

CONTINUUM OF CHALLENGING BEHAVIOR

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