



# Guiding Principles Teacher Support Documents

*Build. Reach. Teach.*

*We expect our teachers to be a -  
S. T. A. R. – Smile, Take a deep breath And Relax*

### When struggling with a student, ask yourself...

1. Did you re-teach the correct behavior?
2. Did you refer back to the expected behavior lessons taught?
3. Did you seek help from others (grade level, support staff, and other teachers)?
4. Did you consider the cause of the behavior?
5. Did you contact the parent/guardian?

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### Ask yourself these questions, before you respond to student's behavior:

- 1) Am I able to teach?
- 2) Are they able to learn?
- 3) Is he or she able to learn?

Possible Interventions		
loss of team time w/ 1:1 reflection	write an apology note	Brain break
escorted transitions (modeling appropriate behavior)	working lunch Lunch detention	verbal reminders
walk and talk	counselor consultation	practice replacement behaviors
Student refocus reflection sheet	teacher/student behavior contract	breathing/taking a time out to regroup
conference with administration	providing choices: every other; ½ assignment on own, ½ with partner	conference with parent/guardian and student

### **\*\*Notes on Documentation**

- ✚ Document when a student does not respond to pre-correction, redirection, or verbal warning.
- ✚ Take concrete action to correct behavior (conference with student after class, time with teacher, etc.).
- ✚ When possible, have the corrective action correspond to the behavior corrected (teach and model the appropriate behavior during time with teacher).

**\*\*\* Referrals should be written as a last resort, once several interventions and attempts to correct the behavior have occurred. \*\*\*\***