**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: |
|  | 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: |
|  | 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: |