**Reflection Questions for Conduct Referral Decision-Making**

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| **Before initiating the decision-making process, consider the extent to which any of the following or other factors may negatively influence decision making in this situation:** |
|  | Fatigue, emotional state or level of stress |
|  | Pressure from supervisors, staff members, or colleagues to suspend or ‘be tough’ on behavior |
|  | History with this student (e.g., frustrated that you’re seeing the student again)  |
|  | The particular type of conduct infraction that occurred (e.g., it upsets you that the student did this) |
|  | The student’s race or ethnicity  |
|  | The student’s gender |
|  | Perceptions about the student being LGBT or transgender |
|  | History with the student’s family |
|  | Other factors that may influence your decision making: |

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| **If you think your decision-making may be negatively influenced by any of the above factors,** **select one or more options you can employ to neutralize the influence:** |
|  | Pause decision- making for at least 15 minutes |
|  | Ask a colleague to be the devil's advocate to help you consider another way to think about the situation or to consider other options |
|  | Challenge and reframe assumptions / Replace assumption with a counter-image or scenario |
|  | Consider the situation from a different point of view  |
|  | Consider factors may have contributed to why this occurred?’ For example:* Ask ‘what has led up to this situation?’
* Skill deficit or lack of understanding about the expectations
* Social or emotional wellness issue
* Area management factors (e.g., expectations were unclear, routine was disorganized)
* Prior experiences or circumstances
* Historical or systemic issues
* Other:
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|  | Other strategy:  |
|  | Other strategy: |

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| **What decision is most likely to result in a restorative and or positive outcome for the student?**  |
|  | How can you collaborate with the parent/caregiver and student to arrive at a restorative outcome? |
|  | What alternatives could be used in place of an out-of-school suspension to minimize loss of instructional time?* In-School Suspension with a structured academic component
* After School Program (e.g., 3pm-5pm)
* Peer mediation
* Conflict resolution
* Other:
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|  | What other interventions, supports, or strategies should be used in place of or in conjunction with a disciplinary response to achieve the intended outcome?* Reflection tool
* Resolution plan
* Referral to secondary for check-in system, counseling or other intervention
* Skill instruction: review of expectations; teach a new skill
* Restorative meeting for relationship re-building
* Behavior intervention plan
* Other:
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| **Which of the following is needed with the referring staff person?** |
|  | No follow up is needed |
|  | Recommendations for using prevention strategies |
|  | Recommendations for how to respond when behavior occurs |
|  | Recommendations or next steps for re-building relationships |
|  | Other: |