



## Crescent Academy Behavior Report Form

Student Name \_\_\_\_\_

Teacher/Grade: \_\_\_\_\_

Date of Incident: \_\_\_\_\_

Parent contacted by: Phone Call Email DOJO Reminder 101 Other \_\_\_\_\_

### Please explain the behavior:

<ul style="list-style-type: none"> <li><input type="checkbox"/> Inappropriate language: _____</li> <li><input type="checkbox"/> Minor physical contact (pushing, taking a student's material, etc)</li> <li><input type="checkbox"/> Disrespectful to teacher or classmates: (talking back, use of unkind words, etc)</li> <li><input type="checkbox"/> Insubordination ( ignore, refuse to follow directions, and not listening to teacher's)</li> <li><input type="checkbox"/> Out of Dress Code: _____</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Disruption (excessive talking, out of seat/line, refuses to follow directions, off task, not paying attention, &amp; blurts out, etc.)</li> <li><input type="checkbox"/> Electronics: _____</li> <li><input type="checkbox"/> Incomplete homework and classroom assignments</li> <li><input type="checkbox"/> Damage, destruction or misuse of school property or equipment ( break pencils, write on school property, etc)</li> <li><input type="checkbox"/> Other: _____</li> </ul>
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COMMENTS: \_\_\_\_\_

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### Interventions that I used in the classroom to help my student:

*(choose at least five interventions):*

<ul style="list-style-type: none"> <li><input type="checkbox"/> Relocating Seating the teacher in classroom</li> <li><input type="checkbox"/> Alternative modes of completing assignments</li> <li><input type="checkbox"/> Assign a buddy or partner</li> <li><input type="checkbox"/> Assign a classroom job</li> <li><input type="checkbox"/> Break down assignment</li> <li><input type="checkbox"/> Break down directions</li> <li><input type="checkbox"/> Call on student frequently</li> <li><input type="checkbox"/> Student have a agreement</li> <li><input type="checkbox"/> Clear and concise directions</li> <li><input type="checkbox"/> Color coded folders</li> <li><input type="checkbox"/> Count to 10</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Pause before giving a direction</li> <li><input type="checkbox"/> Provide a container for the student's belongings</li> <li><input type="checkbox"/> Proximity to students</li> <li><input type="checkbox"/> Reassurance</li> <li><input type="checkbox"/> Redirection</li> <li><input type="checkbox"/> Reduce assignments</li> <li><input type="checkbox"/> Reflective listening</li> <li><input type="checkbox"/> Review school expectations and rules</li> <li><input type="checkbox"/> Speak in calm and neutral tone</li> <li><input type="checkbox"/> Speak with student in hallway</li> <li><input type="checkbox"/> Alternative</li> <li><input type="checkbox"/> Visual Start Commands</li> <li><input type="checkbox"/> Stop, Walk, Talk</li> </ul>
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<input type="checkbox"/> Daily planner <input type="checkbox"/> Deep breathing (BE A STAR!) <input type="checkbox"/> Draw a picture or write in a journal <input type="checkbox"/> Encourage interaction with a more self confident student <input type="checkbox"/> Engage student ( with different learning styles: such as auditory learning, visual learning, etc) <input type="checkbox"/> Give choices <input type="checkbox"/> Have student repeat directions back <input type="checkbox"/> Headphones during independent work time <input type="checkbox"/> Helping Students With Home Work <input type="checkbox"/> Help student start assignment <input type="checkbox"/> Plan/Ignore and given positive attention <input type="checkbox"/> Individual work space <input type="checkbox"/> Listen to music as a classroom <input type="checkbox"/> Model appropriate language <input type="checkbox"/> More structured routine <input type="checkbox"/> Move to new location in the classroom <input type="checkbox"/> Non verbal cues <input type="checkbox"/> Organize materials daily <input type="checkbox"/> Acknowledging positive behavior <input type="checkbox"/> Praise student frequently <input type="checkbox"/> Praise when cooperative and well behaved <input type="checkbox"/> Praise when good attitude and involvement occur <input type="checkbox"/> Praise when on task <input type="checkbox"/> Rewards, Simple Reward Systems, & Incentives <input type="checkbox"/> Call parent or positive note home	<input type="checkbox"/> Stress ball or fidget <input type="checkbox"/> Talk one on one with student <input type="checkbox"/> Teach conflict resolution skills <input type="checkbox"/> Teach coping skills <input type="checkbox"/> Teach organizational skills <input type="checkbox"/> Teach relationship skills <input type="checkbox"/> Teach relaxation techniques <input type="checkbox"/> Teach social skills <input type="checkbox"/> Teach substitute words <input type="checkbox"/> Touch student on shoulder <input type="checkbox"/> Turn desk around toward teacher <input type="checkbox"/> Use calm neutral tone <input type="checkbox"/> Use timer ( limited time on request) <input type="checkbox"/> Velcro on/under the desk <input type="checkbox"/> Visual schedule- M.A.P IT <input type="checkbox"/> Break, moving position in class <input type="checkbox"/> Have student take frequent breaks or activity <input type="checkbox"/> Send student on errand <input type="checkbox"/> Movement and brain breaks throughout classroom <input type="checkbox"/> Other_____
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Reporter signature:\_\_\_\_\_

Parent's signature:\_\_\_\_\_

**NOTE:** Teacher must complete three different incident reports for a student, before turning in a written referral to the Dean's Office, unless the incident is a physically violent. Parent contacts and listed classroom interventions must be put in place before an official referral can be written. All incident reports for that student must be attached to that written referral.

***Please keep a copy for your records.***