



"Jackie cries and whines almost every day. She freaks out over tests."



"Jackie exhibits high anxiety behaviors, especially during assessment situations. It is recommended that she see Ms. T weekly."



"Michael does not care about school and never tries. He wastes a lot of time and never turns work in on time."



"Michael succeeds with close monitoring and support from his teacher. He needs to be encouraged to stay on-task and to be reminded frequently of academic deadlines."

♥♥♥ These types of concerns would also match the box checked in the behavior section of the pink/blue form.

SOME APPROPRIATE COMMENT TOPICS

- ~ Sees outside counselor / Ms. T
- ~ Tutored after school 2x a week by outside tutor
- ~ First name is "Jonathon" but goes by "Matthew"
- ~ Severely allergic to peanut butter and strawberries
- ~ Parents are divorced and both need to be included in all forms of communication.
- ~ RFA date, qualification status in any/all areas
- ~ "Do not pair with (name of other student)" --- please use sparingly

Remember, these are not report card comments. Write them as if a parent would see them, but they won't. If you don't have anything extra to add, it is OK to leave it **BLANK**.

BEHAVIOR DESCRIPTORS

No Redirection Needed / Self-Sufficient = This child (almost) never changes his color or earns negatives on Dojo; moves from one activity to the next without reminders; follows directions without personal invitation; role model behavior.

Minimal Redirection Needed = This student may need a desk tap, eyebrow raise, or a verbal reminder to stay on-task, and that is (usually) the end of the redirection needed.

Some Redirection Needed = This child usually needs several (non)verbal cues and perhaps a card-flip in order to stay on-task. The occasional lunch detention has been known to help redirect behavior.

Frequent Redirection = This child will change his color/earn Dojo negatives often and require frequent parent communication. He may need to be moved to small groups or to an island to help redirect attention in order to accomplish work.

Constant Teacher Assistance = This type of student would require incessant support from the teacher: standing at his desk, frequent consequences, use of a reinforcement behavior plan...