



Continuum of Support

Discouraging Inappropriate Behaviors

Level	Definition	Adult Response
Level 1 Non-Problem	Common behaviors that are <i>brief in duration and do not interfere with instruction or learning</i> . May be attributed to age or normal human needs. Typically self-correcting.	None A reaction would consume too much energy, interrupt lessons, disrupt student engagement, and detract from a positive climate.
Level 2 Minimal Problem	<i>Infrequent behaviors that run counter to expectations or class procedures but do not seriously interfere with learning</i> . If left unattended, likely to persist or spread until learning is affected and teacher is undermined.	Teacher-managed <ul style="list-style-type: none"> 🐾 Proximity 🐾 Nonverbal cue 🐾 Proximal praise 🐾 Review routine 🐾 Change activity
Level 3 Minor or Chronic Problem	Behaviors that <i>disrupt an activity or interfere with learning</i> ; usually limited to a single student or a few students not acting together. OR Minimal problems that occur so frequently that they <i>constitute a threat to learning</i> .	Record as Minor <ul style="list-style-type: none"> 🐾 Re-direct 🐾 Re-teach 🐾 Provide choice 🐾 Student conference 🐾 Increase group/individual teaching 🐾 Home contact 🐾 Arrange for role playing practice 🐾 Restrict privileges (seating arrangement, etc.) 🐾 Behavior planning, contract
Level 4 Major Problem	Behaviors that represent a <i>threat to order and the learning environment</i> . Student is out of instructional control, unable to respond to adult teaching.	Office-managed <ul style="list-style-type: none"> 🐾 Referral to office (ODR) 🐾 Other support services

After 3rd Minor, teacher must consult with Tier 1 Representative.

After 4th Minor, teacher must consult with Tier 2 Representative.

I am a Respectful, Responsible Learner!