

Schoolwide Behavior Plan: PVS Pathways to Self-Control*

- A. Students will participate in the development of classroom and schoolwide rules serving as a structure to support their goals and dreams each year.
- B. Routines and procedures will be designed to safeguard the group's ideal environment and will be explicitly modeled and practiced.
- C. When a student or students break a classroom or school guideline, staff will act to stop the behavior and to empower the rule-breaker to internalize better self-control.
 1. Students will be given a reminder about inappropriate behavior.
 2. If the reminder is not enough, the student will have a brief time-out or thinking time within view of supervising adult, for the purpose of regaining self-control. After the time-out, the student will return to the lesson or activity. Discussion of the behavioral incident does not take place at or during time-out. However, at a later time, a discussion of rules and expectations may occur at staff discretion.
 - a. If the misbehavior is deliberate or repeated, students may go to time-out directly, without the reminder step. In such cases, the teacher should notify the parents.
 - b. Staff will use the strategy of time-out for small infractions consistently, rather than waiting for extreme behavioral incidents. Time-out is an opportunity to stop, regain self-control, make a better plan, and all children may need it occasionally. Staff, students, and parents should understand that time-out is an intervention designed to help students regain self-control. It is not a punishment for losing self-control.
 3. If, during time-out, a student continues to behave inappropriately or continues to be disruptive, the classroom teacher will direct the student to a time-out in a "buddy teacher's" room. The student will return to his/her own classroom to resume regular activity when appropriate. In most cases, if the buddy teacher step is needed, the classroom teacher will contact the parents to inform them that the buddy teacher strategy was used and that the child may need to use it again from time to time.
 4. If a student becomes disruptive in the buddy teacher's room or continues to misbehave upon return, the principal or designee will direct the student to the office for a time-out there. The student will remain there until the principal or designee determines that the student is ready to reenter the classroom. The principal or designee will contact the parent at his/her discretion.
 5. For safety reasons, staff may skip the buddy teacher step and send directly for the principal or designee, who will escort the student to the office. The principal or designee will contact the parents at the administration's discretion.
 6. Steps 1 through 5 are used for inappropriate behavior to help children regain their self-control in the shortest time possible. Staff will help students improve their behavior through these and other means that are reasonable and respectful of student needs.
 7. For most students, the steps to self-control described here will be successful. In other cases, further specific management plans may be developed with the knowledge and help of parents, teachers, specialists, and administrators. Other natural and logical consequences, such as an Apology of Action and Loss of Privilege, may also be applied.

*adapted from a school discipline policy statement from Fitchburg Public Schools, K-8, Fitchburg, Massachusetts as printed in *Teaching Children to Care* by Ruth Sidney Charney, and *Guidelines for Developmental Designs for Middle School 1* by Linda Crawford and Scott Tyink.