**Staff Interview - 1**

 **Student Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Staff Name/Class:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Position: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Directions: The case manager will list *one to three* of the most problematic behaviors. These behaviors must be the same for data collection and QABF’s.**

|  |  |  |  |
| --- | --- | --- | --- |
| **One to Three Problematic Behaviors or N/A** | **Behavior # 1:*****(Case manager will list and define)*** | **Behavior # 2:*****(Case manager will list and define)*** | **Behavior # 3:*****(Case manager will list and define)*** |
| **Type of active when most Problematic. Check where the behaviors occur below:** |
| **Break** |  |  |  |
| **Hallway** |  |  |  |
| **Bathroom** |  |  |  |
| **Lunch** |  |  |  |
| **PE** |  |  |  |
| **Small group instruction** |  |  |  |
| **Whole group instruction** |  |  |  |
| **Peer work groups** |  |  |  |
| **Individual Work Times** |  |  |  |
| **Bus** |  |  |  |
| **Other:** |  |  |  |
| **Time of Day Most Problematic. Check when the behaviors are the most frequently displayed below:** |
| **Morning** |  |  |  |
| **Afternoon** |  |  |  |
|  **Specific Time of Day** |  |  |  |
| **Reaction to behavior:** |
| **How do other students react when each *different* behavior is displayed?** |  |  |  |
| **The behaviors occur least with whom?** |  |  |  |
| **The behaviors occur most with whom?** |  |  |  |
| **List identified triggers:**  |  |  |  |
| **Proactive measures/Discipline, list all used:** |
| **What are current proactive/positive strategies or motivators used to prevent inappropriate behaviors?** |
| **How does the student respond to these positive tools?** |
| **What current discipline methods are used as consequences for inappropriate behaviors?** |
| **How does the student respond to these discipline methods?** |
| **Positive Comments (this box MUST be completed):**  |
| **Additional Information:**  |

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