STEPS-Plus Referral Checklist

|  |
| --- |
| Student Name: Click or tap here to enter text. |
| Grade: Click or tap here to enter text. |
| Birthdate: Click or tap to enter a date. |
| Attending School: Click or tap here to enter text. |
| Current School Schedule: ­­­­­ Click or tap here to enter text. |
| Referral Team: Click or tap here to enter text. |

Folder with copies of the following documents available for team review:

[ ]  Current IEP Date:

[ ]  FBA Date: Click or tap to enter a date.

[ ]  BSP Date: Click or tap to enter a date.

[ ]  Most current evaluation reports, including an SLP/communication assessment

 If applicable: Click or tap here to enter text.

[ ]  Physical Restraint/ Seclusion Incident reports

[ ]  Health/Feeding Protocols

[ ]  Behavior data sheets and other relevant documentation re: behaviors

|  |  |  |
| --- | --- | --- |
| Factors to Consider | Yes/No | Explanation/Description/Comments |
| Severe self abusive behaviors: (head banging, biting, etc. that causes physical injury.) | Choose an item. | Click or tap here to enter text. |
| Aggression toward others | Choose an item. | Click or tap here to enter text. |
| Disruptive behaviors that frequently interfere with learning for self or others  | Choose an item. | Click or tap here to enter text. |
| Destruction of property | Choose an item. | Click or tap here to enter text. |
| Dangerous activities (bolting, throwing desks, etc.) | Choose an item. | Click or tap here to enter text. |
| Low frequency behaviors that are of such great intensity that each occurrence results in injury to self or others | Choose an item. | Click or tap here to enter text. |
| The student’s access to other opportunities is limited and/or progress is impeded due to the behavioral patterns above  | Choose an item. | Click or tap here to enter text. |
| Student needs a highly structured environment for learning | Choose an item. | Click or tap here to enter text. |
| Student needs a 1:1 or higher student to staff ratio to succeed in school | Choose an item. | Click or tap here to enter text. |
| Student has multiple, severe disabilities  | Choose an item. | Click or tap here to enter text. |
| Student has significant medical/health needs? Health/Feeding Protocols? | Choose an item. | Dx: Click or tap here to enter text.Current Medications: Click or tap here to enter text.Health/Feeding protocol: Click or tap here to enter text.Review Date: Click or tap to enter a date. |
| Student has a mental health disorder that is NOT the primary eligibility/condition (it’s secondary to a well-documented developmental disability) | Choose an item. | Dx: Click or tap here to enter text.Current Medications: Click or tap here to enter text. |
| Student’s projected achievement level does not exceed Kindergarten- 1st grade level benchmarks | Choose an item. | Last academic assessment (date and assessment):Click or tap to enter a date.Click or tap here to enter text.Results: Click or tap here to enter text. |
| Student is on track for a Alternative Diploma (not currently on a Modified or Regular Diploma track) | Choose an item. | Click or tap here to enter text. |
| Behavior Support Plan (BSP) is in place | Choose an item. | Click or tap here to enter text. |
| At least two behavioral interventions have been tried, each implemented for a 3-4 week period documented and updated as needed  | Choose an item. | #1 Intervention: Click or tap here to enter text.Implementation timeline: From Click or tap to enter a date. To Click or tap to enter a date.#2 Intervention: Click or tap here to enter text.Implementation timeline: From Click or tap to enter a date. To Click or tap to enter a date. |
| CPI/OIS techniques are part of the BSP | Choose an item. | Click or tap here to enter text. |
| Communication strategies and support systems have been assessed and documentation of systems and strategies implemented over at least a 2-month period | Choose an item. | Click or tap here to enter text.Implementation period: From Click or tap to enter a date. To Click or tap to enter a date. |
| Modification to the student’s schedule concerning length, sequence, and demands of activities have been made. (The student is still expected to be participating and learning, just not in such an intense manner as usual.) | Choose an item. | List schedule modifications for past year:Click or tap here to enter text. |
| Environmental modifications have been made to assist with behavioral needs, limit distractions, etc. | Choose an item. | Click or tap here to enter text.  |
| Special Equipment needs in & outside of classroom | Choose an item. | Click or tap here to enter text. |
| Licensed consultants have been utilized for assessment of behavioral needs, implementation of interventions, and fine-tuning BSP | Choose an item. | List licensed specialists involved for past year: Click or tap here to enter text. |
| Several teaching techniques, matching the student’s learning style, have been utilized | Choose an item. | List teaching techniques utilized for past year:Click or tap here to enter text. |
| Several types of placement options have been tried and exhausted over the past few years | Choose an item. | List history of all previous placements (type of placements & date/length of time spent in each):Click or tap here to enter text. |

What sorts/levels of task demands trigger significant behaviors? Click or tap here to enter text.

Strengths and motivators that will prevent and/or de-escalate student’s severe behaviors: Click or tap here to enter text.