

**Dothan Brook School** review date \_\_\_\_\_  
**Nomination for Targeted Services**

Student \_\_\_\_\_ Date \_\_\_\_\_ Grade \_\_\_\_\_

Teacher \_\_\_\_\_ Nominated by \_\_\_\_\_

Parent Contact Date \_\_\_\_\_ Parent Comments: \_\_\_\_\_

<p><b>1. Please check off student's lagging skills. (Check all that apply.)</b></p> <p><b>2. If checking more than one, please star the lagging skill you think is most important to address first.</b></p>	<p><b>Please describe the specific, observable unexpected behavior that results from the <u>one</u> lagging skill you think is most important to address first.</b></p>
<p><input type="checkbox"/> Difficulty handling transitions, shifting from one mindset or task to another.</p> <p><input type="checkbox"/> Difficulty persisting on challenging or tedious tasks.</p> <p><input type="checkbox"/> Difficulty maintaining focus.</p> <p><input type="checkbox"/> Difficulty considering likely outcomes/consequences of actions (impulsive).</p> <p><input type="checkbox"/> Difficulty managing emotional response to frustration.</p> <p><input type="checkbox"/> Difficulty managing anxiety.</p> <p><input type="checkbox"/> Difficulty attending to or accurately interpreting social cues.</p> <p><input type="checkbox"/> Difficulty starting conversations, entering groups, or connecting with others.</p> <p><input type="checkbox"/> Difficulty seeking attention in appropriate ways.</p> <p><input type="checkbox"/> Difficulty appreciating how her/his behavior is affecting others.</p> <p><input type="checkbox"/> Difficulty empathizing with others, appreciating another person's perspective or point of view.</p> <p><input type="checkbox"/> Other: _____</p>	

**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)

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*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 \_\_\_\_\_**

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\*\*\*Frequency rating: **R**rarely ( $\leq 10\%$ )    **I**nconsistently (11-25%)    **S**ometimes (26-50%)  
**O**ften (51-79%)    **F**requently (80-89%)    **C**onsistently ( $\geq 90\%$ )