|  |  |
| --- | --- |
| |  | | --- | | **Best Practices: October Catch**  *by Dr. Kelsey Morris*  Did you know this is the most valuable time of year for predicting student behavioral success? It’s true. Beyond their utility in data-based decision making, office discipline referrals (ODRs) can be used as a screening measure to identify students who may benefit from targeted behavioral supports in addition to what is offered at the universal level of support1,2.    The number of ODRs students receive by the end of October is a highly accurate predictor of their ODR accumulation through the remainder of the year. Research results demonstrate 50% of students who reached the level of 6 or more total ODRs during the course of the year already had 2 or more ODRs by the end of October and 79% had 2 or more ODRs by the end of December3.  So, what does this mean for your schools/facilities? If you are waiting until students receive 6 or more ODRs to identifying them for additional support, you are probably waiting too long. By proactively using ODRs as a screening measure in the fall to identify students in need of additional supports, schools/facilities can intervene early and disrupt a student’s ODR growth trajectory.   Your schools/facilities can use SWIS to engage in this “October Catch”. Generate the Referrals by Student report to identify who has received 2 or more ODRs by the end of October. Use this information to intervene earlier and positively change the outcomes for a significant number of students. | |

|  |  |  |
| --- | --- | --- |
| |  | | --- | | 1. Tobin, T. J., Sugai, G., & Colvin, G. (1996). Patterns in middle school discipline records. Journal of Emotional and Behavioral  Disorders, 4, 82-94  2. Tobin, T. J., & Sugai, G. M. (1999) Using sixth-grade school records to predict school violence, chronic discipline problems, and high school outcomes. Journal of Emotional and Behavioral Disorders, 7, 40-53 |  |  | | --- | | 3. McIntosh, K., Frank, J. L., & Spaulding, S. A. (2010). Establishing research-based trajectories of office discipline referrals for individual student. School Psychology Review, 39, 380-394. | |

|  |  |  |  |
| --- | --- | --- | --- |
| |  |  |  | | --- | --- | --- | | |  | | --- | | https://gallery.mailchimp.com/cdd6aa64429c3782cf6461508/images/image0163d6f33.jpg |  |  | | --- | | **About Kelsey Morris**  Dr. Kelsey Morris is our newest member of the training team. Previously, he served as elementary school Vice Principal and as associate coordinator of PBIS for Columbia Public Schools (Columbia, MO). His service in the district included coordinating multi-tiered systems of support at the school level as well as scaling up multi-tiered systems of support across the district. | | |