

Austin High School Behavioral Support Team Handbook



Behavior Purpose Statement

Austin High School is a community of lifelong learners. We are here to empower each other to be productive global citizens. The purpose of the Behavioral Support Team is to provide all school personnel with evidence-based strategies and interventions to support student behaviors.

Building Relationships

It is important to build relationships because you are building not only a connection to your students, but also trust. Students who build positive relationships with their teachers increase their success in the classroom, while disruptive behaviors decrease for teachers. The benefits of building these relationships far outweigh the effort put into your students.

Team Members

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Tier 1 Interventions

These interventions consist of rules, routines, and physical arrangements that are developed and (re)taught by school staff to prevent initial occurrences of behavior as well as to help intervene before behaviors escalate.

- Teach Expectations
 - Teach expectations before starting something new
 - Reteach expectations
 - Individually teach expectations
 - Teach transitions
 - Post expectations in the class
 - Review expectations after a break
- Seating Change
 - Near a Positive Role Model
 - Near the Teacher
 - Away from Friends and/or Distractions
- Positive Student Interactions
 - Build positive relationship (know student interests and hobbies)
 - Frequent positive interactions (4:1)
 - Acknowledged when student did well
 - Focus on student's interests and talents
- Praise
 - Praise when on task
 - Praise when well behaved or meeting expectations
 - Praising the behaviors you want to see in class
 - Send positive notes/emails home
- Redirection
 - Verbal Redirection
 - Nonverbal Redirection
- Breaks
 - Allow movement
 - Allow short breaks between tasks
- Work
 - Reduced assignment to key points
 - Break down assignments
 - Break down directions
 - Simplify directions
 - Assisted student with work
- Consequences
 - Speak with student in the hallway
 - Use of logical consequences
 - Keep student 15 seconds after class for each infraction
 - Parent contact
 - Minor behavior documentation
 - Parent meeting
- Communication
 - Talked to the student in private about expectations
 - Talked to student about concern
 - Speak in calm, neutral voice
- Used Proximity
 - Standing near a student during lesson or when giving instructions
- Circulate throughout the classroom
- Give Choices
- Checked in with student

Building Relationships Ideas

- Greet the students at the door everyday using their name
- Ask students questions about themselves such as interests and hobbies, how their weekend or vacation was, etc...
- Make connections with the students during class and in connect (i.e. sports, hobbies, etc...)
- Have positive expectations for ALL students
- Have positive interactions with students 4 to 1 ratio (4 positive interactions to every 1 negative interaction)
- Make positive contact home to parents
- Problem solve with students to come up with a plan that will work for you and the student when the student is displaying behaviors

Austin High School Behavior Management Flow Chart

Observe Problem Behavior



**Minor Behavior
(Teacher Managed)**

- Classroom Disruption
- Disrespectful to Student
- Disrespectful to Staff
- Inappropriate Clothing
- Inappropriate Language
- Misuse of Electronics
- Off-Task
- Refusal to follow Staff Request
- Unprepared
- Work Refusal

Redirect the behavior and/or use tier one interventions. Problem solve with student.

If behavior is chronic write a low level referral and contact guardian.

If teacher has contacted guardian and given 2 low-levels in the same month

Write a major referral instead of submitting a third low level.

Send student to Office, or call Office to have student removed.

Write referral to Office.

Administrator meets with student to problem solve.

Admin. determines & implements consequence.

Administrator completes office referral report in Infinite Campus.

Teacher contacts parents the same day preferably by phone.

**Major Behavior
(Office Managed)**

- Chronic Teacher Managed Behaviors -(3 Low-Levels)
- Major Disruption/Defiance
- Dangerous Behavior
- Fighting
- Academic Dishonesty
- Harassment/Bullying
- Truancy
- Property Damage
- Forgery/Theft
- Drug/Alcohol/Tobacco/Weapons
- Vandalism