

School-Wide PBIS

Discipline Referrals & Data Based Decision Making

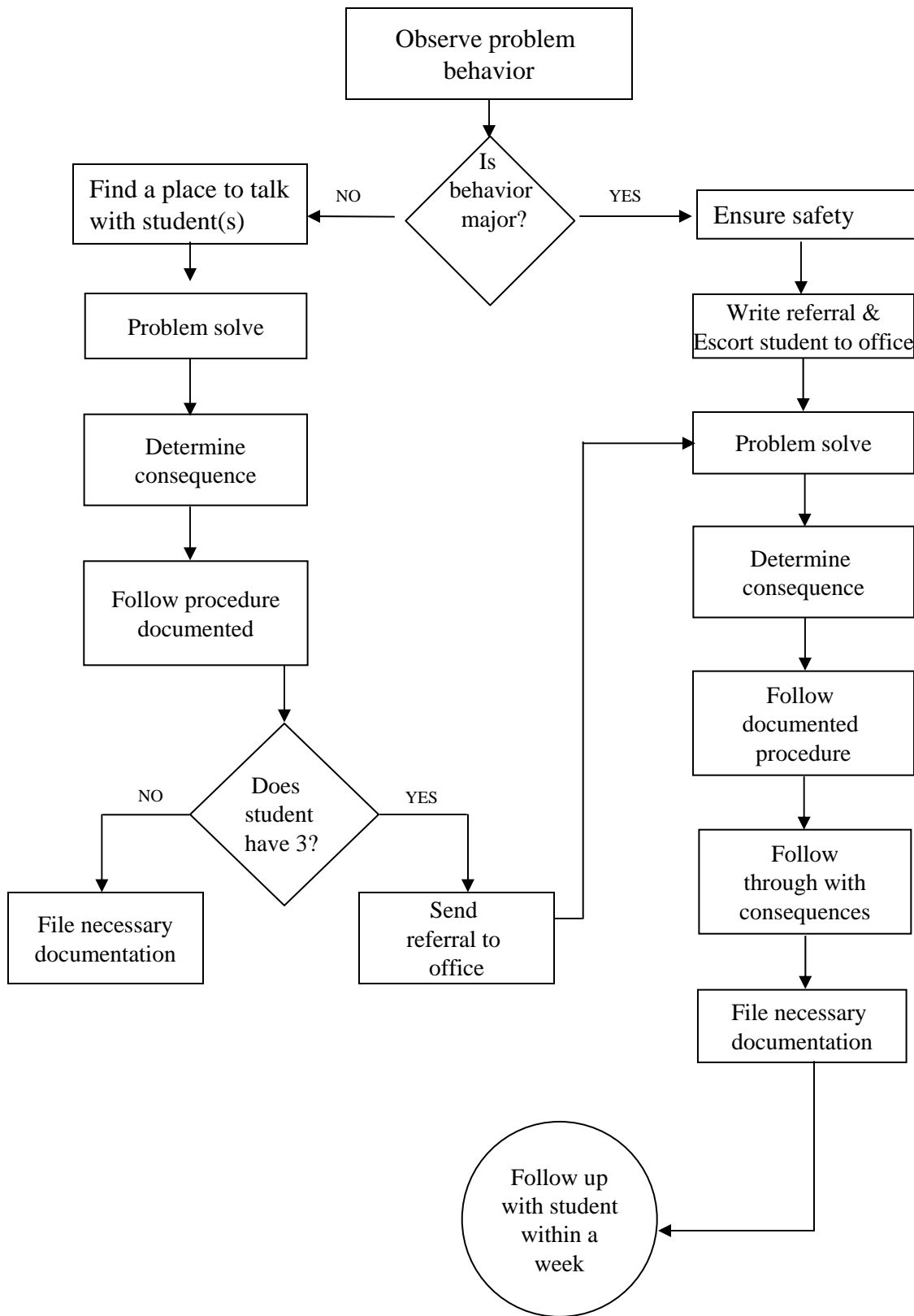
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Data Audit Tool

| | |
|------|--|
| Date | |
|------|--|

| | | | | | | | |
|--|---------------------------|-------------------------------|--------------------|-----------------------------|---------------------------|--------------------|--------------------|
| School | | | | | | | |
| Total student enrollment | | | | | | | |
| Students w/IEP | Students w/IEP for EBD | | | | | | |
| | 2008/2009 | | | Percentage of Students with | | | |
| DISCIPLINE -- All Students | # of Events | # of Days | # of Students | 0-1 | 2-5 | 6-9 | 10+ |
| Office Disc. Ref. (ODRs) | | | | | | | |
| In-School Suspension | | | | | | | |
| Out-of-School Suspension | | | | | | | |
| Change of Placement (Self Contained Behavior or Outside Placement) | | | | | | | |
| DISCIPLINE -- SPED Students | # of Events | # of Days | # of Students | 0-1 | 2-5 | 6-9 | 10+ |
| Office Disc. Ref. (ODRs) | | | | | | | |
| In-School Suspension | | | | | | | |
| Out-of-School Suspension | | | | | | | |
| Change of Placement (Self Contained Behavior or Outside Placement) | | | | | | | |
| DISCIPLINE -- By Ethnicity | Enrollment % | % of ODRs | Risk Ratio of ODRs | % of Suspensions | Risk Ratio of Suspensions | Percentage of IEPs | Risk Ratio of IEPs |
| American Indian | | | #DIV/0! | | #DIV/0! | | #DIV/0! |
| Asian | | | #DIV/0! | | #DIV/0! | | #DIV/0! |
| African American | | | #DIV/0! | | #DIV/0! | | #DIV/0! |
| Hispanic/Latino | | | #DIV/0! | | #DIV/0! | | #DIV/0! |
| Pacific Islander | | | #DIV/0! | | #DIV/0! | | #DIV/0! |
| White | | | #DIV/0! | | #DIV/0! | | #DIV/0! |
| Other | | | #DIV/0! | | #DIV/0! | | #DIV/0! |
| EDUCATION ENVIRONMENT | Number of Students w/IEPs | Percentage of Students w/IEPS | | | | | |
| 0-20% outside Gen Ed | | | | | | | |
| 21-60% outside Gen Ed | | | | | | | |
| 61-100% outside Gen Ed | | | | | | | |
| Self Contained – Behavior | | | | | | | |
| Self Contained – Academic | | | | | | | |
| Self Contained – Life Skills | | | | | | | |
| Behavior - Separate Day | | | | | | | |
| FLS - Separate Day | | | | | | | |

General Procedure for Dealing with Problem Behaviors



A Menu of Ideas for Responding to Misbehavior

| Staff Managed Behaviors | |
|--|---|
| Definition: Failure to follow school or classroom rules and expectations | |
| Behaviors | Responses/ Consequences |
| <p><u>Level 1 – Minor</u></p> <ul style="list-style-type: none"> • Talk outs • Off task • Failing to follow rules/directives • Interrupting instruction • Inappropriate voice level • Disruptive • Inappropriate language/comments • Put downs/ low level teasing • Hands/feet/objects on others • Note passing • Out of assigned area • Unsafe play/ inappropriate use of equipment • Late coming in from playground • Spitting • Running in halls • Not walking wheels on school grounds • Littering <p><u>Level 2</u></p> <ul style="list-style-type: none"> • Repeated Minor behavior • Unexcused tardy/ absence • Cheating • Defiance • Intimidation/threats • Inappropriate displays of affection • Electronic equipment at school | <p><u>1st minor offense</u></p> <ul style="list-style-type: none"> • Ask student which school rule was broken • Teach appropriate behavior • Remind, redirect, reinforce • Additional practice of the correct behavior • Closer monitoring/ proximity • Ignore/ acknowledge appropriate behavior • Use humor • Complete paperwork for minor behavior if necessary • Contact parent (as necessary) <p><u>Repeated minor offense or Level 2 behavior</u></p> <ul style="list-style-type: none"> • Re-teach appropriate behavior w/ student practice • Complete necessary paperwork • Mild Consequences (natural, logical consequences are optimal): <ul style="list-style-type: none"> – loss of a privilege (i.e. recess, computer time, etc.) – time out – write letter or a plan for change – clean up duty – contact parent – send to another classroom – stay after school to complete work missed – restitution – detention – referral to Rule School – Consult with student – Conference w/ student & parent • Consult w/ colleagues, behavior specialist in school • Develop a plan of support |

Office Managed Behaviors

Definition: Serious misbehavior that endangers the safety or well-being or makes normal classroom activities difficult or impossible

| Behaviors | Responses/ Consequences |
|---|---|
| <ul style="list-style-type: none">• Danger to others with intent to hurt• Weapons• Fighting/ assault/ physical aggression• Serious disruption• Overt defiance• Harrassment/Bullying• Inappropriate touching• Unsafe activities• Theft• Use/possession of alcohol or drugs• Vandalism• Chronic minor behavior | <ul style="list-style-type: none">• Send student to office• Complete office referral form• Parent contact• Notify law enforcement (as necessary)• Consequencses<ul style="list-style-type: none">– Detention– Suspension– Restitution– Loss of privileges– Parental escort at school• Formal behavior plan |

Rule Violation Response Continuum of Problem Behaviors

| Behavior Type | Level | | | |
|-------------------|---|---|--|---|
| | Staff | Multiple Staff members | Office | Office & Community |
| | Minor | Chronic "Uh-Oh" | Major ODR | Illegal |
| Definition | A problem behavior that has low intensity, short duration, and does not occur with regular frequency. <i>Staff responds by reteaching the appropriate behavior & rule.</i> | Minor behaviors <i>repeated over time</i> that require staff attention due to significant intensity three times in one week. <i>Staff can respond with consequence.</i> | A problem behavior that has high intensity, or long in duration, or occurs with increasing frequency. Staff member are not able to respond to independently | Behaviors that are defined by the law to be illegal. |
| Examples | Defiance, talk outs, running in the hallway, revealing clothing, swearing | Inappropriate language, physical contact, lying, dress code, disruption | vandalism, harassment, fighting, theft | weapons, drugs/alcohol, other |
| Procedures | <ol style="list-style-type: none"> 1. Remind student of the rule (The rule is...) 2. Student Restates the rule (What can you do?) 3. Praise, thank for following directions, & Notify the student of plan to follow-up 4. Praise student in follow-up | <ol style="list-style-type: none"> 1. Fill out "Uh-oh" with student when student is ready 2. Consequence is administered by Reporting person 3. Refer to 4 steps on Minor behaviors 4. Put in classroom teacher's box. 5. Send home for Parent Signature | <ol style="list-style-type: none"> 1. Fill out ODR form 2. Get administrative support 3. Administrator implements consequence | <ol style="list-style-type: none"> 1. Ensure safety of students and staff then follow procedure of major behaviors |

Uh-oh

Name: _____ Grade: _____ Date: _____

Referring Person: _____ Time: _____

Other(s) involved: _____

Issue of Concern

Location

- Minor Problem Behaviors
- | | | |
|--|--|--|
| <input type="checkbox"/> inappropriate. lang | <input type="checkbox"/> classroom | <input type="checkbox"/> playground |
| <input type="checkbox"/> disruption | <input type="checkbox"/> cafeteria | <input type="checkbox"/> passing area |
| <input type="checkbox"/> property misuse | <input type="checkbox"/> bathroom | <input type="checkbox"/> arrival/dismissal |
| <input type="checkbox"/> non-compliance | <input type="checkbox"/> special event | <input type="checkbox"/> restricted area |

Possible Motivation

- | | | |
|--|---|---|
| <input type="checkbox"/> Attention from adult(s) | <input type="checkbox"/> Avoid work | <input type="checkbox"/> Avoid peer(s) |
| <input type="checkbox"/> Attention from peer(s) | <input type="checkbox"/> Obtain item(s) | <input type="checkbox"/> Avoid adult(s) |
| <input type="checkbox"/> Don't know | <input type="checkbox"/> Other _____ | |

What happened? _____

Consequences

- lose recess parent contact conference
 follow up agreement lose other privilege _____

Uh-oh

Name: _____ Grade: _____ Date: _____

Referring Person: _____ Time: _____

Other(s) involved: _____

Issue of Concern

Location

- Minor Problem Behaviors
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|--|--|--|
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| <input type="checkbox"/> Don't know | <input type="checkbox"/> Other _____ | |

What happened? _____

Consequences

- lose recess parent contact conference
 follow up agreement lose other privilege _____

Pause for PAWS

Pursue Excellence by

Acting Respectfully Working Responsibly Staying Safe

Student _____

ID # _____ Grade _____ Date _____ Time _____

Referred By _____

Location _____

Infraction:

- Gum
- Running
- Horseplay
- Hands/feet
- Cell Phone
- Public Display of Affection
- Wrong place
- Wrong time
- Other: _____

Dress Code:

- Shirt _____
- Shorts, skirts _____
- Sagging _____
- Other _____

Consequence: rule school parent contact
 problem solving sheet conference follow-up agreement lose privilege other _____

Pause for PAWS

Pursue Excellence by

Acting Respectfully Working Responsibly Staying Safe

Student _____

ID # _____ Grade _____ Date _____ Time _____

Referred By _____

Location _____

Infraction:

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- Shirt _____
- Shorts, skirts _____
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