

CFCI Behavior Expectations

This is a living document that we will update along the way

Cape Fear Center for Inquiry is committed to promoting students' abilities to think and create in personally meaningful ways through an inquiry-based, integrated curriculum in a nurturing and empowering environment.

Strategies for Guiding Behaviors and Addressing Misbehaviors at CFCI

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Responsive Classroom guiding principles of Responsive Classroom are:

- The social curriculum is as important as the academic curriculum
- How children learn is as important as what they learn: Process and content go hand- in- hand
- The greatest cognitive growth occurs through social interaction
- To be successful academically and socially, children need to learn and practice specific social skills.
- Five particularly important skills (often referred to in Responsive Classroom as CARES) are:
 - Cooperation
 - Assertion
 - Responsibility
 - Empathy
 - Self-Control
- Knowing the children we teach- individually, culturally, and developmentally- is as important as knowing the content we teach
- How we, the adults in the school, work together is as important as our individual competence: Lasting change begins with the adult community (2007, Northeast Foundation for Children, Inc.)

Some important components that are being incorporated throughout the school include:

- **Morning Meeting (K-5):** Morning Meeting is an engaging way to start each day, build a strong sense of community, and set children up for success socially and academically. Each morning, students and teachers gather together in a circle for twenty to thirty minutes and interact with one another during four purposeful components: Greeting, Share, Group Activity, Morning Message
- **Responsive Advisory (6-8):** Responsive Advisory Meeting serves as an anchor for adolescents, a predictable routine that students need more than ever as they undergo rapid physical, emotional, and intellectual changes. Advisory provides a space and structure for teachers to support middle school students, both individually and as a group, as they develop their sense of self and identity in connection to their relationships with peers.
- **Rule Creation:** helping students create classroom rules to ensure an environment that allows all class members to meet their learning goals
- **Interactive Modeling:** teaching children to notice and internalize expected behaviors through modeling
- **Positive Teacher Language:** using words and tone as a tool to promote children's active learning, sense of community and self-discipline
- **Logical Consequences:** responding to misbehavior in a way that allows children to fix and learn from their mistakes while preserving their dignity
- **Guided Discovery:** introducing classroom materials using a format that encourages independence, creativity, and responsibility
- **Academic Choice:** increasing student learning by allowing students teacher-structured choices in their work

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- **Classroom Organization:** setting up a physical room in ways that encourage students' independence, cooperation, and productivity
- **Working with Families:** creating avenues for hearing parents' insights and helping them understand that school's teaching approaches
- **Collaborative Problem Solving:** using conferencing, role playing, and other strategies to resolve problems

Proactive Strategies/ Prior to Occurrence of Behavior(s):

Break student tasks into manageable 'chunks': Students may misbehave to escape activities that they find too hard or tedious. Consider breaking a larger task into smaller or easier 'chunks' that the student will more willingly undertake. If the student must complete a large number of subtasks, include an occasional 'fun break'.

Increase adult supervision/surveillance: When the student's misbehavior is 'covert' (hidden), increase the adult supervision in the area. Be sure that all adults supervising a particular school setting agree on what behaviors to single out for positive or negative consequences and know how to get additional assistance if student behaviors get out of hand.

Increase 'reinforcement' quality of classroom: If a student is acting out to be ejected from a classroom, it may be that student does not find the classroom setting and/or routine to be very rewarding. The teacher can make the classroom environment more attractive in a number of ways, including by posting interesting instructional materials (e.g., bulletin board displays), boosting the pace of (and degree of student interaction in) class lecture or discussion, and including additional instructional activities of high interest to students.

Interactive Modeling: step-based process that is used to teach routines such as moving around the classroom, working with a peer, etc. The steps are: explain what and why, model behavior, ask for student feedback, have one student model for group, ask for student feedback, have all students practice, provide feedback to whole class.

Offer choice: When students are offered opportunities to make simple but meaningful choices in their classroom routine, their behaviors can improve. Examples of choice include permitting students to select who they work with on a project, negotiate when an assignment will be due, and choose what book to read for an assignment.

Offer help strategies: Misbehavior may occur when students are stuck on a work assignment and do not know how to quickly and appropriately request help without drawing undue attention to themselves. Teachers can address this problem by teaching the entire class how to request assistance in a non-

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disruptive way. A teacher may, for example, instruct students with questions during seatwork to post a help-signal and continue working on other assignments or approach a peer-helper for assistance.

Preview rules/behavioral expectations: Some students misbehave because they are impulsive and do not always think through the consequences of their misbehavior before they act. These students can benefit from having the teacher briefly review rules and/or behavioral expectations just before the students go into a potentially challenging situation or setting (e.g., passing through the halls; going to an assembly). If the instructor has a classroom reward system in place, he or she can strengthen the rules preview by reminding students that the class can win points for good behavior.

Preview schedule: Having the teacher preview a student's schedule daily (or even more frequently) can help those children who seem to misbehave because they do not respond well to unexpected changes in schedule or cannot remember what their schedule is.

Provide skills instruction: If the teacher determines that a child engages in inappropriate behaviors because the student lacks alternative, 'replacement' skills, the instructor should set up a plan to provide the child with the necessary skills. Any skills instruction should include plenty of examples to illustrate the skill-set being taught, demonstration (e.g., modeling, role-play) and a 'checkup' (e.g., student demonstration and verbal 'walk-through' of steps to skill) to confirm to the teacher's satisfaction that the student has acquired the skill.

Rearrange student seating or classroom setup: If elements of the classroom setting appear to contribute to the student's behavior problems, consider changing the student's seating or the classroom setup to reduce these problems. For example a student who is distracted by peers may benefit from having his or her seat moved to a more private corner of the room.

Teach student to take 'calm-down' break: Students who frequently become angry at peers or who may be set off by the excitement of large groups may be taught to (1) identify when they are getting too tense, excited, or angry, and (2) take a short break away from the setting or situation until they have calmed down sufficiently.

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What do we do when misbehaviors occur?

The proactive work we do in our classrooms can reduce the amount of time we spend responding to children's misbehavior but it won't completely eliminate the misbehavior. Like all of us, children will have many moments when impulse wins over reason, desire over logic, feelings over rational thought. They will get curious, they will get carried away, they will forget.

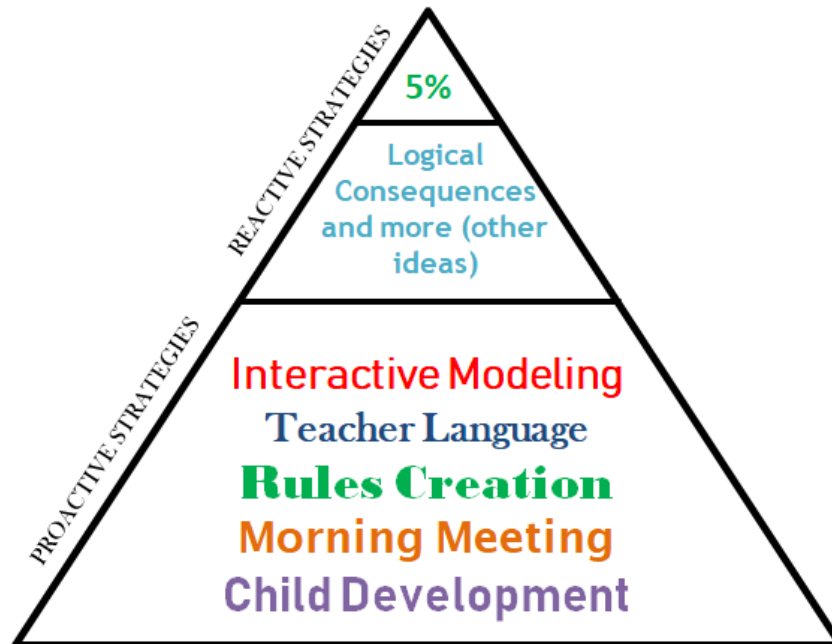
Testing rules and limits is a normal part of development that we as teachers (and parents) need to recognize, acknowledge and empathize with when children misbehave. However, having empathy does not mean we let go of accountability, instead, we hold children accountable, but with empathy for why they might be misbehaving and faith that they can choose a better way to behave. In the process, we might just help them learn to manage their own behavior.

Priorities when responding to misbehavior are to: FIRST-Stop the misbehavior and THEN restore positive behavior as quickly as possible.

Detailed goals for responding to misbehavior:

1. To stop the rule-breaking behavior
2. To maintain a safe and orderly classroom
3. To help students recognize and fix their mistakes
4. To help students develop internal control of their behavior
5. To preserve the dignity of the child and the group

*See page 10 for more details on the 5%



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The table below is a guide for teachers as they are making decisions about how to handle misbehavior. Every situation is different, but as we stated above, empathy does not mean no accountability, it means accountability with empathy for why the misbehavior is taking place and a commitment to help the student make better choices in the future with the faith that they can do so.

Classroom Referral	Office Referral
Possession or evidence of nuisance item/cell phone/headphones/electronics (Ex: silly string, rubber bands, balls, toys, MP3 players, video games, etc.)	Skipping class or leaving school without permission
	Hands on other students (includes pushing)
Late to class without a pass	Hands on teacher's property, space, belongings (possible police notification)
Refusal to follow school/classroom procedures, directions, routines, requests	Violation of Technology Policy (Acceptable Use, Chromebook Agreement, etc.)
Violation of Technology Policy (Acceptable Use, Chromebook Agreement, etc.)	Plagiarism/Cheating/Forgery/Lying
Inappropriate social interaction	Stealing/ Vandalism/Graffiti
Interfering with student learning (includes: disrupting teacher instruction, group work, or student learning)	Threat of violence/Extortion
Hands on other student's property or area	Fighting or Instigating a Fight
Reckless Behavior (including horseplay, running in halls, etc.)	Causing false alarms or emergencies
False Representation	Violence or threat of violence towards a staff member
Plagiarism/Cheating/Forgery/Lying	Statements, gestures, actions of disrespect (includes: swearing, rumor spreading, <i>some</i> name-calling)
Stealing/ Vandalism/Graffiti	Bullying and Harassment *Documentation of prior acts required.
Hands on other students (includes pushing)	Racial/Ethnic/Religious/ Homophobic Slur
Inappropriate interactions outside of school that adversely affect the educational environment (including social media, etc.)	Possession of drugs, alcohol, cigarettes
	Pretend to represent another person; pretend to possess or use illegal drugs
Note: Any behavior that is outrageous, overly disrespectful, or dangerous, or not specifically stated in the rubric, is subject to administrator review, immediate office referral, and assignment of consequences.	Possession of weapon or item perceived as a weapon/dangerous or illegal devices
	Inappropriate interactions outside of school that affect the educational environment (including social media, etc.)

*** All rules apply on field trips, field experiences and on school grounds.***

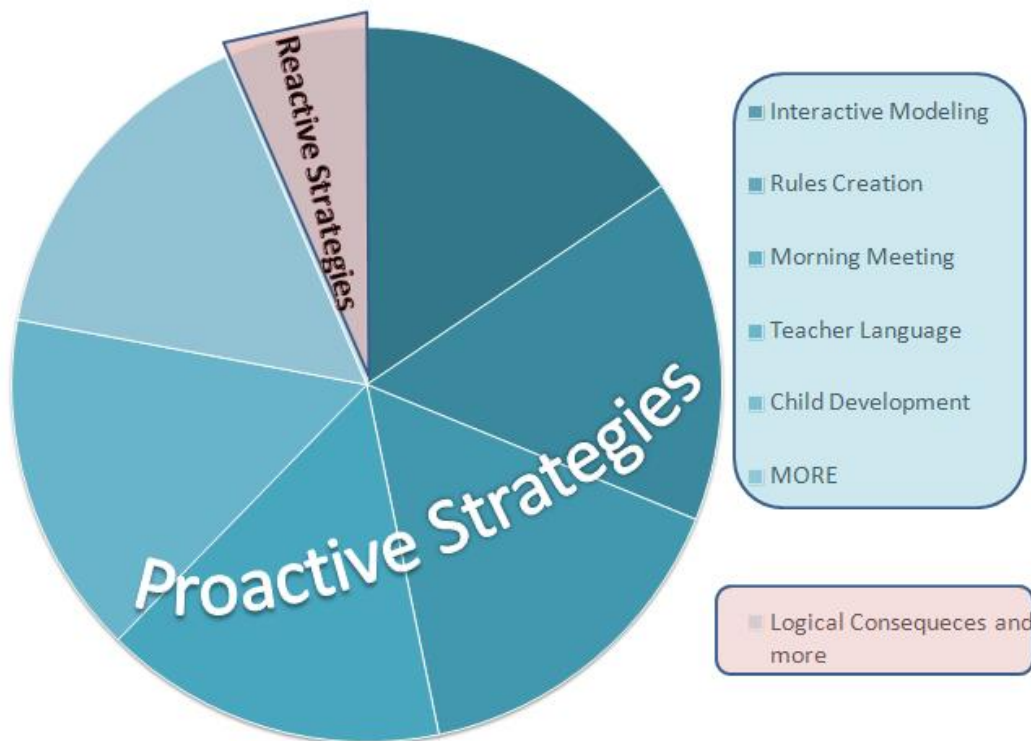
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There is no “one size fits all” strategy to managing student behaviors at school. It is important to consider many things. It is also important to look within ourselves when a misbehavior occurs to see if there is anything we need to change. *Were my expectations clear? Was appropriate behavior modeled effectively? Is the environment appropriate for all students to learn? Have I set my students up for success? What is going on with this student at home or in other parts of his/her life?*

Some models for managing student behaviors have a progression of “mess ups” that move from one consequence to another increasing the severity along the way. (visualize an escalator). While patterns of behavior are critical to see and understand and follow, they do not define a child. As educators, we must always have faith that children can change their behaviors with our support. In order to ensure behaviors change, we must hold students accountable, reteach, model, etc. and when we need to, we should put logical consequences and other reactive strategies in place. Below is a wheel of strategies to choose from when addressing behaviors in the classroom. There is no “order,” rather they are a menu of items to try with individuals, small groups and at times your entire class.



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During and After Occurrence of Behavior(s):

Always Contact Parents: Parents are a critical part of making the Responsive Classroom strategies we put into place effective. Parents are our best asset in terms of supporting and following up at home with what we are putting into place at school. Parents want to know what is going on (the positives and the concerns) and want to be involved. Contacting parents from the very beginning is a great way to work collaboratively and to let students know that you are all part of the same team and will be holding them accountable for their behaviors.

Apology: Apologies are one way that humans repair the social fabric after a conflict. The student may be asked to apologize to the offended party (e.g., teacher, student, principal) in writing or in person. It is important, though, that the offending student accept blame for the incident and demonstrate authentic regret in offering the apology, or neither party will be satisfied with the outcome.

Behavioral contract: The student and teacher hammer out a written agreement that outlines: specific positive behaviors that the student is to engage in (or specific negative behaviors that he or she is to avoid), the privileges or rewards that the student will earn for complying with the behavioral contract, and the terms by which the student is to earn the rewards (e.g., staying in his or her seat during independent reading period for three consecutive days).

Ignoring: When the student displays a problem behavior, the teacher 'ignores' the behavior (that is, the teacher does not give the student attention for the behavior).

Loss of privileges: The child is informed in advance that he or she can access a series of privileges (e.g., access to games to play, the opportunity to have 5 minutes of free time) if his or her behavior remains appropriate. The instructor instructs the student about what kind and intensity of problem behavior may result in the loss of privileges, and for how long. After this introductory phase, the instructor withdraws privileges as agreed upon whenever the student misbehaves.

Interactive Modeling: step-based process that is used to teach routines such as moving around the classroom, working with a peer, etc. The steps are: explain what and why, model behavior, ask for student feedback, have one student model for group, ask for student feedback, have all students practice, provide feedback to whole class.

Office referral: The instructor writes up a referral documenting the student's misbehavior and sends both the referral and student to the (front office)? Director's office for intervention.

Over-correction: The student is required repetitively to practice a skill that will 'replace' or improve upon an inappropriate or problem behavior. For example, a student who wanders the halls without

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permission when taking an unsupervised bathroom break may have to stay after school one afternoon and take multiple 'practice' trips to the school bathroom. In this example, the instructor might accompany the student to monitor how promptly the student walked to, and returned from, the bathroom and to give the student feedback about how much this target behavior has improved.

Peer Consequences: If the teacher finds that classmates play (or could play) an important role in influencing a target child's behavior(s), the teacher may try to influence the target child's behaviors indirectly by providing consequences for selected peer behaviors.

For example, if classmates encourage the target student to make inappropriate comments by giving positive social attention (e.g., laughing), the teacher may start a group response-cost program and deduct points from the class total whenever a peer laughs at inappropriate comments. Or a teacher who wants to increase the social interactions that a socially isolated child has with her peers may reward selected peers with praise each time that they approach the isolated child in a positive manner.

Teacher Language: vocabulary that is used to address students. It involves three types: Reinforcing- used to highlight skills and student work, Reminding- prompts students to remember school rules/procedures, Redirecting- statements or commands that are clear and respectful.

Private approach to student: The instructor quietly approaches the student, points out the problem behavior and how it is interfering with classwork or interrupting instruction. The instructor reminds the student of the academic task in which he or she should be engaged. The student is given an opportunity to explain his or her actions. The student is politely offered the choice to improve behavior or accept another consequence. Privately approaching a student can help him or her to save face and reduce the likelihood that the student will become defensive or defiant.

Restitution:(you break it, you fix it?) The student engages in an activity that actually or symbolically restores the environment, setting, or social situation that his or her misbehavior had damaged. For example, a student who marks up a wall with graffiti may be required to work after school under supervision of custodial staff to wash the wall and removing the offending markings.

Rules review: The teacher approaches the misbehaving student and (a) has him or her read off the posted class rules, (b) asks the student which of those rules his or her current behavior is violating, and (c) has the student state what positive behavior he or she will engage in instead.

Take a Break/Positive Time Out/Space and Time: opportunity for student to relocate to a quieter space to refocus and regroup and then return to classroom activity

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Problem Solving conference: one-on-one between teacher and student to discuss a single recurring behavior to discuss solutions that will help eliminate the behavior

Buddy Room: student is asked to remove themselves to another classroom for a predetermined amount of time to refocus and regroup before returning to the classroom. Movement between classrooms will be predetermined by teachers. This potential solution is used in rare occasions where all other strategies have been unsuccessful.

The 5%

Typically two groups of students:

- 1- Those who intentionally engage in power struggles
- 2- Those who lack the emotional or cognitive skills to exert their own controls.

- 5% of every classroom falls in this category; the 1 to 2 kids in your room who aren't responding to the typical Responsive Classroom structure.
- It's not about the 5% taking away from the 95%. In Responsive Classroom, 100% get what they need. Teachers must find the balance.

Proactive strategies for the 5%:

Give as much choice as possible- where their take-a-break/time and space place is, where to complete work, how papers are collected, homework options, classwork options, etc.

1 on 1 meeting in the 2nd week of school, before the frustration has built: Let them know you are on their side and want to help rather than isolate them. Start to build the positive relationship.

Naming using Responsive Classroom language- I statements: use Real and specific examples. Do not generalize. Keep it brief and concentrate on the most problematic behavior.

- “During morning meeting, **I notice** that you are making faces and trying to talk to the classmates beside you while others are talking.”

Emphasize Choice- State your non-negotiables as a teacher (safety, respectful of others, etc.)

- “I know you have a lot to contribute to our class discussions but I can't force you to participate.”

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Bargaining- Use a short social contract involving extrinsic motivation. All students respond to rewards for positive results. Even teachers get paid for good work. :) Use If...then... statements. Use language that reinforces mutual effort (ex.*our* problem, not *their* problem). State clearly what you want, being specific to one behavior and two or three examples. (ex. "I want you to be respectful when I'm speaking. That means that you will not be talking when I'm talking and you will raise your hand and wait to be called on when you have something to add to the discussion."). Seal the deal (handshake, signed contract, etc.) Decide on appropriate consequences if bargain is not kept *on either side*. (TAB, loss of privilege, etc.)

ABC Behavior Frameworks- done in a meeting with parents to sort and prioritize negative behaviors.

- A behaviors- Non-negotiable behaviors, worth the meltdown to ensure safety
- B behaviors- Important but negotiable issues- behaviors that you're working on
- C behaviors- Things that can be ignored right now while you're working on the larger issues

**These students should have Supplemental and Intensive Support plans in place. See Kelly Rooney for support/assistance.*

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Glossary

Inappropriate Language- Student engages in low-intensity instance of inappropriate language that is not directed at someone. Student uses replacement words such as "fricking", "gay", "retarded", etc.

Physical Contact- Student engages in non-serious, but inappropriate physical contact such as not keeping hands and feet to self, picking up other students, hugging in line, etc.

Defiance- Student engages in brief or low-intensity failure to respond to adult requests. Example, If a student is asked to complete assignment and responds, "No, I don't want to".

Disruption- Student engages in brief or low-intensity , but inappropriate disruption such as noises, rocking chair, tapping pencil, etc.

Dress Code- Student wears clothing that is not within the dress code guidelines outlined in the student handbook such as wearing a hat, hood up, pants low, clothes with offensive designs or writing, etc.

Property Misuse- Student engages in low-intensity misuse of property such as writing on books, writing on walls, tipping chairs back, destroying pencils, etc

Stealing- Student engages in minor acts of stealing. Example: takes pencils from another student.

Other- Student engages in any other minor problem behaviors that do not fall within the above categories. Example: running, inappropriate volume.

Office Managed Behavior Definition

Abusive Language- Student delivers verbal messages that include swearing, name calling or use of words in an inappropriate way that is directed at someone.

Fighting/Physical Aggression- Student engages in actions involving serious physical contact where injury may occur. Examples: hitting, punching, hitting with an object, kicking, hair pulling, scratching, throwing chairs or other objects, etc.

Defiance- Student engages in continuous refusal to follow directions, talks back, and/or delivers socially rude interactions.

Disrespect- Student engages in continuous verbal or non-verbal displays of rude-ness or discourtesy such as inappropriate gestures, arguing, yelling, etc.

Harassment/Bullying- Student delivers disrespectful messages (verbal or gestural) to another person that includes threats and intimidation, obscene gestures, pictures or written notes. Disrespectful messages include negative comments based on race, religion, gender, age and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters.

Theft- Student is in possession of, having passed on, or being responsible for removing someone else's property without that person's permission.