want to remind you to use a conversational voice. Walk over to your friend and speak to him/her, instead. • Please keep your voice down and use a conversational voice, instead. Go and talk to your friend, quietly. When you speak loudly, you are disturbing people in nearby classrooms.	• Ask student to meet you at a certain time to talk about what transpired and make up the time that was taken up by the inappropriate behavior. • Teacher should walk next to the student and model a conversational voice. Ask the student to return to the cafeteria and to walk through the hallway again, quietly. • Ask the student to return to the cafeteria and leave last. Watch the student transition from the cafeteria to the hallway, quietly.
Consequence Something you do after misbehavior occurs that is designed to decrease the likelihood that it continues that are not directly connected to the misbehavior)	**Problem Solving Approach** Use of a predetermined procedure for aligning problem behavior with school-wide expectations.
• Time out • Detention • Extra school work or homework unrelated to infraction	• Student fills out a reflection sheet, i.e. fix-it-plan with the teacher to review appropriate behaviors and to discuss what transpired and what hallway behaviors should look like, ie. conversational voice.