

MINOR/ MAJOR REFERRALS

Differentiating Responses
& Using the Data

How & When to use ODRs

- BEFORE WRITING A REFERRAL...
 - Have you taught and practiced the expectations?
- MINOR VS. MAJOR REFERRAL
 - MINOR referrals:
 - Should have a classroom-based response
 - MAJOR referrals:
 - Result in office/ administrative action
- *REMEMBER- A REFERRAL IS A SOURCE OF DATA*
 - *Separate from the adult response*
 - *Does not always result in disciplinary action*

Discipline Referral Matrix

	Redirect/ Reteach	Minor	Major
	Teacher handled, no formal ODR, teacher discretion for responses and data	Teacher response (including consequences) per classroom, grade-level or building systems	Administrator response (with teacher input); administrative communication
Disrespect/ Noncompliance <i>Use caution and check bias here</i>	<ul style="list-style-type: none"> • Passive refusal to participate • Very slow in response to request (within the student's skills/ control) • Testing the limit 	Disrespect Defiance <ul style="list-style-type: none"> • Ignoring reasonable requests/ redirections • Overt, prolonged refusal to participate 	Major Disrespect <ul style="list-style-type: none"> • Repeated refusal, "defiance" that leads to substantial & ongoing disruption and/or to an unsafe situation
Disruption	<ul style="list-style-type: none"> • Noise making • Talk-outs • Attention-getting behaviors (silly answers/ blurting) 	Disruption <ul style="list-style-type: none"> • <u>Repeated</u>, intentional pattern of disruptive behaviors that do not respond or escalate in response to redirection 	Major Disruption <ul style="list-style-type: none"> • Substantial disruption to learning in class • Intentional repetition of behavior following redirection
Inappropriate Language	<ul style="list-style-type: none"> • Casual remarks or gestures that are offensive or sexual • Subtle or casual put-downs 	Inappropriate Language <ul style="list-style-type: none"> • Patterns of offensive or language after reteach • Put-downs or language that are directed toward others 	Inappropriate Language/ Gesture <ul style="list-style-type: none"> • Swearing used to harass, intimidate, show defiance • Language that creates an unsafe climate
Fighting/ Aggression	<ul style="list-style-type: none"> • Rough play • Minor pushing/ bumping into others 	Physical Contact <ul style="list-style-type: none"> • Ongoing pushing/ bumping into others • Mutual pushing or wrestling Aggression <ul style="list-style-type: none"> • Aggression that is isolated or short in duration 	Physical Aggression <ul style="list-style-type: none"> • Hitting, kicking, or other act meant to cause harm Fighting <ul style="list-style-type: none"> • Mutual aggression with intent to harm others Use of Weapon

Teasing/ Harassment	<ul style="list-style-type: none"> • "Put-downs" • Play based teasing 	<ul style="list-style-type: none"> • Ongoing put-downs or teasing 	Discrimination Harassment Intimidation/ Retaliation <ul style="list-style-type: none"> • Threat/extortion; • Racist/socioeconomic status/ sexual orientation/ cultural/ disability – based • <u>Cyberbullying</u>
Property Damage	<ul style="list-style-type: none"> • Breaking a pencil • Ripping their own paper • Inappropriate use of objects or fidgets 	Property Misuse <ul style="list-style-type: none"> • Repeatedly breaking or misusing classroom materials • <u>Low level</u> property damage (scribbling on a desk, pulls a poster from the wall, etc.) 	Property Damage/ Vandalism <ul style="list-style-type: none"> • Damaging technology • Significant property damage (large financial or emotional value) • Graffiti • Across multiple settings, widespread damage, or prolonged incident
Lying/ Cheating/ Theft	<ul style="list-style-type: none"> • Borrowing without asking 	<ul style="list-style-type: none"> • Taking another's property (minor value) • Refusing to return a borrowed item • Substituting someone else's work for your own 	Lying/ Cheating <ul style="list-style-type: none"> • Taking another's property (significant sentimental or monetary value) • Not telling the truth when it involves someone's personal safety or property damage
Possession of controlled items	<ul style="list-style-type: none"> • Drug and alcohol references 	<ul style="list-style-type: none"> • Repeated or ongoing drug and alcohol references 	Use of dangerous substance <ul style="list-style-type: none"> • Under the influence, possession, distribution, • Paraphernalia of drugs or possession
Other		Dress Code Violation	Possession of weapons Technology Violation

Common Guidelines for “Minor” versus “Major

MINOR:

- Teachers have the authority to manage problem behavior in class, with their teaching team, and in conjunction with existing school-wide and individual plans
- For students who have ongoing minor behavior that is frequent/ low-level, disability-related or addressed in a BSP/504/IEP
- Respond according to individual plans and document these using pre-established data collection systems
- Multiple Minors may not be the best way to collect this data
- Consider documenting one “minor” per period and referencing other data collection system for a series of behaviors within an instructional period

MAJOR:

- Primarily for behaviors that are unsafe or substantially interrupt the instructional environment.
- Intensity and/or duration are high and unresponsive to correction/ intervention
- Document each incident (for multiple similar incidents, consider referencing other majors for “narrative” section)