

Copper Canyon High School CCB Classes
Behavior Program Description
2016-2017

Positive Behavior Supports and Interventions

Overview

Copper Canyon High School utilizes a Positive Behavior Supports and Interventions (PBIS) framework to teach and support appropriate school behaviors. Copper Canyon has identified a matrix of consistent expectations for student behavior in all school settings and implements a system to acknowledge student behavior that meets those expectations. This matrix is attached..

School-wide PBIS

Students in Copper Canyon's Cross-Categorical Behavior (CCB) classes have access to school-wide positive behavior supports across campus and within the CCB classroom. Like all Copper Canyon High School students, CCB students receive instruction in the skills needed to meet behavioral expectations. Staff acknowledge appropriate student behavior utilizing individual student punch cards, which can be redeemed using standard PBIS procedures.

CCB Classroom Behavior Supports

Students may also opt to redeem bonus points (accrued for following school-wide expectations within CCB, for earning ignoring points, and for earning self-assessment points) for incentives specific to the CCB classroom. Bonus points are tallied on a student's level sheet at the end of each day and recorded in a "bank;" students may opt to redeem points on a daily basis for smaller items/incentives, or may opt to save points for larger incentives. Students are only eligible to redeem bonus points for incentives if they have not been referred to the refocusing area on that particular day.



Copper Canyon High School Behavior Matrix

Expectations	All Settings (Common Areas)	Instructional settings	Bathrooms / Locker Rooms	Athletics & Activities	Cafeteria	Admin. Building	To & From School
Courteous	<ul style="list-style-type: none"> Follow all school rules Clarify others' intent Be considerate, polite & patient Use appropriate language 	<ul style="list-style-type: none"> Place electronics away Listen actively Follow instructions Use appropriate volume 	<ul style="list-style-type: none"> Clean up after yourself Keep all surfaces clean of graffiti Be patient 	<ul style="list-style-type: none"> Be a role model Practice good sportsmanship Be respectful to visiting team & fans Call for a ride ahead of time 	<ul style="list-style-type: none"> Patiently wait your turn in line Use great table manners Clean up after yourself 	<ul style="list-style-type: none"> Come directly when requested Enter only during designated time Sit and wait quietly Be truthful 	<ul style="list-style-type: none"> Get dropped off/picked up in proper area Park in assigned areas Gather only where appropriate Follow community rules
Committed	<ul style="list-style-type: none"> Attend school & be punctual Wear ID at all times Connect with a caring adult Use time management skills Conserve resources 	<ul style="list-style-type: none"> Bring appropriate materials Aspire to high standards Participate in the learning process Turn quality work in on time Achieve realistic goals 	<ul style="list-style-type: none"> Report all concerns to staff Return to class in a timely manner Conserve resources 	<ul style="list-style-type: none"> Attend school events Pay fees on time Be a great representative of our school Make a positive contribution 	<ul style="list-style-type: none"> Have payment ready before ordering Use <i>your</i> ID Number only Keep area clean 	<ul style="list-style-type: none"> Follow pass procedures Utilize guidance advisors Seek academic help Return in timely manner 	<ul style="list-style-type: none"> Be ready for pick up or drop off Follow the rules of the road Be a great representative of our school
Helpful	<ul style="list-style-type: none"> Assist & encourage others Accept & welcome all Keep campus clean Inform an adult when others need assistance 	<ul style="list-style-type: none"> Respect the learning environment Work together in class Share resources Study together outside of class 	<ul style="list-style-type: none"> Practice good personal hygiene Put <i>all</i> trash in trash cans Report problems immediately 	<ul style="list-style-type: none"> Show great school spirit Represent positive values Volunteer 	<ul style="list-style-type: none"> Share tables Push in <i>all</i> chairs Recycle Put <i>all</i> trash in trash cans 	<ul style="list-style-type: none"> Tell the whole truth Report <i>all</i> violations of school rules Answer completely 	<ul style="list-style-type: none"> Display ID when requested Follow rules of school & community
Safe	<ul style="list-style-type: none"> Follow safety & emergency rules Stay in supervised areas Move away from conflict & distractions Keep hands & feet to self Be bully-free Maintain a healthy lifestyle 	<ul style="list-style-type: none"> Sit in seat Follow classroom procedures as directed Use materials & equipment as directed 	<ul style="list-style-type: none"> Follow pass procedures Only use assigned bathroom Wash hands with soap & water Protect others property as if it were yours 	<ul style="list-style-type: none"> Follow safety rules of the event Leave campus when requested Get home without incident 	<ul style="list-style-type: none"> Walk at all times Sit in seat Keep eating areas Spill free Handle food appropriately 	<ul style="list-style-type: none"> Enter and exit campus at appropriate places & times Sign in upon arrival 	<ul style="list-style-type: none"> Keep walkways clear Follow bus rules & directions Respect right of way of pedestrians Use crosswalk Adhere to local laws Be aware of self & surroundings

Level System

Overview

Staff members utilize a 5-level point system to provide immediate feedback to students regarding their behavior. Each of the five levels reflects a different stage in the process of learning skills and preparing for reintegration into a general education environment. The first level is an introduction to the program and to program expectations. At this level, the student receives the most frequent reinforcement and feedback from staff. At the intermediate levels, the student actively develops and practices the many skills necessary for success in general education classes. At the upper levels, the student is able to function more independently as he or she begins to reintegrate, with continued support from the program. At every level, students (in collaboration with adult staff members) develop daily and weekly goals – with staff providing targeted support and specific feedback related to identify behavior goals. The CCB level system is outlined below and copies of level charts are attached.

Level 1

Days needed to advance to the next level 10

Evaluation period..... every 30 minutes

Points:

- Behavior Points – These points are earned for behaving appropriately during the 30-minute evaluation period. If a student displays an inappropriate behavior during the 30-minute evaluation period, the behavior box is lined out and the specific behavior is noted in the “Inappropriate Behavior” area on the chart. To earn the behavior point, a student must not be lined-out. A student can earn points in other categories even if he or she does not earn the behavior point.
- Work Points – These points are earned for participating in assigned activities or tasks during the 30-minute evaluation period. To earn this point, a student is expected to be on task for at least 70% of each 30-minute block (21 of 30 minutes).
- PBIS Expectation Points – These are bonus points that are used to give confirming feedback to students for meeting the school-wide behavioral expectations. These points are earned one at a time, not in multiples, and can be used toward PBIS incentives.

- Ignore Points – These points are earned for ignoring (not responding to) another student’s attempts to provoke or incite them. These points are earned one at a time, not in multiples, and can be used towards PBIS incentives.
- Self-Assessment Points - These points are earned for meeting an individual goal during each class period. The daily or weekly goal is developed by the student, in collaboration with the teacher, and is written on the student’s chart. At the end of each class period, students assess their progress and may give themselves a point if they have met their goal during that period. Self-assessment points are considered bonus points and can be used towards PBIS incentives.

Note: No points are earned while the student is sleeping, refusing to give chart to staff, in the refocus area, or while involved in physical management. When a student requests a “self-removal,” he or she may still earn a behavior point for that time period.

Making a Day:

In order to make his/her day, a Level 1 student must earn at least 18 of 25 behavior and work points (70%) by the end of the day.

Available Privileges:

- Participation in community-based instruction
- Extracurricular activities (e.g., sports, school clubs), if the student meets the specific criteria set up for the activity
- Access to classroom-based incentives and school-wide PBIS incentives
- Can participate in “Fun Friday” if at least 70% of missed work is completed

Additional notes:

- Adult supervision required at all times when leaving the classroom
- Lunch is eaten in the CCB classroom

Level 2

Days needed to advance to the next level 10

Evaluation period.....every class period

Points:

- Behavior Points – These points are earned for behaving appropriately during the one period evaluation period. If a student displays an inappropriate behavior during the one period evaluation period, the behavior box is lined out and the specific behavior is noted in the "Inappropriate Behavior" area on the chart. To earn the behavior point, a student must not be lined-out. A student can earn points in other categories even if he or she does not earn the behavior point.
- Work Points – These points are earned for participating in assigned activities or tasks during the one period evaluation period. To earn this point, a student is expected to be on task for at least 75% of each classroom period (41 of 55 minutes).
- PBIS Expectation Points – These are bonus points that are used to give confirming feedback to students for meeting the school-wide behavioral expectations. These points are earned one at a time, not in multiples, and can be used toward PBIS incentives.
- Ignore Points – These points are earned for ignoring (not responding to) another student's attempts to provoke or incite them. These points are earned one at a time, not in multiples, and can be used towards PBIS incentives.
- Self-Assessment Points - These points are earned for meeting an individual goal during each class period. The daily or weekly goal is developed by the student, in collaboration with the teacher, and is written on the student's chart. At the end of each class period, students assess their progress and may give themselves a point if they have met their goal during that period. Self-assessment points are considered bonus points and can be used towards PBIS incentives.

Note: No points are earned while the student is sleeping, refusing to give chart to staff, in the refocus area, or while involved in physical management. When a student requests a "self-removal", he or she may still earn a behavior point for that time period.

Making a Day:

In order to make his/her day, a Level 2 student must earn at least 19 of 25 behavior and work points (75%) by the end of the day.

Level Drop:

Certain severe behaviors result in a level drop at the end of the day. These behaviors include:

- Physical aggression
- Destruction of property (e.g., books, desks, personal belongings of others)
- Leaving the classroom or assigned building area without permission
- Misuse of cell phone per district policy
- Requiring physical management

When a student on Level 2 receives a level drop, he or she returns to Level 1/Day 1 (regardless of current day on Level 2).

Available Privileges:

- Community-based instruction
- Extracurricular activities (e.g., sports, school clubs), if the student meets the specific criteria set up for the activity
- "Fun Friday" events if at least 75% of missed work is completed
- May take bathroom breaks or go to get a drink independently with permission of staff
- Access to classroom-based incentives and school-wide PBIS incentives
- May be considered for participation in one or more general education classes by the IEP team

Additional notes:

- Adult supervision is required during passing time
- Lunch is eaten in the CCB classroom

Level 3

Days needed to advance to the next level 15

Evaluation Period..... two class periods

Points:

- Behavior Points – These points are earned for behaving appropriately during the two period evaluation period. If a student displays an inappropriate behavior during the two period evaluation period, the behavior box is lined out and the specific behavior is noted in the “Inappropriate Behavior” area on the chart. To earn the behavior point, a student must not be lined-out. A student can earn points in other categories even if he or she does not earn the behavior point.
- Work Points – These points are earned for participating in assigned activities or tasks during the two period evaluation period. To earn this point, a student is expected to be on task for at least 80% of each two classroom period block (88 of 110 minutes).
- PBIS Expectation Points – These are bonus points that are used to give confirming feedback to students for meeting the school-wide behavioral expectations. These points are earned one at a time, not in multiples, and can be used toward PBIS incentives.
- Ignore Points – These points are earned for ignoring (not responding to) another student’s attempts to provoke or incite them. These points are earned one at a time, not in multiples, and can be used towards PBIS incentives.
- Bonus Points – These points are used to recognize students for extra effort beyond what they have done in the past. Bonus tokens are earned one at a time, not in multiples, and can be used toward PBIS incentives.
- Self-Assessment Points - These points are earned for meeting an individual goal during each class period. The daily or weekly goal is developed by the student, in collaboration with the teacher, and is written on the student’s chart. At the end of each class period, students assess their progress and may give themselves a point if they have met their goal during that period. Self-assessment points are considered bonus points and can be used towards PBIS incentives.

Note: No points are earned while the student is sleeping, refusing to give chart to staff, in the refocus area, or while involved in physical management. When a student requests a “self-removal”, he or she may still earn a behavior token for that time period.

Making a Day:

In order to make his/her day, a Level 3 student must earn at least 10 of 13 tokens (80%) by the end of the day.

Level Drop:

A Level 3 student must make 3 days out of 5 to remain on Level 3. Certain severe behaviors also result in a level drop at the end of the day. These behaviors include:

- Physical aggression
- Major destruction of property (e.g., books, desks, personal belongings of others)
- Leaving the classroom or assigned building area without permission
- Misuse of cell phone per district policy
- Requiring physical management

When a student on Level 3 receives a level drop, he or she returns to Level 2/Day 1 (regardless of current day on Level 3).

Available Privileges:

- Community-based instruction
- Extracurricular activities (e.g., sports, school clubs), if the student meets the specific criteria set up for the activity
- “Fun Friday” events if at least 80% of missing work is completed
- May take bathroom breaks or go to get a drink independently with permission of staff
- May walk through hallway independently during passing periods
- May eat lunch in the cafeteria
- Access to classroom-based incentives and school-wide PBIS incentives
- Participation in school field trips, if approved by parent and if student meets the specific criteria set up for the trip
- May be considered for participation in one or more general education classes by the IEP team

Level 4

Days needed to advance to the next level 15

Evaluation period.....twice daily

Points:

- **Behavior Points** – These points are earned for behaving appropriately during the half-day evaluation period. If a student displays an inappropriate behavior during the half-day evaluation period, the behavior box is lined out and the specific behavior is noted in the “Inappropriate Behavior” area on the chart. To earn the behavior point, a student must not be lined-out. A student can earn points in other categories even if he or she does not earn the behavior point.
- **Work Points** – These points are earned for participating in assigned activities or tasks during the half-day evaluation period. To earn this point, a student is expected to be on task for at least 85% of each half-day block (140 of 165 minutes).
- **PBIS Expectation Points** – These are bonus points that are used to give confirming feedback to students for meeting the school-wide behavioral expectations. These points are earned one at a time, not in multiples, and can be used toward PBIS incentives.
- **Ignore Points** – These points are earned for ignoring (not responding to) another student’s attempts to provoke or incite them. These points are earned one at a time, not in multiples, and can be used towards PBIS incentives.
- **Bonus Points** – These points are used to recognize students for extra effort beyond what they have done in the past. Bonus tokens are earned one at a time, not in multiples, and can be used toward PBIS incentives.
- **Self-Assessment Points** - These points are earned for meeting an individual goal during each class period. The daily or weekly goal is developed by the student, in collaboration with the teacher, and is written on the student’s chart. At the end of each class period, students assess their progress and may give themselves a point if they have met their goal during that period. Self-assessment points are considered bonus points and can be used towards PBIS incentives.

Note: No points are earned while the student is sleeping, refusing to give chart to staff, in the refocus area, or while involved in physical management. When a student requests a “self-removal”, he or she may still earn a behavior point for that time period.

Making a Day:

In order to make his/her day, a Level 4 student must earn at least 10 of 12 behavior and work points by the end of the day (85%).

Level Drop:

A Level 4 student must make 4 days out of 5 to remain on Level 4. Certain severe behaviors also result in a level drop at the end of the day. These behaviors include:

- Physical aggression
- Major destruction of property (e.g., books, desks, personal belongings of others)
- Leaving the classroom without permission
- Misuse of cell phone per district policy
- Requiring physical management

When a student on Level 4 receives a level drop, he or she returns to Level 3/Day 1 (regardless of current day on Level 4).

Available Privileges:

- Community-based instruction
- Extracurricular activities (e.g., sports, school clubs), if the student meets the specific criteria set up for the activity
- "Fun Friday" events if at least 85% of missed work is completed
- May take bathroom breaks or go to get a drink independently with permission of staff
- May walk through hallway independently during passing periods
- May eat lunch in the cafeteria
- Participation in school field trips, if approved by parent and if student meets the specific criteria set up for the trip
- Access to classroom-based incentives and school-wide PBIS incentives
- May be considered for participation for more general education classes by the IEP team
- Review process for transition out of the CCB program may be initiated

Level 5

Points:

- Level 5 students do not use a daily point chart. Instead, points are tracked on a month-long tracking sheet.
- At the end of the day, points from the CCB Feedback Card (see below) are counted and entered on the tracking sheet. Students can earn up to 24 points daily for meeting school-wide behavioral expectations.
- Points can be used towards PBIS incentives.

Level Drop:

The following result in a level drop at the end of the day:

- Office referral for a major behavior
- More than one refocus area referral for a minor behavior
- Misuse of cell phone per district policy
- Requiring physical management

When a student on Level 5 receives a level drop, he or she returns to Level 4/Day 1 (regardless of current day on Level 5).

Available Privileges:

- Community-based instruction
- Extracurricular activities (e.g., sports, school clubs), if the student meets the specific criteria set up for the activity
- "Fun Friday" events if at least 90% of missed work is completed
- May walk through hallway independently during passing periods
- May take bathroom breaks or go to get a drink independently with permission of staff
- May eat lunch in the cafeteria
- Access to classroom-based incentives and school-wide PBIS incentives
- Participation in school field trips, if approved by parent and if student meets the specific criteria set up for the trip
- May be considered for participation for more general education classes by the IEP team
- May complete the transition out of the CCB program. This may include transition to the student's home campus or an alternative program as agreed upon by the IEP team.

Student: _____

LEVEL 5

Month: _____

<p>Date: _____</p> <p>Level 5, Day: _____</p> <p>Points: _____</p> <p><input type="checkbox"/> Office referral <input type="checkbox"/> > 1 RA referral <input type="checkbox"/> <80% points earned <input type="checkbox"/> Physical management</p>	<p>Date: _____</p> <p>Level 5, Day: _____</p> <p>Points: _____</p> <p><input type="checkbox"/> Office referral <input type="checkbox"/> > 1 RA referral <input type="checkbox"/> <80% points earned <input type="checkbox"/> Physical management</p>	<p>Date: _____</p> <p>Level 5, Day: _____</p> <p>Points: _____</p> <p><input type="checkbox"/> Office referral <input type="checkbox"/> > 1 RA referral <input type="checkbox"/> <80% points earned <input type="checkbox"/> Physical management</p>	<p>Date: _____</p> <p>Level 5, Day: _____</p> <p>Points: _____</p> <p><input type="checkbox"/> Office referral <input type="checkbox"/> > 1 RA referral <input type="checkbox"/> <80% points earned <input type="checkbox"/> Physical management</p>	<p>Date: _____</p> <p>Level 5, Day: _____</p> <p>Points: _____</p> <p><input type="checkbox"/> Office referral <input type="checkbox"/> > 1 RA referral <input type="checkbox"/> <80% points earned <input type="checkbox"/> Physical management</p>
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General Education Classes – Behavior Feedback

Students in upper levels who are participating in general education classes will carry an index card (CCB Feedback Card) allowing teachers to provide students (and CCB teachers) with feedback regarding student behavior while in the general education setting. Students have the opportunity to receive teacher signatures (points) for each of the PBIS expectations for each of their general education classes.

Points received while in classes outside of the CCB classroom will be documented on a student's point/level chart for the day. At Level 2, 3, and 4, feedback card points are recorded as PBIS Expectation Points on the daily level chart. Level 2 students also receive work/behavior points for each of the four PBIS expectations demonstrated while in general education classes. At Levels 3 and 4, students must earn signatures for all PBIS expectations in order to earn work/behavior points on their level sheet. At Level 5, points earned on the feedback card are totaled and recorded on the Level 5 tracking sheet. ***Students who do not obtain signatures from general education teachers at the conclusion of each class outside of CCB will not be eligible to earn those points on their daily level chart.*** The daily feedback card used for students in general education classes is attached.

Front of card:

CCB Feedback Card

Name: _____

Date: _____

Period	Courteous	Committed	Helpful	Safe	Notes
1					
2					
3					
4					
5					
6					

Back of card:

Classroom Expectations

Courteous	Committed	Helpful	Safe
<ul style="list-style-type: none">• Place electronics away• Listen actively• Follow instructions• Use appropriate volume	<ul style="list-style-type: none">• Bring appropriate materials• Aspire to high standards• Participate in the learning process• Turn quality work in on time• Achieve realistic goals	<ul style="list-style-type: none">• Respect the learning environment• Work together in class• Share resources• Study together outside of class	<ul style="list-style-type: none">• Sit in seat• Follow classroom procedures as directed• Use materials & equipment as directed

Feedback Card Directions

STUDENTS: Present this card to your teacher at the end of the class period. Remember, you must obtain signatures in order to get points on your level tracking sheet.

STAFF: Please sign under each PBIS expectation if the student met the expectation during class. If the student struggled to meet expectations, please provide behavior information in the NOTES section.

Crisis Response Procedures

Refocus Area Overview

At times, students engage in behaviors that impede their learning and the learning of others – demonstrating the need for additional interventions and supports. Students are referred to the Refocus Area (RA) when they are not engaged in the learning process and cannot be easily redirected. The focus within the Refocus Area is on teaching and reinforcing pro-social behaviors utilizing a variety of non-restrictive behavioral interventions, consistent with each student's behavior intervention plan.

It should be noted that students may opt to use the Refocus Area *proactively* when they feel they are becoming upset/frustrated and that they require a break. Students may request a ***self-removal*** from the CCB classroom in such instances. Self-removals will be monitored by staff members and will be time-limited (up to 10 minutes). Should students exhibit a pattern of requesting more than one self-removal within the same academic subject, CCB staff will consult with CCB clinical staff in order to further assess the situation and to determine whether further interventions/supports are required for the student.

Referral Behaviors

There are two types of inappropriate behaviors at Copper Canyon – *major* and *minor* behaviors. Students demonstrating *major* behaviors are AUTOMATICALLY sent to the RA – and may require further administrative action/involvement. Students demonstrating *minor* behaviors will be provided with a verbal redirection prior to receiving a Refocus Area referral. *Major* and *minor* behavior definitions are attached.

Referral Form

Each time that a student is referred to the Refocus Area, whether directed by a staff member or requested as a self-removal, a staff member completes an RA referral form to document the referral. Data from these forms are used to monitor student progress and assess need for additional supports or interventions.

Refocus Area Procedures

Behavior Referrals: Once referred to the Refocus Area, students will engage in a structured de-escalation process prior to returning to the CCB classroom activity. Students will be given time to self-regulate and calm themselves, followed by completion of a self-evaluation form (a self reflection regarding the behavior that lead to their RA referral) and processing with an adult staff member. While processing, the student and staff member will work together to a) review the behavior that lead to the referral and b) develop a plan to successfully

transition the student back to the CCB classroom activity. The plan might involve further processing/written work, mediation with a student or staff member, etc.

Students referred to the Refocus Area are expected to follow the rules outlined below at all times. Students who struggle to follow rules/meet expectations in the RA will delay their return to regular CCB classroom activity:

1. Transition to the Refocus Area silently
2. Sit in assigned area and remain in assigned seat/area at all times
3. Raise a silent hand in order to request materials, to ask questions, etc.
4. Follow staff directions at all times when in the Refocus Area
5. Complete all assigned work

Students who receive a behavior referral are NOT eligible to earn points toward making their day while in the Refocus Area. As such, it is in the student's best interest to utilize the RA in order to self-regulate and to develop a plan for successfully returning to the CCB classroom activities as quickly as possible.

Staff members working with students in the RA are to document the following on a student's level sheet prior to transitioning the student back to the CCB classroom activity:

1. Time the RA referral started (under "RA IN")
2. Time the RA referral ended/student returned to class (under "RA OUT")

Self-removals: Students in the Refocus Area on a self-removal (referenced above) are expected to follow all RA rules and expectations while in the room (outlined above). Should students either a) struggle to meet RA expectations or b) refuse to return to the CCB classroom activity at the conclusion of their self-removal time, they will generate an official Refocus Area referral (which will be reflected on the daily point/level sheet).

Students utilizing the Refocus Area for a self-removal will NOT be penalized on their level sheet, as long as students successfully transition back to the CCB classroom and resume working upon completion of the self-removal. Staff should, however, document self-removal times (under "Self-removals IN/OUT") on the student's level sheet.

Date Entered: _____
Initial: _____

Refocus Referral Form

Student: _____ **Date:** _____ **Time:** _____ am/pm
Referring Staff: _____ **Type of Referral:** Staff Referral Self-Removal
Location: _____

Behavior(s) leading to Refocus referral: Circle primary behavior and check all other behaviors that apply.

<input type="checkbox"/> Noncompliance	<input type="checkbox"/> Provoking	<input type="checkbox"/> Cheating
<input type="checkbox"/> Sleeping	<input type="checkbox"/> Swearing	<input type="checkbox"/> Inappropriate Language: Sex/Drugs/Gangs (circle one)
<input type="checkbox"/> Disturbing	<input type="checkbox"/> Off Limits	<input type="checkbox"/> Inappropriate Behavior: Sex/Drugs/Gangs (circle one)

<input type="checkbox"/> Threatening	<input type="checkbox"/> Misuse of Equipment	<input type="checkbox"/> Interfering with Discipline
<input type="checkbox"/> Contraband	<input type="checkbox"/> Spitting	<input type="checkbox"/> Inappropriate Touching
<input type="checkbox"/> Extortion	<input type="checkbox"/> Leaving the Program	<input type="checkbox"/> Physical Aggression
<input type="checkbox"/> Fire	<input type="checkbox"/> Stealing	<input type="checkbox"/> Physical Aggression with Intent to Harm
<input type="checkbox"/> Encouraging Violence	<input type="checkbox"/> Destruction of Property	

Hypothesized motivation for the primary behavior:		
<input type="checkbox"/> Obtain peer attention	<input type="checkbox"/> Avoid peer(s)	<input type="checkbox"/> Sensory stimulation
<input type="checkbox"/> Obtain adult attention	<input type="checkbox"/> Avoid adult(s)	
<input type="checkbox"/> Obtain items/activities	<input type="checkbox"/> Avoid task/ activity	<input type="checkbox"/> Unknown motivation

Description of events leading to referral:

Steps to complete before returning to class (to be assigned by staff member):

- Complete self-evaluation
- Problem-solve with staff member
- Develop written plan for successful return to class
- Participate in staff-facilitated mediation
- Other:

Exit Date: _____ **Exit Time:** _____ am/pm

Additional Follow-Up Needed:

Inappropriate Behaviors *Operational Definitions*

Minor Behaviors

Sleeping: Eyes closed, head down, nonresponsive

Disturbing: Behavior or noise that interferes with classroom functioning; not directed at someone else

Provoking: Comments or actions directed towards another person (peer or staff member); e.g., name-calling, teasing

Swearing: Using profanity

Inappropriate Language: Inappropriate verbal content related to sex, drugs, gangs, criminal activity (content area should be specified)

Inappropriate Behavior: Written or physical expression related to sex, drugs, gangs, or criminal activity; e.g., graffiti, gestures, flashing gang signs, drawings (content area should be specified)

Noncompliance: Active refusal to comply with a clear teacher directive, after the student is given the opportunity to comply

Cheating: Telling an untruth (lying); using or taking credit for someone else's work; using deception to gain privileges or avoid consequences; splitting staff

Off Limits: Student is in an unauthorized area (e.g., out of seat without permission, touching a light switch or a fire alarm, touching anything on the teacher's desk)

Major Behaviors

Threatening: Verbal, physical, or written promise of harm

Encouraging Violence: Encouraging others to take part in violence, can be verbal or nonverbal, "3rd man in a fight"

Extortion: Item of value changes hands without staff approval; both parties involved receive the consequence

Interfering with Discipline: Comments or actions (directed towards another student or a staff member) that interrupt a staff member dealing with another student's behavior

Leaving the Program: Student is out of sight of staff and/or leaves the classroom or learning area without permission/supervision

Misuse of Equipment: Using equipment or materials in a way that the equipment or materials were not intended to be used

Destruction of Property: Breaking, damaging, or destroying property of self, others, or the school

Fire: Setting or attempting to set a fire; possession of a lit cigarette; possession of a flame or a burnt object

Stealing: Student is in possession of an item that does not belong to him or her without the permission of the owner

Contraband: Possession of an item prohibited by school rules

Inappropriate Touching: Non-aggressive physical contact with self or others without staff permission

Spitting: Launching saliva from the mouth towards another person or object or floor

Physical Aggression: Mild to moderate aggressive contact with another person; e.g., hitting, kicking, poking, biting, scratching

Physical Aggression with Intent to Harm: Aggressive contact with another person with the clear intent to cause bodily harm