

Responds appropriately when hit or pushed.			
0 (Never)	1 (Seldom)	2 (Often)	3 (Almost Always)
Follows your directions.			
0 (Never)	1 (Seldom)	2 (Often)	3 (Almost Always)
Ignores peer distractions.			
0 (Never)	1 (Seldom)	2 (Often)	3 (Almost Always)
Cooperates with classmates.			
0 (Never)	1 (Seldom)	2 (Often)	3 (Almost Always)
Gives compliments to classmates.			
0 (Never)	1 (Seldom)	2 (Often)	3 (Almost Always)
Volunteers to help classmates.			
0 (Never)	1 (Seldom)	2 (Often)	3 (Almost Always)
Score Range: 0–18 points			

From *Effective Interventions for Social–Emotional Learning* by Frank M. Gresham. Copyright © 2018 The Guilford Press. Permission to photocopy this material is granted to purchasers of this book for personal use or use with individual clients or students (see copyright page for details).

FIGURE 3.6. Brief behavior rating scale.

Student: _____ Grade: _____
 Date: _____ Time: _____ Referring Staff: _____

Location
 Playground Cafeteria Library Bathroom Hallway Classroom Other

<u>Minor Problem Behavior</u>	<u>Major Problem Behavior</u>	<u>Possible Motivation</u>
Inappropriate language	Abusive language	Obtain peer attention
Physical contact	Fighting/physical aggression	Obtain adult attention
Defiance	Overt defiance	Avoid peers
Dress code	Harassment/bullying	Avoid adult
Property misuse	Tardy	Avoid task/activity
Electronic violation	Lying/cheating	Don't know
Other	Other	Other

Administrative Decision

Loss of privilege	Individualized instruction
Time in office	In-school suspension _____ hours/days
Conference with student	Out-of-school suspension _____ hours/days
Parental contact	Other _____

Others Involved in Incident: None Peers Staff Teacher Substitute Other

Other Comments: _____

From *Effective Interventions for Social–Emotional Learning* by Frank M. Gresham. Copyright © 2018 The Guilford Press. Permission to photocopy this material is granted to purchasers of this book for personal use or use with individual clients or students (see copyright pages for details).

FIGURE 3.7. Office discipline referral form.

Introduces skills and asks questions about it.	0	1	2	3
Defines skill and discusses key words.	0	1	2	3
Discusses why skill is important.	0	1	2	3
Identifies skill steps; has students repeat them.	0	1	2	3
Models and role-plays the skill.	0	1	2	3
Reinforces occurrences of the skill throughout the session.	0	1	2	3
Corrects inappropriate demonstrations of the skill.	0	1	2	3
Rating Descriptors				
0—Not Implemented				
1—Limited Implementation				
2—Partial Implementation				
3—Full Implementation				
Score Range: 0–21 points				

From *Effective Interventions for Social–Emotional Learning* by Frank M. Gresham. Copyright © 2018 The Guilford Press. Permission to photocopy this material is granted to purchasers of this book for personal use or use with individual clients or students (see copyright page for details).

FIGURE 5.2. Interventionist competence scale.