

Keystone Academy

ABSS Process

2023-24

Criterion Qualifications

Behaviors Support Criterion

- Hard time following directions
- Shutting down
- Outbursts
- Struggling to get along with others (mean behavior, sneaky, physical)
- Unfocused
- Emotional
- Admin may suggest for me to see a student

Academic Support Criterion

- If I see a student for behaviors and you notice a need academically let me know.
- When the student is pulled out, we can work on classwork or on an area they need extra support in.
- Admin may suggest for a student to see me academically

Please make sure that you are entering behaviors into MyNHA. There needs to be documentation to support the teacher's concern to show that the student needs extra support regarding behavior.

New Student Qualification Process

Step 1

- Dean or teacher identify a possible student using the “Teacher-led Behavior Assessment” form located on the U-drive ABSS folder ABSS Referral Form

Step 2

- I will conduct an informal observation and discuss my finding/notes with the dean to determine if my services are needed.

Step 3

- I will inform the teacher via email and in-person if services will be provided.

Step 4

- If a student qualifies, I will work with the teacher to determine a schedule (time, location, etc.)
- If a student doesn't qualify, then I will provide resources and best practice strategies to the teacher.

TEACHER-LED BEHAVIOR ASSESSMENT

Student: _____ Age: _____
 Teacher: _____ Grade: _____
 Describe the primary problem behavior. What exactly does the student do or say?

 What is your goal for the student? State the goal in measurable terms.

PROBLEM BEHAVIOR QUESTIONNAIRE PROFILE

Respondent Information

Student _____ DOB _____ Grade _____ Sex _____ IEP: Yes No
 Teacher _____ School _____
 Telephone _____ Date _____

Student Behavior (please briefly describe the problem behavior):

DIRECTIONS: Keeping in mind a typical episode of the problem behavior, circle the frequency at which each of the following statements are true.

	PERCENT OF THE TIME						
	Never	10%	25%	50%	75%	90%	Always
1. Does the problem behavior occur and persist when you make a request to perform a task?	0	1	2	3	4	5	6
2. When the problem behavior occurs do you redirect the student to get back to task or follow rules?	0	1	2	3	4	5	6
3. During a conflict with peers, if the student engages in the problem behavior do peers leave the student alone?	0	1	2	3	4	5	6
4. When the problem behavior occurs do peers verbally respond or laugh at the student?	0	1	2	3	4	5	6
5. Is the problem behavior more likely to occur following a conflict outside the classroom? (e.g., bus with up)	0	1	2	3	4	5	6
6. Does the problem behavior occur to get your attention when you are working with other students?	0	1	2	3	4	5	6
7. Does the problem behavior occur in the presence of specific peers?	0	1	2	3	4	5	6
8. Is the problem behavior more likely to continue to occur throughout the day following an earlier episode?	0	1	2	3	4	5	6
9. Does the problem behavior occur during specific academic activities?	0	1	2	3	4	5	6
10. Does the problem behavior stop when peers stop interacting with the student?	0	1	2	3	4	5	6
11. Does the behavior stop when peers are attending to other students?	0	1	2	3	4	5	6
12. If the student engages in the problem behavior do you provide one-on-one instruction to get student back on-task?	0	1	2	3	4	5	6
13. Will the student stop doing the problem behavior if you stop making requests or end an academic activity?	0	1	2	3	4	5	6
14. If the student engages in the problem behavior, do peers stop interacting with the student?	0	1	2	3	4	5	6
15. Is the problem behavior more likely to occur following unscheduled events or disruptions in classroom routines?	0	1	2	3	4	5	6

Returning Students



Jen has already connected with the teachers of all my returning students.

Jen is in the final process of scheduling students that have reoccurring sessions with her.

Jen has started servicing all her returning students.