

Positive Behavior Support (PBS): Low Level Referrals

Minor Offenses vs. Major Infractions

Minor Offenses are behaviors which staff address “on the spot” through the use of correction and intervention. Examples of Minor Offenses include: Accepting “No” for an Answer, Staying on Task, Accepting Feedback and/or Criticism, compliance to dress code, proper use of materials, etc. Major Infractions are behaviors which administration and support staff address under the guidelines of the *Progressive Discipline Matrix*. Major Infractions are violations of the Education Code 48900 A-X and 48915 A1-5 and C1-5.

Level of Severity	Minor Offenses	Chronic Misbehaviors	Major Infractions
Definition	Failure to demonstrate <i>expectations</i> or <i>social skills</i>	Failure to respond despite <i>systematic environmental modifications & intervention</i>	Violation of <i>Education Code</i>
Addressed by	Witnessing staff	Collaborative effort: teacher, team, admin	Collaborative effort: admin, support staff

The Purpose of a Low Level Referral (LLR)

For the majority of students a proactively managed school/classroom will provide adequate structure for behavioral success. At-risk students, however, will require greater levels of support. The Low Level Referral is the first step in understanding a student’s responsiveness to support and intervention. *The LLR is best perceived as a means to collect individualized data regarding intervention effectiveness.*

SBCUSD Low Level Referral Form		
Student: _____	Staff Member: _____	Grade / Track: _____
1st Incident	Date:	Time:
Location	Problem Behavior	Staff Intervention Administered
<input type="checkbox"/> Classroom <input type="checkbox"/> Quad/Playground <input type="checkbox"/> Office <input type="checkbox"/> Hallway <input type="checkbox"/> Restrooms <input type="checkbox"/> Lunch area <input type="checkbox"/> PE Area	<input type="checkbox"/> Following Instructions <input type="checkbox"/> Staying on Task <input type="checkbox"/> Getting Teacher's Attention <input type="checkbox"/> Accepting "No" for an Answer <input type="checkbox"/> Accepting Criticism/Feedback <input type="checkbox"/> Disagreeing Appropriately <input type="checkbox"/> Working with Others <input type="checkbox"/> Property misuse <input type="checkbox"/> Inappropriate language	<input type="checkbox"/> Clarified how behavior did not meet expectations <input type="checkbox"/> Re-taught/practiced the behavior skill ◦ class ◦ group <input type="checkbox"/> Identified environmental factors <input type="checkbox"/> Utilized pre-correction techniques <input type="checkbox"/> Established a behavioral cue/prompt <input type="checkbox"/> Provided a structured choice <input type="checkbox"/> Reviewed common assessment data <input type="checkbox"/> Contacted parent: ___/___/___ ◦ phone call ◦ copy sent
2nd Incident	Date:	Time:
Location	Problem Behavior	Staff Intervention Administered
<input type="checkbox"/> Classroom <input type="checkbox"/> Quad/Playground <input type="checkbox"/> Office <input type="checkbox"/> Hallway <input type="checkbox"/> Restrooms <input type="checkbox"/> Lunch area <input type="checkbox"/> PE area	<input type="checkbox"/> Following Instructions <input type="checkbox"/> Staying on Task <input type="checkbox"/> Getting Teacher's Attention <input type="checkbox"/> Accepting "No" for an Answer <input type="checkbox"/> Accepting Criticism/Feedback <input type="checkbox"/> Disagreeing Appropriately <input type="checkbox"/> Working with Others <input type="checkbox"/> Property misuse <input type="checkbox"/> Inappropriate language	<input type="checkbox"/> Clarified how behavior did not meet expectations <input type="checkbox"/> Re-taught/practiced the behavior skill ◦ class ◦ group <input type="checkbox"/> Identified environmental factors <input type="checkbox"/> Utilized pre-correction techniques <input type="checkbox"/> Established a behavioral cue/prompt <input type="checkbox"/> Provided a structured choice <input type="checkbox"/> Reviewed common assessment data <input type="checkbox"/> Contacted parent: ___/___/___ ◦ phone call ◦ copy sent
3rd Incident	Date:	Time:
Location	Problem Behavior	Staff Intervention Administered
<input type="checkbox"/> Classroom <input type="checkbox"/> Quad/Playground <input type="checkbox"/> Office <input type="checkbox"/> Hallway <input type="checkbox"/> Restrooms <input type="checkbox"/> Lunch area <input type="checkbox"/> PE area	<input type="checkbox"/> Following Instructions <input type="checkbox"/> Staying on Task <input type="checkbox"/> Getting Teacher's Attention <input type="checkbox"/> Accepting "No" for an Answer <input type="checkbox"/> Accepting Criticism/Feedback <input type="checkbox"/> Disagreeing Appropriately <input type="checkbox"/> Working with Others <input type="checkbox"/> Property misuse <input type="checkbox"/> Inappropriate language	<input type="checkbox"/> Re-taught/practiced the behavior skill (one-on-one) <input type="checkbox"/> Modified environment based on identified predictors <input type="checkbox"/> Identified the possible function of the misbehavior <input type="checkbox"/> Provided a structured choice <input type="checkbox"/> Reviewed discipline data for patterns and trends <input type="checkbox"/> Met with team/student to identify additional supports <input type="checkbox"/> Collaborated with: ◦ team ◦ counselor ◦ admin <input type="checkbox"/> Met with parent: ___/___/___ ◦ school ◦ home
4th Incident	Date:	Time:
Location	Problem Behavior	Staff Intervention Administered
<input type="checkbox"/> Classroom <input type="checkbox"/> Quad/Playground <input type="checkbox"/> Office <input type="checkbox"/> Hallway <input type="checkbox"/> Restrooms <input type="checkbox"/> Lunch area <input type="checkbox"/> PE area	<input type="checkbox"/> Following Instructions <input type="checkbox"/> Staying on Task <input type="checkbox"/> Getting Teacher's Attention <input type="checkbox"/> Accepting "No" for an Answer <input type="checkbox"/> Accepting Criticism/Feedback <input type="checkbox"/> Disagreeing Appropriately <input type="checkbox"/> Working with Others <input type="checkbox"/> Property misuse <input type="checkbox"/> Inappropriate language	<input type="checkbox"/> Re-taught/practiced the behavior skill (one-on-one) <input type="checkbox"/> Modified environment based on identified predictors <input type="checkbox"/> Identified the possible function of the misbehavior <input type="checkbox"/> Provided a structured choice <input type="checkbox"/> Reviewed discipline data for patterns and trends <input type="checkbox"/> Met with team/student to identify additional supports <input type="checkbox"/> Collaborated with: ◦ team ◦ counselor ◦ admin <input type="checkbox"/> Met with parent: ___/___/___ ◦ school ◦ home
5th Incident — See attached Office Referral Form		

Prior to Writing an LLR Modify the Setting:

- Rearrange room environment: seating arrangement, pathways to entrance/exit, etc.
- Re-teach *Classroom Survival Skills*
- Increase acknowledgement and correction: all students
- Evaluate academic and behavioral skill levels
- Evaluate instructional practices

Consider Using an LLR When:

- 90-95% of the students are under instructional control
- An individual student demonstrates a pattern of problem behavior despite class-wide modifications/interventions
- A team may be necessary to assist in the process of intervention and support

LLRs are NOT Intended to:

- Track every Minor Offense within a classroom
- Document class-wide interventions used daily
- Substitute for proactive classroom management
- Correct school/class-wide misbehaviors

Once an LLR is Written:

- Allow adequate time for the intervention to take effect
- Utilize a variety of interventions
- Proactively search for other means of correction

For further information regarding the distinction between and the interventions for Minor Offenses and Major Infractions, refer to SBCUSD’s *Progressive Discipline Matrix*.