

# CONTINUUM OF CHALLENGING BEHAVIOR

	OBSERVABLE BEHAVIOR	PLACEMENT	STAFF ACTION
LEVEL 4	<ul style="list-style-type: none"> <li>Violent outbursts at school multiple times per week</li> <li>Regularly presents <b>significant</b> danger to self or others, requiring frequent classroom evacuation or ESI</li> <li><b>Frequent</b> elopement from school building</li> <li>History of trauma, abuse, neglect, etc.</li> <li>Exhibits severe mental health concerns including (but not limited to): dramatic mood swings, suicidal comments, possible lack of remorse, etc.</li> </ul>	<ul style="list-style-type: none"> <li>WEBS placement likely</li> <li>Please refer to WEBS placement criteria for more info</li> </ul>	<ul style="list-style-type: none"> <li>School psychologist completes WEBS referral</li> <li>Please refer to WEBS referral procedures document for more info</li> </ul>
LEVEL 3	<ul style="list-style-type: none"> <li>Frequent elopement from the classroom setting</li> <li>Throwing items when angry</li> <li>Verbal and/or physical threats to peers</li> <li>Physical altercations with peers on occasion</li> <li>Classroom evacuation on occasion</li> </ul>	<ul style="list-style-type: none"> <li>Increase resource/SpEd minutes</li> <li>Increase social-emotional support services through counselor or social worker</li> <li>Contact parents regarding the possibility of therapeutic services</li> </ul>	<ul style="list-style-type: none"> <li>Consider review/revisions of current BIP or assessment options</li> <li>Restructure behavioral supports (multiple supports should be attempted)</li> <li>School psychologist informs WEBS administrator of concerns</li> <li>Hold an addendum IEP if more supports are needed</li> <li>FBA/BIP conducted and implemented</li> </ul>
LEVEL 2	<ul style="list-style-type: none"> <li>Noncompliance interrupts instruction and/or learning of others</li> <li>Refusal to follow class rules or directions (saying "no")</li> <li>Verbal defiance and/or altercations with adults or peers</li> <li>Hiding from school staff</li> <li>Elopement from the classroom setting on occasion</li> <li>Argumentative</li> </ul>	<ul style="list-style-type: none"> <li>Consider SpEd evaluation (due to multiple red flags)</li> <li>If student currently has an IEP, ensure IEP has minutes and goals listed to address behavior or social-emotional issues</li> </ul>	<ul style="list-style-type: none"> <li>Discuss need for behavior specialist services with the team</li> <li>Complete behavior specialist referral request per team decision</li> <li>Notify parents of involvement of behavior specialist</li> <li>Consider FBA/BIP</li> <li>Do not engage in argument or power struggle with student</li> <li>Set limits or expectation</li> </ul>
LEVEL 1	<ul style="list-style-type: none"> <li>Quiet noncompliance (not disruptive to learning environment)</li> <li>Wants things done "his/her way"</li> <li>Doesn't follow directions</li> <li>Work refusal</li> <li>Quiet defiance</li> <li>Refuses to participate</li> </ul>	<ul style="list-style-type: none"> <li>Consider what can be done in the classroom environment to support student</li> </ul>	<ul style="list-style-type: none"> <li>Collaborate with grade level team and/or tier 3 intervention team, including SpEd if needed</li> <li>Notify parents of concerns and request input</li> <li>Allow for student choice</li> <li>Consider as a team the need for informal consultation and support from behavior specialist</li> <li>Email behavior specialist per team decision</li> <li>Begin data collection of academic, social-emotional, and behavioral skills</li> </ul>