
 Close Window

### SPR 18th Annual Meeting

You may print by clicking on this  button. To return to the previous page, close this browser window or click the 'X' button in the top right corner of the page.

ID# 377

Location: Imperial Ballroom (Grand Hyatt/2nd Floor)

Time of Presentation: Jun 03 5:45 PM - 7:45 PM

Category/Theme: Effectiveness Trials

#### **Are office discipline referrals a valid measure of student behavior problems?**

*E. T. Pas<sup>1</sup>; M. M. Mitchell<sup>1</sup>; C. P. Bradshaw<sup>1</sup>*

1. Mental Health, Johns Hopkins Bloomberg School of Public Health, Baltimore, MD, United States.

Office discipline referral (ODR) data are increasingly used to monitor student discipline problems, evaluate the impact of school-based interventions and policies, and make programmatic decisions regarding support services (Irvin et al., 2004; Sugai et al., 2000). Yet some researchers have questioned the validity of ODRs as an indicator of student behavior problems because referral practices vary both across and within schools (Morrisson et al., 2006). The referral process also can be somewhat subjective, making it susceptible to bias (Irvin et al., 2004). Despite their wide use, there has been limited research examining the validity of ODRs as an indicator of student behavior problems.

The current study examines the extent to which ODRs correspond with other previously validated measures of student behavior problems and examines potential student- and classroom-level predictors of ODRs. If valid, ODRs may serve as an efficient outcome measure in large-scale school-based preventive intervention trials. Data were collected from 8,645 children in 335 classrooms at 21 elementary schools.

Analysis on the concordance between two sources of ODR data (teacher report and a school-wide information system) indicated there was a 38.9% false negative rate, a 93.5% true negative rate, 61.1% true positive rate, and a 5.8% false positive rate. Teachers' reports of ODRs were more inclusive, capturing more students than did the information system. Students who had received an ODR were rated by their teachers on a previously validated measure of student adjustment problems (i.e., TOCA-C) as having significantly more disruptive behaviors and concentration problems, and fewer prosocial behaviors. ROC analyses were conducted to determine whether the TOCA-C discriminated between students with and without an ODR. The Area Under the Curve (AUC) statistics ranged from .73 - .87 for concentration problems, disruptive behavior, and (reverse-coded) prosocial behavior, which suggests moderate convergence and divergence between the TOCA-C subscales and receipt of an ODR. Finally, multilevel modeling techniques revealed that student disruptive behaviors were associated with ODRs even after adjusting for student, teacher, and school-level covariates.

Taken together, the results indicated that ODRs have moderate concordance, and moderate divergent and convergent validity with teacher ratings of student behaviors. Given that ODRs are relatively easy to collect and are cheaper than lengthy teacher ratings, they may be a useful indicator of student behavior problems in large-scale prevention trials. Additional research is needed, however, to determine whether ODRs converge with other indicators of student behavior and discipline problems, such as observation, parent, and child ratings.

ScholarOne Abstracts® (patent #7,257,767 and #7,263,655). © [ScholarOne](#), Inc., 2010. All Rights Reserved.  
ScholarOne Abstracts and ScholarOne are registered trademarks of ScholarOne, Inc.  
[Terms and Conditions of Use](#)