**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

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

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**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:**