

Shettler Behavior Definitions and Management Chart

	Level 1 Problem Behavior Staff Managed	Level 2 Problem Behavior Staff Managed	Level 3 Problem Behavior Office Managed
Problem Behavior	<ul style="list-style-type: none"> • Level 1 infractions are mild misbehaviors that can be adequately corrected at the time they occur • They do not require documentation in SWIS (although the teacher may want to keep record) • A staff member who observes a level 1 infraction corrects the student in the setting and assigns appropriate consequences, if necessary 	<ul style="list-style-type: none"> • Level 2 infractions are moderate misbehaviors that do not require administrative involvement, but do require documentation • Staff member who observes a level 2 infraction <ul style="list-style-type: none"> ○ Records the incident into the referral form (MAJOR/Staff Managed, SWIS) ○ Corrects the student in the setting and assigns appropriate consequences ○ Contacts parent/ guardian ○ May seek administrator support if behaviors are repeated, and interventions are not working. 	<ul style="list-style-type: none"> • Level 3 infractions are major misbehaviors that require administrative involvement and documentation. • Staff member who observes a level 3 infraction <ul style="list-style-type: none"> ○ Records the incident into the referral form (MAJOR/Office Managed, SWIS) ○ Student should be removed immediately for misbehaviors that are illegal or are so severe the misbehaving student’s presence in a setting poses a threat to physical safety or to adult authority. • Administrator conferences with the student within a reasonable time frame (or immediately if appropriate) • Administrator contacts parent/ guardian • Administrator assigns appropriate correction/consequence

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Defiance/ Insubordination/ Non-Compliance	Student engages in brief or low-intensity failure to follow directions or talks back. <i>(Refusal to follow school-wide expectations, adult directions, and procedures)</i>	Student repeatedly engages in brief or low-intensity failure to follow directions or talk backs. <i>(Repeated refusal to follow school-wide expectations, directions, and procedures.)</i>	Student engages in blatant refusal to follow directions. <i>(Repeated refusal to follow school-wide expectations, directions, and procedures that is ongoing within a short period of time.)</i>
Disrespect <i>(This includes “mean behavior” such as: mean looks, gestures, words, or actions that hurt a person’s body, feelings, friendship, reputation, or property.)</i>	Student delivers low-intensity , socially rude or dismissive messages to adults or students. <i>(verbal or nonverbal)</i>	Student repeatedly delivers low-intensity , socially rude or dismissive messages to adults or students. <i>(verbal or nonverbal)</i>	Student delivers high-intensity , dismissive messages to adults or students. <i>Student repeatedly delivers low-intensity, socially rude, or dismissive messages ongoing within a short period of time (verbal or nonverbal)</i>
Disruption	Student engages in low-intensity , but inappropriate disruption. <i>(Causing an interruption in a class or activity)</i>	Student repeatedly engages in low-intensity , but inappropriate disruption. <i>(causing an interruption in a class or activity)</i>	Student engages in behavior causing an interruption in a class activity <i>(loud talking, yelling, or screaming; noise with materials; and/or sustained out of seat behavior)</i> over a long period of time AND the student cannot be redirected to the task through the established continuum of consequences and corrections <i>(also including severe emotional outbursts)</i>
Dress Code	Student wears clothing that does not fit within the dress code guidelines practiced by the school and makes arrangements to change clothing.	Student repeatedly wears clothing that does not fit within the dress code guidelines practiced by the school and makes arrangements to change clothing.	See Defiance/ Insubordination/ Non-Compliance for major dress code infractions if the student refuses to make arrangements to change
Abusive Language/ Inappropriate Language/ Profanity	Student engages in low-intensity instance of inappropriate language. <i>(speaking calmly in a conversation and inappropriate language/ gesture is used)</i>	Student repeatedly engages in low-intensity instance of inappropriate language. <i>(speaking calmly in a conversation and inappropriate language/profanity/gesture is used)</i>	Language/ gesture is specifically directed towards another person AND is abusive/ aggressive <i>(speaking and using inappropriate language repeatedly and ongoing within a short period of time)</i>
Physical Contact/ Physical Aggression	Student engages in non-serious , but inappropriate physical contact. <i>(not keeping hands, feet, or objects to self, horseplay, low-intensity public display of affection, no intent to harm)</i>	Student repeatedly engages in non-serious , but inappropriate physical contact. <i>(not keeping hands, feet, or objects to self, horseplay, low-intensity public display of affection)</i> Student engages in actions involving physical contact where injury may occur (horseplay, pushing, shoving, throwing objects, etc.).	Student engages in actions involving serious physical contact with intent to harm and/or when injury has occurred (hitting, punching, hitting with an object, spitting, kicking, hair pulling, scratching, etc.). <i>(Pushing/shoving/horseplay/not keeping hands to self and is repeated and ongoing or within a short period of time)</i>
Misuse of Property	Student engages in low-intensity misuse of property.	See Property Damage/ Vandalism if the incident results in the destruction/disfigurement of the property.	See Property Damage/ Vandalism if the incident requires administrator support.
Tardy	Student is late to class or the start of the school.	Student is repeatedly late to class or the start of the school day	
Use of Technology	Low-level misuse of technology	Repeated low/moderate levels of misuse of technology	Major violation of the student acceptable use policy that includes either: <i>(High intensity/inappropriate misuse of technology)</i> OR <i>ongoing low/moderate levels of misuse within a short period of time.</i>

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Inappropriate Display of Affection	See Physical Contact for low-intensity incidents of inappropriate displays of affection.	See Physical Contact for repeated low-intensity incidents of inappropriate displays of affection.	Student engages in overt/blatant engagement in inappropriate, consensual, verbal and/or physical gestures/contact, of a sexual nature to another student.
Bullying			Repeated delivery of a message in any format (direct or technology based) causing harm, intimidation, or exclusion of others. The behavior involves an imbalance of power AND is one sided . This may include instigating a fight. (<i>including intimidation, teasing, taunting, threats, or name calling to cause bodily harm, reasonable fear for personal degradation.</i>)
Forgery/ Theft/ Plagiarism	Student is involved by being in possession of, having passed on, or being responsible for removing someone else's property without permission; or the student has signed a person's name without that person's permission, or claims someone else's work as their own.	Student has repeatedly been involved by being in possession of, having passed on, or being responsible for removing someone else's property without permission; or the student has signed a person's name without that person's permission, or claims someone else's work as their own.	Student has engaged in ongoing incidents of being in possession of, having passed on, or being responsible for removing someone else's property without permission; or the student has signed a person's name without that person's permission, or claims someone else's work as their own.
Property Damage/ Vandalism	<i>Engages in low-intensity/moderate defacing or destruction of school property or the property of staff or other students that can be fully restored by the student.</i>	Student repeatedly engages in misuse of property that is either ongoing or has resulted in destruction or disfigurement of property which can be fully restored by the student	Student participates in an activity that results in destruction or disfigurement of property which cannot be fully restored by the student . <i>(Student is engaged in severe misuse and/or damage that results in defacing or destruction of school property or the property of staff or other student)</i>
Lying/Cheating	<i>Low-intensity lying, cheating, or spreading rumors that may be hurtful to others</i>	Student repeatedly delivers messages that are untrue and/or deliberately violates academic rules. <i>(Lying, cheating or spreading rumors that are intended to be hurtful)</i>	Student delivers a high-intensity message that is untrue and/or repeatedly violates academic rules.
Harassment			The delivery of repeated disrespectful messages in any format related to gender, ethnicity, sex, race, religion, disability physical features, other classification
Gang Affiliation Display			Student uses gestures, writing, dress, and/or speech to display affiliation with a gang.
Skip Class			Student leaves or misses class without permission
Use/ Possession of Alcohol			Student is in possession of or is using alcohol
Use/ Possession of Combustibles			Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, lighter fluid)
Use/ Possession of Drugs			Student is in possession of or is using illegal drugs/substances or imitations
Use/ Possession of Tobacco			Student is in possession of or using tobacco
Use/ Possession of Weapons	<i>Any object that is considered a look-alike weapon is created/used for play (example: drawing, stick, other material created to look like a weapon)</i>		Student is in possession of knives and guns (real or look alike), or other objects readily capable of causing bodily harm <i>(Any object that is used to threaten, harm, or harass another may be considered a weapon. This includes but is not limited to: padlocks, pens, pencils, laser pointers, and jewelry. Intentional</i>

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	(If this this incident is repeated contact a parent and/or administrator prior to referral)		injury to another can be a felony and/or cause for civil action. This violation may subject a student to expulsion.) (Third incident when an object that is considered a look-alike weapon is created or used for play)
Fighting			Student is involved in mutual participation in an incident involving physical violence
Other	Student engages in any other minor problem behavior that does not fall within above categories	Student engages in any other major problem behavior that does not fall within above categories	Student engages in any other major problem behavior that does not fall within above categories