

The Alexander Graham Bell School
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Multi-Tiered Behavior Supports

“Where Kindness Always Wins”

Our Goal: Teach • Support • Restore • Keep Everyone Safe

● Level 1 — Gentle Reminder

(NYC DOE Level 1: Unintentional / Minor Behavior)

Examples:

- Calling out
- Off-task behavior
- Minor disruptions

What Adults Do:

- Nonverbal cue or quiet reminder
- Reteach expectation
- Give students a chance to fix the behavior

Goal: Quick correction and learning in the moment

● Level 2 — Reflection & Practice

(NYC DOE Level 2: Low-Level Disruption)

Examples:

- Repeated disruptions
- Not following directions
- Inappropriate (non-harmful) language

What Adults Do:

- Brief reflection conversation
- Practice the expected behavior
- Seat change or short break

Goal: Build awareness and practice better choices

● Level 3 — Classroom Consequences

(NYC DOE Level 2–3: Disruptive Behavior / Minor Conflict)

Examples:

- Ongoing disruption
- Disrespectful language (unkind tone, rude comments)
- Minor peer conflict

What Adults Do:

- Loss of small privilege (**e.g., a few minutes of recess**)
- Written/drawn reflection
- Teacher contacts family

Goal: Reinforce accountability while staying connected

✓ *Students still receive some recess time*

● Level 4 — Reset & Support

(NYC DOE Level 3–4: More Serious or Repeated Behavior)

Examples:

- Repeated disrespectful language
- **Physical behavior** (pushing, hitting, unsafe play)
- Behavior impacting safety or learning

What Adults Do:

- Ensure immediate safety
- **Temporary removal from class** to reset (supervised)
- Parent/guardian contact (same day when appropriate)
- Restorative conversation or mediation
- **Referral to guidance counselor or school psychologist**
- Behavior goals or support plan

Goal: De-escalate, teach skills, and restore safety

● Level 5 — Administrative Support

(NYC DOE Level 4–5: Serious / Harmful Behavior)

Examples:

- **Physical altercations (fighting)**
- Threatening or unsafe behavior
- Ongoing or escalated incidents
- Severe or repeated disrespectful language

What Adults Do:

- Referral to administration
- **Removal from class for safety**
- Family conference with school staff

- **Counseling support (guidance counselor / school psychologist)**
- Restorative conference
- Individualized behavior plan
- Further action aligned to NYC DOE Chancellor's Regulations (district level support for initiating suspension)

Goal: Ensure safety, accountability, and intensive support