



# **Responding to Challenging Behavior Resource Pack**

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## **Purpose of the Responding to Challenging Behavior Resource Pack**

One of the essential components of RTI<sup>2</sup>-A + RTI<sup>2</sup>-B, Instruction and Intervention, includes establishing an environment for learning that ensures all learners can access and benefit from high-quality educational programming. The *Responding to Challenging Behavior Resource Pack* materials include resources that are meant to support schools and districts as they systematically develop schoolwide resources respond to challenging student behavior. The Behavior Definition Examples include definitions, examples, and non-examples of challenging behavior organized by which staff would address the behavior. These behaviors are organized by school-staff versus office-managed challenging behavior. The Discipline Process Flowchart Examples show visual examples of the steps school staff and administrators could take when students exhibit challenging behavior. The Office Discipline Referrals Form Examples provide templates that school staff could use to document a student's challenging behavior and seek support from school administrators. These materials can be used as a template to create materials to be used within a school's tiered support systems.

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## Behavior Definitions – Example Resource #1

Staff-Managed Behavior Definitions	Violation	Definition	Examples	Non-Examples
	<b>Lying/ Cheating</b>	<b>Lying</b> – making a statement that one knows to be untrue <b>Cheating</b> – using dishonest methods to gain academic advantage	<ul style="list-style-type: none"> <li>Using notes during a test without teacher permission</li> <li>Copying work of another student without teacher permission</li> <li>Purposefully providing a false account</li> </ul>	<ul style="list-style-type: none"> <li>Teacher approved cooperative learning, sharing, and projects</li> </ul>
	<b>Inappropriate Language or Gestures</b>	Using unkind or impolite language or gestures in a non-discriminatory way	<ul style="list-style-type: none"> <li><i>Shut up, sucks, freakin', stupid</i> (in reference to a thing or activity), eye rolling</li> </ul>	<ul style="list-style-type: none"> <li>Swearing or cursing, flipping the middle finger</li> <li>Sexual or discriminatory language</li> </ul> <p><i>(Office-managed behavior)</i></p>
	<b>Physical Contact</b>	Making low-intensity, purposeful bodily contact with another student in a manner that does not result in injury or is unlikely to result in injury	<ul style="list-style-type: none"> <li>Pushing ahead of a peer in line</li> </ul>	<ul style="list-style-type: none"> <li>Punching, hitting, kicking, hair pulling, pinching, scratching</li> </ul> <p><i>(Office-managed behavior)</i></p>
	<b>Refusal to Follow Directions</b>	Momentarily or briefly refusing to respond to or follow a teacher or staff member's direction Challenging authority or engaging in power struggles	<ul style="list-style-type: none"> <li>Talking back</li> <li>Not following the direction of a teacher or staff member's first request but the following direction after the request is repeated</li> </ul>	<ul style="list-style-type: none"> <li>Yelling at the teacher</li> <li>Leaving class without permission</li> </ul> <p><i>(Office-managed behavior)</i></p>
	<b>Disruption</b>	Briefly disturbing or interfering with instruction (for ≤ __ minutes) without causing serious property damage or physical harm to others	<ul style="list-style-type: none"> <li>Talking without permission, repeating noises, blurting out, out of seat, passing gas, burping</li> </ul>	<ul style="list-style-type: none"> <li>Yelling ≥ __ minutes</li> <li>Turning over furniture</li> </ul> <p><i>(Office-managed behavior)</i></p>
	<b>Property Misuse</b>	Using materials in an unintended or potentially harmful way without causing serious property damage or physical harm to others	<ul style="list-style-type: none"> <li>Kicking furniture, throwing a book on the ground, breaking crayons, or pencils</li> </ul>	<ul style="list-style-type: none"> <li>Throwing desks, chairs, computers</li> <li>Tearing or destroying instructional materials</li> </ul> <p><i>(Office-managed behavior)</i></p>
	<b>Forgery/Theft</b>	<b>Forgery</b> – providing a false signature <b>Theft</b> – taking the property of someone else that is valued at ≤ \$__ without permission	<ul style="list-style-type: none"> <li>Signing a parent's name permission form or report card</li> <li>Taking a peer's pencil without asking</li> </ul>	<ul style="list-style-type: none"> <li>Stealing someone's clothing, backpack, phone, computer, or purse</li> </ul> <p><i>(Office-managed behavior)</i></p>

	<b>Violation</b>	<b>Definition</b>	<b>Examples</b>	<b>Non-Examples</b>
	<b>Teasing/ Taunting</b>	Inappropriate comments and/or unwanted verbal, physical, or emotional advances.	<ul style="list-style-type: none"> <li>• Making faces, shooting a bird, calling other student's names, using sexual, racial, or intellectual slurs, without the receiver feeling unsafe, intimidated, or excluded</li> </ul>	<ul style="list-style-type: none"> <li>• Bullying, repeated verbal abuse, inappropriate touching, inappropriate gestures, pictures, or notes. <i>(Office-managed behavior)</i></li> </ul>

Note: For students with an IEP, adhere to the FBA/BIP and Safety Plan before completing an Office Discipline Referral

## Behavior Definitions – Example Resource #1 (continued)

Office-Managed Behavior Definitions	Violation	Definition	Examples	Non-Examples
	<b>Discriminatory or Obscene Language or Content</b>	Discriminatory - using language, gestures, or symbols or sharing content that disparages, belittles, or excludes someone or a group of people based on race, religion, sex (including gender identity and sexual orientation), or disability. Obscene - using lewd language, gestures, or symbols or sharing content that contains lewd language, gestures, or symbols	<ul style="list-style-type: none"> <li>• Saying a racial slur</li> <li>• Making sexual comments or sharing lewd material</li> <li>• Saying, yelling, or singing expletives</li> <li>• Making fun of a peer's disability, sex, race, or religion</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Shut-up, sucks, freakin', stupid</i>, in reference to an activity (<i>Staff-managed behavior</i>)</li> </ul>
	<b>Defiance</b>	Prolongedly (over __ minutes) or repeatedly refusing to follow directions (after __ redirects)	<ul style="list-style-type: none"> <li>• Continuing to engage in a preferred activity after repeated redirects</li> <li>• Refusing to go to the office</li> </ul>	<ul style="list-style-type: none"> <li>• Eye rolling, mumbling disrespectful statements under breath, initially refusing but completing work after a redirect (<i>Staff-managed behavior</i>)</li> </ul>
	<b>Significant Disruption</b>	Prolongedly (over __ minutes) or repeatedly ( __ occurrences in a lesson) interrupting or interfering with instruction	<ul style="list-style-type: none"> <li>• Prolonged yelling, turning over furniture, escalated confrontation between students, emptying a desk, knocking all materials off a table</li> </ul>	<ul style="list-style-type: none"> <li>• Talking, tapping pencils, repeated noises, yelling for under a minute (<i>Staff-managed behavior</i>)</li> </ul>
	<b>Fighting/Physical Aggression</b>	Purposeful bodily contact with someone else that resulted in injury or likely could have resulted in injury	<ul style="list-style-type: none"> <li>• Punching, hitting, kicking</li> </ul>	<ul style="list-style-type: none"> <li>• Pushing ahead of someone in line (<i>Staff-managed behavior</i>)</li> </ul>
	<b>Theft</b>	Taking the property of someone else that is valued at $\geq \$$ __ without permission	<ul style="list-style-type: none"> <li>• Stealing a clothing article, backpack, phone, computer, calculator, purse, or instructional materials</li> </ul>	<ul style="list-style-type: none"> <li>• Taking a peer's pencil, markers, or crayons (<i>Staff-managed behavior</i>)</li> </ul>
	<b>Harassment/Threat</b>	Making repeated or unwelcomed statements, gestures, or actions that make the receiver feel unsafe, intimidated, or excluded.	<ul style="list-style-type: none"> <li>• <i>You better watch yourself!</i></li> <li>• Repeated sexual advances</li> <li>• Repeatedly humiliating a peer, bullying</li> </ul>	<ul style="list-style-type: none"> <li>• Displaying a middle-finger, cursing, rude comments (<i>Staff-managed behavior</i>)</li> </ul>
	<b>Property Damage</b>	Purposeful and significant destruction of property belonging to the student or others	<ul style="list-style-type: none"> <li>• Breaking chairs, destroying textbooks, defacing building structures, damaging instructional materials or displays</li> </ul>	<ul style="list-style-type: none"> <li>• Kicking furniture, breaking pencils, knocking over chairs (<i>Staff-managed behavior</i>)</li> </ul>

	<b>Violation</b>	<b>Definition</b>	<b>Examples</b>	<b>Non-Examples</b>
	<b>Weapon Possession</b>	Possessing a weapon or weapon look-alike, openly or concealed, on or in school property; includes real and pretend knives, guns, water guns, cigarette lighters	<ul style="list-style-type: none"> <li>• Possessing a real knife in a backpack or pocket</li> <li>• Possessing a water-gun in a locker or desk</li> <li>• Possessing a cigarette lighter on a school bus</li> </ul>	<ul style="list-style-type: none"> <li>• Possessing pencils, scissors</li> </ul>
	<b>Drug or Alcohol Possession</b>	Possessing drugs, alcohol, tobacco products, or vaping products on or in school property; includes over-the-counter prescriptions, and illegal products	<ul style="list-style-type: none"> <li>• Possessing cough syrup in a backpack</li> <li>• Possessing Tylenol in a locker or desk</li> <li>• Possessing a vape pen on a bus</li> </ul>	<ul style="list-style-type: none"> <li>• Retrieving medication with parent permission from the office and taking it under the supervision of an authorized adult</li> </ul>

Note: For students with an IEP, ensure necessary faculty and staff are trained on the students' FBA/BIP and/or safety plan. Follow school and district policies and procedures for completing an Office Discipline Referral.

## Behavior Definitions Example Resource #2

### Staff-Managed Behavior

Violation:	Examples:	Non-Examples:	Definition:
<b>Inappropriate Language</b>	<ul style="list-style-type: none"> <li>Saying: <i>stupid, shut-up, sucks, freakin'</i></li> <li>Rolling eyes</li> <li>Mumbling disrespectful statements under breath</li> <li>Saying an expletive</li> <li>Teasing</li> </ul>	<b>NOT:</b> <ul style="list-style-type: none"> <li>Saying, <i>yep</i> or <i>yeah</i>, instead of <i>yes ma'am</i></li> <li>Screaming for longer than 15 seconds</li> <li>Discriminatory language</li> </ul>	Student uses disrespectful words or body language toward others.
<b>Physical Contact</b>	<ul style="list-style-type: none"> <li>Pushing/shoving</li> <li>Horseplay</li> </ul>	<b>NOT:</b> <ul style="list-style-type: none"> <li>Punching/hitting</li> <li>Kicking</li> <li>Intentional spitting</li> </ul>	Student engages in non-serious, intentional contact with another student using the hands or feet that does not result in injury.
<b>Refusal</b>	<ul style="list-style-type: none"> <li>Talking back/arguing</li> <li>Not following directions</li> </ul>	<b>NOT:</b> <ul style="list-style-type: none"> <li>Yelling at the teacher</li> <li>Leaving class without permission</li> </ul>	Student briefly (5 minutes or less) refuses to obey an adult, challenges or resists authority, or engages in a power struggle with an authority figure.
<b>Disruption</b>	<ul style="list-style-type: none"> <li>Repeated noises</li> <li>Blurting/calling out</li> <li>Out of seat</li> <li>Intentional body noises</li> <li>Stomping</li> </ul>	<b>NOT:</b> <ul style="list-style-type: none"> <li>Yelling</li> <li>Turning over furniture</li> </ul>	Student disrupts, disturbs, or interferes with a learning opportunity in a way that does not cause physical harm or injury.
<b>Property Misuse</b>	<ul style="list-style-type: none"> <li>Kicking furniture</li> <li>Breaking utensils</li> <li>Breaking pencils/crayons</li> </ul>	<b>NOT:</b> <ul style="list-style-type: none"> <li>Breaking and/or destroying furniture, textbooks, or technology</li> <li>Throwing desks, chairs, or computers</li> </ul>	Student uses school property in ways other than directed by an adult, not resulting in major damage or destruction (less than \$10) or injury.
<b>Lying/Cheating</b>	<ul style="list-style-type: none"> <li>Cheating on tests</li> <li>Copying work</li> <li>Lying to an adult</li> </ul>	<b>NOT:</b> <ul style="list-style-type: none"> <li>Cooperative Learning</li> </ul>	<b>Lying:</b> Student does not tell the truth.  <b>Cheating:</b> Student uses dishonest methods to gain academic advantage.
<b>Forgery</b>	<ul style="list-style-type: none"> <li>Signing a parent, guardian, or teacher's name</li> <li>Altering an assignment grade</li> </ul>	<b>NOT:</b> <ul style="list-style-type: none"> <li>Correcting an assignment at the request of a teacher</li> </ul>	Student produces a copy of a false signature or document.

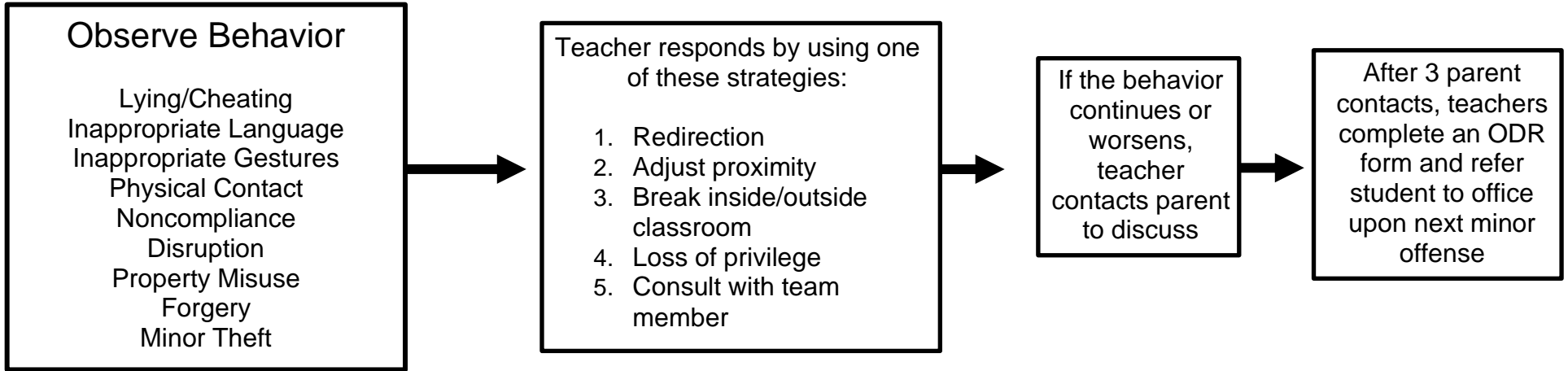
## Behavior Definitions Example Resource #2 (continued)

### Office-Managed Behavior

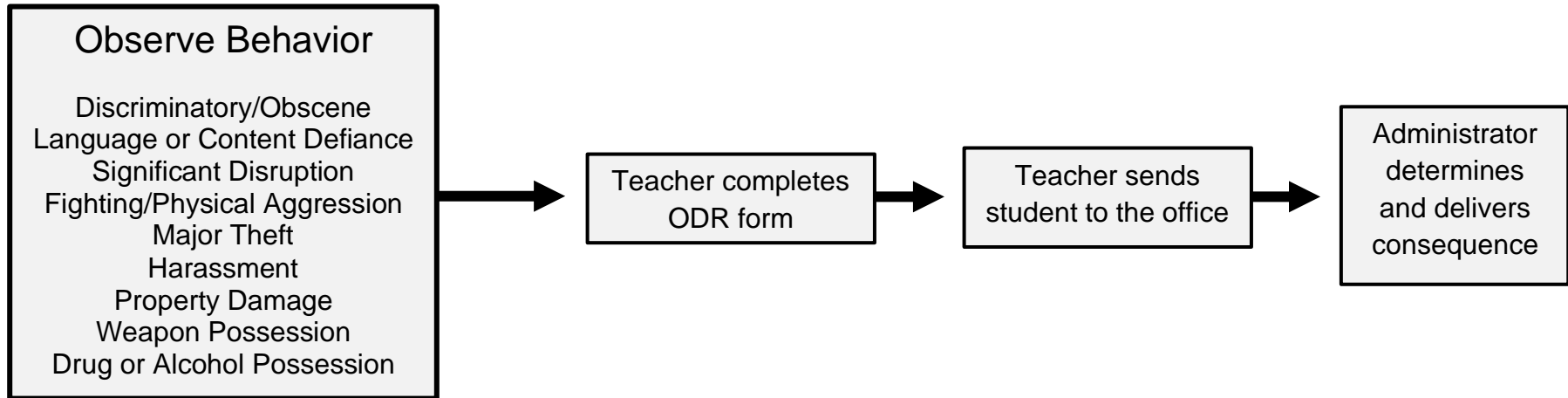
Violation:	Examples:	Non-Examples:	Definition:
<b>Verbal Aggression</b>	<ul style="list-style-type: none"> <li>Using expletives</li> <li>Flipping the bird</li> <li>Repeated name calling</li> <li>Making a disparaging statement about another's race, sex, religion, or disability</li> </ul>	<b>NOT:</b> <ul style="list-style-type: none"> <li>Saying: <i>shut-up, sucks, stupid,</i></li> <li>Rolling eyes</li> <li>Mumbling a disrespectful statement under breath</li> </ul>	Prolonged (more than 15 seconds) or repeated (at least three consecutive) occurrences of disrespectful language; includes any occurrence of discriminatory, obscene, or threatening language.
<b>Physical Aggression/Fighting</b>	<ul style="list-style-type: none"> <li>Punching/hitting</li> <li>Intentional spitting</li> <li>Bucking</li> </ul>	<b>NOT:</b> <ul style="list-style-type: none"> <li>Pushing/shoving</li> <li>Horseplay</li> <li>Stomping</li> <li>Table banging</li> </ul>	Student engages in an intentional action involving serious physical contact where injury may occur; includes attempts.
<b>Defiance</b>	<ul style="list-style-type: none"> <li>Refusing to follow directions after teacher attempted re-directs lasting 6 minutes</li> <li>Running out of the classroom</li> <li>Yelling at an adult 3 times in the same day</li> </ul>	<b>NOT:</b> <ul style="list-style-type: none"> <li>Isolated events that are corrected immediately</li> </ul>	Student refuses to follow directions, disrupts learning, or challenges adult authority repeatedly (3 consecutive occurrences) or for a prolonged period (more than 5 minutes); includes fleeing the classroom.
<b>Harassment/Bullying</b>	<ul style="list-style-type: none"> <li>Threatening to injure another student</li> <li>Accessing, using, or threatening to use personal communications to embarrass someone else</li> </ul>	<b>NOT:</b> <ul style="list-style-type: none"> <li>Isolated name calling</li> <li>Flipping the bird</li> </ul>	Student engages in behavior that causes another student emotional distress or communicates an intent to harm, threaten, intimidate, coerce, or alarm someone else; intent may be based on frequency or means of communication.
<b>Property Damage</b>	<ul style="list-style-type: none"> <li>Drawing on bathroom walls</li> <li>Ripping or tearing pages in textbooks</li> <li>Turning over or throwing furniture</li> <li>Intentionally breaking a school item</li> </ul>	<b>NOT:</b> <ul style="list-style-type: none"> <li>Drawing on desks</li> <li>Drawing on personal property</li> <li>Breaking pencils or rulers</li> </ul>	Student breaks and/or destroys school items with a value of more than \$10; student breaks and/or destroys the items of another student.
<b>Stealing</b>	<ul style="list-style-type: none"> <li>Taking snack without paying</li> <li>Hiding items that have been taken</li> <li>Going into other's desk or backpack to take an item</li> </ul>	<b>NOT:</b> <ul style="list-style-type: none"> <li>Using a pencil found on the ground</li> <li>Playing with a peer's personal item</li> </ul>	Student knowingly takes school or others' property with the intent to keep.



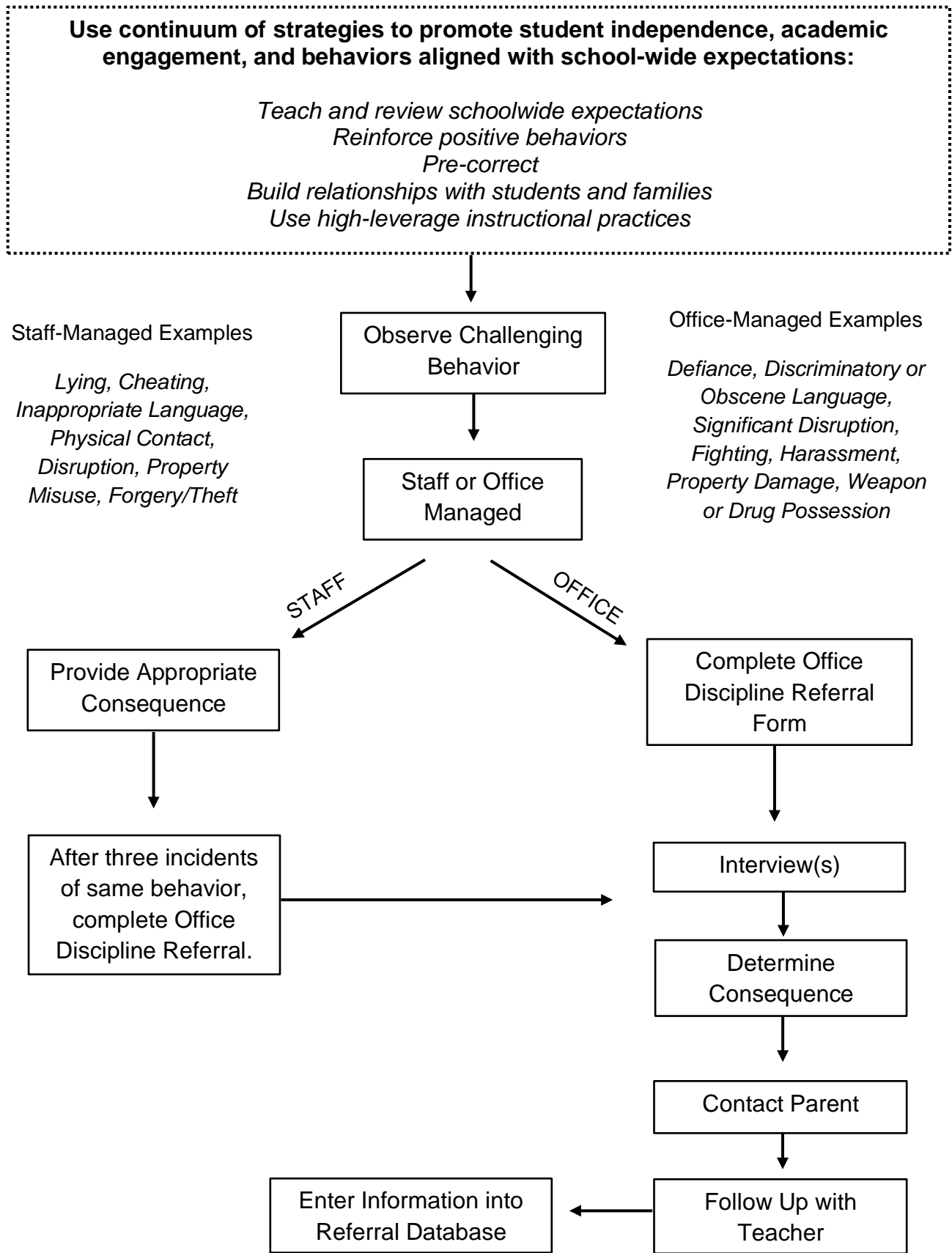
### Staff-Managed Behavior



### Office-Managed Behavior



## Discipline Process – Example Resource #2



**Is the behavior a Level 1, Level 2, or Level 3 offense?**

**Level 1**

*An offense that minimally disrupts learning or the environment.*

Examples:  
Horseplay  
Inappropriate Language  
Teasing  
Property Misuse  
Off-Task Behavior



**Address the behavior with 2 questions and a statement:**  
*What are you doing?*  
*What should you be doing?*  
*Show me.*



If the behavior continues, complete an Office Discipline Referral form. Give it to designated person the day it is written.

**Level 2**

*An offense that moderately disrupts learning or the learning environment.*

Examples:  
Refusal to Follow Directions  
Cursing  
Physical Contact  
Disruption  
Skipping Class



1. **Complete** an office discipline referral form.
2. **Notify** the office that the student is on the way.
3. **Send** the student to the office with the form.

**Level 3**

*An offense that significantly disrupts learning or the learning environment.*

Examples:  
Fighting  
Property Destruction  
Weapon Possession  
Drug/Alcohol Possession  
Harassment/Threat



1. **Complete** an office discipline referral form.
2. **Contact** the office for a student escort.
3. **Send** the student and form to the office with the escort.



## Office Discipline Referral Form – Example Resource #2

**Student** \_\_\_\_\_ **Student #** \_\_\_\_\_ **Grade** \_\_\_\_\_

**Others Involved** \_\_\_\_\_

**Referring Staff** \_\_\_\_\_ **Date** \_\_\_\_\_ **Time** \_\_\_\_\_ **Period** \_\_\_\_\_

<b>LOCATION</b>		
<input type="checkbox"/> Bus <input type="checkbox"/> Bus Loading Zone <input type="checkbox"/> Cafeteria	<input type="checkbox"/> Classroom (Room:____) <input type="checkbox"/> Media Center <input type="checkbox"/> Office	<input type="checkbox"/> Common Area <input type="checkbox"/> Restroom <input type="checkbox"/> Hallway <input type="checkbox"/> Other: _____
<b>BEHAVIOR</b>		
<b>Office-Managed Behavior</b>		
<input type="checkbox"/> Profane Language <input type="checkbox"/> Defiance <input type="checkbox"/> Significant Disruption <input type="checkbox"/> Fighting/Physical Aggression <input type="checkbox"/> Theft	<input type="checkbox"/> Missed Detention <input type="checkbox"/> Truancy <input type="checkbox"/> Cheating/Integrity <input type="checkbox"/> False Alarm <input type="checkbox"/> Vandalism	<input type="checkbox"/> Harassment/Theft <input type="checkbox"/> Property Damage <input type="checkbox"/> Weapon Possession <input type="checkbox"/> Drug or Alcohol Possession <input type="checkbox"/> Other: _____
<b>Staff-Managed Behavior</b>		
<input type="checkbox"/> Inappropriate Language <input type="checkbox"/> Dress Code Violation <input type="checkbox"/> Not Prepared for Class	<input type="checkbox"/> Property Misuse <input type="checkbox"/> Disrespect <input type="checkbox"/> Disruption	<input type="checkbox"/> Physical Contact <input type="checkbox"/> Other: _____
<b>POSSIBLE MOTIVATION</b>		
<input type="checkbox"/> Obtain Peer Attention <input type="checkbox"/> Obtain Adult Attention <input type="checkbox"/> Obtain Item/Activity	<input type="checkbox"/> Avoid Peer Attention <input type="checkbox"/> Avoid Adult Attention <input type="checkbox"/> Avoid Item/Activity	<input type="checkbox"/> Unknown <input type="checkbox"/> Other: _____
<b>ADMINISTRATIVE RESPONSE</b>		
<b>Administrator Action</b> <input type="checkbox"/> Parent Contact <input type="checkbox"/> In-School Suspension <input type="checkbox"/> Out-of-School Suspension <input type="checkbox"/> Temporary Removal from Class ( ____ min.) <input type="checkbox"/> Loss of privilege: _____ <input type="checkbox"/> Other: _____	<b>Administrator Signature</b> <input type="checkbox"/> Principal: _____ <input type="checkbox"/> Assistant Principal: _____ <input type="checkbox"/> Counselor: _____ <input type="checkbox"/> Other: _____	

**COMMENTS:**

**PARENTS:** A copy of this referral has been given to your student or sent home for your review. We encourage you to discuss this incident with your student so they may learn to conduct themselves appropriately in the school environment. Should you have any questions, please contact \_\_\_\_\_ at \_\_\_\_\_.

## Office Discipline Referral Form – Example Resource #3

<b>Student:</b>	<b>Date of Incident:</b>
<b>Grade:</b> K 1 2 3 4 5 6 7 8 9 10 11 12	<b>Time of Incident:</b>
<b>Referring Staff:</b>	<b>IEP:</b> Yes No Unknown

<b>Location</b>			
<input type="checkbox"/> Art <input type="checkbox"/> Bathroom <input type="checkbox"/> Bus	<input type="checkbox"/> Cafeteria <input type="checkbox"/> Classroom <input type="checkbox"/> Gym	<input type="checkbox"/> Hallway <input type="checkbox"/> Library <input type="checkbox"/> Music	<input type="checkbox"/> Office <input type="checkbox"/> Playground <input type="checkbox"/> Other: _____

<b>Staff-Managed Behavior</b> (refer to behavior definitions sheet)			
<input type="checkbox"/> Inappropriate lang. <input type="checkbox"/> Property misuse <input type="checkbox"/> Invasion of personal space	<input type="checkbox"/> Physical contact <input type="checkbox"/> Lying/cheating	<input type="checkbox"/> Refusal <input type="checkbox"/> Forgery/theft <input type="checkbox"/> Other: _____	<input type="checkbox"/> Interruption <input type="checkbox"/> Teasing/taunting

*Note: Staff-Managed behaviors must occur within a day to 'count' as an office-managed behavior*

<b>Office-Managed Behavior</b> (refer to behavior definitions sheet)			
<input type="checkbox"/> Verbal aggression <input type="checkbox"/> Harassment/bullying <input type="checkbox"/> Inappropriate touch	<input type="checkbox"/> Physical aggression <input type="checkbox"/> Fighting <input type="checkbox"/> Elopement	<input type="checkbox"/> False emergency <input type="checkbox"/> Property damage <input type="checkbox"/> Other: _____	<input type="checkbox"/> Stealing <input type="checkbox"/> Disruption

<b>Motivation</b>			
<input type="checkbox"/> Obtain peer attention <input type="checkbox"/> Avoid peer attention	<input type="checkbox"/> Obtain adult attention <input type="checkbox"/> Avoid adult attention	<input type="checkbox"/> Obtain item/activity <input type="checkbox"/> Avoid item/activity	<input type="checkbox"/> Unknown <input type="checkbox"/> Other: _____

<b>Others Involved</b>			
<input type="checkbox"/> Peers <input type="checkbox"/> Teacher	<input type="checkbox"/> Substitute	<input type="checkbox"/> Unknown	<input type="checkbox"/> Other: _____

<b>What have you tried?</b>			
<input type="checkbox"/> Reinforcing replacement behavior <input type="checkbox"/> Student/teacher conference	<input type="checkbox"/> Loss of privilege <input type="checkbox"/> 'Cool down' at desk <input type="checkbox"/> School counseling	<input type="checkbox"/> Call home <input type="checkbox"/> Think sheet <input type="checkbox"/> Moved seat	<input type="checkbox"/> 'Chill-out' in another room <input type="checkbox"/> Other: _____ _____

<b>Administrative Decision</b>			
<input type="checkbox"/> Parent conference <input type="checkbox"/> Parent phone call <input type="checkbox"/> Loss of privilege	<input type="checkbox"/> Alternative placement <input type="checkbox"/> School counseling <input type="checkbox"/> Lunch detention	<input type="checkbox"/> In-school suspension <input type="checkbox"/> Out-of-school suspension	<input type="checkbox"/> Other: _____ _____ _____

**Other Information/Administrative Notes:**

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