“The student is not an interruption of our work, the student is the purpose of our work.”

-William W. Purkey
Objectives

- Identify necessary information needed on discipline referral to make data based decisions.
- Describe discipline process in graphical format.
- Clarify classroom vs. office managed behaviors
- Develop form for minor behaviors for documentation.
Discipline Referral Process

• A predictable Discipline Referral Process must be established to ensure an accurate data-based decision-making system.

• This process must be defined, taught, and agreed upon with all staff.

• Must include definitions for:
  • major discipline incidents
  • minor discipline incidents
  • emergency or crisis incidents
  • a continuum of discipline procedures (flowchart)
Definition Guidelines

Minor – Discipline incident that can be handled by the teacher and does not warrant a discipline referral to the office.

Major – Discipline incident of such severity that administrative intervention is warranted.

Crisis – Incidents that require immediate response from administration, crisis team, entire staff, and/or community support.
Examples of Behaviors by Severity

**Minor**
- Fighting
- Talking back
- Chewing gum
- Running in hall
- Disrespect
- Horseplay

**Major**
- Fighting
- Cursing (severe)
- Bullying
- Disrespect

**Crisis**
- Fighting
- Arson/Flammables
- Weapons
- Drugs
- Intruder
- Bomb threat
Guidelines for Behavioral Definitions

- Consistent definitions allow:
  - much more accurate and reliable data collection
  - consistent delivery of consequences and interventions

- The addition of minor problem behaviors will assist in the summary of minor infractions.

The list of problem behaviors should be exhaustive (all problem behaviors covered) and mutually exclusive (none of the definitions overlap)
Inconsistencies Within Policies

The following examples were within the same Student Code of Conduct Handbook:

- Pushing and shoving are not considered fighting, but once a punch is thrown, a “fight” has occurred.
- Since pushing and shoving lead to fighting and are violations of school policy, the student will be subject to suspension or expulsion.
- Provoking a Fight (either physically or verbally) – shall be disciplined as though actually fighting – short term suspension.
- Fighting – The exchange of blows between two or more students with the intent of harming one another.
Tolerance, Values and Definitions

• What one teacher may consider disrespectful may not be disrespectful to another teacher. For that reason, problem behaviors must be operationally defined.

• Once behaviors are defined, all faculty, staff, administration, students, and families will need to be trained on the definitions.
Defining Problem Behaviors

• On your own, define:

  - Disrespect

• Come to a consensus within your group
Developing Definitions of Problem Behaviors

• The critical feature is that all staff agree; compromise is necessary.
Connecting School Crisis Response Plans to PBIS Plan

- Crisis plans should ideally be integrated into the school’s overall safety procedures and into the school’s PBS plan
- Rehearsal of the plan during non-crisis times is imperative
- Crisis Response Plans should include:
  - How to address community and state or local authorities involvement
  - How to address family involvement
  - Re-unification plans
  - Plan for addressing the media
  - Consultation from a grief or crisis counselor
The Office Discipline Referral Process

- Contains definitions of:
  - major discipline incidents, minor discipline incidents, crisis incidents, a continuum of discipline procedures
- Can be summarized in a narrative or graphic form.
- Is presented to all staff for approval.
- All staff members are trained.
Is the Incident Major?

No

1st Offense
Verbal Feedback & Re-teach
Clarify Consequences

2nd Offense (same behavior)
Complete Tracking Form
Intervention & Consequence

3rd Offense (same behavior)
Complete Tracking Form
Intervention & Consequence
Contact Parent

4th Offense (within 3 weeks)
Follow Referral Procedure

Yes

Write Referral
Attach all applicable
minor incident forms.
Send student with referral
to Room 145

Behavior Ceases

Reinforce Appropriate Behavior

Administration will follow-up
with course of action and/or consequences

1. Parent contacted (1 day)
2. Teacher provided
   administrative action (1 day)
3. Incident recorded in
   data management system (2 days)
OUTSTANDING!!
Great Job!!
Good Day!
Ready to Learn
Think About It!
Teacher’s Choice
Parent Contact
Office Discipline Referral (ODR) Forms

• In utilizing the referral form, you must make sure to answer the following questions:
  - Who        - Why
  - What- When
  - Where

• Clarity on the referral form takes the guess work out of the data entry person’s job

• Data will be more reliable and accurate as judgment calls are minimized
Enhancements to the Office Discipline Referral Form

- Staff-managed (minor) and office-managed (major) referral forms
- Inclusion of additional elements
  - Function
  - Triggers/Antecedents
  - Other
Action Plan!
PBIS Critical Element
Office Discipline Referral Process

- In the Overview Resource Section complete Benchmarks of Quality (7 - 12) and Action Plan form.
- Define – minors, majors and crisis behaviors.
- Disseminate school crisis plan to all stakeholders.
- Create discipline ladder flowchart.
- Revise Office Discipline Referral to include all required components.