

## SITE ADMINISTRATOR OFFICE REFERRAL GUIDELINES

- 1. Debrief about what happened from both staff and student perspective.**
  - Find out exactly what happened from the student's perspective, and from review of the office referral slip, which states the staff's perspective on the event.
  - See both the model office discipline referral form (teacher referral) and a Debriefing and Analysis form: Thinking About My Inappropriate Behavior (student processing form), which articulate the necessary steps.
  - Be sure to use a supportive stance; sit near the student on the corner of the table or at a round table. Read the text or paraphrase the text at the top of the form. Ask the student if you can be the "secretary" to help fill out the analysis form. The purpose at this phase is fact-finding.
  - By offering to perform this function, the student is likely to be more forthcoming and you are likely to get more buy-in for solutions.
- 2. Gain a verbal acknowledgement and future plan** concerning the social error and a written alternative the student agrees to attempt under future circumstances similar to the situation that resulted in the problem. The Debriefing form has the necessary questions. Ask the student to supply answers and help the student acknowledge the error.
- 3. Get a written apology, or written agreement to perform another restitution act.**
  - Provide key words the student may wish to use in a written apology. This builds "behavioral momentum" in that the harder part, finding the words, has been completed and a written word bank provided, and now the student must only combine them for the apology.
  - If a restitution should occur, such as cleaning up the spilled items from a temper tantrum, have the student write out when, how, and what s/he will do.
- 4. Attempt to achieve a rapid return of the student to the classroom.** But, do not send an agitated student back. This process is not usually time-consuming.
- 5. Consequences:** The debriefing process was a consequence, as was the written agreement. Additional consequences, such as a detention or suspension, should only occur if, in the professional judgment of the administrator, lesser interventions will not suffice to address the problem, or if district policy dictates it must occur.
  - **Suspension and/or Detention as a consequence is not likely to be effective for repeat offenders** and should only be employed with careful consideration as to whether this is likely to be effective to prevent further occurrences. You may wish to consider restitution acts, such as apologies, contribution plans, and other alternatives to suspension, such as the program outlined at <http://rippleeffects.com/education/support/implementation/issnew.html>.
- 6. Notifying parents:** It is wise to notify the parent of the actions taken, even if suspension did not occur. Maintain the "Thinking About My Inappropriate Behavior" form, and the Teacher Referral form as disciplinary records for future reference and for communicating information to parents.

# Teacher's Request for Office Behavioral Assistance

*Must be submitted within 10 minutes of sending student to office*

1. Student: \_\_\_\_\_ Date and Time: \_\_\_\_\_

Teacher: \_\_\_\_\_ Classroom: \_\_\_\_\_

2. Describe the specific behavior requiring office assistance:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*How would you rate the specific behavior resulting in this referral?*

A. Check one:  first time  occasional  chronic

B. Check one:  irritating  mildly disruptive  disruptive

severely disruptive  may be dangerous  dangerous

C. Prior to this behavior, the student was having what kind of day?

Check one:  Good  Fair  Poor Comments: \_\_\_\_\_

3. Contributing factors at the time of the behavior (environmental condition, prior emotional state, peer action, etc.): \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. When this behavior occurred, what did you do to return the student to rule-following behavior? (*For example: redirection, proximity, calm voice, verbal or non-verbal warning, change of task, time away suggestion.*)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. What support do you need from the office now?

A debriefing process: "Thinking About My Inappropriate Behavior"

Cool-off time

Parent notification to be considered

Threat evaluation

Consider school discipline

Other: \_\_\_\_\_

**Thinking About My Inappropriate Behavior**

**Staff statement to begin the process:** “Under stress, self-controlled people think differently than people without self-control. They can describe more accurately (1) the undesired behavior, (2) the negative consequences of an undesirable behavior, (3) what they should be doing as an alternative strategy, (4) the positive consequences of the appropriate behaviors, and (5) how to prevent this in the future. Are you calm enough to participate in this process now? Do you want to be the one writing the answers, or do you want me to be your secretary for this process?”

**1. “When did my inappropriate behavior happen? Where was it and who was present at the time?”**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**2. “What bad choice did I make?” (Undesirable behavior)**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**3. “What negative outcomes might occur (or did occur) if or when I choose to use this unacceptable behavior?”**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**4. “What could I have done instead?” (Put a ✓ by the one(s) you might do next time if a similar situation occurs.)**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**5. “What might happen that is positive if I choose an appropriate behavior to handle my problem?”**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# OUTCOME OF OFFICE SUPPORT REFERRAL FORM

Student Name/ID #: \_\_\_\_\_ Date and Time of behavior: \_\_\_\_\_

Teacher: \_\_\_\_\_ Subject: \_\_\_\_\_ Period: \_\_\_\_\_

Administrator or Designee providing Office Support: \_\_\_\_\_

Student subgroup membership?  Af/Am  Hispanic  ELL  Special Education  504

## Specific Behavior Resulting in Support Referral

Described by:  teacher  student  both

Behavior looked like: \_\_\_\_\_

Discipline category?  No  Yes If yes, category: \_\_\_\_\_

Severity of behavior:  Mild  Moderate  Extreme Why: \_\_\_\_\_

Previous history of same or similar referral?  No  Yes Number of times: \_\_\_\_\_

## Purpose Summary

Hypothesis of what the student wanted to gain or wanted removed that resulted in this unskillful behavior

Get something unskillfully:

Avoid or reject or protest something unskillfully

## Summary: Why did the student select this behavior for this purpose?

Skill deficit?: Doesn't know how to handle situation with skillful means

Performance deficit?: Knows how, but did not choose a behavior that would have been more appropriate because: \_\_\_\_\_

Determination based on:  previous interaction with student  discussion & demonstration now

## Why did the teacher select Office Support Referral as a consequence of this behavior?

Student agitation that could have risen to unsafe behavior requiring debriefing

Intolerable continuing behavior that failed to respond to supportive teacher/student interaction

Does the teacher need further assistance/coaching in interaction methods that prevent this problem behavior?  No  Yes If yes, referral for help to: \_\_\_\_\_ to address: \_\_\_\_\_

## Content or Consequence of this Office Support Referral (select all that apply)

Discussed an alternative  Teacher to be informed  No need to inform teacher

Practiced an alternative  Teacher to be informed to cue alternative  No need to inform

Taught relaxation technique  Teacher to be informed to cue use  No need to inform

Assigned student completion of an apology letter to be delivered to: \_\_\_\_\_

Completed a Problem Solving Process (e.g., My Inappropriate Behavior) with the student

Contribution plan developed

Further replacement behavior training assigned to: \_\_\_\_\_

Mediation between peers assigned to counselor or other staff: \_\_\_\_\_

Joint session with teacher and student to address an issue

Parent contacted for partnership activity

Punitive discipline consequence required followed this support referral process due to the severity or frequency of the behavior

Selected punitive: \_\_\_\_\_ Duration: \_\_\_\_\_ Location: \_\_\_\_\_

## INFORMATION GIVEN BY STUDENT

Student Name/ID#:

Date:

### Academic Link

Subject matter or assignment or task requirement or teaching method reported by student to be difficult?  No  Yes If yes, follow up required?  No  Yes  
If so, what follow up?

### Interactions Link

Peer interactions at time of behavior problematic for the student?  No  Yes  
If yes, why?

Teacher interaction with student was difficult for him or her?  No  Yes  
If yes, why?

### Bullying?

Behavior a result of being a victim of bullying?  Yes  No

Follow up activity required?  Yes  No

Behavior was a bullying of others?  Yes  No

Follow up activity required?  Yes  No

Behavior followed a "put-down" that was not bullying?  Yes  No

Follow up activity required?  Yes  No

### Behavior Violated Which Rule Category

Behavior was unsafe?  True  False Why?

Behavior was disrespectful?  True  False Why?

Student believes someone else was disrespecting him/her?  Yes  No Who?  
Why does student believe it was disrespecting him/her?

Behavior was not responsible?  Yes  No Why?