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| **Implementation Snapshot**  **Implementation Feature: Problem Behavior Definitions (1.5)** | |
| ***What is it?***  School has clear definitions for behaviors that interfere with academic and social success and a clear policy/procedure (e.g., flowchart) for addressing office-managed versus staff-managed problems. | |
| ***Scoring Criteria***  0 = No clear definitions exist, and procedures to manage problems are not clearly documented  1 = Definitions and procedures exist but are not clear and/or not organized by staff- versus office-managed problems  2 = Definitions and procedures for managing problems are clearly defined, documented, trained, and shared with families | ***Possible Data Sources/Implementation Products***   * Staff handbook * Student handbook * School policy * Discipline flowchart * Updated Office Discipline Referral Form |
| ***Supporting Implementation:*** | |
| **Role of District Coordinator:**   * Understand purpose of office referral form and provide resources and support for revisions to ODR * Use resources to align school and district ODR forms * Use SWIS as a model for district discipline data system   **Role of Administrator:**   * Understand purpose of office discipline referral * Allocate time in meetings to discuss ODR procedures * 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 and staff-managed behaviors * Get feedback from staff and make improvements as needed * Examine level of consistency among staff throughout the year   **Role of Coach:**   * Work with team to ensure purpose of ODR form is clear * Use SWIS resources and examples * Work with team and district coordinator to ensure professional development is provided to staff around appropriate responses and preventative approaches for supporting student behavior | **Role of Team:**   * Attend Tier I Training * Develop problem behavior definitions with staff input * Revise Office Discipline Referral form * Create system to track staff-managed problem behaviors * Establish discipline process with faculty feedback   **Role of Staff:**   * Contribute and adhere to ODR procedures * Provide feedback on problem behavior definitions   **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 |
| ***Additional Resources and Research:*** | |
| **Practitioner Resources**   * TBSP Materials: Example Problem Behavior Definitions, Example Behavior Management Levels, Example Discipline Process Flowcharts, Strategies for Discouraging Problem Behaviors   **Research**   * Integrating proactive discipline practices into codes of conduct (Fanning, 2004) * Using office discipline referral data for decision-making about student behavior in elementary and middle schools: An empirical investigation of validity (Irvin, 2006) * Validity of office discipline referral measures as indices of school-wide behavioral status and effects of school-wide behavioral interventions (Irvin, 2004) * The effects of setting clear standards on students’ social behavior in common areas of the school (Nelson, 1996) * Office referrals and suspensions: Disciplinary intervention in middle schools (Skiba, 1997) * Addressing Individual Perspectives in the Development of Schoolwide Rules: A Data-Informed Process (Valenti & Kerr, 2015) * Implementing Schoolwide Positive Behavior Support in High School Settings: Analysis of Eight High Schools (Flannery et al., 2013) | |