

Student Information Sheet

Student:

Birthday:

Parent's Name:

Address:

IEP Due:

Re-eval Due:

Phone:

Work No.:

Medications:

IEP Behavioral Goals:

LRBI: Yes No

Objective #1:

Objective #2:

Susp. Days

1 6

2 7

3 8

4 9

5 10

Levels

5 – 300 to 255 (85 – 100%)

4 – 254 to 225 (75 – 84%)

3 – 224 to 195 (65 – 74%)

2 – 194 to 161 (55 – 64%)

1 – 160 or less (0 – 54%)

Lunch #

Locker #

Combination:

Other Info:

Rubric for Documentation of Behaviors

- 3 Demonstrates solid performance, meets performance standard
- 2 Performance is emerging or developing toward performance standard
- 1 Attempt made but there are moderate errors
- 0 Severe errors or no attempt was made

Name:

Week of:

- On time / Prepared
- Good Hygiene
- Appropriate Lang.
- Does Assignments
- Quality Work
- Respects Peers
- Respects Others
- Follows Directions
- No Distractions
- IEP Goal #1
- IEP Goal #2

Comments:

	On time / Prepared	Good Hygiene	Appropriate Lang.	Does Assignments	Quality Work	Respects Peers	Respects Others	Follows Directions	No Distractions	IEP Goal #1	IEP Goal #2	Comments:
Monday												
1												
2												
3												
4												
5												
6												<input type="checkbox"/> Bus am (12)
7												<input type="checkbox"/> Bus pm (12) /300
												<input type="checkbox"/> Advisory (30)
												<input type="checkbox"/> Clean Up (15)
Tuesday												
1												
2												
3												
4												
5												
6												<input type="checkbox"/> Bus am (12)
7												<input type="checkbox"/> Bus pm (12) /300
												<input type="checkbox"/> Advisory (30)
												<input type="checkbox"/> Clean Up (15)
Wednesday												
1												
2												
3												
4												
5												
6												<input type="checkbox"/> Bus am (12)
7												<input type="checkbox"/> Bus pm (12) /300
												<input type="checkbox"/> Advisory (30)
												<input type="checkbox"/> Clean Up (15)

Name:

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- On time/Prepared
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- No Disturbances
- IEP Goal #1
- IEP Goal #2

Comments:

	On time/Prepared	Good Hygiene	Appropriate Lang.	Does Assignments	Quality Work	Respects Peers	Respects Others	Follows Directions	No Disturbances	IEP Goal #1	IEP Goal #2	Comments:
Thursday												
1												
2												
3												
4												
5												
6												<input type="checkbox"/> Bus am (12)
7												<input type="checkbox"/> Bus pm (12) /300
												<input type="checkbox"/> Advisory (30)
												<input type="checkbox"/> Clean Up (15)
Friday												
1												
2												
3												
4												
5												
6												<input type="checkbox"/> Bus am (12)
7												<input type="checkbox"/> Bus pm (12) /300
												<input type="checkbox"/> Advisory (30)
												<input type="checkbox"/> Clean Up (15)
Additional Comments:												

Name: **EXPLANATION OF FORM**

Week of:

Student's IEP behavior goal #1 is summarized here

IEP behavior goal #2 is summarized here

- On time / Prepared
- Good Hygiene
- Appropriate Lang.
- Does Assignments
- Quality Work
- Respects Peers
- Respects Others
- Follows Directions
- No Distractions
- IEP Goal #1
- IEP Goal #2

Comments:

Monday	1	Classroom staff fill in each of these lines after each class period based on the Rubric for Documentation of Behaviors.										At the end of every day, students report to a classroom staff how they think they did on their IEP goals using the same Rubric for Documentation of Behaviors that is used for the other boxes.	An explanation of why student's lose points is documented here as a record of the behaviors they exhibit.							
	2																			
	3																			
	4																			
	5												<input type="checkbox"/> Bus am (12) /300 <input type="checkbox"/> Bus pm (12) <input type="checkbox"/> Advisory (30) <input type="checkbox"/> Clean Up (15)							
	6																			
	7																			
Tuesday	1	Related Services are recorded in these boxes to document that the service did occur and when.										At the end of every day, students report to a classroom staff how they think they did on their IEP goals using the same Rubric for Documentation of Behaviors that is used for the other boxes.	Other information such as compliance contacts, notes about medicines, etc. are also included here.							
	2																			
	3																			
	4																			
	5	S P E E C H											<input type="checkbox"/> Bus am (12) /300 <input type="checkbox"/> Bus pm (12) <input type="checkbox"/> Advisory (30) <input type="checkbox"/> Clean Up (15)							
	6																			
	7																			
Wednesday	1	Notes could be made in the margins to help document compliance with Sp. Ed. laws such as giving self-contained students PE time as often as non-disabled peers.										At the end of every day, students report to a classroom staff how they think they did on their IEP goals using the same Rubric for Documentation of Behaviors that is used for the other boxes.	If there isn't enough room to document the notable incidents in this box, there is an Additional Comments box on the next page.							
	2																			
	3																			
	4																			
	5												<input type="checkbox"/> Bus am (12) /300 <input type="checkbox"/> Bus pm (12) <input type="checkbox"/> Advisory (30) <input type="checkbox"/> Clean Up (15)							
	6																			
	7																			

PE →

Name:

EXPLANATION OF FORM

Week of:

- On time/Prepared
- Good Hygiene
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- Follows Directions
- No Disturbances
- IEP Goal #1
- IEP Goal #2

Comments:

	On time/Prepared	Good Hygiene	Appropriate Lang.	Does Assignments	Quality Work	Respects Peers	Respects Others	Follows Directions	No Disturbances	IEP Goal #1	IEP Goal #2	
Thursday												<p>Advisory is a "homeroom" class at our school. All the items in the box below can easily be changed to fit another school environment.</p> <p>The points are the total possible, less or none can be awarded</p> <p><input type="checkbox"/> Bus am (12) <input type="checkbox"/> Bus pm (12) <input type="checkbox"/> Advisory (30) <input type="checkbox"/> Clean Up (15)</p> <p style="text-align: right;">/300</p>
1	<p>These are generic behaviors found to be helpful in tracking most self-contained emotionally disturbed students. They could easily be changed to fit another school environment or audience.</p>											
2												
3												
4												
5												
6												
7												
Friday											<p>The points given during the day are added at the end of the day and recorded in this box.</p> <p>These points translate into a level (see chart on the student info. sheet).</p> <p><input type="checkbox"/> Bus am (12) <input type="checkbox"/> Bus pm (12) <input type="checkbox"/> Advisory (30) <input type="checkbox"/> Clean Up (15)</p> <p style="text-align: right;">/300</p>	
1												
2												
3												
4												
5												
6												
7												
<p>Additional Comments:</p> <p>This is used when the comments box for a day isn't big enough to record the needed information for that day.</p> <p>Extremely notable incidents require formal write-ups and/or forms that are copied and added to our daily notes.</p> <p>The level for the day is recorded here.</p> <p>An average of the last 3 days is recorded here. This is the level that the student is then on. What level a student is on, determines what privileges that student has for that day. Averaging for 3 days seems to be a good "thermometer" of how the student's behavior is doing at school.</p>												

Name: **Sample Student**

Week of: **Sept. 10 - 14**

	On time / Prepared	Good Hygiene	Appropriate Lang.	Does Assignments	Quality Work	Respects Peers	Respects Others	Follows Directions	No Distractions	IEP Goal #1	IEP Goal #2	Comments:
Monday												
1	3	3	3	3	3	3	3	3	3	3	3	Brought more meds
2	3	3	1	3	3	1	3	1	1	3	3	9:10 a.m. Called a peer a "dork" and told them to "shut up".
3	3	3	3	3	3	3	3	3	3	3	3	
4	3	3	3	3	3	3	3	3	3	3	3	1:25 p.m. Refused to take quiz, used a mildly defiant tone with the teacher.
5		T	H	E	R	A	P	Y		3	3	
6	3	3	2	0	0	3	2	1	1	3	3	<input checked="" type="checkbox"/> Bus am (12) <input checked="" type="checkbox"/> Bus pm (12) <input checked="" type="checkbox"/> Advisory (30) <input checked="" type="checkbox"/> Clean Up (15)
7	3	3	3	3	3	3	3	3	3	3	3	
Tuesday												
1												
2												
3												
4												
5												
6												
7												<input type="checkbox"/> Bus am (12) <input type="checkbox"/> Bus pm (12) <input type="checkbox"/> Advisory (30) <input type="checkbox"/> Clean Up (15)
Wednesday												
1												
2												
3												
4												
5												
6												
7												<input type="checkbox"/> Bus am (12) <input type="checkbox"/> Bus pm (12) <input type="checkbox"/> Advisory (30) <input type="checkbox"/> Clean Up (15)