



ADDRESSING BEHAVIORS

That interfere with instruction and / or pose a safety issue

ILLUSTRATE THROUGH DOCUMENTATION

When concerned with a student's behavior, it is imperative to document all behaviors. I encourage the teacher to use the Behavior Documentation Chart to specifically document the behavior, classroom environment, redirection strategies, and the results of the behavior. At least 5 days of documenting the student's behavior can paint a clear picture for the teacher, parents, and administration.

IDENTIFY FACTORS CAUSING BEHAVIORS

By using the information gathered from the documentation charts, the teacher can identify patterns in student behavior. You will start to see when the student misbehaves the most, what triggers the behavior, and what redirection strategies work best with the student.

BEHAVIOR DOCUMENTATION CHART						
Student Name _____		Redirection Strategies		RT Release	PR Proximity	
Date _____		ID Indirect Praise	I/P If...Then statement (positive or negative)	AS Alternative seating		
		RE Restate expected behavior	NVC Non-verbal cue	DA Direct Address		
		M Model expected behavior	VC Verbal Cue	RP Removal of privilege		
Time	Classroom Activity	Behavior	Redirection	Result of Behavior	Referral	Referral Consequence
			1. 2. 3. 4. 5.			
			1. 2. 3. 4. 5.			
			1. 2. 3. 4. 5.			
			1. 2. 3. 4. 5.			
			1. 2. 3. 4. 5.			
			1. 2. 3. 4. 5.			

Continue to document daily throughout this entire process. You may need it down the road.

INCLUDE PARENTS AND ADMINISTRATION IN PROCESS

Communication is key as you navigate challenging behavior. Communicate with the student, parents, and administration frequently at every step of this process.

At the beginning...

"I am so excited to have Student X in my classroom. It is my goal to create a classroom where your student can grow and shine academically. I am noticing some behaviors that concern me. Has he/she had any problems in the past? Are there any strategies that previous teachers used that work the best to redirect him/her?"

During...

"As I have gotten to know your child I have noticed many strengths. (Explain here) I continue to notice behaviors that are negatively impacting his/her academic success. (Insert specific information from the patterns that you have noticed in the documentation chart.) Here are a few strategies I am planning to implement for continued support."

Update...

"I am noticing positive changes in the following areas: (Insert improvements here.) As we continue to improve, Student X will concentrate on..."

Include administration in the communication process, send emails asking for support. Ask by email for suggestions and strategies to try. Ask if you can refer the student to the RTI committee or counselor for additional support.

Email is the best way to document. You may need it down the road.



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INTERVENE WITH REDIRECTION STRATEGIES

On the bottom of the Behavior Documentation Chart, you will find a list of redirection strategies. Certain strategies work with certain students. Try them all until you find the one that works best with that student. By no means is this an exhaustive list, but merely ones that I have found that work best in the classroom.

Below is a resource for teachers to find behavior specific intervention strategies and forms for documentation.

<http://www.pbisworld.com/>

IMPLEMENT A BEHAVIOR PLAN

Many times principals ask if you have tried to create a specific behavior plan for the student to address concerns. Although not necessary, it is definitely useful documentation to show you have tried everything within your power to support the student.

Creating a behavior plan with the student can increase chances of success. It is important to identify the four most severe behaviors (pick your battles) and work with the student to develop rewards (student's currency).

INCREASE SUPPORT FOR TEACHERS

If behavior is not changing after all of the previous intervention, it may be time to permanently remove the student from your classroom. The Texas Education Code (state law), Chapter 37, gives the teacher the right to remove a student. There are times when teachers have exhausted all methods of redirection and an alternate placement for the student is necessary.

Below is a detailed explanation of the law and procedure. You can find a sample student removal form on the UEA website (ueatexas.com/pdf/studentremovalform.pdf). Make sure to attach all previous documentation.

A teacher may remove (suspend) from class a student who has been documented by the teacher to have repeatedly interfered with the teacher's ability to communicate effectively with the students in the class.

Under Chapter 37 of the Texas Education Code, a teacher may remove a student from the classroom if the student's behavior is so unruly, disruptive, or abusive as to seriously interfere with the ability of the student's classmates to learn or with the ability of the teacher to teach.

Upon such removal, the principal may not require that the student be returned to the classroom without the teacher's approval, unless the Placement Review Committee determines that such placement is the best or only alternative available.

The principal may place the student in another appropriate classroom, in-school suspension, or an alternative education setting. The review committee is composed of two teachers selected by the faculty and one member chosen by the principal from the professional staff