

Request for Behavioral Assistance

Please complete and return to Holly Adcox, Director of Student Supports mailbox. This information will be reviewed by members of the Behavior Assistance Team and you will be contacted for follow-up.

Date: _____ Student: _____

Referring Staff: _____ Grade: _____

Best time to contact you for follow-up: _____

Are you looking for new ideas/strategies to address your concerns? Yes / No

Qualified for Title Services Yes/No

Behavior(s) of Concern:

- | | | | |
|---|---|--|---|
| <input type="checkbox"/> Disruptive | <input type="checkbox"/> Out of Seat | <input type="checkbox"/> Refuses to do work | <input type="checkbox"/> Disrespectful to Teacher |
| <input type="checkbox"/> Refuses to Share | <input type="checkbox"/> Physical Aggression | <input type="checkbox"/> Unprepared | <input type="checkbox"/> Disrespectful to Peers |
| <input type="checkbox"/> Talking Out | <input type="checkbox"/> Inappropriate Language | <input type="checkbox"/> Difficulty Taking Turns | <input type="checkbox"/> Other: |

List top 3 behaviors and rate how likely problem behavior will occur in each activity if applicable (use reverse if necessary).

Specific Problem Behavior	Likelihood of Problem Behavior	Activity
	Low High 1 2 3 4 5 6	
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What is your behavioral goal/expectation for this student? _____

What have you tried to date to change the *situations* in which the problem behavior(s) occur?

Modified assignments to match the student's skills	Increased supervision and monitoring	Scheduled breaks	Other:
Intervention and/or tutoring to improve the student's academic skills	Posted daily visual schedule	Changed schedule of activities	
Rules are positive and observable	Organized, well-planned transitions	Environmental engineering (e.g., seating assignment, traffic patterns)	
What was the result? <input type="checkbox"/> No improvement <input type="checkbox"/> Slight improvement <input type="checkbox"/> Noticeable improvement			

What have you tried to date to *teach* expected behavior(s)?

Frequent and direct teaching of rules, routines, and expectations for the whole class	Acknowledgement of positive behavior 4:1 (i.e., 4 positive : 1 correction)	Contract with student /and parents	Other:
Preteaching/Reminders about expected behavior when problem behavior is likely	Systematic feedback about behavior	Social Skills Training, Second Step, CHAMPS	
Oral agreement with student	Practiced the expected behaviors within all environments (e.g., classroom, playground, etc)	Teach organizational skills	
What was the result? <input type="checkbox"/> No improvement <input type="checkbox"/> Slight improvement <input type="checkbox"/> Noticeable improvement			

What *consequences* have you tried to date for the problem behavior(s)?

Loss of privileges	Increased home-school communication	Reprimand	Other:
Time-out	Meeting with the parents	Individual meeting with the student	
Address behavior immediately and consistently	Office referral	Feedback, correct behavior, reteaching, rehearsal	
What was the result? <input type="checkbox"/> No improvement <input type="checkbox"/> Slight improvement <input type="checkbox"/> Noticeable improvement			

Are there safety concerns? If yes, please describe.

Check Interventions in Place:

Tier I: The classroom teacher gives additional, individualized, evidenced-based academic support to the students beyond that provided in core/universal instruction (e.g., differentiated instruction).

Differentiated instruction	Immediate feedback	Pre-teach content
Extra Drill and practice	Pictures/Charts	Review directions
Monitor assignments	Oral/visual reminders	Study partners
Student restates information	Concrete Examples	Display key vocabulary
Word Bank	Manipulatives	Number lines/models

Tier II: Additional direct, explicit, intervention/instruction strategically targets the area(s) of academic deficit; intervention is evidence-based and implemented with fidelity.

If group-based, all students enrolled in intervention group have a shared intervention need that can reasonably be addressed through the group instruction/intervention provided.

Occur a minimum of 3-5 times/week in sessions of 30 minutes or more.

Group size \leq 7 students

Specific Program/Strategy:

Tier III: Intervention/Instruction intensively targets the skill deficit.

Group size \leq 3 students

Occur daily in sessions of 30 minutes or more.