This form is used to document a recurring behavior incident. The student has been given a warning and re-taught the expectation and specific rule concerning the infraction prior to recording on this form.

This is not a referral. However, continuation of this behavior will result in an office discipline referral.

**Student:**

**Teacher:**

**Grade:**

**Gender:**

### INCIDENT TYPE (Check One):

- [ ] Respect
- [ ] Disruption
- [ ] Disrespect/Non-Compliance
- [ ] Inappropriate language
- [ ] Acting Responsibly
  - [ ] Lying/ Forgery on class assignments
  - [ ] Dress code
  - [ ] Tardy
- [ ] Care for Others/Safety
  - [ ] Property damage
  - [ ] Physical aggression (minor)/Horseplay
- [ ] Everyone Matters
  - [ ] Harassment/ teasing/ bullying
  - [ ] Other: ______________

Discuss and conference on the expectation and write in the student’s planner. Date: __________

*I will cooperate with these interventions to improve my behavior*

**Student Signature:** __________________________________________________________________________

### 2nd Observation of Behavior Date: __________

**Time of Incident:** __________

**INTERVENTION** (Check One):  

- [ ] Seating change
- [ ] Commitment Group
- [ ] Time out in Alternate Classroom
- [ ] Working lunch with an adult

**POSSIBLE MOTIVATION** (Check One):  

- [ ] Avoid Adult
- [ ] Avoid Peer(s)
- [ ] Avoid Task/Activities
- [ ] Don’t Know
- [ ] Obtain Adult Attention
- [ ] Obtain Items/Activities
- [ ] Obtain Peer Attention
- [ ] Other: ______________

**OTHERS INVOLVED** (Check One):  

- [ ] None
- [ ] Peers
- [ ] Staff
- [ ] Teacher
- [ ] Substitute
- [ ] Unknown
- [ ] Other: ______________

Parent Call: __________________________________________________________________________

Comments: __________________________________________________________________________

### 3rd Incident Date: __________

**Time of Incident:** __________

**INTERVENTION** (Check One):  

- [ ] Seating change
- [ ] Commitment Group
- [ ] Time out in Alternate Classroom
- [ ] Working lunch with an adult

**POSSIBLE MOTIVATION** (Check One):  

- [ ] Avoid Adult
- [ ] Avoid Peer(s)
- [ ] Avoid Task/Activities
- [ ] Don’t Know
- [ ] Obtain Adult Attention
- [ ] Obtain Items/Activities
- [ ] Obtain Peer Attention
- [ ] Other: ______________

**OTHERS INVOLVED** (Check One):  

- [ ] None
- [ ] Peers
- [ ] Staff
- [ ] Teacher
- [ ] Substitute
- [ ] Unknown
- [ ] Other: ______________

Parent Call: __________________________________________________________________________ Date: __________ Time: __________

Comments: __________________________________________________________________________

An OSB form must be started anew if more than 30 days occurs between incidents.

### Next Offense

**Office Discipline Referral,** please attach this OSB form and place in the AP’s box, DO NOT SEND THE STUDENT, if class can continue.

**Turn in copies to the front office in the following order**

- Gold—1st offense
- Pink—2nd offense
- Canary—3rd offense
- White—staple to referral

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Interventions:

<table>
<thead>
<tr>
<th>Intervention</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conference with Students</td>
<td>This document should be written with the student expressing a desired academic goal and a desired behavioral goal. The written contract should have a positive tone and include incentives, by may also include consequences for misbehavior. Copies of contract can be obtained through the Guidance Counselors.</td>
</tr>
<tr>
<td>Parent Calls</td>
<td>Parent contact should be made by phone or in person. It is important to reflect positive feelings toward the child and affirm the cooperation between teacher and parent to improve performance or conduct with some interventions. Always agree to follow up after an agreed period of time.</td>
</tr>
<tr>
<td>Time-out in Alternate Classroom</td>
<td>A pre-arranged agreement with another teacher on your team to host the time-out. Students should be sent with work and a designated time to return to the class. This intervention should not be used frequently.</td>
</tr>
<tr>
<td>Loss of Privileges</td>
<td>Some classrooms have inherent privileges, in some cases, privileges can be denied or postponed, but this should be used carefully.</td>
</tr>
<tr>
<td>Commitment group</td>
<td>This intervention is designed to create positive peer pressure for student success. Students can be linked to other students in a group for a group reward if they all succeed on the goal in a determined period of time.</td>
</tr>
<tr>
<td>Working lunch with an adult</td>
<td>Teachers may volunteer to host detention with students as long as students are able to eat their lunch.</td>
</tr>
<tr>
<td>Student contract with a reward and consequence</td>
<td>To improve personal accountability students may enter a contract with the teacher that designates a specific reward or consequence if attained.</td>
</tr>
<tr>
<td>Use of timer during activities</td>
<td>Students often need shorter periods for tasks before breaks or reinforcement. The use of a timer will help the student and teacher identify success.</td>
</tr>
<tr>
<td>Controlled movement during passing time</td>
<td>Students who are disruptive during passing time (i.e. bullying, horseplay, tardiness) may lose the privilege, staying in class until the halls are clear to pass to the next class.</td>
</tr>
<tr>
<td>Planner signed daily</td>
<td>This intervention is designed to restore a learning relationship with feedback on student performance or behavior during a class period. It may be done at any point in the period.</td>
</tr>
<tr>
<td>After School Detention held by team member</td>
<td>Some teams may choose to rotate volunteers for after school detention, this is different from the assigned ASD from an administrator.</td>
</tr>
</tbody>
</table>