

Reason for Review☐ Request for Assistance☐ SAEBRS At-Risk Screener**CVUSD STUDENT AT-RISK SCREENER FORM**☐ Fall ☐ Winter ☐ Spring

Referring Staff: _____ Date: _____

Student Name: _____	Teacher: _____	Gender ☐ M ☐ F	Grade: _____
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STUDENT WELLNESS CONCERNS	SAEBRS Overall Score: _____		
	Social	Academic	Emotional
	Low-level Concerns		
	Social/Behavioral Concerns: ☐ Does not follow expectations after at least 2 prompts. ☐ 2 or more minor infractions (i.e. playground) ☐ Uses Inappropriate Language ☐ Struggles to demonstrate age-appropriate social skills ☐ Struggles to regulate body and voice in desired setting	Academic Concerns ☐ Frequent absences/tardies ☐ Reading ☐ Writing ☐ Math Academic Concerns should be documented within the classroom at this level unless they are high-level concerns (see below).	Socio-emotional Concerns: ☐ Struggles with transitions ☐ Struggles with redirection ☐ Struggles to manage emotion ☐ Overly timid ☐ Cries easily
	High-level Concerns		
☐ Fighting/physical aggression ☐ Direct verbal defiance ☐ Teasing/ bullying peers Other _____	☐ Does not master academics at same rate as peers ☐ Excessive absences/tardies ☐ Academically disengaged ☐ Continuously unprepared for Instruction Other _____	☐ Frequent visits to health office ☐ Experiencing circumstances that may impact performance (e.g. death in family, homeless, abuse, divorce) ☐ Self-injury (cutting, head banging) ☐ Withdrawn/ disengaged from school ☐ Teased/ bullied by peers Other _____	

	Very Successful	Somewhat Successful	Not Successful	Will Implement
OMC Classroom Strategies	Current Second Step Unit: _____			
	Modified strategic teacher proximity (classroom movement)			
	Identified environmental factors & modified environment			
	Specific Rewards & Reinforcers			
	Re-directed & re-taught behavior			
	Provided Structured Choice			
	Established signals (behavioral cues/prompts)			
	Reviewed discipline data for patterns and trends			
	Met with team/student to identify additional support such as a behavior contract			
	Collaborated with: ☐ team ☐ admin			
	Communicated parents/ guardians (log)			
OTHER: _____				

TEACHER REC.	School-Wide PBIS Expectation to be Addressed (name the one): ☐ _____
	☐ More time needed with Tier 1 interventions and monitor progress ☐ Behavior Improved since Assessment ☐ Continue Current Interventions (SpEd)
	Recommend T2 / T3 Intervention ☐ Academic ☐ Behavior

IF YOU ARE REQUESTING INTERVENTIONS----- TURN PAGE AND FILL OUT STEP REQUEST FORM

Chino Valley Unified School District

STEP REFERRAL FORM

Age:	Birth Date:	Parent/s:	Home/Cell Phone Number:
Home Language:	Overall ELPAC Level:	ELL: ☐ Yes ☐ No	Previous SST or STEP Team Dates:
Has student been retained? ☐ Yes ☐ No	Office Discipline Referrals (ODR): ☐ Yes ☐ No # ODR: _____ # Minors: _____		Current Attendance: Absences: _____ Tardies: _____
Current supports: ☐ 504 Plan ☐ IEP ☐ BIP ☐ ERMHS ☐ Outside counseling ☐ Academic Intervention			
Hearing Pass: ☐ Yes ☐ No Vision Pass: ☐ Yes ☐ No	Other Health Concerns:		Areas of Concern: ☐ Academic ☐ Behavioral ☐ Language

STUDENT STRENGTHS	☐ Academic Skills ☐ Artistic ☐ Attentive ☐ Compassionate ☐ Courteous ☐ Confident ☐ Cooperative ☐ Coordination Skills	☐ Enthusiastic ☐ Hard Worker ☐ Highly Articulate ☐ Leadership Skills ☐ Likes School ☐ Listens Effectively ☐ Optimistic ☐ Patience	☐ Physical Strength ☐ Positive Social Skills ☐ Sense of Humor ☐ Tries/Attempts Tasks ☐ Tries/Attempts Tasks ☐ Other _____ ☐ Other _____ ☐ Other _____
	What motivates POSITIVE BEHAVIOR for this student?		

Who does the student's problem behavior(s) affect? ☐ Him/Herself ☐ Peers ☐ Teacher ☐ Others

MTSS-A *If applicable	Academic Areas of Concern		
	Reading ☐ reading readiness ☐ phonological awareness ☐ syllabication ☐ word patterns ☐ word attack/structural analysis ☐ fluency ☐ reading comprehension	Writing ☐ handwriting (control, attend to/recall shapes & processes) ☐ spelling (phonetics, linguistic rules, irregularities, reading & decoding) ☐ expression (composition) ☐ fluency	Math ☐ number sense ☐ memory & strategy ☐ comprehension for: conceptual understanding & word problems ☐ language/communication skills (read, write, discuss)

MTSS-B *If applicable	Clearly define the problem behavior. (What do you SEE and HEAR the student doing?)	
	WHEN, WHERE and WITH, WHOM Are Problem Behaviors Most Likely?	
Possible Function of the Problem Behavior:		
☐ Obtain adult attention ☐ Obtain peer attention ☐ Obtain tangible/activity ☐ Obtain stimulation/sensory		
☐ Escape/avoid adult attention ☐ Escape/avoid peer attention ☐ Escape/avoid tangible/activity ☐ Escape/avoid stimulation/sensory		

