

Name:
Age:

School:
Grade:

Address:

Parent(s):

Date of interview:

Pregnancy/Birth/Developmental milestones:

Medical History:

Home:

Who does student live with/order in the family:

How long has student lived here:

Family history/dynamics/separations/divorce/deaths:

Family relations/activities:

How does parent describe the child:

Techniques/behavior management strategies/discipline:

Sibling relationships/how does this child compare to siblings in relation to problems:

School History:

Day care/alternate care givers:

Preschool/problems:

Kindergarten/problems:

Elementary schools/problems/interventions:

Retentions/previous evaluations:

Grades/attendance:

Homework problems/approaches:

Community:

Peer relations:

Neighborhood problems:

Police:

Agency involvement/previous counseling:

Memberships (YMCA, BB/BS):

Criteria

The root cause for concern is the student's

behavior emotionality social skills

Child's functioning adversely affects his/her progress:

academic progress social relationships personal adj.
(grades,achievement, assignments) (interacting with peers) (self-concept)

classroom adj. Self-care
(groupwork, ind. work,) (personal care, peer rela.)

Severe, chronic, frequent

Severe (behavior hampers normal school functioning, is a threat, results in frequent discipline actions, negative social interactions, disruptive, hurtful)

Chronic (on-going pattern, habitual, constant, long standing, no recent stressors)

Frequent (recurring pattern, continual, habitual, occurs regularly)

How often does each behavior of consequence happen?

Do prevention techniques change the frequency?

What is the effect of the environment?

Occurs in school and one other setting:

Home

Community (day care, stores, neighborhood)

The student displays any of the following (pattern of behavior, behavioral deficits or excesses):

Inability to develop or maintain satisfactory interpersonal relationships (rejected by peers, lacks trust, manipulates others, inability to be in a group, controlling, separation problems, seeks constant attention)

Inappropriate affective or behavior response to a normal situation (lies, cheats, cries, overreacts, refusal to do school work, non-compliant, flat affect, perfectionistic, mood swings, impulsive, lacks self-control)

Pervasive unhappiness, depression or anxiety (apathetic, suicide, pessimistic, runs away, anxious habits, hopelessness, obsessive/compulsive, temper or excessive anger)

Physical symptoms, pains or fears associated with personal or school problems (physical complaints, excessive absences, self-mutilating, accident prone, psychosomatic illnesses)

Inability to learn that cannot be explained by intellectual, sensory, or other health factors
(quits or gives up easily, large difference between ability and achievement, poor retention, sleeping, eating, toileting problems)

Extreme withdrawal from social interactions
(does not participate in class, isolates self from others, speaks in quiet voice or mumbles, truant, runs away, shuts self in room)

Extreme aggressiveness over a long period of time
(carries grudges, swears, threatens, argumentative, hits, bites, kicks, throws objects, destroys property, tantrums, stealing, bullying)

Other inappropriate behaviors that are so different from children of similar age, ability, etc. that the child or other children in a regular or special education program are negatively affected.
(reactions are more intense/extreme than peers, presence interferes with education of others, social/emotional maturity, reality distortions, rigid or ritualistic behaviors)

Rating scale(s)

Parent

Teacher(s)