Discipline Process Flowchart

Continuum of Support for Discouraging Inappropriate Behavior

Ongoing Teaching and Encouraging of Expectations and Building Relationships

Office Discipline Referral

* Write pass or escort student to office
* Teacher Complete **ODR/ Time out of Class Form**

Administrator Actions:

* Administrator assesses, problem solves
* Objective: Teach, learn, return to academic instruction as quickly as possible
* Strategies:
1. Practice behavior expectations
2. Re-Teach in setting
3. Ask the five Restorative Questions
4. Problem-solving team
5. Conference with families

Behavior

Improves

**Office-Managed Behavior (major)**

Inappropriate

Behavior Occurs

**Classroom-Managed Behavior (minor)**

SAMPLE

* Planned Ignoring
* Physical Proximity
* Signal/Non-verbal Cue
* Direct Eye Contact
* Praise (BSPS) Appropriate Behavior in Others
* Re-direct
* Re-teach
* Proactive Circles

*Continue teaching, encouraging, and building relationships; Think function (why)*

* Support for Classroom Procedure/Routine
* Differential Reinforcement
* **Specific and Contingent Error Correction**
* Provide Choice
* Conference with Student
* Restorative Circle

*If student behavior persists, begin using* ***minor ODR*** *(classroom-managed) for data collection to inform problem solving and decision-making.*

*Continue teaching, encouraging, and building relationships; Think function (why)*

Behavior

Improves

Steps of Specific and Contingent Error Correction:

* Respectfully address student
* Describe inappropriate behavior
* Describe expected behavior/rule
* Link to expectation on Matrix
* Redirect back to appropriate behavior

Behavior

Improves

Problem solving with:

1. Tier II Support
2. Family
3. Grade level team
4. Department team
5. Student assistance team

If the behavior doesn’t decrease in intensity and/or frequency, then enlist the support of the administrator via **minor ODR form**

*Midwest PBIS Network & Mid-Atlantic PBIS Network, 2018.*

*Adapted from PBIS of VA and MO SW-PBS*

***Discipline Process: Flowchart***

Discipline Process

Continuum of Support for Discouraging Inappropriate Behavior

Ongoing Teaching and Encouraging of Expectations and Building Relationships

Office Discipline Referral

Classroom-Managed (minor)

Office-Managed (major)

Inappropriate

Behavior Occurs

Behavior

Improves

Behavior

Improves

Behavior

Improves