

BEHAVIOUR RESPONSE CONTINUUM

Feedback that behaviour is inappropriate

“Is that the right way?”

“Is there a better way?”

“Are you being respectful? Why not?”

“Show me that ... thank you ... remember to do that.”

Facilitate success with positive feedback

“What is the better way?”

“What would it look like if it was done better?”

“What is a more respectful behaviour?”

Acknowledge errors with corrections

Reteach appropriate behaviour

Students must know ahead of time what the consequences are for unexpected behaviours.

Students must be taught alternatives to unexpected behaviours. Students must understand why some behaviours are deemed unexpected/inappropriate.



LEARNING - RESPONSIBILITY - RESPECT



MINOR BEHAVIOURS

Remind

What is expected.



Request

Ask student to show expected behaviour.



Options

Provide two choices.



Relocate

In classroom for regulation and reflection.



Reflect

Discuss behaviours and future pre-corrections



Acknowledge

Acknowledge the expected behaviours.

Acknowledge and continue to build/maintain relationships at every opportunity

Staff Managed: follow Behaviour Response Continuum

MINOR BEHAVIOUR EXAMPLES

Defiance: Not following instructions, talking back.

Disrespect: Argumentative. Minor incidents or lying or cheating.

Disruption: Consistently causing interruption to instruction.

Exiting: Leaving classroom without permission; consistently late from breaks.

Physical: Incidental or unintentional inappropriate contact.

Property: Reversible low-level damage of property e.g. drawing on table. Use of an item for an unexpected purpose. Taking or using an item that belongs to someone else without permission.

Swearing: Non-targeted or non-confrontational swearing out of frustration.

Teasing: Low level verbal teasing. Excluding other children from play or activities.

Threat: Verbal exchange without causing physical harm.

Work Avoidance: Refusal to work after choices given.

LEARNING -- RESPONSIBILITY -- RESPECT



REPEATED MINOR BEHAVIOURS

Any 3 incidents over 10 days or a repeated pattern

Remind

1:1 conference with pre-corrections of expected behaviours.



Request

Behaviour rehearsal with request of expected behaviour.



Options

Provide two choices.



Relocate

In different setting for regulation and complete the reflection form.



Reflect

Discuss behaviour and future pre-corrections using students completed reflection form.



Acknowledge

Acknowledge the expected behaviours.

Acknowledge and continue to build/maintain relationships at every opportunity

Staff Managed: w/CT: Record on Sentral

REPEATED MINOR BEHAVIOUR EXAMPLES

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Work Avoidance: Refusal to work after choices given.

LEARNING - RESPONSIBILITY - RESPECT



MAJOR BEHAVIOURS

Remove Danger

Exit student or danger.

or

Restore Calm

Debrief and continue routine

Choose Response

Enact Safety Plans, IEP, IBP or follow procedures and policies

Contact

Families, Carers and Emergency Management (as appropriate).

Connect

Check in with anyone involved or affected by the incident.

Support

Anyone involved or affected by the incident to resume routine when regulated.

Outcomes

Follow up incident with the learners. Discuss behaviours and options. Reflect on plans and documents.

Acknowledge and continue to build/maintain relationships at every opportunity

CT Member/Welfare managed: Record on Sentral

MAJOR BEHAVIOUR EXAMPLES

Absconding: Leaving school grounds without permission.

Bullying: A repeated aggression towards a particular student(s) including verbal, physical and cyber. (See bullying policy).

Defiance: Actively refusing to follow instructions.

Disrespect: Confrontational language/behaviour including discriminatory language.

Disruption: Dangerous behaviours. Consistent yelling and property misuse.

Physical: Inappropriate/aggressive behaviour or serious contact with intent to harm.

Property: Deliberate damage of property including graffiti. Possession of weapons or illicit items.

Stealing: Stealing of teacher or student items. Stealing of school items with value. (Taken with intent/planned).

Swearing: Targeted swearing at staff, other students or community members.

Teasing: Repetitive teasing of the same learner - becomes bullying behaviour.

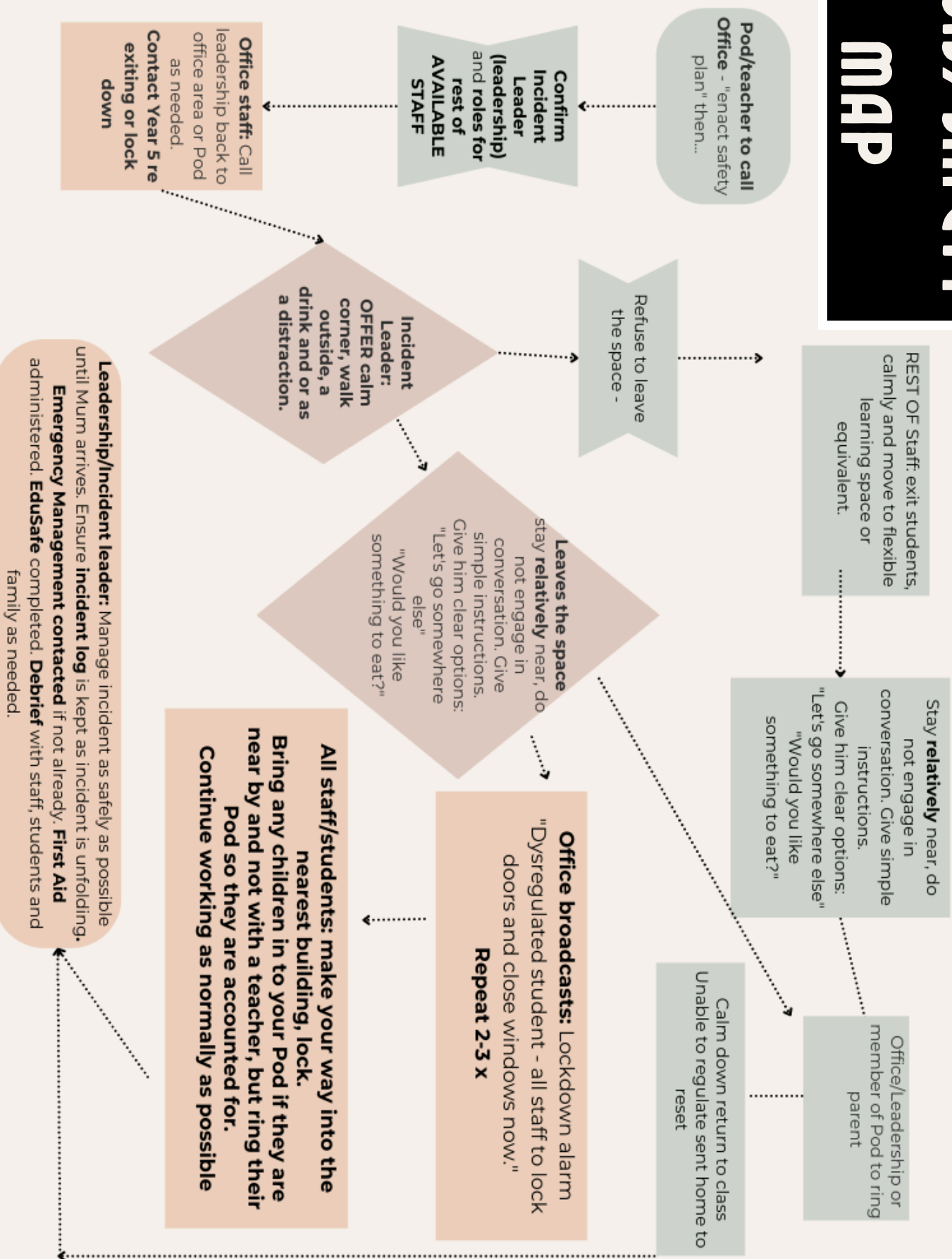
Threat: Serious threat with intent to harm.

Work Avoidance: Refusal to attempt work after choices given.

LEARNING - RESPONSIBILITY - RESPECT



CRISIS/SAFETY MAP



CRISIS BEHAVIOURS EXAMPLES

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LEARNING -- RESPONSIBILITY -- RESPECT



BEHAVIOUR FOLLOW-UP OPTIONS

This is to **SUPPORT** not replace the continuum

Minor:

- Precorrection
- Reminder
- Break time
- Revisit expected/unexpected behaviours
- Discussion of minor behaviours in circle time
- Provide 2 clear choices
- No blame conference

Repeated Minor:

- Precorrection
- Reminder
- Break time
- Make up missed classwork
- Practise expected behaviours
- Student Reflection Sheet
- Refer for lunchtime play group
- Revisit expected/unexpected behaviours
- Refer to IEP/IBP
- SWPBS Behaviour Referral
- Record in CTM
- Revisit Ready to Learn Plans
- Provide choices
- Behaviour Rehearsal
- No blame conference
- Cool Tools
- Relocation

Major:

- Student reflection sheet
- Loss of privilege (oval ban, limited access to Chromebook, classroom job removed, etc.)
- Cool Tools
- Student project around the behaviour
- Enact Safety Plans
- Parent contact/meetings
- Writing an apology letter
- Selection in social skills group
- Make up missed classwork (loss of time/privilege)
- Seating Plan

LEARNING - RESPONSIBILITY - RESPECT

