

# Warren Elementary BEHAVIOR PYRAMID

## Key

ODR-Office Discipline Referrals

TESP-Therapeutic Educational Support Program

ESC-Educational Support Counselor

STAT-StudentTeacher Assistance Team

FBA-Functional Behavior Assessment

BIP-Behavior Intervention Plan

PLC-Professional Learning Communities

504-In order to qualify for protection under either law a student must have a disability. A student with a disability is eligible for a Section 504 Accommodation plan if he or she requires accommodations in order to have equal access to the educational programs.

### Tier 3

#### Intensive

Individual Interventions  
(Effective for 0-1% of students with 6+ ODRs)  
Criteria-Extreme Withdrawal/Outbursts,  
potentially harmful behaviors, and/or lack of  
progress in Tier II Strategies

Special Education  
Consider 504 Plan  
Referral/Evaluation  
TESP Program  
ESC Referral  
Crisis and/or Mental  
Health Counseling Referral

### Tier 2

#### Target Group (At-Risk)

(Effective for 2-6% of students with 4-5 ODRs)

Criteria-Lack of work completion, internalizing concerns (not self  
injurious), poor attendance (10+) and/or noncompliance across multiple  
locations.

Monitor results for 3-4 weeks  
Strategies

(Consider increasing frequency before Tier III)  
Meet with Parents/Guardians

STAT Process for Problem Solving  
Counseling Groups  
Mentor/Buddy

FBA Identify Triggers and BIP to Address Needs  
Goal Setting

Behavioral Contract-School and Home (reg. parent contact on progress)  
Check-in and/or Out with adult mentor

\*Replacement Behavior-must be reinforced more than negative behaviors

### Tier 1

#### Implement for ALL students in ALL Settings

(Effective for 98% of Warren Students with 0-3 ODRs)

Common Language for all Universal Expectations  
Four Common Character Words to serve as reminders for expectations  
Expectations defined for all Areas and Shared with All Stakeholders  
Structured Plan for Teaching Lessons on Expectations for all areas  
Student input for all class expectations  
Parent Involvement

Individual Modifications as needed  
Analysis of Behavioral Data to Guide Re-teaching Lessons  
Implementation of Board Approved Code of Conduct  
Guidance Lessons  
Class Meetings  
Reflection "Think" Sheets

PLC "Student Talk" to brainstorm intervention strategies (no names mentioned)

Common Minor Consequences (privileges may be lost)

Inclusive Behavior Management Practices

Recognition/Celebrations

Parent Contacted by Teacher after 3 minor behaviors and/or one office referral

