

Program-Wide PBIS Behavior Flow Chart

#### **Teacher**

# Strategies/Responses

- Verbal reminder of behavior expectations
- Re-teach/practice expected behavior
- Redirect to different item/activity
- Visual prompt to use selfregulation strategies
- Prompt student to request "safe place"
- Acknowledge appropriate peer behavior
- Offer available choices
- Offer help
- Modify assignment/task
- Antiseptic bounce (Remove a student in a non-punitive fashion from the environment in which the difficulty is occurring)
- Time with teacher/staff
- Move within group
- Family Contract

## Step 1

- > Child exhibits challenging behavior
- ➤ Teacher implements Teacher Strategies/Responses and Pyramid Practices Strategies
- ➤ Teacher completes the Behavior Incident Report (BIR)
  Form at first incident for the following severe
  challenging behaviors only: self-injury, harm to
  another child/adult, or running away. \*For behaviors
  that are physically harmful refer to district approved
  de-escalation protocol. The teacher will contact the
  Center Director and parent to discuss the child's
  challenging behavior(s)
- ➤ When other challenging behaviors become chronic over a period of time and/or are not responsive to developmentally appropriate strategies, teacher also begins collecting BIR data (for 2 weeks)

## Step 2

- After first BIR Form is completed, teacher observes child for two consecutive weeks, document challenging behaviors on the BIR Form (each incident) and communicates with child's parent daily
- Informs Center Director and Behavior Specialist of the child's challenging behavior(s) and the strategies being implemented

# **Challenges Behaviors**

- Physical Aggression
- Self-injury
- Disruption/Tantrums
- Inconsolable Crying
- Inappropriate Language
- Verbal Aggression
- Non-Compliance
- Social Withdraw/Isolation
- Running Away
- Property Damage
- Unsafe Behaviors
- Trouble Falling Asleep
- Sleep extensively

## Step 3

- > Behavior Specialist observes child to gain baseline data around challenging behavior concerns
- Team Meeting (goal setting, data collection, TPOT, Functional Behavioral Assessment, Development of Behavior Support plan)
- > Team will determine based upon observations/assessment results to coach teacher on Tier 1/Tier 2 or proceed to step 4



### Step 4a (2 weeks for all steps)

- Behavior Specialist and Lead
   Teacher completes a Functional
   Behavior Assessment (FBA)
- ➤ Teacher completes Behavior Rating Scale (BRS)
- > Behavior Specialist interviews parent and teacher



## Step 4b

Behavior Specialist with the team will determine Hypothesis for Behavior Support Plan



#### Step 4c

- > Team Meeting (Behavior Specialist, Teacher, Parent, Curriculum Specialist and Center Director)
- ➤ Team will review Hypothesis/Behavior Support Plan and recommend behavior interventions



#### Step 5

- > Implementation begins
- > Monitor Behavior Support Plan