

Redmond School District

Secondary Teacher Input Sheet (Behavioral)

Student's Name _____ **Date** _____

This student has been referred to SST. Please take a few minutes to fill out this sheet. Your input will help us identify how we can assist this student. Return this sheet at your earliest convenience to your SST Facilitator when complete.

Your Name _____ **Class student is in** _____

Has the student had any of the following behaviors in your classroom? Please rate the frequency of the behavior (1-Less than once per week, 2- A few times per week, 3- Once per class period, 4- Several times per class period, 5- Constantly)

<input type="checkbox"/> Tardy	<input type="checkbox"/> Inappropriate Language	<input type="checkbox"/> Disruptive	<input type="checkbox"/> Theft
<input type="checkbox"/> Unresponsive	<input type="checkbox"/> Fight/Physical Aggression	<input type="checkbox"/> Insubordination	<input type="checkbox"/> Vandalism
<input type="checkbox"/> Withdrawn	<input type="checkbox"/> Verbal Harassment	<input type="checkbox"/> Work not Done	<input type="checkbox"/> Other:
<input type="checkbox"/> Inattentive			

What actions or events seem to trigger the problem behaviors?

<input type="checkbox"/> Illness	<input type="checkbox"/> Tasks too boring	<input type="checkbox"/> Unstructured time	<input type="checkbox"/> Other
<input type="checkbox"/> Drug Use	<input type="checkbox"/> Near peers	<input type="checkbox"/> Activity too long	
<input type="checkbox"/> Negative social	<input type="checkbox"/> Comment from peer	<input type="checkbox"/> Tasks too difficult	
<input type="checkbox"/> Conflict at home	<input type="checkbox"/> Reprimand/correction	<input type="checkbox"/> Hasn't received attention	
<input type="checkbox"/> Academic failure	<input type="checkbox"/> Structured activity	<input type="checkbox"/> Environmental changes	

What consequences (positive and/or negative) have you tried to respond to the problem behavior? (Circle any that seem to have positive effect)

Why do you think the student is engaging in these problem behaviors?

<input type="checkbox"/> To get adult attention	<input type="checkbox"/> To get peer attention	<input type="checkbox"/> To avoid a peer (avoid attention)
<input type="checkbox"/> To get something he/she wants	<input type="checkbox"/> To get out of academic work	<input type="checkbox"/> To avoid an adult (avoid atten.)
<input type="checkbox"/> To get to do an activity	<input type="checkbox"/> To avoid a physical task	<input type="checkbox"/> To avoid failure

Anything else you think may be influencing the behavior?

Thanks for your input!