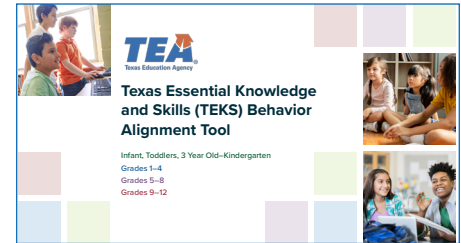


# Campus Administrator Guide

## How to use the core [TEKS Behavior Alignment Tool](#) for Discipline Decision-Making

The [TEKS Behavior Alignment Tool](#) includes a TEKS continuum of behavior skills that campus administrators can utilize to:

- » Identify grade-appropriate behavioral expectations for students involved in disciplinary incidents
- » Review the TEKS from the previous grade level to identify regression, missed skill acquisition, or developmental delays in behavior.
- » Use a developmental lens when evaluating whether behavior may reflect a skill gap.
- » Align campus administrators' response by considering schoolwide behavior support system-aligned strategies, alternatives to In-School Suspension (ISS)/Out-of-School Suspension (OSS) and adjusting behavioral goals or supports for students with disabilities if needed.
- » Ensure alignment with federal and state law ([Chapter 37](#))



The following scenario provides an illustration of how campus administrators can use the [TEKS Behavior Alignment Tool](#) in practice:

### Example Scenario

- » **Context:** Laura is a 7th-grade student with disabilities who frequently interrupts and calls out during lessons when she is emotionally or academically overwhelmed. In her classes, Laura often leaves her seat during independent work time when experiencing frustration or difficulty with the workload. Her teacher, Mrs. Taylor, raises her concerns with Laura's special education teacher and campus administrator regarding how these behaviors impact instruction and peer learning.
- » **Consulting the [TEKS Behavior Alignment Tool](#):** The administrator consults the TEKS Behavior Alignment tool and identifies 7th-grade Health Education TEKS 7.3B, *analyze the relationship between thoughts, feelings, and behaviors and demonstrate healthy techniques for managing reactions in times of emotional stress.*
  - i. To determine if Laura may benefit from additional support to grow her foundational self-regulation skills, the administrator examines the Health Education TEKS from grades 5 and 6 related to calming strategies, emotional recognition, and respectful communication.
  - ii. The administrator considers that when Laura becomes frustrated or overwhelmed in her classes, her behavior may be indicative of a developmental need rather than intentional defiance. These behaviors often arise during instructional activities that challenge her academically or emotionally, suggesting she may need support in building skills to recognize frustration and apply appropriate calming strategies.

- » **Using the [TEKS Behavior Alignment Tool](#) to guide intervention:** The administrator collaborates with Mrs. Taylor and Laura’s special education teacher to plan differentiated instruction that incorporates social narratives and structured opportunities for Laura to practice self-regulation skills aligned with the identified TEKS. In addition to the individualized strategies, Mrs. Taylor implements structured whole-class learning opportunities, including reflection exercises and collaborative problem-solving activities, to promote emotional awareness and regulation for all students. These classroom-wide activities help Laura build awareness of her emotional responses and apply appropriate strategies to manage frustration and stress in a supportive environment.
- » **Outcome:** Laura receives behavioral and instructional support that is developmentally appropriate and instructionally aligned with the TEKS. The administrator’s decision reflects a proactive approach that aligns instructional strategies with discipline practices, promoting the acquisition of new behavioral skills through supportive interventions rather than punitive measures.

## How to integrate the [TEKS Behavior Alignment Tool](#) into typical practice

- » Embed the tool into campus- and district-level behavioral response protocols.
- » Train leadership teams and counselors to utilize the tool across settings to support disciplinary decision-making.
- » Reference the tool when revising school discipline matrices.
- » When administering behavioral consequences, consult the tool to determine whether the behavior indicates a skill acquisition need.
- » Keep a printable copy readily accessible to use during classroom walkthroughs.

## Common Pitfalls When Using the [TEKS Behavior Alignment Tool](#)

Even well-intentioned practices can unintentionally undermine effective discipline practices. This section highlights frequent missteps that can hinder consistency and positive student outcomes when using the [TEKS Behavior Alignment Tool](#), so administrators can proactively avoid them.

Common Pitfall	Why It Undermines Effective Practice
<b>Treating all behaviors as defiance</b>	This approach overlooks developmental skill gaps and missed instruction, leading to responses that do not address the root cause of behavior.
<b>Over-reliance on exclusionary discipline</b>	Assigning ISS or OSS without considering alternatives limits opportunities for skill-building and undermines the purpose of the tool.
<b>Not differentiating for students with disabilities</b>	Failure to individualize responses can lead to noncompliant or inequitable disciplinary practices.
<b>Inconsistent implementation</b>	Inconsistency reduces fidelity, creates confusion for staff, and weakens schoolwide behavior systems.
<b>Viewing the tool as a compliance task</b>	When used as a checklist rather than a decision-making support, the tool loses instructional impact.