



# **PBIS HANDBOOK**

## **2021-2022**

# Positive Behavior Interventions and Supports Handbook

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# Positive Behavior Interventions and Supports at TRCS

## **What is Positive Behavior Interventions and Supports?**

Positive Behavior Interventions and Supports (PBIS) is an approach to supporting students to be successful in schools. PBIS was developed from research in the fields of behavior theory and effective instruction. PBIS supports all students through intervention ranging from a school-wide system to a system for developing individualized plans for specific students. School-wide PBIS focuses on the development and implementation of pro-active procedures and practices to prevent problem behavior for all students and improve school climate.

## **What is PBIS at Twin Rivers Charter School?**

At TRCS we demonstrate the **PAWSitive** Tiger way to: **Problem Solve, Act Responsibly, Work Together and Stay Safe.**

## **What are the responsibilities of the school-wide PBIS team?**

- Hold PBIS meetings to plan and coordinate behavior-systems.
- Plan PBIS activities, and continually monitoring and updating PBIS programs.
- Attend district-wide meetings and trainings to promote the continued development and maintenance of PBIS programs at TRCS.
- Presents PBIS data and updates at staff meetings to keep school up-to-date.
- Receives input and feedback from staff through surveys, assessments and dialogue.
- The PBIS team leader is responsible for facilitating monthly PBIS meetings on-site and being the liaison with district PBIS efforts through leadership meetings.

## **Who is on the school-wide PBIS team?**

<b>Name</b>	<b>Position/Role</b>	<b>Name</b>	<b>Position/Role</b>
Chrissy Jolly	<i>Site Administrator</i>	Cindy Smoot	<i>Data Entry/CICO Coordinator</i>
Katie Peacock	<i>Team Lead/Facilitator</i>	Raj Deol	<i>Intervention Team Lead</i>
Kassi Kee	<i>Minute Taker</i>	Kari Hudson	<i>Tier III Coordinator</i>
Jessica Sanchez	<i>Data Analyst</i>	Sara Kline	<i>Intervention Counseling</i>
Kendra Hines	<i>Timekeeper</i>	Natalie Mayfield	<i>Parent Liaison</i>

## **What is the format of the meetings?**

Each Tier I meeting will run on the Monday before the first Wednesday of the month at 3 p.m. (Tuesday if Monday is a holiday,) based on the meeting agenda minutes as outlined on a Tier I TIPS form, and new agenda items will be based on the school-wide drill-down data which creates a monthly precision statement. The monthly precision statement will be reported in the all-staff meetings on the first Wednesday of every month.

Tier II meetings will run on the Tier I Mondays and third Monday of the month and follow the Tier II TIPS form. Tier II meetings aim at: using data to guide decision making, early identification of students requiring individual behavior supports (Tier II & Tier III), matching students to interventions efficiently and effectively, monitoring student progress on interventions and monitoring interventions and systems in the school. Agenda items will be shared with those in direct contact with Tier II/III students. Parent/guardian(s) of students will be contacted following a recommended intervention by their child's teacher.

Tier III meetings: Once a student is referred to Tier III, meetings occur consecutively over a six week period for that particular student. The continuous meetings allow for both creation of an individual behavior plan as well as progress monitoring. The individual behavior plans are based on identifying the function of the behavior and addressing the behavior in a way that will allow for Prevention of behavior, Teaching of replacement behavior, and Reinforcement of desired behavior (PTR). After the 6 weeks, the teacher will continue to work with the student, and will consult the team once a month. The team will continue to serve all referred students in the same capacity.

Due to confidentiality measures and the timeliness of PBIS meetings, they are closed to outside attendees. Any parent/guardian(s) may submit a Parent Input Form at anytime to the PBIS team for consideration. (Appendix A).

# TRCS School-Wide Expectations

## Why do we have school-wide expectations?

Having positively stated rules facilitates the teaching of behavioral norms across school settings because students will be learning through the same language. By focusing on 4 simple expectations (rules), it is easier for students to remember. Research shows that recognizing students for following the rules is more important than catching them breaking the rules. By stating rules positively, all TRCS staff will be more likely to use the rules to catch students engaging in the appropriate behaviors.

The Behavior Expectations Matrix uses the school-wide rules to identify specific behavioral expectations across school settings. All staff and students are expected to know the school-wide rules. TRCS will evaluate monthly to see if staff and students know the school-wide expectations. To be most effective, regular reinforcement using the school-wide expectations is part of the school culture.



## TWIN RIVERS CHARTER SCHOOL

### BEHAVIOR EXPECTATIONS

	<b>P</b> roblem Solve	<b>A</b> ct Responsible	<b>W</b> ork Together	<b>S</b> tay Safe
<b>CLASSROOM</b>	Talk it Out & Use the PAW	Take Pride in Appearance	Use Encouraging Language to Build Relationships	Use Materials as Intended
<b>RESTROOM</b>	Report Issue to Adult	Use Time Effectively	Leave Facilities Clean	Cleanliness
<b>LUNCH AREA</b>	Ask Three Before Me	Use Hand Signals	Respect Space & Clean It Up	Use Table Talk Voices and Enjoy Your Own Food
<b>HALLWAY</b>	Use the PAW	Model Behavior	Watch for Others	Respect Personal Space
<b>QUAD</b>	Talk it Out or Ask for Help	Respect Property & Others	Look Out for your Peers	Walk at all Times
<b>BLACKTOP</b>	Talk it Out or Ask for Help	Follow Game Rules & Use Equipment Properly	Good of the Group	Freeze When the Bell Rings
<b>SCHOOL ACTIVITIES</b>	Use the PAW	Tame Tiger	Make Room & Respect Boundaries	Be in Expected Area & Wait for Dismissal
<b>OFFICE</b>	State Your Purpose Politely	Respect Property & Others	Wait Patiently and Timely	Self-Check
<b>PICK-UP</b>	Be Alert	Tame Tiger	Be Ready to Go	Stay With Your Class

## How will we teach the students the school-wide expectations?

- Parent Info- Back to School Night
- Teaching the Expectation- the first week of school will be used to teach the behavior expectations. Each day, new areas of the Behavior Expectations matrix will be taught through a video shown by the teachers, and lesson plans read to the class. (Appendix B)
- Booster Sessions- It is important to hold booster sessions to review the expectations throughout the year. Booster sessions are especially helpful after returning from a long break, during times of the year where anticipated behaviors occur, or in locations that tend to be problematic.
- Opportunities for Practice- it is important that students have opportunities to practice the expectations and have a model to look at. Some examples of ways for students to practice are:

- Make a class video of behavior and watch when needed.
- Have students practice behaviors before leaving area.
- Reward desired behaviors and reteach when needed.
- Provide an opportunity so students know where to place “Terrific Tigers” and “Caughtya” tickets throughout the school year.
- Provide opportunities for children to role-play at school or at home.
- Talk about the expectations and quiz child at home.

## TRCS Reward System

### Why do we want to recognize expected Behavior?

It is not only enough just to teach expected behavior, but we also need to regularly recognize and reward students for engaging in appropriate behavior. We should strive to recognize students for engaging in expected behaviors with a goal interaction of 4:1, **a rate of four positive interactions to every one negative**. The goals of the acknowledgement system is to increase the number of positive interactions that all staff have with students.

### Who should be handing out acknowledgments?

TRCS staff will be given the acknowledgements, including all teachers, classified staff, supervisors, coaches and substitute teachers.

### How many acknowledgments should be given out?

The goal of PBIS is for all students to be recognized for their appropriate behaviors. All students should feel like they have a good chance of receiving a Terrific Tiger for good behavior and good choices. Even the most challenging students engage in appropriate behavior most of the time and will benefit from the schoolwide support as much, if not more than other students.

### How do we recognize students with Terrific Tigers?

Students are given a Terrific Tiger immediately following a recognized appropriate behavior and are told exactly why they received the reward. In order to promote expected behavior, students need to know when and why they are being acknowledged. When recognizing students with a Terrific Tiger, it is important to identify specifically what behavior the student engaged in, and link it to the appropriate behavior expectation with an audience.

For example: John, I wanted to thank you for helping pick up the books someone knocked on the floor. You were **ACTING RESPONSIBLE**, and it really helped me out. Here is a Terrific Tiger. Thank you.

TRCS Rewards Recognition Matrix

	<b>Terrific Tigers</b>	<b>Communication Form</b>	<b>Caughtya Tickets</b>	<b>Perfect Attendance</b>	<b>Awards Assembly</b>
What?	Following PAWS Expectations	Had multiple positive reinforcements	Going Above & Beyond	Attendance of 98% or higher	All School Academic & Behavior Awards
Who Gives It?	All Staff	All Staff	All Staff	Office	Teachers
Who Receives It?	All Students	All Students	All Students	Students who have perfect attendance (98% or higher)	Each Class
How Often?	Daily	Daily	As Needed (once a trimester)	Once every Trimester	Once every Trimester
Reward(s)?	Sticker & Entered in Monthly Drawing: gift cards, prizes, treats, VIP Lunch	Positive Affirmations Sent Home	Prize from the prize box in the office immediately after given ticket	Certificate & Pencil	Certificates

# Consequences System

## What happens when students do not follow expectations?

Consistent and fair discipline procedures are crucial to a successful consequence system in all schools. It is equally important that all staff actively participate in PBIS and are respectful of students in their disciplinary responses. Consequences should focus on teaching, remediation, and logical reactions as much as possible (e.g. if a student breaks a window, they work it off in restitution.). In providing consequences all staff must be mindful of instructional time with the goal of minimizing the amount of instructional time missed.

In order to maximize student instructional time, staff is encouraged to deal with problem behavior in their classroom as much as possible. This requires that teachers develop a clear discipline plan with teaching expectations and routines, incentives for positive behavior and clear classroom responses to problem behavior for their classroom. If teachers are experiencing pervasive problem behavior in their classroom, they are advised to seek assistance or additional consultation by contacting administration.

## What are the procedures for an office referral?

### Elementary:

1. Verbal Warning (Social Contract)
2. Restorative Justice Questioning (4 CKH Questions)
3. Loss of Privilege (Communication Form, Appendix C),
4. Behave Out (EdCode Violation- sent to office)

### Middle School:

1. Verbal Warning (Social Contract/4 Questions)
2. Loss of Privilege (Communication Form, Appendix C),
3. Behave Out (EdCode Violation- sent to office)

## Where does the information from the referrals go?

Behavior Communication Forms, with minor infractions that violate the school's behavior expectations are entered daily into the TRCS internal school-wide information system daily that allows the PBIS team to track behavior with a number of variables; thus, allowing TRCS to target specific behaviors and locations for intervention. All information entered into the system is also shared with parent/guardian(s) by Communication Form (with signature required), phone call, an electronic message or in person. Any infraction that is a violation of California Ed Code gets entered into Aeries, which is accompanied by a major office referral to the office shortly following the arrival of the student. This incident is added to the student's permanent record.

# TRCS-PBIS Interventions

## Tier I- School Wide

Intervention	Capacity	Who coordinates intervention?	Criteria for Curriculum	Data Tracking Tool?	Parent Contact
PBIS Videos & Booster Sessions	All Grades (Grades TK-8)	Teacher (created by PBIS Team)	<ul style="list-style-type: none"> <li>● Taught in 1st week back from summer</li> <li>● Booster session after 3 major breaks</li> </ul>	<ul style="list-style-type: none"> <li>● Classroom Self-Assessment Survey</li> <li>● TFI Tracking Tool</li> </ul>	Back to School Night, Parent University and Website
Classroom Lessons	All Grades (Grades TK-8)	Teacher (created by PBIS Team)	Taught in 1st week back from summer	Classroom Self-Assessment Survey	Teacher Letter Home & Syllabi
PAWS Posters	All Areas	Assistant Principal	--	Observation of quality	--

Tiered Consequence Posters	Each Classroom	Assistant Principal	--	--	Teacher Letter Home & Syllabi
Proactive Classroom Management Strategies	All Grades (Grades TK-8)	Teacher	Driven by Eight Classroom Management Strategies	<ul style="list-style-type: none"> <li>● Classroom Self-Assessment Survey</li> <li>● Peer Observations</li> </ul>	--
Capturing Kids Hearts	All Grades (Grades TK-8)	All Staff	Social Contracts, Morning Meeting/Meet & Greet, EXCEL	--	--
Nurtured Heart	Grades TK-5	Teachers and Classified	Absolutely No! Absolutely Yes! Absolutely Clear!	--	--
SEL Lessons	All Grades (Grades TK-8)	Counselor and Teachers	Taught Weekly: <ul style="list-style-type: none"> <li>● TK-5 Zones of Regulation</li> <li>● 6-8 Strong Kids</li> </ul>	Advocacy Calendar	Teacher Letter Home & Syllabi

**Tier II- Small Groups** of students who are not making adequate progress in behavior expectations that are provided with intervention opportunities matched to their needs on the basis of levels of performance and rates of progress.

\*before a student is recommended for a Tier II strategy, there must be evidence of Tier I supports (1v1 video, knows the PAWS expectations, etc.)

\*all Tier II interventions will be placed by the Tier II team, unless there is a concern for safety in which action may be taken in an isolated referral.

	Check In Check Out/ Breaks-r-Better	Lunch Bunch	Peer Mentoring	Counseling Groups	Attendance Contract & Meeting
<b>Capacity (# of students at one time)</b>	10%	10	15 (3 Groups) For grades 2 - 6	100	As Needed (TK-8)
<b>Who coordinates intervention?</b>	Cindy Smoot	Cindy Smoot	Katie Peacock, Raj Deol, Yard Duty	Sara Kline	Meagan Dhaliwal
<b>Describe students who would be a good fit for intervention</b>	-Student referrals/behavior reports that are non-aggressive behaviors. -Issues completing work that is affecting academic achievement.	-Students to seek adult attention. -Students who show internalized and/or non-aggressive externalized behavior. -Support with motivation. -Students who need tangibles to help with motivation	-has frequent issues within group of friends (gossip, rough play, not playing by the rules, arguing, teasing) -mentors use peer mediation strategies	-teacher identified through screener or RFA -student identified through Panorama screener -parent identified through RFA	-students with 5 or more unexcused absences -students not meeting 90% criteria
<b>What data is used to screen and evaluate student outcomes?</b>	-SWIS referral data 7 by October 11 by January 15 by March	-Qualitative data (teacher/staff input)	-SWIS referral data -Teacher/Yard Duty suggestion.	-Panorama -SIBBS/SRSS -Counseling Rubric	Aeries Attendance Tracking

		-Reduction in referrals	-Peer mentoring progress form fill out by Peer Mentor		
<b>Fading/ Graduation criteria</b>	-CICO Tracking Sheet <u>Phase 1</u> : 80% success rate for 3/5 days. <u>Phase 2</u> : 80% success rate for 4/5 days. <u>Phase 3</u> : 80% success rate for 4/5 days for 2 consecutive weeks <u>Phase 4</u> : Self rating with 80% success rate for 4/5 days with teacher check (*grades 3-8) <u>Phase 5</u> : Self rating with 80% success rate for 4/5 days with no teacher check	-6 week reevaluation (once per week) -After six week period, the decision to continue, fade, or end.	Week 1: 3 days Week 2: 2 days Week 3+: 1 day as needed	-positive strength gains on screeners	-no more than 2 more unexcused absences -students meeting 90% attendance criteria
<b>Measure Success?</b>	If a student is failing a phase for more than 3-4 weeks consistently.	4-6 weeks of >2 referrals total	Decreased Communication Form incidents	-Panorama criteria range -SIBBS < 9 And SRSS < 9	
<b>Parent Contact</b>	Parent meeting with teacher, admin and CICO coordinator	Teacher Contact	Teacher has permission slip filled out for mentors & parent notification of mentee	Counselor makes contact.	-attendance letters sent home bi-weekly

**Tier III-Individual Plans** for students in need of intensive intervention as behaviors restrict access to academic progress.

\*students receiving Tier III supports will be in combination with Tier I/II simultaneously.

	<b>Behavior Contract</b>	<b>PTR</b>
<b>Capacity (# of students at one time)</b>	As needed	No more than 2 a Trimester
<b>Who coordinates intervention?</b>	Chrissy	Kari Hudson
<b>Describe students who would be a good fit for intervention</b>	Student failing Tier I&II interventions who have ill but lack will. Student who has been suspended	Students exhibiting extreme behavior as incidents determined by frequency and duration, impeding their own or others' ability to access education. Tier II interventions have been exhausted.
<b>What data is used to screen and evaluate student outcomes?</b>	Referrals	Has been referred by the Tier II team. Referrals, observation and data collection (PTR forms) reevaluated every 4 weeks.



<b>Fading/ Graduation criteria</b>	3 months of improved behavior.	If a student is meeting their behavior goals on the PTR plan, then they will be considered for fading or graduating.
<b>Measure Success?</b>	>2 referrals	They are also meeting or showing success in their Tier II interventions.
<b>Parent Contact</b>	Meeting with signature	PTR Tracking Forms Initial Meeting, send home ongoing progress updates

# Appendices

Appendix A- Parent Input Form

## Behavior and/or Social-Emotional Parent Input Form

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

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

Parent/Guardian Name: \_\_\_\_\_

Grade: \_\_\_\_\_

**What are your student's strengths/interests?**

**Do you have any behavior and/or social emotional concerns?**

**Is there any historical context that would help the counselor?**

**Please fill out the behavioral questions to the best of your ability:** (some repeat)

	Never-0	Occasionally-1	Sometimes-2	Frequently -3	
Nervous or Fearful					
Bullied by Peers					
Spends Time Alone					
Withdrawn					
Sad or Unhappy					
Complains About Being Sick or Hurt					Office Use
Low Academic Achievement					
Steal					
Lie, Cheat, Sneak					
Behavior Problem					
Peer Rejection					
Aggressive Behavior					
Negative Attitude					
Low Academic Achievement					

**Expectations & Procedures Lesson Plans**

***Classroom***

**Step 1: Review School Wide Rules**

Problem Solver, Act Responsibly, Work Together, Safely

**Step 2: Teach Setting Expectations**

<b>Problem Solve</b>	<b>Act Responsible</b>	<b>Work Together</b>	<b>Stay Safe</b>
talk it out & use the PAW	take pride in appearance	use encouraging language to build relationships	use materials as intended

**Step 3: Explain Why Rules Are Important**

This prevents arguments, allows you to find things, keeps you safe, keep materials from getting broken, and builds stronger relationships as a Tiger family.

**Step 4: Demonstrate Rules**

*When reviewing with students, please give more specific examples that relate to the student's grade.*

**Examples/Non-Examples**

<b>Problem Solve</b>	<b>Act Responsible</b>	<b>Work Together</b>	<b>Stay Safe</b>
<ul style="list-style-type: none"> <li>● Figure out a solution to a problem with a peer before you go to an adult</li> <li>● Listening to the directions or checking with a neighbor if you missed something</li> </ul>	<ul style="list-style-type: none"> <li>● Have supplies ready</li> <li>● Put supplies back when done</li> <li>● Treat Chromebooks with extra care</li> <li>● Be in dress code</li> </ul>	<ul style="list-style-type: none"> <li>● "That's okay you will get it."</li> <li>● "Keep up the good work."</li> <li>● "Here let me show you."</li> </ul>	<ul style="list-style-type: none"> <li>● Use scissors only for paper.</li> <li>● Try to contain glue to intended place</li> <li>● Use one tissue at a time</li> <li>● Use one pump at a time.</li> </ul>
<ul style="list-style-type: none"> <li>● Distracting others during the directions</li> <li>● Give-up if you are frustrated</li> <li>● Using loud voices</li> </ul>	<ul style="list-style-type: none"> <li>● Getting out of your seat</li> <li>● An unorganized desk</li> <li>● Leaving trash on the ground</li> <li>● Not putting your Chromebooks away</li> </ul>	<ul style="list-style-type: none"> <li>● "Do it yourself."</li> <li>● Making fun of someone</li> <li>● Talking at someone instead of to them.</li> </ul>	<ul style="list-style-type: none"> <li>● Pulling chair out from someone</li> <li>● Sharpening both ends of a pencil</li> <li>● Making paper airplanes</li> </ul>

## **Restroom**

### **Step 1: Review School Wide Rules**

Problem Solver, Act Responsibly, Work Together, Safely

### **Step 2: Teach Setting Expectations**

<b>Problem Solve</b>	<b>Act Responsible</b>	<b>Work Together</b>	<b>Stay Safe</b>
report issue to adult	use time effectively	leave facilities clean	cleanliness

### **Step 3: Explain Why Rules Are Important**

Restroom rules are important because it allows everyone to have a turn using the restroom with no issues.

### **Step 4: Demonstrate Rules**

*When reviewing with students, please give more specific examples that relate to the student's grade.*

#### **Examples/Non-Examples**

<b>Problem Solve</b>	<b>Act Responsible</b>	<b>Work Together</b>	<b>Stay Safe</b>
<ul style="list-style-type: none"> <li>● Take a friend or send someone if you can't leave</li> <li>● Find an adult</li> </ul>	<ul style="list-style-type: none"> <li>● Doing your business</li> <li>● Washing hands and return to class promptly</li> </ul>	<ul style="list-style-type: none"> <li>● Model expectations for others</li> <li>● Friendly reminder how much soap they need</li> <li>● Take turns using the sink</li> <li>● Leave the stall clean for the next person</li> </ul>	<ul style="list-style-type: none"> <li>● Keep water in sink</li> <li>● Push backpacks against the wall</li> <li>● Carry out all belongings with you</li> <li>● Leave the floor clean</li> <li>● Stand on the floor always</li> <li>● Catch all soap with hands</li> </ul>
<ul style="list-style-type: none"> <li>● Engaging in an argument</li> <li>● Ignoring when others are making bad choices</li> <li>● Not getting help for serious issues</li> </ul>	<ul style="list-style-type: none"> <li>● Hanging out</li> <li>● Goofing around with others</li> <li>● Playing games in the stalls</li> <li>● Letting water run or playing in the sink</li> <li>● Standing around wasting time</li> <li>● Graffiti</li> </ul>	<ul style="list-style-type: none"> <li>● Pushing to get to sink</li> <li>● Spilling water</li> <li>● Playing with soap</li> <li>● Not flushing and leaving paper all over</li> </ul>	<ul style="list-style-type: none"> <li>● Splashing water</li> <li>● Standing on toilet</li> <li>● Pumping soap on the ground</li> <li>● Dropping belongings wherever</li> <li>● Leaving paper on the ground</li> <li>● Making bubbles</li> <li>● Shaking of water onto ground</li> </ul>

## **Lunch Area**

### **Step 1: Review School Wide Rules**

Problem Solver, Act Responsibly, Work Together, Safely

### **Step 2: Teach Setting Expectations**

Problem Solve	Act Responsible	Work Together	Stay Safe
ask three before me	use hand signals	respect space & clean it up	Cleanliness

### **Step 3: Explain Why Rules Are Important**

Rules during lunchtime are important because they allow everyone to have as much time enjoying their lunch as possible, and receive the nutrition they need to continue their day.

### **Step 4: Demonstrate Rules**

*When reviewing with students, please give more specific examples that relate to the student's grade.*

#### **Examples/Non-Examples**

Problem Solve	Act Responsible	Work Together	Stay Safe
<ul style="list-style-type: none"> <li>● Ask up to three table neighbors for help with opening food before asking an adult</li> </ul>	<ul style="list-style-type: none"> <li>● Using the hand signals</li> </ul>	<ul style="list-style-type: none"> <li>● Keep your lunch close to you</li> <li>● Keep trash together</li> <li>● Pick up all items, including those on the ground</li> <li>● Look around you</li> <li>● Pick up trash, even if it is not yours</li> </ul>	<ul style="list-style-type: none"> <li>● Only eat your own food</li> <li>● Refusing food sharing</li> <li>● Leaning in for close voices</li> <li>● Speaking quietly</li> </ul>
<ul style="list-style-type: none"> <li>● Immediately asking an adult for help</li> </ul>	<ul style="list-style-type: none"> <li>● Getting up without asking</li> <li>● Shouting for an adult</li> <li>● Going to the bathroom without asking</li> <li>● Leaving your table</li> </ul>	<ul style="list-style-type: none"> <li>● Dropping trash</li> <li>● Spreading items all over table</li> <li>● Walking away from a trash covered table</li> <li>● Only picking up your own trash</li> <li>● Throwing items into the trash can from a distance</li> </ul>	<ul style="list-style-type: none"> <li>● Shouting</li> <li>● Getting group to talk</li> <li>● Taking food from others</li> <li>● Sharing your food</li> </ul>

## **Hallway**

### **Step 1: Review School Wide Rules**

Problem Solver, Act Responsibly, Work Together, Safely

### **Step 2: Teach Setting Expectations**

Problem Solve	Act Responsible	Work Together	Stay Safe
use the PAW	model behavior	watch for others	respect personal space

### **Step 3: Explain Why Rules Are Important**

Rules in the hallway are important because they allow quick and efficient movement through the halls and ensures the safety of all students.

### **Step 4: Demonstrate Rules**

*When reviewing with students, please give more specific examples that relate to the student's grade.*

#### **Examples/Non-Examples**

Problem Solve	Act Responsible	Work Together	Stay Safe
<ul style="list-style-type: none"> <li>● Use the paw and walk</li> <li>● Quietly wait for an adult</li> </ul>	<ul style="list-style-type: none"> <li>● Walking in a straight line</li> <li>● Voices off</li> <li>● Face forward and hands to your side</li> <li>● Walking within the blue lines</li> </ul>	<ul style="list-style-type: none"> <li>● Eyes up</li> <li>● Staying in your line</li> <li>● Stay on your side of the hall</li> <li>● Looking for others</li> <li>● Moving out of the way of someone</li> <li>● Watching the space between you and others</li> <li>● Reminding friends to stay in line</li> </ul>	<ul style="list-style-type: none"> <li>● Keep body behind others</li> <li>● Not touching</li> <li>● Giving space</li> <li>● Moving forward or backward to allow space</li> <li>● Stay to the right when walking</li> </ul>
<ul style="list-style-type: none"> <li>● Verbally arguing</li> <li>● Turning to get others involved</li> <li>● Talking and laughing around other</li> <li>● Swinging your lunch pail</li> </ul>	<ul style="list-style-type: none"> <li>● Running</li> <li>● Moving too slow</li> <li>● Dragging body against the wall</li> <li>● Talking and yelling</li> <li>● Turning behind you</li> <li>● Hands on wall or each other</li> </ul>	<ul style="list-style-type: none"> <li>● Running into others</li> <li>● Not looking ahead</li> <li>● Not facing forward</li> <li>● Cutting line</li> </ul>	<ul style="list-style-type: none"> <li>● Pushing up against others</li> <li>● Touching others</li> <li>● Kicking others</li> <li>● Chasing others</li> <li>● Leaving line to engage in silly behavior</li> </ul>

## Quad

### Step 1: Review School Wide Rules

Problem Solver, Act Responsibly, Work Together, Safely

### Step 2: Teach Setting Expectations

Problem Solve	Act Responsible	Work Together	Stay Safe
talk it out or ask for help	respect property & others	look out for your peers	walk at all times

### Step 3: Explain Why Rules Are Important

Quad rules ensure all student's safety and encourage student problem solving skills, allowing structure for fun during breaks and moving from building to building.

### Step 4: Demonstrate Rules

*When reviewing with students, please give more specific examples that relate to the student's grade.*

#### Examples/Non-Examples

Problem Solve	Act Responsible	Work Together	Stay Safe
<ul style="list-style-type: none"> <li>● Talk through issues</li> <li>● Remain calm</li> <li>● Ask adult for help</li> <li>● Help your friends get through issues</li> </ul>	<ul style="list-style-type: none"> <li>● Walk on the ground</li> <li>● Sit on the benches</li> <li>● Walk around trees</li> <li>● Give other space</li> <li>● Use handrail properly</li> </ul>	<ul style="list-style-type: none"> <li>● Eyes forward</li> <li>● Stopping to let others pass by</li> <li>● Keeping your group together</li> <li>● Be a leader</li> </ul>	<ul style="list-style-type: none"> <li>● Walk everywhere</li> </ul>
<ul style="list-style-type: none"> <li>● Arguing</li> <li>● Fighting</li> <li>● Pointing/yelling/ teasing</li> <li>● Ignoring friends</li> </ul>	<ul style="list-style-type: none"> <li>● Running</li> <li>● Jumping on/off benches</li> <li>● Pulling on trees</li> <li>● Touching light posts</li> </ul>	<ul style="list-style-type: none"> <li>● Not looking around</li> <li>● Walking into others</li> <li>● Blocking doors</li> <li>● Running through groups</li> </ul>	<ul style="list-style-type: none"> <li>● Running</li> <li>● Jumping</li> </ul>

## **Blacktop**

### **Step 1: Review School Wide Rules**

Problem Solver, Act Responsibly, Work Together, Safely

### **Step 2: Teach Setting Expectations**

Problem Solve	Act Responsible	Work Together	Stay Safe
talk it out or ask for help	follow game rules & use equipment properly	good of the group	freeze when bell rings

### **Step 3: Explain Why Rules Are Important**

So that everyone can enjoy a break and be a part of fun play.

### **Step 4: Demonstrate Rules**

*When reviewing with students, please give more specific examples that relate to the student's grade.*

#### **Examples/Non-Examples**

Problem Solve	Act Responsible	Work Together	Stay Safe
<ul style="list-style-type: none"> <li>● Instead of getting upset, voice your opinion fairly and use kind words to help solve a disagreement</li> <li>● Listen or ask for help from an adult when needed</li> </ul>	<ul style="list-style-type: none"> <li>● Follow the rules and be careful with the supplies/equipment</li> </ul>	<ul style="list-style-type: none"> <li>● Follow the rules and welcoming others who want to join in on the game</li> <li>● Compliment students who try hard</li> <li>● Take turns with the blacktop equipment</li> </ul>	<ul style="list-style-type: none"> <li>● Freeze immediately when the bell rings or whistle is blown waiting to be dismissed to line up</li> </ul>
<ul style="list-style-type: none"> <li>● Walk away and continue to not listen when an adult talks with you</li> </ul>	<ul style="list-style-type: none"> <li>● Cheat during game</li> <li>· Treat equipment in a way where you could break it</li> </ul>	<ul style="list-style-type: none"> <li>● Excluding others from games/activities and making fun of people when they try new things</li> </ul>	<ul style="list-style-type: none"> <li>● Students don't freeze when bell/whistle rings</li> <li>● Students continue to play, or decide they want to get a drink or use the restroom after bell/whistle is blown</li> </ul>



## **School Activities**

### **Step 1: Review School Wide Rules**

Problem Solver, Act Responsibly, Work Together, Safely

### **Step 2: Teach Setting Expectations**

Problem Solve	Act Responsible	Work Together	Stay Safe
universal signal	tame tiger	make room & respect boundaries	be in expected area & wait for dismissal

### **Step 3: Explain Why Rules Are Important**

School activities are a place for everyone to bond and feel included outside of the classroom setting.

### **Step 4: Demonstrate Rules**

*When reviewing with students, please give more specific examples that relate to the student's grade.*

#### **Examples/Non-Examples**

Problem Solve	Act Responsible	Work Together	Stay Safe
<ul style="list-style-type: none"> <li>● Using the universal signal (PAW) to remind peers to be quiet and ready for the school activity</li> </ul>	<ul style="list-style-type: none"> <li>● Being a Tame Tiger-walking, hands to self, remaining quiet at appropriate times</li> <li>● Eyes &amp; body turned toward the speaker/performer</li> </ul>	<ul style="list-style-type: none"> <li>● Making room for the other classes that are joining.</li> <li>● Sitting correctly and respecting the designated area your class is assigned to sit.</li> <li>● Following directions from all staff members</li> </ul>	<ul style="list-style-type: none"> <li>● Remaining in expected area and waiting until teacher dismisses the class</li> <li>● Raising your hand if need something or quietly reporting to the teacher if you need to use the restroom</li> <li>● Staying seated throughout the performance or presentation</li> <li>● Leaving food/drinks and other gadgets in the classroom/backpacks</li> </ul>
<ul style="list-style-type: none"> <li>● Yelling at others to be quiet</li> </ul>	<ul style="list-style-type: none"> <li>● Yelling, talking with neighbor, running, pushing, clapping at inappropriate times, booing the speaker</li> </ul>	<ul style="list-style-type: none"> <li>● Not sitting correctly, taking up lots of space so other peers/classes can't fit</li> <li>● Continually getting out of your sitting space. Ignoring staff members</li> </ul>	<ul style="list-style-type: none"> <li>● Not with correct class</li> <li>● When performance or presentation is over students leave without teachers consent</li> <li>● Poking a neighbor with finger or object/gadget.</li> </ul>

# Office

**Step 1: Review School Wide Rules**

Problem Solver, Act Responsibly, Work Together, Safely

**Step 2: Teach Setting Expectations**

Problem Solve	Act Responsible	Work Together	Stay Safe
state your purpose	respect property & others	wait patiently and timely	self-check

**Step 3: Explain Why Rules Are Important**

The office is a place of work and professionalism so you need to act appropriately so everyone can do their job.

**Step 4: Demonstrate Rules**

*When reviewing with students, please give more specific examples that relate to the student’s grade.*

**Examples/Non-Examples**

Problem Solve	Act Responsible	Work Together	Stay Safe
<ul style="list-style-type: none"> <li>● Politely asking for help or stating what is needed in a clear voice</li> </ul>	<ul style="list-style-type: none"> <li>● Sitting quietly and calmly on the couch when waiting for assistance from an office staff member. Staying behind the desk and asking before seeing the nurse</li> </ul>	<ul style="list-style-type: none"> <li>● Come in quietly to the office waiting patiently until it’s your to turn to talk. Being polite by saying please and thank you.</li> </ul>	<ul style="list-style-type: none"> <li>● Staying calm and in control of yourself, checking surroundings and continue to be a Tame Tiger</li> </ul>
<ul style="list-style-type: none"> <li>● Speaking loud, giving attitude to office staff members, rudely demand the staff to do something</li> </ul>	<ul style="list-style-type: none"> <li>● Complaining about getting a referral even after people tell you to be quiet, not waiting your turn. Putting feet on the coach and rolling around on it not treating school property correctly. Going behind the desk without asking</li> </ul>	<ul style="list-style-type: none"> <li>● Pushing way through the office, entering loud and talking loud, annoyed and frustrated because you have to wait your turn</li> </ul>	<ul style="list-style-type: none"> <li>● Running around in office area, making a scene when sent to the office, not remaining calm and in control</li> </ul>

## **Pick-Up Area**

### **Step 1: Review School Wide Rules**

Problem Solver, Act Responsibly, Work Together, Safely

### **Step 2: Teach Setting Expectations**

<b>Problem Solve</b>	<b>Act Responsible</b>	<b>Work Together</b>	<b>Stay Safe</b>
be alert	tame tiger	be ready to go	stay with your class

### **Step 3: Explain Why Rules Are Important**

This can be a dangerous place so behaving appropriately will keep everyone safe and calm.

### **Step 4: Demonstrate Rules**

*When reviewing with students, please give more specific examples that relate to the student's grade.*

#### **Examples/Non-Examples**

<b>Problem Solve</b>	<b>Act Responsible</b>	<b>Work Together</b>	<b>Stay Safe</b>
<ul style="list-style-type: none"> <li>● Walking to designated spot during pick up time.</li> <li>● Being alert for your parent's vehicle.</li> </ul>	<ul style="list-style-type: none"> <li>● Tame Tiger. Entering pick up area quietly</li> <li>● Say goodbye to your teacher when leaving with your parent.</li> </ul>	<ul style="list-style-type: none"> <li>● Backpacks and lunch pails zipped up with nothing out.</li> <li>● Students are ready to go the moment a parent is there to pick up.</li> <li>● Classmates tell each other when they see a classmates' parent.</li> </ul>	<ul style="list-style-type: none"> <li>● Students stay in that designated pick up area until parent approaches the curb.</li> <li>● Student says bye to their teacher and looks both ways before getting into car.</li> </ul>
<ul style="list-style-type: none"> <li>● Running around chatting with your friends.</li> <li>● Not paying attention to the parking lot when cars are pulling in.</li> </ul>	<ul style="list-style-type: none"> <li>● Goofing off in designated pick up spot</li> <li>● Yelling to get your teacher's attention from far away to say goodbye.</li> </ul>	<ul style="list-style-type: none"> <li>● Opens lunch pail for a snack, and papers are out of backpack that need to go home to parents.</li> <li>● Student leaves trash and papers on the ground when parent is there to pick up. Student is not ready that moment and parent is holding up traffic now waiting for their child to gather belongings.</li> </ul>	<ul style="list-style-type: none"> <li>● Student not staying with their class &amp; running to Live Oak Blvd to be picked up by parent.</li> <li>● When parent approaches, students directly runs to vehicle without looking both directions or saying bye to their teacher.</li> </ul>

### TRCS Behavior Communication Form

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

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

Teacher: \_\_\_\_\_

Grade: TK K 1 2 3 4 5 6 7 8

Referring Staff: \_\_\_\_\_

**Location:**

- |                                     |                                      |                                      |
|-------------------------------------|--------------------------------------|--------------------------------------|
| <input type="checkbox"/> Classroom  | <input type="checkbox"/> Bathroom    | <input type="checkbox"/> Field       |
| <input type="checkbox"/> Lunch Area | <input type="checkbox"/> EK Center   | <input type="checkbox"/> Office      |
| <input type="checkbox"/> Hallway    | <input type="checkbox"/> Playground/ | <input type="checkbox"/> Parking Lot |
| <input type="checkbox"/> Gym        | Blacktop                             | <input type="checkbox"/> Other _____ |

Positive Behavior	Minor Problem Behavior	Major Problem Behavior (48900 Ed Code Violation)	Possible Motivation
<input type="checkbox"/> Problem Solve <input type="checkbox"/> Act Responsible <input type="checkbox"/> Work Together <input type="checkbox"/> Stay Safe <input type="checkbox"/> SEL Strategy <input type="checkbox"/> S2C3 Habit of Learning <input type="checkbox"/> Growth Mindset	<input type="checkbox"/> Physical Contact <input type="checkbox"/> Defiance <input type="checkbox"/> Disruption <input type="checkbox"/> Dress Code <input type="checkbox"/> Inappropriate Language <input type="checkbox"/> Property Misuse <input type="checkbox"/> Technology Violation <input type="checkbox"/> Forgery/Plagiarism <input type="checkbox"/> Other _____	<input type="checkbox"/> Physical Injury to Another (a) <input type="checkbox"/> Property Damage/Vandalism (f) <input type="checkbox"/> Stole School/Private Property (g) <input type="checkbox"/> Obscene Act/Habitual Profanity (i) <input type="checkbox"/> Disruption/Defiance (k) <input type="checkbox"/> Harassment/Bullying (r) <input type="checkbox"/> Other _____	<input type="checkbox"/> Obtain Peer Attention <input type="checkbox"/> Obtain Adult Attention <input type="checkbox"/> Obtain Items/Activities <input type="checkbox"/> Avoid Peer(s) <input type="checkbox"/> Avoid Adult <input type="checkbox"/> Avoid Task or Activity <input type="checkbox"/> Do Not Know <input type="checkbox"/> Other _____

\*SEL-Social & Emotional Learning

Parent Contact:  Parent Signature  Phone Call  Electronic Message  In Person

Restorative Action Taken			Intervention
<input type="checkbox"/> Terrific Tiger <input type="checkbox"/> Caught'ya Ticket <input type="checkbox"/> Extra Privilege <input type="checkbox"/> Class Praise <input type="checkbox"/> Parent Contact <input type="checkbox"/> Prize Box <input type="checkbox"/> Words of Affirmation	<input type="checkbox"/> Conference with Student <input type="checkbox"/> Moved Location <input type="checkbox"/> Reflection Form <input type="checkbox"/> Loss of Privilege <input type="checkbox"/> Loss of Recess Choice <input type="checkbox"/> Time in Office/Reset <input type="checkbox"/> Alternative Placement <input type="checkbox"/> Detention <input type="checkbox"/> Restitution <input type="checkbox"/> Other _____	<p style="text-align: center;"><b>Admin Only</b></p> <input type="checkbox"/> Alternative Placement (____ hours/ days) <input type="checkbox"/> Out of School Suspension (____ days) <input type="checkbox"/> Other _____	<input type="checkbox"/> Re/Taught Behavior <input type="checkbox"/> Redirect <input type="checkbox"/> Environment Change <input type="checkbox"/> Praise/Reward <input type="checkbox"/> Consequence <input type="checkbox"/> Tier II <hr/> <input type="checkbox"/> Tier III <hr/>

Others Involved in Incident:  None  Peers  Staff  Teacher  Substitute  Unknown  Other

**Comments/Interventions Taken:**

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**Behavior Reflection Sheet**

1. What poor choices were you making?

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2. What should you have been doing?

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3. Who was affected by your choices?

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4. What do you think you need to do to make things right?

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Please have parent/guardian sign this sheet and then return it to class tomorrow.

**Parent Signature:** \_\_\_\_\_

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

Minor Behavior Problem	Definition
Physical Contact	Student engages in non-serious, but physical contact.
Defiance	Student engages in brief or low-intensity failure to follow directions, talks back, or lies.
Disruption	Student engages in low-intensity, but inappropriate disruption.
Dress Code	Student wears clothing that is not within the dress code guidelines defined by the school/district.
Inappropriate Language	Student engages in low-intensity instance of inappropriate language.
Property Misuse	Student engages in low-intensity misuse of property
Technology Violation	Student engages in non-serious, but inappropriate, use of cell phone, music/video player, camera, and/or computer.
Forgery/Plagiarism	First time offense- Student is involved by being in possession of, having passed on or being responsible for removing someone else's property; or the student claims someone else's work as their own.

Major Behavior Problem	Definition
Physical Injury to Another (a)	Caused, attempted to cause, or threatened to cause physical injury to another person.
Property Damage/Vandalism (f)	Caused or attempted to cause damage to school or private property.
Stole School/Private Property (g)	Stolen or attempted to steal school property or private property.
Obscene Act of Habitual Profanity(i)	Committed an obscene act or engaged in habitual profanity or vulgarity.
Disruption/Defiance 4-8th only (k)	Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
Harassment/Bullying (r)	Engaged in an act of bullying, including, but not limited to bullying committed by means of an electronic act directly specifically toward a pupil or school personnel.

Perceived Motivation	Definition
Obtain Peer Attention	Student engages in problem behavior(s) to gain attention from peer(s).
Obtain Adult Attention	Student engages in problem behavior(s) to gain attention from adult(s).
Obtain Items/Activities	Student engages in problem behavior(s) to gain items and/or activities.
Avoid Peer	Student engages in problem behavior(s) to get away from/escape peer(s).
Avoid Adult	Student engages in problem behavior(s) to get away from adult(s).
Avoid Task/Activities	Student engages in problem behavior(s) to get away from/escape tasks and/or activities.

JULY							AUGUST							Dates
S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	Non-Attendance
				1	2	3	1	2	3	4	5	6	7	First/Last Day
4	5	6	7	8	9	10	8	9	10	11	12	13	14	Tier I & II Meetings
11	12	13	14	15	16	17	15	16	17	18	19	20	21	Tier II Meetings
18	19	20	21	22	23	24	22	23	24	25	26	27*	28	Tier III Meetings
25	26	27	28	29	30	31	29	30	31					Awards Ceremony (virtual)
						16								
SEPTEMBER							OCTOBER							
S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	
			1	2	3	4						1	2	
5	6	7	8	9	10	11	3	4	5	6	7	8	9	
12	13	14	15	16	17	18	10	11	12	13	14	15	16	
19	20	21	22	23	24	25	17	18	19	20	21	22	23	
26	27	28	29	30			24	25	26	27	28	29*	30	
						17	31						20	
NOVEMBER							DECEMBER							
S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	
	1	2	3	4	5	6				1	2	3	4	
7	8	9	10	11	12	13	5	6	7	8	9	10	11	
14	15	16	17	18	19*	20	12	13	14	15	16	17*	18	
21	22	23	24	25	26	27	19	20	21	22	23	24	25	
28	29	30					26	27	28	29	30	31		
						17							13	
JANUARY							FEBRUARY							
S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	
						1			1	2	3	4	5	
2	3	4	5	6	7	8	6	7	8	9	10	11	12	
9	10	11	12	13	14	15	13	14	15	16	17	18	19	
16	17	18	19	20	21	22	20	21	22	23	24	25*	26	
23	24	25	26	27	28*	29	27	28						
30	31					20							14	
MARCH							APRIL							
S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	
		1	2	3	4	5						1	2	
6	7	8	9	10	11	12	3	4	5	6	7	8	9	
13	14	15	16	17	18	19	10	11	12	13	14	15	16	
20	21	22	23	24	25*	26	17	18	19	20	21	22	23	
27	28	29	30	31			24	25	26	27	28	29*	30	
						23							16	
MAY							JUNE							
S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	
1	2	3	4	5	6	7				1	2	3	4	
8	9	10	11	12	13	14	5	6	7	8	9	10	11	
15	16	17	18	19	20	21	12	13	14	15	16	17	18	
22	23	24	25	26	27	28	19	20	21	22	23	24	25	
29	30	31					26	27	28	29	30	31		
						21							3	

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

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

Referring Staff: \_\_\_\_\_

Grade: \_\_\_\_\_

Academic Progress (average score or %): \_\_\_\_\_

IEP  504  EL

**Student's Strengths (Mark all that apply):**

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Problem solver             | <input type="checkbox"/> Sense of humor       | <input type="checkbox"/> Listens well                |
| <input type="checkbox"/> Articulates feelings/needs | <input type="checkbox"/> Enjoys math          | <input type="checkbox"/> Makes/maintains friendships |
| <input type="checkbox"/> Asks for help              | <input type="checkbox"/> Enjoys reading       | <input type="checkbox"/> Negotiates/compromises      |
| <input type="checkbox"/> Attentive in class         | <input type="checkbox"/> Follows instructions | <input type="checkbox"/> Participates in class       |
| <input type="checkbox"/> Cooperates with others     | <input type="checkbox"/> Helpful to others    | <input type="checkbox"/> Regular attendance          |

Other: \_\_\_\_\_

**Behavior and/or Social Emotional Concerns (Mark all that apply):**

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Academics                   | <input type="checkbox"/> Grief/Loss             | <input type="checkbox"/> Scared                     |
| <input type="checkbox"/> Always Tired                | <input type="checkbox"/> Hyperactive            | <input type="checkbox"/> Self-Image/Self-Confidence |
| <input type="checkbox"/> Anger Management            | <input type="checkbox"/> Inappropriate Language | <input type="checkbox"/> Self-Injury                |
| <input type="checkbox"/> Attendance/Tardiness        | <input type="checkbox"/> Impulsive              | <input type="checkbox"/> Sexual Acting Out          |
| <input type="checkbox"/> Bullying- Bully             | <input type="checkbox"/> Inattentive            | <input type="checkbox"/> Stealing                   |
| <input type="checkbox"/> Bullying- Victim            | <input type="checkbox"/> Incomplete/No Work     | <input type="checkbox"/> Study Skills               |
| <input type="checkbox"/> Cries Easily/Often for Age  | <input type="checkbox"/> Lack of Social Skills  | <input type="checkbox"/> Suspected Abuse            |
| <input type="checkbox"/> Daydreams/Fantasies         | <input type="checkbox"/> LGBTQI                 | <input type="checkbox"/> Unresponsive               |
| <input type="checkbox"/> Defiance                    | <input type="checkbox"/> Lying                  | <input type="checkbox"/> Vandalism                  |
| <input type="checkbox"/> Disruptive                  | <input type="checkbox"/> Motivation             | <input type="checkbox"/> Verbal Harassment          |
| <input type="checkbox"/> Dramatic Change in Behavior | <input type="checkbox"/> Nervous/Anxious        | <input type="checkbox"/> Withdrawn                  |
| <input type="checkbox"/> Family Concerns             | <input type="checkbox"/> Personal Hygiene       |   |
| <input type="checkbox"/> Fighting (non-physical)     | <input type="checkbox"/> Sadness                |   |

Other: \_\_\_\_\_

**Your Concerns About Student – Academic :**

**Your Concerns About Student – Emotional/Behavioral:**

**Your Concerns About Student – Other:**



**Prior Interventions Used (Mark all that apply):**

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Visual reminders              | <input type="checkbox"/> Daily tracking sheet/reflection form | <input type="checkbox"/> Behavior reminders          |
| <input type="checkbox"/> Agenda check                  | <input type="checkbox"/> Classroom contract                   | <input type="checkbox"/> Clarify rules               |
| <input type="checkbox"/> Small group instruction       | <input type="checkbox"/> Student/teacher meeting              | <input type="checkbox"/> Practice expected behaviors |
| <input type="checkbox"/> Preferential seating          | <input type="checkbox"/> Family/caregiver conversation        | <input type="checkbox"/> Counseling referral         |
| <input type="checkbox"/> Positive reinforcement        | <input type="checkbox"/> Tutoring                             | <input type="checkbox"/> Loss of privileges          |
| <input type="checkbox"/> Graphic organizer             | <input type="checkbox"/> Quiet space                          | <input type="checkbox"/> English/math lab            |
| <input type="checkbox"/> Push-in academic support      | <input type="checkbox"/> Breaks from work                     | <input type="checkbox"/> Parent teacher conference   |
| <input type="checkbox"/> Extended time for assignments | <input type="checkbox"/> Modify assignments                   | <input type="checkbox"/> SST                         |

Other: \_\_\_\_\_

**Please Describe Your Interventions/Strategies (Include: Length of Time Tried and Response by Student):**

Please fill out the screener for this student: [RFA SIBSS & SRSS Screener](#)

**Office Use**

Date Discussed in Intervention Team Meeting:

\_\_\_\_\_

YIPS/YEPS: \_\_\_\_\_

MAPS Reading: \_\_\_\_\_

Behavior Referrals: \_\_\_\_\_

MAPS Math: \_\_\_\_\_

SIBSS: \_\_\_\_\_

SRSS: \_\_\_\_\_

Action Plan: