

School/Home Questions

1. What factors or behaviors are occurring at home or in the community, that contribute to the reasons for this referral?

2. What are the characteristics in the school and classroom culture that contribute positively and negatively to the student's adjustment?

3. Describe the behaviors observed at school, which persistently and significantly contribute to the student's ability to function academically in the current instructional program.

4. Describe any student or family strengths, which will contribute to the success of additional supports or services.

5. Describe the positive behaviors observed at school that contribute to the student's interpersonal relationships with peers and/or adults (classroom or campus.)

6. Describe the maladaptive behaviors observed at school that contribute to the student's interpersonal relationships with peers and/or adults (classroom or campus.)

7. What specific interventions or supports have been implemented with fidelity? Describe in detail the student's response to each.

8. What cultural factors might be impacting the student's adjustment and responses to these interventions that have been tried?

9. What additional services or support might be secured for the student and/or family, would facilitate an improvement in school functioning?

Teacher Observations/Checklist

1. At what grade level is the student performing
2. What are this student's strengths in your classroom and on the campus?
3. What are this student's challenges affecting school adjustment?
4. What interventions have been done in your classroom to support this student? What does the student best respond to?

Learning Behaviors

- | | |
|--------------------------|--|
| <input type="checkbox"/> | Completes all/part of assignment/homework |
| <input type="checkbox"/> | Refuses assignments /homework |
| <input type="checkbox"/> | Performs work well under conditions |
| <input type="checkbox"/> | Requires prompts to follow directions |
| <input type="checkbox"/> | Requires prompts to begin tasks |
| <input type="checkbox"/> | Stays on task after given directions/prompts |
| <input type="checkbox"/> | Requires individual attention to compete tasks |

- | | |
|--------------------------|---------------------------------|
| <input type="checkbox"/> | Often performs work carelessly |
| <input type="checkbox"/> | Rarely follow directions |
| <input type="checkbox"/> | Has difficulty organizing work |
| <input type="checkbox"/> | Doesn't participate verbally |
| <input type="checkbox"/> | Is easily distracted |
| <input type="checkbox"/> | Has difficulty with transitions |
| <input type="checkbox"/> | Engages in off-task behavior |

Further Comments:

Mood, Affect

- Attempts to use humor to communicate
- Appears happy
- Blames others for his/her own failure or difficulty
- Feels good about self
- Has temper tantrums
- Cries frequently
- Shows interest or participates in classroom activities
- Shows worries about school or home
- Complains of physical ailments
- Eats well
- Overeats
- Has positive attitude
- Blames or criticizes self

- Gets sufficient sleep
- Can concentrate when given task/instruction
- Has sudden or dramatic mood changes
- Is overly self-conscious/lacks confidence
- Appears relaxed
- Complains, has negative attitude
- Shows fatigue
- Has difficulty concentrating
- Appears tense
- Has loss of appetite
- Doesn't show interest or participate
- Frowns a lot
- Humor is inappropriate

Further Comments:

Behaviors

- Takes things belonging to others
- Has heightened sense of honesty
- Plans positive or negative interactions
- Cares for people and/or property
- Upset about others' obscene language
- States he is concerned for health
- Raises hand to talk _____ % of time
- Frequently makes irrelevant comments about
- Laughs or cries for no apparent reason
- Good attendance
- Comes to school unwashed or disheveled

- Makes noises, describe
- Uses obscene language
- Uses drugs or alcohol
- Frequent absences or tardiness
- Healthy relationship with peers of opposite/
preferred gender
- Displays sexual behaviors
- Takes things belonging to others
- Lies frequently
- Acts impulsively
- Damages or destroys property

Further Comments:

Relationships with Adults

- Seeks constant contact
- Is clingy or overly dependent
- Is fearful of adults
- With support, accepts correction
- Accepts praise or recognition
- Praises or says positive things to peers and adults
- Appears to care for people/ animals

Further Comments:

- Accepts limits or directions _____% of time
- Is argumentative or defiant when given limits or directions _____% of time
- Has difficulty accepting correction
- Has difficulty accepting praise or recognition
- Is verbally abusive
- Threatens physical Harm
- Has physically attacked adults

Relationships with Peers

- Has a friend
- Is in a group of friends
- Has no friends at home
- Is a leader
- Is a follower even when negative model
- Avoids interactions
- Tries to interact but is not accepted
- Responds inappropriately to invitations to play or work cooperatively

Further Comments:

- Says he/she has a friend, but not reciprocated
- Has no friends at school
- Uses name-calling or put-downs
- Attempts to save or help others
- Has physically attacks peers
- Shares frequently
- Often has a kind word for others
- Threatens to hurt others
- Has difficulty sharing

