



Colorado PBIS Initiative

Implementation Snapshots



Snapshot: Effective Procedures for Dealing with Discipline

Benchmarks of Quality (BoQs):

- Discipline process described in narrative format or depicted in graphic format
- Discipline process includes documentation procedures
- Discipline referral form includes information useful in decision making
- Problem behaviors are defined
- Major/minor behaviors are clearly differentiated
- Suggested array of appropriate responses to major (office-managed) problem behaviors
- **Discipline process (documented procedures and behavioral definitions) is shared with families**
- **The differentiations between major and minor problem behaviors is clear to families**
- **Communication with families occurs as problem behaviors arise**
- **Families are invited to participate in coordinating interventions between home and school for their child.**
- **Stakeholders from different backgrounds are involved in designing the discipline process to minimize cultural bias**

Implementation Products and Outcomes:

- Updated Office Referral Form
- Minor and Major Behaviors Defined
- Plan for preventative and responsive practices to support student behavior
- A system of support for staff to implement practices
- Flowchart documenting procedures for supporting student behavior

Research:

- Irvin, L.K., Horner, R.H., Ingram, K., Todd, A.W., Sugai, G., Sampson, N., & Boland, J. (2006). Using office discipline referral data for decision-making about student behavior in elementary and middle schools: An empirical investigation of validity. *Journal of Positive Behavior Interventions*, 8(1), 10-23.
- Irvin, L.K., Tobin, T., Sprague, J., Sugai, G. and Vincent, C. (2004). Validity of office discipline referral measures as indices of school-wide behavioral status and effects of school-wide behavioral interventions. *Journal of Positive Behavioral Interventions* 6, 131-147.
- Fanning, P., Theodos, J., Benner, C., & Bohanon-Edmonson, H. (2004). Integrating proactive discipline practices into codes of conduct. *Journal of School Violence*, 3(1), 45-61
- Skiba, R. J., Peterson, R. L., & Williams, T. (1997). Office referrals and suspensions: Disciplinary intervention in middle schools. *Education and Treatment of Children*, 20, 295-315.
- Nelson, J. R., Colvin, G., & Smith, D. J. (1996). The effects of setting clear standards on students' social behavior in common areas of the school. *The Journal of At-Risk Issues, Summer/Fall*, 10-17.

What is it?

- Teacher expectation clearly defined for reporting problem behaviors, teachers are trained in best practice and have behavior basics.

Supporting Implementation:

Role of PBIS Regional TAC:

- Understand purpose of office referral form and provide district and school resources and support for revisions to ODR
- Use SWIS resources to align with district forms
- Use SWIS if possible or as a model for IT personnel to align school district discipline data system with

Role of Administrator:

- Understand purpose of office referral
- Allocate time in grade level and staff meetings to discuss current procedures (expectations, paperwork)
- Identify areas of improvement (ease of completing form, common approach to discipline, definition of problem behaviors)
- Allocate time in meetings for discussion to determine office managed behavior (majors) and classroom managed behaviors (minors)
- Establish and document expectations clearly in all handbooks, code of conduct, staff meetings etc
- Get feedback from staff and make improvements to process as needed
- Examine level of consistency among staff throughout the year

Supporting Implementation:

Role of Coach:

- Work with team to ensure purpose of office referral form clear
- Use SWIS resources and examples – make sure team uses materials to build from
- Work with team and PBIS Regional TAC to ensure professional development is provided to staff around appropriate responses and preventative approaches for supporting student behavior

Role of Team:

Team will complete, with staff input and feedback:

- Revised office referral form
- Optional Minor Incident Form
- Problem behaviors clearly defined with faculty
- Process established with faculty feedback
- Office managed and classroom managed behaviors clearly identified
- Array of appropriate preventative and responsive practices to support student behavior
- System of support for staff to implement practices is planned and provided



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Supporting Implementation:

Role of Staff:

- Contribute and adhere to referral procedures
- Participate in skill development training (direct observation and performance feedback)

Supporting Implementation:

Role of Student, Family, and Community:

- Be familiar with referral procedures, including definitions of problem behavior, referral form and process for communicating with families when problems do occur.
- Provide feedback as necessary