**Response to Intervention (RTI) Student Profile for REACH**

**Behavioral Form**

**Name** \_\_\_\_\_\_\_\_ **Grade** **NAD ID:** \_\_\_\_\_\_\_\_\_\_\_ **Age:** \_\_\_ **Birth date:** \_\_\_\_\_\_\_\_ **Gender:**

**Teacher:** \_\_\_\_\_\_\_\_\_\_ **SIT Team Referral Date:** \_\_\_\_\_\_\_\_

**English Proficiency**:

**Targeted Assessment Data**

|  |  |  |  |
| --- | --- | --- | --- |
| **Behavior (Anecdotal Description)** | **Frequency(How Often)** | **Duration(How Long Does it Last?)** | **Intensity Compared to Average Behavior(Mild, Moderate, Severe)** |
|  |  |  |  |

 **Date & Data Obtained**

**Date** \_\_\_\_\_\_\_\_ **Data Results** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Date** \_\_\_\_\_\_\_\_ **Data Results** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Date** \_\_\_\_\_\_\_\_ **Data Results** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Date** \_\_\_\_\_\_\_\_ **Data Results** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Date** \_\_\_\_\_\_\_\_ **Data Results** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Date** \_\_\_\_\_\_\_\_ **Data Results** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Date** \_\_\_\_\_\_\_\_ **Data Results** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Date** \_\_\_\_\_\_\_\_ **Data Results** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Date** \_\_\_\_\_\_\_\_ **Data Results** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Antecedent/Setting Events:**

|  |  |
| --- | --- |
| **What situations seem to set off the problem behavior?**  |  |
| **When is the problem behavior most likely to occur?**  |  |
| **When is the problem behavior least likely to occur?**  |  |
| **Setting Events: Are there specific conditions, events, or activities that make the problem behavior worse?**  |  |

**Child’s Function(s) of Behavior for Escape/Avoidance**

[ ]  Avoid a demand or request [ ]  Avoid an activity or task [ ]  Avoid a person
[ ]  Escape the classroom setting [ ]  Escape the school

[ ]  Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Child’s Strategies for Attention/Control**

[ ]  Get desired item/activity [ ]  Gain adult attention [ ]  Gain peer attention

[ ]  Get sent to preferred adult [ ]  Win power struggle

**Areas of Strength**

**Areas of Concern**

* [ ]  Negativity
* [ ]  Defiance
* [ ]  Disobedience
* [ ]  Hostility directed toward authority figures
* [ ]  Have temper tantrums
* [ ]  Be argumentative with adults
* [ ]  Refuse to comply with adult requests or rules
* [ ]  Annoy other people deliberately
* [ ]  Blames others for mistakes or misbehavior
* [ ]  Acts touchy and is easily annoyed
* [ ]  Feel anger and resentment
* [ ]  Be spiteful or vindictive
* [ ]  Act aggressively toward peers
* [ ]  Have difficulty maintaining friendships
* [ ]  Have academic problems

[x]  Feel a lack of self-esteem

[ ]  Threatens death or states they wish they were dead

[ ]  Lying

[ ]  Stealing

[ ]  Vandalism

* [ ]  Fear of abandonment
* [ ]  Inappropriate anger, frequently expressed
* [ ]  Emotions that are strong and frequently interchanging
* [ ]  Impulsiveness and risk-taking; difficulty with self-control
* [ ]  Inability to be alone
* [ ]  Feeling bored and empty
* [ ]  Repetitive crises, which may include self-injury
* [ ]  Distorted self-image, including feelings of worthlessness

[ ]  Early Sexual Activity

[ ]  Use of tobacco, alcohol, narcotics

[ ]  Arrives late

[ ]  Misses deadlines

[ ]  Makes excuses

**Student’s Preferred Learning Method**

[ ]  Linguistic intelligence (word smart)
[ ]  Logical-mathematical intelligence (number and reasoning smart)
[ ]  Spatial intelligence (picture smart)
[ ]  Bodily-kinesthetic intelligence (body smart)
[ ]  Musical intelligence (music smart)
[ ]  Interpersonal intelligence (people smart)
[ ]  Intrapersonal intelligence (self-smart)
[ ]  Naturalist intelligence (nature smart)

**Behavior and Social Skills Narrative

Whole Group:**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Independent Work:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Center/Station Work:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Parental Support**[ ]  **Exceptional** [ ]  **Acceptable** [ ]  **Limited Contact**

**Differentiation Strategies Implemented**

[ ]  Clearly posted rules, frequently revisited

[ ]  Social contract agreed upon, signed, and frequently reviewed

[ ]  Predictable routine, reviewed daily

[ ]  Procedures pre-taught and practiced

[ ]  Classroom schedule posted and followed

[ ]  RTI Behavior Tracking System in place and consistently used

[ ]  Frequent feedback to all students for positive and negative behaviors

[ ]  Frequent feedback to all parents for positive and negative behaviors

[ ]  Responsive Classroom strategies in place to provide positive and negative
 reinforcement/consequences

**Differentiation Strategies Which are Working**

[ ]  Clearly posted rules, frequently revisited

[ ]  Social contract agreed upon, signed, and frequently reviewed

[ ]  Predictable routine, reviewed daily

[ ]  Procedures pre-taught and practiced

[ ]  Classroom schedule posted and followed

[ ]  RTI Behavior Tracking System in place and consistently used

[ ]  Frequent feedback to all students for positive and negative behaviors

[ ]  Frequent feedback to all parents for positive and negative behaviors

[ ]  Responsive Classroom strategies in place to provide positive and negative
 reinforcement/consequences

|  |
| --- |
|  |
|  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

**SMART Goals for REACH**

**Date of Initial SIT/REACH Meeting** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Area of Focus Based on Data**

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**SMART (Specific, Measurable, Realistic Timely) Goal

Specific** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Measurable** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Realistic** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Timely (frequency of Progress Monitoring)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Instructional Strategies to Employ**

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Review Date** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Results of New Data—Follow-up

Date** \_\_\_\_\_\_\_\_ **Data Results** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Date** \_\_\_\_\_\_\_\_ **Data Results** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Date** \_\_\_\_\_\_\_\_ **Data Results** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Date** \_\_\_\_\_\_\_\_ **Data Results** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Date** \_\_\_\_\_\_\_\_ **Data Results** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Teachers’ Thoughts:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Recommendation:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Goal Status:**

**Results of New Data—Continuation of Intervention

Date** \_\_\_\_\_\_\_\_ **Data Results** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Date** \_\_\_\_\_\_\_\_ **Data Results** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Date** \_\_\_\_\_\_\_\_ **Data Results** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Date** \_\_\_\_\_\_\_\_ **Data Results** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Date** \_\_\_\_\_\_\_\_ **Data Results** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 **Teachers’ Thoughts:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Parental Thoughts and Observations:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Recommendation:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 **Goal Status:**