Correction Systems
Examples

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Steps to Establishing a Corrections Systems
By Kimberly Ingram

1. Clarify Office vs. Staff managed problem behavior

2. Create a flow chart of decision rules regarding rule

3. Create a referral form that reflects:
   a. types of problem behaviors, student name, grade, teacher, referring staff member, time of incident, location of incident, if others were involved, administrative decision, and possible motivation. –

4. Create a continuum of procedures to discourage problem behaviors Teach staff procedures for filling out referral form; variations of rule violations; and continuum of acceptable procedures for Staff managed problem behavior.

5. Continually bring information back to staff after each step.
Choose to Be Responsible

Student Name: ____________________________________ Date: _______________

Teacher Name: _______________________________ Student’s Team: _______________

Directions: You have broken a school rule. Review the Expectation Grid on the back of this sheet. Please follow the S.T.E.P.S. to Problem Solving questions to help you better understand your behavior and decide what changes need to be made. Completely fill out this form, answering each question with complete sentences. “I don’t know” is not an acceptable answer!

S State the problem
• What did you do?

T Think about the problem
• When you did that, what did you want? How were you feeling?

E Explore solutions
• What else could you have done? What are some ideas to solve this problem?
• How might this solution work for me? For others?
• If the situation comes up again, how will I handle it?

P Proceed with a plan
• What am I going to do?

S Set a date _________ to evaluate
• When will I know if it is working?
• If it works, CONGRATULATIONS! Keep up the good work!
• If it doesn’t, consider these ideas or one of your own:

Peer mediation – Talk to an adult – Ask a friend for help or go through the S.T.E.P.S. again.

I, ____________________________________ will try my best to follow this plan and all other school rules.

Student Signature ___________________________ Parent Contact Attempted/Date ________________

Rule School Supervisor Signature ___________________________ Date __________________________

Great Staff and Students
Respect Others and Property
Make Safe and Responsible Choices
Strive for Success
STEVENS FOREST ELEMENTARY SCHOOL
Student Behavior Management Process

Prepare students, pre-correct potential misbehaviors, intentionally set the tone for the next event

Observe and identify problem behavior

Teacher managed

Redirect student
Re-teach behavior

Remind student of appropriate behavior in this situation and of potential +/- consequences

Second reminder of appropriate behavior in this situation and of potential +/- consequences

Student completes self-assessment form

Did the behavior change?

YES

Notice and reward correct behaviors

NO

Complete Student Action Report (SAR) Contact parent by phone

Refer to administration or KidTalk Referral to guidance

Office managed

Is the behavior teacher or office managed?

Teacher Managed vs. Office Managed

Teacher Managed:
- Inappropriate language
- Lateness
- Not having materials
- Calling out
- Teasing
- Refusal to work
- Non-compliance
- Running
- Minor dishonesty
- Inappropriate clothing
- Minor disruption
- Minor aggression
- Unsafe or rough play
- Disrespectful
  - Tone
  - Attitude
  - Body language
- Disrespect towards property
- Pattern of not completing homework

Office Managed:
- Aggressive physical contact
- Fighting
- Property destruction
- Weapons
- Leaving School property
- Pattern of aggressive/profane language
- Credible threats
- Harassment of students/teachers
- Major/chronic destruction
- Major/chronic refusal to follow school rules
- Major dishonesty
- Chronic minor infractions
- Theft
- Racial/Ethnic discrimination
- Cheating

Referring teacher completes SAR and sends the form to the office

Student completes self-assessment form

Administrative action

Administration follows up with referring teacher

3/19/06
# Rule Violation Response
## Continuum of Problem Behaviors

<table>
<thead>
<tr>
<th>Level</th>
<th>Staff</th>
<th>Multiple Staff members</th>
<th>Office</th>
<th>Office &amp; Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor</td>
<td>Minor</td>
<td>Chronic “Uh-Oh”</td>
<td>Major</td>
<td>Illegal</td>
</tr>
</tbody>
</table>

### Definition
- **Minor behaviors** repeated over time that require staff attention due to significant intensity three times in one week. Staff can respond with consequence.
- **Chronic “Uh-Oh”**
- **Major ODR**
- **Illegal**

### Examples
- Defiance, talk outs, running in the hallway, revealing clothing, swearing
- Inappropriate language, physical contact, lying, dress code, disruption
- Vandalism, harassment, fighting, theft
- Weapons, drugs/alcohol, other

### Procedures
1. **Remind student of the rule (The rule is...)**
2. **Student Restates the rule (What can you do?)**
3. **Praise, thank for following directions, & Notify the student of plan to follow-up**
4. **Praise student in follow-up**
5. Fill out “Uh-Oh” with student when student is ready
6. **Consequence is administered by Reporting person**
7. **Refer to 4 steps on Minor behaviors**
8. **Put in classroom teacher’s box.**
9. **Send home for Parent Signature**
10. **Fill out ODR form**
11. **Get administrative support**
12. **Administrator implements consequence**
13. **Ensure safety of students and staff then follow procedure of major behaviors**

**Note:** A problem behavior that has low intensity, short duration, and does not occur with regular frequency. Staff responds by reteaching the appropriate behavior & rule. A problem behavior that has high intensity, or long in duration, or occurs with increasing frequency. Staff member are not able to respond to independently.