



Guidelines for Effective Discipline:

An Administrator's Addendum to the CPS Student Code of Conduct



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An online version of this Guide can be found at cps.edu/SEL.



introduction

As educators, it is our role to teach students how to build positive relationships and behave in ways that strengthen their ability to succeed in school and in life. When we reinforce positive behaviors and respond to misbehaviors in calm, respectful, and thoughtful ways, we teach our students important social and emotional skills that enable them to get along with others, make responsible decisions, and focus on learning.

Many schools adopting Multi-Tiered Systems of Support (MTSS) to respond to students' social, emotional and behavioral needs have seen a decrease in classroom power struggles and behavior escalation (Bradshaw, Koth, Thornton, & Leaf, 2008). This manual supports the MTSS framework and the CPS School Climate Standards. It guides administrators in responding to a broad range of student behaviors with strategies that align with the CPS Student Code of Conduct and teach new, positive behavior patterns.

All students have different experiences that have shaped their patterns of interaction with peers and adults. Many students face daily stressors including community violence, poverty, homelessness, and other traumatic life events. Our students bring these experiences with them into the school setting. Students may show us the impact these events have on their lives through their behavior, displaying under-developed coping and social skills, anxiety, and at times, anger and aggression (Bowen & Bowen, 1999; Snyder & Patterson, 1987; Elliott et al., 1996). Often, this means that we must teach our students how to build positive relationships with each other and with staff, manage strong emotions, and communicate their feelings in appropriate ways.

Historically, when responding to behavior incidents, schools have relied on punitive discipline strategies based on the belief that they would deter problem behavior. However, research suggests that punishments, including suspension, often do not deter misbehavior (Mendez 2003, Dupper, Theriot, and Craun, 2009) but create a barrier between school and student and place students at greater risk of academic failure (Skiba & Peterson 1999). Many schools have attempted to manage more severe behavior through the use of mental health services. While treating mental health issues

is a much needed response for many students, relying on mental health professionals alone to impact school-wide discipline issues has not been shown to be effective (Brunns et al 2005). **Rather, it is positive school and system-level policies, practices and relationships that lead to better behavioral outcomes for students** (Allensworth & Easton, 2007; Gottfredson, Payne & Gottfredson, 2005; Steinberg, Allensworth, & Johnson, 2011).

The most effective discipline policies primarily focus on shaping behavior as opposed to punishing behavior. For this reason, Chicago Public Schools designates out-of-school suspension as a last resort and utilizes a systems-change approach to bring about a more restorative culture in schools.

All behavior has a purpose. When misbehavior occurs, we must seek to understand the underlying reasons for the behavior in order to design a response that effectively changes student behavior. When schools develop disciplinary responses that are instructive and restorative, student-teacher relationships, student outcomes, and overall school climate all stand to improve.

introduction (cont.)

How to use this guide

This guide will help principals, assistant principals, deans, disciplinarians, and other school staff responsible for making disciplinary decisions as they consider the potential reasons underlying student behavior and identify a fitting disciplinary response. This guide is aligned to and intended to support the CPS Student Code of Conduct (SCC), effective September 2, 2014.

The guide contains a summary of criteria and considerations to use when assigning instructive, corrective and restorative responses; detentions; and suspensions. In addition, detailed flowcharts outline a step-by-step process for each behavior category (SCC Groups 1-2, Groups 3-4, Groups 5-6) to assist in matching a student's motivation to an appropriate response. Case examples support each set of flowcharts to provide an illustration of how the process plays out in schools.

While this guide focuses on responses to behavior, strategies to prevent misbehavior have also been outlined, including de-escalation techniques, classroom management strategies, and guidance around holding restorative conversations with students.

Lastly, this guide contains a full index of all referenced strategies with descriptions and further guidance on when to use each strategy. Relevant resources are included in the appendix and in the CPS Knowledge Center (<http://kc.cps.edu/>).

Assigning SCC codes and responses to behavior incidents

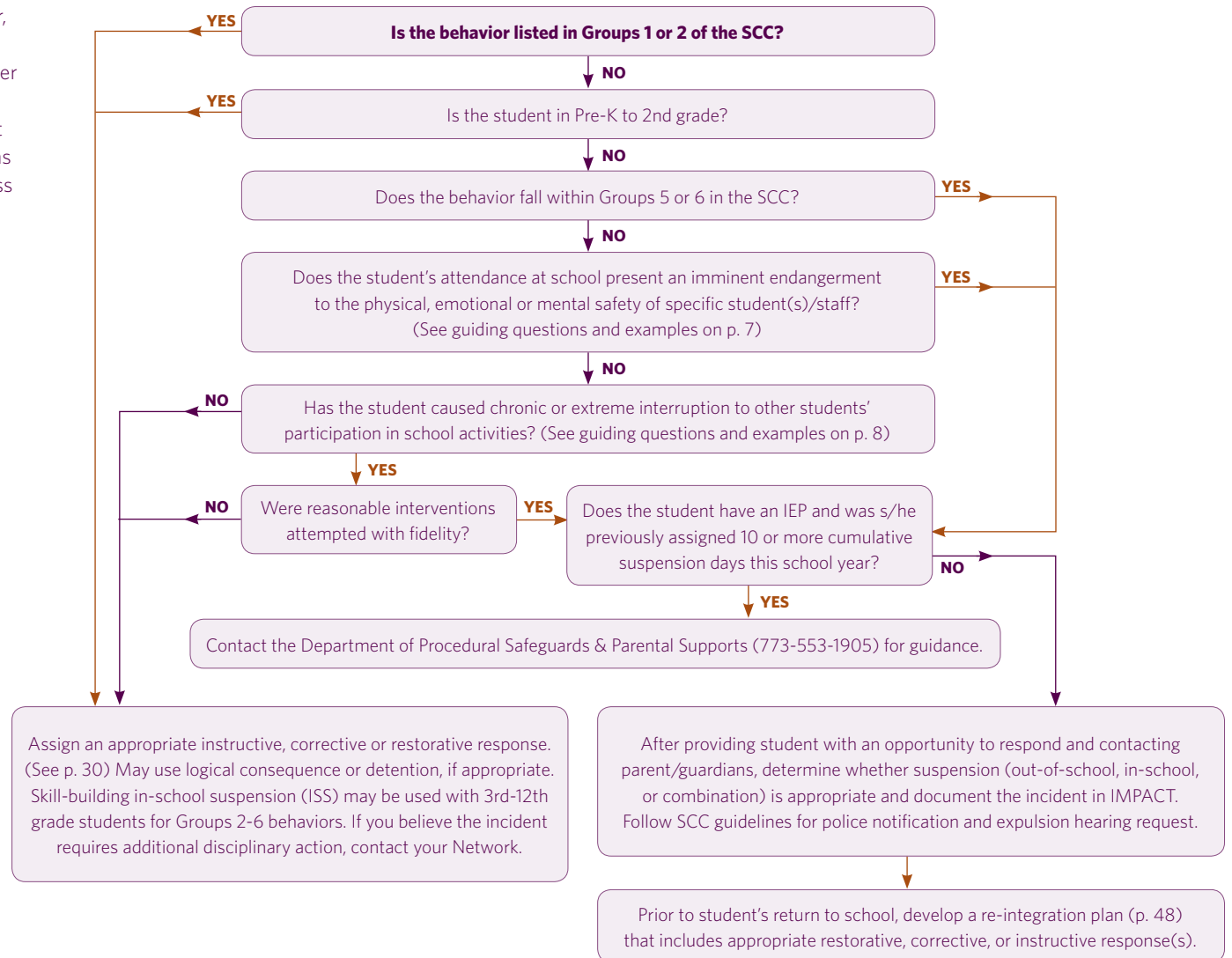
All inappropriate student behaviors that require an office-level response must be documented in IMPACT with the appropriate SCC behavior code(s) and with all disciplinary actions taken, including instructive, corrective, and restorative responses.

The SCC is organized around graduated behaviors and responses, ranging from inappropriate behaviors that require the least intensive responses to illegal and most seriously disruptive behaviors that may require the most intensive interventions and consequences. Many behaviors – such as fighting, bullying, and misusing the CPS network – are identified under SCC codes in multiple Group levels based on severity.

When determining the appropriate SCC behavior code(s) and response, consider the impact of the behavior, the student's age/grade level, intent, prior conduct, and willingness to make restitution.

decision tree: what type of consequence should be assigned?

When responding to inappropriate behavior, use this decision tree as an initial guide for determining an appropriate consequence. Per the CPS Student Code of Conduct, out-of-school suspension should be used "as a last resort and only when in-school interventions and consequences are insufficient to address the student's inappropriate behavior." Detailed flowcharts for Groups 1-2, Groups 3-4, and Groups 5-6 provide additional guidance for assigning specific responses.



decision tree: what type of consequence should be assigned? (cont.)

Suspension Criteria 1:

Does the student's attendance at school present an imminent endangerment to the physical, emotional or mental safety of specific students/staff?

Guiding Questions:

- Did the student express credible intent to harm specific student(s) or staff member(s)?
- Did the student cause bodily injury to another individual(s)?
- Did the student cause mental or emotional distress to another individual(s) that interfered with the targeted individual(s)'s ability to participate in school activities?
- Does the conflict/issue remain unresolved?
- Are drugs and/or weapons involved?
- Does the targeted individual(s) express an ongoing fear of intimidation by the student?

Examples of Imminent Endangerment (Suspension may be appropriate)	Examples where interventions other than suspension must be tried first	Explanation
Teacher tries to physically block student from leaving the classroom. The student moves close to the teacher, raises a fist, and threatens to punch him if he doesn't move out of the way.	Teacher tries to physically block student from leaving the classroom. The student moves toward the door and accidentally bumps the teacher out of the way.	In situations where a student comes into physical contact with a staff member or another student, consider whether the intent was to harm the affected individual.
Two students engage in a physical fight, and one student with a known gang affiliation threatens the other student with gang violence. Later, the student begins showing other students a cell phone picture of a handgun and tells them that he's going to have his partners "take care" of the other student.	Two students engage in a physical fight, and one student verbally threatens to have his brother beat up the other student after school. Later, when a teacher mediates a conversation between them, the student states he didn't mean to make a threat and both students apologize.	When a student makes a verbal threat, consider the student's age, the likelihood or credibility of the student acting upon the threat, the conditions under which the student issued the threat, and whether the student demonstrates remorse after the incident.
A student started a Facebook page targeting another student, posting inflammatory comments and unauthorized pictures taken of the student during school. The page has been shared among many students in the school and is being used to continuously harass the targeted student.	Two students posted insulting comments about each other on Facebook and began verbally arguing during lunch over the posted comments. The argument escalates into minor physical actions, but neither student is injured.	Mutual fighting may not necessarily indicate a safety issue. Consider the degree to which students express fear of injury or intimidation, whether students express intent to continue fighting, and whether other interventions have been attempted to de-escalate and resolve the issue. In minor physical fights, multiple efforts to de-escalate and resolve the issue through restorative conversations, behavioral contracts, Peace Circles or other interventions should be attempted prior to suspension.
One student kicks another student, begins to go through her pockets taking money, follows her through the hallway continuing to demand money and then pushes her to the ground.	Student steals a cell phone from the teacher's desk. When confronted, the student returns the cell phone.	When a suspension is not required to maintain safety, consider what the targeted student or staff member needs to feel the situation is resolved. Work with the student to identify a way to repair the harm done.

decision tree: what type of consequence should be assigned? (cont.)

Suspension Criteria 2:

Has the student caused chronic or extreme interruption to other students' participation in school activities, and were prior interventions attempted?

Guiding Questions:

- Does the student's behavior disrupt school activities for a considerable number of students?
- Did the interruption prevent the routine functioning of school activities for a significant amount of time?
- Is it likely that the student will continue to severely disrupt other students? Does the issue remain unresolved?
- Have reasonable interventions been attempted with fidelity by multiple staff members (i.e., restorative practices and de-escalation strategies)?

Examples of Chronic or Extreme Interruption (Suspension may be appropriate)	Examples where interventions other than suspension must be tried first	Explanation
Student runs through school hallways, opening and slamming classroom doors, and shouting that he hates the school. Despite attempts by multiple staff to calm student using de-escalation strategies, he continues the behavior for an extended period of time.	After the bell, student remains in the hallway. When asked by security officer to go to her classroom, the student walks away. When the security officer spots her in another part of the building, she asks her again to go to class. The student says "you can't make me."	When a student disregards the instructions of school personnel, consider the degree to which his/her behavior disrupts other students' participation in school activities. If other students' participation is not disrupted, use in-school interventions to de-escalate the behavior, reteach expectations, and/or repair relationships.
In class, student continually curses at and makes sexually suggestive comments toward the teacher and other students. When teacher attempts to redirect him, he throws books and binders around the classroom, causing instruction to stop for most of the class period each day. Multiple attempts at restorative conversations, Peace Circles, and parent conferences have not resolved the issue.	When the teacher asks the student to put away his headphones, he curses loudly and tosses them across his desk. When the teacher asks him to pick up his headphones and put them in his bag, he curses at her, kicks the trash can over, and storms out of the room. When stopped by the dean, he tells her that he's having a bad day and everyone's picking on him.	When a student disrupts class time, consider the student's typical pattern of behavior, whether interventions have been attempted, and the degree and amount of time that other students' learning is interrupted. In-school interventions should be attempted first when addressing single incidents of disruptive behavior, minor disruptions, and/or disruptions that last for a short period of time.
A student uses his cell phone to threaten a student and to invite his friends to join a fight that is set to occur during lunch period. As a result, a large group of students gathers in the cafeteria to record and participate in the fight.	A student uses his cell phone to text another student during class. Both students begin to laugh over the text messages, and the teacher has to stop instruction to redirect the students.	Unauthorized use of cell phones to socialize should be addressed with in-school consequences or interventions.
Student arrives at school tardy and heavily intoxicated and roams the hallways, talking loudly. Attempts by school staff to move the student into alternate supervised school locations are unsuccessful.	Student accumulated multiple tardies and refuses to serve detention.	Out-of-school suspensions should be used as a last resort, not as an attempt to punish students into compliance. In situations where students have not complied with a consequence, administrators should seek to identify a response that addresses the reason for the student's original behavior and noncompliance with the consequence. For example, if a student engages in a power struggle with staff by refusing to attend detention, administrators may ask the student to select an appropriate consequence for him/herself.

scc behavioral response flowcharts

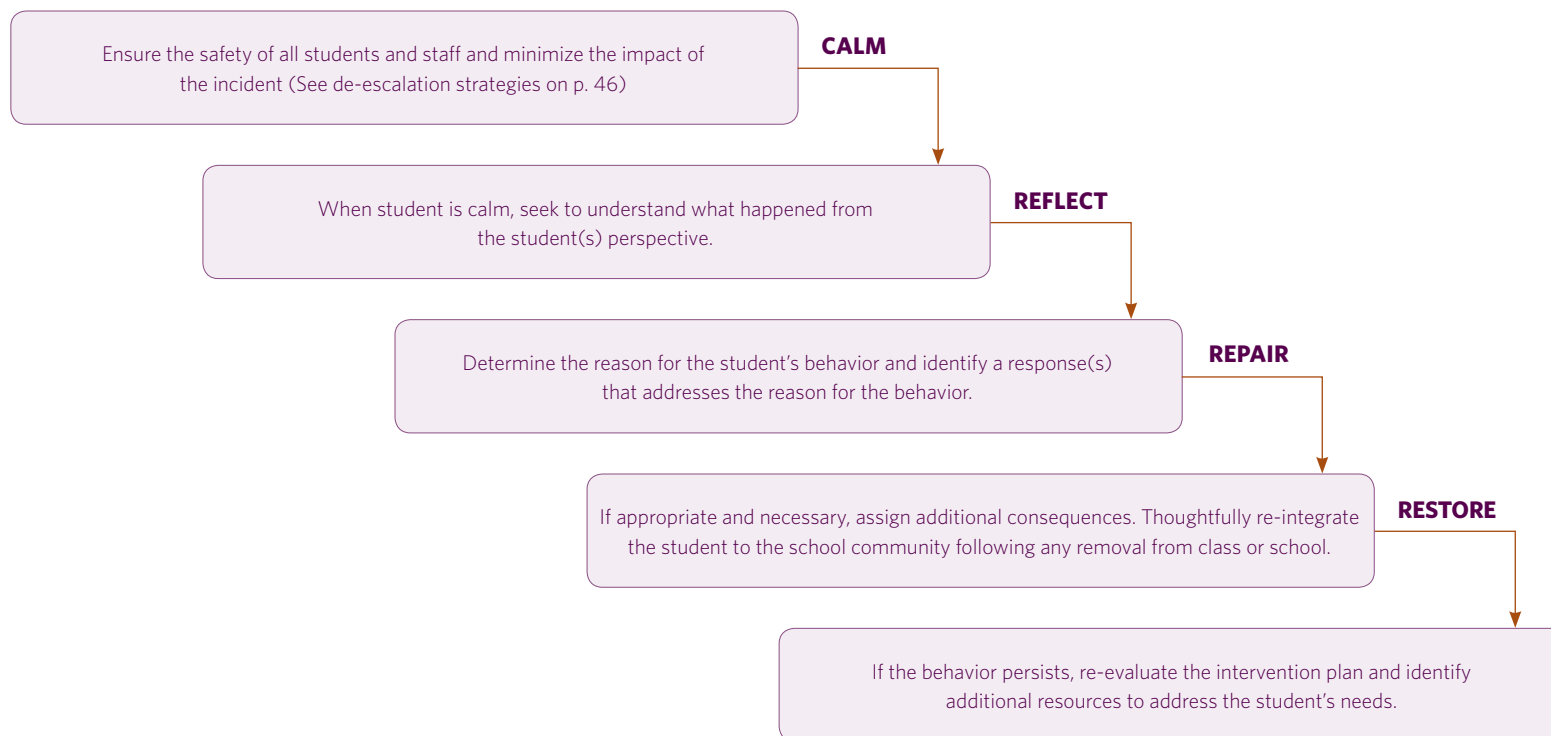
The following flowcharts provide detailed guidance on responding to behaviors listed in the SCC. This guidance aligns to district policy and evidence-based best practices around behavior management, intervention strategies and restorative practices.

The goal of any response is to minimize the impact of the incident and effectively change the student's behavior. These flowcharts will provide school administrators with a comprehensive process to help identify strategies that will most likely promote positive behavior change. Full details on all intervention strategies listed within the flowcharts are provided in the Menu of Behavioral Response Options (p. 30). In certain situations, additional consequences may be appropriate and/or necessary to ensure safety and order. Suspensions and other exclusionary discipline practices, however, should always be part of a larger behavior plan for the student and used as a last resort. On their own, these consequences are unlikely to change student behavior.

While the specific response flowcharts on the following pages are presented by SCC behavior group type, the general process for responding to student behaviors follows these basic steps presented here.

In addition to flowcharts, the following guidance provides several case examples based on actual incidents to illustrate the school-based process for determining effective behavioral responses.

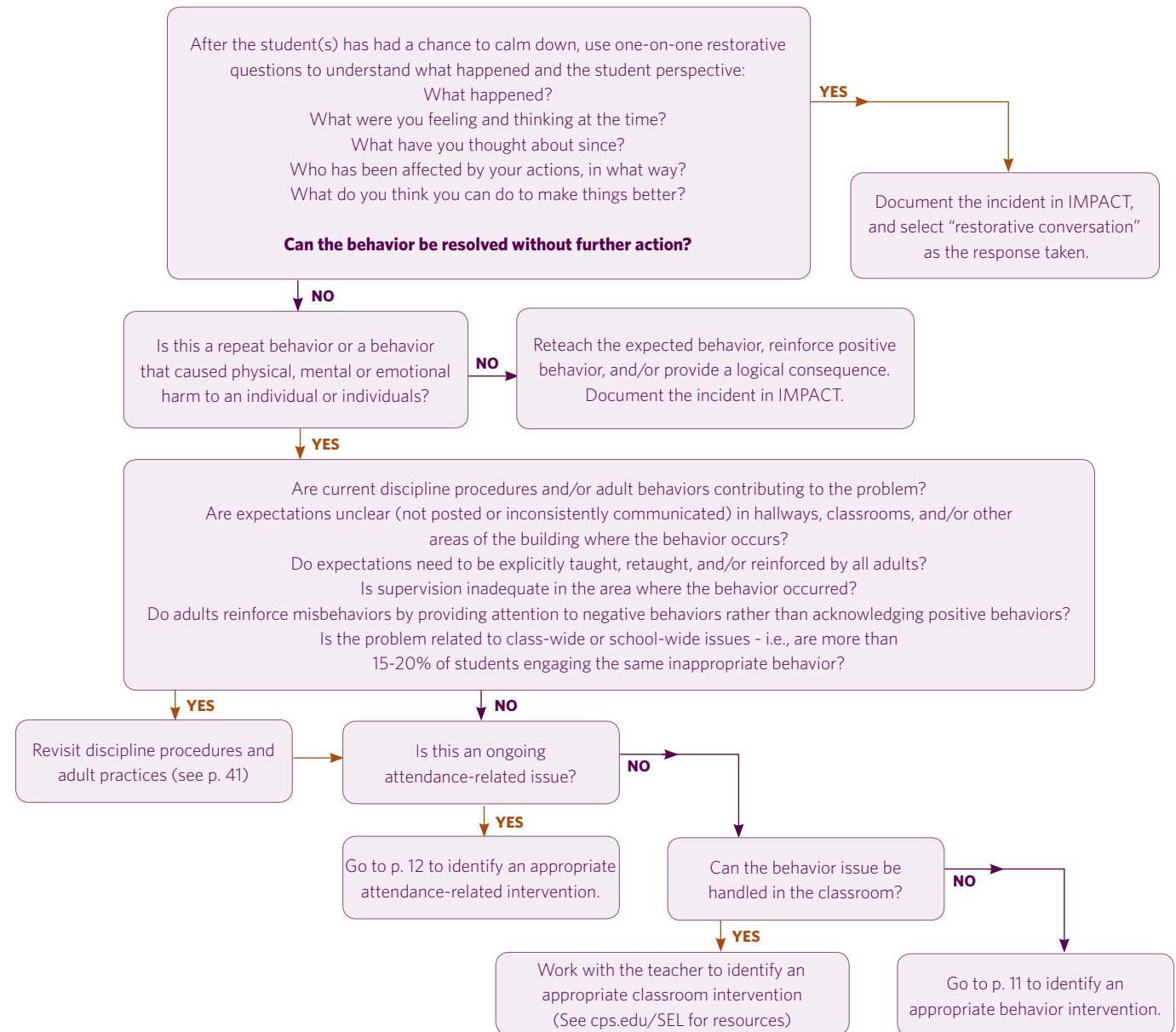
- For behaviors listed in SCC Groups 1 and 2, go to p. 10
- For behaviors listed in SCC Groups 3 and 4, go to p. 17
- For behaviors listed in SCC Groups 5 and 6, go to p. 24



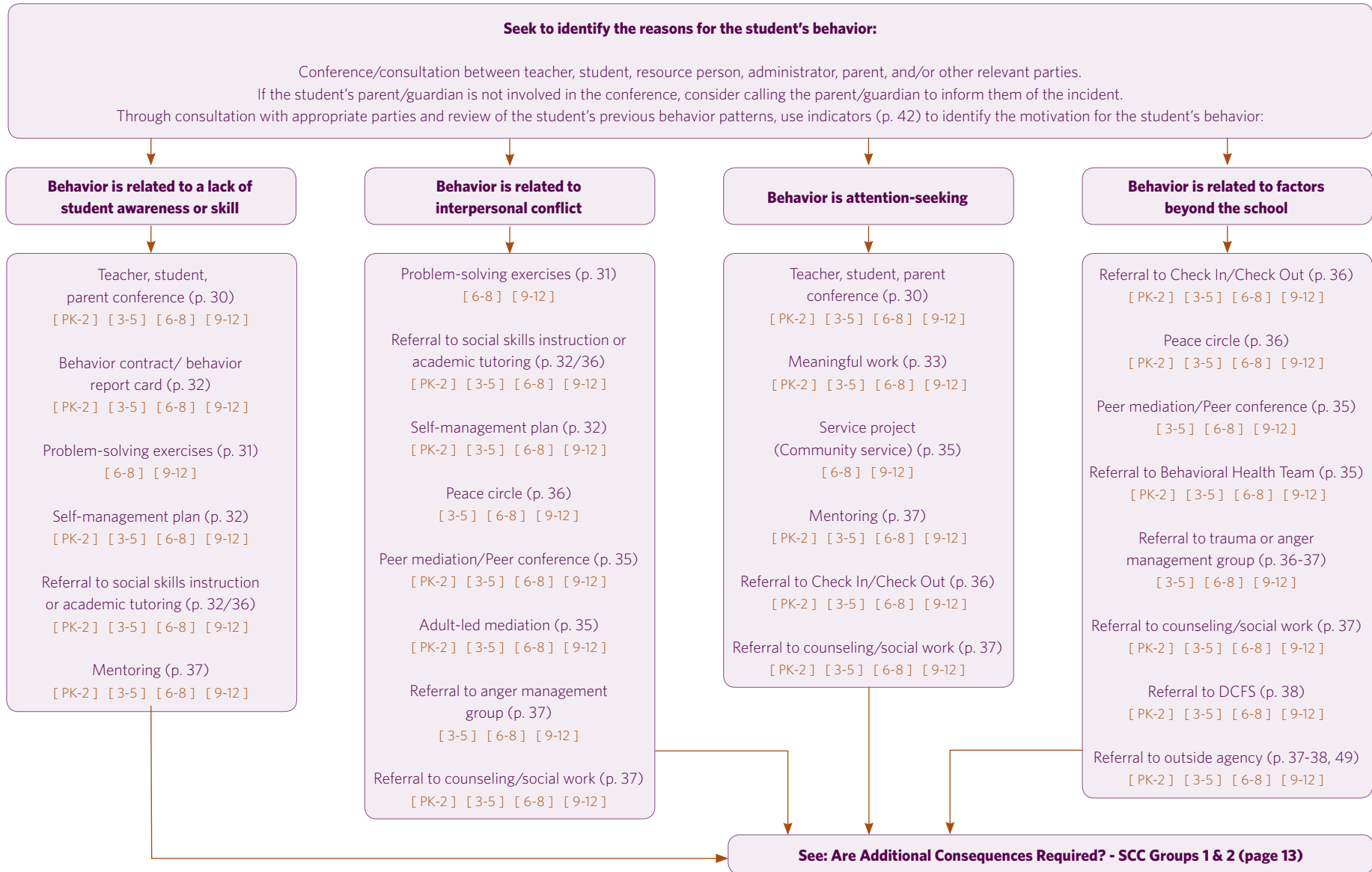
responding to behaviors in scc groups 1 & 2

For behaviors classified in Groups 1 & 2 of the SCC, administrators should use the least intensive response necessary. First-time issues are often effectively resolved through restorative conversations, re-teaching expectations, or a logical consequence (i.e., a student who uses a cell phone in class therefore must turn in his/her phone for the rest of the class).

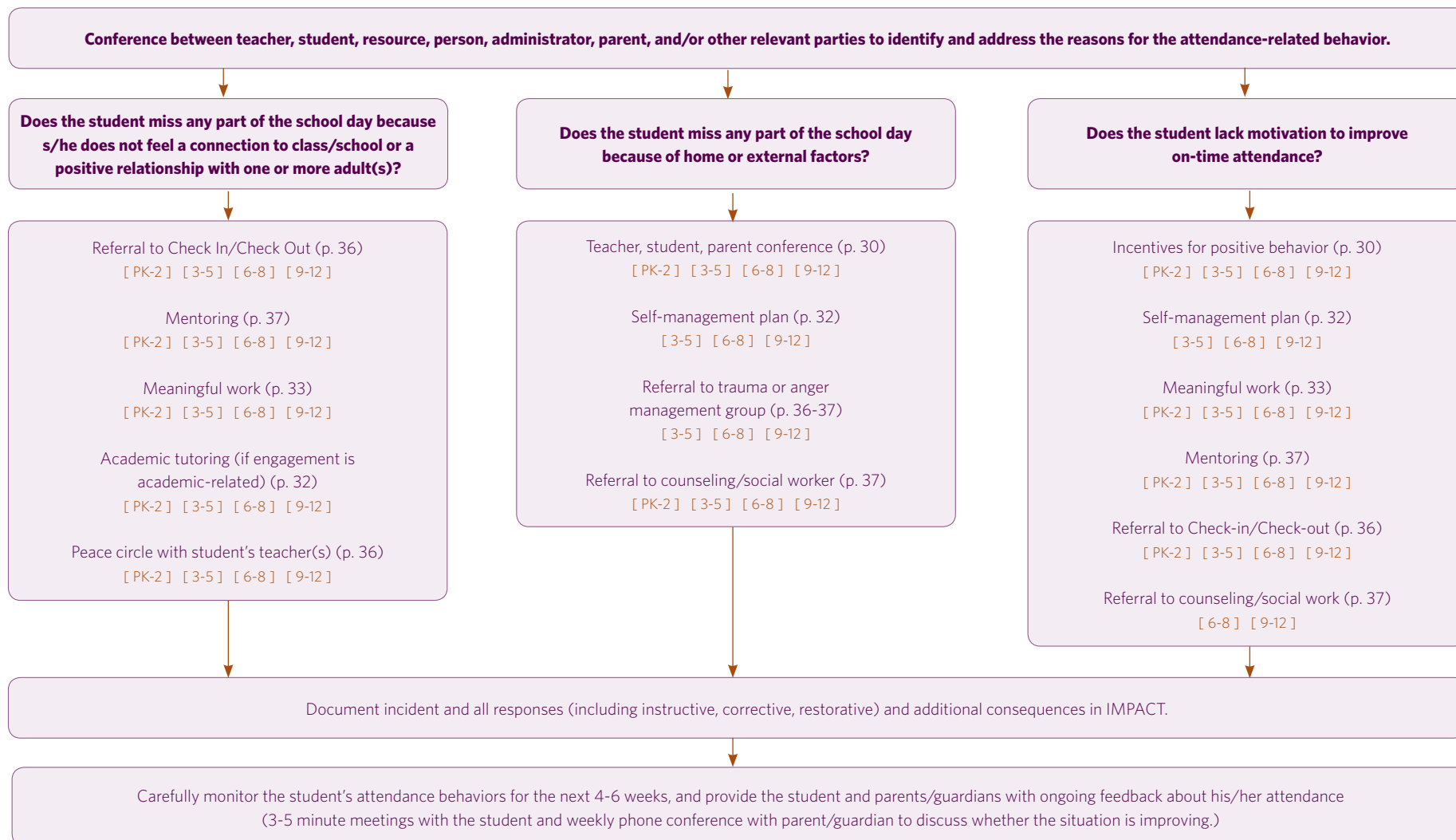
When needed, additional instructive, corrective or restorative responses may help resolve ongoing minor misbehaviors and attendance issues. The use of detention and in-school suspension is permitted in certain circumstances, but only recommended as part of a larger behavior plan when appropriate for the particular student and incident (follow flowchart for more details).



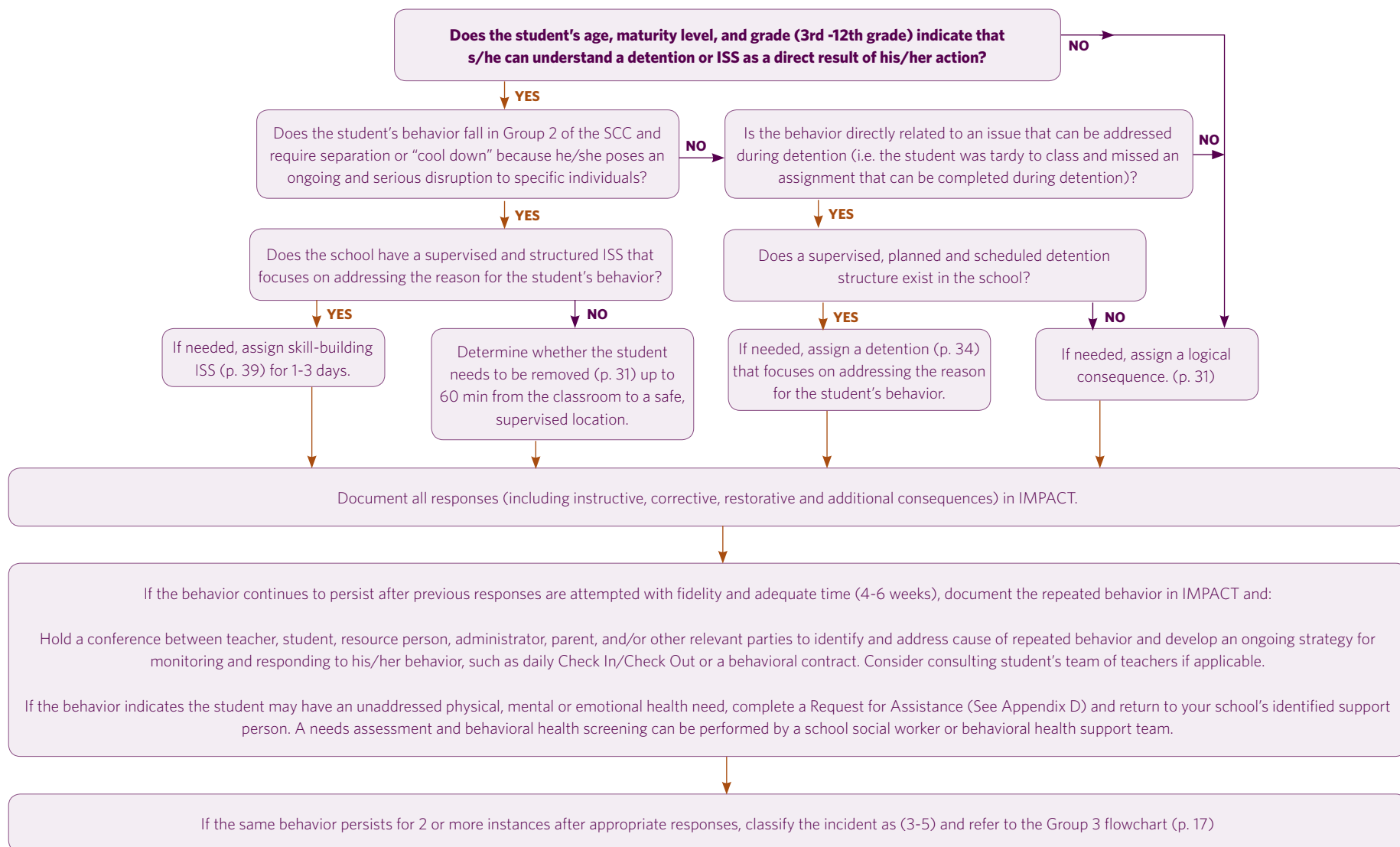
behavioral interventions - scc groups 1 & 2



responding to attendance-related behaviors



are additional consequences required? - scc groups 1 & 2



groups 1 & 2: case examples

Scenario A: Persistent Tardiness to Class

Joel, a student in 9th grade, has been tardy nearly every day and occasionally absent from his sixth period Algebra class during the month of October. Joel typically arrives on time to his other classes, although some of his teachers mentioned that more recently he has been arriving a few minutes late, usually with a verbal excuse. Sixth period follows Joel's lunch period. His teacher, Ms. Rios, wrote in her referral that she believes he is taking an "extended lunch," which is difficult for cafeteria attendants to detect since sixth period is also a lunch period. Joel arrives very late, missing anywhere from 15 minutes to the entire period. As a result of his behavior, Joel is at risk of failing Algebra, although he was a strong math student in 8th grade. Ms. Rios also wrote that she has spoken with his father by phone multiple times to discuss his tardiness. While his father has expressed concern, Joel's behavior has not changed.

Administrative action:

After reading the referral, Dean Marquez began by asking Joel a series of restorative questions. Through this conversation, he learned that Joel has been staying late at lunch because he and his friends get "caught up in a conversation" or are "really into a card game" and lose track of time. He also explained that while math used to be his favorite subject, he felt he had missed too much work to pass the class, even with regular attendance. Joel said he and his friends decide to go to class when Mr. Coleman, a security guard, breaks up their group and tells them to get to class. A conversation with Mr. Coleman confirms that he often finds groups of students in the halls during lunch periods, including Joel's group of friends, but they change locations frequently to avoid detection.

While Joel is increasingly late to other classes, he explained that he goes to his other classes every day because he is "doing okay in those classes. I go because I want to keep my grades up."

Summary of response and rationale:

After reviewing Joel's academic records, it seems clear that lost class time is connected with a disturbing decline in his grades. Any behavioral intervention should therefore prioritize increasing time in the classroom, so Dean Marquez ruled out suspension as a response. Based on the evidence gathered, Dean Marquez determined that Joel's truancy was most likely related to two main factors: Joel felt unmotivated to attend Algebra because he did not believe it was possible to pass, and due to a lack of

In Brief

- 2 days detention with the purpose of creating a work plan and mitigating impact of lost class time
- Monitoring attendance and grades, Check In/Check Out
- Revisiting school-wide expectations and supervision for lunch period

monitoring during lunch periods, it was easy for him to stay behind during sixth period. Dean Marquez recorded the incident as 1-6, persistent tardiness to class, and selected a three-fold response.

First, to address Joel's academic difficulty and to serve as a logical consequence for skipping class, Dean Marquez assigned him to serve two 30 minute detentions after school. During these detentions, Ms. Rios offered to dedicate extra time to discuss Joel's missing work and create a work plan to help him catch up on his assignments. This work plan (see sample work plan at cps.edu/SEL) would detail the assignments he would need to complete to improve his grade to a C, the new deadlines for these assignments, and how and when he should approach Ms. Rios or a designated peer tutor for help. Joel's father received a copy of the plan, and Dean Marquez made plans to check in with Ms. Rios weekly for the rest of the semester to collect data on Joel's attendance and grades.

Second, Dean Marquez assigned Joel to participate in Check In/Check Out (see guidelines at cps.edu/SEL) with Mr. Coleman, who had recently attended district training on this intervention. Each morning Joel will stop by Mr. Coleman's desk to pick up an attendance goal sheet. Mr. Coleman will stop by Joel's table during lunch to say hello and encourage him and his friends to get to 6th period on time. Joel will check out with Mr. Coleman at the end of the school day, show his goal sheet, get Mr. Coleman's signature, and bring it home for his father's signature.

Finally, Joel's lunchtime truancy is part of a larger structural issue of monitoring. Dean Marquez met with all cafeteria attendants and security staff to determine a course of action. They decided to issue color-coded stickers for students to wear on their school IDs to signal their assigned lunch period. They also clarified and made school-wide announcements about areas that were within limits for students during lunch periods, and assigned staff to monitor those areas periodically.

Scenario B: Disrupting Instruction and Profanity

Sandra, a student in kindergarten, was brought to the office with a referral explaining that she refused to sit down during class: After two warnings, her teacher informed her that she would be calling her mother. Sandra kicked a garbage can over and used profanity. Security officers were called and she was escorted to the office.

Administrative Action:

In the office, Sandra was prompted to practice the centered breathing techniques she had learned in a lesson from the *Second Step* curriculum. After ten minutes, she was visibly calm. Principal James approached her and initiated a conversation. She learned that Sandra refused to sit because she was angry with her teacher for denying her request to use the restroom. Sandra insisted that the teacher had allowed other students to use the restroom but not her.

Principal James spoke with Sandra's teacher, who explained that she refused to allow Sandra to use the restroom because she believed Sandra was using this as an excuse to avoid a counting activity with a partner. She was able to provide evidence that Sandra had a history of finding reasons to escape partner activities, and that lower level interventions, such as allowing her to choose a partner to work with, had not been effective.

Summary of response and rationale:

Based on the teacher's report, Principal James recorded Sandra's behavior as 2-6 for profane language and 1-3 for disrupting classroom instruction. Evidence suggested that the function of Sandra's behavior was to avoid working with a partner. Since Sandra's behavior was most likely motivated by her desire to avoid an activity, her referral to the office may have been a reinforcing consequence, i.e., she succeeded in escaping a partner activity. In order to encourage positive rather than disruptive behavior, Principal

In Brief

- Small group intervention for social skill development
- Incentives for meeting behavioral expectations
- Re-teach restroom procedure

James spoke with Sandra and her teacher about positive incentives she could earn by meeting behavioral expectations. To begin, they decided that Sandra would earn a plastic bead every time she participated in an activity with another student and throughout the day as she complied with instructions. At the end of the day, her teacher would help her string the beads into a necklace. They also agreed upon five appropriate times of day to request to use the restroom.

Principal James also reasoned that Sandra may need some support in building social skills and learning to work with others, so she assigned her to participate in a small group intervention for Pre-K through 2nd grade students — *S.S. GRIN* — which is an evidence-based curriculum led by the school social worker to improve social skills by focusing on communication, cooperation, and confidence.

Scenario C: Cell Phone Use and Refusing to Follow Instructions

Phillip, a student in 7th grade, was referred to the office because he was using a cell phone during independent work time. When his teacher asked him to turn it in for the rest of the class period, he refused to comply. He began to argue with his teacher who then wrote the referral and sent him out of class.

Administrative action:

Mrs. Sondheim, the assistant principal, asked Phillip what happened and how he reacted. Phillip explained that his teacher sometimes allowed students to use cell phones quietly after finishing a test, and since he had finished his assignment he assumed the same rule applied. When his teacher corrected him, Phillip put his phone away but didn't feel it was fair to have to turn in his phone to his teacher. When asked who was affected by his actions, Phillip was able to demonstrate empathy for his teacher, articulating that he probably doesn't like it when students argue with him in front of the whole class.

Phillip had been to the office before, and a quick review of his records showed that most of his referrals were for refusing to follow instructions and arguing with a teacher. This was a behavior that occurred in multiple settings and throughout the day. After reviewing teacher narratives and speaking with Phillip's teacher, Mrs. Sondheim ruled out the need for an anger management intervention or suspension, because his behavior was not angry and did not pose danger to others. Phillip's history of office referrals seemed to signal a lack of skill: when Phillip disagreed with his teachers, he did not know how to express this in a respectful or productive way.

In Brief

- Problem-solving exercise and identifying a replacement behavior
- Restorative meeting with teachers
- Revisiting and clarifying cell phone policy
- Logical consequence

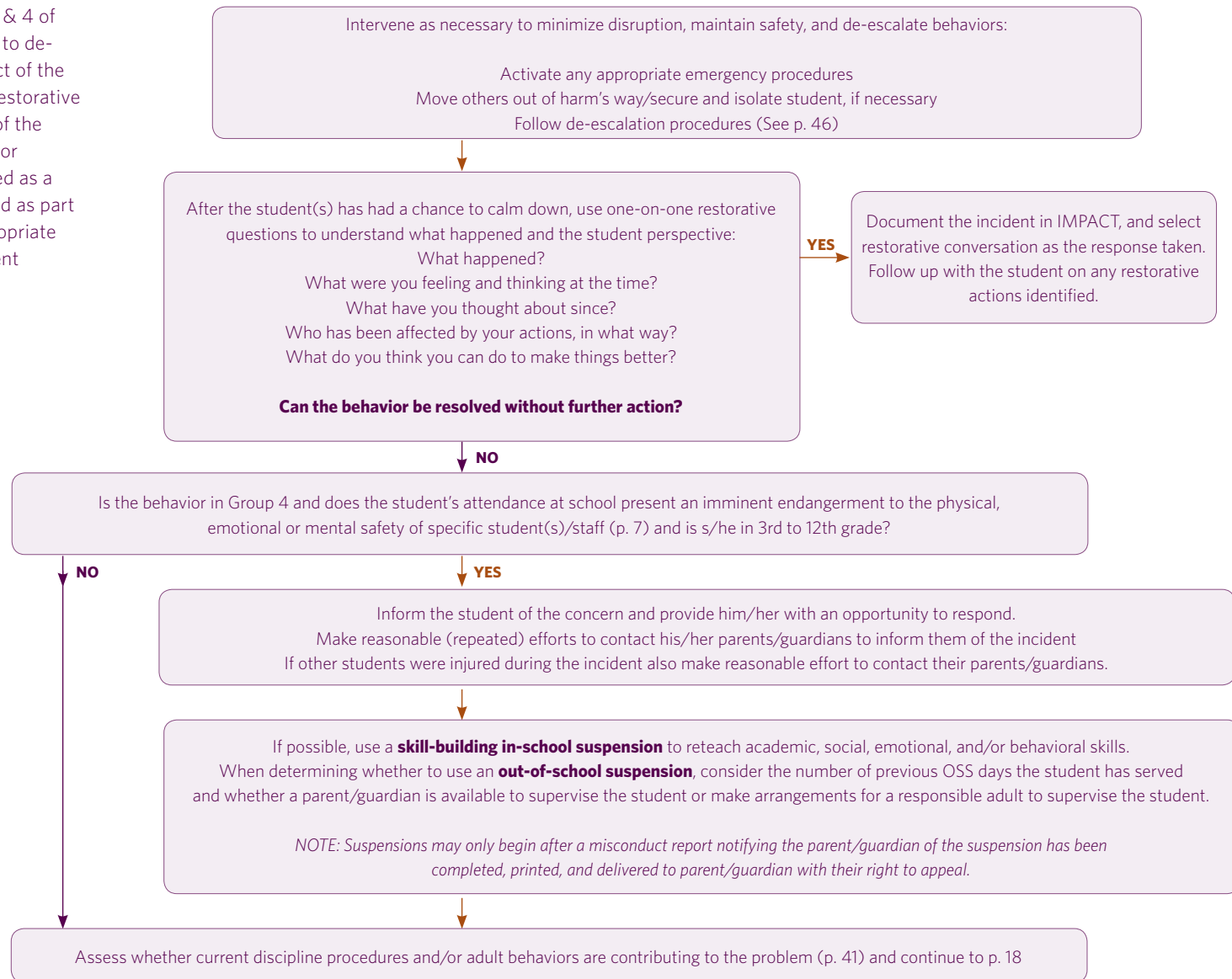
Summary of response and rationale:

Based on the teacher's and Phillip's account, Mrs. Sondheim recorded the incident as 1-8, use or possession of a cell phone without prior permission, and 2-8, disregard for the instructions or direction of school personnel resulting in disruption. She and Phillip discussed and completed a problem-solving diagram (see diagram at cps.edu/SEL), in which Phillip re-stated the problem without placing blame, identified multiple courses of action, explored positive and negative consequences that could result from each action, and selected the best possible solution. Phillip determined that if he finds himself in a situation in the future where he disagrees with his teacher, the best choice is to comply, but also say "I feel you're being unfair, and I would like to discuss this after class." Phillip will then prepare a list of supporting reasons to share privately after class.

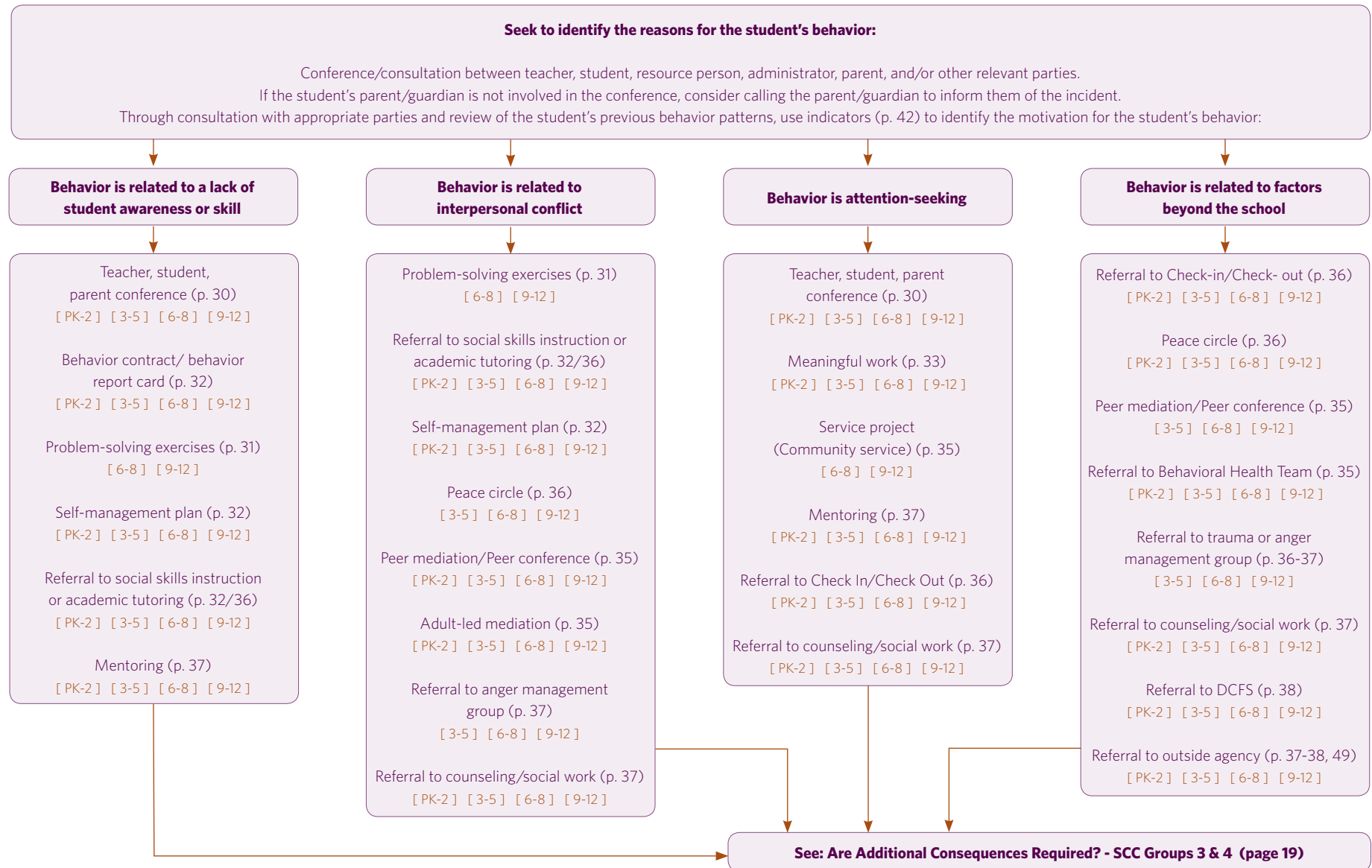
Mrs. Sondheim excused Phillip from an elective class later that week so he could describe this replacement behavior to his teacher team during their common planning time, ask for their support in reminding him to use the replacement behavior, and share his ideas about how the cell phone policy should be more clearly defined. The teacher team will then discuss and establish a clear and unified cell phone policy. As a logical consequence, Phillip's teacher suggested and Phillip agreed that he would turn in his cell phone the following day to demonstrate his understanding that he should comply with teacher requests even if he wishes to express disagreement.

responding to behaviors in scc groups 3 & 4

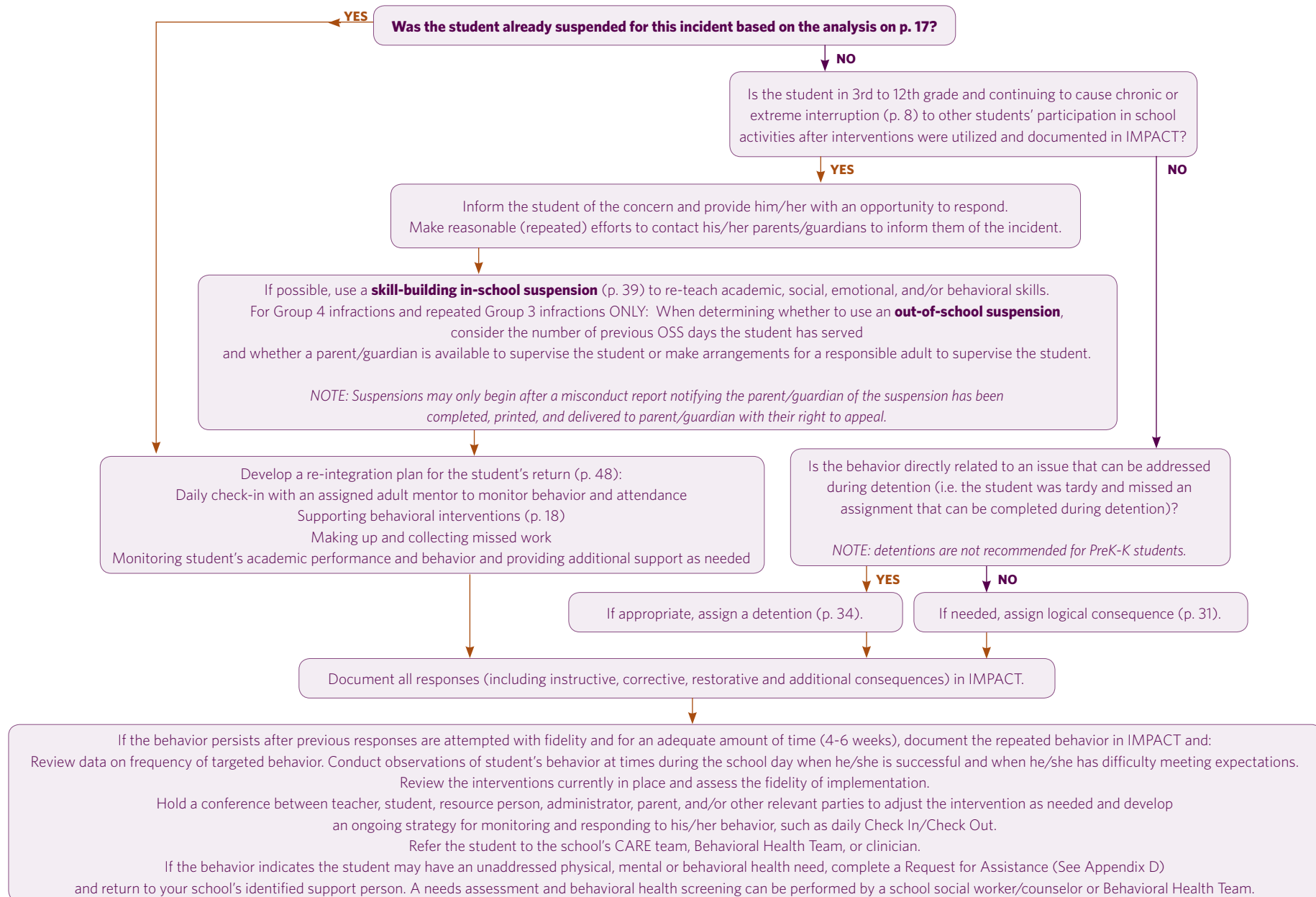
For behaviors classified in Groups 3 & 4 of the SCC, administrators should aim to de-escalate the behavior and the impact of the behavior. Instructive, corrective or restorative responses should address the root of the behavior and prevent further behavior incidents. Suspension should be used as a last resort, and is only recommended as part of a larger behavior plan when appropriate for the particular student and incident (follow flowchart for more details).



behavioral interventions - scc groups 3 & 4



are additional consequences required? - scc groups 3 & 4



groups 3 & 4: case examples

Scenario D: Disregard for Instructions & Bodily Contact

Jessie, a 5th grade student, has stopped turning in homework and refuses to interact with peers during group work time. Today Mrs. Volta confronted Jessie about her missing homework assignments. Jessie told her teacher to leave her alone. When Mrs. Volta told her she would have to miss the school assembly that afternoon to stay behind with the teacher aide to work on her missing assignments, Jessie became upset and refused, saying, “You can try to make me stay here, but good luck.”

As the next lesson began Jessie asked if she could take a break, and Mrs. Volta explained that it was not an appropriate time. Jessie became agitated and pushed her materials onto the ground. She left her seat and began to wander around the classroom. Mrs. Volta asked her to sit down and Jessie responded with, “Make me.” Mrs. Volta approached Jessie as she neared the door and repeated her request that she sit down. Jessie responded that she really needed to take a break. Mrs. Volta reiterated that she was in the middle of teaching something new and that moment was not appropriate for her to leave the room. Jessie became more upset and bumped into Mrs. Volta while trying to leave the room. Mrs. Volta called the office and let them know Jessie had left her room, and wrote a referral citing the behaviors of disruption and bodily contact.

Administrative action:

Mr. Smith, who received the referral, found Jessie as she was coming out of the restroom crying. He began by asking Jessie restorative questions to learn more about the situation from her perspective. He learned that Jessie’s grandmother had been very sick and passed away over the weekend. Jessie expressed that she didn’t feel like talking to people and just wanted to be alone. Jessie explained she asked to take a break because she didn’t want to cry in front of her classmates. Jessie hadn’t told Mrs. Volta because she was already angry about Jessie’s missing homework and Jessie didn’t think she would care.

Mr. Smith contacted Jessie’s mother to explain what had occurred. Jessie’s mother was upset about her behavior, but also shared that Jessie and her grandmother were very close. Her mother had hoped that sending Jessie to school would help keep her mind off her grandmother’s passing.

In Brief

- Restorative conversation to repair teacher-student relationship
- Immediate meeting with counselor
- Temporary removal from classroom to meet student need

Summary of response and rationale:

Based on the information gathered, Mr. Smith recorded the incident as 2-8, disregard for the instructions or direction of school personnel causing interruption to other students’ participation in school activities, and 4-15, inappropriate physical contact with school personnel. Mrs. Volta was not injured, and Jessie’s action did not appear to be an intentional attempt at hurting her teacher. He determined that Jessie’s behavior stemmed from external factors around her grandmother’s illness and passing. After considering the circumstances, Mr. Smith arranged for Jessie to meet with the counselor that same day to help Jessie work through her experience of loss. It was clear Jessie was having difficulty managing and expressing her emotions in the school environment. Therefore the counselor could help her process her grief and develop a plan of action for continued school success during her difficult time. He also recommended that the counselor mediate a restorative conversation between Jessie and Mrs. Volta the next morning to repair any harm in their relationship. This mediated discussion would also allow Jessie to share some of the issues she was dealing with at home and make a plan to get back on track with her assignments. Additionally, it would allow Mrs. Volta the opportunity to express her concerns about Jessie’s return to the classroom. Mr. Smith consulted with Jessie and Mrs. Volta and determined that it would be best to allow Jessie to work on assignments in a separate location for the last 45 minutes of the day. This would allow Jessie the privacy she needed and would give Mrs. Volta time to regroup from the disturbance.

Scenario E: Bullying Behaviors

Terry and Germaine, both 6th grade students, began calling another 6th grade student a “crybaby” and punching his backpack while lining up in the hallway before class. Their teacher, Mr. Levin, reported that Terry said, “I’m going to keep hitting your backpack until you cry.” Mr. Levin instructed Terry and Germaine to stop and move to the back of the line, spoke with them after dismissing his students for lunch, and sent a written report to the office. After school, on the playground, Terry and Germaine took the student’s backpack and threw it in a tree where he could not reach it. They pushed the student to the ground and covered him in snow before running off. The recess/dismissal supervisor, Mrs. Johnson, noticed the student crying after Terry and Germaine had left school property and helped him get up and retrieve his bag. Mrs. Johnson completed the Bullying Complaint Form. Principal Gonzalez contacted the targeted student’s parent and documented the notifications in IMPACT. Principal Gonzalez also contacted Terry’s and Germaine’s families and asked them to bring the boys to school for a conference in the morning.

Administrative action:

In accordance with the district’s anti-bullying policy (see SCC), Principal Gonzalez initiated an investigation of the incident. First, Principal Gonzalez spoke with the student who was harmed to find out what occurred. The student said he was not injured but felt scared to go to school. He said that Terry and Germaine constantly make fun of him and won’t leave him alone in the hallways or on the playground. Principal Gonzalez asked the school counselor to arrange a safe place to meet the student when he arrived at school the next day and walk with him to his class.

Principal Gonzalez separately interviewed Mrs. Johnson. She was the only adult on the playground at dismissal and had not noticed Terry and Germaine picking on the student. However, she had seen him crying during recess before. When she went to talk to him, he told her that Terry and Germaine were making fun of him. She had not personally seen the interaction between the three students because there were so many students on the playground during recess.

Principal Gonzalez separately interviewed Mr. Levin, who said that Terry and Germaine constantly tease the student in class. The student seems afraid to speak up in class or interact with his peers because of the teasing. Mr. Levin has tried separating the

In Brief

- Skill-building in-school suspension to prevent further harm
- Pair all students with older peer mentors
- Improve supervision during recess and passing periods

students, reprimanding Terry and Germaine, and holding them both after class to avoid releasing them in the hallways at the same time as the student.

In the morning, Principal Gonzalez spoke privately with Terry before his parent conference. She used a series of restorative questions to ask Terry to explain what happened and what he was feeling at the time. Terry said the student was “always being a crybaby” and they were “just playing around.” Terry didn’t think he hurt the student or that he had anything to apologize for. Principal Gonzalez then held a conference with Terry, Terry’s father, the school dean, and the school counselor. Terry’s father said that Terry often horseplays and fights with his two brothers. The father can’t control their fighting. The school dean said that Terry had been referred to the office once before for play fighting.

Principal Gonzalez then met with Germaine. Germaine said the incident was “no big deal” and they were “just joking.” Germaine said his mom got Principal Gonzalez’s voicemail but could not attend a parent conference. Principal Gonzalez held a conference with Germaine, the school dean and the school counselor.

Summary of response and rationale:

Based upon the information gathered, Principal Gonzalez determined that the incident met the definition of bullying - it was severe or pervasive conduct; it placed the student in reasonable fear of harm; and it had a substantially detrimental effect on the student’s mental health. She recorded the incident as 3-10, bullying behaviors. Because the boys’ presence in the classroom posed a threat to the student’s well-being, Principal Gonzalez issued a two day in-school suspension (see cps.edu/SEL for ISS tools) for both of them. First-time bullying behaviors are not eligible for out-of-school suspension and the school had established a structured ISS program that emphasized social skill development and supported academic work time, and the students’ families were not available to supervise them.

Scenario E: Bullying Behaviors (cont.)

Based on the conversations with Terry, Germaine, and their teacher, she believed their behaviors were partially the result of a lack of social skills, including empathy. As part of their re-integration plan after their in-school suspension, Principal Gonzalez identified two 8th grade male mentors to meet with them during lunch recess once a week to serve as positive role models. (The 8th grade students are part of a structured peer-mentoring program, which trains students on leadership and social-emotional skills.) Based on the counselor's observation that the bullied student did not have many strong peer relationships and had trouble speaking up, Principal Gonzalez also decided to assign him to an 8th grade mentor to help him build relationships and develop assertiveness skills.

Additionally, Principal Gonzalez asked her school-wide behavior team to observe recess and the hallways to provide feedback on the levels of supervision and student-student interactions. In the meantime, she assigned the school clerk and security officer to provide additional supervision at recess and during middle school passing periods, and planned to retrain all staff on effective supervision skills during the next school PD day.

Scenario F: Fighting, no injuries

Tiana and Nya, both 9th grade students, were referred to the office for fighting during Spanish class. Tiana had asked the teacher, Ms. Lee, for permission to sharpen her pencil. When Ms. Lee refused, Tiana became upset. To relieve her anger, Tiana began counting from 1-10 on her fingers, a calming strategy the counselor had asked her to try. Nya began laughing while Tiana was counting. Tiana became more upset and started kicking Nya's chair and foot. Nya started kicking Tiana back, and the two girls began shoving and fighting before Ms. Lee and the security officer, Mr. Carter, intervened and separated the students to cool off.

Administrative action:

After the students had several minutes to de-escalate, Mr. Carter spoke with Tiana, while Dean Andrews spoke with Nya.

Tiana told Mr. Carter that she had been trying to calm down using her self-talk strategy when Nya started making fun of her. Mr. Carter asked what she was feeling and thinking at the time. Tiana said she felt angry because she was just trying to do what she was supposed to do. Nya was laughing at her for no reason, and frequently makes fun of her. She said it also made her feel embarrassed because other students began looking at her when Nya was laughing. Mr. Carter told Tiana he was proud of her for trying to use her anger management strategy and helped her brainstorm other types of strategies she might need when one strategy didn't work.

Nya told Dean Andrews she was laughing at a joke that another student had told, not at Tiana. She said Tiana was constantly harassing her. Tiana had previously teased her when she gave an answer in class. Tiana had told everyone in the class that Nya was "so slow" when she was the last to finish an assignment.

After class, Dean Andrews spoke with Ms. Lee, who said the two students individually followed most classroom expectations, but frequently bickered with each other. Ms. Lee typically kept them separated during group work and in seating charts, but they still had run-ins when their tempers or sensitivities were high.

In Brief

- Peace Circle to resolve conflict and develop an agreement
- Meet with counselor to revisit anger management plan

Summary of response and rationale:

Based on the conversations, Dean Andrews recorded the incident as 3-3, fighting with no injuries. He identified the cause as interpersonal conflict and a need for additional anger management skills. He decided to offer the students an opportunity to speak with each other during a Peace Circle. Both students agreed to participate during their Advisory period the next day.

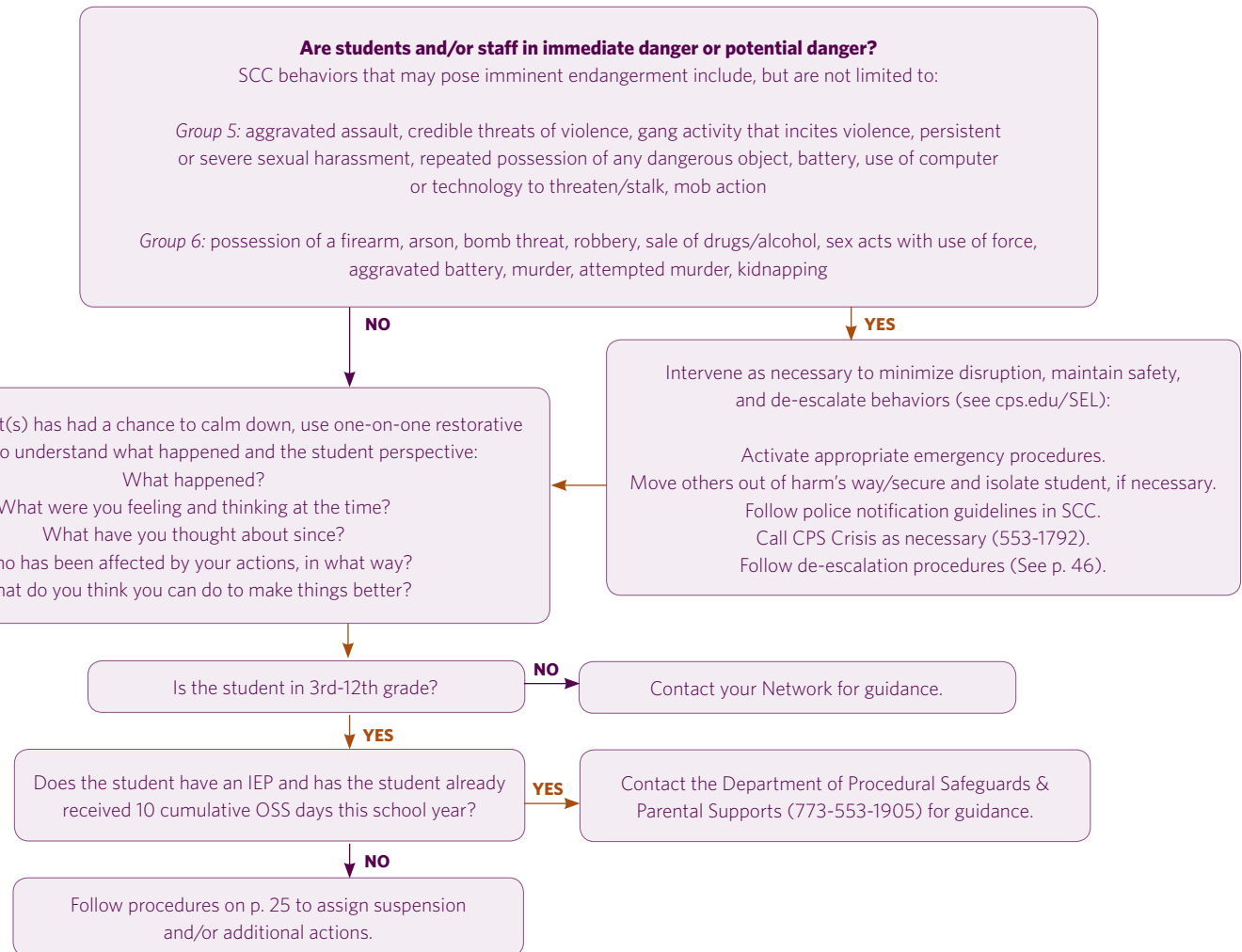
The Peace Circle was mediated by Mr. Carter, a trained Circle Keeper, and also included Dean Andrews, Ms. Lee, and the school counselor. During the Circle, each participant described how she was feeling during the incident, what she had thought about since, and how her actions impacted others. The students developed an agreement to use supportive language or refrain from interacting with each other when they were angry or could see that the other student was in a sensitive situation. They agreed that when they thought the other student was making fun or harassing them, they would verbally state "please stop" and both would walk in opposite directions. Ms. Lee agreed that the students could get up and move across the room when they believed they needed to walk away from each other to cool down. All parties stated that they were satisfied with the agreement.

After the Peace Circle, Tiana met individually with the school counselor to discuss her anger management plan and the ideas that she and Mr. Carter had brainstormed the day before. They agreed to continue meeting and practicing additional strategies.

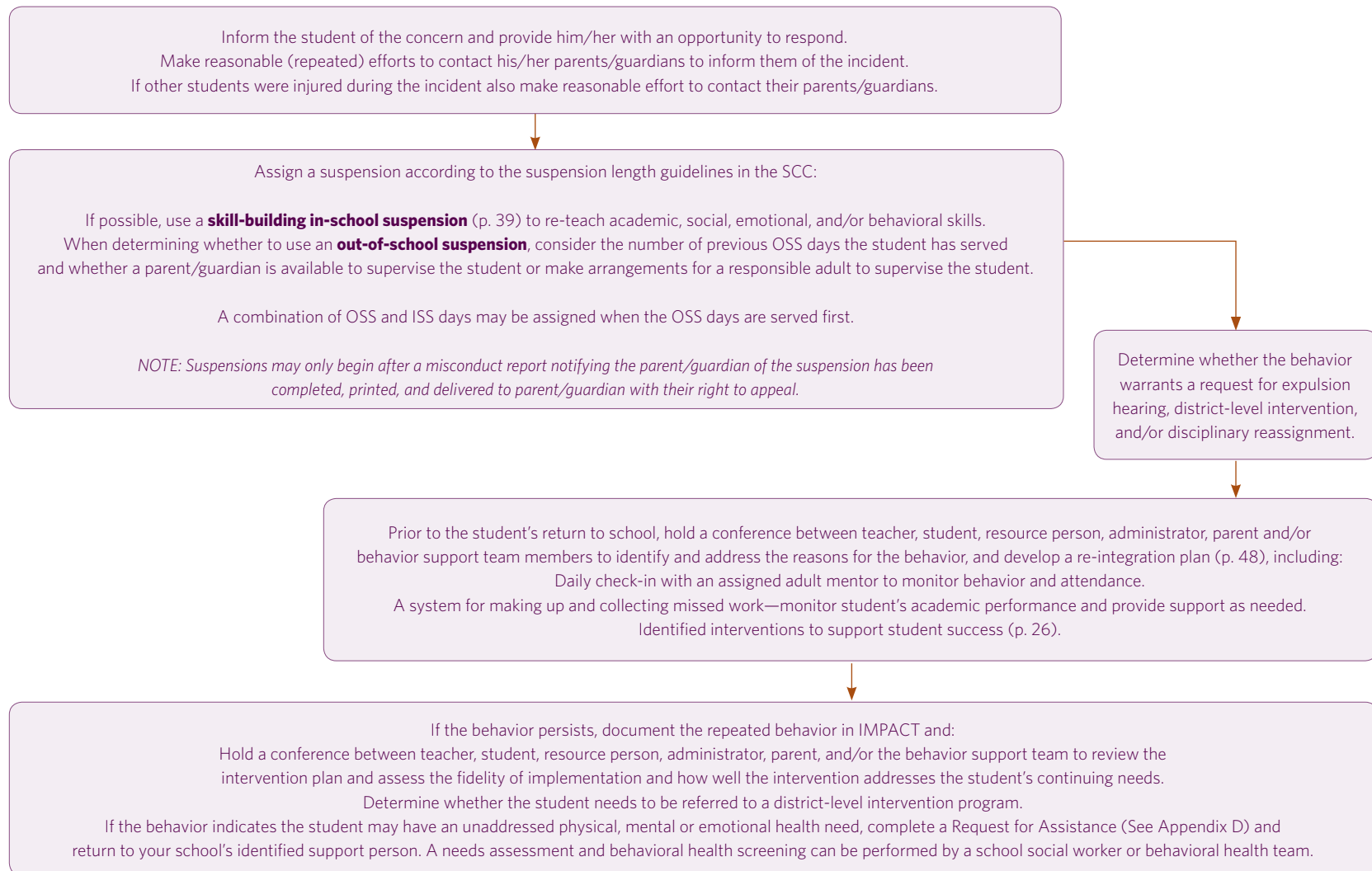
Because the incident was resolved through a Peace Circle and both students had come to a satisfactory agreement, Dean Andrews decided any additional consequences (i.e., detention or in-school suspension) were unnecessary and would not be effective in helping the students change their behavior. In the following weeks, Dean Andrews tracked both students' behavior and followed up with Ms. Lee to see if they needed to take any further action. Because no other incidents arose, no additional action was needed.

responding to behaviors in scc groups 5 & 6

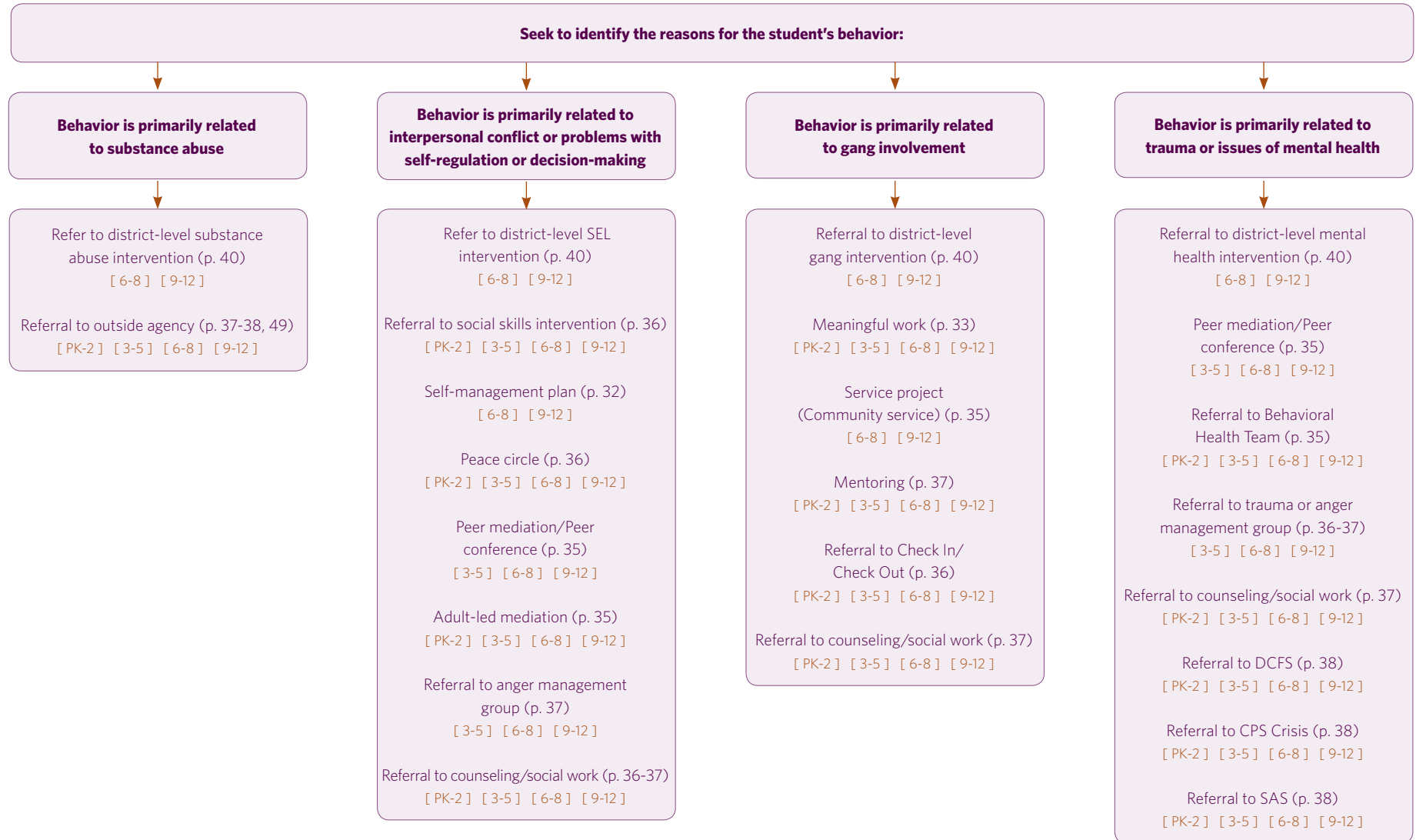
For behaviors classified in Groups 5 & 6 of the SCC, administrators should aim to de-escalate and reduce the impact of the behavior. The use of in-school and/or out-of-school suspension is recommended in most situations, but should be used as part of a larger behavior plan when appropriate for the particular student and incident (follow flowchart for more details). Instructive, corrective or restorative responses should be used to address the root cause and prevent further behavior incidents.



suspension & intervention procedures for groups 5 & 6



suspension & intervention procedures for groups 5 & 6 (cont.)



groups 5 & 6: case examples

Scenario G: Illegal Drug Sale

Tyler, a 4th grade student, was brought to the office during recess because he had been selling marijuana on the playground. He had no previous office referrals. The referral written by Ms. Beechum, the playground monitor, explained that she had caught Tyler offering small bags of marijuana and stating a price to a cluster of students. Other students confirmed that he had been selling outside of the gym for several days.

Administrative action:

Assistant Principal Johnson received the referral and reviewed the information. She began by asking Tyler to share what had happened from his perspective. Through the conversation Mrs. Johnson learned that Tyler did not want to sell the drugs or bring them to school. His older brother said he had to because his family needed money to pay the electric bill. Tyler was afraid of his brother and afraid his family would be disappointed if he didn't help them with the bills. Tyler had seen people sell drugs in his neighborhood and had heard marijuana wasn't dangerous like other drugs. Still, he expressed that he knew it was wrong, especially at school. He worried he would be in bigger trouble with his brother if he didn't do what he was told.

Tyler's actions were documented as 6-6, sale of illegal drugs. Mrs. Johnson notified the police and turned over the drugs in Tyler's backpack to them. Due to Tyler's age and maturity level and because he had most likely been coerced to sell the drugs, police decided not to arrest him. Mrs. Johnson called the DCFS Hotline to report Tyler's account that he was at risk of abuse at home. Mrs. Johnson was able to contact Tyler's guardian, who is his aunt, and connected her with a local social service agency where she could apply for emergency fund assistance to pay her electric bill. She also explained that Tyler had been caught selling drugs and claimed he had been forced to do so by his older brother. Tyler's aunt confirmed that this was most likely true, and Mrs. Johnson explained that if Tyler brought drugs to school again she would ask the police to question Tyler's brother.

In Brief

- In-school suspension with access to academic support
- Service Project to learn and educate others about the harm of marijuana use
- Refer family to needed services

Summary of response and rationale:

It was determined that Tyler's actions were a result of coercion as well as a lack of awareness about their potential harm. Due to the highly serious nature of Tyler's behavior, Mrs. Johnson assigned Tyler to three days of in-school suspension (see cps.edu/SEL for ISS tools). Tyler's guardian agreed to allow an individual search of Tyler's backpack during the in-school suspension period to ensure that his presence at school would not be dangerous or disruptive. Mrs. Johnson decided an in-school suspension was preferable to an out-of-school suspension to ensure Tyler would be in a safe and supervised environment, would be able to access teacher help to complete his assignments, and would be able to meet with the school counselor Mr. Adams. Since Tyler had expressed his belief that marijuana was not harmful, Mr. Adams directed him to several websites to read about the danger of marijuana use and the legal penalties in Illinois for marijuana possession. Tyler was then assigned to create an educational poster to copy and post throughout the school.

Scenario H: Mob Action

Maria, a student in 11th grade, was cited for participating in a mob action (5-19) along with six other 11th grade female students who targeted one student. Security quickly intervened, but they had difficulty stopping the fighting. Security was eventually able to physically remove the fighting students from the area. Moderate physical injuries were sustained by the targeted student including bruised ribs and a swollen eye and jaw. Police were notified in accordance with the SCC.

Administrative action:

Following the incident, after determining that staff and students were no longer in danger, the dean of students met individually with Maria and the other six students to ask restorative questions. In response to the dean's questions Maria stated that she and several of her classmates were angry with the targeted student for saying disrespectful things to her. Maria and her friends decided to confront her during their lunch period. The argument escalated quickly. Maria admitted to throwing the first punch, after which six of her friends joined in the fight. Maria stated that she did not intend to physically fight the student but "just snapped." She also stated that she did not know her friends would join in the fight and felt sorry that the targeted student was harmed.

Following individual restorative conversations, a conference was held with Maria, her mother, a teacher, and the dean of students. It was noted that Maria has a history of reacting impulsively to interpersonal conflict, suggesting that she did not plan the attack, but reacted in the moment as she stated during restorative questioning.

The administrator determined that the behavior was primarily related to interpersonal conflict and problems with self-regulation.

In Brief

- 2 days out-of-school and 1 day in-school suspension to ensure safety of all parties
- Check in/Check Out to support student to make up missed work
- Peace Circle to resolve remaining conflicts
- Assign to anger management small group intervention

Summary of response and rationale:

In response to Maria's behavior it was determined that she would be suspended out-of-school for two days and have one additional day of skill-building in-school suspension (see cps.edu/SEL for ISS tools). The principal felt that out-of-school suspension would be necessary to ensure the safety of all parties, allowing them to cool down and separate themselves from the conflict. While Maria was suspended, the student advocate would collect her missed work. Her re-integration plan stated that when she returned to school she would meet with the student advocate to collect her missed assignments, and would participate in Check In/Check Out (see guidelines at cps.edu/SEL) until her missed work was completed. Before returning to classes, Maria would participate in a peace circle with the three security officers who were present during the incident, the targeted student, and the administrator to restore relationships and resolve remaining conflicts (note: all parties must agree to a peace circle prior to meeting). Because it was determined that the incident was exacerbated by Maria's reactivity and history of impulsivity, she was also assigned to a Think First anger management group (see resources at cps.edu/SEL) with the school social worker.

Scenario I: Overt Display of Gang Affiliation and Intimidation

Eduardo, an 8th grade student, was excused from class to use the restroom during third period. Cameras positioned in the hallway captured images of Eduardo drawing a large (approximately 7" x 7") well-known gang symbol on the outside of a classmate's locker. The drawing was subtle, written in pencil and was not immediately seen by security or other staff. The symbol was discovered and reported by the targeted student following third period. The targeted student believed Eduardo meant this as a threat and indicated that he would skip school to avoid Eduardo.

Administrative action:

Eduardo was brought to the main office where Principal Davis asked him restorative questions to determine the circumstances surrounding the event. Eduardo did not immediately take responsibility for drawing the symbol, but admitted fault after he was told of the security footage. Through further questioning Principal Davis reasoned that Eduardo drew the symbol to elevate his peer status. Eduardo explained that by drawing the symbol and scaring the targeted student, he would be seen as "hard" and that "no one would mess with [him] or doubt [his] loyalty." Eduardo does not have a personal conflict with the targeted student, but is aware that he is in a different gang. When asked if he intended to fight the targeted student, he stated that he would "probably have to now."

A conference between Eduardo, Principal Davis, Eduardo's teacher, and a security guard was held. Three unsuccessful attempts were made to contact Eduardo's parent. At the opening of the meeting, staff discussed Eduardo's strengths. He is a bright student who typically puts effort into academics. He is a talented artist and enjoys drawing. Eduardo thrives on adult praise and likes to be recognized by his teachers for his art. Records showed that Eduardo had engaged in two physical fights in the last two school years. Teachers have also found drawings of gang-related imagery in Eduardo's notebooks this year.

In Brief

- 1 day out-of-school and 2 days in-school suspension to ensure safety
- Check in/Check out to support student with positive adult attention
- Restorative conversation with other student to resolve conflict and restore relationship
- Complete related service project with older peer mentor

Summary of response and rationale:

Principal Davis recorded the incident as 5-6, overt display of gang affiliation, and 5-4, intimidation. He determined that one day of out-of-school suspension and two days of skill-building in-school suspension (see cps.edu/SEL for ISS tools.) were appropriate. The out-of-school suspension was necessary to create space between Eduardo and the targeted student, allowing both parties to calm down and return to school focused and ready to resolve the conflict. While Eduardo was suspended, the student advocate would collect Eduardo's missed work. Principal Davis worked with Eduardo to develop a re-integration plan: upon his return to school he will meet with the student advocate to collect his missed assignments. Eduardo will participate in Check In/Check Out (see cps.edu/SEL for resources) to build school connectedness and a relationship with a caring adult. Before returning to classes, Eduardo will participate in a restorative conversation with the targeted student and Mr. Davis to restore relationships and resolve remaining conflicts (note: all parties must agree to a restorative conversation prior to meeting). Because it was determined that Eduardo was motivated by peer attention and approval, Eduardo was connected with a high school mentor who shares his interest in art. They will work together to complete a violence prevention art project at a nearby community organization.

menu of behavioral response options: least intensive responses

Below you'll find a menu of behavioral response options and general guidance on when to select these options. More detail on identifying an appropriate response is found in the previous response flowcharts, which reference the responses below. **Responses are organized by intensity level (least intensive, moderately intensive, highly intensive). In general, least intensive responses should be attempted first.**

For more information on any of the listed responses, contact the Office of Social & Emotional Learning: osel@cps.edu, 773-553-1830. To find professional development opportunities on behavioral strategies, search CPS University for "OSEL".

Least Intensive Responses			
Type of Response	Description	When is it appropriate to use?	Data to Monitor
Incentives for positive behavior	Planned, ongoing positive feedback and attention for appropriate behavior Determine preferred incentives using: • Student interview • Class survey • Observation • A structured survey	• PreK-12th grades • When behavior is related to student's lack of motivation, avoiding tasks, or need for frequent reminders • With individual students, small groups, or whole classrooms • Can be used in combination with other strategies	Track the frequency of the targeted, observable behavior and the number of positive feedback/incentives provided by time, class period, and/or day. If the behavior does not change after an appropriate amount of time, modify the incentive or the response.
Restorative conversation	Rather than chastising a student for his/her behavior, engage him/her in a conversation that uses restorative questions, affective statements, and empathetic listening for both the respondent and the person affected. Examples of restorative questions include: • What happened? • How do you feel about the situation now? • Who do you think has been affected by what happened? • What steps can you take to make things better?	• PreK-12th grades • All behavior levels • At the moment of a minor occurrence, in a safe space, and after the respondent has accepted responsibility for his/her behavior, or • To better understand an incident that has occurred and the root causes of the behavior exhibited	Track the date and time the conversation was held in IMPACT, involved parties, and any agreements made during the conversation. Follow up with any agreements and track whether they were kept.
Teacher, student, parent conference	The objective of a conference with parents/guardians is to collaborate to solve a problem, not merely to explain what happened, and never to suggest that they punish the child at home. Make parents and guardians aware of early stage interventions that have been used and ask them for their insight on the behavior. Involve them in discussion of the parameters of a new intervention, and invite them to express their support for the intervention in front of the student and to reinforce the intervention by asking the student about his or her progress at home.	• PreK-12th grades • All behavior levels • Prior to assigning interventions/ consequences to determine the reasons for the student's behavior • To follow up after intervention • Prior to the start of an out-of-school suspension to plan how the student will access missed school work • Prior to a student's return from an out-of-school suspension to develop a plan for re-integration	Keep logs of parent contact and summaries of conferences to inform future responses to student behavior. Resources available at cps.edu/SEL : Parent/Guardian Conference Guide; Contact Log; Conference Summary

menu of behavioral response options: least intensive responses (cont.)

Least Intensive Responses			
Type of Response	Description	When is it appropriate to use?	Data to Monitor
Loss of privilege	Taking away or not earning a specific privilege when a student engages in a specific misbehavior. Should not include regular school activities that all students are entitled to (such as eating lunch or recess).	- PreK-12th grades - First- or second-time behaviors - When students are aware that the privilege can be lost/earned prior to engaging in behavior	Monitor student behavior and consequences to determine whether the consequence was effective at changing his/her behavior.
Temporary removal from classroom	Removal of a student from his/her regular educational schedule for less than 60 minutes to an alternative supervised setting inside the school building. The purpose of removal is to allow the student an opportunity to cool down and reflect on behavior, not to punish the student for his/her behavior.	- PreK-12th grades - Use sparingly with any age group - Avoid using this intervention with students whose behavior may be reinforced by removal	Monitor frequency of use. Check in with supervising adult and debrief with student. If clearly and respectfully stated expectations are not met during removal, a different intervention is needed.
Problem-solving exercises	These problem-solving worksheets can be worked on independently and later discussed with a mentor. Resources available at cps.edu/SEL: Problem-solving diagram; Interpersonal conflicts; Student-teacher / teacher-student communication form	6th-12th grades - For students who knew that their action was wrong, but did it anyway - When the misbehavior was the result of an ongoing interpersonal conflict and is likely to reoccur - When the misbehavior was a conscious decision	Referring staff member should make note of student progress. A staff member or mentor should check in regularly with the student and the referring adult to inquire about progress and reinforce positive behavior. Monitor additional referrals and self-reports to determine whether additional intervention is necessary.
Logical consequence	A low-level consequence that is directly related to the behavior. For example, a student who writes graffiti on classroom desks may be assigned to clean the tops of the desks as a logical consequence. (Note that parent/guardian and student should agree to the consequence assigned. If they do not agree, staff may need to develop an alternative consequence.)	- PreK-12th grades - First or second-time behaviors - Minor to moderate behaviors - Objective, easily observable concrete behaviors	Monitor student behavior and consequences to determine whether the consequence was effective at changing his/her behavior.

menu of behavioral response options: least intensive responses (cont.)

Least Intensive Responses			
Type of Response	Description	When is it appropriate to use?	Data to Monitor
Self-management plan	Student and teacher/adult work together to clearly define a positively framed behavior to work on. Self-management plans may take the shape of a daily report card, graphs of behavior progress, or other visual means of engaging the student in reflecting on his or her behavior and tracking progress, with the goal of increasing student awareness and self-regulation of behavior. Resources available at cps.edu/SEL: Self-Management Plan (elementary); Self-Management Plan (secondary)	• 1st – 12th grades • Should only be used if the student can distinguish between appropriate and inappropriate behavior, and has the skills to engage in the desired behavior. • Best for less serious but persistent misbehavior • Plans should target concrete behaviors. Target behavior should be specific and operationalized.	The student observes and evaluates his or her own behavior, and may also record the observation (i.e., makes tallies every time they engage in the target behavior or evaluates behavior on a scale at the end of class).
Academic tutoring	Arrange a time and place for the student to work with a tutor outside of regular class time. This intervention is best paired with a Work Plan (p.34) so that the student has very specific goals and assignments to direct his/her time with the tutor.	• PreK-12 grades • For behaviors related to academic failure or difficulty • For students who express some willingness to work to improve their grades • Students should not miss class time for tutoring.	Rate of work completion Work quality (compare work samples from before tutoring and with tutoring support—and share positive progress with student and his/her family) Attendance to tutoring support and time spent with tutor
Behavior contract/behavior report card	The student and teacher or teacher team hold a conference where the student is actively involved in writing behavior goals, ways positive behavior will be reinforced, and consequences for relevant misbehavior. Used to encourage the student to practice 1-3 positively framed behaviors (“student will” rather than “student will not”). Long lists of problem behaviors should be prioritized or broken into realistic increments to set the student up for success. Student and teacher regularly revisit the contract to revise and reflect, ensuring that rewards and consequences are consistent and the behavior is improving. Resources available at cps.edu/SEL: Behavior Contract (blank); Behavior Contract (completed)	• 2nd - 8th grades, but can be adapted for younger or older students • Use in response to persistent, conscious misbehavior (should focus on the future, not punishment for past misbehavior). • Should only be used if the student can distinguish between the desired and undesired behavior, and has the skills to engage in the desired behavior.	After the completed contract has been signed, it is important that a mentor, counselor, or student support team member checks in regularly with teachers and the student to monitor progress and ensure immediate follow-through with incentives and consequences. Parents or guardians should be notified regularly of the student’s progress or if the contract is broken. Adjust contract when necessary.

menu of behavioral response options: least intensive responses (cont.)

Least Intensive Responses			
Type of Response	Description	When is it appropriate to use?	Data to Monitor
Meaningful work	A student is matched to a useful job and taught the necessary skills to perform the job successfully. This work clearly benefits the school community and improves the student's social standing with staff and students. (i.e., serve as tour guide for visitors to the school, take inventory of class supplies, be in charge of audiovisual equipment, serve on task force with adults). (Note that parent/guardian and student should agree to the consequence assigned. If they do not agree, staff may need to develop an alternative consequence.)	• PreK-12th grades • With students who struggle to feel competent • With students who will benefit from increased positive interactions with supervising adults • For attention-seeking behavior, as this intervention provides positive attention for positive behavior • To improve relationships within the school building	Monitor how often student is able to engage in the job (it should occur frequently), and check in with supervising adult about student performance. Check in with student and referring staff members and other relevant adults about progress in behavior and relationships.

menu of behavioral response options: moderately intensive responses

Moderately Intensive Responses			
Type of Response	Description	When is it appropriate to use?	Data to Monitor
Detention (before school, after school, lunch, Saturday)	Student is required to stay at school from 30 min. up to 2 hours (Saturday detention only) beyond regular instructional time in a supervised location. Detention should be used as an opportunity to address the cause of a student's behavior, build social and emotional skills, and repair relationships with staff or peers. Isolation alone is not likely to change student behavior. Ask students to write or discuss their account of events leading to their detention, explaining their actions or feelings surrounding the event. This is not an apology letter, but rather a communication tool that can help teachers plan proactive ways to manage future behavior or understand what actions may have contributed to misbehavior.	• 1st - 12th grade • Students who have a pattern of misbehavior and have not responded to other interventions • As a logical consequence of the student's misbehavior (e.g. it is necessary to detain the student to make up missed work that resulted from disruptive or off-task behavior).	Monitor how often the student receives detention, and whether the repeated misbehavior declines. If the student receives multiple detentions for the same behavior and the rate of the behavior stays constant or escalates, detention is not effective and a different intervention is necessary.
Reteach recess/cafeteria	An alternative recess or cafeteria where a trained adult supervisor teaches, models, and instructs students' practice of appropriate behaviors. Students may be assigned reteach recess/cafeteria at an alternate time or in a separate small group during their regularly scheduled time.	• 3rd -12th grades • With minor/moderate behaviors related to inappropriate play or social interactions • When behaviors arise during recess or cafeteria • First or second-time behaviors	Monitor the number of times this response is used and whether student is meeting expectations in the targeted area following reteach recess/cafeteria.
Work plan	An administrator approaches the teacher first to discuss whether assignments can be made up or re-done, extra credit work assigned, or extensions granted. Then the student obtains a list of missing work or assignments/tests with low grades, and works with the teacher or an adult mentor to divide the work into smaller, manageable tasks, determine how long each task will take, schedule a time and location for the work to take place, and clarify how to get help. Resources available at cps.edu/SEL : Work Plan	• 3rd-12th grades • For behaviors related to academic failure or difficulty • With students who express some willingness to work to improve their grade • With students who feel overwhelmed by lengthy or complex academic tasks	Student, teacher, parent, and other supporting staff should have a copy of the work plan--use the document to monitor progress on <u>specific</u> assignments. Check in during designated work time and on deadline days. Monitor student's grades in each subject identified in the work plan to highlight and celebrate progress or adjust plan as needed.

menu of behavioral response options: moderately intensive responses (cont.)

Moderately Intensive Responses			
Type of Response	Description	When is it appropriate to use?	Data to Monitor
Service project (Community service)	Working with a student to design and carry out a service project can help to improve the student's standing and self-concept in the school community. While the project may not be directly related to the misbehavior, it is at least symbolically linked to the incident for which the student was referred. Involving the student in planning and executing a project allows for more cognitive learning and can reinforce commitment. A service project offers the chance for students to connect with an adult role model—the person who supervises their work should treat them as a genuinely needed resource, not an offender serving a sentence.	• 7th-12th grades • A service project should not be punitive or forced, but should be presented as an option among other possible consequences. • Rather than merely assigning students to “help” a teacher or custodian, a service project experience should be thoughtfully planned • Consult with staff members who know the student well to determine a project that might fit.	Monitor progress and completion of the project: A service project should have a clear beginning and end. It should meet a need that is obvious to the student, and at the end the benefits of the student's work should be apparent. This provides a sense of accomplishment, closure, and recognition. Check in with supervising adult about student performance. Monitor additional referrals and check in with student and referring staff about behavioral progress.
Peer Conference/ Peer Mediation (aka Peer Jury)	Peer Conference is a voluntary student-led process in which a small group of trained Peer Conference members work with referred students who have violated a school rule or are in conflict with others to understand the impact of their actions and to find ways to make things better.	• 3rd - 12th grades • In response to repeated inappropriate behaviors; persistent disruptive misbehaviors and some seriously disruptive behaviors	Track the date and time the conference/mediation was held, involved parties, and any agreements made. Follow up with any agreements and track whether they were kept.
Adult-led Mediation	Adult-led Mediation is a voluntary process where two or three individuals in conflict meet with a trained adult mediator in a non-judgmental and confidential space to talk about what happened and to resolve the specific issues contributing to the conflict.	• Pre-K – 12th grades • Used to de-escalate or resolve conflicts that involve multiple individuals	Track the date and time the conference/mediation was held, involved parties, and any agreements made. Follow up with any agreements and track whether they were kept.
Referral to Behavioral Health Team (BHT)	As part of a Multi-Tiered System of Support, a Behavioral Health Team (BHT) will further analyze student data and make determinations for next steps in providing strategies and supports for student success. Supports may include, but are not limited to: • Anger Coping/ Think First • CBITS • Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP) Refer students using the Request for Assistance Form (RFA) and notify parents using the Notification of Assignment Form (see cps.edu/SEL).	• Students who have frequent recurring behavior that is similar in nature and/or results in the same outcome. *FBA/BIP should not be used for singular instances of behavior	The BHT will determine the specific data to be monitored and what tools will be used to determine the student's progress. Data should be reviewed on a bi-weekly basis to determine if the interventions are effective and/or if any adjustments may be needed.

menu of behavioral response options: moderately intensive responses (cont.)

Moderately Intensive Responses			
Type of Response	Description	When is it appropriate to use?	Data to Monitor
Peace Circle	Peace Circles encompass different types of circles with different functions. Some examples include: - Relationship healing - Interpersonal conflict - Mutual understanding	3rd - 12th grades - Can be used in response to repeated inappropriate behaviors; persistent disruptive misbehaviors, most seriously disruptive behaviors, and some very seriously disruptive behaviors	Track the date and time the Circle was held, involved parties, and any agreements made. Follow up with any agreements and track whether they were kept.
Check In/Check Out (CICO)	Check In/Check Out (CICO) is a school-based program for providing daily support and monitoring for students with mild acting-out behaviors. It is based on a daily check in/check out system that provides each student with immediate feedback on his or her behavior (via a teacher rating on a Daily Progress Report) and increased positive adult attention. Refer students using the Request for Assistance Form (RFA) and notify parents using the Notification of Assignment Form (see cps.edu/SEL).	- PreK-12th grades - Individual students engaged in repeated minor misbehaviors - Students with internalizing or externalizing behaviors - In combination with other interventions as a response to moderate to severe behaviors - As part of a re-integration plan after student returns to school following a suspension - Can be used in combination with small groups, mentoring, other strategies	Data is collected daily using a Daily Progress Report (see guiding questions and examples at cps.edu/SEL) which is completed by the student's teacher(s) and is collected by a CICO facilitator. The facilitator monitors daily points, misconduct data, attendance data, etc.
Targeted social skills instruction	Planned activities aimed at developing specific social skills, such as: assessing situations, reacting to situations, working with others, making a good impressions etc. Instruction may include targeted formal social skills curriculum, such as S.S. GRIN (for PreK-2nd grade students). Refer students using the Request for Assistance Form (RFA) and notify parents using the Notification of Assignment Form (see cps.edu/SEL).	- PreK-12th grades - Repeated minor misbehaviors involving social interactions with adults or peers - Students with few or no developing or sustained friendships, or isolation or rejection from peers - Students with awkward or limited interactions with peers or adults, includes social anxiety - Students with developmentally immature social skills compared to same age peers	Monitor the student's ability to generalize new skills in various environments. Monitor the independent use of the strategies taught. Student progress can also be monitored by the Strengths and Difficulties Questionnaire (SDQ) (see cps.edu/SEL), intervention specific assessments, and student misconduct data.
Trauma group	CBITS (Cognitive Behavioral Intervention for Trauma in Schools) is a group intervention developed to relieve symptoms of Post-Traumatic Stress Disorder (PTSD). Refer students using the Request for Assistance Form (RFA) and notify parents using the Notification of Assignment Form (see cps.edu/SEL).	3rd - 12th Grade - Students whose behavior is related to a traumatic experience - Students should be screened by a social worker, counselor, or psychologist to determine their eligibility for group	Student progress is monitored by the Strengths and Difficulties Questionnaire (SDQ), a Trauma Symptom Inventory score, and student misconduct data, academics, and attendance. (See resources at cps.edu/SEL.)

menu of behavioral response options: moderately intensive responses (cont.)

Moderately Intensive Responses			
Type of Response	Description	When is it appropriate to use?	Data to Monitor
Anger management group	School-based group intervention that focuses on goal setting, coping skills, perspective taking and social problem-solving skills. Refer students using the Request for Assistance Form (RFA) and notify parents using the Notification of Assignment Form (see cps.edu/SEL).	- Anger Coping Curriculum: 3rd - 8th grades - Think First Curriculum - 9-12th grades - Students with who react aggressively and quickly without thought to consequences.	Student progress is monitored by the Strengths and Difficulties Questionnaire (SDQ) (see cps.edu/SEL), intervention specific assessments (elementary, high school), and student misconduct data. (See resources at cps.edu/SEL.)
Mentoring	Students can be matched with a mentor to practice specific social skills, discuss problems or stressors, strengthen school connectedness and self-esteem, or set and monitor progress toward personal goals. If matching students with adults in the school, consider using or adapting the structure outlined in the School Employee Mentor Guidelines (cps.edu/SEL). If using a student mentor (at least 2 years older is recommended), prepare to create a more structured mentoring program using the Peer Mentoring Brief (cps.edu/SEL).	- PreK-12th grades - This response fits best when the student stands to benefit by developing a close, caring relationship with someone in the school. - Speak with students and seek input from teachers as to whether the student will benefit more from having an older peer or an adult as a mentor.	Monitor the frequency and length of meetings (fade over time). Collect basic activity or discussion logs from mentors. Monitor student progress on target indicators such as misconduct, homework completion, grades, or attendance.
Referral to Counseling/Social Work services	Can be offered in school through the school counselor or social worker or through community providers. IN SCHOOL: Counseling services refers to a brief (4-8 sessions) counseling model to assist a student in solving a specific issue or to provide a student with specific resources needed to engage in the learning environment (e.g. transportation, school supplies, etc.). Counseling can involve an individual, family, small group and is provided by a school-based counselor, social worker, or psychologist. COMMUNITY: Counseling services delivered in the community refer to services delivered outside the school setting in a community agency, clinic, or hospital setting. Refer students using the Request for Assistance Form (RFA) and notify parents using the Notification of Assignment Form (see cps.edu/SEL).	IN SCHOOL: PreK-12th grades - When student misbehavior is related to a self-management or social skill deficit - When a positive adult relationship may encourage student engagement - When a student needs to process a difficult event (death in the family, social issue, other stressor) - When a student is in need of specific resources (e.g. transportation, school supplies, etc.) COMMUNITY: PreK-12th grades - When a student presents with persistent behavioral health issues (e.g. anger management, trauma, family issues, etc.) - When a student's mental health inhibits his/her learning or is the cause of behavior - When a student's mental health is a safety concern for him/herself or others	Student progress is monitored by the Strengths and Difficulties Questionnaire (SDQ) (see cps.edu/SEL) and student misconduct data, grades and attendance.

menu of behavioral response options: highly intensive responses

Highly Intensive Responses			
Type of Response	Description	When is it appropriate to use?	Data to Monitor
Clinical services	IN SCHOOL: Clinical services refers to an intense, brief (4-8 sessions) counseling model to assist a student in removing barriers to and solving a specific problem. Clinical services can involve an individual, family or small group and is provided by a specially-trained, licensed community partner clinician. COMMUNITY: Clinical counseling services delivered in the community refer to services delivered outside the school setting in a community agency, clinic, or hospital setting. Refer students using the Request for Assistance Form (RFA) and notify parents using the Notification of Assignment Form (see cps.edu/SEL).	• PreK-12th grades • Students with pronounced mental health concerns requiring therapeutic treatment (e.g. depression, specific diagnosis, family issues, etc.) • When a student's mental health inhibits his/her learning or is the cause of specific behaviors • When a student's mental health is a safety concern for him/herself or others (see CPS crisis procedures)	Student progress is monitored by the Strengths and Difficulties Questionnaire (SDQ) (see cps.edu/SEL) and student misconduct data, grades, and attendance.
Referral to CPS Crisis Management Unit (773) 553-1792	The CPS Crisis Management Unit exists to document crisis situations in schools and provide resources to help students and schools respond to crises appropriately.	• PreK-12th grades • Students in possession of weapons • Students who threaten harm to self, another individual or group of individuals • When abuse or suspected abuse occurs	Caller should keep records of all calls made to CPS Crisis Management Unit including the outcome of the call.
Referral to DCFS (Department of Child & Family Services) 1-800-25 ABUSE	The Department of Child and Family Services is responsible for our students who are living in foster care and are considered wards of the state. DCFS also investigates cases of suspected child abuse and neglect.	• Students under age 18 • When a student reports abuse or neglect • When an adult has reasonable suspicion that abuse or neglect is occurring (No proof of abuse or neglect is needed) • When a child acts out sexualized behavior or has sexual knowledge beyond what is developmentally appropriate	The mandated reporter who calls the Hotline should retain a copy of the Written Confirmation form for his/her records. If the reporter notifies the principal, the principal shall document the call in IMPACT with the SCR # and the outcome of the investigation. See Child Abuse Reporting Policy.
Referral to SASS (Screening Assessment & Support Services) Hotline 1-800-345-9049	The SASS Hotline exists to provide assessments for students who may be in danger of harming themselves or others and students who are suspected of needing psychiatric hospitalization.	• PreK-12th grades • When a student threatens to harm him/herself or others • When a student is experiencing or is suspected of experiencing hallucinations or delusions • When a student is suspected of experiencing a manic episode (has had little or no sleep for many days, has excessive amounts of energy, is highly impulsive, etc.)	Mental health professionals who calls SASS and notify the parent/guardian should document these calls in IMPACT and should obtain parent/guardian authorization to obtain hospital records. See Suicide/Homicide Protocols.

menu of behavioral response options: highly intensive responses (cont.)

Highly Intensive Responses			
Type of Response	Description	When is it appropriate to use?	Data to Monitor
Substance abuse treatment/ prevention	Mental health professionals should refer and link families and students for whom there is evidence of substance use or dependency to a community agency or clinic. (See Appendix G)	• PreK-12th grades • When a student is found to be in possession or under the influence of drugs/alcohol on school grounds.	Referrals to outside resources should be recorded and maintained in records.
Skill-building In-school suspension (ISS)	Removal of a student from his/her regular educational schedule for more than 60 minutes to an alternative supervised setting inside the school building to engage in structured activities that develop academic, social, emotional, and/or behavioral skills. In-School Suspensions should follow a clear schedule or plan for students' alternate educational program. See ISS Tools at cps.edu/SEL.	• 3rd -12th grades • Students whose age, maturity level, and grade indicate that he/she can understand the consequence as a direct result of his/her actions • ISS is listed as an available consequence for the SCC behavior, and • It is necessary to remove the student from the classroom environment until a conflict is resolved or to address severe and repeated disruption, and • A supervised, planned, and scheduled ISS structure exists in the school • Student needs to be removed from the learning environment but parents/guardians are not available to supervise him/her	Monitor academic work. All efforts should be made to ensure that student does not fall behind in class work due to ISS as this may lead to declines in behavior, attendance, and grades. Assign an adult mentor to check in when the student returns to the classroom, frequently at first and then periodically to discuss progress toward goals as determined in ISS. Monitor how often the student receives an ISS, and whether the repeated misbehavior declines by interviewing the referring adult and other relevant adults. If the student receives multiple ISS for the same behavior and the rate of the behavior stays constant or escalates, ISS is not effective and a different intervention is necessary.
Out-of-school suspension (OSS)	Removal of a student from the school building for any portion of his/her regular educational schedule. OSS should be used as a last resort and only when no other in-school interventions are available.	• 3rd - 12th grades • Students whose age, maturity level, and grade indicate that he/she can understand the consequence as a direct result of his/her actions • OSS is listed as an available consequence for the SCC behavior, and • Contact has been established with the student's parents/guardians, and • The student's attendance at school presents an imminent endangerment to the physical, emotional, or mental safety of specific students/ staff and this threat is documented in IMPACT, or • The student has engaged in chronic or extreme interruption to other students' participation in school activities, and prior interventions have been utilized and documented in IMPACT.	Monitor academic work. All efforts should be made to ensure the student does not fall behind in class work due to suspensions as this may lead to declines in positive behavior, attendance, and grades. Assign an adult mentor to check in when the student returns to the classroom, frequently at first and then periodically to discuss progress toward goals as determined in a restorative conference. Monitor how often the student receives an out-of-school suspension, and whether the repeated misbehavior declines by interviewing the referring adult and other relevant adults. If the student receives multiple out-of-school suspensions for the same behavior and the rate of the behavior stays constant or escalates, OSS is not effective and a different intervention is necessary.

menu of behavioral response options: highly intensive responses (cont.)

Highly Intensive Responses			
Type of Response	Description	When is it appropriate to use?	Data to Monitor
Referral for District Intervention Program	Schools must first set up a conference meeting with the parent/guardian to determine whether or not they will request a referral for district intervention programming. Schools submit a referral for district intervention through IMPACT Verify, and a district-level committee will assign student to an appropriate intervention program. Parents/guardians of student will be notified using the Notification of Assignment (See cps.edu/SEL) form. Can be offered in school or at an approved CPS vendor agency site. IN SCHOOL: Group or individual counseling services in the following areas: Drug Abuse Prevention, Gang Disaffiliation, Conflict Resolution & Self-Regulation VENDOR SITE: Counseling services delivered in the vendor site refer to services delivered outside the school setting in a vendor-approved agency.	6th-12th grades - If a student's misbehavior falls within Group 5 of the SCC, a school principal may choose to refer a student for intervention - When student misbehavior is related to substance abuse, gang affiliation, or a lack of skill in conflict resolution & self-regulation	Student progress is determined by the Strengths and Difficulties Questionnaire (SDQ) (see cps.edu/SEL) and monitoring of student misconduct data, grades, and attendance.
Request for expulsion hearing	Removal of a student from a school for 11 or more consecutive days, up to a maximum of two calendar years. Schools must first set up a conference with the parent/guardian to determine whether or not they will request an expulsion hearing, and must provide information regarding any interventions that have been utilized with the referred student. Schools submit a request for expulsion hearing through IMPACT Verify. The Department of Student Adjudication will review requests for hearing; if approved for hearing the Law Department will schedule and prepare the case for a hearing. Parent/Guardian will be sent a notice of expulsion letter by regular and certified mail. The letter describes the incident, the SCC code and the time and place of the hearing.	6th-12th grades - If a student's misbehavior falls within Group 5 of the SCC, a school principal may choose to refer the student for expulsion - If a student's misbehavior falls within Group 6 of the SCC, a school principal must request an expulsion hearing if the student is in grades 6 through 12. - If a student's misbehavior is a 6-1 violation of the SCC, a school principal must request an expulsion hearing for a student in any grade.	Monitor additional requests for expulsion hearing and check in with student and referring staff about behavioral progress. Monitor how often the student receives an out-of-school suspension, and whether the repeated misbehavior declines by interviewing the referring adult and other relevant adults.

appendix a: foundational adult practices

In Place	Partially in Place	Not in Place	Foundational Adult Practices
			Clear, positively stated expectations are posted and referred to frequently
			Adults explicitly teach the expected behavior
			Adults model expected behaviors
			Routines and procedures are central to the learning environment
			Adults positively reinforce expected behaviors consistently school-wide
			Adults vary acknowledgements and provide both short and long term opportunities for reinforcement
			Adults redirect students privately and respectfully while instructing students on appropriate behavior
			A ratio of 3:1 positive to negative interactions between staff and student happen consistently school-wide
			Adults avoid power struggles by offering choices to students and addressing misbehavior privately and respectfully
			Options are available to allow classroom instruction to continue when problem behavior occurs
			Adults use data to determine which behaviors should be retaught or more heavily reinforced
			Adults use active supervision (move, scan, and interact) in all settings
			Transitions between activities are efficient and orderly
			Social Emotional Learning is embedded within core content
			Families are engaged as partners, not as disciplinarians, and are contacted frequently to inform them of positive student behavior and progress

appendix b: why did the student engage in the behavior?

Use these indicators as a starting point for determining why students engaged in the inappropriate behavior. Keep in mind that students may engage in a behavior for multiple reasons, and that the same behavior exhibited by multiple students may not have the same cause.

Behavior is related to a lack of student awareness or skill	Behavior is related to external/environmental factors
• Student reports not knowing expectation • Student reports boredom or confusion with task • Student has limited attention span • Student has difficulty managing his/her emotions • Mismatch exists between student's academic achievement level and level of work assigned • Mismatch between social skill level and social demands • Inappropriate social behaviors arise during unstructured activities (lunch, free time, recess) • Student is trying to obtain an item but does not have the skills to do so appropriately • Student has few, developmentally inappropriate, or no positive relationships with peers Example: Student is referred for fighting, and reports that the fight began because another student would not share sports equipment at recess. An intervention with this student should include skill-building instruction about peaceful conflict resolution.	• Student arrives at school without basic needs met (does not have proper clothing, is hungry, did not sleep) • Student arrives at school angry or distraught • Student has recently experienced a traumatic event, loss of family, illness or injury, relocation • Student has a clinical diagnosis or identified mental health issues • Student is fearful or aggressive toward others due to gang affiliation, or a real or perceived threat • Student reports difficulty with transportation (across gang lines, can't afford bus fare, etc.) • Student's behavior has changed suddenly and dramatically • Student exhibits symptoms of anxiety, depression, withdrawal, or unexplained anger • Student exhibits sexual behavior and language that is not age appropriate Example: Student is referred for persistent disrespect, and teachers report that this behavior is unusual and unexpected. An intervention with this student should investigate outside factors that may be contributing to the change in behavior and provide the student with appropriate counseling services as necessary.
Behavior is attention-seeking	Behavior is related to interpersonal conflict with an adult or student
• Student frequently receives attention following behavior • To determine, collect observational data surrounding a frequently recurring behavior by noting what happens immediately before the behavior and what happens immediately following the behavior (Antecedent-Behavior-Consequences analysis). Example: Student is referred for being disruptive in class. When the student engaged in disruptive behavior other students laughed and the teacher reprimanded him/her. An intervention should provide the student an opportunity to gain positive recognition for appropriate behavior as well as teach him/her how to appropriately gain attention. This skill must be explicitly taught in addition to a verbal statement about what s/he should be doing.	• Student expresses dislike of specific adult or peer • Student expresses anger toward specific adult or peer • Student has frequent conflicts with specific adult or peer • Student or adult relates a series of connected events indicating an ongoing and growing conflict with an individual or group • Student avoids certain adults or peers in the school, or situations when those adults or peers are present • Students reports conflict with other peers off school grounds, including social media • Student is frequently referred during the same class period or time of day, but not during other times of the day Example: Student referred for fighting, and explains that the other party had been spreading rumors about him/her. An intervention with this student should include a process to resolve the conflict and repair the relationship between the students.

appendix c: evaluating behavior with a trauma lens

Trauma is defined as a psychologically distressing event that is outside the range of usual human experience. Trauma often involves a sense of intense fear, terror, and helplessness. Trauma is an experience that induces an abnormally intense and prolonged stress response.¹ Exposure to trauma can sometimes result in maladaptive social and/or behavioral responses. When evaluating student behavior, it is important to consider the possibility that the student's behavior is related to exposure to trauma.

There are two types of traumatic events:

- Extreme acute event (car accident, one-time sexual assault)
- Chronic stressful events (ongoing abuse, violence, chaos)

Exposure to trauma and chronic stress impacts development across multiple domains:

- Neurodevelopment
- Interpersonal relationships
- Sense of self
- Physical health
- Mental health

Components of Responses to Traumatic Event: ²		
Response	Symptom	Observable Behavior
Re-experiencing	• Nightmares, difficulty sleeping • Thinking about the trauma frequently • Acting or feeling the event is reoccurring (i.e., "flashbacks") • Psychological distress and/or physical reaction when exposed to cues that symbolize or resemble an aspect of the traumatic event	• Fatigue • Tearfulness • Trouble concentrating • Unfinished work and decline in academics and/or behavior • Increased/inappropriate startle response • Hyper-vigilance
Avoidance	• Not wanting to think/talk about the trauma • Avoidances of places, people, conversations associated with the trauma • Inability to recall important aspects of the trauma • Diminished interest or participation in activities • Feeling of detachment from others • Restricted range of affect • Sense of foreshortened future	• Trouble sitting still • Getting upset if someone asks about the incident • Constantly creating distractions • Resistance to doing certain things, going certain places • Absenteeism
Arousal and Reactivity	• Feeling out of control • Hypervigilance; being on guard • Having physical problems or complaints • Sleep difficulties • Irritability or angry outbursts • Difficulty concentrating • Exaggerated startle response	• Easily upset, startled, scared, or tearful • Exaggerated attention to detail; strong reactions to small things • Increased aggression or fighting • Somatic complaints; headaches, stomachaches, etc.

¹Bruce Perry, MD

²Adapted from Impact of Trauma on Students, School, and the School Community presentation, Community-Linked Mental Health Services Program at Ann & Robert H. Lurie Children's Hospital of Chicago

appendix c: evaluating behavior with a trauma lens (cont.)

Components of Responses to Traumatic Event:		
Response	Symptom	Observable Behavior
Negative Cognitions or Mood	• Persistent and distorted sense of blame to self and/or others for the event • Persistent distorted sense of anger, shame, guilt, or sadness • Estrangement from others • Markedly diminished interest in activities • Inability to remember key aspects of the event	• Social withdrawal • Moodiness • Somatic complaints; headaches, stomachaches, etc. • Negative statements about the future or negative self-statements • Unwillingness to take risks or try new things • Flat affect
Chronic Stress and Trauma	• Disturbance in sense of self • Lack of empathy • Difficulty forming attachments • Emotional reactivity	• Poor self-esteem • Sexualized or provocative behavior • Relationships can be conflictual: • Clingy (hot/cold) • Misinterpret social interactions • Over reacts to minor events • Power struggles

If you believe a student's behavior is a response to previous trauma, refer the student for screening by the school social worker or behavioral health support team using the Request for Assistance (RFA) form (p. 45).

appendix d: behavioral health request for assistance (RFA) form

Behavioral Health Request For Assistance (RFA)			
Please complete this form for the identified student and return to:			
Student Name:	School:	Date:	
Referral made by:	Student ID:	Grade:	
	Advisor:	Language:	
Unique Circumstances (if applicable):			
Is student receiving any special services or have IEP/504 Plan? [] Yes [] No	If yes, provide details:		
Reason(s) for referral: Rank (1, 2, 3, etc.) the primary concerns impacting student's engagement at this time:			
☐ Absences ☐ Academic Issues ☐ Bullying (target or perpetrator) ☐ Defiance towards school staff ☐ Sad mood, lack of interest ☐ Destruction/theft of property ☐ Drugs/alcohol	☐ Exposure to death/trauma ☐ Failure to complete work ☐ Family issues ☐ Fighting ☐ Excessive worries, fears ☐ Hyperactive ☐ Lack of motivation	☐ Poor relationships with peers ☐ Poor relationships with adults ☐ Self inflicted injuries ☐ Other _____ _____ _____ _____	Provide an observable and measurable description of the behavior (what, when, where, with whom, duration, etc.): _____ _____ _____
Student strengths (check all that apply)			
☐ Positive parent/family support ☐ Athletic or artistic interest/talent	☐ Connection to adults in school or community ☐ Record of academic success	☐ Engagement with extracurricular programs ☐ Other _____ _____	
Current intervention(s) used to address area of concern (check all that apply)			
TIER 1 ☐ PBIS/Foundations ☐ Classroom Point System ☐ Second Step ☐ PATHS ☐ CHAMPS/DSC ☐ Restorative Conversations ☐ Other _____ _____	TIER 2 ☐ Check In/Check Out ☐ Anger Coping/Think First ☐ CBITS ☐ Behavior Contract ☐ SS GRIN ☐ Peer Conference ☐ Peace Circles ☐ Academic Supports: _____ ☐ Other _____ _____	TIER 3 ☐ Functional Behavior Assessment ☐ Behavior Intervention Plan ☐ Community Agency Referral ☐ Academic Supports: _____ ☐ Other _____ _____	
Action taken summary (to be completed by clinician or behavioral health team)			
Services Coordinator:	Date held:		
Type of service recommended: (check appropriate tier, add strategy and implementation details if applicable)			
[] Tier 1:	[] Tier 2:	[] Tier 3:	
Details:			

This form is available at cps.edu/SEL.

appendix e: de-escalation strategies

Managing student behavior is an essential skill, pertinent to all staff providing educational services in our schools. How we respond to students' behavior has a tremendous impact on their subsequent behavior. The goal of de-escalation is to assist staff in their proactive and reactive approaches when dealing with challenging behavior.

Students in our schools have diverse backgrounds and may have experienced events that can directly impact the ways they interpret verbal and nonverbal communication.

Those experiences shape the way in which they perceive and respond to interactions with others as well as the manner in which they engage with others. It is important to remember that every behavior serves a purpose and is a form of communication. Our students behave in ways that they have learned will get their needs met.

Below you will find general tips for helping to de-escalate student behavior in the school and classroom setting.

Signs that a student may be escalating:	
• Avoids eye contact, or darting eyes • Paces • Speaks loudly • Cries or whines • Busy hands • Becomes tense (clenched fist, clenched jaw, etc.) • Repeats his/her story over and over • Refuses to speak • Questions or argues • Runs away • Hides • Uses profanity • Threatens others • Attacks others • Destroys property (i.e. throws items, tips furniture, tears paper, dumps items off shelves, etc.)	These behaviors are not necessarily hostile actions, but are the student's way of asking to be heard or an attempt to calm him/herself down. As long as the student is not in danger of harming him/herself or others, s/he should be given the space and opportunity to express her/himself. If a student approaches the aggression or violence stage, it may be necessary to evacuate the other students from the classroom. When a student is in a heightened state of escalation, it is not recommended that s/he be moved, due to the potential risk of triggering increased escalation. It may also be necessary to have another adult present as a witness to the situation

appendix e: de-escalation strategies (cont.)

If you believe a student is agitated, use these general tips to help de-escalate student behavior in the school and classroom setting after ensuring the student is not a risk to him/herself or others.

4 Levels of Behavior Escalation	Response Strategy	Avoid
Anxiety: A noticeable increase or change in behavior that is manifested by a non-directed expenditure of energy	Supportive: Empathize and actively listen to what is bothering the individual.	• Being judgmental • Dismissing the person and his/her feelings
Defensive: Signifies the beginning stages of loss of rationality. Is a highly volatile state and usually includes verbal belligerence and hostility. The individual may begin to challenge you, your institution, and your authority.	Directive: Set clear, simple behavioral limits. Be sure they are enforceable and reasonable and clearly explain why the behavior needs to cease. They should be delivered in a calm and professional voice.	• The empathetic/supportive approach • Speaking in a threatening manner • Conveying anger or defensiveness • Threatening with consequences
Acting-Out: Total loss of control that usually involves physical aggression.	Nonviolent Crisis Intervention and/or Seek Assistance: Use personal safety techniques if you have been trained in Nonviolent Crisis Intervention or call for assistance (Crisis team, administrator, security, etc.) **Most physical acting out is not a premeditated act of violence, but simply an explosion of pent up energy**	• Verbally engaging/reasoning • Getting in the middle or approaching the student in an abrupt manner • Getting in the student's space
Tension Reduction: Is both physical and emotional. Many times the individual may appear emotionally withdrawn, remorseful, frightened, and apologetic. This is the start of control or regaining rationality.	Therapeutic Rapport: Best time to attempt to talk with the student. Many times this is when the student will actively seek communication. This is a good time to form a verbal contract. Continue to maintain safety should another outburst occur.	• Being judgmental • Being distrustful

appendix f: re-integration plan template

Re-Integration Plan Template			
For use following out-of-school suspension			
Student Name:		Date:	
Name of adult mentor:			
Time of daily check in with mentor:			
List academic assignments that need to be completed and due dates:			
Assignment	Date Due	Date Completed	Mentor Initial When Completed
Plan for completing any additional tutoring or academic work, if necessary:			
Was the student referred to Peace Circle or Restorative Conference? ☐ Yes ☐ No			
Date/Time of Peace Circle/Restorative Conference:			
Participants:			
List any agreements made and follow up plans:			
Was the student referred to social worker/psychologist/counselor, or Behavioral Health Team? ☐ Yes ☐ No			
Behavioral Intervention	Start Date	Regular Meeting Time	Staff Responsible
Additional supports and notes:			
Student Signature:			Date:
Parent Signature:			Date:
Principal/Dean Signature:			Date:
Mentor Signature:			Date:
Date for reviewing this plan:			

appendix g: community providers

Substance Abuse		
Healthcare Alternative Systems (HAS)	Multiple sites (773) 745-7107 www.hascares.org	Program uses the evidence-based Adolescent Community Reinforcement Approach (A-CRA) behavioral intervention model. A-CRA is designed to help increase adolescents' family, social, and educational/vocational reinforcers in order to improve life satisfaction and eliminate alcohol and substance use problems. Addresses critical areas including stress-reduction, problem-solving, and communication skills. Youth are also encouraged to participate in pro-social activities. The program encourages parents/caregivers to support and motivate participants.
Human Resources Development Institute (HRDI)	340 E. 51st St. Chicago, IL 60653 (773) 966-0333 --- 8000 S. Racine Chicago, IL 60620 (773) 966-0255 www.hrdi.org	Child and Adolescent Outpatient Services program provides Level I substance abuse services to children between 12-17 years. Provides support to adolescents involved with the criminal justice system (probation / parole/court ordered); Child protection services (Dept. of Children and Family Services); and Community schools (both elementary and high) where teachers, counselors, social workers, etc., have identified students whose substance use behavior is determined to be causing academic failure and/or disciplinary problems within the school environment. Adolescent clients are also referred by parents and guardians for treatment interventions in response to observations of substance abuse. Inpatient substance abuse treatment facility for adolescent girls.
Gateway Foundation	Multiple Sites (773) 826-1916 recovergateway.org/treatment/teen-drug-rehab/	Offers outpatient programs, residential programs, and aftercare for youth drug and alcohol treatment. Medicaid may not be accepted for all programs. Some charitable assistance may be available (consultation is free).
Life Builders	12331 S. Carpenter St. Calumet Park, IL 60827 (773) 253-5989	Provides support to address violence exposure, aggressive behavior, and substance abuse. Programs include the Adolescent Cannabis Users Motivational Enhancement and Cognitive Behavioral Therapy and trauma and PTSD recovery groups.
Universal Family Connection, Inc.	1350 W. 103rd St. Chicago, IL 60643 (773) 881-1711 www.universalfamilyconnection.org	Provides services to DCFS involved adolescents engaged in high risk drinking or drug use, and provides outpatient substance abuse services to TANF recipients.
South East Alcohol and Drug Abuse Center (SEADAC)	8640 S. Chicago Ave. Chicago, IL 60617 (773) 731-9100 www.auntmarthas.org	Provides clinical outpatient treatment and counseling to more than 3,800 adult and youth alcohol and drug abusers and their families. They have the largest Youth Alcohol and Drug Abuse Prevention program in Chicago.
Haymarket Center	932 W. Washington Chicago, IL 60607 (773) 548-7593 www.hcenter.org/	Aids people with chemical dependency in their recovery by providing a continuum of optimal professional care that is responsive to the identified needs of the community. Care is based on a mission of treating the "whole person" and restoring stability to those in treatment and their families.

appendix g: community providers (cont.)

Mental Health		
Association House	1116 N. Kedzie Ave. Chicago, IL 60651 (773) 772-7170 www.associationhouse.org	Offers mental health and psychiatric services, including counseling, therapeutic case management, 24-hour supervised residential living, rehabilitation. Also offers substance abuse prevention and treatment, whether that requires community intervention, outpatient treatment, or DUI evaluation, risk education, and counseling.
Lurie Children's Hospital of Chicago	225 E. Chicago Ave. Chicago, IL 60611 1-800-543-7362 luriechildrens.org	Offers outpatient, inpatient, and day treatment psychiatric service options for children of all ages and their families. Specialists help patients overcome depression, anxiety and other psychological or behavioral concerns related to their serious medical illnesses, as well as those children with primary mental health issues.
Community Counseling Center of Chicago (C4)	Multiple sites (773) 769-0205 www.c4chicago.org	Offers therapy for adults and children focused on a range of presenting problems, including anxiety, bipolar disorder, depression, substance use, trauma & loss, and more.
Hartgrove Hospital	5730 W. Roosevelt Rd. Chicago, IL 60644 (773) 413-1700 www.hartgrovehospital.com	Provides psychiatric treatment for children, adolescents, and adults. Partial hospitalization programs are available in addition to intensive inpatient services. Financial assistance is available.
DePaul Family and Community Services	2219 N. Kenmore Ave. Byrne Hall, Room 300 Chicago, IL 60614 csh.depaul.edu/centers-and-institutes/ dfcs/Pages/default.aspx	Full service behavioral clinic staffed with community psychologists, social workers, counselors, a psychiatrist, and graduate students. Provides specialty services such as child and adolescent psychiatry and psychological assessment.
Advocate Illinois Masonic Behavioral Health Services	938 W. Nelson St. 3rd Floor Chicago, IL 60657 (773) 296-3220 www.advocatehealth.com/immcc/ behavioralhealth	Evaluation and medication prescription services for children, adolescents and adults, as well as individual, family, and group counseling.
Uhlich Children's Advantage Network (UCAN)	3737 N. Mozart St. Chicago, IL 60618 (773) 588-7762 www.ucanchicago.org	Specializes in work with youth who have suffered from trauma, UCAN combines counseling and youth development services to empower students, build resilience, and enable them to learn. Programs, which include specialized therapy for youth affected by separation, loss, community violence, or sexual abuse, utilizes the Structured Psychotherapy for Adolescent Responding to Chronic Stress (SPARCS) model.
Warren Wright Adolescent Center (Northwestern Memorial Hospital)	446 E. Ontario St. 6th Flr. Chicago, IL 60611 (312) 926-8100 www.nmh.org/nm/warren-wright- adolescent-center-overview	Outpatient care for adolescents (ages 13-22) and their families providing for health conditions, including substance abuse, depression, anxiety, and ADHD.

appendix g: community providers (cont.)

Mental Health		
Chicago Children's Center for Behavioral Health	1431 North Claremont Avenue Chicago, IL 60622 (708) 410-0615 www.chicagochildrenscenter.com	No-cost assessment and referrals for children, adolescents and their families. Provides treatment to children and adolescents, ages 3-17. Assessment and Referral for psychiatric evaluations, psychological testing, individual therapy, family therapy, expressive therapy, and inpatient education.
Ada S. McKinley Community Services, Inc.	725 S. Wells St. Suite 1-A Chicago, IL 60657 (773) 918-6100 www.adasmckinley.org/	Provides outpatient care for trauma- and gang-related violence in neighborhoods and schools, or for personal trauma related to physical, sexual, or emotional abuse.
Lutheran Social Services of Illinois	4840 W. Byron St. Chicago, IL 60641 (773) 282-7800 www.lssi.org/	Offers outpatient and residential counseling, mental health and alcohol/drug treatment services for children and families. LSSI works to provide patients and families a means to learn about addiction.
Metropolitan Family Services	Multiple sites (312) 986-4000 www.metrofamily.org/	Provides psychiatric evaluation, case management and crisis intervention to help children and adults with chronic mental illnesses recover and be productive. Includes programs targeted at those involved in the juvenile justice system, at risk youth, as well as family and peer conflict.
Mount Sinai Hospital Medical Center	1500 S. California Ave. (773) 257-4750 www.sinaichildrenshospital.org/mental-health	Specializes in the treatment of behavioral health issues in children. Assesses and evaluates the needs of each patient and provides ongoing support and treatment to both children and their families.
Bobby E Wright CBHC	9 S. Kedzie Ave. Chicago, IL 60612 (773) 722-7900 http://bobbyewrightcbhc.org/	Provides outpatient services to children (ages 0-17) and their families with mental health illness, trauma, abuse, neglect, disruptive behaviors, school problems and emotional disturbances.
Chicago Lakeshore Hospital	4720 N. Clarendon Ave. Chicago, IL 60640 (800) 888-0560 www.chicagolakeshorehospital.com/	Offers individualized out and inpatient treatment for patients under the age of 18. All patients work on a level system to progress in treatment on the unit. Parents are encouraged to participate in family sessions and patient's overall treatment regimen.

appendix g: community providers (cont.)

Gang Involvement		
BUILD, Inc.	5100 W. Harrison Chicago, IL 60644 (773) 227-2880 www.buildchicago.org	Provides interventions for students who are very high risk and/or gang involved. Programming is focused on re-engagement, restorative practices, decision-making, goal setting, academic assistance, enrichment, postsecondary preparation, and leadership development.
Cure Violence	Multiple sites (866) 862-3273 cureviolence.org/community-partners/illinois-partners/	Employs a strong outreach component to change the norms and behavior of high-risk clients. Outreach workers act as mentors to a caseload of participants, seeing each client multiple times per week, conveying a message of rejecting the use of violence, and assisting them to obtain needed services such as job training and drug abuse counseling.
Central States SER	3748 W. 26th St. Chicago, IL 60623 (773) 542-9030 www.centralstatesser.org	Provides youth interventions including outreach for chronically truant, high risk, and gang affiliated youth.
Enlace Chicago	2756 S. Harding Ave. Chicago, IL 60623 (773) 542-9233 enlacechicago.org	Provides group and individual interventions during and after school for students identified as at-risk due to gang involvement, low attendance, low GPA, high levels of misconduct, pregnancy, parenting teens, drop-out youth, homeless youth, mental health, substance abuse, or youth who have experienced abuse and/or neglect. Interventions include social and emotional skill development, mental health supports, along with family and community wraparound services.
Youth Advocate Programs, Inc.	1111 E. 87th St. Suite 200 Chicago, IL 60619 (773) 374-6100 www.yapinc.org	Provides an intensive advocacy program for high risk and gang-affiliated youth. The program includes a family based intervention strategy, collaboration with school personnel, as well as up to 25 hours per week of home, school and community intervention provided by a youth advocate from the community. Staff are on call 24 hours per day.
Youth Outreach Services	Multiple sites (773) 777-7112 www.yos.org	Provides family-focused, evidence-based initiative designed to serve youth ages 12-17 struggling with complex emotional, social and academic issues, such as: truancy and poor academic performance, serious disrespect and disobedience, aggressive behaviors (i.e., fighting and property destruction, criminal activity, drug and alcohol abuse, runaway tendencies).
SGA Youth and Family Services	11 E. Adams St. Suite 1500 Chicago, IL 60603 (312) 663-0305 www.sga-youth.org/program.html	Provides services for youth who are currently involved, or are at risk of involvement, in the juvenile justice system.

appendix g: community providers (cont.)

- Office of Social and Emotional Learning (OSEL): Phone (773) 553-1830
Email osel@cps.edu
- Student Adjudication: Phone (773) 553-2249 Email StudentAdjudication@cps.edu
- Crisis Management: Phone (773) 553-1792
- Office of Diverse Learner Supports and Services (ODLSS): Phone (773) 553-1800
Email odlss@cps.edu
- Office of Student Health and Wellness: Phone (773) 553-3560
Email studentwellness@cps.edu
- Family and Community Engagement (FACE): Phone (773) 553-3223 (553-FACE)
- Law Department: Phone (773) 553-1700
- Risk Management: Phone (773) 553-3310
- Safety & Security/Student Safety: Phone (773) 553-3335

Additional Resources

- Illinois Statewide Technical Assistance Collaborative: www.is-tac.org
- CBITS: www.cbitsprogram.org
- SASS: 1-800-345-9049
- DCFS Child Abuse Hotline: 1-800-25-ABUSE, www.state.il.us/dcf
- Chicago Police Department Gang Hotline: 312-746-GANG
- Committee for Children: www.cfchildren.org

acknowledgements and references

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supporting resources available at the cps knowledge center – sel page (cps.edu/sel)

Category	Resource name
Behavior reflection, problem solving & self-management templates	• Behavior Contract (blank) • Behavior Contract (completed) • Behavior Reflection – Cool Down and Draw (PK-2) • Behavior Reflection – My Plan for Making Better Choices • Behavior Reflection Web • Self-Management Plan (Elementary) • Self-Management Plan (Secondary) • Decision making diagram • Problem solving diagram • PBIS Primary Reflection form • Interpersonal conflicts • Student-teacher/Teacher-student communication form • Work plan template
Check In/Check Out	• Check In/Check Out Guiding Questions & Examples • Daily Progress Monitor (Elementary) • Daily Progress Monitor (Secondary)
Classroom strategies	• Classroom-based Corrections & Interventions • Environmental Checklist
Incentives for positive behavior	• Structured Survey
In-School Suspension tools	• Work Plan • Mentor Guidelines for Post-Suspension Check-ins • ISS Teacher Assignment Form & Coordinator Evaluation • Sample ISS Procedure • Sample ISS Agenda • Sample ISS Point System

Category	Resource name
Mentoring	• School Employee Mentoring Guidelines • Peer Mentoring Brief
Out-of-school incidents/Social media	• Guidance on out-of-school incidents and social media
Referral/Notification forms for interventions	• Request for Assistance (RFA) • Notification of Assignment—English • Notification of Assignment—Spanish
Restorative Practices	• CPS Restorative Practices Guidelines • Illinois Restorative Justice Guidebook • Restorative Conversation Script • Alienating vs. Restorative Conversations PowerPoint
School Climate	• CPS School Climate Standards
Targeted Social skills interventions	• Trauma Symptom Inventory Score • Anger Management Group: High School • Anger Management Group: Elementary • S.S. GRIN Overview • Strength & Difficulties Questionnaire (SDQ) • The Five Elements of Fidelity
Teacher, student, parent conference	• Parent/Guardian Conference Guide • Contact Log • Conference Summary • Early-Stage Problem Family Contact (CHAMPS)



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