

Sugai-Tobin Archival Review-Revised (STAR-R)¹

The STAR-R collects information from school records for use in research without recording the student's name or School ID number. Responses can be entered on paper or directly into a spreadsheet (STARR.xls, available from <http://darkwing.uoregon.edu/~ttobin>), with a column for each question. "1" is used to mean "yes" and is entered on the spreadsheet, or circled on the paper, for items where "yes" is the correct response. The efficient way to complete this form is to read through it first, to know what to look for, and then go through the school records, marking "1" for what is found and recording other data as needed.

Background: The original version of the STAR (Sugai & Tobin, 1999; Tobin, 1996) was very similar to the current version but did not have a section of functional behavioral assessment or function-based behavior support plans. It was used in a study of factors related to leaving high school early, without graduating, with an overall test-retest reliability of 96% (see Sugai & Tobin, 1999, for detailed technical information). Analysis of data from the original version of the STAR identified associations among behavior and discipline problems in middle school and high school and high school dropout (Tobin & Sugai, 1999a, 1999b). The STAR was later modified for a study of individual students in elementary school before and after receiving a positive behavioral intervention based on a functional behavior assessment. Permission from parents was obtained to include the students' names when collecting data for that study (Tobin & Martin, 2001), which found a decrease in office discipline referrals following function-based support. Another adaptation of the STAR, this time without names or other identifiers, was used in the Behavioral Histories project (Tobin, Sugai, Flannery, & Garrett, 2005) and identified events in school records that were associated with being expelled from high school versus being at risk for expulsion yet continuing on in school (Tobin & Flannery, 2006; Tobin, Martin, & Garrett, 2005). Inter-observer reliability for that adaptation was 95.71%. It included a section based on the Intensive Individual Intervention section (tertiary prevention) of the Individual Student System Evaluation Tool (Lewis-Palmer, Todd, Horner, Sugai, & Sampson, 2003). The current version (July 29, 2006), renamed STAR-R, builds on previous versions and data can be directly entered into a spreadsheet or recorded on paper first.

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Section 1. Orientation

1. Reliability Check? 1	2. Data Collector:
3. Date of Data Collection:	4. Research Observation #
<p>5. Group by the exclusion status if identified in advance by school or district officials: In school with no exclusion issues = 1 In school but placement was changed as an alternative to expulsion = 2 In school, was sent to expulsion hearing but decision was to keep in same school = 3 Expelled = 4 Other status related to exclusion or inclusion = 5 Explain other status, (e.g., inactive file – drop, transfer):</p>	
<p>6. If expelled, dropout, or placement change, <u>date</u> and explanation (e.g., reason, duration, circumstances):</p>	
7. Gender: 1 = Male 2 = Female	8. Year of Birth:
<p>9. Did the student leave school before his or her class finished? 1</p>	
<p><i>If no, go to Section 2.</i> If yes, record available details:</p>	
10. Year of exit:	<p>12. If yes, explain:</p> <p> 1. Hospital 2. Correctional facility 3. Residential placement 4. Other: _____</p>
<p>11. Documented transfer to another institution (not general education)?</p> <p align="center">1</p>	
<p>13. Being expelled is the apparent reason for the early exit? 1</p>	
<p>14. Other reasons for leaving early:</p> <p> 0. No explanation 1. Skipped grade(s) 2. Parents' home school 3. Other: _____</p>	

Section 2. Attendance, Grades Repeated, Health

Grade	Days Absent	Days Present	Times Retained
Kindergarten	15a.	15b.	30.
1 st (or K repeated)	16a.	16b.	31.
2nd (or Previous grade repeated)	17a.	17b.	32.
3rd (or Previous grade repeated)	18a.	18b.	33.
4th (or Previous grade repeated)	19a.	19b.	34.
5th (or Previous grade repeated)	20a.	20b.	35.
6th (or Previous grade repeated)	21a.	21b.	36.
7th (or Previous grade repeated)	22a.	22b.	37.
8th (or Previous grade repeated)	23a.	23b.	38.
Another year of schooling before high school (if needed):	24a.	24b.	N/A
9th (or 1st year of high school)	25a.	25b.	39.
10th (or 2nd year of high school)	26a.	26b.	40.
11th (or 3 rd year of high school)	27a.	27b.	41.
12th (or 4 th year of high school)	28a.	28b.	42.
5 th year of high school (if needed)	29a.	29b.	N/A

43. Any records related to unexcused absences or truancy problems (e.g., letters to parents, truant officer's report)?	1
44. If yes, when? (date or grade level of first occurrence):	
45. Number of additional records related to truancy problems:	
46. Records of health or medical conditions of the student that would explain extended absences?	
<ol style="list-style-type: none"> 1. Yes 2. Records of health or medical conditions, but not related to extended absences 3. No records of health or medical conditions 	
47. Records of medicine given to the student at school?	1
48. Records of injuries occurring at school?	1
Section 3. School Transfers	
49. Total number of school transfers: <i>If reasons are given complete 50-54.</i>	
50. Parents relocated, moved with family?	1
51. Family has not moved, but wanted to try a different school?	1
52. Student's family situation changed (e.g., foster care, staying with relatives, divorce, custody)?	
1	
53. Related to a change in special education placement?	
1	
54. Other:	1 Explain:

Section 4. Academic Performance and Achievement

Reading Achievement: If there are records of tests indicating reading achievement in Grades 1 - 5, record results for Items # 55 – 63, using the following scale to indicate achievement level:

1. *Below average or below grade level*
2. *Average or at grade level*
3. *Above average or above grade level*

Additional information (Items # 56 – 64) refers to the type/name of achievement tests being reported (e.g., state assessment, benchmark, curriculum based, standardized) and other relevant notes.

Reading Achievement, Grades 1 -5:	Additional Information
55. 1 st	56.
57. 2 nd	58.
59. 3 rd	60.
61. 4 th	62.
63. 5 th	64.

65. For higher grade levels, report results of the **most recent** reading achievement test:

Date or grade: _____

66. Name of test:

Grade Point Average (GPA) at Secondary Levels: If GPAs are available, record the exact GPA, including decimals. If GPAs are not available, look over the student's report cards and estimate how well the student performed academically using the following criteria:

0. *Very poorly*
 1. *Generally low marks*
 2. *In general, average performance or about an equal mixture of high and low marks.*
 3. *Generally high marks*
- Very well*

Grade	GPA	Grade	GPA
6th (or previous grade repeated)	67.	9 th (or 1st year of high school)	71.
7th (or previous grade repeated)	68.	10 th (or 2nd year of high school)	72.
8th (or previous grade repeated)	69.	11 th (or 3 rd year of high school)	73.
Fourth year in middle school, if needed:	70.	12th (or 4 th year of high school)	74.
		Fifth year in high school if needed:	75.

Section 5. Special Education and Related Events

76. Ever received any Title/Chapter 1 services? 1

77. If ever evaluated and/or re-evaluated for Special Education and found not eligible (at that time, may or may not be eligible later; includes re-evaluations resulting in termination of services), circle grade levels when happened:

K 1 2 3 4 5 6 7 8 9 10 11 12

Student has an IEP and/or was receiving special education and/or related services in:

Grade		Grade		Grade		Grade	
78. Kindergarten	1	79. 1 st	1	80. 2 nd	1	81. 3 rd	1
82. 4 th	1	83. 5 th	1	84. 6 th	1	85. 7 th	1
86. 8 th	1	87. 9 th	1	88. 10 th	1	89. 11 th	1
90. 12 th	1						

91. Code number for first or primary special education disability:

<u>Label:</u>	<u>Code:</u>	<u>Label:</u>	<u>Code:</u>
Learning Disability (LD)	90	Hearing Impaired	20
Emotionally Disturbed (ED)	60	Deaf	30
Speech Impaired	50	Language Impaired	51
Educable Mentally Retarded (EMR)	10	Visually Impaired	40
Trainable Mentally Retarded (TMR)	12	Deaf-Blind	43
Orthopedic Impairment (OI)	70	Autistic	82
Other Health Impaired (OHI)	80	Other: _____	—

92. If there is a 2 nd disability or a change, what is the new code number:	93. Identified for TAG: 1
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94. Described as hyperactive, attention deficit disorder, ADHD, AD-HD, or ADD?

1. Yes, and evidence of medical diagnosis
2. Yes, but no evidence of a medical diagnosis (includes suggesting an evaluation)
3. No

95. Described as delinquent, conduct disorder, and/or there is an indication of student involvement with the Juvenile Justice system (e.g., cited or arrested by police, probation officer listed, transfer from or to a correctional facility)? 1

Directions for completing the form: Indicate any changes in placement (including termination of services) by placing an X in the matrix to show type of placement by grade levels and number the placement changes in each grade level to show which one was first, which second, etc. If any are official “Interim Alternative Educational Settings” (e.g., for 45 day removals due to unsafe behavior at school), write “IAES” beside the X. If the student repeated a grade, split the row.

Grade	General Education <u>All Day</u>	One Special Class	Resource Room (RR)	Extended Resource Room (ERR)	Self-Contained Class	Special Ed. Day School	Homebound (Instruction by school district, not parents)	Residential Placement	OTHER (Explain)
Kinder-garten									
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									

After completing this form, count the number of placement changes (including zero).

96. Total number of placement changes: _____

Section 6. Positive Interventions and Programs (Without FBA)

Note: Record information on Functional Behavioral Assessment (FBA) and function-based interventions in Section 8.

Directions: For the Grade level, if an intervention for the student, or assistance for this student's teacher(s) (next table), was provided at more than one grade level, record the earliest documented event. (Recording the date while collecting the information and then later entering the student's grade level at the time may be the most efficient procedure.) Information about use of an intervention for the student or assistance for the student's teacher(s) on multiple occasions, at different grade levels, may be recorded in the last row, as a comment.

Type of Intervention or Program for <u>Student</u>	Grade
97. Alternative Program (explain):	
98. After-School Program (explain):	
99. Anger Management Class	
100. Career Education	
101. Conflict Resolution Instruction	
102. Counseling at school	
103. Daily Report Card or Point Sheet (Increased goal setting, feedback, monitoring, and/or home-school communication, such as the "Check In, Check Out" or "Behavior Education Program" or BEP program)	
104. English as a Second Language or Bilingual Class	
105. Family Support Program (Includes social services and other types of assistance provided to family members)	
106. Early Intervention (e.g., "First Steps to Success" or other special support, pre-school – primary grades)	
107. Homework Help or Special "Credit Catch Up" type program	
108. Interagency Collaboration (e.g., FACTeam, wraparound, service learning or vocational programs with school-community collaboration, etc.)	
109. Mental Health Referral	
110. Mentor, Peer	
111. Mentor, Adult	
112. Parent Education	(Table continues)

113. Peer Mediation	
114. Peer Support Group	
115. Personal Help (e.g., finding a safe place)	
116. Pre-Referral Interventions	
117. Professional Technical, Vocational Education, or Service Learning Program in Community	
118. Section 504 Plan of Assistance, Reason needed:	
119. Tutor (other than formal homebound Special Ed. placement with IEP listed above)	
120. Other? Explain:	
Comments:	

121. Total number of types of supports listed above provided to this student: _____

Assistance for This Student's <u>Teacher(s)</u>	
122. In-service training related to this situation	
123. Specific staffing(s) mentioned (e.g., TAT or other school team members assist)	
124. Specialist helped with classroom and/or behavior management methods and interventions	
125. Other consultation	
126. Given an assistant to work with this student	
127. Another teacher mentors this teacher.	
128. Other? Explain:	
Comments:	

129. Total number of types of supports provided to student's teacher(s): _____

Section 7. Office Discipline Referrals

Directions: If a computer printout of the student's discipline referrals is available, that can be used instead of the form titled "Timing and Types of Problem Behaviors and Disciplinary

Actions” (see below) to directly enter the counts by grade level needed for this section, beginning with question #130. However, the printout should not include “Minors” if using the School Wide Information System (SWIS). **An office discipline referral differs from a “minor” in that office discipline referrals include administrative actions** (e.g., suspensions, detentions, telephone calls the principal made to parents, etc.) and minors do not involve consequences provided by an administrator. “Minor” or “Behavior Incident Reports” or “For the Records” or “Note of Concern” are common titles for documentation of a student’s minor behavior problem that was handled by a teacher or other school staff member, without formal disciplinary action being taken by an administrator. These are not office discipline referrals.

If paper records of discipline referrals are available instead of computer print outs, fill in the form titled “**Timing and Types of Problem Behaviors and Disciplinary Actions**” (below).

Use the following categories for behaviors:

Violent, weapon: Possession or use of a weapon; indicate if gun (G), knife (K), or other weapon (OW).

Violent, fight: Direct, harmful, physical contact with another person.

Violent, harassing: Forceful, threatening actions without direct physical contact (e.g., verbal abuse, property destruction).

Violent, property destruction: Vandalism, arson, or bombs.

Drugs: Possession or use of controlled substances; indicate if alcohol (A), marijuana (M), tobacco (T), or other (OD).

Nonviolent: Does not fit the definitions for either physical or harassing type violence; does not involve vandalism, arson, or bombs; and does not involve drugs or weapons (e.g., noncompliance, insubordination, disruption, skipping class or skipping school, tardy, all other types of behaviors that do not fit the categories listed above).

If the administrative action was an out of school suspension, record the number of days (0.5 if half day suspension, 2 if two days, etc.), in the last column on the next page.

Information about discipline referrals that is recorded in the matrix on the next page, or obtained from computer records, is to be summarized on the following page for data entry by grade level. If a student has more office discipline referrals than can be recorded in one matrix, duplicate the matrix as often as necessary.

Matrix for Recording Timing, Types, and Frequency of Problem Behaviors and Suspensions Out of School²

Directions: Using the definitions on the previous page, for each office discipline referral, record the date (grade can be determined later), days of out of school suspension (if any), and indicate the type of problem behavior by checking the appropriate cell or circling the indicated letter: G = Gun, K = Knife, OW = Other Weapon, A = Alcohol, M = Marijuana, T = Tobacco, and OD = Other Drugs.

Date	Grade	Weapon	Fight	Harass	Property Destruction	Drugs	Nonviolent	Comment	Days of Out of School Suspension (if any)
		G K OW				A M T OD			
		G K OW				A M T OD			
		G K OW				A M T OD			
		G K OW				A M T OD			
		G K OW				A M T OD			
		G K OW				A M T OD			
		G K OW				A M T OD			
		G K OW				A M T OD			
		G K OW				A M T OD			
		G K OW				A M T OD			
		G K OW				A M T OD			

² This information is to be summarized and recorded on the following page (or the spreadsheet columns that match the items on the following page).

Sum the number of each type of office discipline referral (ODR) listed on the previous page (or matching spreadsheet), and the number of days suspended out of school, by grade level and enter the total number in the appropriate cell. For example, if the student had one ODR for fighting in 4th grade (with an out of school suspension of 3 days) and two ODRs for nonviolent insubordination in 6th grade (with an out of school suspension of 1 day each time), you would record a “1” for item #159, “2” for item #177, “3” for item #164, and “2” for item #178. If those were the only ODRs the student had grades K – 6, all the other cells on this page would be “0” (zero). Follow the same procedure on the following page for grades 7 – 12.

Grade	Weapon	Fight	Harass	Destruction	Drugs	Nonviolent	Days Suspended Out
Kindergarten	130.	131.	132.	133.	134.	135.	136.
1 (or K repeated)	137.	138.	139.	140.	141.	142.	143.
2 (or Previous grade repeated)	144.	145.	146.	147.	148.	149.	150.
3 (or Previous grade repeated)	151.	152.	153.	154.	155.	156.	157.
4 (or Previous grade repeated)	158.	159.	160.	161.	162.	163.	164.
5 (or Previous grade repeated)	165.	166.	167.	168.	169.	170.	171.
6 (or Previous grade repeated)	172.	173.	174.	175.	176.	177.	178.

Grade	Weapon	Fight	Harass	Destruction	Drugs	Nonviolent	Days Suspended Out
7 (or Previous grade repeated)	179.	180.	181.	182.	183.	184.	185.
8 (or Previous grade repeated)	186.	187.	188.	189.	190.	191.	192.
9 (or 1st year of high school)	193.	194.	195.	196.	197.	198.	199.
10 (or 2nd year of high school)	200.	201.	202.	203.	204.	205.	206.
11 (or 3 rd year of high school)	207.	208.	209.	210.	211.	212.	213.
12 (or 4 th year of high school)	214.	215.	216.	217.	218.	219.	220.

Section 8. Functional Behavioral Assessment (FBA) and Behavior Intervention Plans (BIP)

If records of functional behavioral assessment and/or related behavior support plans are available, complete this section.

FBA includes:	Response
221. Description of student’s goals and/or strengths.	1
222. Operational description or definition of problem behavior (e.g., observable, countable, clear)	1
223. Functional behavior assessment summary statement that includes problem behavior, predictors, and maintaining consequence.	1
224. A replacement behavior that is functionally equivalent to the maintaining consequence of the problem behavior?	1
225. Identification of routines where problem behavior is most and least likely to occur.	1
226. Total number of “1” responses for 221 to 225:	
227. Percent of Critical FBA features: (Response to 226 divided by 5 x 100)	
BIP includes:	Response
228. Positive antecedent strategies for <u>preventing</u> the problem behavior from occurring?	1
229. Instructional strategies for teaching ‘alternative’ behaviors/ routines?	1
230. Strategies for putting the problem behavior on extinction or <u>minimizing previous maintaining consequences</u> ?	1
231. Rewards or other reinforcers planned for desired and/or alternative behaviors?	1
232. Plan of support includes a formal and regular system for assessing the fidelity with which the plan of support is being implemented?	1
233. Plan of support includes a formal and regular system for assessing the impact of the plan on student outcomes?	1
234. Total number of “1” responses for 228 to 234:	
235. Percent of Critical BIP Features: (Response to 234 divided by 6 x 100)	
Comment:	

References

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