



VAFFY Behavior Decision Flow Chart

1. Observe Behavior
2. Restate and Re-teach the Expectation

Incident	Problem	Crisis
<p>Teacher Managed This refers to the teacher using less intrusive strategies (reminders, removing activity, time with teacher, etc.) to manage behavior</p> <p>Behaviors:</p> <ul style="list-style-type: none"> ● Non-dangerous physical aggression ● Non-dangerous self-injury ● Stereotypic behavior ● Disruption/tantrums ● Social withdrawal/isolation ● Inconsolable crying ● Non-compliance ● Running away from adult in supervised area (sight and sound) ● Minor property damage ● Non-dangerous unsafe behaviors ● Trouble falling asleep ● Minor verbal aggression (occasional name-calling) 	<p>Teacher Managed with Office Assistance These behaviors are teacher managed in the moment but the office should be aware they have happened as soon as possible. If these behaviors happen 3 times or more within 3 weeks, a plan should be made with the office and the child's family to address behaviors</p> <p>Behaviors:</p> <ul style="list-style-type: none"> ● Continued name-calling or insults towards another child ● Verbal threats that are not plausible ● Swearing or use of profanity (does not include potty language) ● Inappropriate touching ● Running away from an adult and leaves supervised area but responds to calls 	<p>Office Managed This requires a teacher to call (phone or otherwise) for help from another adult at the site. This call would result in 1:1 time between the child and an adult other than the classroom teacher either in the classroom or outside the classroom</p> <p>Behaviors:</p> <ul style="list-style-type: none"> ● Any behavior (self-harm, physical aggression, unsafe behaviors) that could cause serious bodily harm (ex. throwing chairs at classmates) ● Plausible, verbal threats to physical safety (ex. says "I'm going to stab you" while holding scissors) ● Running out of supervised area without responding to calls and without intention to return ● Any behavior that could result in major property damage (ex. Throwing chairs at a window to try and break it)
Action Taken – Incident	Action Taken – Problem	Action Taken - Crisis
<ol style="list-style-type: none"> 3. Teacher takes action to address behavior (redirect, time with teacher, etc.) 4. If behavior has happened 3 times in the last 3 weeks, complete behavior incident report (complete a behavior incident report for each subsequent behavior) 5. If behavior continues, <ul style="list-style-type: none"> ● Communicate with family in a positive way about behavior <ul style="list-style-type: none"> ▪ What do you see at home? ▪ What works at home? ▪ What strategies would you suggest? ● Collaborate with peers to develop alternative strategies ● Discuss with leadership team or director ● Implement new strategies for at least 6 weeks 6. If behavior continues, <ul style="list-style-type: none"> ● Complete Request for Assistance Form (you will be contacted by district staff within 1 week) ● Work with Pyramid Model coach on universals and/or strategies ● Work with family, office staff and team to develop a plan 	<ol style="list-style-type: none"> 3. Teacher takes action to address behavior (redirect, time with teacher, etc.) 4. Teacher informs office of incident 5. Staff member communicates with family about behavior 6. If behavior has happened 3 times in the last 3 weeks, <ul style="list-style-type: none"> ● Complete behavior incident report (complete a behavior incident report for each subsequent behavior) ● Communicate with family in a positive way about behavior <ul style="list-style-type: none"> ▪ What do you see at home? ▪ What works at home? ▪ What strategies would you suggest ● Collaborate with peers to develop alternative strategies ● Discuss with leadership team or director ● Implement new strategies for at least 6 weeks 7. If behavior continues, <ul style="list-style-type: none"> ● Complete Request for Assistance Form (you will be contacted by district staff within 1 week) ● Work with Pyramid Model coach on universals and/or strategies ● Work with family, office staff and team to develop a plan 	<ol style="list-style-type: none"> 3. Make sure other children and adults in your room are safe 4. Call office staff or another staff member for help 5. Office staff/other staff member takes action 6. When crisis is under control, <ul style="list-style-type: none"> ● Complete behavior incident report ● Staff member communicates with district staff about behavior ● Staff member communicates with family about behavior 7. Crisis follow up and debrief, <ul style="list-style-type: none"> ● Complete Request for Assistance Form (you will be contacted by district staff within 1 week) ● Work with Pyramid Model coach on universals and/or strategies ● Work with family, office staff and team to develop/revise a plan