

<p><b>PREVENTION:</b> Engage students. Provide non-contingent attention and verbal praise. Routines. Pre-correct with clear expectations. Use Structured Reinforcement System. Acknowledge and Praise expected behavior (group/individual). “Thank you _____ for _____” “I like how Maui knows how to come in and _____”</p>	<p><b>PREVENTION</b> Individual  “RELATIONSHIP SEEKING” Staff Response “RELATIONSHIP BUILDING”</p>	
<p><b>PROMPT EARLY:</b> Identify problem behavior intervene with 3 Strategies ____ ____ ____ Circulate within 3 ft. of the problem behavior with a positive intention. __ Nonverbal Intervention __ Positive Group Correction __ Anonymous Individual Correction Shaka w/ eye contact; “Excellent Red Team is opening” “I like how those on task are _____”</p>		
<p>STEP 1. Focus on Re-Teach (Non-Consequential/Non-Disruptive) Provide precise verbal statement: WHAT TO DO technique (see UnCommon Impact and Double Plan Routines handout)</p> <p>__ <u>Private</u> individual corrections OR __ <u>Lightening quick</u> public correction.</p> <p>Please- “Moana, sit in your seat &amp; begin underlining facts &amp; details please-<i>Wait time 5 s.</i>” Need- “Maui, I need you to sit in your seat and begin underlining 3 facts -<i>Wait time 5 sec.</i>”</p>	<p><b>RESPOND TO MILD BEHAVIOR</b>  <u>CPI LEVEL</u> Individual “ANXITEY”  Staff Response: “SUPPORTIVE”</p>	
<p>STEP 2. Assign (Consequential /Disruptive) <b>If it is disrupting the class</b>, label the behavior &amp; state mild/inconveniencing consequence. Example: “Moana, that is not following directions, it is harming the class and your learning. You earned 30 seconds of role play coaching OR You earned a 30 sec check in”</p>		
<p>STEP 3. Assign (Consequential/Continues to be disruptive) <b>Repeat step 1 with step 3.</b> Label the behavior and state the increased consequence. Example: “Moana That is not following directions, it is harming the class and your learning. You earned 60 seconds of role play coaching OR You earned a 60 sec check in”</p>		
<p>STEP 4. Assign (Consequential/Continues to be mildly disruptive) <b>Repeat step 1 with step 4.</b> Label the behavior and state the increased consequence. Example: “Moana That is continuing to disrupt class, I need you to move to this seat and you earned 2 minutes of role play coaching OR You earned a 2 minute check in”</p>		
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>ZONE OF DOCUMENTATION</b> (Call home and write in Ed Handbook)</p>	<p>STEP 4A. After time block/class steps 1-4 reset/repeat. If Steps 1-4 are reached 2x in one day or 2x in one week call parents and report in Educator’s Handbook</p>	<p><b>MODERATE BEHAVIOR</b>  <u>CPI LEVEL</u> Individual “DEFENSIVE”  Staff Response “DIRECTIVE”</p>
	<p>STEP 5. Assign (Consequential/ Continues to be moderately disruptive). <b>Repeat step 1 with step 5.</b> – Label the behavior and state the increased consequence. Example: “Moana that is disrupting class again. You now earned 3 minutes of role play coaching OR You now earned a 3 min check in and a think sheet”</p>	
	<p>STEP 6. Assign (Consequential/Continues to be moderately disruptive). <b>Repeat step 1 with step 6.</b> Label behavior and state the increased consequence. Example: “Moana that is still disrupting class, you earned a 3 min role play coaching OR check in and we will set up behavior goals with your parents or guardian by phone”</p>	
	<p>STEP 7. Refer (Consequential/ Persistent moderate) <b>Office Discipline Referral</b> – Label the behavior and state the increased consequence – Call home and complete <b>referral form when you have time.</b> Example: “Moana this is persistently disruptive, You still earned that 3 min role play coaching OR check in and I will be notifying the office and your parents”</p>	<p><b>MODERATE=&gt;SEVERE BEHAVIOR</b> <u>CPI LEVEL</u> Individual “ACTING OUT” Staff Response “INTERVENTION SUPPORT”</p>
	<p>STEP 8. Refer (Consequential/Persistent moderate escalated to Severe Behavior) For crisis situations: remove student or class. Call office for support. Complete office discipline <b>referral form immediately.</b> Give student space to de-escalate. <b>Slow and Low</b> (Speech movement and volume).</p>	