The Bridges Program of the Wyandotte Comprehensive Special Education Cooperative in Kansas works to have students with chronic aberrant behavior in alternative school settings function successfully in a self-contained setting in the student's home school. The program works to create an environment which will address the curriculum needs and emotional deficits of the student. Program staff cooperatively plan to "bridge" the student back to the home school, by working to develop and implement the placement plan, locate and network the student and family with community resources, support the student in the home school environment, and provide necessary support to the home school team. Team planning is documented through a "bridging plan" specifying target behaviors, criteria for success, and possible acceptable alternative behaviors. This document presents a sample form used in specifying target behaviors, an environmental analysis form, and a behavior checklist for the referring teacher. (JDD)
The Bridges Program
Promoting Home School Inclusion through a Continuum of Services

Presenters:
Laura Frey - Bridges Program Teacher
Cindy Lane - Coordinator of S.E.D. Programs

Dignity - Responsible Behavior - Skills - Empowerment

The Bridges Program provides the most restrictive environment in the district's continuum of services. The Bridges Program provides support to S.E.D. Core Teams working with students who display chronic aberrant behavior. The Bridges Program in partnership with the student's home school will exchange ideas, locate resources and assess the educational needs of the student. The two teams will merge to develop a plan and allocate resources necessary for the student to function successfully in a self-contained setting in the student's home school.

Team planning will be documented through a "Bridging Plan" specifying target behaviors, criteria for success and possible alternative behaviors that may be acceptable replacements for current aberrant behavior. The teams are charged through the placement plan to work together to create an environment which will address the curriculum needs and emotional deficits of the student while working toward success in the public school environment.

The Transition staff will work directly with students in an alternative setting to: implement placement plan, locate and network the student and family with community resources, develop a plan along with the home school team for "bridging" the student back to the home school, support the student in the home school environment, provide necessary support to the home school team and attend monthly reviews at the home school. "Support" shall be defined differently for each student according to the I.E.P. and placement plan. During the alternative placement period, the home school team will continue involvement with the student, communicate to the Bridges staff the desired outcomes and objectives of the alternative placement, be actively involved in planning and implementation of the plan with the student; maintain responsibility for the I.E.P., work in partnership with the Bridges staff to locate and network the student to community resources, and work in collaboration with the Bridges staff to carry out the plan designed. In summary, the teams work in unison to identify the problem, design a plan and carry out the steps necessary to work toward success with each individual student.

Bridges Program Contacts:
Ms. Cindy Lane
Coordinator of Seriously Emotionally Disturbed Programs
Wyandotte Comprehensive Special Education Cooperative
600 Minnesota Avenue,
Kansas City, Kansas 66101

Ms. Marsha Cowan
Administrator, Bridges Program
Vocational Training Workshop
290 South 10th Street
Kansas City, Kansas 66102
The Bridges Program:  
Main Components of Program Structure Promoting Home School Inclusion  
Through a Continuum of Service

<table>
<thead>
<tr>
<th>Bridges Classroom</th>
<th>Collaboration</th>
<th>The Bridging Plan</th>
</tr>
</thead>
</table>
| • Therapeutic Environment  
• Functional Analysis  
• Behavior Change Instruction  
• Social Work Services  
• Classroom Academics  
• Adaptive Support Services  
• Vocational Education  
• Vocational Counseling | • Team "Our Student " Philosophy  
• Bridging Team  
- Home School  
- Student  
- Parents/Guardian  
- Community Agencies  
• Environmental Analysis  
• Consultation Services  
• Direct Intervention with Home School  
• Follow-up Monitoring | • Bridging Plan Components  
a. Team Process  
b. Identify Target Behaviors  
c. Determine Levels to Increase and Decrease  
d. Set Criteria  
e. Develop Timeline  
f. Determine All Team Member Roles |

• Bridging Plan and the IEP  
• Bridges Staff Support to Home School Staff  
• Transportation  
• Bridges Program Data
Wyandotte Comprehensive Special Education Cooperative
Bridges Program
Bridging Plan

Date: ____________________________

Student: ____________________________ Grade: _________ Home School: ____________________________

Bridges Case Manager: ____________________________ Home School Teacher: ____________________________

<table>
<thead>
<tr>
<th>Desirable Behavior to Increase</th>
<th>Method to Maintain/Criteria and Assessment</th>
</tr>
</thead>
<tbody>
<tr>
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<table>
<thead>
<tr>
<th>Targeted Behaviors to Decrease</th>
<th>Method of Intervention/Criteria and Assessment</th>
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<tr>
<td>Community Agency Involvement</td>
<td>Contact Person/Telephone Number</td>
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</tr>
</tbody>
</table>

Bridging Plan (include time lines, persons responsible)

Comments:

Signatures of team members developing plan
Wyandotte Comprehensive Special Education Cooperative  
Bridges Program  
Bridging Plan

<table>
<thead>
<tr>
<th>Desirable Behavior to Increase</th>
<th>Method to Maintain/Criteria and Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Good attendance</td>
<td>1. Continue to provide special education transportation</td>
</tr>
<tr>
<td>2. Self-monitoring for behavior and work quality</td>
<td>2. Continue with hourly goal setting</td>
</tr>
<tr>
<td>4. Follows structure and routine in classroom.</td>
<td>4. Continue self-monitoring for behavior and work quantity</td>
</tr>
<tr>
<td>5. Increase independent seat work.</td>
<td>5. Continue with structured daily routine</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Targeted Behaviors to Decrease</th>
<th>Method of Intervention/Criteria and Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Decrease use of loud voice in classroom and school building</td>
<td>1. Model appropriate voice tone. Indicate to student when voice is too loud.</td>
</tr>
<tr>
<td>2. Decrease amount of talk-outs and distracting noise.</td>
<td>2. Self-monitor talk-outs and distracting noise. Reinforce with classroom reward system.</td>
</tr>
<tr>
<td>3. Decrease out-of-seat behavior and movement throughout the room.</td>
<td>3. Raise hand and ask permission. Use self-monitor.</td>
</tr>
<tr>
<td>4. Increase tolerance with others when he is agitated.</td>
<td>4. Documentation of physical acts of aggression with frequency counts. Use contracts and classroom reward system.</td>
</tr>
</tbody>
</table>
## Wyandotte Comprehensive Special Education Cooperative
### Bridges Team Development Plan

<table>
<thead>
<tr>
<th>Community Agency Involvement</th>
<th>Contact Person/Telephone Number</th>
<th>Signed Release</th>
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</thead>
<tbody>
<tr>
<td>County Social Rehabilitation Services</td>
<td></td>
<td></td>
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<tr>
<td>Family Group</td>
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</tr>
</tbody>
</table>

**Bridging Plan (include time lines, persons responsible):**

1. **Weekly Contract for Student to begin a Weekly visit:**
   - The contract will focus on demanding behavior and working with lead classroom teacher. Student will earn 80% of money (points) available to earn weekly visit of 10 to 15 minutes.

2. **Student will earn 1 out of 5 visits. At this point the student will increase visits to 30 minutes in length.**

3. **Team will reconvene in 5 weeks to discuss the re-integration plan. The meeting will be at the home school.**

**Follow-up #1:** Weekly visits have been successful and will be increased to 45 minutes in length if student earns 80% of money.

**Follow-up #2:** Student will begin daily visits with Bridges staff attending to provide student and teacher support.

**Comments:**

- 90% avg = 15 min visits
- 80% avg = 30 min visit
- 90% avg = 25 min visit
- 95% - 100% avg = 30 min visit

---

Signatures of team members developing plan
Wyandotte Comprehensive Special Education Cooperative
Bridges Program
Addendum to Placement Plan

Summary of Conference:

The student has continued to improve on criteria established for target behaviors. As a result of recent re-evaluation, student will begin half day participation in vocational workshop. The schedule established by the team will be reviewed in twenty days.

Signatures of those present at conference

Recommendations: Intervention/Method

<table>
<thead>
<tr>
<th>Bridges Program will</th>
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<tbody>
<tr>
<td>Provide para-educator</td>
</tr>
<tr>
<td>in workshop setting</td>
</tr>
<tr>
<td>during first 30 days</td>
</tr>
<tr>
<td>This person will assist</td>
</tr>
<tr>
<td>both the student and</td>
</tr>
<tr>
<td>the workshop teacher</td>
</tr>
<tr>
<td>to provide successful</td>
</tr>
<tr>
<td>bridge to new setting</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Criteria/Assessment</th>
<th>Person Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-task, following</td>
<td>Case manager</td>
</tr>
<tr>
<td>Rules, success</td>
<td></td>
</tr>
<tr>
<td>In new setting</td>
<td></td>
</tr>
</tbody>
</table>
Wyandotte Comprehensive Special Education Cooperative
Bridges Program
Bridging Plan

Date: 10-93
Student: 8
Bridges Case Manager: Ms. J

Grade: 9
Home School: High School
Home School Teacher: Ms. C.

Desirable Behavior to Increase
1. Good attendance, on time
2. Follows routine and classroom structure.
3. Expresses wants and needs.
4. Will set hourly and daily goals.

Method to Maintain/Criteria and Assessment
1. Continue Special Education transportation and classroom
2. Model appropriate ways to express wants and needs. Reinforce with classroom reward system
3. Use self-monitoring techniques

Targeted Behaviors to Decrease
1. Will reduce demand setting and refusal to work
2. Will reduce verbal and physical aggression including threats to aggress.

Method of Intervention/Criteria and Assessment
1. Will use classroom behavior contract, and use of classroom reward system.
2. Model restating of demand into a question.
3. Will use classroom behavior contract and document frequency and duration.
4. Identify frustrating situations, identify alternative behaviors, establish behavior chart system.
<table>
<thead>
<tr>
<th>Community Agency Involvement</th>
<th>Contact Person/Telephone Number</th>
<th>Signed Release</th>
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</thead>
<tbody>
<tr>
<td>Mental Health Services</td>
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<tr>
<td>Court Service Officer</td>
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</tbody>
</table>

Bridging Plan (include time lines, persons responsible)

1. Verbal aggression will be reduced to twice weekly. Physical aggression will be reduced to once in a two week period. Once accomplished, Bridges staff will contact home school Bus team to set up weekly visitation.

2. Student will visit one day a week for one class hour. Student will earn 80% of contract money. Four out of five days for next 3 weeks. At this point, another visitation day will be added.

3. Student will attend homeschool 2 hours daily, beginning 3/1/94 as student is displaying no talkbacks, no refusals, no verbal or physical aggression.

4. Student will display no more than 2 refusals/demands in a week, 2 verbal aggressions in a week, and 1 physical aggression in a week to earn the privilege to attend the home school for half a day. After a 3 week period of the maintenance, the student can begin.

Comments:
The Bridges team will provide daily adult support at the home school for the first week students attends half day and continue as needed.
Summary of Conference:

Student continues to progress on the positive display of behaviors and attends home school on full day basis. The Bridges team will provide direct adult support as needed and will monitor progress. The student's annual IEP meeting will be scheduled May 1994.

Signatures of those present at conference

Recommendations: Intervention/Method

Criteria/Assessment

Person Responsible
<table>
<thead>
<tr>
<th>Desirable Behavior to Increase</th>
<th>Method to Maintain/Criteria and Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Strong academic skills</td>
<td>1. Provide instruction at an instructional level</td>
</tr>
<tr>
<td>3. Student bonds well in small setting</td>
<td>3. Continue to work on goals/contract and rewards.</td>
</tr>
<tr>
<td>4. Student works towards goals and rewards.</td>
<td></td>
</tr>
<tr>
<td>5. Delightful sense of humor when she has bonded with you</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Targeted Behaviors to Decrease</th>
<th>Method of Intervention/Criteria and Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Negative self-image esteem</td>
<td>1. Develop strategies to maintain positive feedback frequently each, hour.</td>
</tr>
<tr>
<td>2. Withdrawn quiet behavior</td>
<td>2. Develop cognitive strategies to help student to deal with frustration.</td>
</tr>
<tr>
<td>3. Frustration dealing with frustration events</td>
<td>3. Develop strategies to appropriately with deficit behaviors.</td>
</tr>
</tbody>
</table>
# Wyandotte Comprehensive Special Education Cooperative
## Bridges Team Development Plan

<table>
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<th>Community Agency Involvement</th>
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<tbody>
<tr>
<td>Mental Health Center</td>
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<td>Family Services</td>
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<tr>
<td>Social and Rehabilitative Services</td>
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<tr>
<td>Psychiatrist</td>
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</table>

**Bridging Plan** (include time lines, persons responsible):

1. **Student will demonstrate regular school attendance at Bridges before re-integration. Medication will be monitored.**
2. **Student will display no physical aggression for a 6 week period before beginning re-integration.**
3. **At beginning of second quarter, the student will attend home school one and a half hours daily for math, reading, specials, and computer time. A para-educator will attend with student to provide bridging support.**
4. **The team will meet in 3 weeks to assess progress to determine change in mainstream time.**

**Comments:**

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Signatures of team members developing plan

---

Page 2

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Wyandotte Comprehensive Special Education Cooperative
Bridges Program
Addendum to Placement Plan

Summary of Conference:
The home school 8th teacher stated that student has excellent work habits and good behavior in the classroom. Student has had only one incident of inappropriate behavior. Student has earned all stars in gym class. The para-educator still comes into the building with student, but is fading her presence in the classroom. Student will increased daily home school time to 3 hours.

Signatures of those present at conference:

Recommendations:  Intervention/Method
Student will ride the bus both ways without the para-educator.
Team will meet in January to discuss progress.

Criteria/Assessment
Person Responsible
Environmental Analysis

Wyandotte Special Education Cooperative Transitional Program

Student Name: ___________________ Grade: _______ Date: _______

School: ___________________________ Teacher: ___________________________

Observer: _______________________ Date: _______ Time: _______ (start) _______ (completed)

Directions: Check all items that apply. Keep in mind that the analysis is of the environment of the designated student and not of the classroom in general.

1. LEARNING SETTING

General Information

Type of Classroom: ___________________________
- self-contained
- student learning center
- CTM
- general ed.
- other

Lead Instructor: ___________________________
- special ed. teacher
- social worker
- paraprofessional
- general ed. teacher
- substitute
- student teacher
- other (specify)

Time of Day: _______ A.M. _______ P.M. observation length (circle one) 30 min. 60 min. 90 min.

Number of students _______ Number of adults _______ Ratio _______

Subject being taught (specify course name if only one subject observed) ___________________________
* if more than one subject, not sequence
* reading
- math
- language arts
- science
- social studies
- english
- health
- functional living curriculum
- other (specify)

Method of Instruction in Progress: (if more than one, number in or of sequence)
- teacher lecture
- small group
- class discussion
- demonstration
- ind. student project
- cooperative learning groups
- seatwork
- film (audio/visual)
- lab
- learning centers
- other

* gather information from teacher interview

Physical Arrangement: Draw a diagram of the classroom. Include student desk position, teacher desk etc. Indicate with an X the position of the student being observed (position held during majority of observation). Indicate any items in close proximity to the student such as bullentin boards, door way, teacher desk, windows, chalkboard etc.

Spatial Areas: ___________________________
- learning centers
- study areas
- study carrels
- individual student desks
- free time areas
- computer area
- other (specify)

Room is located where in building? ___________________________
Distance to nearest restroom: _______ to office: ___________________________
Props: Furnishings
a. student desk ___ correctly sized ___ single piece desk ___ desk and chair separate units
b. flooring: ___ wood ___ tile ___ carpet
c. lighting: ___ incandescent ___ fluorescent ___ adequate ___ inadequate

Bulletin Boards: ___ teacher made ___ student made ___ commercial
Content (describe) ______________________________________________________

Windows: ___ number ___ outside wall ___ hallway wall
size: ___ large ___ small ___ floor to ceiling
Wall color: _____________ Ventilation: ___ comfortable ___ stuffy ___ hot ___ chilly
Chalk boards/ Wipe off boards: ___ number ___ location

Note any extraneous or obtrusive noise which might interfere with student concentration (describe): __________________________

*Required Student Supplies: _________________________________________

Does student have necessary supplies? ___ yes ___ no (specify) __________________________

*Schedule: (student)

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

(class)
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

*gather information from teacher interview

2. CLASSROOM SOCIAL ENVIRONMENT

Peer Society ___ number of males ___ number of females

Socioeconomic background
a. range: ____________________________ lower lw middle middle up middle upper
b. predominantly: __________________
c. age range: ___ yr. ___ mo. to ___ yr. ___ mo.
d. ethnic mix (specify number) ___ black ___ caucasian ___ mexican american ___ native american ___ asian ___ other

Group Climate
Leadership by students: weak _____ strongly
central _____ distributed

Attraction/cohesion: ___ cliques observed ___ isolated (loner) students observed

Classroom rules: ___ students complying with rules in general
___ students not complying with rules in general
Communication among students: ___ frequent ___ infrequent ___ hostile ___ ambiguous ___ friendly
Student's approximate position in pecking order: ___ low ___ middle ___ high
Group role (if any) adopted by the student (describe; i.e. clown, scapegoat, bully):

Small group work: _cooperates _isolation _disruptive _works facing group _works facing away

Students assist one another __yes __no

Student addresses teacher by __name __(other)

Teacher Characteristics and Teaching style
Gender: ___male ___female

Feeling tone manifested: _anxious _relaxed _structured _authoritative _negotiates
__quiet _shouting _non responsive _mediates
__consistent _inconsistent __(other)

Work with pupils: __total group __small group __individual

Time allotted ratio: __group to __individual

Expression of feelings (describe)

Error behavior: __acknowledges own errors __covers up own errors __not observed

Discipline: __clear expectations __unclear expectations
__follows through on consequences __inconsistent delivery of consequences
__discusses inappropriate behavior with child __clear / matter of fact __angrily
__interprets student's feelings about situation for clarification
__elicts statement of alternative behaviors from student
__accepts word of peers in learning of and acting upon misbehavior

Consequences observed being delivered (frequency / duration):

Did consequences appear effective? __yes __no

Intervention into peer conflict: __immediate __disciplined all involved __other________
__delayed __disciplined only one __other________
__not at all __allows students to resolve __no resolution observed

*Communication with parents: __at quarterly conference only __routinely __as needed
__by phone __in person __by note

*Information gathered by interview with teacher

3. INSTRUCTIONAL DIMENSIONS

Instructional Delivery
__teacher mediates all in-class communications

Directions given in: __percise, clear manner __unclear __multistep __on step at a time
__general __incomplete __match to model __demonstration

Pace of instruction: __slow __quick keeping students involved __fast, students lagging behind
__presses for student response __waits for student response or assist student to reply
Planning: plans for one activity at a time plans for student involvement in a variety of activities
selection of goals and purposes is mutual student/teacher responsibility
goal and purpose of curriculum coincide with curriculum sequence

Instructional Methods: demonstration/modeling group lecture cooperative learning seatwork
uses high level questioning class discussion group participation film/video

Evaluation of work: student evaluated teacher evaluated group evaluated correction of errors expected
errors are belittled encouragement given to correct work improvement encouraged

*Correction/Marking Method number wrong number correct percentage
verbal comments, positive verbal comments, negative
wrong answers marked correct answers marked

*Feedback: that day on the spot next day later that same day later in activity
Type of:

*Teacher’s out of class availability to students: between class as resource when needed after school
recess/hall period lunchtime other

Lessons: Assignments group verbal instruction individual assignment sheets assignment written on board
assignments individualized all students completing same assignment

*Homework assigned to everyone only for remedial work only for enrichment given daily
assigned as needed parent involvement encouraged

*Traffic Regulation System: (Class rules/procedures)
Entry into room:
Dismissal during hour for special needs:
Dismissal at end of class period:
Pupil to pupil communication:
Materials passed out, collected:
Pencil sharpening:
Transitional time:
Use on interest centers:
Clean up:
Free time:

*Reinforcement System: group system no formal system individual contracts self monitoring
Rules clearly posted yes no
Students understand rules yes no Students comply with rules yes no

*gather information from teacher interview
## Behavior Checklist for Referring Teacher

(Adapted from)

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Check Appropriate Behavior</th>
<th>Circumstances Behavior Occurs</th>
<th>Number of Occurrences</th>
<th>Interventions Attempted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physically assaults teacher</td>
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<tr>
<td>Verbally assaults peer</td>
<td></td>
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<tr>
<td>Threatens to or injures self</td>
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<td></td>
</tr>
<tr>
<td>Needs close supervision</td>
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<tr>
<td>Destroys property</td>
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<tr>
<td>Makes inappropriate noises (groan, squeal, scream, laugh inappropriately)</td>
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<tr>
<td>Temper tantrums</td>
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<td></td>
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<tr>
<td>steals</td>
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<tr>
<td>Leaves room without permission</td>
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<tr>
<td>Erratic, unpredictable</td>
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<tr>
<td>Cries inappropriately</td>
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<tr>
<td>Avoids eye contact</td>
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<tr>
<td>Severely withdrawn</td>
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<tr>
<td>Consistently excluded by peers</td>
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<tr>
<td>Isolates self</td>
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</tr>
<tr>
<td>Appears severely depressed</td>
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<td></td>
</tr>
<tr>
<td>Appears out of touch with reality</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performs only on one-to-one basis</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Does not achieve academically</td>
<td></td>
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</tbody>
</table>

21
<table>
<thead>
<tr>
<th>Behavior</th>
<th>Check Appropriate Behavior</th>
<th>Circumstances Behavior Occurs</th>
<th>Number of Occurrences</th>
<th>Interventions Attempted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interferes with learning of others</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low self-concept</td>
<td></td>
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<tr>
<td>Cannot accept praise</td>
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<td>Cannot accept failure</td>
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<tr>
<td>Seeks attention</td>
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<tr>
<td>Inattentive</td>
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<tr>
<td>Inordinate preoccupation with sex</td>
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<tr>
<td>Sexually Assaultive</td>
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<tr>
<td>Lacks impulse control</td>
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<tr>
<td>Hyperactive</td>
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<tr>
<td>Clings to authority figure</td>
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<tr>
<td>Appears angry or hostile</td>
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<td>Resists being touched</td>
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<tr>
<td>Physical symptoms/complaints associated with emotional problems</td>
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<tr>
<td>Other significant behaviors:</td>
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