**Dent-Phelps R-III At-Risk Form**

**Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_**

**Teacher Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_**

(Complete and return to the counselor’s office the Monday before an At Risk meeting)

**Academic:**

**Please describe the student’s academic concern.**

**How is the student performing academically in the following areas?**

**Grade% for the Following:**

**Math \_\_\_\_\_\_ Communication Arts \_\_\_\_\_\_ Science \_\_\_\_\_\_ Social Studies \_\_\_\_\_\_**

**Star Scores for the Following:**

**Math \_\_\_\_\_\_\_\_ Reading \_\_\_\_\_\_\_\_\_**

**Which of the following apply to this student?**

 IEP  Speech/Language  504  Other

**Frequency of missing assignments?** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***(Please attach a copy of any assessment data in areas of academic concern)***

**Is the Student receiving interventions?**

**(Interventions are strategies you use during your class time to help individuals/small groups to succeed in learning the concepts that you are teaching, not the strategies you are using for the whole class.)**

|  |  |  |
| --- | --- | --- |
| Type of Intervention-- **Materials** | Number of Days | Failure or success |
| * Different colored paper |  |  |
| * Provide clearly written step-by-step instructions w/ illustrations |  |  |
| * Simplify complex directions |  |  |
| * Provide student w/ assignment organizational tools (binder, folders..) |  |  |
| * Provide study skills training/learning strategies |  |  |
| * Setting short term goals |  |  |
| * Provide manipulatives if available |  |  |
| * Other |  |  |

|  |  |  |
| --- | --- | --- |
| Type of Intervention-- **Behavior** | Number of Days | Failure or success |
| * Use nonverbal cues to stay on task |  |  |
| * Increasing the immediacy of rewards |  |  |
| * Provide frequent, immediate, positive feedback |  |  |
| * Praising specific behaviors |  |  |
| * Allow short breaks between assignments |  |  |
| * Focus on student’s talents, strengths, and accomplishments |  |  |
| * Make time to talk alone with student |  |  |
| * Give student choices |  |  |
| * Other |  |  |

|  |  |  |
| --- | --- | --- |
| Type of Intervention—**Technology** | Number of Days | Failure or success |
| * Use technological tools to allow student to access content in multiply ways |  |  |
| * Other |  |  |

|  |  |  |
| --- | --- | --- |
| Type of Intervention—**Classroom Environment** | Number of Days | Failure or success |
| * Sit student near teacher |  |  |
| * Sit student away from distracting areas (door, high traffic areas, pencil sharpener…) |  |  |
| * Increase distance between desks |  |  |
| * Display anchor charts |  |  |
| * Allow student to move in the classroom, when appropriate |  |  |
| * Other |  |  |

|  |  |  |
| --- | --- | --- |
| Type of Intervention-- **Instruction** | Number of Days | Failure or success |
| * Provide visual aids |  |  |
| * Stand near student when giving directions or presenting lesson |  |  |
| * Hand one worksheet out at a time, chunk assignments and give student opportunity to respond frequently |  |  |
| * Write key points on the board |  |  |
| * Make sure directions are understood |  |  |
| * Have student review key points orally |  |  |
| * Teaching with multi-sensory modes and techniques to present information |  |  |
| * Include a variety of activities in each lesson |  |  |
| * Give frequent short quizzes, not long exams |  |  |
| * Utilize mnemonic cues (songs, cartoons, rhymes…) |  |  |
| * Write instructions on the board, not just say them out loud |  |  |
| * Integrate cooperative experiences |  |  |
| * Use graphic organizers to focus attention on key elements, concepts or ideas |  |  |
| * Provide opportunities for students to respond in a variety of ways (whiteboard, thumbs-up, partner share…) |  |  |
| * Offer materials, tasks, and learning options at a varied level |  |  |
| * Stop often to summarize key concepts |  |  |
| * Other |  |  |

|  |  |  |
| --- | --- | --- |
| Type of Intervention—**Time Management** | Number of Days | Failure or success |
| * Use of timer |  |  |
| * Extend time for processing |  |  |
| * Allow student to do homework at school |  |  |
| * Other |  |  |

**Please Refer To Accommodation Wheel**

**Notes about interventions/strategies:**

**Social/Emotional Behavior:**

Please describe the student’s behavior(s) or concern(s) and the replacement behavior(s) you would like the student to demonstrate.

Who does the student’s behavior(s) affect? (Check all that apply)

 Him/Herself  Peers  Teacher  Others

Please check behaviors of concern

|  |  |
| --- | --- |
| Internalizing | Externalizing |
| * Exhibits sadness or depression * Sleeps a lot * Teased or bullied by peers * Does not participate in games * Very shy or timid * Acts fearful * Does not stand up for self * Self-injury (Cutting self, head banging) * Withdrawn | * Aggression towards others * Hyperactivity * Non-compliance * Disruptive * Arguing * Defiance * Stealing * Not following directions * Calling out in class |

What time of day is the student’s problem behavior most frequently seen?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Schedules  (Times) | Activity | Specific Problem Behavior | Likelihood of Problem Behavior  Low High | Immediate consequence |
|  |  |  | 1 2 3 4 5 6 |  |
|  |  |  | 1 2 3 4 5 6 |  |
|  |  |  | 1 2 3 4 5 6 |  |
|  |  |  | 1 2 3 4 5 6 |  |
|  |  |  | 1 2 3 4 5 6 |  |
|  |  |  | 1 2 3 4 5 6 |  |
|  |  |  | 1 2 3 4 5 6 |  |

Where does the student’s problem behavior tend to occur? (Check all that apply)

Class Hallway Restroom Playground Cafeteria  Specials  Bus

What strategies have you already tried?

* Talk with student
* Talk with family
* Specific seating arrangement
* Redirection
* Positive recognition
* Partner teacher support
* Use of visual supports
* Teacher proximity
* Classroom reward system
* Breaks
* Providing choices
* More frequent positive feedback
* Time Out in classroom
* Time Out in another classroom
* Restricted privileges
* Use of timer
* Class meeting
* Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**(Please provide all parent-teacher documentation, including a brief summary of the conversations and the parent response(s))**

For Team use only:

How frequently does the child receive recognition for meeting academic and/or behavioral expectations?

Which PBS lessons did the child participate in and when did it occur?

Was the student attending our school at the beginning of the year?

# Of ODRs \_\_\_\_\_\_\_\_\_\_\_ #of Absences\_\_\_\_\_\_\_\_\_ # of Tardies \_\_\_\_\_\_\_\_\_

Are their social skills a concern? If yes why?

Recommendations: