



**Dr. David L. Anderson Middle School**  
**Observed Student Behavior (OSB) Report**



Rev. 6/10

**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.

<b>Student:</b>		<b>Teacher:</b>	<b>Grade:</b>	<b>Gender:</b>
<b>INCIDENT TYPE (Check One):</b>				
<b>Respect</b> <input type="checkbox"/> Disruption <input type="checkbox"/> Disrespect/Non-Compliance <input type="checkbox"/> Inappropriate language	<b>Acting Responsibly</b> <input type="checkbox"/> Lying/ Forgery on class assignments <input type="checkbox"/> Dress code <input type="checkbox"/> Tardy	<b>Care for Others/Safety</b> <input type="checkbox"/> Property damage <input type="checkbox"/> Physical aggression (minor)/Horseplay	<b>Everyone Matters</b> <input type="checkbox"/> Harassment/ teasing/ bullying <input type="checkbox"/> 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:** \_\_\_\_\_

**2<sup>nd</sup> Observation of Behavior** Date: \_\_\_\_\_

Time of Incident: \_\_\_\_\_

<b>INTERVENTION (Check One):</b>		<b>POSSIBLE MOTIVATION (Check One):</b>	<b>OTHERS INVOLVED (Check One):</b>
<input type="checkbox"/> Seating change <input type="checkbox"/> Commitment Group <input type="checkbox"/> Time out in Alternate Classroom <input type="checkbox"/> Working lunch with an adult	<input type="checkbox"/> Student contract with a reward <input type="checkbox"/> Use of timer during activities <input type="checkbox"/> Controlled movement during passing time <input type="checkbox"/> Loss of privilege <input type="checkbox"/> Other: _____	<input type="checkbox"/> Avoid Adult <input type="checkbox"/> Avoid Peer(s) <input type="checkbox"/> Avoid Task/Activities <input type="checkbox"/> Don't Know <input type="checkbox"/> Obtain Adult Attention <input type="checkbox"/> Obtain Items/Activities <input type="checkbox"/> Obtain Peer Attention <input type="checkbox"/> Other: _____	<input type="checkbox"/> None <input type="checkbox"/> Peers <input type="checkbox"/> Staff <input type="checkbox"/> Teacher <input type="checkbox"/> Substitute <input type="checkbox"/> Unknown <input type="checkbox"/> Other: _____

**Parent Call:** \_\_\_\_\_ **Comments:** \_\_\_\_\_

**3<sup>rd</sup> Incident** Date: \_\_\_\_\_ Time of Incident: \_\_\_\_\_

<b>INTERVENTION (Check One):</b> <i>Please use different interventions.</i>		<b>POSSIBLE MOTIVATION (Check One):</b>	<b>OTHERS INVOLVED (Check One):</b>
<input type="checkbox"/> Seating change <input type="checkbox"/> Commitment Group <input type="checkbox"/> Time out in Alternate Classroom <input type="checkbox"/> Working lunch with an adult	<input type="checkbox"/> Student contract with a reward <input type="checkbox"/> Use of timer during activities <input type="checkbox"/> Controlled movement during passing time <input type="checkbox"/> Planner signed daily <input type="checkbox"/> Loss of privilege <input type="checkbox"/> Team After School Detention	<input type="checkbox"/> Avoid Adult <input type="checkbox"/> Avoid Peer(s) <input type="checkbox"/> Avoid Task/Activities <input type="checkbox"/> Don't Know <input type="checkbox"/> Obtain Adult Attention <input type="checkbox"/> Obtain Items/Activities <input type="checkbox"/> Obtain Peer Attention <input type="checkbox"/> Other: _____	<input type="checkbox"/> None <input type="checkbox"/> Peers <input type="checkbox"/> Staff <input type="checkbox"/> Teacher <input type="checkbox"/> Substitute <input type="checkbox"/> Unknown <input type="checkbox"/> 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--1<sup>st</sup> offense      Pink--2<sup>nd</sup> offense      Canary--3<sup>rd</sup> Offense      White—staple to referral

**Interventions:**

<b>Conference with Students</b>	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.
<b>Parent Calls</b>	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.
<b>Time-out in Alternate Classroom</b>	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.
<b>Loss of Privileges</b>	Some classrooms have inherent privileges, in some cases, privileges can be denied or postponed, but this should be used carefully.
<b>Commitment group</b>	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.
<b>Working lunch with an adult</b>	Teachers may volunteer to host detention with students as long as students are able to eat their lunch.
<b>Student contract with a reward and consequence</b>	To improve personal accountability students may enter a contract with the teacher that designates a specific reward or consequence if attained.
<b>Use of timer during activities</b>	Students often need shorter periods for tasks before breaks or reinforcement. The use of a timer will help the student and teacher identify success.
<b>Controlled movement during passing time</b>	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.
<b>Planner signed daily</b>	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.
<b>After School Detention held by team member</b>	Some teams may choose to rotate volunteers for after school detention, this is different from the assigned ASD from an administrator.