

**Hoogenstyn
Room 302
Survival Guide
Tips and Tools to Understand the Classroom**

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Management Plan:

The social skills training that will be taught to your child this school year is called, Boys and Girls Town Social Skills. It is an excellent program that teaches students how to be responsible for their behavior. It teaches specific skills in a step by step manner that is easy for students to understand. We will be learning 16 different skills as a class, and several more on an individual basis. You will be getting copies of the classroom posters for you to use at home. I have also created an overview of this teaching model if any of you are interested. I have used this model for five years and have found it to be one of the most beneficial teaching tools around.

Behavior Log

Your child will be getting a daily behavior log this school year. The point sheet serves several purposes. One function of the behavior log is communication. I will include on the point sheet both positive and negative behaviors. I want you to know what your child is doing through out the school day. The behavior log will be sent home at the end of the day and will need to be returned, signed by a parent or guardian, the following school day. I use these reports to assist me with making decisions for your child. For example, if a student is having problems everyday at 9:00, I can look at the point sheets and identify a trend, and try to fix the problem so that the student can experience the maximum level of success in the academic setting.

Hoogenstyn Behavior Intervention Plan

level	description	Disciplinary Action
green	Students are meeting expectations. Students should start everyday on green.	
Level 1	Repeated minor to moderate impulsive misbehavior that disrupts the class.	Teacher will utilize one of the following options at his or her discretion: <ul style="list-style-type: none"> • Student-teacher conference • Time-out of activity • Think it over sheet • Contact parent or guardian by note or phone
Level 2	Continued minor to moderate impulsive misbehavior after completing level 1 disciplinary action, or mild to moderate intentional misbehavior.	Teacher will contact parent/guardian by email or note on behavior log. In addition, teacher will utilize one of the following options at his/her discretion: <ul style="list-style-type: none"> • Student-teacher conference • Time out of activity • Think it over sheet • Possible removal from class
Level 3	Continued minor or moderate impulsive or intentional misbehavior after receiving level 2 disciplinary action.	Teacher will contact parent/guardian by phone to go over behavior. In addition teacher will utilize one of the following options at his/her discretion: <ul style="list-style-type: none"> • Lunch detention • Loss of privileges for the day and following day • Loss of full participation with classroom activities (e.g. Friday activities, recess, specials)
Level 4	Severe impulsive or intentional misbehavior. Misbehavior that demonstrates extreme noncompliance with school rules or threatens the safety of others.	Teacher/principal/SSW, after instant phone call to parent/guardian, will enforce one or more of the following options: <ul style="list-style-type: none"> • In-school suspension • SSW meeting • Parent meeting • Out of school suspension • Exclusion from classroom activities • Lunch detention

		<ul style="list-style-type: none"> • Playground restriction • Alternative seating in classroom
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Hoogenstyn Behavior Intervention Plan Green

Students will start each day on Green

Level Green Description: Teacher will make at least one attempt to modify minor to moderate misbehavior before escalating a student to level 1 disciplinary action.	
Possible Behaviors (but not limited too)	Possible Reinforcement
<ul style="list-style-type: none"> • Talking, laughing, shouting or other types of behaviors at inappropriate time or levels. • Action that disrupts the learning of others in a manner that does not physically endanger others (e.g. making noises, off task behavior) • Not following directions • Off task behaviors • Not appropriately following the classroom procedures (e.g. sharpening pencils, using restroom, getting out of seat, turning in assignments, etc.) 	<ul style="list-style-type: none"> • Student-teacher conference • Redirection • Teaching of the replacement behavior • Meeting with Social Work • Documentation of behavior to determine frequency and cause

Students will be given a punch card to write their name on. The teacher will collect the cards and keep them on a ring clip. At the end of the day, each student that stay on Green will get their card punched by the teacher. After 5 punches, the student can pick a prize out of the prize box. Students will continue to be reinforced with five punches for the first month of school, and then the reinforcement will increase to 10 punches, and continue that way until 20 punches. **Students have to be on Green in order for their card to be punched.**

Hoogenstyn Behavior Intervention Plan

Level 1

Yellow

Level 1/Yellow: repeated minor to moderate impulsive misbehavior that disrupts the learning environment (noncompliance with common classroom procedures) after at least one informal attempt to modify the behavior.

Who: Teacher

Example behaviors (but not limited too)	Disciplinary Actions
<ul style="list-style-type: none"> • Talking, laughing, shouting or other types of behaviors at inappropriate times or levels. • Action that disrupts the learning of others in a manner that does not physically endanger others (e.g., making noises, off task behavior) • Not following a teacher's instructions • Off task behaviors • Not appropriately following classroom procedures. 	<ul style="list-style-type: none"> • Formal or informal student-teacher meeting • Time out from activity • Missing out on recess • Practice replacement skill in controlled setting <p>Can be used singularly or doubled at teacher's discretion</p>

Hoogenstyn Behavior Intervention Plan

Level 2

Blue

<p>Level 2/blue: Repeated minor to moderate impulsive misbehaviors after receiving level 1 disciplinary action or minor to moderate mishbehavior (a planned or deliberate action based on a clear decision on the part of the student)</p> <p>Who: teacher</p>	
Example behaviors (but not limited too)	Disciplinary Actions
<ul style="list-style-type: none"> • Defiance (e.g. resisting clear instructions from an adult after appropriate wait time has been given.) • Disrespect (e.g. talking back or arguing with an adult) • Leaving a classroom without permission from an adult • Minor damages to school property • Possession of a prohibited electronic device when not given permission by an adult. • Bullying or teasing 	<ul style="list-style-type: none"> • Required: Parent/Guardian contact (email or note home) and at least one additional consequence for the following list: • Teacher-student conference during major transition (e.g. specials, lunch, recess, special activity) • Time out of activity • Think it over worksheet • Practice replacement skill in controlled setting

In this particular level a time out is not the use of the time out seclusion room. The seclusion room is used as a last resort, and behaviors at this level do not warrant use of the seclusion room.

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Level 3

Red

<p>Level 3/Red: Persistent minor to moderate misbehaviors either impulsive or intentional after receiving level 2 disciplinary action. This level's behavior is moving toward acting out physically to self, property or others.</p>	
<p>Example Behaviors (but not limited too)</p>	
<ul style="list-style-type: none"> • Defiance (e.g. resisting clear instructions from an adult after appropriate wait time has been given .) • Disrespect (e.g. talking back or arguing with an adult) • Inappropriate actions, such as throwing objects, that don't necessarily endanger others • Leaving a classroom without permission from an adult • Minor damages to school property • Possession of a prohibited electronic device when not given permission by an adult. • Bullying or teasing • Theft 	<ul style="list-style-type: none"> • Required: Parent/Guardian contact (email or note home) and at least one additional consequence for the following list: • Teacher-student conference during major transition (e.g. specials, lunch, recess, special activity) • Time out of activity • Think it over worksheet • Temporary removal from class • Meeting with social work • Practice replacement skill in controlled setting

Hoogenstyn Behavior Intervention Plan

Level 4

Orange

Level 4/orange: Severe impulsive and intentional misbehaviors that are malicious and carried out with the intent to cause harm to self, others or property.

Example behaviors (but not limited too)	Disciplinary Actions
<ul style="list-style-type: none"> • Malicious or willful behavior that endangers the safety of others (e.g. hitting, kicking, spitting, biting, pinching, stabbing, shoving) • Blatant defiance (failure to comply with directions from adults or school personal) • Threats toward self or others • Gang affiliation, talk or exhibiting characteristics • Use of profanity or inappropriate language directed toward self or others • Bullying • Indecency or exposure of self • Fighting • Leaving of school grounds • Throwing objects that endanger others 	<ul style="list-style-type: none"> • Required: parent/guardian contact • Required: if there is a victim involved timely notification of incident is required. • In school suspension • Out of school suspension • Restitution • SSW meeting • Parent meeting with Staff • Missing out on classroom activities • Time out/seclusion room • Removal from classroom • Think it over sheet • Teacher-student conference • Playground restriction

Seclusion is the last resort, but if a student is endangering self or others, we have to make sure that all parties kept safe. Misbehaviors on this level will warrant seclusion if the child is not able to remain under control. Safety of all

students is my top priority. I will inform you if the seclusion room is needed in order to keep your child safe.

The items on the levels build upon each other. I designed the new level system so that you would have a document that shows the possible behaviors and consequences associated with each level. The disciplinary consequences on each level are not set in stone. They are a framework that can be changed and added too. I created this document so that you will be able to check your child's behavior log and have an understanding of the behavior that got them on that level. Please do not hesitate to contact me if you have any questions.

Homework Policy

Homework will be sent home on Tuesday, Wednesday, and Thursday every week. You should plan on your child having homework on those days unless notified by us. We keep track of homework through out the week, and any homework assignments that are not completed or turned in will need to be completed if the student would like to participate with classroom activities. The homework will be sent home in a yellow folder along with the point sheet, and will need to be returned the following day.

Final Comment

In this EI program we focus to eliminate inappropriate behaviors and replace with skills that are more socially correct. Our goal is to teach the students to understand their emotions and their behaviors that along with them. We want the students to be successful in school, and as a result we have created an environment that facilitates learning social skills with a strong emphasis on learning core academic content. We understand that each child is unique and special, and we will treat each child as an individual. We will do our best to make decisions for your child that helps them grow socially and emotionally. This job cannot be accomplished if we do not work together. Please feel free to contact us any time if you have any questions comments or concerns.

Your Partner in Education,

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