Nomination for Targeted Services

Student____________________________________ Date ______________ Grade____________

Teacher _____________________ Nominated by____________________________________

Parent Contact Date ______ Parent Comments:_____________________________________

______________________________________________________________________________

1. Please check off student’s lagging skills. (Check all that apply.)

☐ Difficulty handling transitions, shifting from one mindset or task to another.

☐ Difficulty persisting on challenging or tedious tasks.

☐ Difficulty maintaining focus.

☐ Difficulty considering likely outcomes/consequences of actions (impulsive).

☐ Difficulty managing emotional response to frustration.

☐ Difficulty managing anxiety.

☐ Difficulty attending to or accurately interpreting social cues.

☐ Difficulty starting conversations, entering groups, or connecting with others.

☐ Difficulty seeking attention in appropriate ways.

☐ Difficulty appreciating how her/his behavior is affecting others.

☐ Difficulty empathizing with others, appreciating another person’s perspective or point of view.

☐ Other:____________________________________

2. If checking more than one, please star the lagging skill you think is most important to address first.

Please describe the specific, observable unexpected behavior that results from the one lagging skill you think is most important to address first.

- over -
Why do you believe the student engages in behaviors of concern? (Check all that apply.)

- [ ] get adult attention
- [ ] avoid adult attention
- [ ] get peer attention
- [ ] avoid peer attention
- [ ] gain access to preferred activities/item
- [ ] avoid work

What Targeted supports do you believe this student would benefit from? (Check all that apply.)

- [ ] Check-in/Check-out
- [ ] Gear Up
- [ ] Social Skills Group
- [ ] Structured Breaks (scheduled)
- [ ] Recess Planning
- [ ] Confidence Boosters Group
- [ ] Processing/Work breaks (as needed to calm down, refocus, complete work)
- [ ] Teacher Check and Connect (in-classroom check-in/out with DPR)

This section will be filled out during the Targeted meeting.

1. What would a short-term positive outcome look like for this student?

___________________________________________________________________________________

___________________________________________________________________________________

___ frequency now*** __________

2. What aspects of the lagging skill should be taught in order to increase expected behavior?

___________________________________________________________________________________

___________________________________________________________________________________

3. Expected behavior goals for DPR:

Caring: ______________________________________________________________ frequency now*** _____

Safe: ______________________________________________________________ frequency now*** _____

Responsible: __________________________________________________________ frequency now*** _____

4. Review: # weeks _________ Date __________________________

***Frequency rating: Rarely (≤10%) Inconsistently (11-25%) Sometimes (26-50%)
Often (51-79%) Frequently (80-89%) Consistently (≥90%)