

Level 2 Analysis: Process Data

The School Discipline Process

Purpose: Articulate your district/school's discipline process by considering the path taken by a student who is exhibiting behavior problems/needs in a classroom.

Directions: Please discuss this student's journey through the discipline process and record the following: (1) *key policies and practices that may affect or determine the student's outcome*, (2) *critical questions about bias that should be considered*, and (3) *possible gaps*.

	Stage 1: Student exhibits problem behavior/need and teacher submits a referral to the site administrator for he or him to consider.	Stage 2: The site administrator receives and evaluates the behavioral referral.	Stage 3: The site administrator recommends student be suspended and/or subsequent intervention series.
What are your school's policies and practices at each stage?			
What are some questions about bias belief that should be asked at each stage?	E.g., are there common social identities (i.e., race, gender, FRLP) found among students referred?	E.g., does the evaluation process consider cultural artifacts or processes as antecedents to the infraction situation?	E.g., does the intervention sequence isolate and/or punish student for extended time?
What are some possible gaps of each stage?			

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The Available Interventions

Purpose: Articulate your district/school’s available interventions for a student who is exhibiting an academic problem/need in a classroom.²

Directions: Please discuss range of available interventions and implementation.

	Stage 1: List of available interventions by tiers— <i>create this list by content area.</i>	Stage 2: Define timing of interventions—how long have these interventions been implemented?	Stage 3: Define the location of interventions—are these interventions commonly available and used by all practitioners?
Tier 1: School/classroom wide systems for all students, staff, and settings			
Tier 2: Specialized group for students who are demonstrating at-risk behavior (i.e., periodic behavior but not consistent)			
Tier 3: Specialized group for students who are demonstrating high-risk behavior (i.e., consistent behavior when specific triggers are present)			

²Adapted from www.pbis.org. Considerations for behavioral interventions: (1) teaching and reinforcing context-appropriate social behaviors or skills; (2) removing antecedent factors that trigger occurrences of problem behavior; (3) adding antecedent factors that trigger occurrences of context-appropriate social skills; (4) removing consequence factors that maintain (function) occurrences of problem behaviors; (5) adding consequence factors that maintain occurrences of context-appropriate social behaviors.

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Effectiveness of Interventions

Purpose: Articulate your district/school's intervention effectiveness for a student who is exhibiting an academic problem/need in a classroom.

Directions: Please discuss intervention effectiveness and demonstrate evidence.

Intervention Level	What are the most effective interventions and why? Demonstrate evidence of effectiveness.
Tier 1 School/classroomwide systems for all students, staff, and settings	
Tier 2 Specialized group for students demonstrating at-risk behavior	
Tier 3 Specialized group for students demonstrating high-risk behavior	

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Review Code of Conduct

Purpose: Review your district/school’s code of conduct in relation to outcome data.

Directions: Please discuss gaps in code of conduct translation/ interpretation.

<p>Given findings in the tables for items 13–15, examine how well the code of conduct provides explanation of each infraction/reason and its differentiations by grade level/age.</p>	
<p>Given findings in the tables for items 19–21, examine how well the code of conduct provides an outline of each infraction/reason and progressive ladder of actions or consequences.</p>	

Level 2 Analysis: Process Data**Review Behavioral Referral Form**

Purpose: Review your district/school's referral form in relation to outcome data.

Directions: Please discuss gaps in behavioral referral form and its translation/interpretation.

<p>Given findings in the tables for items 13–15, examine how well the referral form provides an opportunity for explanation of antecedents regarding infraction/reason.</p>	
<p>Given findings in the tables for items 19–21, examine how well the referral form provides an opportunity for documentation of actions or consequences previously attempted.</p>	

Level 3 Analysis: Outcome + Process Data = Root Causes

Identify Process Gaps	Identify How Process Gaps Lead to Outcomes	Preliminary Remedies of Process Gaps