Discipline Process Flowchart *Updated: Feb, 2021*

**Start Here!**

Continuum of Support for Discouraging Inappropriate Behavior

Ongoing Teaching and Strategies to Encourage Appropriate Behavior and Build Relationships:

Instruction of Behavior Specific Praise

Preventative Prompts

Individual Reinforcers

Group Contingencies and Reinforcers

Proactive Circles Practice

Affective Language

Fair Process

**Office-Managed Behavior (major)**

Behavior

Improves

Office Discipline Referral

Write pass or escort student to office

Teacher Complete **ODR/ Time out of Class Form**

Administrator Actions:

Administrator assesses, problem solves

Objective: Teach, learn, return to academic instruction as quickly as possible

Strategies:

* Practice behavior expectations
* Re-Teach in setting
* Ask the five Restorative Questions
* Problem-solving team
* Conference with families

Inappropriate

Behavior Occurs

**Classroom-Managed Behavior (minor)**

Planned Ignoring

Physical Proximity

Signal/Non-verbal Cue

Direct Eye Contact

Praise (BSPS) Appropriate Behavior in Others

Re-direct

Re-teach

*Continue teaching, encouraging, and building relationships; Think function (why)*

Support for Classroom Procedure/Routine

Differential Reinforcement

**Specific and Contingent Error Correction**

Provide Choice

Conference with Student – Affective Questions

Restorative Circle

*If student behavior persists, begin using* ***minor ODR*** *(classroom-managed) for data collection to inform problem solving and decision-making.*

*Continue teaching, encouraging, and building relationships; Think function (why)*

Behavior

Improves

Steps of Specific and Contingent Error Correction:

Respectfully address student

Describe inappropriate behavior

Describe expected behavior/rule

Link to expectation on Matrix

Redirect back to appropriate behavior

Behavior

Improves

Problem solving with:

* Tier II Support
* Family
* Grade level team
* Department team
* Student assistance team

If the behavior doesn’t decrease in intensity and/or frequency, then enlist the support of the administrator via **minor ODR form**

*Midwest PBIS Network & Mid-Atlantic PBIS Network, 2018.*

*Adapted from PBIS of VA and MO SW-PBS*

SAMPLE

***Activity 3: Discipline Process: Flowchart***

**Start Here!**

Discipline Process

Continuum of Support for Discouraging Inappropriate Behavior

Ongoing Teaching and Strategies to Encourage Appropriate Behavior and Build Relationships:

Classroom-Managed (minor)

Office-Managed (major)

Office Discipline Referral

Administrator Actions:

Inappropriate

Behavior Occurs

Behavior

Improves

*Continue teaching, encouraging, and building relationships; Think function (why)*

Behavior

Improves

Behavior

Improves

text