**STAFF**

School Site\_\_\_\_\_\_\_\_\_\_

Date\_\_\_\_\_\_\_\_\_\_

**STEP 1: Preventative techniques**

* **Choose grade appropriate activities that are engaging and exciting**
* **Be prepared with lesson plans and materials for the day**
* **Create seating chart and line chart (if needed)**
* **Create positive behavior chart with students**
* **Create & teach group expectations**
* **Observe and monitor**
* **Interact positively with students/building positive relationships**
* **Correct fluently**

**STEP 2: Proactive techniques (Start of misbehavior)**

* **Evaluate the situation. Is student board, tired, active, does not understand work, distracted?**
* **Check in with student**
* **Give clear and direct directions**
* **Move and scan (Observe and monitor)**
* **Proximity**
* **Reteach**
* **Review expectations and practice routines**
* **Change line order or seating order**
* **Give student choice**

**STEP 3: Misbehavior (adjustments/positive consequences)**

* **Quiet time (3-5 min) time away from group for reflection**
* **Correct fluently (have student practice the correct behavior)**
* **Move seats or line order**
* **One-on-one (pull child a side to give clear directions for desired behavior)**
* **Move and scan (observe and monitor)**
* **Proximity**
* **Correct fluently and Reteach desired behavior to whole class**
* **Review expectations and practice routines**
* **Change line order or seating order**
* **Give student choice**

**FACILITATOR**

**STEP 4: Facilitator Initial support**

* **Check in: one-on-one conversation**
* **Reflection (written or verbally)**
* **Redirect and correct behavior**
* **Student is sent back to group**
* **Student is sent to a different group for the remainder of activity**

**STEP 5: Facilitator Support continues**

* **Seek support or suggestions from day time or academic hour teacher**
* **Facilitator and staff communication: At the end of the day, check-in with staff about students status**
* **During staff meetings, staff problem solves and/or collaborates the best group for student**
* **Intentional group change (best staff for student)**
* **Communicate with administrator about support given to student and for any suggestions**

**STEP 6: Student Support Plan/Intervention (severe and continual behavior)**

* **Discuss and create a positive student support with all parties involved to develop a strategic plan for student success.**
	+ **(Student, parent, teacher, staff, facilitator). The principal is kept in the loop via email**
* **If behavior continues, Administration has the final decision of student’s participation in the program.**
* **If support plan works- follow through with the positive reinforcement for that student?**