

**SWPBS  
Request for Assistance**

Student Name: \_\_\_\_\_ Age: \_\_\_\_\_ Grade: \_\_\_\_\_ IEP: Yes/No

Teacher Completing: \_\_\_\_\_ Date: \_\_\_\_\_

**Academic Information**

Do you believe that academic skills, including task completion, are impacting the problem behavior?

Yes    No    Unsure

ELA Grade: \_\_\_\_\_ Math Grade: \_\_\_\_\_ Science Grade: \_\_\_\_\_ Social Studies Grade: \_\_\_\_\_

**What is the Problem Behavior?**

**Check those that apply:**

Out of seat/assigned area                       Talking out of turn                       Technology violation

Inappropriate Language                       Verbal defiance                       Tardy

Fighting/physical aggression                       Not following instructions                       Withdrawn

Other \_\_\_\_\_

**Possible function of the problem behavior**

Obtain Adult Attention                       Escape/Avoid Adult Attention

Obtain Peer Attention                       Escape/Avoid Peer Attention

Obtain Tangible/Activity                       Escape/Avoid Tangible/Activity

Obtain Stimulation/Sensory                       Escape/Avoid Stimulation/Sensory

**When, where, and with whom are problem behaviors most likely to occur?**

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## SWPBS Request for Assistance

### Strategies tried to address problem behavior and results

___ Tangible recognition for expected behavior	Successful	Somewhat Successful	Not Successful
___ 4:1 positive verbal feedback	Successful	Somewhat Successful	Not Successful
___ Retaught expected behavior	Successful	Somewhat Successful	Not Successful
___ Multiple opportunities to practice expected behavior	Successful	Somewhat Successful	Not Successful
___ Self-monitoring	Successful	Somewhat Successful	Not Successful
___ Modified assignments	Successful	Somewhat Successful	Not Successful
___ Change of schedule for activities	Successful	Somewhat Successful	Not Successful
___ Extra assistance	Successful	Somewhat Successful	Not Successful
___ Parent/Guardian contact	Successful	Somewhat Successful	Not Successful
___ Other (Specify)	Successful	Somewhat Successful	Not Successful

### Suggested Intervention

\_\_\_ **Check In/Check Out** is designed to address the needs of students who demonstrate consistent patterns of problem behaviors across multiple settings. Most often students who participate in the program have been identified for demonstrations low level, disruptions such as talking out, talking back, off-task, or out of seat behaviors. Students also may have issues getting assignments completed on time. This intervention is generally most effective for students who enjoy positive adult attention.

\_\_\_ **Small Group Social Skills** is designed to benefit students with deficient social skills functioning. These deficiencies may be due to lack of knowledge, lack of practice, lack of understanding of social cues, lack of reinforcement for appropriate behaviors, or the presence of competing problem behaviors.

\_\_\_ **Check and Connect** is designed to benefit students who have a high rate of absenteeism/tardy, history of educational neglect, behavior referrals, failing grades, minimum interest in school, and a feeling of not “fitting in.”