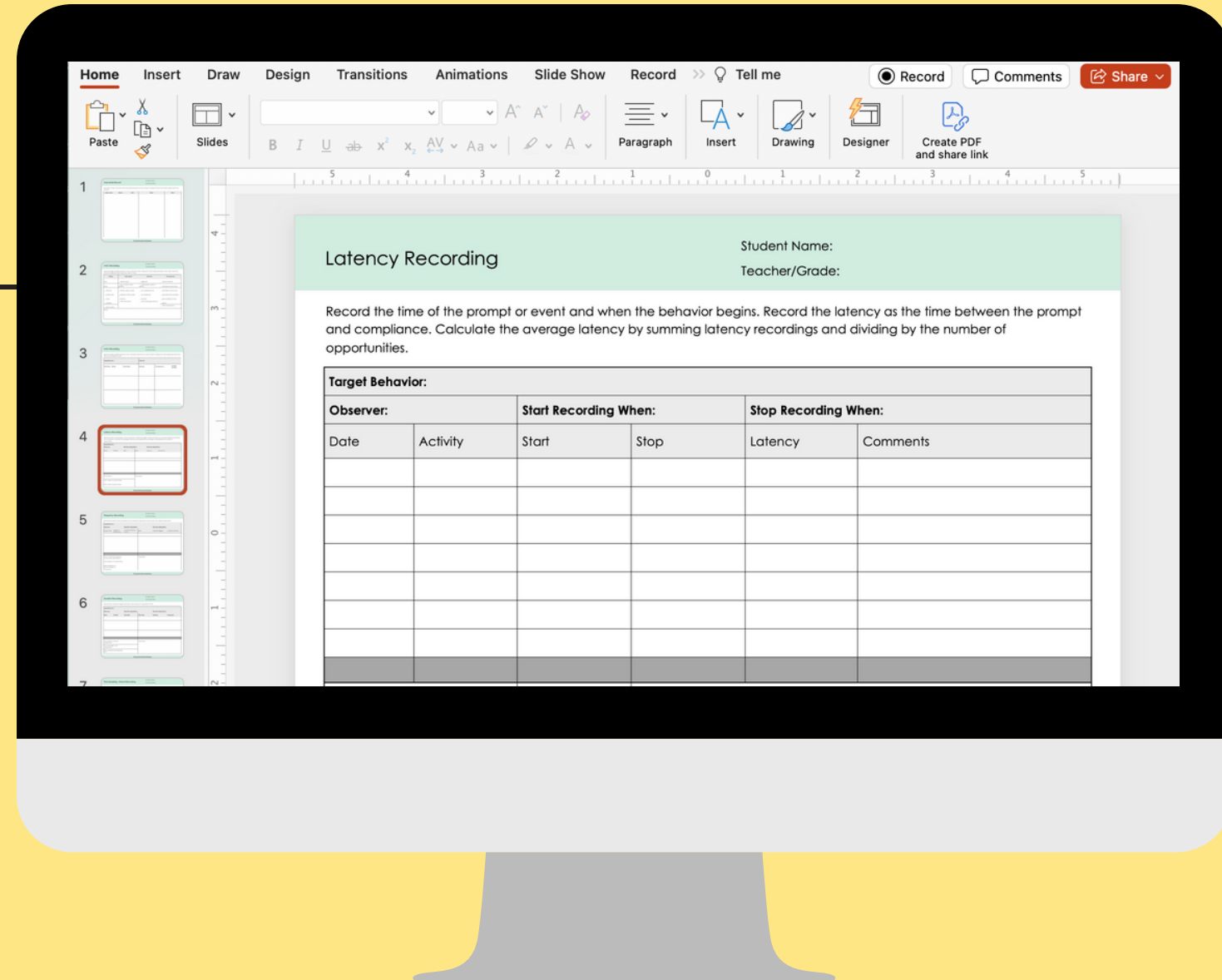


BEHAVIOR EVALUATION BUNDLE

Editable checklists,
forms, and templates
for evaluations and
intervention.



About This Resource

Templates, checklists, and forms for comprehensive behavior evaluations.

Behavior Data Collection Forms

Teacher, Parent, & Student Interviews

SEL Skills Checklists for K-8

Referral Forms for School Teams

SEL Skill Checklists

K-8 SEL skill checklists to help you plan lessons, interventions, and monitor progress.

SOCIAL EMOTIONAL SKILL CHECKLISTS

EDITABLE FORMS

Google Forms
PowerPoint
PDFs

Social Emotional Skills Checklist

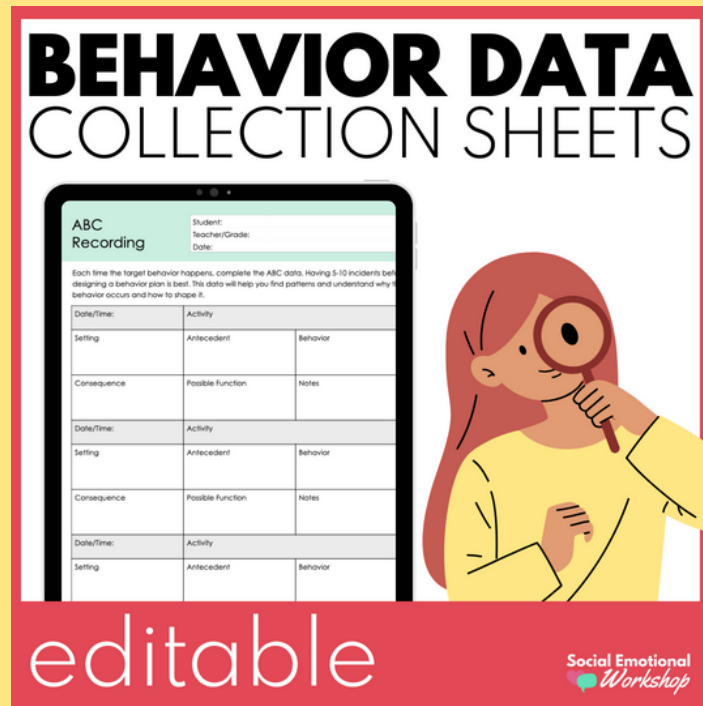
Grades K-2

SELF AWARENESS: Understand your emotions, thoughts, and values and how they influence your behavior across contexts. This includes recognizing strengths and limitations, developing an accurate and positive self-concept, and knowing your external support systems.

	N	P	A
Has an awareness of own emotions.			
Recognizes and accurately names feelings.			
Identifies and communicates an emotion.			
Identifies emotions and the situations that cause them (i.e., triggers).			
Has an awareness of personal qualities.			
Identifies likes and dislikes, needs and wants.			
Identifies activities or tasks they do well.			
Names activities or tasks they may need help to improve.			
Has an awareness of external supports.			
Identifies an adult they can trust.			
Identifies situations in which they need to seek help from an adult.			
Demonstrates how and where to get help in an emergency situation.			
Has a sense of personal responsibility and advocacy.			
Understands and follows school-wide expectations for safe and productive learning.			
Explains positive and negative consequences for their choices and actions.			
Identifies attitudes and behaviors that lead to successful learning.			
Advocates for themselves by asking for help.			
Demonstrates responsible use of others' belongings (ask permission; take care of them).			

Behavior Data Collection Forms

10+ Behavior data collection forms for functional behavior assessments, behavior plans, and student intervention.



Editable PowerPoint PDFs

ABC Recording

Student: _____
Teacher/Grade: _____
Date: _____

Each time the target behavior happens, complete the ABC data. Having 5-10 incidents before designing a behavior plan is best. This data will help you find patterns and understand why the behavior occurs and how to shape it.

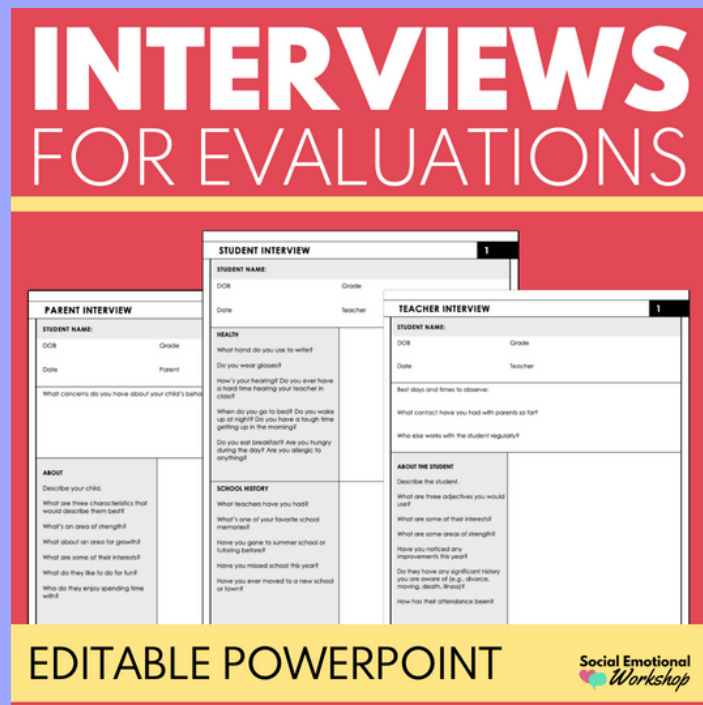
Date/Time:	Activity	
Setting	Antecedent	Behavior
Consequence	Possible Function	Notes

Date/Time:	Activity	
Setting	Antecedent	Behavior
Consequence	Possible Function	Notes

Date/Time:	Activity	
Setting	Antecedent	Behavior
Consequence	Possible Function	Notes

Interviews for Evaluations

Teacher, Parent and Student Interviews with open-ended questions to explore the current challenges.

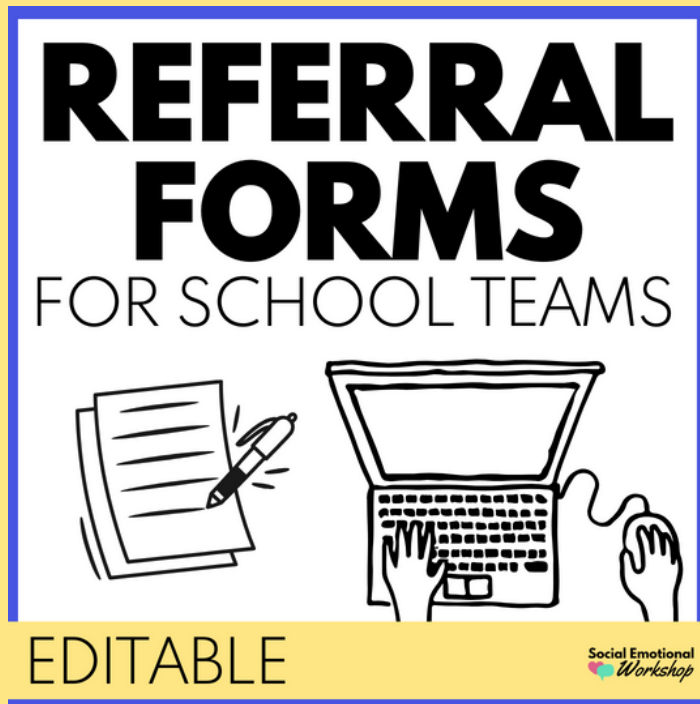


Google Forms
PowerPoint
PDFs

PARENT INTERVIEW		2
HEALTH Do they have any medical conditions, including allergies? Do they take any medications? How do they sleep? How do they eat?		
LIFE EVENTS Have there been any significant life events in the last year? - a divorce - a death - a natural disaster - a change in grade - a change in preparation - bullying - a family member - a new sibling - a significant life event		
BEHAVIOR Have you noticed any changes in your child this year? Do they struggle with the same behaviors at home and at school? How do you handle misbehavior at home?		

Referral Forms for School Teams

Covers multiple domains so you have a complete understanding of the student's needs.



Referral Form Behavior

Student: _____
Teacher/Grade: _____
Date: _____

Describe the behavior
Try to describe the behavior in a way that can be observed, such as tearing up papers versus meltdown.

Referral Form Checklists

Student: _____
Teacher/Grade: _____
Date: _____

Areas of Concern: OT/PT

FINE AND GROSS MOTOR SKILLS

- Difficulty throwing and catching
- Difficulty hopping, skipping, jumping.
- Problems with balance.
- Difficulty using stairs, alternating feet.
- Has an unusual gait.
- Difficulty maintaining good sitting posture.
- Difficulty manipulating small materials.
- Difficulty cutting paper with scissors.
- Difficulty tying/buttoning/zippering.
- Difficulty staying within lines when coloring.
- Difficulty holding writing implements.
- Difficulty with spacing.
- Poor handwriting.
- Difficulty using margins.
- Difficulty with letter size.
- Poor organization on the page.

Comments/Notes/Data

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*Google Forms
PowerPoint
PDFs*

Referral Form Checklists

Student:	
Teacher/Grade:	
Date:	

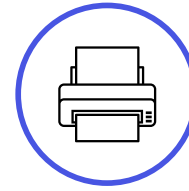
Areas of Concern: Social, Emotional, and Behavioral Skills

EMOTIONAL & BEHAVIORAL SKILLS

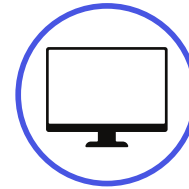
- Frequently interrupts others.
- Has difficulty staying on task.
- Acts without thinking, impulsive.
- Doesn't seem to care how others feel.
- Insults peers or adults.
- Frequently untruthful.
- Easily frustrated or loses temper.
- Denies mistakes or blames others.
- Is often alone or withdrawn.
- Threatens other students or adults.
- Low motivation.
- Very critical of themselves.
- Defiant, oppositional.
- Rarely laughs, smiles.
- Frequently appears worried.
- Upset by unexpected changes.
- Pronounced fear of failure

Comments/Notes/Data

DETAILS



Ready to print PDFs



Editable Powerpoints and Google Forms



Use for FBAs, behavior plans, and interventions

Behavior Evaluation Bundle

Editable

Customize forms, checklists, and templates.

Comprehensive

All the forms you need.

Straightforward

Easy to use and adapt to your needs.

You Might Like

Individual Behavior Plans and Charts

See It Here



Hi! I'm Laura

I create research-driven, uncomplicated resources designed to build students' social and emotional skills in counseling or the classroom.

During ten years as a school psychologist, I wore all the hats - but the one I never took off was supporting my colleagues.

Whether you're a first-year counselor or a seasoned teacher, I want you to have the tools you need to support each student.

Visit [my blog](#) for more ideas and [subscribe](#) for exclusive resources!

contact: support@socialemotionalworkshop.com

