

# Beall Elementary School's Behavior Table

Expected Behavior-School Rule	Proactive Strategies	Inappropriate Behavior	Responsive Strategies	Consequences
<b>1. Respect people and their property</b>	<ul style="list-style-type: none"> <li>• Staff model and explicitly teach how to use respectful words, tone of voice, body language and define personal space</li> <li>• I-message</li> <li>• Verbal praise</li> <li>• WBEL –positive behaviors</li> <li>• SERT recognition</li> <li>• Class Meetings: Second Step, De-Bug (see attached)</li> </ul>	<ul style="list-style-type: none"> <li>• Disruptive behaviors</li> <li>• Improper use of school space, materials, and tools</li> <li>• Disrespectful words, tone of voice, body language</li> <li>• Excluding others from activities</li> <li>• Unwanted physical contact</li> <li>• Insubordination</li> <li>• Vandalism</li> <li>• Stealing</li> <li>• Intimidation</li> <li>• Extortion</li> <li>• Sexual harassment</li> </ul>	<ul style="list-style-type: none"> <li>• Direct appeal to core values/restate class rules</li> <li>• Proximity control</li> <li>• Signaling (verbal/visual warning)</li> <li>• Antiseptic bounce</li> <li>• Restructuring environment</li> <li>• Student choice</li> <li>• Time-out to reflect on choices</li> <li>• Student-teacher conference/reflective listening</li> <li>• Class meetings</li> <li>• Parent call/conference</li> <li>• Refer to counselor</li> <li>• Mediation</li> <li>• Hurdle help</li> <li>• Behavior Contract</li> <li>• Staff mentor</li> <li>• Refer to EMT</li> <li>• Crisis intervention</li> </ul>	<ul style="list-style-type: none"> <li>• Time out/loss of privilege</li> <li>• Private Student-teacher conference</li> <li>• Student to apologize (verbally or in writing)</li> <li>• Parent call/conference</li> <li>• Parent-teacher-student conference</li> <li>• Student to restore property or its value</li> <li>• Discipline referral to administration</li> <li>• Community service</li> <li>• Suspension</li> <li>• Expulsion</li> <li>• Refer to police</li> </ul>

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<p><b>2. Be responsible and be where I am supposed to be</b></p>	<ul style="list-style-type: none"> <li>• Staff model trust and responsibility</li> <li>• Daily plans posted</li> <li>• Consistent use of hall passes by all staff and students</li> <li>• Verbal praise</li> <li>• Class meetings</li> <li>• Staff supervision</li> </ul>	<p>Failure:</p> <ul style="list-style-type: none"> <li>• to walk quietly in the hallway</li> <li>• to be prepared for class</li> <li>• to be in the right place at the right time</li> <li>• to stay on task</li> <li>• to be trustworthy</li> <li>• to work and play safely</li> </ul>	<ul style="list-style-type: none"> <li>• Direct appeal to core values/restate class rules</li> <li>• Proximity control</li> <li>• Interest boosting</li> <li>• Hurdle help</li> <li>• Signaling (verbal/visual warning)</li> <li>• Restructuring environment</li> <li>• Time-out to reflect on choices</li> <li>• Student-teacher conference/reflective listening</li> <li>• Parent call/conference</li> <li>• Refer to counselor</li> <li>• Refer to EMT</li> </ul>	<ul style="list-style-type: none"> <li>• Time out/loss of privilege</li> <li>• Private Student-teacher conference</li> <li>• Parent call/conference</li> <li>• Escort</li> <li>• Discipline referral to administration</li> <li>• Suspension</li> <li>• Refer to police</li> </ul>
<p><b>Expected Behavior-School Rule</b></p>	<p><b>Proactive Strategies</b></p>	<p><b>Inappropriate Behavior</b></p>	<p><b>Responsive Strategies</b></p>	<p><b>Consequences</b></p>
<p><b>3. Follow directions and procedures</b></p>	<ul style="list-style-type: none"> <li>• Staff model and teach procedural self-talk</li> <li>• Staff model and teach active listening skills</li> <li>• Verbal praise.</li> </ul>	<ul style="list-style-type: none"> <li>• Bringing non-academic items to school (toys, etc.)</li> <li>• Disrupting instruction</li> <li>• Arguing with staff</li> <li>• Insubordination</li> <li>• Possession or use of drugs or alcohol</li> <li>• Possession of weapons</li> </ul>	<ul style="list-style-type: none"> <li>• Direct appeal to core values/restate class rules</li> <li>• Planned ignoring</li> <li>• Verbal praise for appropriate behavior</li> <li>• Proximity control</li> <li>• Interest boosting</li> <li>• Signaling</li> <li>• Antiseptic bounce</li> <li>• Restructuring the environment</li> <li>• Student choice</li> <li>• Class meeting</li> <li>• Parent call/conference</li> <li>• Mediation</li> <li>• Time-out to reflect on choices</li> <li>• Refer to counselor</li> <li>• Behavior contract</li> <li>• Hurdle help</li> <li>• Staff mentor</li> <li>• Administrative conference with student</li> </ul>	<ul style="list-style-type: none"> <li>• Private student conference</li> <li>• Classroom 1,2,3 time-out/loss of privilege</li> <li>• Parent call/conference</li> <li>• Time-out in alternative room</li> <li>• Office time-out</li> <li>• Parent-teacher-student conference</li> <li>• Discipline referral to administration</li> <li>• Suspension</li> <li>• Expulsion</li> <li>• Refer to police</li> </ul>

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