

COTTONWOOD HIGH SCHOOL

Discipline Decision Tree



STEP 1: VERBAL WARNING/REDIRECTION

(leveled prompting: "I need you to..." "You should...")

- Restate expectations/rules and clarify how behavior did not meet expectations
- No documentation required

Additional Teacher Interventions as Needed

DID IT WORK?

Yes →



Reinforce Behavior Expectations

No ↘

STEP 2: TEACHER'S CHOICE OF INTERVENTION



- Reteach expectations in a teacher/student conference
- Examples: Think Time, Contract with Student, Letter of Apology
- Document in Ed Handbook as **MINOR INCIDENT**

Select Teacher Action 4A – Teacher's Choice of Intervention

3 Tardies

DID IT WORK?

Yes →



Reinforce Behavior Expectations

No ↘

STEP 3: PARENT CONTACT



- Phone Call or Email
- Document in Ed Handbook as **MINOR INCIDENT**

Select Teacher Action 3 – Parent Contact

5 Tardies

Additional Teacher Interventions as Needed

DID IT WORK?

Yes →



Reinforce Behavior Expectations

No ↘

STEP 4: OFFICE REFERRAL



- Document in Ed Handbook as **OFFICE REFERRAL**
- Bring concerns to grade level or MTSS teams if behaviors are chronic

7 Tardies

DID IT WORK?

Yes →



Reinforce Behavior Expectations

No ↘

educatorshandbook.com/incidents

COMPOSING AN INCIDENT IN EDUCATOR'S HANDBOOK

Click on **COMPOSE INCIDENTS** icon

Select **MINOR INCIDENT** or **OFFICE REFERRAL**

Minor Incidents are those incidents that teachers handle completely in their classroom and do not need administrative support to complete. Teachers are documenting their action, NOT referring the consequence to the administration.

Office Referrals should be used when all classroom strategies have been tried and when contact with a parent has been made UNLESS it is an immediate office referral (see back).

Next, select **DATE, TIME, LOCATION, SUBJECT, ARRANGEMENT**

Choose **OFFENSE** and provide a **DESCRIPTION**

Click on **ADD AN OFFENDER**

Begin typing the name of the student to populate a list

For **MINOR INCIDENTS** click on **ADD AN ACTION**

The action taken by the teacher to resolve the incident

For **OFFICE REFERRALS**, teachers can log in to see what action was assigned by administration.



IN THE CLASSROOM

- Post the school-wide and classroom-specific expectations in your classroom and teach them!
- Be consistent and fair as you interact with your students.

Relying solely on OFFICE REFERRALS, suspensions, or detention misses important opportunities to reteach appropriate behaviors, reinforce positive efforts, and build rapport with students in the classroom, where students spend most of the day.

MINOR INCIDENTS

- Cheating
- Class disruption
- Call outs
- Side conversations
- Out of seat
- Off task
- Computer violations
- Dress code (fixable in class)
- Insubordination
- Non-directed profanity
- PDA
- Refusal to do work
- Sleeping in class
- Tone/attitude
- Tardy
- Unprepared

(Follow Decision Tree & Document in Educator's Handbook)

IMMEDIATE OFFICE REFERRALS

- Assault
- Bullying/disrespect
- Chronic class disruption
- Computer violation
- Directed profanity
- Dress code
- Drugs, alcohol, tobacco
- Failure to follow through on consequences
- Gang activity
- Mutual fighting
- Plagiarism
- Play fighting
- Sexual harassment
- Theft
- Threat, harassment, or intimidation
- Truancy, leaving class
- Vandalism
- Weapons

SPECIFIC PRAISE

- Praise statement must be linked to a behavior
- Provide feedback specific to the behavior
- Be sincere
- Praise effort, not ability



1. SPECIFICALLY DESCRIBE THE BEHAVIOR

- Explicitly define what was done that you want to continue.
- Expressed using the words of school-wide and classroom expectations.

“When I said it was time to begin, you cleared off your desk, got your materials out immediately and began working quickly.”

2. PROVIDE A RATIONALE

- Explain the reason why the behavior is important.
- Teach the benefits of the behavior and the impact it has on them and others.
- Include the classroom expectations and what the student might expect if they use the appropriate behavior.

“Getting started right away shows ENGAGEMENT, and you will likely have less homework.”

3. CAN INCLUDE A TANGIBLE ITEM OR ACTIVITY

- When using a tangible item or activity, always pair with specific positive feedback.
- Promote ownership; student “earns,” teachers do not “give.”

“Because you got started so quickly, you have earned a GOLDEN TICKET.”

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