

DOCUMENT RESUME

ED 383 144

EC 303 968

AUTHOR Frey, Laura; Lane, Cindy  
 TITLE The Bridges Program: Promoting Home School Inclusion through a Continuum of Services.  
 PUB DATE 9 Apr 95  
 NOTE 22p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (73rd, Indianapolis, IN, April 5-9, 1995).  
 PUB TYPE Reports - Descriptive (141) -- Speeches/Conference Papers (150) Tests/Evaluation Instruments (160)  
 EDRS PRICE MF01/PC01 Plus Postage.  
 DESCRIPTORS Agency Cooperation; \*Behavior Change; \*Behavior Disorders; Elementary Secondary Education; Intervention; Recordkeeping; \*Records (Forms); \*Special Classes; Special Schools; \*Transitional Programs

ABSTRACT

The Bridges Program of the Wyandotte Comprehensive Special Education Cooperative in Kansas works to have students with chronic aberrant behavior in alternative school settings function successfully in a self-contained setting in the student's home school. The program works to create an environment which will address the curriculum needs and emotional deficits of the student. Program staff cooperatively plan to "bridge" the student back to the home school, by working to develop and implement the placement plan, locate and network the student and family with community resources, support the student in the home school environment, and provide necessary support to the home school team. Team planning is documented through a "bridging plan" specifying target behaviors, criteria for success, and possible acceptable alternative behaviors. This document presents a sample form used in specifying target behaviors, an environmental analysis form, and a behavior checklist for the referring teacher. (JDD)

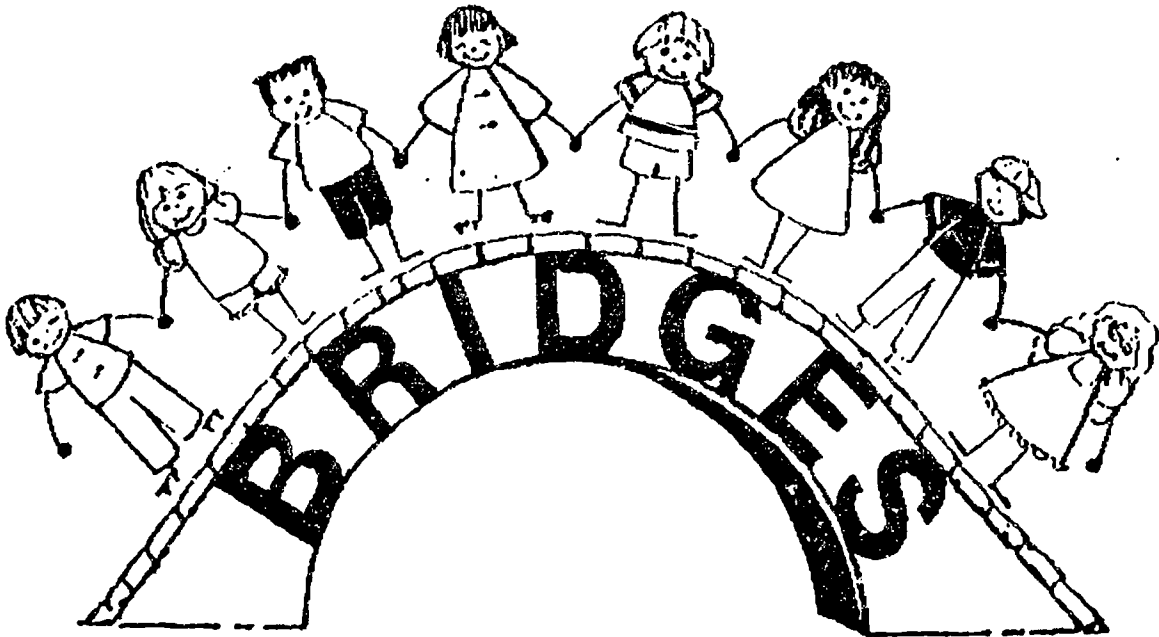
\*\*\*\*\*  
 \* Reproductions supplied by EDRS are the best that can be made \*  
 \* from the original document. \*  
 \*\*\*\*\*

ED 383 144

U.S. DEPARTMENT OF EDUCATION  
Office of Educational Research and Improvement  
EDUCATIONAL RESOURCES INFORMATION  
CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.  
 Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.



PERMISSION TO REPRODUCE THIS  
MATERIAL HAS BEEN GRANTED BY

Laura M. Frey

2

TO THE EDUCATIONAL RESOURCES  
INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

## The Bridges Program Promoting Home School Inclusion through a Continuum of Services

**Presenters:**

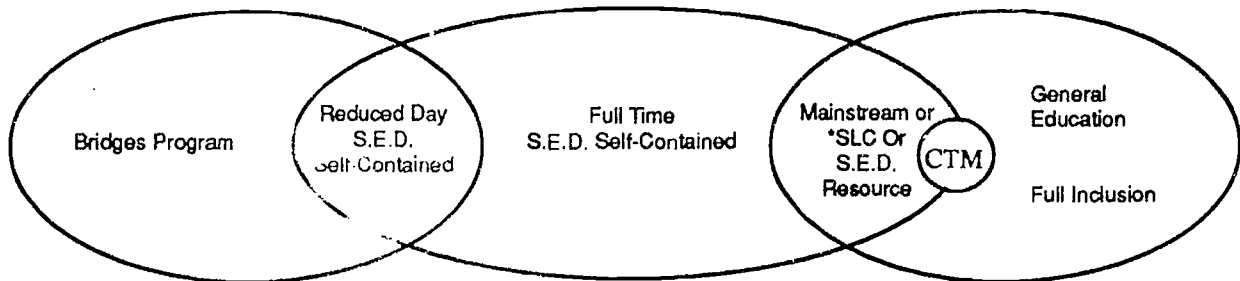
Laura Frey - Bridges Program Teacher  
Cindy Lane- Coordinator of S.E.D. Programs

**Dignity - Responsible Behavior- Skills - Empowerment**

The Bridges Program provides the most restrictive environment in the district's continuum of services. The Bridges Program provides support to S.E.D. Core Teams working with students who display chronic aberrant behavior. The Bridges Program in partnership with the student's home school will exchange ideas, locate resources and assess the educational needs of the student. The two teams will merge to develop a plan and allocate resources necessary for the student to function successfully in a self-contained setting in the students's home school.

Team planning will be documented through a "Bridging Plan" specifying target behaviors, criteria for success and possible alternative behaviors that may be acceptable replacements for current aberrant behavior. The teams are charged through the placement plan to work together to create an environment which will address the curriculum needs and emotional deficits of the student while working toward success in the public school environment.

The Transition staff will work directly with students in an alternative setting to: implement placement plan, locate and network the student and family with community resources, develop a plan along with the home school team for "bridging" the student back to the home school, support the student in the home school environment, provide necessary support to the home school team and attend monthly reviews at the home school. "Support" shall be defined differently for each student according to the I.E.P. and placement plan. During the alternative placement period, the home school team will continue involvement with the student, communicate to the Bridges staff the desired outcomes and objectives of the alternative placement, be actively involved in planning and implementation of the plan with the student; maintain responsibility for the I.E.P., work in partnership with the Bridges staff to locate and network the student to community resources, and work in collaboration with the Bridges staff to carry out the plan designed. In summary, the teams work in unison to identify the problem, design a plan and carry out the steps necessary to work toward success with each individual student.



**Bridges Program Contacts:**

Ms. Cindy Lane  
Coordinator of Seriously Emotionally Disturbed Programs  
Wyandotte Comprehensive Special Education Cooperative  
600 Minnesota Avenue,  
Kansas City, Kansas 66101

Ms. Marsha Cowan  
Administrator, Bridges Program  
Vocational Training Workshop  
290 South 10th Street  
Kansas City, Kansas 66102

**The Bridges Program:  
Main Components of Program Structure Promoting Home School Inclusion  
Through a Continuum of Service**

Bridges Classroom	Collaboration	The Bridging Plan
<ul style="list-style-type: none"> <li>• Therapeutic Environment</li> <li>• Functional Analysis</li> <li>• Behavior Change Instruction</li> <li>• Social Work Services</li> <li>• Classroom Academics</li> <li>• Adaptive Support Services</li> <li>• Vocational Education</li> <li>• Vocational Counseling</li> </ul>	<ul style="list-style-type: none"> <li>• Team "Our Student " Philosophy</li> <li>• Bridging Team               <ul style="list-style-type: none"> <li>- Home School</li> <li>- Student</li> <li>- Parents/Guardian</li> <li>- Community Agencies</li> </ul> </li> <li>• Environmental Analysis</li> <li>• Consultation Services</li> <li>• Direct Intervention with Home School</li> <li>• Follow-up Monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• Bridging Plan Components               <ol style="list-style-type: none"> <li>a. Team Process</li> <li>b. Identify Target Behaviors</li> <li>c. Determine Levels to Increase and Decrease</li> <li>d. Set Criteria</li> <li>e. Develop Timeline</li> <li>f. Determine All Team Member Roles</li> </ol> </li> <li>• Bridging Plan and the IEP</li> <li>• Bridges Staff Support to Home School Staff</li> <li>• Transportation</li> <li>• Bridges Program Data</li> </ul>

**Wyandotte Comprehensive Special Education Cooperative  
Bridges Program  
Bridging Plan**

11/94

Date: \_\_\_\_\_

Student: \_\_\_\_\_ Grade: \_\_\_\_\_ Home School: \_\_\_\_\_

Bridges Case Manager: \_\_\_\_\_ Home School Teacher: \_\_\_\_\_

Desirable Behavior to Increase	Method to Maintain/Criteria and Assessment

Targeted Behaviors to Decrease	Method of Intervention/Criteria and Assessment



# Wyandotte Comprehensive Special Education Cooperative Bridges Team Development Plan

11/94

Community Agency Involvement	Contact Person/Telephone Number	Signed Release ?

Bridging Plan (include time lines, persons responsible)

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

Comments:

---

---

---

---

---

---

---

---

---

---

---

---

---

Signatures of team members developing plan

---

---

---

---

---

---

---

---

---

---

---

---

**Wyandotte Comprehensive Special Education Cooperative  
Bridges Program  
Bridging Plan**

11/94

Date: 10-93

Student: D. Grade: 7

Home School: \_\_\_\_\_

Bridges Case Manager: Ms. J

Home School Teacher: Mr. T

Desirable Behavior to Increase	Method to Maintain/Criteria and Assessment
① Good attendance	① Continue to provide special education transportation.
② Self-monitoring for behavior and work quality.	② Continue with hourly goal setting.
③ Good manners in lunchroom.	③ Continue eating in lunchroom
④ Follows structure and routine in classroom.	④ Continue self-monitoring for behavior and work quantity
⑤ Increase independent seat work.	⑤ Continue with structured daily routine

Targeted Behaviors to Decrease	Method of Intervention/Criteria and Assessment
① Decrease use of loud voice in classroom and school building	① Model appropriate voice tone. Indicate to student when voice is too loud.
② Decrease amount of talk-outs and distracting noise.	② Self-monitor talkouts and distracting noise. Reinforce with classroom reward system.
③ Decrease out-of-seat behavior and movement throughout the room.	③ Raise hand and ask permission. Use self-monitor.
④ Increase tolerance with others when he is aggravated.	④ Documentation of physical acts of aggression with frequency counts. Use contracts and classroom reward system.

**Wyandotte Comprehensive Special Education Cooperative  
Bridges Team Development Plan**

11/94

Community Agency Involvement	Contact Person/Telephone Number	Signed Release ?
County Social Rehabilitative Services  Family Group		

**Bridging Plan (include time lines, persons responsible)**

- ① Weekly contract for student to begin a weekly visit. The contract will focus on demanding behavior and working with lead classroom teacher. Student will earn 80% of money (points) available to earn weekly visit of 10 to 15 minutes.
- ② Student will earn 4 out of 5 visits. At this point the student will increase visits to 30 minutes in length.
- ③ Team will reconvene in 5 weeks to discuss the re-integration plan. The meeting will be at the home school.

Follow-up #1 : Weekly visits have been successful and will be increased to 45 minutes in length if student earns 80% of money

Follow-up #2 : Student will begin daily visits with Bridges staff attending to provide student and teacher with support.

**Comments:**

70% avg = 15 min. visits
80% avg = 20 min. visit
90% avg = 25 min. visit
95% - 100% avg = 30 min. visit

**Signatures of team members developing plan**

---



---



---



---



---



---



Wyandotte Comprehensive Special Education Cooperative  
Bridges Program  
Addendum to Placement Plan

11/94

Summary of Conference:

Date: 12-94

The student has continued to improve on criteria established for target behaviors. As a result of recent re-evaluation, student will begin half day participation in vocational workshop. The schedule established by the team will be reviewed in twenty days.

Signatures of those present at conference

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Recommendations:	Intervention/Method	Criteria/Assessment	Person Responsible
	Bridges Program will		
	provide para-educator	on task, following	Case manager
	in workshop setting	rules, success	
	during first 20 days	in new setting.	
	This person will assist		
	both the student and		
	the workshop teacher		
	to provide successful		
	bridge to new setting		

Wyandotte Comprehensive Special Education Cooperative  
Bridges Program  
Bridging Plan

11/94

Date: 10-93

Student: B. Grade: 9

Home School: High School

Bridges Case Manager: Ms. J

Home School Teacher: Ms. G.

Desirable Behavior to Increase	Method to Maintain/Criteria and Assessment
① Good attendance, on time	① Continue Special Education transportation and classroom
② Follows routine and classroom structure.	② Model appropriate ways to express wants and needs, Reinforce with classroom reward system
③ Expresses wants and needs.	③ Use self-monitoring techniques
④ Will set hourly and daily goals.	

Targeted Behaviors to Decrease	Method of Intervention/Criteria and Assessment
① Will reduce demand setting and refusal to work	① Will use classroom behavior contract, and use of classroom reward system.
② Will reduce verbal and physical aggression including threats to aggress.	② Model restating of demand into a question.
	③ Will use classroom behavior contract and document frequency and duration.
	④ Identify frustrating situations, identify alternative behaviors, establish behavior change system.

**Wyandotte Comprehensive Special Education Cooperative  
Bridges Team Development Plan**

11/94

Community Agency Involvement	Contact Person/Telephone Number	Signed Release ?
Mental Health Services Court service officer		

**Bridging Plan (include time lines, persons responsible)**

10/93

① Verbal aggression will be reduced to twice weekly. Physical aggression will be reduced to once in a two week period. Once accomplished Bridges staff will contact home school BA team to set up weekly visitation.

② Student will visit one day a week for one class hour. Student will earn 80% of contract money, four out of five days for next 3 weeks. At this point, another visitation day will be added.

1/94

③ Student will attend home school 2 hours daily, beginning 2/1/94 as student is displaying no talkbacks, no refusals, no verbal or physical aggression.

④ Student will display no more than 2 refusals/demands in a week, 2 verbal aggressions in a week, and 1 physical aggression in a week to earn the privilege to attend the home school for half a day. After a 3 week period of this maintenance, the student can begin.

**Comments:**

The Bridges team will provide daily adult support at the home school for the first week student attends half day and continue as needed.

**Signatures of team members developing plan**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Wyandotte Comprehensive Special Education Cooperative  
Bridges Program  
Addendum to Placement Plan

Summary of Conference:

Date: 3/94

Student continues to progress on the positive display of behaviors and attends home school on full day basis. The Bridges team will provide direct adult support as needed and will monitor progress. The student's annual IEP meeting will be scheduled May 1994.

Signatures of those present at conference

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Recommendations:	Intervention/Method	Criteria/Assessment	Person Responsible



Wyandotte Comprehensive Special Education Cooperative  
Bridges Program  
Bridging Plan

11/94

Date: 10-94

Student: L. Grade: 5

Home School: Middle School

Bridges Case Manager: Ms. J.

Home School Teacher: Mrs. H.

Desirable Behavior to Increase

- ① Strong academic skills
- ② Very pleasant and friendly
- ③ Student bonds well in small setting.
- ④ Student works towards goals and rewards.
- ⑤ Delightful sense of humor when she has bonded with you

Method to Maintain/Criteria and Assessment

- ① Provide instruction at an instructional level
- ② Maintain positive feedback and positive feeling tone.
- ③ Continue to work on goals/contract and rewards.

Targeted Behaviors to Decrease

- ① Negative self-image esteem
- ② Withdrawn quiet behavior
- ③ Frustration dealing with frustration events.

Method of Intervention/Criteria and Assessment

- ① Develop strategies to maintain positive feedback frequently each hour.
- ② Develop cognitive strategies to help student to deal with frustration
- ③ Develop strategies to deal appropriately with disruptive behaviors

**Wyandotte Comprehensive Special Education Cooperative  
Bridges Team Development Plan**

11/94

Community Agency Involvement	Contact Person/Telephone Number	Signed Release ?
- Mental Health Center - Family Services - Social and Rehabilitative Services - Psychiatrist		

**Bridging Plan (Include time lines, persons responsible)**

10/94

- ① Student will demonstrate regular school attendance at Bridges before re-integration. Medication will be monitored.
- ② Student will display no physical aggression for a 6 week period before beginning reintegration.
- ③ At beginning of second quarter, the student will attend home school one and a half hours daily for math, reading, specials, and computer time. A para-educator will attend with student to provide bridging support.
- ④ The team will meet in 3 weeks to assess progress to determine change in mainstream time.

**Comments:**

---



---



---



---



---



---



---

Signatures of team members developing plan

---



---



---



---



---



Wyandotte Comprehensive Special Education Cooperative  
Bridges Program  
Addendum to Placement Plan

11/94

Summary of Conference:

Date: 11-94

The home school BD teacher stated that student has excellent work habits and good behavior in the classroom. Student has had only one incident of inappropriate behavior. Student has earned all stars in gym class. The para-educator still comes into the building with student, but is fading her presence in the classroom. Student will increase daily home school time to 3 hours.

Signatures of those present at conference

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Recommendations:	Intervention/Method	Criteria/Assessment	Person Responsible
	Student will ride the bus both ways without the paraeducator.		
	Team will meet in January to discuss progress		



# Environmental Analysis

Wyandotte Special Education Cooperative Transitional Program

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_  
School: \_\_\_\_\_  
Teacher: \_\_\_\_\_  
Observer: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_ (start) \_\_\_\_\_ (completed)

Directions: Check all items that apply. Keep in mind that the analysis is of the environment of the designated student and not of the classroom in general.

## 1. LEARNING SETTING

### General Information

Type of Classroom:  self-contained  student learning center  CTM  general ed.  other \_\_\_\_\_

Lead Instructor:  special ed. teacher  social worker  paraprofessional  general ed. teacher  
 substitute  student teacher  other (specify \_\_\_\_\_)

Time of Day:  A.M.  P.M. observation length (circle one) 30 min. 60 min. 90 min.

Number of students \_\_\_\_\_ Number of adults \_\_\_\_\_ Ratio \_\_\_\_\_

Subject being taught (specify course name if only one subject observed) \_\_\_\_\_

\* if more than one subject, not sequence

\*  reading  math  language arts  science  social studies  
 english  health  functional living curriculum  
 other (specify \_\_\_\_\_)

Method of Instruction in Progress: (if more than one, number in or of sequence)

Teacher lecture  small group  class discussion  demonstration  ind. student project  
 cooperative learning groups  seatwork  film (audio/ visual)  lab  learning centers  other \_\_\_\_\_

\*gather information from teacher interview

**Physical Arrangement:** Draw a diagram of the classroom. Include student desk position, teacher desk etc. Indicate with an X the position of the student being observed (position held during majority of observation). Indicate any items in close proximity to the student such as bulletin boards, door way, teacher desk, windows, chalkboard etc.

Spatial Areas:  learning centers  study areas  study carrels  individual student desks  
 free time areas  computer area  other (specify \_\_\_\_\_)

Room is located where in building? \_\_\_\_\_  
Distance to nearest restroom: \_\_\_\_\_ to office: \_\_\_\_\_



**Props:** Furnishings a. student desk  correctly sized  single piece desk  desk and chair separate units  
 b. flooring:  wood  tile  carpet  
 c. lighting:  incandescent  fluorescent  adequate  inadequate

**Bulleting Boards:**  teacher made  student made  commercial  
 Content (describe) \_\_\_\_\_

**Windows:**  number  outside wall  hallway wall  
 size:  large  small  floor to ceiling

**Wall color:** \_\_\_\_\_ **Ventilation:**  comfortable  stuffy  hot  chilly

**Chalk boards/ Wipe off boards:**  number  location

Note any extraneous or obtrusive **noise** which might interfere with student concentration (describe): \_\_\_\_\_

**\*Required Student Supplies :** \_\_\_\_\_

Does student have necessary supplies?  yes  no (specify) \_\_\_\_\_

**\*Schedule:** (student) \_\_\_\_\_

(class) \_\_\_\_\_

\*gather information from teacher interview

## 2. CLASSROOM SOCIAL ENVIRONMENT

**Peer Society**  number of males  number of females

### Socioeconomic background

a. range:  lower  lw middle  middle  up middle  upper

b. predominately: \_\_\_\_\_

c. age range:  yr.  mo. to  yr.  mo.

d. ethnic mix (specify number)  black  caucasian  mexican american  native american  
 asian  other

### Group Climate

Leadership by students: weak  1  2  3  4  5 strongly

central  1  2  3  4  5 distributed

Attraction/cohesion:  cliques observed  isolated (loner) students observed

Classroom rules:  students complying with rules in general

students not complying with rules in general

Communication among students:  frequent  infrequent  hostile  ambiguous  friendly

Student's approximate position in pecking order:  low  middle  high

Group role (if any) adopted by the student (describe; i.e. clown, scapegoat, bully): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Small group work: \_\_\_ cooperates \_\_\_ isolation \_\_\_ disruptive \_\_\_ works facing group \_\_\_ works facing away

Students assist one another \_\_\_ yes \_\_\_ no

Student addresses teacher by \_\_\_ name \_\_\_ (other) \_\_\_\_\_

**Teacher Characteristics and Teaching style**

Gender: \_\_\_ male \_\_\_ female

Feeling tone manifested: \_\_\_ anxious \_\_\_ relaxed \_\_\_ structured \_\_\_ authoritative \_\_\_ negotiates  
\_\_\_ quiet \_\_\_ shouting \_\_\_ non responsive \_\_\_ mediates  
\_\_\_ consistent \_\_\_ inconsistent \_\_\_ (other) \_\_\_\_\_

Work with pupils: \_\_\_ total group \_\_\_ small group \_\_\_ individual

Time allotted ratio: \_\_\_ group to \_\_\_ individual

Expression of feelings (describe) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Error behavior: \_\_\_ acknowledges own errors \_\_\_ covers up own errors \_\_\_ not observed

**Discipline:** \_\_\_ clear expectations \_\_\_ unclear expectations  
\_\_\_ follows through on consequences \_\_\_ inconsistent delivery of consequences  
\_\_\_ discusses inappropriate behavior with child \_\_\_ clear / matter of fact \_\_\_ angrily  
\_\_\_ interprets student's feelings about situation for clarification  
\_\_\_ elicits statement of alternative behaviors from student  
\_\_\_ accepts word of peers in learning of and acting upon misbehavior

Consequences observed being delivered ( frequency / duration): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Did consequences appear effective? \_\_\_ yes \_\_\_ no

Intervention into peer conflict: \_\_\_ immediate \_\_\_ disciplined all involved \_\_\_ other \_\_\_\_\_  
\_\_\_ delayed \_\_\_ disciplined only one \_\_\_ other \_\_\_\_\_  
\_\_\_ not at all \_\_\_ allows students to resolve \_\_\_ no resolution observed

\*Communication with parents: \_\_\_ at quarterly conference only \_\_\_ routinely \_\_\_\_\_  
\_\_\_ as needed \_\_\_ by phone \_\_\_ in person \_\_\_ by note

\*information gathered by interview with teacher

**3. INSTRUCTIONAL DIMENSIONS**

Instructional Delivery

\_\_\_ teacher mediates all in-class communications

Directions given in: \_\_\_ precise, clear manner \_\_\_ unclear \_\_\_ multistep \_\_\_ on step at a time  
\_\_\_ general \_\_\_ incomplete \_\_\_ match to model \_\_\_ demonstration

Pace of instruction: \_\_\_ slow \_\_\_ quick keeping students involved \_\_\_ fast, students lagging behind  
\_\_\_ presses for student response \_\_\_ waits for student response or assist student to reply

**Planning:** \_\_\_plans for one activity at a time \_\_\_plans for student involvement in a variety of activities  
\_\_\_selection of goals and purposes is mutual student/ teacher responsibility  
\_\_\_goal and purpose of curriculum coincide with curriculum sequence

**Instructional Methods:** \_\_\_demonstration / modeling \_\_\_group lecture \_\_\_cooperative learning \_\_\_seatwork  
\_\_\_uses high level questioning \_\_\_class discussion \_\_\_group participation \_\_\_film / video

Evaluation of work: \_\_\_student evaluated \_\_\_teacher evaluated \_\_\_group evaluated \_\_\_correction of errors expected  
\_\_\_errors are belittled \_\_\_encouragement given to correct work \_\_\_improvement encouraged

\*Correction / Marking Method \_\_\_number wrong \_\_\_number correct \_\_\_percentage  
\_\_\_verbal comments, positive \_\_\_verbal comments, negative  
\_\_\_wrong answers marked \_\_\_correct answers marked

\*Feedback: \_\_\_that day \_\_\_on the spot \_\_\_next day \_\_\_later that same day \_\_\_later in activity  
Type of: \_\_\_\_\_

\*Teacher's out of class availability to students: \_\_\_between class \_\_\_as resource when needed \_\_\_after school  
\_\_\_recess/ hall period \_\_\_lunchtime \_\_\_other \_\_\_\_\_

**Lessons:** Assignments \_\_\_group verbal instruction \_\_\_individual assignment sheets \_\_\_assignment written on board  
\_\_\_assignments individualized \_\_\_all students completing same assignment

\*Homework \_\_\_assigned to everyone \_\_\_only for remedial work \_\_\_only for enrichment \_\_\_given daily  
\_\_\_assigned as needed \_\_\_parent involvement encouraged

\*Traffic Regulation System: (Class rules / procedures)

Entry into room: \_\_\_\_\_

Dismissal during hour for special needs: \_\_\_\_\_

Dismissal at end of class period: \_\_\_\_\_

Pupil to pupil communication: \_\_\_\_\_

Materials passed out, collected: \_\_\_\_\_

Pencil sharpening: \_\_\_\_\_

Transitional time: \_\_\_\_\_

Use on interest centers: \_\_\_\_\_

Clean up: \_\_\_\_\_

Free time: \_\_\_\_\_

\*Reinforcement System: \_\_\_group system \_\_\_no formal system \_\_\_\* individual contracts \_\_\_self monitoring  
Rules clearly posted \_\_\_yes \_\_\_no  
Students understand rules \_\_\_yes \_\_\_no Students comply with rules \_\_\_yes \_\_\_no

\*gather information from teacher interview

# Behavior Checklist for Referring Teacher

(adapted from \_\_\_\_\_)

Student Name: \_\_\_\_\_

Completed by: \_\_\_\_\_

Behavior	Check Appropriate Behavior	Circumstances Behavior Occurs	Number of Occurrences	Interventions Attempted
Physically assaults teacher				
Verbally assaults peer				
Threatens to or injures self				
Needs close supervision				
Destroys property				
Makes inappropriate noises (groan, squeal, scream, laugh inappropriately)				
Temper tantrums				
steals				
Leaves room without permission				
Erratic, unpredictable				
Cries inappropriately				
Avoids eye contact				
Severely withdrawn				
Consistently excluded by peers				
Isolates self				
Appears severely depressed				
Appears out of touch with reality				
Performs only on one-to-one basis				
Does not achieve academically				

Behavior	Check Appropriate Behavior	Circumstances Behavior Occurs	Number of Occurrences	Interventions Attempted
<p>Interferes with learning of others</p> <p>Low self-concept</p> <p>Cannot accept praise</p> <p>Cannot accept failure</p> <p>Seeks attention</p> <p>Inattentive</p> <p>Inordinate preoccupation with sex</p> <p>Sexually Assaultive</p> <p>Lacks impulse control</p> <p>Hyperactive</p> <p>Clings to authority figure</p> <p>Appears angry or hostile</p> <p>Resists being touched</p> <p>Physical symptoms/ complaints associated with emotional problems</p> <p><u>Other significant behaviors:</u></p>				
22				