

***Township of Union Public Schools
Intervention and Referral Services
Behavior Observation and Intervention Form***

Student's name: _____ Grade: _____

Teacher's name: _____ Subject: _____

Pre-referral of at-risk students must be based upon specific student performance which you have actually observed. As a rule, an isolated instance of poor or unsatisfactory performance will not be grounds for referring a student and input is necessary from classroom teachers, specials teachers, and other support staff. These observations/comments are vital to the I&RS evaluation process. Thank you for taking the time to complete this form.

Initial all that apply. Add other observations/comments, if necessary.

In comments: When possible, for each area checked include statement of frequency and duration. (Ex. Calls out repeatedly 5 to 6 times during one class period.) Include interventions implemented.

1. CLASSROOM CONDUCT

- | | |
|--|--|
| <input type="checkbox"/> Calls out repeatedly | <input type="checkbox"/> Fails to remain seated |
| <input type="checkbox"/> Disrupts other students with behavior | <input type="checkbox"/> Inattentiveness |
| <input type="checkbox"/> Highly active | <input type="checkbox"/> Impulsive/ lacks control in unstructured situations |
| <input type="checkbox"/> Lack of motivation | <input type="checkbox"/> Regularly seeks to be center of attention |
| <input type="checkbox"/> Frequent crying | <input type="checkbox"/> Frequent visits to nurse/counselor |
| <input type="checkbox"/> Defiance of classroom rules | <input type="checkbox"/> Throwing objects |
| <input type="checkbox"/> Frequently needs disciplining | <input type="checkbox"/> Cheating |
| <input type="checkbox"/> Unyielding/stubborn on positions | <input type="checkbox"/> Teases/threatens other students |
| <input type="checkbox"/> Difficulty with transitions | <input type="checkbox"/> Worrisome/nervousness |
| <input type="checkbox"/> Compulsive overachievement | <input type="checkbox"/> Perfectionism |
| <input type="checkbox"/> Other: | |

Comments - Attach additional sheets as needed:

2. OTHER BEHAVIOR

- | | |
|---|---|
| <input type="checkbox"/> Erratic behavior day-to-day | <input type="checkbox"/> Mood swings |
| <input type="checkbox"/> Seeks constant adult contact | <input type="checkbox"/> Social withdrawal (i.e., a loner) |
| <input type="checkbox"/> Defensiveness | <input type="checkbox"/> Low affect |
| <input type="checkbox"/> Irresponsibility (blaming, denying) | <input type="checkbox"/> Other students express concern |
| <input type="checkbox"/> Daydreaming/fantasizing | <input type="checkbox"/> Inappropriate physical contact with others |
| <input type="checkbox"/> Sudden outbursts of temper | <input type="checkbox"/> Verbally abusive to others |
| <input type="checkbox"/> Writings/drawings of inappropriate matters | <input type="checkbox"/> Inappropriate laughter/anger |
| <input type="checkbox"/> Obscene language/gestures | <input type="checkbox"/> Vandalism |
| <input type="checkbox"/> Difficulty accepting mistakes | <input type="checkbox"/> Rigid obedience |
| <input type="checkbox"/> Other: | |

Comments - Attach additional sheets as needed:

TURN OVER

3. PHYSICAL CONDITIONS

- Unsteady on feet
- Inability to concentrate
- Tiredness/sleeping in class
- Cannot see the board
- Cannot hear classroom instruction
- Cannot hold pencil in hand
- Deteriorating physical appearance
- Other (please specify):

Comments - Attach additional sheets as needed:

Prior Interventions and Strategies

Please indicate the types of interventions/strategies you have tried prior to this request for assistance by writing the date/s on the line next to each intervention. Check off if each was successful or unsuccessful. If unsuccessful explain outcome.
Attach additional sheets as needed.

	Date(s)	Outcome
Spoke to student privately. a) Explained class rules and expectations b) Explained my concerns.		
Changed student's seat/seating arrangement		
Established signal to keep student on task.		
Assigned student detention		
Explained precipitating factors leading to behavior.		
Explained behavior leading to consequences/rewards.		
Rewarded appropriate behavior (vs. punishing inappropriate behavior).		
Allowed student to work independently (while others are working in groups).		
Used positive language with student (Ex: "This is what to do" rather than "don't").		
Tried not to change structure or schedule of class.		
Forewarned student when transitions were occurring.		
Have a special folder/system to keep student busy when he/she is finished class work.		
Broke down multi-step directions into smaller tasks.		