Child's name:
Names attending:
Date:

Tier 1 - Universal

(Should be filled out before a Request for Assistance)

This form should be used if you have any concerns about a child to make sure universals are in place, background information is gathered from multiple sources, administration is aware of the situation, action steps are in place and you have the tools and resources available to create a plan for behavior and/or developmental concerns. You can start this form as an individual teacher if you have filled out this information in the past or start this form with someone from your site leadership team or a coach.

This is a process that begins with reflection and results in action steps. The goal of this form is to collect information and strengthen relationships by positively collaborating to make a plan. Teachers should always keep an open line of communication with families.

When you become concerned with a behavior or developmental concern do the following:
Ladder of Inference Fact Sheet and Ladder of Inference Worksheet (review the ladder of inference and determine if you have any biases about the child's ability to be successful in your classroom)
Take away:

Temperament (mark each teacher and child in a different color)
Take away:

Hot Buttons (each teacher should fill this in separately)
Take away:

Universal Checklist (teachers should reflect on what is in place and what needs to be done)
Environment Checklist: Preschool Infant / Toddler (Classrooms need to have at least these areas and materials)
Take away:

Fill in the following information after speaking with staff and families (communication that has already taken place). Bring this document when meeting with your coach.

Communication with Co-Teacher

Child Strengths: (List at least 3 strengths)

1.
2.
3.
4.

Determine:

Behavior:

Is this a Hot Button?

Have you written BIRs for this behavior? _____ If yes, how many BIRs does this child currently have since they have joined your class? _____ (If applicable)

Function of Behavior:

Appropriate Behavior: (The behavior you want to see or hear.)

Developmental Concern:

Strategies that you have tried (successful and not successful):

How you respond to progress toward the appropriate behavior or milestone:

How you respond to the behavior or challenging experience:

Where is the child experiencing success:

Communication with Teachers Associated with Child (answer these questions with each past and present staff member)

Teacher's Name:

Child Strengths: (List at least 3 strengths)

1.
2.
3.
4.

Appropriate Behavior: (The behavior you want to see or hear.)

Developmental milestones you were working on:

Strategies that you have tried (successful and not successful):

What tools and/or resources are needed?:

How you responded to progress toward the appropriate behavior or milestone:

How you respond to the behavior or challenging experience:

Teacher's Name:

Child Strengths: (List at least 3 strengths)

1.
2.
3.
4.

Appropriate Behavior: (The behavior you want to see or hear.)

Developmental milestones you were working on:

Strategies that you have tried (successful and not successful):

What tools and/or resources are needed?:

How you responded to progress toward the appropriate behavior or milestone:

How you respond to the behavior or challenging experience:

Prior Communication with Family

____No Contact (explain why):
____Contacted Family 1-3 times
____Contacted Family more than 3 times

Successes, celebrations and strengths the family has shared with you:

1.
2.
3.
4.

What positive communication have you shared with the family?

What is the family seeing at home?

Strategies that are successful and not successful at home:

Communication with administration or coach

Admin or Coach Name _____

Child Strengths: (List at least 3 strengths)

1.
2.
3.
4.

Review document and get additional feedback:

List questions that we could ask the family:

1. **1.**
2. **2.**
3. **3.**
4. **4.**

Action Steps:

1.
2.
3.

Activity Matrix (Make a copy)