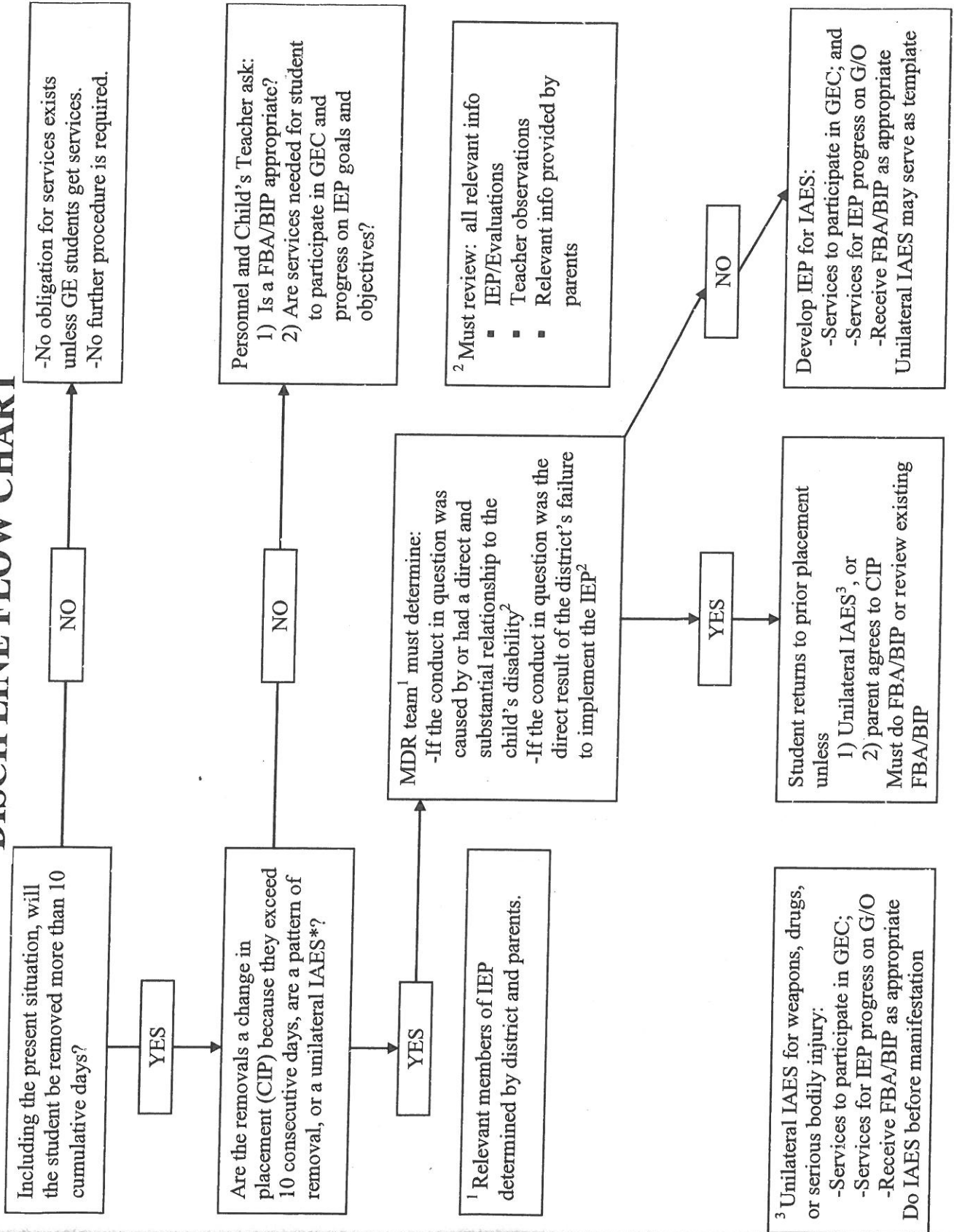


# DISCIPLINE FLOW CHART



# Intervention Protocol for Teachers

## Step 1—Proximity control

Physically move to the student's desk, but continue teaching. Move away once the problem behavior stops.

## Step 2—Non-Verbal Communication

Do not use words. This can be used with step 1 if proximity control did not work and the problem behavior persists. This step can look like a hand on the shoulder, a tap on the desk, pointing to the paper, etc.

## Step 3—Verbal Warning

Needs to be stated in a positive manner. "This is your verbal warning, I need you to \_\_\_\_\_." Do not engage if student argues back. It is a directive, not an argument or a discussion. Be sure this is individualized so only the student can hear it.

## Step 4—ICE (In Class Exclusion)

Move the student's seat so that they are by themselves somewhere in the room. Make sure the seat does not allow the student to become the center of attention. Sometimes the front of the classroom is not the best place for a seat change. The student may continue the lesson or complete a Refocus Form. (Tip for ICE seating: Back is best for "clowns" and Front is best for "bullies")

## Step 5—Outside Re-focus

Send the student to another classroom that will not be FUN! Send the student with a Refocus Form. This should not be in a classroom of the same grade level. Make sure the student addresses his/her negative behavior and a plan for change. Ask the student what he/she needs to successfully return to class. Make sure you and the other teacher have an arrangement in place. A general guideline is as follows:

6th Grade Student → 7th Grade Class

7th Grade Student → 8th Grade Class

8th Grade Student → 6th Grade Class

If ALL of these have been done, call 303/4 for intervention.

If ALL have not been completed, don't make the call.