



New York State Education Department  
Office of Special Education  
**Educational Partnership**





# Building the Foundation of Effective Behavioral Systems

**A Unified, Instructional, and Data-Driven Approach to Schoolwide Discipline**

Developed by the Technical Assistance Partnership (TAP) for Behavior, University at Albany  
Version: 3/2026

# Blueprint for Improved Results for Students with Disabilities

- **Self-Advocacy**  
Students engage in self-advocacy and are involved in determining their own educational goals and plan.
- **Family Partnership**  
Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.
- **Specially-Designed Instruction**  
Teachers design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.
- **Research-Based Instruction**  
Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.
- **Multi-Tiered Support**  
Schools provide multi-tiered systems of behavioral and academic support.
- **Inclusive Activities**  
Schools provide high-quality inclusive programs and activities.
- **Transition Support**  
Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.

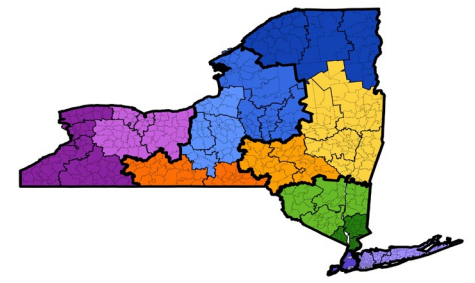


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# Disclaimer

The resources shown are designed to provide helpful information. Resources are provided for instructional use purposes only and do not constitute NYSED endorsement of any vendor, author, or other sources. To the best of our knowledge, the resources provided are true and complete.

# Who Are We?



- The Office of Special Education (OSE) Educational Partnership is a coordinated and cohesive network focused on enhancing services and improving outcomes for students with disabilities and providing effective support for educational organizations (EOs) and families
- Regional Partnership Centers (RPCs) and Family and Community Engagement (FACE) Centers are in each of the 12 regions of New York State (NYS) and their own teams of specialists provide coordinated, direct supports and services to the EOs within their region

# Presenter Introductions

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# Participant Introductions

- Name
- Role
- District
- School
- Population Served

# Training Expectations

<u>EXPECTATION</u>	<u>BEHAVIOR</u>
BE RESPONSIBLE	<ul style="list-style-type: none"><li>✧ Take care of your personal needs</li><li>✧ Return on time and quietly</li><li>✧ Sign attendance sheets / complete eval. form</li><li>✧ Use electronic devices when necessary</li></ul>
BE RESPECTFUL	<ul style="list-style-type: none"><li>✧ Put cell phones to “off” or “vibrate”</li><li>✧ Listen to others attentively</li><li>✧ Honor confidentiality when applicable</li><li>✧ Stay on topic</li></ul>
BE ENGAGED	<ul style="list-style-type: none"><li>✧ Be an active participant</li><li>✧ Participate with an open mind</li><li>✧ Take notes</li><li>✧ Make plans to stay until training dismissal</li></ul>

# Virtual Training Expectations

<u>EXPECTATION</u>	<u>BEHAVIOR</u>
BE RESPONSIBLE	<ul style="list-style-type: none"><li>✧ Take care of your personal needs</li><li>✧ Return on time and quietly</li><li>✧ Complete evaluation form</li><li>✧ Find a quiet place to participate</li></ul>
BE RESPECTFUL	<ul style="list-style-type: none"><li>✧ Use “mute” to prevent background noise</li><li>✧ Listen to others attentively</li><li>✧ Honor confidentiality when applicable</li><li>✧ Stay on topic</li></ul>
BE ENGAGED	<ul style="list-style-type: none"><li>✧ Be an active participant</li><li>✧ Participate with an open mind</li><li>✧ Take notes</li><li>✧ Make plans to stay until training dismissal</li></ul>

# YOUR TURN: Identify Roles



- Team Facilitator
- Note Taker
- Spokesperson

# Slide Marker Icons

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# Series Objectives



**By the end of this series, participants will be able to:**

- Explain core principles of behavior and how they inform effective schoolwide behavioral systems
- Design a unified, instructional discipline framework aligned with schoolwide expectations
- Utilize a process to successfully analyze behavioral data and identify precise problem statements
- Develop actionable, data-based plans that include clear outcomes, implementation steps, and progress-monitoring measures

# Series Agenda/Roadmap



- **Module 1:** Understanding Behavior and Building Effective Behavioral Systems
- **Module 2:** Designing a Unified and Instructional Discipline Framework
- **Module 3:** Data-Based Decision-Making Using Team-Initiated Problem-Solving (TIPS)
- **Module 4:** Action Planning for Developing an Effective Behavioral System

# Module 4

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## *Action Planning for Developing an Effective Behavioral System*



# Module 4 Objectives

## Participants will be able to:

- Understand how to develop effective action plans
- Use action plan items to rate their current behavior/discipline system based on the content discussed in Modules 1, 2 and 3
- Identify the strengths and needs of their current behavior/discipline system
- Prioritize action plan items and make them actionable by identifying what will be done, who will lead it, and by when
- Use the provided resources to complete action items that they will bring back to their school/district

# Module 4 Frequently Used Acronyms

- **ABC** – Antecedent, Behavior, Consequence
- **CADPPE** – Checklist for Analyzing Discipline Policies and Procedures for Equity
- **ODR** – Office Discipline Referrals
- **PBIS** – Positive Behavioral Interventions and Supports
- **SWIS** – Schoolwide Information Systems
- **TIPS** – Team Initiated Problem Solving
- **TOR** – Terms of Reference

# Module 4 Roadmap

- **Developing Effective Action Plans**
- **Moving from Observation to Action: Data-Driven Problem Solving**



# Module 4 Handouts

1. Modules 1-3 Action Plan
2. Quick Audit/Resource Map
3. Team Audit
4. Building Expectations
5. Behavior Matrix
6. Behavior T-Chart
7. Defining Behaviors Worksheet
8. SWIS Behavioral Definitions
9. Discipline Process Flowchart Template
10. Constructing Office Referral Worksheet
11. SWIS Referral Form Examples
12. Key Elements to Address Discipline Disproportionality: A Guide for District and School Teams
13. Checklist for Analyzing Discipline Policies and Procedures for Equity
14. Terms of Reference
15. Identifying Data Sources Worksheet
16. Plan Sharing Data Worksheet
17. PBIS Readiness Checklist

# Developing Effective Action Plans



***"Effective plans include clear outcomes, measurable criteria for success, the necessary action steps, and a data-driven monitoring system for determining short- and long-term goal achievement."***

**(Wellman & Lipton, 2018)**

# "Clear Outcomes"

## Developing Effective Action Plans

What this means... **Clarity before compliance**

- Effective plans start with explicit outcomes first, then followed by activities
- *Could someone outside our system read this outcome and know exactly what success looks like?*

- **Common Pitfall:** “We will implement PBIS”
- **Reframe:** “Students experience predictable, taught behavioral expectations across all settings.”

# "Measurable Criteria for Success"

## Developing Effective Action Plans

What this means... **If it's not measurable, it's not manageable**

- Measurement isn't about judgment – it's about learning and adjustment.
- *How will we know this is working – without relying on gut feelings or anecdotes?*

### • Examples

- ODRs per 100 students
- Percent of staff using the behavior definitions and T-chart
- Student perception data (belonging, safety)

# "Necessary Action Steps"

## Developing Effective Action Plans

What this means... **Precision beats ambition**

- Fewer, well-defined actions outperform long lists of vague tasks
- *Are these steps doable with our current time, people, and resources?*
- **Common Pitfall:** Action steps that assume skills are acquired without providing training, coaching, or materials
- **Equity lens:** Ask: *Who might this plan unintentionally advantage or exclude if we don't plan intentionally?*

# "Data-Driven Monitoring System"

## Developing Effective Action Plans

What this means... **Plans don't fail; monitoring does**

- Effective monitoring includes both short-term indicators and long-term outcomes?
- *What data will tell us early if this plan is drifting off track?*

- **Examples**
  - Fidelity checks
  - Walk-through data
  - Progress monitoring every 4–6 weeks
- **Monitoring answers:** *“What should we adjust next?”*

# Moving from Observation to Action: Data-Driven Problem Solving

# Here's What, So What, Now What?

## Moving From Observation to Action

### Here's What

- **Describe the facts:** Report what happened or what the data shows in a neutral, factual way, avoiding analysis or opinions.
- **Ask questions:** What are the key observations? What data points stand out? What was the result?

### So What

- **Analyze the significance:** Discuss why the facts matter and what they mean. This is where interpretations and insights are developed.
- **Ask questions:** Why is this important? What patterns or connections do you see? What are the potential causes or implications

### Now What

- **Determine next steps:** Based on the analysis, decide what actions to take. This phase focuses on moving forward and enacting change.
- **Ask questions:** What actions should we take now? What needs to be changed or implemented? What is the long-range plan?

# Here's What

How did you Score?

*"Prodding, poking, and inquiring into **what's** going on, **why** it's going on, and whether it is **satisfactory** motivates change."*

# Scoring Action Items



## Based on what you've learned in this training:

- Review the action items from each module
- For each action item, rate your current status:
  - **Not in place**
  - **Partially in place**
  - **Fully in place**
- Keep this rating handy. In the next section, you'll use it to **identify and prioritize** the key action items you'll focus on to strengthen your behavior system

# ACTION PLANNING:

## Module 1: Behavior Basics and What's a Behavioral System?



- Identify action items needed for full implementation
- Add action items to the action plan in your workbook

Action Item	(Not In Place; Partially; Fully In Place ->)	NI	PI	FI
We understand and can explain the foundational concepts of behavior.				
We can explain the Behavior Pathway and the ABCs of behavior.				
We can explain the function of behavior and how motivation plays a key part in the behavior continuing or discontinuing.				
We can explain the differences between the tiers in a tiered behavioral support framework.				
We can articulate and explain the four (4) components of MTSS framework: systems, practices, data, outcomes.				
We can explain the components of a culturally responsive behavioral system (identity, voice, supportive environment, situational appropriateness, and data for equity).				
There exists individuals who are representative of staff (district and/or school-level) that will establish a data-based behavioral team.				
The team has administrative support and represents cultural groups of the school and community.				

# ACTION PLANNING:

## Module 2: Designing Effective Behavior Support Systems



- **Identify action items needed for full implementation**
- **Add action items to the action plan in your workbook**

Action Item	(Not In Place; Partially; Fully In Place ->)	NI	PI	FI
We develop a shared understanding that discipline means to teach rather than to punish and commit to redefining and applying discipline practices in ways that prioritize instruction and skill-building.				
Staff, students, and families are actively involved in developing or refining the 3–5 behavioral expectations (e.g., through surveys, listening sessions, or consensus-building activities).				
District/School has 3–5 positively stated expectations, which are also defined, that reflect the cultural values of the school community and are written in the language(s) of students and families.				
We have clear definitions for each behavior category in our data management system.				
All staff have been trained in the use of behavior definitions.				
We have a T-Chart for Office managed vs. Teacher managed behaviors.				
We have and can explain our Flowchart for intervening with behaviors.				
Our team has trained or has a plan to train all staff on the use of the T-Chart and Flowchart.				

# ACTION PLANNING:

## Module 3: Data-Based Decision-Making Using TIPS



- Identify action items needed for full implementation
- Add action items to the action plan in your workbook

Action Item	(Not In Place; Partially; Fully In Place ->)	NI	PI	FI
We have defined the sources of data we should be using.				
We have a process for documenting behavior in our data management system that is clear and reliable, including what is documented, how it is documented, and who documents it.				
All staff have been trained in the inputting of data into our system.				
Our team membership (district and/or school-level) is made up of the correct individuals whose role and responsibilities directly align to implementing these efforts.				
The team has accessible, consistent, and usable data that aligns with the team's purpose (e.g., Big 7 reports for Tier 1 teams).				
Our team has documented meeting foundations including a purpose, structured agenda, defined roles and responsibilities, established team norms, established communication protocols, established problem solving process, and a process for documentation and follow-up.				
Our team has and follows an established problem-solving process which includes defining a problem with precision, developing SMART Goals, developing solution actions, and developing an implementation plan.				
Our team has processes and procedures established to assess implementation fidelity and progress monitor the solution's impact.				
Our team engages in continuous improvement cycles and follow-up conversations to determine what next steps to take.				

# So What

Readiness to Make System Changes

# Action Planning

## Identify and Prioritize Needs

- **Step 1** – Review your self-ratings for each action items
- **Step 2** – What are your noticings and wonderings
- **Step 3** – Put a star next to any items rated not in place or partially in place and feel especially important
- **Step 4** – Review the starred items and think about:
  - Impact – what action items would make the biggest difference for staff and students?
  - Feasibility – what actions are accomplishable in the next 3-6 months? Are there actions that need to be completed before other actions can be completed?
  - Urgency – what is pressing for us right now?
- **Step 5** – Identify your top 3-5 items as your priority
- **Step 6** – Make them actionable
  - What exactly will we do?
  - Who will lead it?
  - By when?

# Now What

**Prioritize and Prepare Action Steps**

**Develop Activities to Complete Action Steps**

**Identify Trainings Necessary for Staff**

# Teamwork Time



- Working in your teams, you will engage in several activities to assist you in addressing your action item needs
- The activities should be prioritized based on which module and need you want to address first
- We will support your teams in getting started in the activities as well as offer coaching support today in identifying next steps
- You will have the entire day to work... we give you the gift of time!

# Teamwork Time Activity Menu



## Module 1

- A. Quick Audit/Resource Map for Current Practices within a Three-Tiered Model of Support
- B. Team Audit

## Module 2

- A. Developing Schoolwide Expectations/Matrix
- B. Classroom Managed vs Office Managed Behaviors
- C. Refining and Defining Behaviors
- D. Develop Behavioral Flow Chart
- E. Modify/Develop Referral Form
- F. Review School's Code of Conduct

## Module 3

- A. Decide What Data the Team Will Use
- B. Build Your Teams Terms of Reference
- C. Develop a Plan for Sharing Behavior Data

# Action Planning

Action Item	(Not In Place; Partially; Fully In Place ->)	NI	PI	FI
We have defined the sources of data we should be using.				
We have a process for documenting behavior in our data management system that is clear and reliable, including what is documented, how it is documented, and who documents it.				
All staff have been trained in the inputting of data into our system.				

Action Item	(Not In Place; Partially; Fully In Place ->)	NI	PI	FI
We develop a shared understanding that discipline means to teach rather than to punish and commit to redefining and applying discipline practices in ways that prioritize instruction and skill-building.				
Staff, students, and families are actively involved in developing or refining the 3-5 behavioral expectations (e.g., through surveys, listening sessions, or				

Action Item	(Not In Place; Partially; Fully In Place ->)	NI	PI	FI
We understand and can explain the foundational concepts of behavior.				
We can explain the Behavior Pathway and the ABCs of behavior.				
We can explain the function of behavior and how motivation plays a key part in the behavior continuing or discontinuing.				
We can explain the differences between the tiers in a tiered behavioral support framework.				
We can articulate and explain the four (4) components of MTSS framework: systems, practices, data, outcomes.				
We can explain the components of a culturally responsive behavioral system (identity, voice, supportive environment, situational appropriateness, and data for equity).				
There exists individuals who are representative of staff (district and/or school-level) that will establish a data-based behavioral team.				
The team has administrative support and represents cultural groups of the school and community.				

## Building the Foundation of Effective Behavioral Systems

School: \_\_\_\_\_

Item	Current Status (NI, PI, FI)	Action	Who	When
<b>Module 1: Behavior Basics and What's a Behavioral System</b>				
We understand and can explain the foundational concepts of behavior.				
We can explain the Behavior Pathway and the ABCs of behavior.				
We can explain the function of behavior and how motivation plays a key part in the behavior continuing or discontinuing.				
We can explain the differences between the tiers in a tiered behavioral support framework.				

# Additional Regional Trainings/Topics that are Aligned to this Work

- PBIS Tier 1 Suite
- PBIS Tier 2 Suite
- Working with Families to Improve Student Outcomes
- Pyramid Model
- TIPS
- Integrating Trauma Sensitivity within a PBIS Framework
- Family and Community Engagement in Tier 1 PBIS

# Module 1 Activities

Suggested Activities and Resources

# Quick Audit/Resource Map for Current Practices within a Three-Tiered Model of Support



## Step 1: Identify all programs/initiatives/common practices by tier

- Tier 1 - How do you support all children? Core Curriculum - “everyone gets”
- Tier 2/3- How do you support students who need more support? How do you build on the foundation so that all Tier 2/3 activities are a natural extension of core curriculum?

## Step 2: Consider the following questions:

- Can you identify an outcome for each practice? Are these evidence-based practices?
- How do you measure effectiveness? (Staff performance)
- How do monitor progress? (Student impact)
- How do you support teachers? (Staff supports)
- How are they linked to School Improvement? (Integrated approach)
- Identify any additional action steps needed. Do you need to enlist the other members of your team and/or faculty to complete this quick audit of practices at your school?

**Quick Audit/Resource Map of Current Practices Within a Three-Tiered Model of Support**

**Model of Support**

**Step 1:**  
Identify all programs/initiatives/common practices by Tier

- Tier 1 - How do you support all children? Core Curriculum - “everyone gets”
- Tier 2/Tier 3 - How do you support students who need more support? How do you build on the foundation so that all Tier II, III activities are a natural extension of core curriculum?

**Tier 1 Core Practices:**

A pyramid diagram with three horizontal sections: a red top section, a yellow middle section, and a green bottom section.

**Tier 2 Core Practices:**

**Tier 3 Core Practices:**

**Step 2:**  
Consider the following questions:  
Can you identify an outcome for each practice? Are these evidence-based practices?  
How do you measure effectiveness? (Staff performance)  
How do monitor progress? (Student impact)  
How do you support teachers? (Staff supports)  
How are they linked to School Improvement? (Integrated approach)



# Module 2 Activities

Suggested Activities and Resources

# Developing Schoolwide Expectations



Activity 1: Build Expectations

Activity 2: Create a Matrix

Activity 3: Identify Locations/Settings

Activity 4: Develop Rules

Activity 5: Finalize Matrix

Building the Foundation of Effective Behavior Systems  
School: \_\_\_\_\_ Date: \_\_\_\_\_

**Building Expectations**  
If your school system does not have school-wide expectations, proceed to developing expectations for your school, consider the following activity:

- Each team member gets three sticky notes to record one expectation per sticky note.
- Enter expectations considered in the box below.
- Reach consensus as a team on three to five
- Can you give your school expectations an easy to remember and catchy name?

Expectations Considered	Ideas for the Name of the School Expectations

Expectations	Locations				
1.					
2.					
3.					
4.					
5.					

# Classroom Managed vs. Office Managed



Refer to your district's behavior definitions and/or the SWIS behavior definitions and complete a T-Chart for Minor (teacher managed) vs. Major (office managed) behaviors

Building the Foundation of Effective Behavior Systems

School: \_\_\_\_\_ Date: \_\_\_\_\_

**Behavior T-Chart**

**Step 1:** Brainstorm all student behaviors observed in your setting and write them all down  
**Step 2:** Sort each behavior into one column:

- Minor (Classroom-Managed)
- Major (Office-Managed)

**Step 3:** If a behavior could fit both, place it in both columns for now  
**Step 4:** Review as a team and agree on placement before moving to definitions

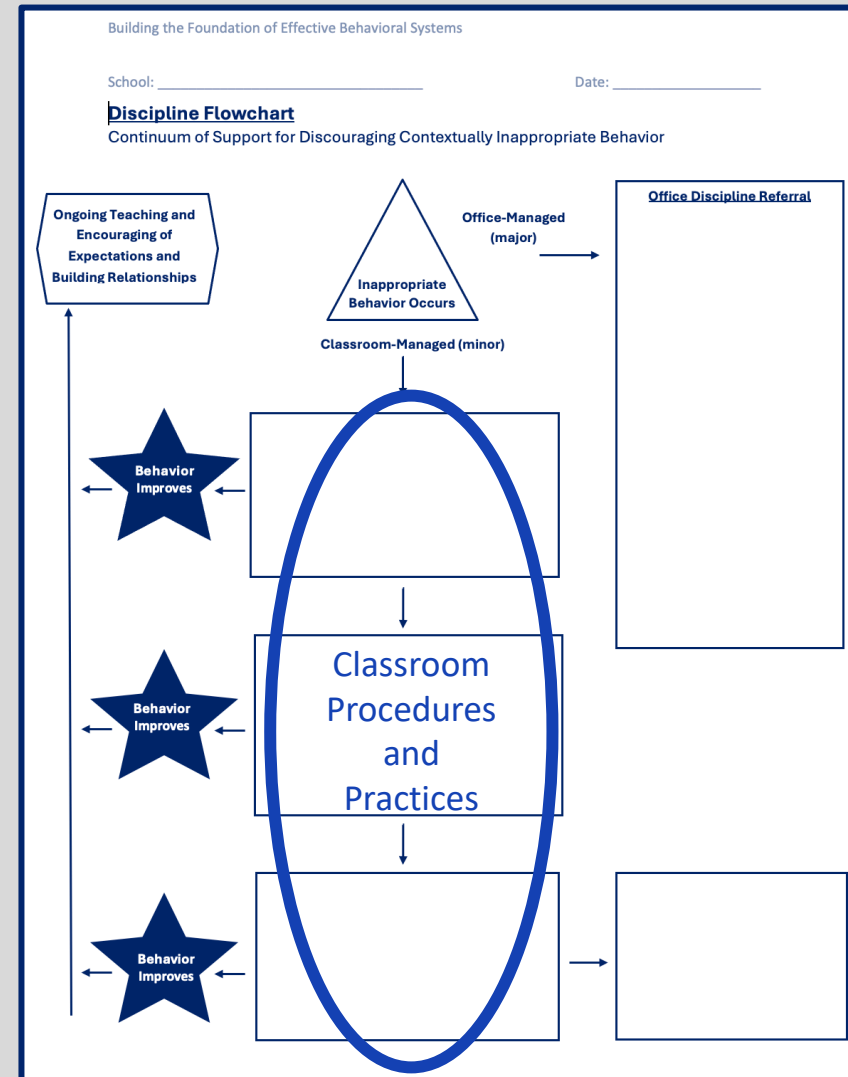
Minor (Classroom-Managed)	Major (Office-Managed)



# Developing a Discipline Flow Chart

## Minor Behavior Incidents

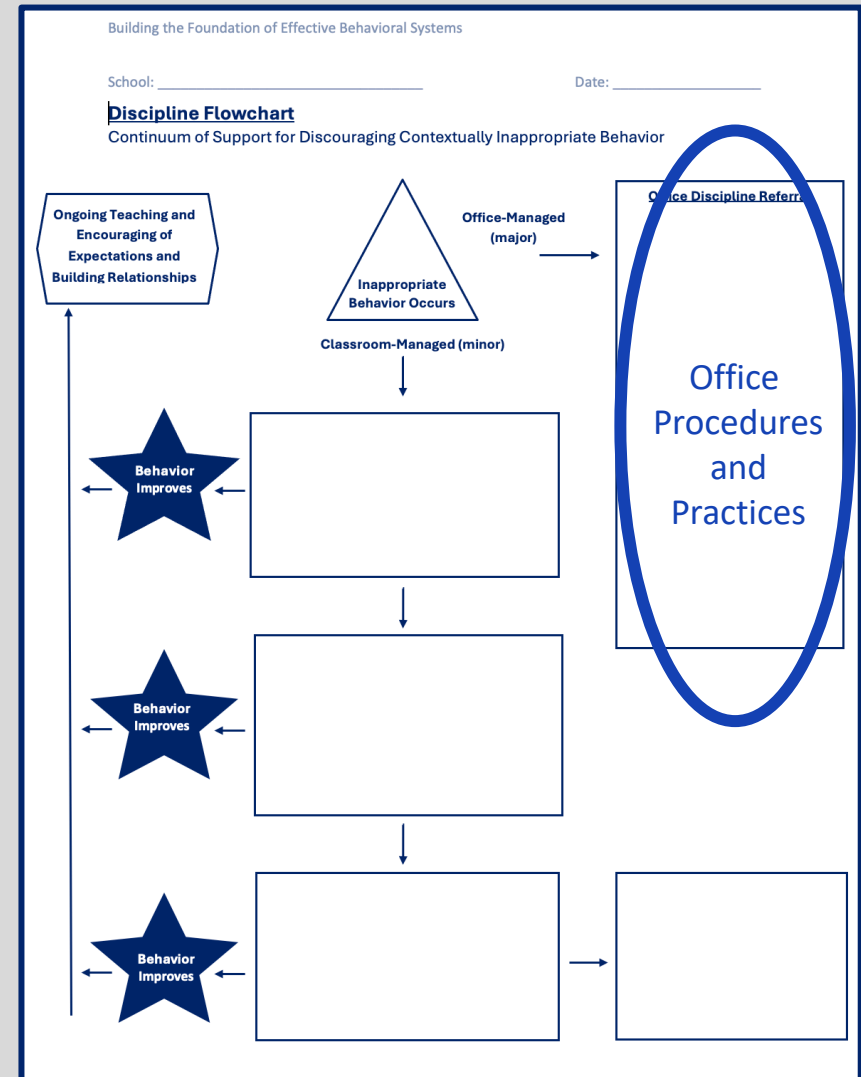
1. Identify your continuum of strategies.  
Include prevention strategies  
Include re-teaching and other classroom management practices
2. Add your continuum to the flowchart to document the process for responding to behavior. Avoid “3 minors equals a major” logic.
3. When do staff complete a minor incident form?



# Developing a Discipline Flow Chart

## Major Behavior Incidents

1. Identify your administrator-office processes and practices:
  - Include prevention strategies.
  - Include re-teaching and other approaches.
2. Add your continuum to the flowchart to document the process for responding to major problem behaviors.
3. When do staff complete an ODR form?



# Modify/Develop Referral Form



- Review the resources for constructing your ODR form
- Review sample data collection ODR form
- Review your current ODR form and identify data fields to add
- Identify data collection form and process for classroom-managed behaviors (minor)
- Identify when and how you will train and support staff in using data collection tools

**PBIS Apps**

### SWIS Referral: Elementary Example

Who		
Student	Referring Staff	Others Involved
Name _____	Name _____	<input type="checkbox"/> None <input type="checkbox"/> Peers <input type="checkbox"/> Staff <input type="checkbox"/> Substitute <input type="checkbox"/> Teacher <input type="checkbox"/> Other _____

Context (when and where)	
Date	Location
_____	<input type="checkbox"/> Classroom <input type="checkbox"/> Distance Learning <input type="checkbox"/> Hall/Breezeway <input type="checkbox"/> Cafeteria <input type="checkbox"/> Bathroom <input type="checkbox"/> Playground/Outdoor <input type="checkbox"/> Locker Room <input type="checkbox"/> Gym <input type="checkbox"/> Time <input type="checkbox"/> Art Room <input type="checkbox"/> Library <input type="checkbox"/> Music Room <input type="checkbox"/> Computer Lab <input type="checkbox"/> Common Area <input type="checkbox"/> Special Event/Field Trip <input type="checkbox"/> Off Campus <input type="checkbox"/> Office <input type="checkbox"/> Bus <input type="checkbox"/> Bus Loading Zone <input type="checkbox"/> Parking Lot <input type="checkbox"/> Other _____

What Behavior	
Staff-managed Behavior	Administrator-Managed Behavior (Circle most impactful to learning/climate)
<input type="checkbox"/> Inappropriate Language <input type="checkbox"/> Material/Property Misuse <input type="checkbox"/> Physical Contact/Aggression <input type="checkbox"/> Dress Code Violation <input type="checkbox"/> Tech Violation <input type="checkbox"/> Tardy <input type="checkbox"/> Disrespect* <input type="checkbox"/> Disruption* <input type="checkbox"/> Defiance/Non-compliance* <input type="checkbox"/> Other _____	<input type="checkbox"/> Abusive/Inappropriate Language <input type="checkbox"/> Academic Dishonesty <input type="checkbox"/> Lying <input type="checkbox"/> Dress Code Violation <input type="checkbox"/> Skip Class <input type="checkbox"/> Tardy <input type="checkbox"/> Theft <input type="checkbox"/> Defiance/Non-compliance* <input type="checkbox"/> Disrespect* <input type="checkbox"/> Disruption* <input type="checkbox"/> Fighting <input type="checkbox"/> Bullying <input type="checkbox"/> Physical Aggression <input type="checkbox"/> Harassment - Identify Subtype <input type="checkbox"/> Gender <input type="checkbox"/> Physical Characteristics <input type="checkbox"/> Race <input type="checkbox"/> Religion <input type="checkbox"/> Sexual <input type="checkbox"/> Disability/Exceptionality <input type="checkbox"/> Ethnicity <input type="checkbox"/> Other _____ <input type="checkbox"/> Inappropriate Location <input type="checkbox"/> Technology Violation <input type="checkbox"/> Threatening Behavior <input type="checkbox"/> Property Damage/Vandalism <input type="checkbox"/> Bomb Threat/False Alarm <input type="checkbox"/> Other _____

Staff Perceptions and Response	
Perceived Motivation	Actions Taken (Circle most severe)
<b>Escape/Avoid</b> <input type="checkbox"/> Adult(s) <input type="checkbox"/> Peer(s) <input type="checkbox"/> Tasks/Activities/Sensory	<input type="checkbox"/> Conference with Student <input type="checkbox"/> Individualized Instruction <input type="checkbox"/> Caregiver/Guardian Contact <input type="checkbox"/> Request for Additional Support <input type="checkbox"/> Restorative Practice - Identify Subtype <input type="checkbox"/> Chat <input type="checkbox"/> Impromptu Circle <input type="checkbox"/> Other _____ <input type="checkbox"/> Community Service <input type="checkbox"/> Restitution <input type="checkbox"/> Loss of Privilege <input type="checkbox"/> Additional Attendance <input type="checkbox"/> Bus Suspension <input type="checkbox"/> Alternative Placement <input type="checkbox"/> Classroom Exclusion/Time-Out <input type="checkbox"/> Detention <input type="checkbox"/> In-School Suspension ____ days <input type="checkbox"/> Out-of-School Suspension ____ days <input type="checkbox"/> Expulsion <input type="checkbox"/> Action Pending <input type="checkbox"/> Other _____
<b>Obtain</b> <input type="checkbox"/> Adult <input type="checkbox"/> Peer <input type="checkbox"/> Items/Activities/Sensory	Seclusion/Restraint <input type="checkbox"/> None <input type="checkbox"/> Restraint <input type="checkbox"/> Seclusion <input type="checkbox"/> Seclusion & Restraint

Notes

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Building the Foundation of Effective Behavioral Systems

School: \_\_\_\_\_ Date: \_\_\_\_\_

### Constructing/Updating Your Office Discipline Referral Form

- Review resources below for constructing your Office Discipline Referral (ODR) Form
- Review sample data collection ODR form
- Review your current ODR form and identify data fields to add
- Identify data collection form and process for classroom-managed behaviors (minor)
- Identify when and how you will train and support staff in using data collection tools

Resources	
<p><b>Do your data collection tools have all the information you need to make data-informed decisions?</b></p> <ul style="list-style-type: none"> <li>• Student's name</li> <li>• Problem behavior (with designation of staff managed or office managed)</li> <li>• Date</li> <li>• Possible motivation</li> <li>• Time of incident</li> <li>• What was happening before the behavior (antecedent)?</li> </ul>	<ul style="list-style-type: none"> <li>• Location of incident</li> <li>• Possible consequences</li> <li>• Student's teacher</li> <li>• Administrative decision</li> <li>• Student's grade level</li> <li>• Other comments (keep brief)</li> <li>• Referring staff name</li> <li>• Others involved</li> </ul>
<p><b>Office Referral Documentation</b></p> <p>Once you have clearly defined what behaviors are office-managed, you will want to develop an office referral form that provides a count of the number of behavior incidents, the types of behavior infractions, the time and location of their occurrence, and the students and staff who were involved. This allows you to document lost instructional time, problematic locations and times, and identify trends across the year. These contextual factors need to be included on your office referral form.</p>	<p><b>Teacher's Role in Office Referral Process</b></p> <ul style="list-style-type: none"> <li>• Work consistently to address staff-managed behaviors and refer students according to the definitions for office-managed behaviors</li> <li>• Thoroughly complete the Office Referral Form (ODR); be prepared to meet with the administrator for follow up</li> <li>• Send the student to the office; use an escort or call the office if safety is an issue</li> <li>• Notify the office when student has been sent</li> <li>• Be prepared to visit with the administrator to determine restitution, make up work, additional interventions, etc.</li> <li>• Accept the student back into class when the administrator determines readiness and ensure a smooth transition for the student</li> </ul>
<p><b>Preparing Staff</b></p> <p>You will want to prepare staff for using the office referral form consistently. This will involve their understanding the rationale for the form, their role in making a referral, and what they can expect will occur in the referral process (e.g., problem resolution, possible consequences, data entry, visits to referring staff, etc.). The teacher's role in making an office referral</p>	<p><b>Administrator Procedures</b></p> <p>For the majority of routine problems referred to the office, the administrator or designee will calm the student, review the referring problem, re-teach alternative behaviors for handling the problem (e.g., teaching matrix behaviors, deliver consequences, and help prepare the student for a successful return to the classroom or program). Advance planning should occur for handling crisis or illegal infractions and how law enforcement and crisis teams will work with the school staff</p>

# Code of Conduct Review



## CADPPE


This tool can be used to review districts code of conduct to assess for 8 elements of equity including:

- specific commitment to equity
- family/community partnerships in policy and procedure development and practice
- focus on implementing positive, proactive behavior support practices
- clear, objective discipline procedures
- removal or reduction of exclusionary practices
- graduated discipline systems with instructional alternatives to exclusion
- procedures with accountability for equitable student outcomes
- equity in early childhood settings

## The Key Elements of Policies to Address Discipline Disproportionality

This tool can provide additional insight into the elements if using the CADPPE or it can be used in conjunction with the Discipline Policies and Procedures Summary to summarize the presence or absence of information pertaining to elements and their critical features and then use of the action planning document to establish effective policies

Section One	
Present	Element 1: Discipline Policy/Procedure
1.	Does the discipline policy/procedure contain specific language regarding cultural, ability, decrease suspension for a
2.	Does the mission statement have specific language regarding cultural, ability, decrease suspension for a
3.	Does the policy/procedure have explicit language to publicize in newsletters, proposals
4.	Is the long-term objective of the discipline
Present	Element 2: Family/Community
2a (Development)	Does the policy/procedure communicate a plan to seek input from those families whose students are impacted by the policy, families on the committee?
5.	Does the policy/procedure include written communication to families (e.g. families receive policy at the time of the meeting)?
6.	Does the policy/procedure include written communication to families (e.g. families receive policy at the time of the meeting)?
7.	Does the policy/procedure include regular communication to families (e.g. families receive policy at the time of the meeting)?
2b (Practice)	Are families given an opportunity to develop a plan to address the discipline of their child?
8.	Does the policy/procedure promote proactive behaviors in students (e.g., developing school rules, developing school culture)?
9.	Does the policy/procedure promote reactive behaviors in students (e.g., developing school rules, developing school culture)?
10.	Does the policy/procedure promote reactive behaviors in students (e.g., developing school rules, developing school culture)?
11.	Does the policy/procedure describe the need for and eating habits, family events, favorite activities, and other information?
12.	Does the policy/procedure promote embedded activities and activities?



**PBIS** Positive Behavioral Interventions & Supports  
DEVELOPMENTAL DISCAPACITIES  
 DEPT. TECHNICAL ASSISTANCE CENTER

September 2015

## Key Elements of Policies to Address Discipline Disproportionality: A Guide for District and School Teams

Ambra Green, Rhonda Nese, Kent McIntosh, Vicki Nishioka, Bert Eliason, & Alondra Canizal Delabra

This practice guide is one of a series of guides for enhancing equity in school discipline. The guides are based on a 5-point multicomponent intervention described by McIntosh, Girvan, Horner, Smolkowski, and Sugai (2014). The 5 points include engaging instruction, School-wide PBIS as a foundation for culturally-responsive behavior support, use of disaggregated discipline data, equity policies, and reducing bias in discipline decisions. This guide addresses equity policies.

The recommendations and guides are available at:  
<http://www.pbis.org/school/equity-pbis>

**Introduction**  
 The purpose of this guide is to provide resources for districts and schools in developing policies and procedures to reduce racial and ethnic disproportionality in school discipline. The guide will describe and provide examples of key elements for policy and their application in schools. It also provides a process and tool for assessing aspects of policies to enhance equitable discipline.

**Audience**  
 This guide is designed primarily for use by district teams seeking to reduce racial and ethnic disproportionality in school discipline, regardless of whether they are implementing SWPBIS. It provides examples of content that could be included in board policies or district administrative rules and regulations. School teams may also use this guide in developing school-specific policies and procedures. This guide is not intended to replace legal counsel for policies required by local, state, and federal legislation.

# Module 3 Activities

Suggested Activities and Resources

# Complete Team's TOR



Complete the TOR to clarify your team's purpose, roles, norms, and decision-making processes to support efficient and effective team meetings

**Directions - Follow the guiding questions and:**

### Identify the Team

- Record the team name, members, and roles

### Define Purpose & Outcomes

- Agree on why this team exists, what it is responsible for, and what message staff should understand about the team's work

### Establish Team Norms

- Identify expectations for how the team will work together (e.g., participation, communication, follow-through)

### Clarify Roles & Responsibilities

- Assign meeting roles (e.g., team lead, minute taker, timekeeper, data analyst) and clarify responsibilities before, during, and after meetings

### Set Operating Agreements

- Document meeting schedule, communication protocols, and how decisions will be made

Building the Foundation of Effective Behavioral Supports  
 School: \_\_\_\_\_ Date: \_\_\_\_\_

Terms of Reference (TOR)		
Name of Team	Team Member Name	Position
Component	Guiding Questions	Team Decisions
Purpose: Goals and Objectives	<ul style="list-style-type: none"> <li>• What are the main purposes of this team?</li> <li>• What do you set out to achieve?</li> <li>• What message do you want to convey to staff about your work?</li> </ul>	
Team Norms	<ul style="list-style-type: none"> <li>• What are our ways of work and expectations of each other when working together?</li> </ul>	
Meeting Roles and Responsibilities	<ul style="list-style-type: none"> <li>• Who participates in these team meetings and in what ways?</li> <li>• What are the responsibilities of each role before, during, and after the meeting?</li> </ul>	<b>Coach/Team Lead:</b> <b>Minute Taker:</b> <b>Timekeeper:</b> <b>Data Analyst:</b> <b>Other:</b>

# Identify Data Sources



*Identify the core Tier 1 data the team will routinely use to monitor schoolwide systems, equity, and outcomes.*

## Directions:

1. Identify what schoolwide decisions this team is making? (e.g., prevention, reteaching expectations, acknowledgment systems)
2. Sort Data by Purpose
  - Identify data that show:
    - Outcomes (are student behavior and school climate improving?)
    - Fidelity (are practices in place as intended?)
    - Equity (who is and is not benefiting?)
3. Select Core Tier 1 Data Sources
  - Choose a small, manageable set of data the team will review consistently.
    - Identify what the data tells the team
    - Define the data collection and entry schedule
    - Determine the procedures for generating the reports
    - Detail the review schedule

Building the Foundation of Effective Behavioral Systems

School: \_\_\_\_\_ Date: \_\_\_\_\_

**Identifying Data Sources**

1. Identify what schoolwide decisions this team is making? (e.g., prevention, reteaching expectations, acknowledgment systems, implementation fidelity)

2. Sort Data by Purpose  
Identify data that show:
  - Outcomes (are student behavior and school climate improving?)
  - Fidelity (are practices in place as intended?)
  - Equity (who is and is not benefiting?)

Outcomes	Fidelity	Equity

3. Select Core Tier 1 Data Sources  
Choose a small, manageable set of data the team will review consistently. Identify what the data tells the team, define the data collection and entry schedule, determine the procedures for generating the reports, and determine the review schedule.

# Develop Plan for Sharing Data



Building the Foundation of Effective Behavioral Systems

School: \_\_\_\_\_ Date: \_\_\_\_\_

**Developing Procedures for Sharing Tier 1 Data**

Directions:

- Using the Core Tier 1 Data Sources identified in the previous activity, determine how your team will share data to ensure transparency, collective responsibility, and action.
- For each data source, identify the audience, purpose for sharing, format, frequency, and responsible person. Define the expected follow-up action that will occur after data is shared.

Data Source	Audience (Who will see it?)	Purpose for Sharing	Format (How will it be shared?)	Frequency	Responsible Person & Follow-Up Action

- Using the Tier 1 data sources identified in the previous activity, determine how the team will share the data to ensure transparency, collective responsibility, and action
- For each data source, identify the audience, purpose for sharing, format, frequency, and the responsible person(s), and any necessary follow up actions
- Consider the framing and equity follow-up questions



Handout

# PBIS Readiness Checklist

Modified by the Technical Assistance Partnership for Behavior from the Wisconsin Response to Intervention (RtI) Center, PBIS Network, & Midwest PBIS (August 2020)

Key: italicized font = *Training*; bold font = **Tool**

Items to Complete	Item Complete?																														
1. The District and/or School-Level <b>Partnership Collaboration Document</b> has been signed (please identify which Partnership Collaboration Document has been signed).	<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> IN PROGRESS*																														
2. A School Improvement Plan (SIP) exists that includes school-wide discipline (i.e. behavior, school safety, school climate) as one of the top three school goals. <b>Attach a recent copy of your SIP goals to this document.</b>	<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> IN PROGRESS*																														
3. A Positive Behavioral Interventions and Supports (PBIS) Tier 1 Team is formed and has broad representation including a building administrator, special and general education teachers, grade level representation, social worker and/or psychologist, support staff and parent. This team will commit to attend and participate in the sequence of Tier 1 Team trainings. <b>The team includes:</b>	<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> IN PROGRESS*																														
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Name:</th> <th style="width: 50%;">Position:</th> </tr> </thead> <tbody> <tr><td>1.</td><td></td></tr> <tr><td>2.</td><td></td></tr> <tr><td>3.</td><td></td></tr> <tr><td>4.</td><td></td></tr> <tr><td>5.</td><td></td></tr> <tr><td>6.</td><td></td></tr> <tr><td>7.</td><td></td></tr> <tr><td>8.</td><td></td></tr> <tr><td>9.</td><td></td></tr> <tr><td>10.</td><td></td></tr> </tbody> </table>	Name:	Position:	1.		2.		3.		4.		5.		6.		7.		8.		9.		10.										
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4. The Principal or Assistant Principal who is responsible for making discipline decisions, will be an active participant on the PBIS Tier 1 Team and agrees to attend team meetings on a consistent basis. In addition, the building administrator(s) will facilitate sharing of PBIS activities and discipline data with their staff on a monthly basis at staff meetings, through staff newsletters, or other forms of communication.  <b>Signature of Principal or Assistant Principal:</b> _____	<input type="checkbox"/> YES <input type="checkbox"/> NO																														
5. The PBIS Tier 1 Team commits to meet at least once a month and as needed to plan for implementation as well as analyze school-wide behavioral and academic data for use in the problem-solving process.  <b>PBIS Team Meeting Dates:</b>	<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> IN PROGRESS*																														
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6. The entire faculty, including the PBIS Tier 1 Team, participated in the <i>Staff Exploration of PBIS</i> .  <b>Date of Staff Exploration of PBIS presentation:</b> _____	<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> IN PROGRESS*																														



# Something to Consider...

If our plan were implemented exactly as written, would it lead to the **outcomes** we say we care about?

# Module 4: Closure

---

*Review Objectives*  
*Questions and Answers*  
*Evaluation Survey*  
*Contact Information*



# Module 4: Review of Objectives

## Participants will be able to:

- Understand how to develop effective action plans
- Use action plan items to rate their current behavior/discipline system based on the content discussed in Modules 1, 2 and 3
- Identify the strengths and needs of their current behavior/discipline system
- Prioritize action plan items and make them actionable by identifying what will be done, who will lead it, and by when
- Use the provided resources to complete action items that they will bring back to their school/district

**What questions do you have  
regarding content in module 4?**



# Module 4: Evaluation Survey

[Link here \(if applicable\)](#)

# Module Contact Us



New York State  
EDUCATION DEPARTMENT  
Knowledge > Skill > Opportunity



New York State Education Department  
Office of Special Education  
**Educational Partnership**  
Technical Assistance Partnership  
for Behavior



UNIVERSITY AT ALBANY

State University of New York

# Break



Please return at



# Exit Ticket

