

## THE OFFICE REFERRAL FORM (ODR Form)

**Purpose:** To provide an efficient and effective discipline data gathering form that provides key, relevant information that can be easily summarized and presented.

### Tips and Guidelines:

- Use SWIS (School-Wide Information System) guidelines to assure that essential fields of information are included in the data collection form (SWIS guidelines can be found in this section of the manual)
- Use check-offs rather than handwritten data (for efficiency)
- Limit lines in a comment section (or eliminate comment section) and provide guidelines as to what type of supporting comments provide helpful/useful information
- Promote the idea that the ODR form is primarily a data collection tool
- Promote the idea that consistency in the use of the ODR form (reporting the behaviors) is essential for accurate data collection
  - when ODR forms are used properly and consistently, we can then make valid data-based decisions about where to focus school-wide and targeted behavioral efforts
  - if only SOME staff use the forms consistently, or if staff use various methods to identify and report problem behavior, school-wide data will be inaccurate
- If using the SWIS system, align the ODR form with the order of SWIS referral entry (See SWIS examples in this section of the manual)
- Remember to include student motivator (what a student gets or avoids as result of the behavior) as a field of information on your form (see ODR examples)
  - Staff are sometimes reluctant to guess about motivation
  - Encourage staff to make a best guess
  - When a pattern of motivation is seen for students with repeated office referrals, this information helps a behavioral support team to hypothesize the function of the student's behavior
- Assure staff that if they provide the data, the data will be utilized for strategic decision-making and will be shown back to them when aggregated and summarized
- Provide ongoing support for staff regarding problem behavior definitions and consistency regarding Major (office handled) vs. Minor (staff handled) behavior (See "Problem Behavior Definitions section in this manual)
- Have a consistent process for responding to problem behaviors at minor and major levels
  - Include staff input and involvement in developing an effective response process for majors and minors