

Office Referral Data: Schools Cannot Afford to Gamble with the Numbers



Johns & Patrick

How Can Office Referral Data Help Us?

- Increase communication
- Identify school-wide concerns
- Increase effectiveness
- Evaluate interventions



Office Referral Form

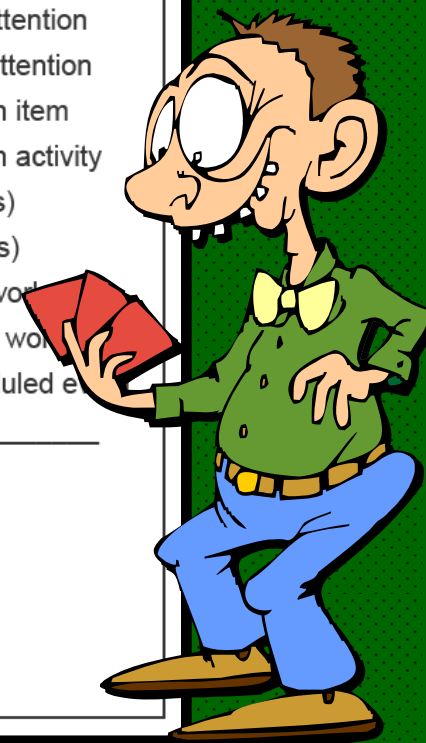
SBCUSD Office Referral Form

BE SAFE! BE RESPONSIBLE! BE RESPECTFUL!

Student: _____ Referring Staff Member: _____

Time of incident: ____:____ Date of incident: _____ Grade / Track: _____

Location	Problem Behavior	Environmental Factors	Possible Function
(Check only 1)	(Check only 1)	(Check only 1)	(Check only 1)
<input type="checkbox"/> Gate <input type="checkbox"/> On bus/bus area <input type="checkbox"/> Cafeteria <input type="checkbox"/> Classroom <input type="checkbox"/> Library <input type="checkbox"/> Office <input type="checkbox"/> Hallway <input type="checkbox"/> Quad <input type="checkbox"/> Restrooms <input type="checkbox"/> Lunch area <input type="checkbox"/> PE area <input type="checkbox"/> Playground <input type="checkbox"/> _____	<input type="checkbox"/> Fighting <input type="checkbox"/> Destruction of Property <input type="checkbox"/> Habitual Profanity <input type="checkbox"/> Theft / Possess Stolen Property <input type="checkbox"/> Harassment: _____ <input type="checkbox"/> Committed Obscene Act <input type="checkbox"/> Weapon: _____ <input type="checkbox"/> Other: _____ Chronic Minor Offenses <i>(Attach documentation)</i> <input type="checkbox"/> Disruption <input type="checkbox"/> Non-compliance <input type="checkbox"/> Inappropriate Language <input type="checkbox"/> Property Misuse <input type="checkbox"/> Tardy <input type="checkbox"/> Other: _____	<input type="checkbox"/> Adult request / directive <input type="checkbox"/> Oral instruction <input type="checkbox"/> Individual seat work <input type="checkbox"/> Group work <input type="checkbox"/> Managing materials <input type="checkbox"/> External interruptions (guest, PA, phone call, etc.) <input type="checkbox"/> Classroom transitions <input type="checkbox"/> Passing period <input type="checkbox"/> Teasing from peers <input type="checkbox"/> Changes to routine <input type="checkbox"/> Guest Teacher <input type="checkbox"/> Assembly <input type="checkbox"/> Recess <input type="checkbox"/> _____	<input type="checkbox"/> Gain peer attention <input type="checkbox"/> Gain adult attention <input type="checkbox"/> Gain / obtain item <input type="checkbox"/> Gain / obtain activity <input type="checkbox"/> Avoid peer(s) <input type="checkbox"/> Avoid adult(s) <input type="checkbox"/> Avoid seat work <input type="checkbox"/> Avoid group work <input type="checkbox"/> Avoid scheduled e <input type="checkbox"/> _____



Low Level Referral Form



Student: _____ Staff Member: _____ Grade / Track: _____

1st Incident		
Location	Date:	Time:
Location	Problem Behavior	Staff Intervention Administered
<input type="checkbox"/> Classroom <input type="checkbox"/> Quad/Playground <input type="checkbox"/> Office <input type="checkbox"/> Hallway <input type="checkbox"/> Restrooms <input type="checkbox"/> Lunch area <input type="checkbox"/> PE Area <input type="checkbox"/>	<input type="checkbox"/> Disruption: _____ <input type="checkbox"/> Defiance: _____ <input type="checkbox"/> Disrespect: _____ <input type="checkbox"/> Property misuse <input type="checkbox"/> Dress code <input type="checkbox"/> Inappropriate language (not directed toward staff) <input type="checkbox"/>	<input type="checkbox"/> Clarified how behavior did not meet expectations <input type="checkbox"/> Cued / Prompted student: _____ <input type="checkbox"/> Provided a structured choice <input type="checkbox"/> Teacher collaborated with: <input type="checkbox"/> team <input type="checkbox"/> counselor <input type="checkbox"/> admin <input type="checkbox"/> Student met with Team to discuss additional supports <input type="checkbox"/> Reviewed CST results: ELA _____ Math _____ <input type="checkbox"/> Reviewed discipline data for patterns & trends <input type="checkbox"/> Informed parent: ___/___/___ <input type="checkbox"/> phone call <input type="checkbox"/> copy sent <input type="checkbox"/>
2nd Incident		
Location	Date:	Time:
Location	Problem Behavior	Staff Intervention Administered
<input type="checkbox"/> Classroom <input type="checkbox"/> Quad/Playground <input type="checkbox"/> Office <input type="checkbox"/> Hallway <input type="checkbox"/> Restrooms <input type="checkbox"/> Lunch area <input type="checkbox"/> PE area <input type="checkbox"/>	<input type="checkbox"/> Disruption: _____ <input type="checkbox"/> Defiance: _____ <input type="checkbox"/> Disrespect: _____ <input type="checkbox"/> Property misuse <input type="checkbox"/> Dress code <input type="checkbox"/> Inappropriate language (not directed toward staff) <input type="checkbox"/>	<input type="checkbox"/> Clarified how behavior did not meet expectations <input type="checkbox"/> Cued / Prompted student: _____ <input type="checkbox"/> Provided a structured choice <input type="checkbox"/> Teacher collaborated with: <input type="checkbox"/> team <input type="checkbox"/> counselor <input type="checkbox"/> admin <input type="checkbox"/> Student met with Team to discuss additional supports <input type="checkbox"/> Reviewed CST results: ELA _____ Math _____ <input type="checkbox"/> Reviewed discipline data for patterns & trends <input type="checkbox"/> Informed parent: ___/___/___ <input type="checkbox"/> phone call <input type="checkbox"/> copy sent <input type="checkbox"/>
3rd Incident		
Location	Date:	Time:
Location	Problem Behavior	Staff Intervention Administered
<input type="checkbox"/> Classroom <input type="checkbox"/> Quad/Playground <input type="checkbox"/> Office <input type="checkbox"/> Hallway <input type="checkbox"/> Restrooms <input type="checkbox"/> Lunch area <input type="checkbox"/> PE area <input type="checkbox"/>	<input type="checkbox"/> Disruption: _____ <input type="checkbox"/> Defiance: _____ <input type="checkbox"/> Disrespect: _____ <input type="checkbox"/> Property misuse <input type="checkbox"/> Dress code <input type="checkbox"/> Inappropriate language (not directed toward staff) <input type="checkbox"/>	<input type="checkbox"/> Clarified how behavior did not meet expectations <input type="checkbox"/> Cued / Prompted student: _____ <input type="checkbox"/> Provided a structured choice <input type="checkbox"/> Teacher collaborated with: <input type="checkbox"/> team <input type="checkbox"/> counselor <input type="checkbox"/> admin <input type="checkbox"/> Student met with Team to discuss additional supports <input type="checkbox"/> Reviewed CST results: ELA _____ Math _____ <input type="checkbox"/> Reviewed discipline data for patterns & trends <input type="checkbox"/> Informed parent: ___/___/___ <input type="checkbox"/> phone call <input type="checkbox"/> copy sent <input type="checkbox"/>
4th Incident		
Location	Date:	Time:
Location	Problem Behavior	Staff Intervention Administered
<input type="checkbox"/> Classroom <input type="checkbox"/> Quad/Playground <input type="checkbox"/> Office <input type="checkbox"/> Hallway <input type="checkbox"/> Restrooms <input type="checkbox"/> Lunch area <input type="checkbox"/> PE area <input type="checkbox"/>	<input type="checkbox"/> Disruption: _____ <input type="checkbox"/> Defiance: _____ <input type="checkbox"/> Disrespect: _____ <input type="checkbox"/> Property misuse <input type="checkbox"/> Dress code <input type="checkbox"/> Inappropriate language (not directed toward staff) <input type="checkbox"/>	<input type="checkbox"/> Clarified how behavior did not meet expectations <input type="checkbox"/> Cued / Prompted student: _____ <input type="checkbox"/> Provided a structured choice <input type="checkbox"/> Teacher collaborated with: <input type="checkbox"/> team <input type="checkbox"/> counselor <input type="checkbox"/> admin <input type="checkbox"/> Student met with Team to discuss additional supports <input type="checkbox"/> Reviewed CST results: ELA _____ Math _____ <input type="checkbox"/> Reviewed discipline data for patterns & trends <input type="checkbox"/> Informed parent: ___/___/___ <input type="checkbox"/> phone call <input type="checkbox"/> copy sent <input type="checkbox"/>
5th Incident — See attached Office Referral Form		

Minor vs. Major

Minor Offenses:

Minor Offenses are misbehaviors corrected "on the spot" (classroom, common areas, etc.). Interventions used to address minor offenses are documented on *Low Level Referral* forms.

- Disruption
- Defiance
- Non-compliance
- Property misuse
- Dress code
- Mild physical contact
- Inappropriate language
- Tardy
- Lying
- Cheating
- Out of bounds
- Trash / littering
- Refusal to dress: PE
- Repeated Ed Code Violations (48900 K)

Action Item 4:
Introduce unit concepts to staff



See definitions in *SBCUSD Progressive Discipline Matrix* for further detail

Major Infractions:

Major Infractions are violations of the CA Education Code which require the immediate attention of the administrative staff. The interventions used to address and correct major infractions are documented on *Office Referral* forms.

Safety (High Level) EC 48915:

A1, A2, A3, A4, A5, C1, C2, C3, C4, C5

Safety EC 48900:

- A & A-2 —fight (see also above, EC48915)
- B — weapon
- C — controlled substance, under influence (see also EC48915)
- D — controlled substance, sale
- E — robbery / extortion
- M — imitation firearm
- N — sexual assault
- O — harass / threaten / intimidate witness
- P1 — sexual harassment (see also below — P.2, Non-Safety)
- Q — hate violence
- R — harass / threaten / intimidate individual, groups or staff
- S — terrorist threat
- T — soma
- U — aid / abet physical injury
- V — hazing
- X — cyber bullying

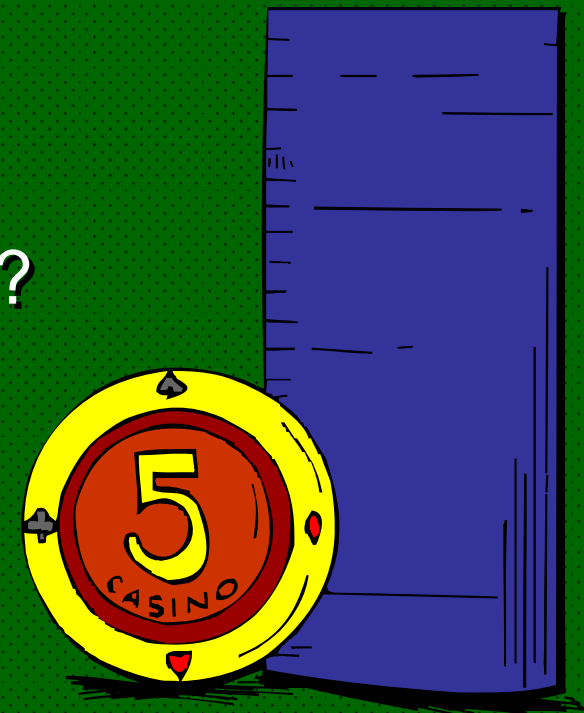
Non-Safety EC 48900:

- F — damaged property
- G — stole
- H — tobacco
- I — obscene acts / vulgarity
- J — drug paraphernalia — sale
- K — chronic disruption / defiance
- L — received stolen property
- P2 — sexual harassment (see also above — P.1, Safety)



Discipline Data and the BIG 5

- How often are problem behaviors occurring?
- Where are they happening?
- What are the types of problem behaviors?
- When are the problems occurring?
- Who is contributing?



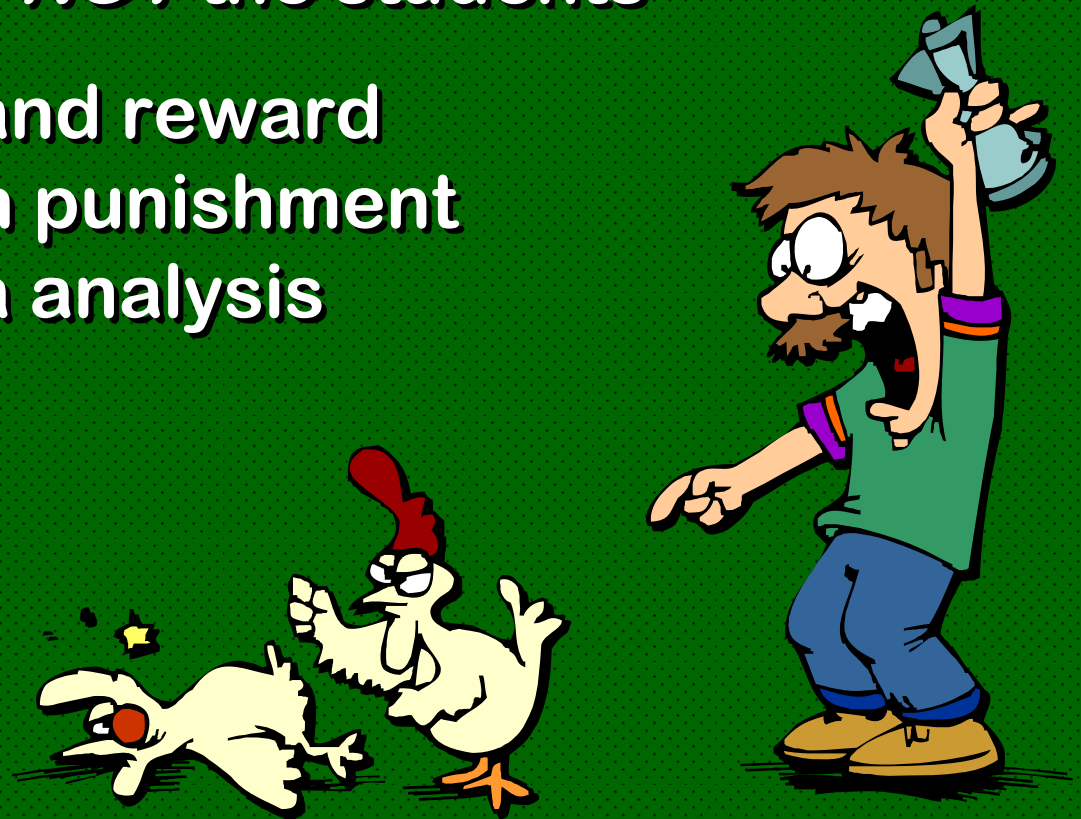
Office Referral Caution!

- **Data reflects 3 factors:**
 - Students
 - Staff
 - Administration
- **Data most often reflects overt rule violators**
- **Data is most useful when implementation is consistent:**
 - Has minor vs. major been defined, trained and agreed upon by all staff?



Keep in Mind:

- If many students are making the same mistake, it typically is the system that needs to change *NOT* the students
- Teach, monitor and reward before relying on punishment and referral data analysis



Data Entry

- School Information
- Enrollment & School Days Per Month
- Staff Information Menu
 - Add/Revise Staff
 - Display Staff Status
 - Merge Staff
- Student Information Menu
 - Add/Revise Student
 - Display Student Status
 - Merge Student
- Referral Information Menu
 - Add/Revise Referral
 - Find Referral

Tools

- Account Report
- Data Integrity Report
- Data Download
- Account Preferences
- School Preferences

Reports

- Average Referrals Per Day Per Month
- Referrals By Problem Behavior
- Referrals By Location
- Referrals By Time
- Referrals By Student
- Other Reports
 - Custom Report
 - Custom Graph
 - Referrals by Staff
 - Suspension/Expulsion Report
 - Individual Student Report
 - Year End Report
 - Student & Staff Lists

swis.org

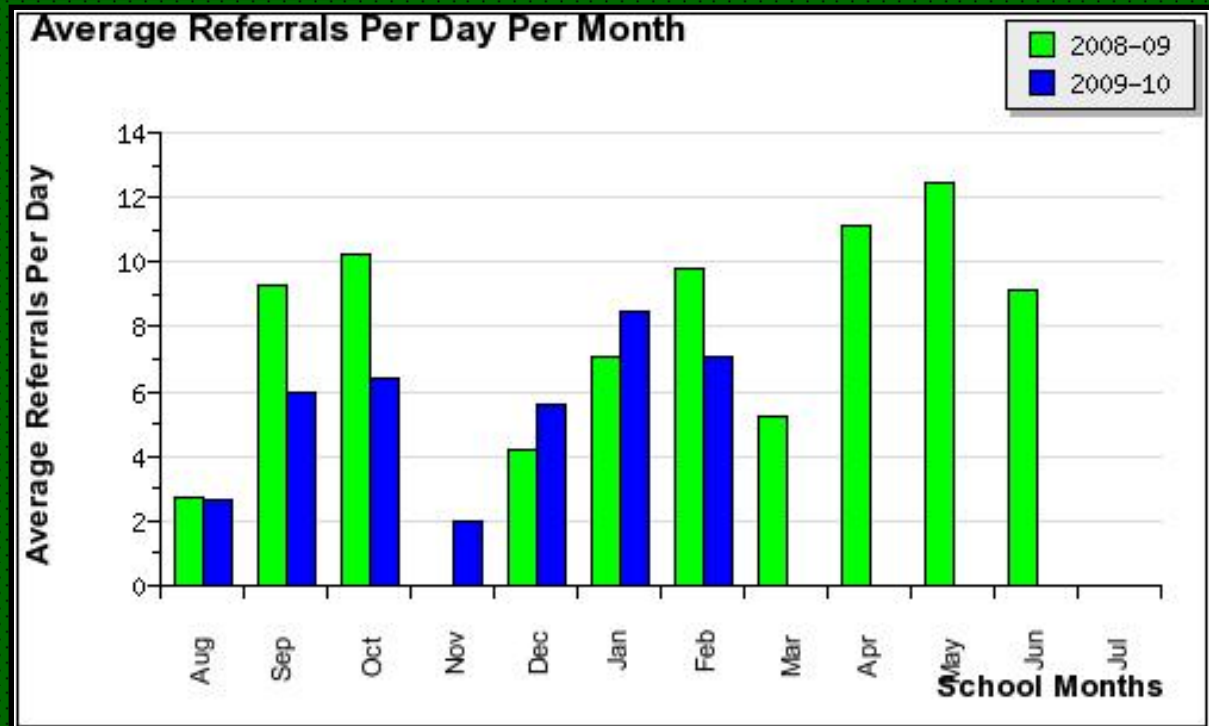


Year	Month	Days Count	Referral Count	Avg Referrals
2009	Aug	21	55	2.62
2009	Sep	21	126	6.00
2009	Oct	17	109	6.41
2009	Nov	1	2	2.00
2009	Dec	17	95	5.59
2010	Jan	19	161	8.47
2010	Feb	18	127	7.06
2010	Mar	5	0	0.00
2010	Apr	22	0	0.00
2010	May	20	0	0.00
2010	Jun	19	0	0.00
2010	Jul	0	0	0.00
Totals		180	675	

Average per Day/Month

Note:

This graph displays a year to year comparison by month



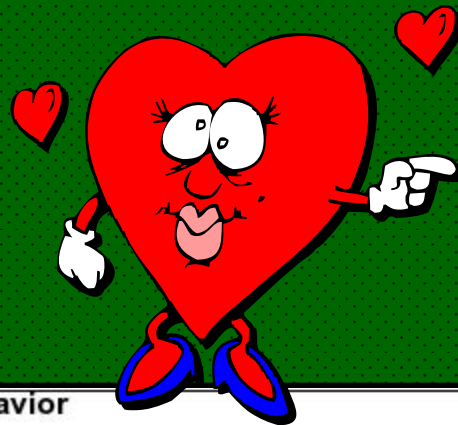
Average Referrals Day/Month

- How can staff ensure referral data is accurate?
- How does the school compare with national norms?
 - Elementary 1 per day/every 250 students
 - Middle School 1 per day/every 100 students

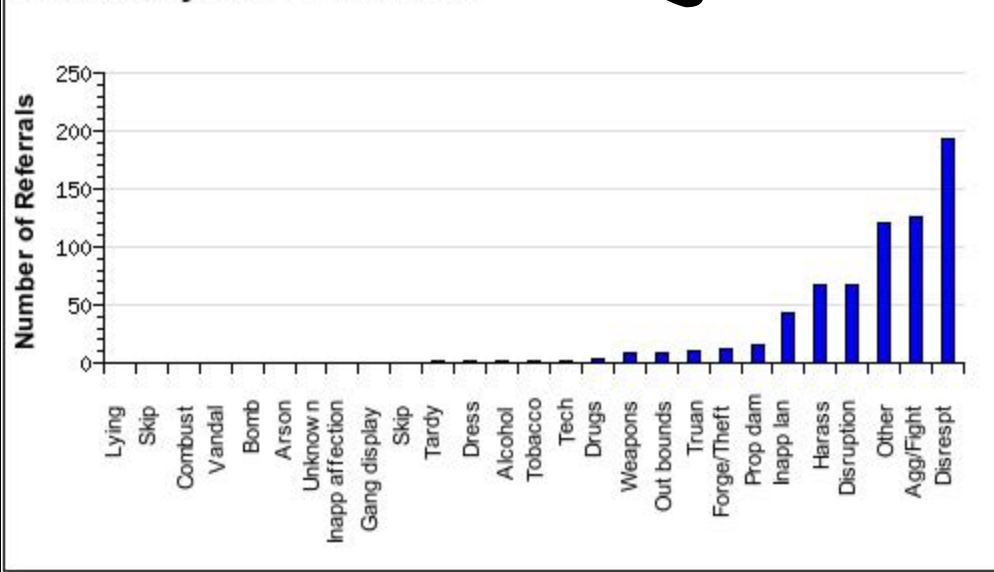


* The data provided is from a MS with 1,274 students

Problem Behavior



Referrals By Problem Behavior



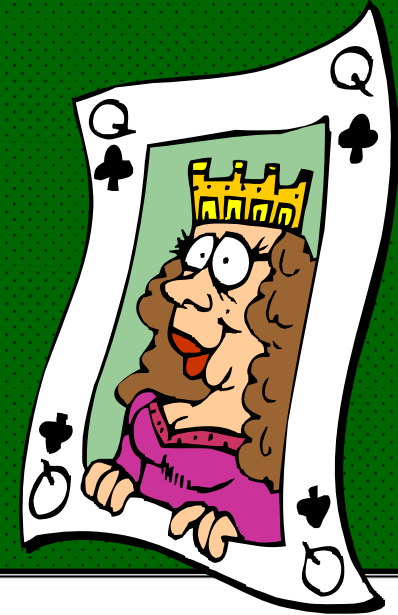
Problem Behavior	Frequency
Lying/ Cheating	0
Skip class/ Truancy	0
Use/ Possession of combustibles	0
Vandalism	0
Bomb threat/ False alarm	0
Arson	0
Unknown behavior	0
Inappropriate display of affection	0
Gang affiliation display	0
Skipping	0
Tardy	1
Dress code violation	1
Use/ Possession of alcohol	1
Use/ Possession of tobacco	2
Technology violation	2
Use/Possession of drugs	4
Use/ Possession of weapons	8
Inappropriate location/ Out of bounds area	9
Truancy	10
Forgery/ Theft	12
Property damage/ Vandalism	16
Abusive language/ inappropriate language/ profanity	43
Harassment/ Bullying	68
Disruption	68
Other behavior	120
Fighting/ Physical aggression	125
Defiance/ Disrespect/ Insubordination/ Non-compliance	193
Totals	683

Referrals by Problem Behavior

- Which problem behavior should the school focus their attention on first?
- How would your school's intervention be different if the problem behavior was fighting as opposed to disruption?
- What additional data would be beneficial?

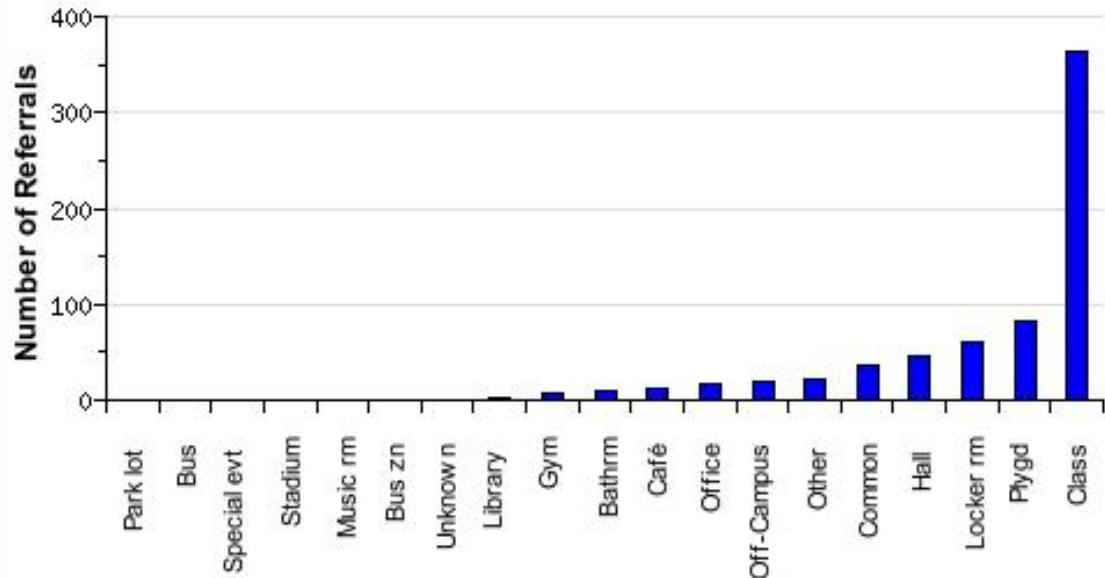


Location



Location	Frequency
Parking Lot	0
Bus	0
Special Event/ Assembly/ Field trip	0
Stadium	0
Music Room	0
Bus Loading Zone	1
Unknown Location	1
Library	3
Gym	8
Bathroom/ Restroom	10
Cafeteria	13
Office	17
Off-Campus	20
Other Location	22
Commons/ Common Areas	37
Hall/ Breeze way	47
Locker Room	61
Playground	82
Classroom	364
Totals	686

Referrals By Location



Referrals by Location

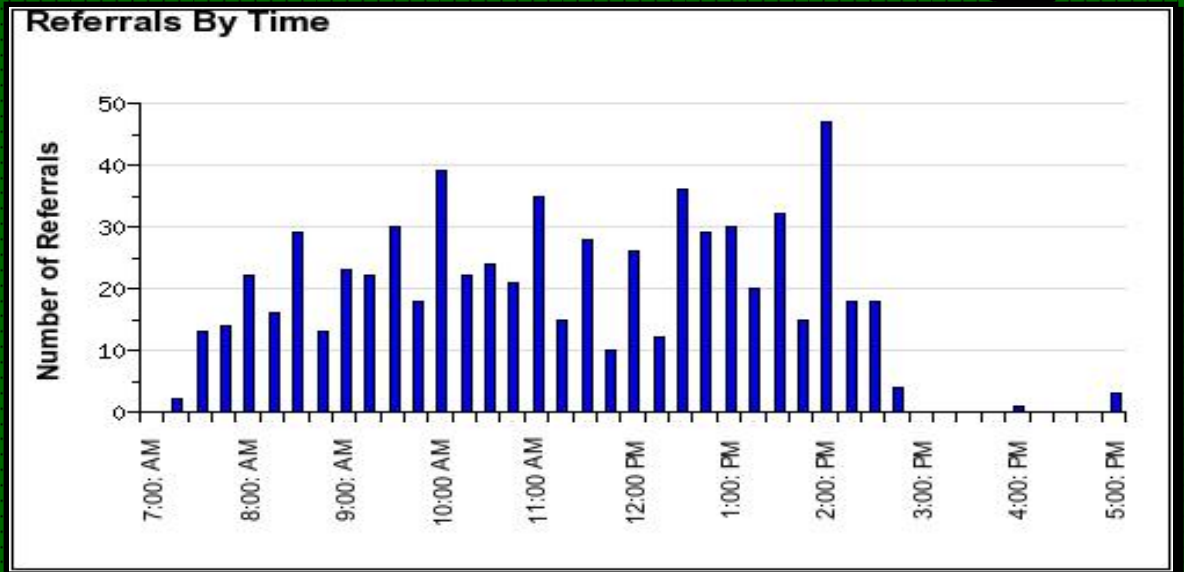
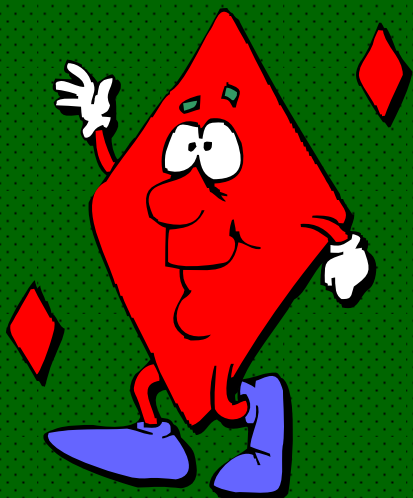
- Should the locations with the highest referral rates be supported as a whole-school effort?



- 53% of the office referrals are coming from the *Classroom*...what other data should the school consider using?
- List possible interventions for other additional locations of concern?

Time	Freq		Time	Freq		Time	Freq
7:00: AM	0	↑ 106 ↓ 88 ↓ 103 ↓ 97	10:30 AM	24	← 87 ↓ 0 ↓ 4	2:00: PM	47
7:15: AM	2		10:45 AM	21		2:15: PM	18
7:30: AM	13		11:00 AM	35		2:30: PM	18
7:45: AM	14		11:15 AM	15		2:45: PM	4
8:00: AM	22		11:30 AM	28		3:00: PM	0
8:15: AM	16		11:45 AM	10		3:15: PM	0
8:30: AM	29		12:00 PM	26		3:30: PM	0
8:45: AM	13		12:15 PM	12		3:45: PM	0
9:00: AM	23		12:30 PM	36		4:00: PM	1
9:15: AM	22		12:45 PM	29		4:15: PM	0
9:30: AM	30		1:00: PM	30		4:30: PM	0
9:45: AM	18		1:15: PM	20		4:45: PM	0
10:00 AM	39		1:30: PM	32		5:00: PM	3
10:15 AM	22		1:45: PM	15		Totals	687

Time



Referrals by Exact Time

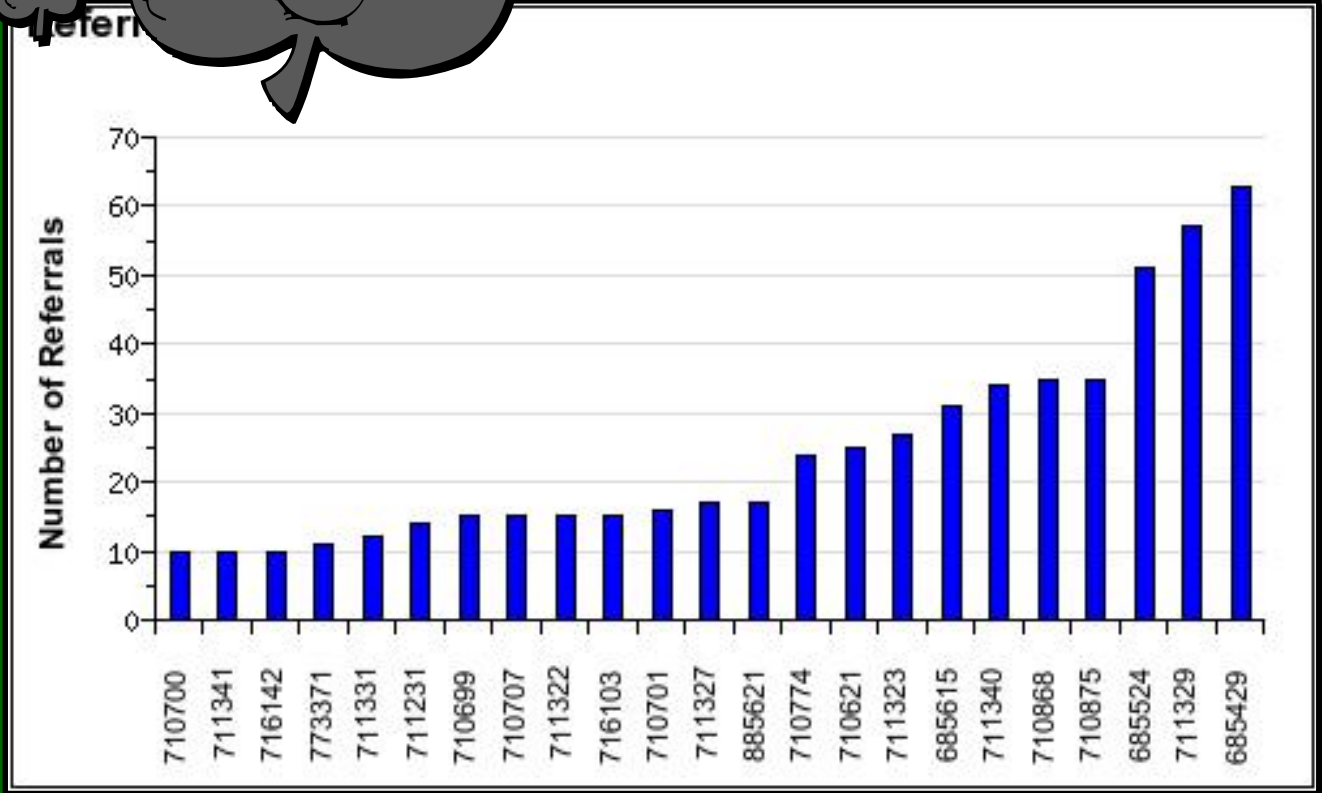
- What time of day are the majority of the office referrals being written?
- What, if any, correlation do you find when analyzing *Location, Time, and Problem Behavior* data?
- How might the school adjust their interventions knowing 57% of the office referrals are generated between the hours of 10:00 and 2:00?



Staff



Staff	Freq	Staff	Freq
710618	1	710705	5
710861	1	710778	5
710885	1	710785	5
711236	1	711229	5
711241	1	711335	5
711319	1	772023	5
713710	1	710873	6
818450	1	818352	6
818623	1	710777	7
3951547	1	711342	7
3975094	1	710617	8
687039	2	710700	10
710698	2	716142	10
710780	2	773371	11
710782	2	711331	12
710783	2	711341	12
710881	2	711231	14
710886	2	710699	15
711320	2	711322	15
711333	2	710701	16
711337	2	710707	16
734776	2	885621	17
710622	3	711327	18
710865	3	716103	18
711240	3	710774	25
711339	3	711323	28
834289	3	710621	30
710706	4	685615	31
710776	4	710868	35
710779	4	710875	36
710784	4	711340	36
710883	4	685524	51
711238	4	685429	63
711336	4	711329	63
771863	4	Totals	726



Note: This graph displays the staff members who have written 10+ referrals

Referrals by Staff

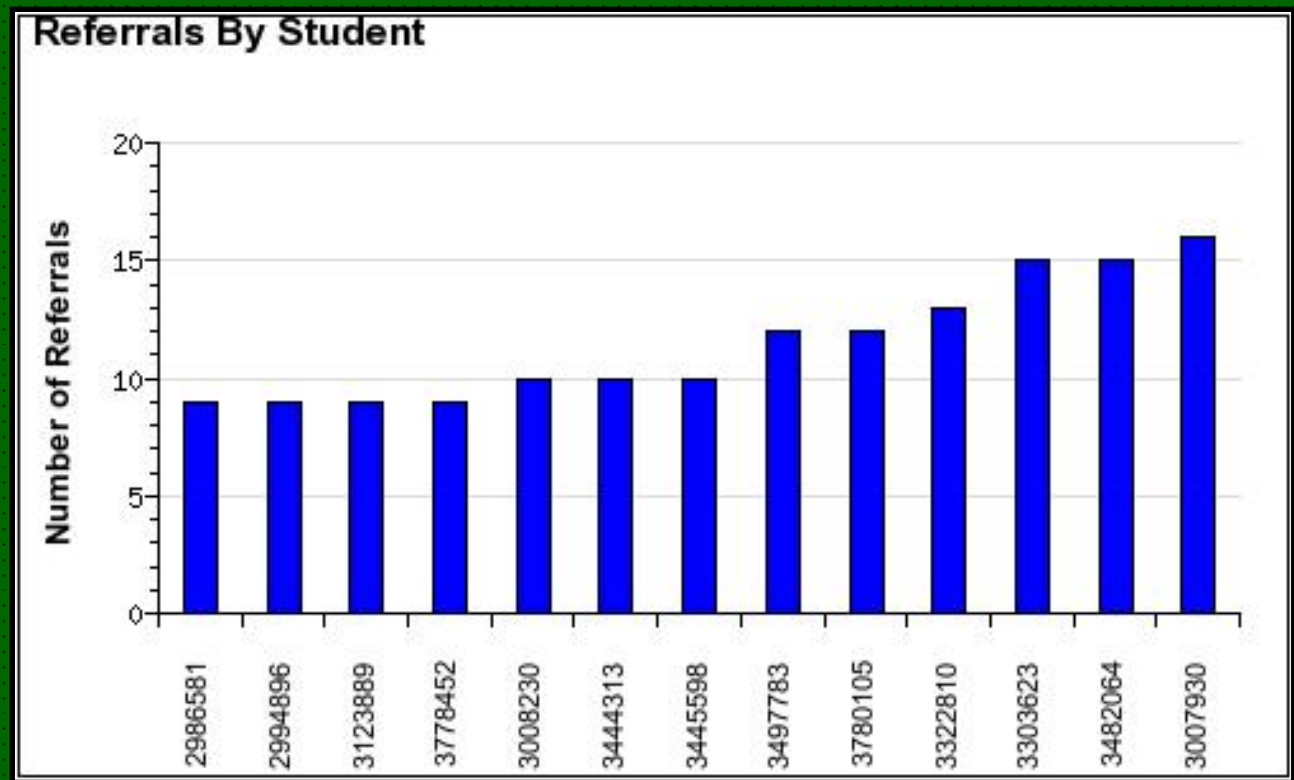


- Why is it important to know which staff members are generating the most office referrals?
- If the majority of the office referrals are being generated by the VP, what other questions does the school need to ask?
- If >50% of the office referrals are generated from <10% of the classrooms, what additional information would the school need & what interventions could be implemented?

Student	Freq	Student	Freq
2986645	4	3391837	6
2988562	4	3409251	6
2989282	4	3434010	6
3013747	4	3554841	6
3214020	4	3556575	6
3457289	4	3633012	6
3457317	4	3789381	6
3482040	4	2989112	7
3554719	4	3001908	7
3556589	4	3012979	7
3561095	4	3365190	7
3576070	4	3433993	7
3600448	4	3457400	7
3638729	4	3496696	7
3774005	4	3638348	7
3850249	4	2986919	8
3926389	4	3400309	8
2999413	5	3434287	8
3001995	5	3554816	8
3134503	5	2986581	9
3213828	5	2994896	9
3214042	5	3123889	9
3303717	5	3778452	9
3303809	5	3008230	10
3496998	5	3444313	10
3584933	5	3445598	10
2989136	6	3497783	12
3008732	6	3780105	12
3011811	6	3322810	13
3213840	6	3303623	15
3303554	6	3482064	15
3366224	6	3007930	16
		Totals	428

Note: This chart displays only the students with 4+ referrals

Student



Note: This graph displays only the students with 9+ referrals

Referrals by Student

- Why is it important to know which students are generating the most office referrals?
- If >50% of the office referrals are generated from <10% of the students, what additional information would be useful?
- If >50% of the office referrals are generated from >10% of the students, how would the interventions change?
- Why would it be important to keep a running list of the top 15 students generating referrals?



Function or Motivation

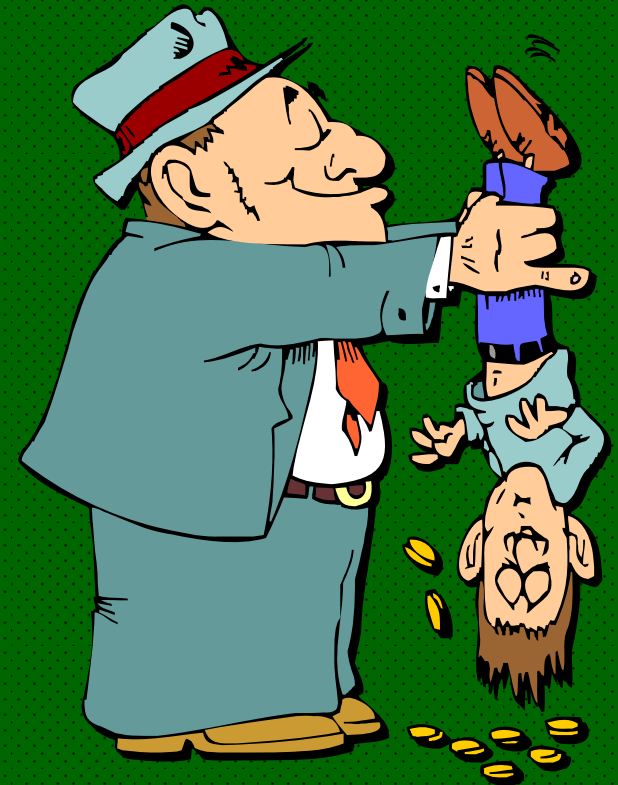
Functional Factor: The purpose, reason, or motivation for the misbehavior (Get/Gain, Avoid/Protest)

- *Gain Peer Attention*
- *Gain Adult Attention*
- *Gain/Obtain Item*
- *Gain/Obtain Activity*
- *Avoid Peer*
- *Avoid Adult*
- *Avoid Seat Work*
- *Avoid Group Work*
- *Avoid Scheduled Event*



Function or Motivation

- When considering interventions, why is it important to understand which *Functional Factors* are generating the most referrals?
 - *Gain Peer Attention as opposed to Avoiding Peers*
 - *Avoid Seat Work as opposed to Avoiding Unstructured Time*
- How would understanding the function/motivation of the behavior be useful when working with individuals or groups?



Environment

Environmental Factor: What is happening in the environment at the time of the misbehavior

- *Adult Request*
- *Oral Instruction*
- *Individual Seat Work*
- *Managing Materials*
- *External Interruptions*
- *Classroom Transitions*
- *Passing Period*
- *Teasing from Peers*
- *Changes to Routine*
- *Guest Teacher*
- *Assembly*
- *Recess*



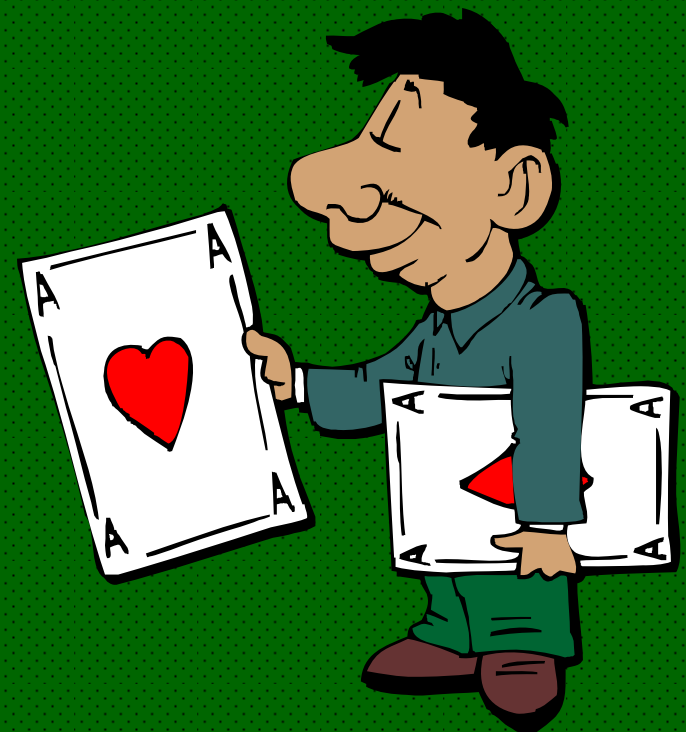
Environment

- When considering interventions, why is it important to understand which *Environmental Factors* are generating the most referrals?
 - *Classroom Transitions as opposed to Assembly*
 - *Group Work as opposed to Oral Instruction*
- How would understanding what is happening in the environment at the time of the misbehavior be useful when working with individuals or groups?



Referrals by Ethnicity

- Does your school's discipline rate compare with enrollment rates?
 - % of office referrals by ethnicity
 - % of enrollment by ethnicity
- A typical SBCUSD trend:
 - African American students generate 36% of the office referrals
 - African American students makeup 17% of the school's enrollment
- What interventions could the school put in place for:
 - Students
 - Staff



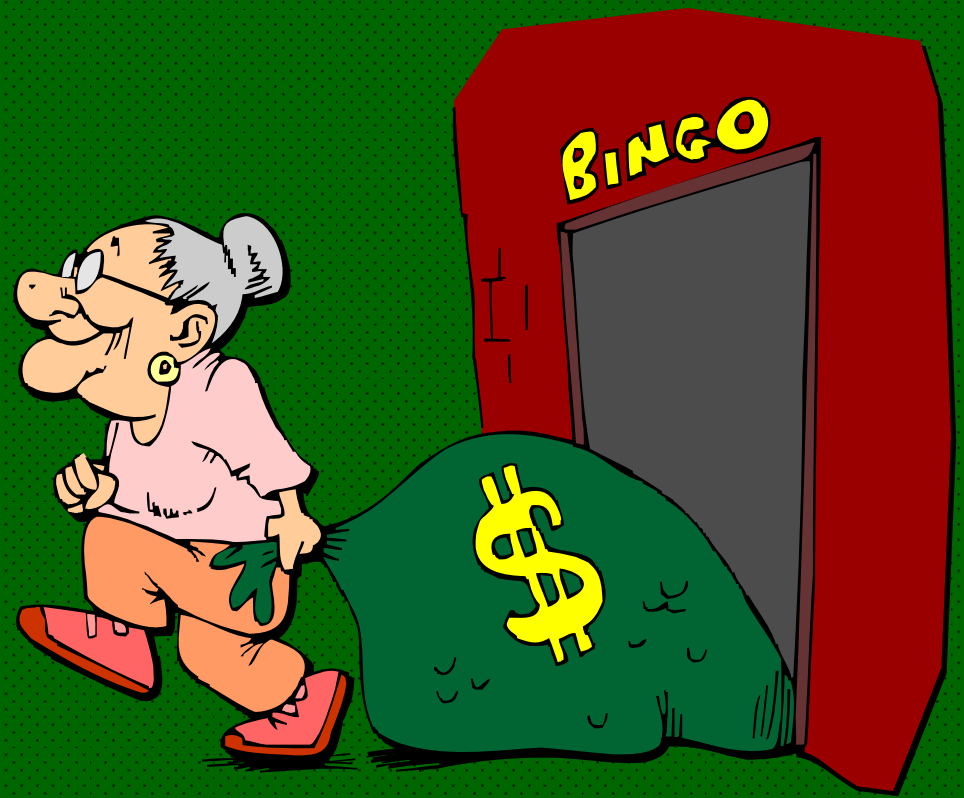
How Much Time Does an Office Referral Take?

- **Administration:**
 - 15 minutes per referral
 - 100 referrals = 1,500 minutes which is equivalent to 25 hrs or 3.8 school days
- **Students:**
 - 45 minutes per referral
 - 30 referrals = 1,350 minutes which is equivalent to 22.5 hrs or 4 school days



*Office referrals provide an economical
and readily available early screening
device for identifying students who exhibit
an externalizing behavior.*

Nelson et al. 2002

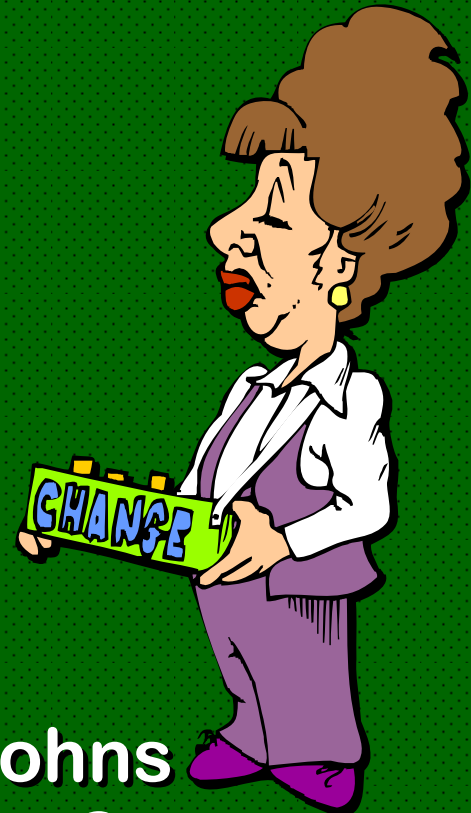


Thank You



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