

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"/>	<input type="checkbox"/> <i>Following Instructions</i> <input type="checkbox"/> <i>Staying on Task</i> <input type="checkbox"/> <i>Getting Teacher's Attention</i> <input type="checkbox"/> <i>Accepting "No" for an Answer</i> <input type="checkbox"/> <i>Accepting Criticism/Feedback</i> <input type="checkbox"/> <i>Disagreeing Appropriately</i> <input type="checkbox"/> <i>Working with Others</i> <input type="checkbox"/> Property misuse <input type="checkbox"/> Inappropriate language <input type="checkbox"/>	<input type="checkbox"/> Clarified how behavior did not meet expectations <input type="checkbox"/> Re-taught/practiced the behavior skill <input type="checkbox"/> class <input type="checkbox"/> 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: ___/___/___ <input type="checkbox"/> phone call <input type="checkbox"/> copy sent <input type="checkbox"/>	
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"/>	<input type="checkbox"/> <i>Following Instructions</i> <input type="checkbox"/> <i>Staying on Task</i> <input type="checkbox"/> <i>Getting Teacher's Attention</i> <input type="checkbox"/> <i>Accepting "No" for an Answer</i> <input type="checkbox"/> <i>Accepting Criticism/Feedback</i> <input type="checkbox"/> <i>Disagreeing Appropriately</i> <input type="checkbox"/> <i>Working with Others</i> <input type="checkbox"/> Property misuse <input type="checkbox"/> Inappropriate language <input type="checkbox"/>	<input type="checkbox"/> Clarified how behavior did not meet expectations <input type="checkbox"/> Re-taught/practiced the behavior skill <input type="checkbox"/> class <input type="checkbox"/> 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: ___/___/___ <input type="checkbox"/> phone call <input type="checkbox"/> copy sent <input type="checkbox"/>	
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"/>	<input type="checkbox"/> <i>Following Instructions</i> <input type="checkbox"/> <i>Staying on Task</i> <input type="checkbox"/> <i>Getting Teacher's Attention</i> <input type="checkbox"/> <i>Accepting "No" for an Answer</i> <input type="checkbox"/> <i>Accepting Criticism/Feedback</i> <input type="checkbox"/> <i>Disagreeing Appropriately</i> <input type="checkbox"/> <i>Working with Others</i> <input type="checkbox"/> Property misuse <input type="checkbox"/> Inappropriate language <input type="checkbox"/>	<input type="checkbox"/> Clarified how behavior did not meet expectations <input type="checkbox"/> Re-taught/practiced the behavior skill <input type="checkbox"/> class <input type="checkbox"/> 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: ___/___/___ <input type="checkbox"/> phone call <input type="checkbox"/> copy sent <input type="checkbox"/>	
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"/>	<input type="checkbox"/> <i>Following Instructions</i> <input type="checkbox"/> <i>Staying on Task</i> <input type="checkbox"/> <i>Getting Teacher's Attention</i> <input type="checkbox"/> <i>Accepting "No" for an Answer</i> <input type="checkbox"/> <i>Accepting Criticism/Feedback</i> <input type="checkbox"/> <i>Disagreeing Appropriately</i> <input type="checkbox"/> <i>Working with Others</i> <input type="checkbox"/> Property misuse <input type="checkbox"/> Inappropriate language <input type="checkbox"/>	<input type="checkbox"/> Clarified how behavior did not meet expectations <input type="checkbox"/> Re-taught/practiced the behavior skill <input type="checkbox"/> class <input type="checkbox"/> 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: ___/___/___ <input type="checkbox"/> phone call <input type="checkbox"/> copy sent <input type="checkbox"/>	
5th Incident — See attached Office Referral Form			

The **Low Level Referral (LLR)** may best be conceptualized as an initial step in the process of identifying and systematically responding to chronic Minor Offenses. **Minor Offenses are defined as the "failure to demonstrate an expectation or social skill"** as opposed to Major Infractions which are violations of the CA Education Code.

Prior to starting the LLR process for an individual student, it is essential to ensure a proactive classroom system is in place:

- Expectations/social skills are explicitly taught and then consistently enforced, acknowledged, and corrected,
- At least 90-95% of students are behaviorally successful within the given setting — demonstrating expected behaviors

Examples of Minor Offenses:

Accepting Criticism or a Consequence, Accepting "No" for an Answer, Asking for Help, Asking Permission, Disagreeing Appropriately, Following Instructions, Getting the Teacher's Attention, Giving Criticism, Listening, Making an Apology, Minding Your Own Business, Resisting Peer Pressure, Staying on Task, Using Appropriate Voice Tone, Waiting Your Turn, Working with Others, Proper Use of Materials, Compliance to Dress Code, Respecting Personal Space, Being On Time, Staying in Designated Areas, Proper Disposal of Trash, Dressing for PE.

NOTE:

By starting the LLR process, staff members are expressing a desire to better understand and address a *pattern of individual student misbehavior*. This problem-solving process may be conducted solely by the teacher or, in more complex cases, may require the expertise of additional site personnel (grade level teams, academic teams, support staff, administration etc.) to develop a systematic plan of response.

Support Guide to Address Minor Offenses

The following guide is intended as a resource to assist in the implementation of Tier One behavioral supports and interventions. The interventions listed below correspond to the “Staff Intervention Administered” column on the Low Level Referral (LLR) form.

□ **Teach behavioral expectations and social skills**

The behavior core curriculum, which includes universally defined expectations and the *16 Classroom Survival Skills*, is taught at a neutral (scheduled) time by each classroom teacher. Instruction of the behavior core requires 10-15 minutes and includes:

- Introducing the skill by name
- Providing a reason/rationale for learning the skill
- Discussing and modeling the behavior skill steps
- Practicing the skill, followed by specific feedback
- Monitoring and supporting students to the point of skill mastery

Once an expectation/social skill is taught, enforcement continues throughout the remainder of the day/week/year. Enforcement includes: providing pre-correction, cueing/prompting students to use the skill, acknowledging students who demonstrate expectations/social skills, correcting students who fail to demonstrate expectations/social skills, and re-teaching specific expectations/social skills when necessary.

□ **Identify contributing Environmental Factors**

Environmental Factors — also referred to as behavioral antecedents, triggers, or predictors — are conditions present or missing in the environment which may contribute to student misbehavior. The following Environmental Factors should be considered when evaluating the dynamics of student misbehavior:

- **Instructional practices** (academic/social) — curriculum, strategies, activities
- **Physical setting** — location on campus, size, noise level, temperature, number of students, arrangement of desks/tables, ease of movement, traffic patterns, organization of materials/equipment
- **Social setting** — staff/students present or absent, interaction patterns surrounding the student
- **Social interactions** — communication styles, power structure/hierarchy, allotment of peer/staff attention
- **Scheduling factors** — procedures, routines, timelines, events
- **Degree of independence/participation (academic/social)** — active listening, engagement, seat work, paired tasks, group work

Because each location on campus has a unique set of variables and dynamics, it will require intentional observation and reflection in order to understand and identify the Environmental Factors which may be contributing to student misbehavior. Each investigation should start with staff conducting a self-reflection of the environment for which they are

responsible (office, common area, classroom, etc.). If assistance is needed to perform this task, invite additional staff to observe and provide feedback (grade level or academic team cohorts, academic coaches, counselors, behavior interventionists, administrative staff, etc.).

□ ***Modify the environment based on identified Environmental Factors***

Once contributing Environmental Factors are identified (instructional practices, physical setting, social setting, social interactions, scheduling factors, degree of independence/participation), it will be necessary to systematically respond. Modifications may be made to the following environmental structures and supports:

- **Time** — increasing/decreasing time allotments, increasing/decreasing breaks, modifying schedules
- **Space** — increasing/decreasing proximity, rearranging physical aspects of the location, defining designated areas/zones, increasing/decreasing the number of students present
- **Instruction** — embedding the standards across subjects/tasks, increasing the explicitness of instruction, increasing feedback and/or practice, increasing acknowledgement and/or correction
- **Materials** — supplementing curriculum, providing multi-sensory options
- **Interactions** — increasing positive to negative ratio (staff↔staff, staff↔student, student↔student), increasing opportunities for communication, modifying voice tone/volume/cadence, modifying the level/amount of expected participation (independent, paired, or group activities)

Making modifications to the environment is a powerful tool in changing class, group, and individual behaviors.

□ ***Utilize pre-correction techniques***

Pre-correction is the intentional front-loading of students for behavioral success. Pre-correction is used to inform students that an opportunity to demonstrate a specific skill will occur in the immediate future. An example of pre-correction is: *“Class, in two minutes I’m going to ask you to share the answers you came up with while working independently. Remember, you will need to use the skill of Getting the Teacher’s Attention before providing your response.”* The more at-risk a class or student, the more explicit the pre-correction should become. Example: *“Class, in one minute I’m going to ask you to share the answers you came up with while working independently. At that time you will need to use the skill of Getting the Teacher’s Attention before providing your response. Remember GTA means: you look at me, raise your hand and stay calm, wait until I call your name, then state your response. Ok, let’s start with question number 1 on page 45.”*

□ ***Clarify how the behavior did not meet expectations***

Students who demonstrate behavioral errors should be provided a specific description of how the misbehavior differed from the expectation. The content of this interaction should be limited to the facts surrounding the specific misbehavior. Example: *“Mary, during independent seatwork you loudly blurted out, ‘Does anyone have an extra pencil?’ When you did not receive a response from the class, you got out of your seat and walked across the room to the pencil sharpener. A better choice would have been to use the skill of Asking for Help. Rather than blurting out and leaving your seat, you could have said something*

like, 'Excuse me, José. Can you help me? My pencil broke. Do you have an extra one I could use? Thank you.' By Asking for Help the way we've practiced, it does not disturb the learning of others and allows you to stay seated so you can complete your assignment."

□ **Re-teach and practice the expectation or skill**

Classes, groups, and/or individual students who fail to demonstrate expectations/social skills should be provided additional instruction and practice. Example: "Earlier today when the principal came to our room to discuss an important matter with me, I asked the class to use the skill of Minding Your Own Business (MYOB). During that time, I noticed several tables had difficulty following the MYOB steps making it difficult for me to have the conversation without distraction. Because this is such an important skill, we are going to spend a couple of minutes as a class reviewing and practicing the skill steps. Who can tell me what assignment you are supposed to work on during MYOB time? That's right. You work on your daily journal. Who can tell me the skill steps for MYOB? Excellent. The skill steps are: focus on your assignment, ignore all conversations, gestures and distractions that are someone else's business, and keep working quietly until you receive further notice. Ok, let's go ahead and practice that skill right now. Class, I'm going to make a call to the office, please MYOB during my conversation."

□ **Establish a behavior cue/prompt**

Cues and prompts are used to support individual students during the earliest stages of misbehaving or who are known to have difficulty demonstrating a specific expectation/social skill. Cues and prompts may be visual, verbal, or a combination of both.

- **Cue:** a single gesture/clarification to remind a student to use a specific expectation or social skill. Examples of **cueing** a student to use the skill of Getting the Teacher's Attention (GTA) may include pointing to the GTA poster, or saying "GTA" in a firm but encouraging tone.
- **Prompt:** a series of gestures/directions which guide the student through the process of demonstrating an expectation or social skill. Examples of **prompting** a student to use the skill of GTA may include: 1) making eye contact with the student, putting your finger over your mouth, raising your hand, and nodding, 2) saying, "Remember, when you GTA you look at me, raise your hand and stay calm, wait until I call on you, then ask your question."

□ **Provide a structured choice**

Structured choices provide students with two behavioral alternatives, each of which is directly linked to a specific outcome — one positive and one negative. Structured choices are clearly stated, reasonable, enforceable, and ultimately chosen by the student. When delivering a structured choice begin by stating how use of the expected behavior will lead to a positive outcome, while continued use of the misbehavior will lead to a negative outcome. Example, "Right now you can MYOB while I'm talking with Mary and remain in the cafeteria with your friends for the rest of your lunch break or you can continue interrupting in which case you will spend the remainder of your lunch in the vice principal's office."

□ **Review common assessment data**

Because behavioral challenges often accompany academic deficits and may, in fact, be a coping response to an academic failure, it is imperative to rule out and/or address academic skill deficits prior to focusing solely on the misbehavior. Questions which must

be considered are: is this student able to access the core academic curriculum? If not, how many other students in the class are in a similar situation? Are there instructional practices/strategies which could be implemented to ensure effective first instruction is in place and that all students are learning at high rates? If identified academic standards or skills need to be re-taught, where and how will this be accomplished?

□ **Contact and/or meet parent**

While it is always good practice to form positive partnerships with parents, it is important to remember that parents have little ability to modify school/classroom environmental dynamics or to implement behavior interventions within the school setting. Just as educators would not call home for students demonstrating difficulty with division problems or reading a passage out loud in class, so too should they not call home for students failing to demonstrate an expectation/social skill. For the most part, staff will address behavioral errors the same way they address academic errors through teaching, re-teaching, and acknowledging/correcting until the skill is mastered.

That being said, there will be times when misbehaviors persist to the point where it is appropriate to contact parents regarding their child's behavioral challenges. Conversations with parents should include: identification of the skills of greatest concern, explanation regarding the interventions being implemented in the school setting, methods by which the school is monitoring the student's progress, and specific strategies as to how parents may support the school's efforts at home.

□ **Review discipline data for patterns and trends**

The less responsive a problem behavior is to remediation, the more intentional staff must become in understanding the dynamics driving the misbehavior. This problem-solving process should rely on a variety of data sources including Low Level Referrals, Office Referrals, suspensions, academic measures, and attendance records. The purpose of integrating data into a coherent whole is to identify the conditions in which an individual student is at greatest risk for misbehaving — times of day, locations, subject areas, specific staff and/or students, etc.

□ **Meet with team/student to identify additional supports and/or collaborate with team, counselor, and/or administration**

Students who continue to demonstrate a pattern of misbehavior despite implementation of lower level interventions will require the efforts of a problem-solving team to construct a collaborative intervention plan. This problem-solving team may include: grade-level/academic team members, a counselor, an administrator, a psychologist, a nurse, a resource specialist, etc. Depending upon the information gathered by the team, a variety of interventions may be recommended such as: providing targeted behavior skill development (group or individual), increasing the level of monitoring and feedback by staff, assigning a mentor, establishing individual student goals, scheduling a classroom observation, identifying functional factors, teaching Functional Equivalent Replacement Behaviors, conducting a Home & Health Study, or enlisting the support of outside agencies such as the Department of Mental Health, Probation, etc.