

Discipline Categories Exercise Answer Sheet

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| --- | --- | --- | --- |
| Problem Behavior | **Exercise 1** | Exercise 2 | **Exercise 3** |
| Inappropriate language |  |  |  |
| Arson |  |  |  |
| Bomb Threat/ False Alarm |  |  |  |
| Defiance/ Disrespect |  |  |  |
| Disruption |  |  |  |
| Dress Code Violation |  |  |  |
| Aggression/ Fighting |  |  |  |
| Forgery/ Theft |  |  |  |
| Gang Display |  |  |  |
| Harassment/ Bullying |  |  |  |
| Inappropriate Affection |  |  |  |
| Out of Bounds |  |  |  |
| Lying |  |  |  |
| Property Damage |  |  |  |
| Skip/ Truancy |  |  |  |
| Tardy |  |  |  |
| Technology Violation |  |  |  |
| Alcohol |  |  |  |
| Combustibles |  |  |  |
| Drugs |  |  |  |
| Tobacco |  |  |  |
| Weapons |  |  |  |
| Other |  |  |  |

Discipline Categories Exercise Answer Sheet

\*\*\*\*THIS SHEET PROVIDES THE ANSWERS\*\*\*\*

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| --- | --- | --- | --- |
| Problem Behavior | **Exercise 1** | Exercise 2 | **Exercise 3** |
| Inappropriate language | H | F | I |
| Arson | F | H | U |
| Bomb Threat/ False Alarm | N | O | N |
| Defiance/ Disrespect | V | Q | E |
| Disruption | J | N | D |
| Dress Code Violation | C | B | R |
| Aggression/ Fighting | T | A | S |
| Forgery/ Theft | K | S | J |
| Gang Display | M | V | K |
| Harassment/ Bullying | P | I | A |
| Inappropriate Affection | R | K | M |
| Out of Bounds | W | P | B |
| Lying | G | C | O |
| Property Damage | A | R | L |
| Skip/ Truancy | O | T | Q |
| Tardy | B | D | T |
| Technology Violation | U | G | F |
| Alcohol | Q | J | P |
| Combustibles | I | L | C |
| Drugs | L | U | H |
| Tobacco | E | M | G |
| Weapons | S | E | V |
| Other | D |  |  |

**Exercise 1: Match the definition below to the correct problem behavior on the discipline categories answer sheet. Write the letter in the column for exercise 1.**

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|  | **Definition** |
|  | Student deliberately impairs the usefulness of property. |
|  | Student is late to class or the start up of the school day. |
|  | Student wears clothing that does not fit within the dress code guidelines practiced by the school/district. |
|  | Problem behavior causing this referral is not listed above. Staff using this area will specify the problem behavior observed. |
|  | Student is in possession of or is using tobacco. |
|  | Student plans on/or participates in malicious burning of property. |
|  | Student delivers message that is untrue and/or deliberately violates rules. |
|  | Verbal messages that include swearing, name calling or use of words in an inappropriate way. |
|  | Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, lighter fluid). |
|  | Behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or out-of-seat behavior. |
|  | Student is in possession of, having passed on, or being responsible for removing someone else’s property or has signed a person’s name without that person’s permission. |
|  | Student is in possession of or is using illegal drugs/substances or imitations. |
|  | Student uses gestures, dress, and/or speech to display affiliation with a gang. |
|  | Student delivers a message of possible explosive materials being on-campus, near campus, and/or pending explosion. |
|  | Student leaves class/school without permission or stays out of class/school without permission. |
|  | Student delivers disrespectful messages (verbal or gestural) to another person that include threats and intimidation; obscene gestures, pictures, or written notes.  Disrespectful messages include negative comments based on race, religion, gender, age, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters. |
|  | Student is in possession of or is using alcohol. |
|  | Student engages in inappropriate (as defined by school) verbal and/or physical gestures/contact, of a sexual nature to another student/adult, either consensual or non-consensual. |
|  | Student is in possession of knives or guns (real or look alike), or other objects readily capable of causing bodily harm. |
|  | Actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.). |
|  | Student engages in inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer. |
|  | Refusal to follow directions, talking back and/or socially rude interactions. |
|  | Student is in an area that is outside of school boundaries (as defined by school). |

**Exercise 2: Match the example situation below to the correct problem behavior on the discipline categories answer sheet. Write the letter in the column for Exercise 2.**

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|  | **Example Situation** |
|  | Isaac picks up his lunch and notices that another student is sitting in his usual spot at the table. Isaac squeezes into his spot forcing the student to abruptly slide off the seat and onto the floor. |
|  | Ian comes to school wearing a T-shirt with a sexually suggestive picture. |
|  | During the test, Timothy is looking at Jennifer’s paper and copying her answers. |
|  | Taneshia walks to school each morning. She plays in the yard across from the school until the bell rings. After she sees all the students run into the building, she walks towards the school, late again. |
|  | Cory uses a pocket knife to slice her apple at lunch. |
|  | The first grade class writes in a journal. The topic focuses on a particular letter each day. During the letter “F” day, Sarah writes a word she has learned from some touch kids on the playground. She shows her journal to all of the students around her. |
|  | Samantha glances repeatedly at her cell phone during class to read text messages sent from her friends. |
|  | James sets the contents of a school dumpster on fire. |
|  | Alexandra has been following Ben around the playground. She sometimes makes various noises (that seem to bother him) when she is near. Sometimes she tells Ben how she and her brother will stop him on the way home from school and beat him up. |
|  | Jay and his friends pour the contents of a flask into their hot chocolate at a football game. |
|  | Ashley pinches her boyfriend’s butt as he walks past her desk. |
|  | Bobby pulls out a box of sparklers from his backpack at recess. |
|  | Mrs. Miller smells smoke coming from the girls’ restroom. When she enters she finds Kelly putting out a cigarette in the sink. |
|  | Heather and Amanda are supposed to be quietly playing a math game together. After being redirected several times, they continue whispering to other students and then quickly hiding behind the bookshelves and laughing together. |
|  | Elias begins the rumor that explosive materials have been found on school grounds. |
|  | Susan and Jill are best friends. Jill lives several houses down from the school. During lunch Jill talks Susan into coming over to see her new puppy. The school has a rule about staying on school property at lunch. |
|  | Billy’s teacher asks the class to take out their math book. Billy groans and says that math is stupid while not taking out his book. His teacher then tells him he needs to get his book from his desk. Billy says he hates math, he hates school and he is not going to do it. |
|  | Mr. Walter happens to walk into the boys’ restroom to find Matt and Chris wadding up paper towels and stuffing them into the toilet. |
|  | Rebecca has been having difficulty with her assignments at school. Her teacher, Ms. Swanson, sent a note home with Rebecca to be signed by her parents and returned the next day. However, when the note was returned the signature was Rebecca’s mother’s name but written in Rebecca’s handwriting. |
|  | Jerry was sent to the Reflection Center after visiting a Buddy Room. He is asked to sit at the table and complete the assignment that his teacher sent him. Jerry leaves the room without permission. |
|  | Mark laughs when he shows his friends a bag of cooking herbs and they believe it is marijuana. |
|  | At the end of a class presentation Justin quickly flashes a hand gesture that causes some students in the class to cheer and others to become angry. |

**Exercise 3: Match the example situations below to the correct problem behavior on the discipline categories answer sheet. Write the letter in the column for Exercise 3.**

|  |  |
| --- | --- |
|  | **Example Situation** |
|  | While the students are returning to the room from gym class, Marc turns around and tells everyone to look at “ugly wiremouth”. Jacob, who just received braces looks down and turns away from the group. |
|  | Ivan walks back into his classroom carrying a soda from McDonald’s after lunch. The school has a closed campus and does not allow students to leave for lunch. |
|  | When Ellen reaches into her pocket to pay for lunch a lighter falls out. |
|  | While riding home on the school bus, Dion was shouting and making loud noises to other students who were walking on the sidewalk. |
|  | The snowplow piles the snow near the playground. The playground rules state that students must stay off the snow hill. The playground supervisor tells Danielle to “come down from the hill.” She complies but then runs back up the hill. |
|  | Robert is found using his teacher’s computer. He is reading personal information on other students. |
|  | When Tyler is asked if he has any gum, he offers his friend a piece of Nicorette. |
|  | An unlabeled bottle of pills is found in Kim’s locker. |
|  | The bus driver hears James call another student a “@#&\*%! loud mouth.” |
|  | Stacey dropped her backpack on the way out the door. A classroom calculator fell to the floor as well as the missing cassette tape of the class’s favorite “tunes.” |
|  | Anisa’s latest art project contains hidden gang symbols. |
|  | Jeffrey is caught ripping motorcycle pictures out of a magazine from the media center. |
|  | Between class periods Rob and Janice meet at their lockers where they kiss and make plans for after school. |
|  | Michelle threatens to blow up the school when her peers make fun of her. |
|  | Amber notices that Leah has a new gel pen in her favorite color. Amber tells her teacher that Leah took her best gel pen and it is in her desk. |
|  | Heather is randomly selected to take a breathalyzer tests at a school dance. Alcohol is detected. |
|  | Instead of going to music with the rest of her class, Heather slips into the restroom and spends the entire period there. |
|  | Ricky sits in the back of the classroom with his baseball cap pulled low over his face and covering his eyes. |
|  | Tonya tells Yolanda that her humming is “getting on her nerves.” Yolanda continues to hum so Tonya starts to poke Yolanda on her arm with a sharpened pencil. |
|  | Each morning, Chad hangs his coat and backpack on the hook in the hallway. He then takes out his Digimon cards and plays until everyone has left the hall. He is generally late due to this. |
|  | Amelia tells her friends about her plan to see what happens when she burns pencils using the Bunsen burner in science class next period. |
|  | Jon dresses as a police officer for the Halloween party and carries a fake gun as part of his costume. |

# Final Exercise

* Write problem behavior situation on 3x5 card
* On back of card, write category of the misbehavior
* Share example with others, check for agreement on referral category

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###### Referral Form Definitions

Version 4.4

August 2010

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## Intended Audience

Referral form definitions are for School Administrators, school teams and SWISTM Facilitators to use as a guide for defining all categories on an office discipline referral form.

## Description

The office referral categories that are available in SWISTM are listed with specific definitions for problem behaviors, locations, possible motivation, others involved and administrative decisions. All categories listed in the referral form definitions are available for SWISTM referral entries. School adopting SWISTM must enter referral information in the categories provided. The category labels can not be changed within the SWISTM program.

**SWISTM Office Referral Definitions**

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| **Minor Problem Behavior** | **Definition** |
| Defiance/Disrespect/ Non-compliance  (M-Disrespt) | Student engages in brief or low-intensity failure to respond to adult requests. |
| Disruption  (M-Disruption) | Student engages in low-intensity, but inappropriate disruption. |
| Dress Code  Violation  (M-Dress) | Student wears clothing that is near, but not within, the dress code guidelines defined by the school/district. |
| Inappropriate Language  (M-Inapp Lan) | Student engages in low-intensity instance of inappropriate language. |
| Other  (M-Other) | Student engages in any other minor problem behaviors that do not fall within the above categories. |
| Physical Contact/ Physical Aggression  (M-Contact) | Student engages in non-serious, but inappropriate physical contact. |
| Property Misuse  (M-Prpty Misuse) | Student engages in low-intensity misuse of property. |
| Tardy  (M-Tardy) | Student arrives at class after the bell (or signal that class has started). |
| Technology Violation  (M-Tech) | Student engages in non-serious but inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer. |

| **Major Problem Behavior** | **Definition** |
| --- | --- |
| Abusive Language/ Inappropriate Language/ Profanity  (Inapp Lan) | Student delivers verbal messages that include swearing, name calling or use of words in an inappropriate way. |
| Arson  (Arson) | Student plans and/or participates in malicious burning of property. |
| Bomb Threat/  False Alarm  (Bomb) | Student delivers a message of possible explosive materials being on-campus, near campus, and/or pending explosion. |
| Defiance/Disrespect/ Insubordination/  Non-Compliance  (Disrespt) | Student engages in refusal to follow directions, talks back and/or delivers socially rude interactions. |
| Disruption  (Disruption) | Student engages in behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior. |
| Dress Code Violation  (Dress) | Student wears clothing that does not fit within the dress code guidelines practiced by the school/district. |
| Fighting  (Fight) | Student is involved in mutual participation in an incident involving physical violence. |
| Forgery/ Theft  (Forge/Theft) | Student is in possession of, having passed on, or being responsible for removing someone else's property or has signed a person’s name without that person’s permission. |
| Gang Affiliation Display  (Gang Display) | Student uses gesture, dress, and/or speech to display affiliation with a gang. |
| Harassment/Bullying  (Harass) | Student delivers disrespectful messages\* (verbal or gestural) to another person that includes threats and intimidation, obscene gestures, pictures, or written notes.  *\*Disrespectful messages include negative comments based on race, religion, gender, age, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters.* |
| Inappropriate Display of Affection  (Inapp affection) | Student engages in inappropriate, consensual (as defined by school) verbal and/or physical gestures/contact, of a sexual nature to another student/adult. |
| Inappropriate Location/ Out of Bounds Area  (Out Bounds) | Student is in an area that is outside of school boundaries (as defined by school). |
| Lying/Cheating  (Lying) | Student delivers message that is untrue and/or deliberately violates rules. |
| Other Behavior  (Other) | Student engages in problem behavior not listed. |
| Physical Aggression  (PAgg) | Student engages in actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.). |
| Property Damage/Vandalism  (Prop dam) | Student participates in an activity that results in destruction or disfigurement of property. |
| Skip class  (Skip) | Student leaves or misses class without permission. |
| Truancy  (Truan) | Student receives an ‘unexcused absence’ for ½ day or more. |
| Tardy  (Tardy) | Student is late (as defined by the school) to class or the start up of the school day (and Tardy is not considered a minor problem behavior in the school). |
| Technology Violation  (Tech) | Student engages in inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer. |
| Use/Possession of Alcohol  (Alcohol) | Student is in possession of or is using alcohol. |
| Use/Possession of Combustibles  (Combust) | Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, lighter fluid). |
| Use/Possession of Drugs  (Drugs) | Student is in possession of or is using illegal drugs/substances or imitations. |
| Use/Possession of Tobacco  (Tobacco) | Student is in possession of or is using tobacco. |
| Use/Possession of Weapons  (Weapons) | Student is in possession of knives or guns (real or look alike), or other objects readily capable of causing bodily harm. |
| Extra Info | Extra Info is a field that SWIS TM offers for schools to more clearly define categories within SWIS. Schools have three options available for Extra Info codes. **Examples are listed below.** |
| Extra Info 1: Harassment | Type of harassment observed during the incident (e.g. racial, sexual, religious, gender). |
| Extra Info. 2:  Hallway | Specific location of ‘hallway’ where the incident occurred (e.g. west wing). |
| Extra Info. 3:  Administrative Decision | Additional administrative decision regarding the incident. |

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| **Locations** | **Definition** |
| Art Room  (Art) | The area used for art classes and activities. |
| Bathroom/Restroom  (Bathrm) | Areas used by students for taking care of personal needs. |
| Bus  (Bus) | The area inside the bus. |
| Bus Loading Zone  (Bus zn) | The area used for bus loading and unloading. |
| Cafeteria  (Café) | The area used for breakfast and lunch. |
| Classroom  (Class) | Areas used for instructional purposes. |
| Commons/Common area  (Common) | Areas shared by students and staff for specific activities. |
| Computer Lab  (Comp) | Area used for group computer classes and activities. |
| Gym  (Gym) | Areas used for physical education activities. |
| Hallway/Breezeway  (Hall) | Areas designated for passing from one activity/class to another. |
| Library  (Library) | The area designated for research and study. |
| Locker Room  (Locker rm) | The area used by students to prepare for and completing physical education classes and/or sporting events. |
| Music Room  (Music rm) | The area used by students for music activities (e.g. music class, choir, band) |
| Off-Campus | An area beyond the property boundary of the school and not affiliated with a school activity. |
| Office  (Office) | The area used by school staff for primary school business and management. |
| Other Location  (Other) | The location for problem behavior event occurs in a location that is not listed |
| Parking Lot  (Park lot) | Areas used for parking vehicles during school hours. |
| Playground  (Plygd) | The outside area used for recess breaks. |
| Special Event/ Assembly/Field Trip  (Special evt) | Areas used for infrequent activities that occur in and/or out of school. |
| Stadium | Area used for athletic/special events. |
| Unknown Location  (Unknown) | The location of problem behavior event is not known or undetermined. |
| Vocational Room  (Voc Rm) | The area of a school used for vocational classes and activities. |

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| **Possible Motivation** | **Definition** |
| Avoid Adult  (Avoid a) | Student engages in problem behavior(s) to get away from adult(s). |
| Avoid Peer(s)  (Avoid p) | Student engages in problem behavior(s) to get away from/escape peer(s). |
| Avoid Tasks/Activities  (Avoid task) | Student engages in problem behaviors(s) to get away/escape from tasks and/or activities. |
| Obtain Adult Attention  (Ob a attn) | Student engages in problem behavior(s) to gain adult(s) attention. |
| Obtain items/Activities  (Ob itm) | Student engages in problem behavior(s) to gain items and/or activities. |
| Obtain Peer Attention  (Ob p attn) | Student engages in problem behavior(s) to gain peer(s) attention. |
| Other  (Other) | Possible motivation for referral is not listed above. Staff using this area will specify the possible motivation for this student’s problem behavior. |
| Unknown Motivation  (Unknown) | Student engages in problem behavior(s) for unclear reasons. |
| **Others Involved** | **Definition** |
| None  (None) | Student engages in problem behavior incident alone. |
| Other  (Other) | Student engages in problem behavior with person not listed above. |
| Peers  (Peers) | Student engages in problem behavior incident with peer(s). |
| Staff  (Staff) | Student engages in problem behavior incident with staff. |
| Substitute  **(**Substitute**)** | Student engages in problem behavior incident with substitute. |
| Teacher  (Teacher) | Student engages in problem behavior incident with teacher. |
| Unknown  (Unknown) | It is unclear if any others were involved in incident. |

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| **Administrative Decision** | **Definition** |
| Bus Suspension  (Bus susp) | Consequence for referral results in 1-3 day period when student not allowed on the bus. |
| Community Service  (Comm svc) | Consequence for referral results in involvement in community service activities or projects. |
| Conference with Student  (Conf) | Consequence for referral results in student meeting with administrator, teacher, and/or parent (in any combination). |
| Expulsion  (Expul) | Consequence for referral results in student being dismissed from school for one or more days. |
| Individualized Instruction  (Intruct) | Consequence for referral results in student receiving individualized instruction specifically related to the student’s problem behaviors. |
| In-School Suspension  (In-sch susp) | Consequence for referral results in a period of time spent away from scheduled activities/classes during the school day. |
| Loss of Privilege  (Loss priv) | Consequence for referral results in student being unable to participate in some type of privilege. |
| Other Admin. Decision  (Other) | Consequence for referral results in administrative decision that is not listed. Staff using this area will specify the administrative action taken. |
| Out-of-School Suspension  (Out-sch susp) | Consequence for referral results in a 1-3 day period when student is not allowed on campus. |
| Parent Contact  (Parent) | Consequence for referral results in parent communication by phone, email, or person-to-person about the problem. |
| Restitution/Community Service  (Restitution) | Consequence for referral results in apologizing or compensating for loss, damage, or injury; community services. |
| Saturday School  (Sat sch) | Consequence for referral results in student attending classes on a Saturday. |
| Time in Office  (Office) | Consequence for referral results in student spending time in the office away from scheduled activities/classes. |
| Time Out/Detention  (Detent) | Consequence for referral results in student spending time in a specified area away from scheduled activities/classes. |
| Unknown Admin. Decision  (Unknown) | Consequence is not known or undetermined. |