BRMS

Behavior Flow Chart Example

Staff Handles
Minor Behaviors
(Requests for Support)*

STEP 1

Verbal warning

Re-teach

Re-direct

Document in contact log



STEP 2:

Parent contact

Redirect & re-teach

Potential detention (silent lunch/Saturday School)

Document in contact log



STEP 3

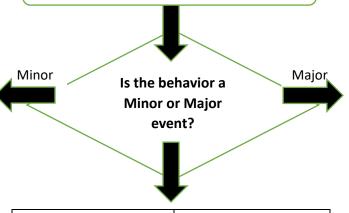
Parent/Teacher Conference

Redirect/reteach

Potential detention (silent lunch/Saturday school)

Document in contact log

Observe Challenging Behavior



Minor Behavior	Major Behavior
Events	Events
Defiance	Defiance
Disruption	Disrespect
Unpreparedness	Disruption
Tardy	Inappropriate
	Language
Inappropriate Language	Technology violation (if
	using for inappropriate
	uses)
Property Damage	Bullying
	Fighting
Off task behavior	Theft/solicitation
Sleeping	Chronic tardies
Dress code violation	Property Damage
Electronic device use	Tobacco/drugs/alcohol
Cheating	Chronic dress code
Gum/food & drinks	Weapons/arson
Disrespect	Chronic electronic
	device use
Unauthorized location	Unauthorized location

STEP 4

Referral to administration

log and online IC referral system

(Please refer to major behavior flow chart at this point)

Administration Handles Major Behaviors

Complete Major Referral Form and send student to office (Call or email office to have student escorted if needed)



Administration addresses behavior with student and follows through with appropriate strategy



Administration determines and assigns consequences

Administration Managed Strategies

Conference with Student
Family Contact
Individual Instruction
Loss of Privilege
In-School Suspension
Out of School Suspension
Time in Office
Time Out
Bus Suspension
Expulsion
Silent Lunch
Saturday School

Prompting

Modeling

Teacher Managed Strategies

Student Conference Offer Choice
Loss of Item/Privilege Family Contact
Re-Teach/Practice Change Seat
Re-Direct Behavioral Momentum
Verbal Reminder Provide Physical Comfort
Time with Teacher Time in Different Class
Time with Support Staff Physical Guidance

Peer Mediation Time Out

^{*}Please note minor referral forms should be written only to document a pattern of persistent challenging behavior that leads to students and teachers receiving additional support. They should not be used as a discipline function, but as a tool for support.