A Consistent Process Creates Reliable Data for Improving Outcomes Faster

PBISApps

1 Consistent Procedures

Referral Process:

A workflow for handling behaviors in class, sending students to the office, and what happens next.

Definitions:

Written descriptions for every behavior on a referral form.

Referral Form:

A method for documenting the behavior you saw.

Response Strategies:

A continuum of possible actions to take for major and minor problem behaviors.

Predy, L., McIntosh, K., & Frank, J. (2014). Utilitiy of number and type of office discipline referrals in predicting chronic problem behavior in middle schools. School Psychology Review, 43(4), 472-489.

McIntosh, K., Frank, J., & Spaulding, S. A. (2010). Establishing research-based trajectories of office discipline referrals for individual students. School Psychology Review, 39, 380-394.

PBISApps. (2018). SWIS Summary. Retrieved from https://www.pbisapps.org/Resources/SWIS%20Publications/SWIS%20Data%20Summary%202017-18.pdf.

Spaulding, S., Irvin, L., Horner, R., May, S., Emeldi, M., Tobin, T., & Sugai, G. (2008). Schoolwide Social-Behavioral Climate, Student Problem Behavior, and Related Administrative Decisions. Journal Of Positive Behavior Interventions, 12(2), 69-85. doi: 10.1177/1098300708329011

2 Reliable Data
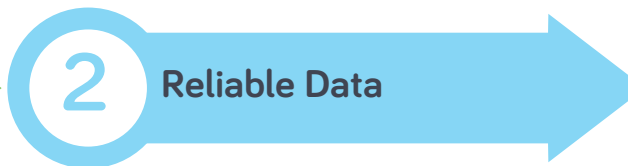
Referral Categories

Most Common Problem Behaviors By Grade Level
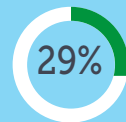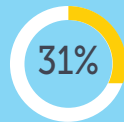
Fighting

Defiance

Tardy/Truancy

% of Referrals Given for Defiance and Disrespect by Grade Level

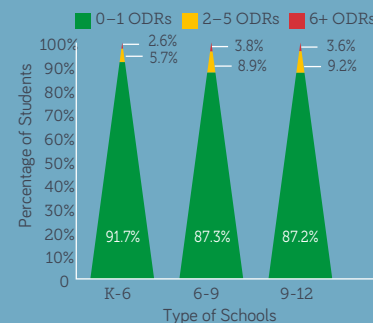**29%** ● Elementary
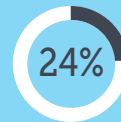
31% ● Middle

24% ● High

Number of Referrals Students Receive

Major ODR/ Grade Level (Triangle)

Legend: ■ 0–1 ODRs ■ 2–5 ODRs ■ 6+ ODRs

Type of Schools	6+	2-5	0-1
K-6	2.6%	5.7%	91.7%
6-9	3.8%	8.9%	87.3%
9-12	3.6%	9.2%	87.2%

Y-axis: Percentage of Students

3 Improved Outcomes

Make Connections

Growth Of ODRs For Middle School Students

Legend:
◆ 0-1 TOTAL ODRs
■ 2-5 TOTLA ODRs
▲ 6+ TOTAL ODRs

X-axis: AUG SEP **OCT** NOV DEC JAN FEB MAR APR MAY JUN
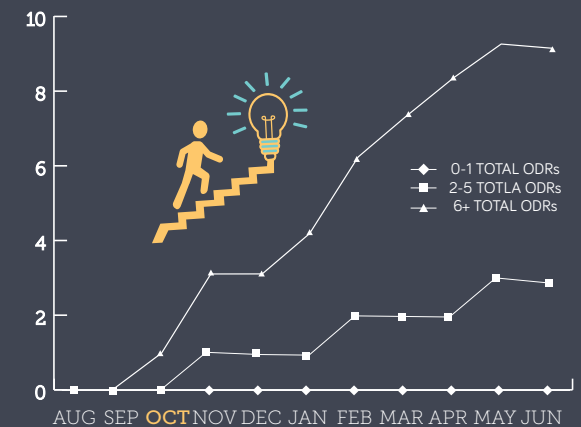
Anticipate the Problem

Rally your Tier 2 and Tier 3 supports as early as **October** for students with at least one of these warning signs.

- two or more referrals.
- at least one referral for fighting
- at least one referral for defiance or disrespect

Break the cycle and help students build a new trajectory.

When we use the same process and collect consistent, reliable data, we're better equipped to intervene sooner and improve outcomes for our students.