

Pine Crest Elementary School
Progressive Behavioral Intervention Plan

Dangerous Weapons: Bringing any knives, firearms, or other potentially dangerous items to school (this includes toy weapons)

INAPPROPRIATE BEHAVIORS	PRO-ACTIVE STRATEGIES	RESPONSIVE STRATEGIES	CONSEQUENCES A list of options in sequence when appropriate
<ul style="list-style-type: none"> • Knives • Firearms • Items used in a threatening manner (scissors, pins, etc.) • Toy weapons 	<ul style="list-style-type: none"> • Use mentor groups, peer support, and community involvement to model and promote a non-violent life-style • Not allow toy guns or weapons in school 	<ul style="list-style-type: none"> • Visual monitoring of student • Search of personal belongings if probable cause exists 	<ul style="list-style-type: none"> • Administrative referral • Confiscation • Referral to police • 10-day suspension (MCPS policy) • Recommend expulsion

Physical Aggression:

Physically touching or attempting to touch another person with the intent to harm

INAPPROPRIATE BEHAVIORS	PRO-ACTIVE STRATEGIES	RESPONSIVE STRATEGIES	CONSEQUENCES A list of options in sequence when appropriate
<ul style="list-style-type: none"> • Attempt/actual touch • Hitting • Spitting • Throwing objects • Slapping • Pushing • Tripping • Kicking 	<ul style="list-style-type: none"> • Model and teach problem solving and negotiation skills • Model and teach conflict resolution skills • Give verbal warnings • Reinforce student pro-social behaviors • Maintain staff presence • Use behavior management strategies • Anger management training • Mentoring • Second Step Violence Prevention Curriculum 	<ul style="list-style-type: none"> • Contracting with student • Problem solving between students • Class meeting • Parent contact • Counseling involvement • Referral to EMT • Functional Behavior Assessment • Referral of intervention plan • Crisis intervention • Referral to Montgomery County Crisis Center 	<ul style="list-style-type: none"> • Time Out • Parent contact • Administrative referral • Suspension • Expulsion • Referral to police

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Intimidation: Frightening/tormenting another person by verbal threats and taunts, posturing, or threats of physical contact - threatening language

INAPPROPRIATE BEHAVIORS	PRO-ACTIVE STRATEGIES	RESPONSIVE STRATEGIES	CONSEQUENCES A list of options in sequence when appropriate
Threatening to: <ul style="list-style-type: none"> • Hit • Trip • Bump • Taunts • Threats • Tormenting • Bullying 	<ul style="list-style-type: none"> • Discuss various aspects of intimidation and its implications • Model and consistently use appropriate problem-solving strategies or appropriate language • Role play potential problem situations • Infuse social skills instruction into class learning activities • Second Step Violence Prevention Curriculum 	<ul style="list-style-type: none"> • Behavior management strategies <ul style="list-style-type: none"> • regulated permission • planned ignoring • Time out • self-monitoring • verbal praise • Counselor involvement • Refer students to peer mediation • Class meeting • Develop a student plan with student • Teacher conference with student • Crisis intervention 	<ul style="list-style-type: none"> • Time Out • Loss of privileges • Staff/student conference • Parent contact • Administrative referral • Suspension • Expulsion

Destruction of Property:

Misuse of materials or equipment that results in damage of school or personal property (includes theft)

INAPPROPRIATE BEHAVIORS	PRO-ACTIVE STRATEGIES	RESPONSIVE STRATEGIES	CONSEQUENCES A list of options in sequence when appropriate
<ul style="list-style-type: none"> • Drawing on desk • Stealing from others • Destruction of school property <ul style="list-style-type: none"> • Bulletin boards • Desks • Teachers' property • Books • Theft/stealing – taking from another student's desk • Marking of walls or floors 	<ul style="list-style-type: none"> • Secure personal property • Establish activities/routines which promote student pride in self and school • Maintain staff presence and supervision in all areas of school building • Teach proper use of school equipment and facilities • Label personal property • Second Step Violence Prevention Curriculum 	<ul style="list-style-type: none"> • Close monitoring of students • Constructive use of peer support • Conference with student/parent • Class meeting • Crisis intervention 	<ul style="list-style-type: none"> • Time Out • Staff/student conference • Parent contact • Administrative referral • Suspension (up to 5 days) • Referral to police • Expulsion <p>Potential: Student to replace property damaged or destroyed</p>

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Insubordination or Non-Compliance of School Rules:

Refusing to comply with the appropriate school authority or staff member (any adult staff member, i.e., teacher, secretary, building service worker, bus driver, volunteer, etc.)

INAPPROPRIATE BEHAVIORS	PRO-ACTIVE STRATEGIES	RESPONSIVE STRATEGIES	CONSEQUENCES A list of options in sequence when appropriate
<ul style="list-style-type: none"> • Lying/cheating • Ignoring teacher request • Bringing inappropriate items to school- gum, toys, electronic toys, cell phones • Talking back • Refusal to complete assigned tasks 	<ul style="list-style-type: none"> • Provide leadership experiences for students (i.e., patrols, student government) • Post and teach schoolwide rules • Review, model and process rules periodically • Model mutual respect and support among staff, students & volunteers • Reinforce students demonstrating cooperative and respectful behaviors • Use active listening • Valuable personal items should stay at home • Hurdle help • Verbal Praise • Character Education training • Second Step Violence Prevention Curriculum 	<ul style="list-style-type: none"> • Behavior Management Strategies <ul style="list-style-type: none"> • Class meeting • Positive reinforcement • Verbal praise • Planned ignoring • Antiseptic bounce • Proximity control • Time out • Contract with student • Develop a student plan with student • Change classroom setting 	<ul style="list-style-type: none"> • Confiscation of objects • Rule reminder and student discussion • Time Out • Parent contact • Administrative referral • Suspension

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<ul style="list-style-type: none"> • Drawing on desk • Stealing from others • Destruction of school property <ul style="list-style-type: none"> • Bulletin boards • Desks • Teachers' property • Books • Theft/stealing – taking from another student's desk • Marking of walls or floors 	<ul style="list-style-type: none"> • Secure personal property • Establish activities/routines which promote student pride in self and school • Maintain staff presence and supervision in all areas of school building • Teach proper use of school equipment and facilities • Label personal property • Second Step Violence Prevention Curriculum 	<ul style="list-style-type: none"> • Close monitoring of students • Constructive use of peer support • Conference with student/parent • Class meeting • Crisis intervention 	<ul style="list-style-type: none"> • Staff/student conference • Time Out • Parent contact • Administrative referral • Suspension (up to 5 days) • Referral to police • Expulsion <p>Potential: Student to replace property damaged or destroyed</p>

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Inappropriate Language/Actions /Verbal Abuse:

- Language and/or actions considered indecent, offensive, abusive, potentially harmful and/or obscene to others which diminish the ability to learn.
- Use of offensive, insulting, or threatening language directed at any adult or student

INAPPROPRIATE BEHAVIORS	PRO-ACTIVE STRATEGIES	RESPONSIVE STRATEGIES	CONSEQUENCES (A list of options in sequence when appropriate)
<ul style="list-style-type: none"> • Curse words • Inappropriate gestures • Racial slurs • Sexual innuendoes • Inappropriate body gyrations • Sexual orientation slurs • Name calling • Inappropriate language/inappropriate gestures directed at adults/students • Systematic attempt to degrade another person • Play fighting 	<ul style="list-style-type: none"> • Point out inappropriate language and actions for students • Reinforce and model appropriate language • Develop and review class standards of behavior in class meetings • Offer earned reinforcers (character education awards) • Teach I-messages • Incorporate social skills instruction into class learning activities • Teach cooperative skills and language • Review established standards for school behavior • Model and reinforce students' appropriate use of language • Use consistent problem solving models with all students • Use behavior management strategies to de-escalate student behaviors- I messages, reflective listening • Second Step Violence Prevention Curriculum 	<ul style="list-style-type: none"> • Consistent verbal reminders and interventions from staff • Change class/group settings • Planned ignoring/positive reinforcement for appropriate language • Conference with student • Counselor involvement • Student contract • Behavior management strategies <ul style="list-style-type: none"> • regulated permission • planned ignoring • I- messages, reflective listening • self-monitoring • verbal praise • Time out • Class meeting • Refer to counselor • Develop a student plan/contract with student • Discuss and model "replacement words" to help and not hurt • Verbal and/or written apology for each instance 	<ul style="list-style-type: none"> • Rule reminder and discussion with student • Loss of privilege • Time Out • Parent/student/staff conference • Administrative referral • Suspension • Referral to Human Relations