

JAMES WHITCOMB RILEY HIGH SCHOOL

Positive Behavior Intervention and Support A Comprehensive Approach to Addressing Barriers to Achievement

Student's Legal Name _____

ID # _____

Student DOB _____

Referring Teacher/Staff/Team _____

Grade _____

Student Age _____

Special Ed placement? No Yes/Disability _____

504 Intervention Plan? No Yes

Behavior Intervention Plan? No Yes

Date of Implementation: _____

English Language Learner No Yes/Language _____

Language Proficiency Level _____

Intervention Documentation

- Team Conference **Date:** _____
- Referral to Social Worker **Date:** _____
 Student Assistance Team Ref.? No Yes
- Co-Taught Classes _____
- Referral to TOR for Functional Behavior Assessment **Date:** _____
 Date of Staffing: _____
 Manifestation Determination Conference Held **Date:** _____
- Other Strategies: _____

Behavioral Strengths: _____

Areas of Concern: _____

Documentation of Parent/Guardian Contact(s)

Type of Contact: (Circle) Phone (VM) Email Conference
Other

Date of Contact: _____ **Notes:** _____

Type of Contact: (Circle) Phone (VM) Email Conference
Other

Date of Contact: _____ **Notes:** _____

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Other

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Strategies for Classroom Management

- Students are engaged in classroom instruction and activity that is relevant and appropriately rigorous.
- Classroom rules, expectations, and procedures are posted, taught, practiced, and consistently enforced.
 Classroom rules and expectations are congruent with Riley High School Policy and the SBCSC Code of Conduct.
- Modify seating chart.
- Provide clear choices that foster compliance.
 Utilize wait time
- Use physical proximity and physical cues.
- Model/practice/praise expectations in context.
- Remind student/class of expectations.
- Parent contact (both positive as well as corrective).
- Utilize behavior contract.
- Teacher issued detention.
- Provide prompt and frequent feedback on homework and assessments.
- Use data from progress monitoring to differentiate and plan instruction.
- Provide prompt and frequent feedback to reinforce positive behaviors.
- Loss of privileges.

Office Interventions*

*Except for **Gross Offenses**, teachers are expected to apply a minimum of three (3) appropriate classroom management strategies prior to utilizing the Pupil Dismissal From Classroom For Disciplinary Reasons.

A **Gross Offense** presents a *substantial disruption* that prevents the teacher from teaching or prevents other students from learning or presents a *safety concern* in the classroom. Examples of Gross Offenses would be fighting, physical aggression, verbal aggression or threats.

- Pupil Dismissal From Class for Disciplinary Reasons
Date(s): _____
- After School Detention Assigned
Date(s): _____
- Saturday School Assigned
Date(s): _____
- In-School Suspension Assigned
Date(s): _____
- Out-Of-School Suspension Assigned
Date(s): _____

Suspension Record (or attach attendance report)

Other

Date of Contact: _____ **Notes:** _____

of days enrolled _____ # of days ISS _____

of days OSS _____