Daily Progress Report

Adapted from Crone, Horner & Hawken (2003)

Points Possible: _____

Points Received: _____

% of Points: _____

Goal Achieved? Y N

Name: _____ **Date:** _____

Intervention Code: ____

Rating Scale: 3=**Good day** 2= **Mixed day** 1=**Will try harder tomorrow**
GOALS:

Teacher Comments:
_____
_____
_____
_____

Parent Signature(s) and Comments: _____

_____

_____

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GOALS:

Teacher Comments:
_____
_____
_____
_____

Parent Signature(s) and Comments: _____

_____

_____

Teacher Nomination Form

School: _____

Teacher: _____

Grade(s): _____

Type of Class (e.g., regular ed., reading): _____

Date: _____

The first step is to identify all students in your class or across your day who are of concern to you on two categories of inappropriate behavior: **externalizing and internalizing behaviors**. If you are a middle school, high school, specials, or any other type of teacher who interacts with hundreds of students throughout the day, you will identify the top students across your day rather than by class or period.

Externalizing behaviors are those behaviors that are displayed outwardly by the child towards an external social event in the environment. **Externalizing behaviors typically occur too often or too much. Examples include aggression towards people, animals, or things; arguing; defiance; out of seat; calling out; tantrums; non-compliance; hyperactivity; stealing; and not following directions.**

Internalizing behaviors are those behaviors that are displayed inwardly towards the self. Internalizing behaviors typically are self-imposed, do not occur frequently enough, and appear to allow the student to avoid social events. **Examples include not interacting with other people, overly shy or timid, withdrawing or avoiding social situations, fearful; and not standing up for one's self.**

Examples of externalizing behaviors:

- Aggression to others or things
- Hyperactivity
- Non-compliance
- Disruptive
- Arguing
- Defiance
- Stealing
- Not following directions
- Calling out

Examples of internalizing behaviors:

- Exhibits sadness or depression
- Sleeps a lot
- Is 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- Withdrawn

(To get started, please turn the page over)Step 1) Using student initials, list at least 5 students and no more than 10 students in your class or throughout your day who exhibit externalizing or internalizing behaviors. You do not have to list them in order.

***If you are a middle school, high school, specials, or any other type of teacher who interacts with hundreds of students throughout the day, please think about all of the students that you teach and identify the top 10 students of concern across your day. It is important that you list the grade or period of the student so that it is clear which student you are talking about.

Student Initials	Grade/Period	I or E (Step 2)	Student Initials	Grade/Period	I or E (Step 2)
_____	_____	____	_____	_____	____
_____	_____	____	_____	_____	____
_____	_____	____	_____	_____	____
_____	_____	____	_____	_____	____
_____	_____	____	_____	_____	____

Step 2) Go back to your list generated above and write an "E" next to students who exhibit externalizing behaviors and an "I" next to students who exhibit internalizing behaviors.

Step 3) Using your list generated above, rank no more than your top three externalizing students and your top three internalizing students below. Please use student initials.

Check "YES" if you have **personally taught the expectations** to the student. "Personally taught" is defined as: <u>Having discussed each school-wide expectation one-on-one with the student, after which the student demonstrates an understanding of each of the concepts.</u>

Check "YES" if you have **personally given a School-wide PBS reward** to the student.

Externalizing	**Academic Concerns**	**Personally Taught Expectations**	**Personally Given SW Reward**
1. _____	____ Yes	____ Yes	____ Yes
2. _____	____ Yes	____ Yes	____ Yes
3. _____	____ Yes	____ Yes	____ Yes
Internalizing	**Academic Concerns**	**Personally Taught Expectations**	**Personally Given SW Reward**
4. _____	____ Yes	____ Yes	____ Yes
5. _____	____ Yes	____ Yes	____ Yes
6. _____	____ Yes	____ Yes	____ Yes

Step 4) Meet with your grade level team to complete the Team Nomination form.

Grade-Level TEAM
Nomination Form

This form should be filled out AFTER each of the teachers on your team has filled out the Teacher Nomination Form individually.

School:_____

Grade: _____

Date: _____

Teachers:

_____

_____

_____

_____

_____

_____

_____

Part 1: Team Nomination

As your grade-level team sits down together, each teacher should have already identified their top three "Externalizing" students, and their top three "Internalizing" students. These students should be listed in rank order on each teacher's Teacher Nomination Form. Now as a team, you should review each other's nominations, and decide on a total of three "Externalizing" students and three "Internalizing" students that your team will recommend for extra support. List these students in rank order on the back of this form (the first student listed in each category should represent the student with the most need).

If an individual teacher feels that a particular student has a significant need for extra support, but this student was not nominated by the team, each teacher has the option of requesting an Achenbach TRF (the green form) for that student. After filling out the Achenbach TRF for the student, your school-wide team will meet to discuss the student's data and determine whether the student can be included in Tier 2 services.

As a reminder, **Externalizing** behaviors are those behaviors that are displayed outwardly by the child towards an external social event in the environment. **Internalizing** behaviors are those behaviors that are displayed inwardly towards the self.

Examples of externalizing behaviors:

- Aggression to others or things
- Hyperactivity
- Non-compliance
- Disruptive
- Arguing
- Defiance
- Stealing
- Not following directions
- Calling out

Examples of internalizing behaviors:

- Exhibits sadness or depression
- Sleeps a lot
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- Does not participate in games
- Very shy or timid
- Acts fearful
- Does not stand up for self
- Self-injury (cutting self, head banging)
- Withdrawn

Part 2: Target Behavior

Work with your team to identify <u>one</u> target behavior for each student the team has nominated. Each target behavior can be thought of as a goal for that student. Be specific about the actions you would like to see, and try to choose a target behavior that will address the concerns your team has for that student. Some examples of common target behaviors are listed below:

- Speaks respectfully
- Completes assignments by due dates
- Expresses emotions through appropriate outlets (writing, art, sports, etc…)

- Stays in assigned area
- Initiates conversations with peers
- Follows adult directions without additional prompting

(To get started, please turn the page over)

TEAM NOMINATION

1) List the top 3 Externalizing and Internalizing students your team wishes to nominate.

Then, for each student:

2) Circle "Y" if any of the teachers on your team have academic concerns for that student.

3) Write in the number of teachers on your team who have personally taught the school-wide expectations to that student. ("Personally taught" is defined as: Having discussed each school-wide expectation one-on-one with the student, after which the student demonstrates an understanding of each of the concepts.)

4) Write in the number of teachers on your team who has personally given a school-wide reward to that student.

5) Write in a proposed target behavior for each student.

Externalizing	Academic Concerns	Personally Taught Expectations (#)	Personally Given SW Reward (#)	Proposed Target Behavior
1. _____	Y / N	_____	_____	_____
2. _____	Y / N	_____	_____	_____
3. _____	Y / N	_____	_____	_____

Internalizing	Academic Concerns	Personally Taught Expectations (#)	Personally Given SW Reward (#)	Proposed Target Behavior
1. _____	Y / N	_____	_____	_____
2. _____	Y / N	_____	_____	_____
3. _____	Y / N	_____	_____	_____

Please return this form to: _____ **by:** _____

Student Identification Summary Worksheet

Student Name	Teacher Nomination Form		Has student been taught SW Expectations (Yes/No)	Has student accessed SW Reward System (Yes/No)	# of ODR	Types of Problem Behaviors on ODRs	Targeted Group(s) Selected	Goal	Progress Monitoring Date
	*I/E	Student Ranking (1,2,3)							
Don Kincaid	I	2	No	Yes	8	Defiance, Tardy	BEP	Increase being on-time, Comply with adult direction	5/1/07

* I=Internalizing, E=Externalizing