

Behavior Support Process
Referral Form

Date: 1/25/00 Case Manager Assigned/Phone No.: Jane Doe/404-555-1234

Student Name: John Smith DOB: 10/10/88

School: ABC Middle Grade: 7 Referring Teacher: Mary Jones

How long have you known the student? From 8/98 to 1/00

Reason for the referral:

John has repeatedly used profanity with other students and teachers when he is in a frustrating situation. This is the third occurrence of this type of behavior.

Is this student absent excessively? YES: _____ NO : X

Describe typical behavior in school.

John is an average student who seems to be a loner. He associates with students who wear gang colors. He is a follower in this group. He does not participate in school activities. He often is unprepared for class.

Describe significant strengths. (academic and/or behavioral).

John will complete tasks assigned in language arts and reading. He will apologize when he has acted inappropriately in conference with mother present. He will listen to Mr. Bob, the basketball coach when he is corrected for using profanity.

Describe significant weaknesses. (academic and/or behavioral).

He has problems with word problems in math. He is unable to concentrate for long periods of time. He is easily distracted. He is easily frustrated. When frustrated he stutters. When children make fun of him or the teacher corrects him, he uses profanity.

Current academic and/or behavioral assessments given and results.

ITBS:	Date	%tile	Date	%tile	Date	%tile
Tot. Read.	3/98	54				
Tot. Lang.	3/98	48				
Tot. Math.	3/98	35				

Other Test Data:

Teacher Observation:

John is big for his age. He acts very immaturity and is easily lead to misconduct. He is easily frustrated.

Have the parent(s)/guardian(s) been contacted about the problem(s) indicated?

YES: X NO: _____ If YES, how many times? 3

How was contact made or attempted?

<u>Date</u>	<u>Form of Contact</u>
1/5/99	Parent called.
4/99	Parent called.
10/99	Letter sent through mail scheduling parent conference.
11/99	Certified/ Return receipt requested letter.

Parental response:

1/5/99	Parent cordial on phone. She will talk with John about his behavior.
4/99	Parent not at home - did not return call.
10/99	Parent attended conference – will work with student.
11/99	Parent signed for letter/did not attend conference..

Describe behavioral and discipline history. (list specific code of conduct violations and consequences)

<u>Date</u>	<u>Behavior</u>	<u>Consequence</u>
1/5/99	Classroom disruption	Teacher phone call/parent conference
4/99	Classroom disruption	Detention
10/99	Rude Behavior toward teacher, and used profanity	2 days ISS
11/99	Rude Behavior toward teacher, and used profanity	Short-term Suspension (3 days)

Describe effectiveness of past discipline procedures.

Parent conference and detention have stopped classroom disruptions.
ISS was not effective. Student continues to be rude and disrespectful to teachers and use profanity. Suspension seems to have stopped this behavior.

What support services has the student previously received through the school setting?

Individual and group counseling.

Tutoring in math by teacher.

Are other community agencies involved with the student and/or the family? YES: X NO: ___

Which agencies are involved and how?

Dept. of Children and Family Services – Family counseling

Boy's Club – After-school program

Big Brothers/Big Sisters – Mentoring

Does the student have a current IEP or 504 Plan? YES: _____ NO: X

Completed By: James Joyce Date: 1/25/00

Behavior Support Process
Behavior Support Plan

Date: 1/25/00

Student Name: John Smith DOB: 10/10/88

School: ABC Middle Grade: 7

Teacher(s): Mary Jones Mary Smith
Joe Johnson Alice Faye
Al Hurt Doug Williams

Case Manager Assigned/Phone No.: Jane Doe / 404-555-1234

<i>Support Plan Members</i>	<i>Agency Represented</i>
Margaret Mitchell	Middle School Counselor
Joe Ward	DFACS
Mary Jones	Referring teacher
Carol Smith	Parent
Jane Doe	DFACS
Christine Robinson	Assistant Principal

<i>Student Behavior Goals:</i>	<i>Timelines:</i>
To refrain from use of profanity at school and home.	3/00
To speak to teachers in a moderate tone and respectful manner.	2/00
To participate in one after-school activity.	4/00
To attend math tutoring at least two times per week.	2/00

Intervention strategies to be implemented:
Group counseling.
Continue mentoring.
Parenting classes on discipline for mother with middle school children.
Daily behavior sheet.
Behavior contract with review every four weeks.

School and community resources and responsibilities for implementing intervention strategies:

Group counseling	School and DFACS
School Activity	Basketball coach
Case Management	DFACS
After-school activity	Boys' Club
Mentoring	Big Brothers/Big Sisters
Math tutoring	100 Black Men

Parent/family involvement for implementing intervention strategies:
Mother will talk with counselor.
Mother to attend parenting classes.
Mother to sign daily behavior sheets and behavior contract.
Mother will assist John with completion of math homework.
Mother will monitor attendance at Boys' Club and 100 Black men activity.
Mother will attend at least one basketball game or one school function.

Behavior support follow-up:

Date: At least 30 school days after implementation of plan

Progress on student goals: Impact of plan on student behavior: (list specific code of conduct violations since implementation of plan).

No code of conduct violations in last 30 days.

Report from counselor: John is attending sessions and progressing well. Has made friends with two students in group.

Report from Boys' Club: John is attending regularly. He is not using profanity with other students.

100 Black Men: John increased by a minimum of 10 % his proficiency on fraction word problems.

Mother attended all parenting classes.

Intervention strategies revisions (if needed)

None

Completed by: Jane Doe Date: 1/25/00