

REVIEW OF MIR PROCESS TEACHER MANAGED BEHAVIORS

STUDENT MISBEHAVIOR

IS IT TEACHER MANAGED OR ADMINISTRATOR MANAGED?

1. Use flow chart to decide (handout provided)
2. Post flow chart for all

TEACHER MANAGED

WILL I TALK ONLY OR WILL I TAKE CONCRETE ACTION?

1. Talk only no paperwork
2. Concrete action-MIR

WHAT ARE POSSIBLE CONCRETE ACTIONS I CAN TAKE?

1. Call home
2. Assign detention
3. Reflective assignment
4. Participation grade deduction
5. **Exclusion from classroom**
 - **Parent Phone Call Required- (mail letter if parent not reached)**
 - ***You Must Send Work***
 - ***Must Have Arrangement***
 - ***Must Get Yellow MIR Signed***

THE RELATIONSHIP/DIALOG AND THE PAPERWORK

1. Teachers manage what they can, recognizing that behavior management is about **living relationships which require dialog.**
2. **Student is informed** (dialog) of: 1) problem behavior, 2) replacement behavior and 3) consequences of behavior (THE BIG THREE).
3. MIR is completed clearly and accurately
 - ***Student is given a paper copy of the disciplinary conversation (interaction)-MIR yellow***
 - ***Teacher retains a copy of the disciplinary interaction-MIR pink***
 - ***Data clerk is given a copy of the disciplinary interaction-MIR white (collection box in the office)***

COMMON QUESTIONS ABOUT MIRs

What happens to the MIR that is sent to the office?

It is given to each grade level data clerk for data entry

What does the administrator do with the MIRs?

Nothing! An MIR is a record of disciplinary action taken by a teacher. A data clerk enters this record into the student's discipline log and then the paperwork is filed in the discipline file

How is this different than what I used to do in the classroom, other than making me fill out one more piece of paper?

It is not different as far as what discipline is taking place in the classroom. Teachers have always corrected inappropriate behavior in their rooms. The paperwork allows us to gather data. Having data allows us to organize information in a way that can assist students, teachers and administrators with decision-making.

The MIR reminds us to have dialog with the student and to cover the three basics of what is inappropriate, expected improvement and consequences for action. PBIS helps us to remember that we are teaching social skills and civility within the context of our curriculum. Positive learning interactions are the focus

When do I use a referral?

- 1. When the student has faced three or more concrete consequences for the same behavior or if the student has been consequence 8 to 10 times for various minor infractions. ATTACH PINK COPIES OF MIRs*
- 2. You also use a referral for office managed behavior problems.*

EXAMPLES OF MIR SITUATIONS

Student uses inappropriate language

Teacher decides that it is a teacher-managed behavior and that he will take concrete action.

The concrete action chosen is to call the parents

The student teacher interaction or dialog is:

- *Johnny your language is inappropriate. I will not tolerate cursing in the classroom.*
- *You need to use other words when you are angry or you may ask to leave the room if you feel out of control.*
- *The consequence for this behavior will be a phone call home. If it happens again I will be forced to take a more sever action.*

Student has used inappropriate language on several occasions. The first time the teacher simply said watch your language. The second time it happened the teacher wrote an MIR and called home. She gave the student the yellow copy and sent the white to the office. The third time it happened the teacher wrote an MIR and kept the student for detention and made him clean her desks. The fourth time it happened the teacher wrote an MIR and called the parent, assigned another detention and this time had the student write an essay about the impression given when people curse regularly. The fifth time it happened the teacher wrote an office referral, attached the three pink MIRs recording the previous infractions and the concrete actions she had taken to try to correct the behavior.

The administrator receives the referral and sees that the teacher has taken three concrete actions. The parents are aware of the problem and the student has served two detentions and written an essay. The administrator can now choose between in school detention, out of school suspension, requiring the parents to come in for a conference or other untried consequences. Once the administrator has taken action it is recorded on the referral. The data clerk uses the white copy to enter the information, the yellow copy is sent to the guidance counselor and the pink copy is returned to the teacher with the attached pink MIRs.

If the administrator has seen the student often or the parent will be required to come in as a result of the referral, then the student's discipline record may be called up on the computer, printed and consulted. All MIRs and referral from every teacher will be on the record. All actions taken to consequence the behaviors are also recorded there. This report will give everyone in the conference a clear picture of the behaviors the child is presenting in all settings of the school. For example, if the student referred to above is having problems with inappropriate language in other classrooms it will be found at this time.

