



Referral Form

*For Use with Students Not Currently on a Plan
(return to Head of School)*

Date Form Received:

**Head of School
Signature:**

Teacher: _____ **Date:** _____

Student: _____ **Grade:** _____

Area(s) of Concern: _____

*Updated
August 2018*

Review records. What did you learn? List any physical or educational limitations.

Consultations (keep documentation of all consultations):

- Met with parents to discuss concerns and possible solutions ***(Inform head of school of parent meetings.)***
- Consulted with teachers who might have input regarding the student in question (resource teachers, PE, music, art, library, student's previous teacher, counselor, etc.)
 - o Who did you contact? What did you learn?

Take action:

- Tried these interventions from the SCCS Menu of Interventions or others:

- Collect and analyze current examples of student's work. Compile a file of student work in relation to peer work.

- Have student observed by another classroom teacher, staff member, and/or resource teacher within the classroom setting. If needed, the resource teacher will contact AEA or CLC personnel for further observations.

Please check the options below that relate to this student.

Student's classroom work habits:

- Works independently
 - Distracted by sounds
 - Should be seated:
 - In the front of room
 - Away from window
 - Away from friends
 - In the back of room
 - Near a window
 - Near teacher
 - Near friends
 - Away from teacher
 - Is motivated to work
 - Initiates tasks or begins directions easily
 - Does homework
 - Gives up easily
 - Usually completes tasks started
 - Is usually on time to class
 - Usually brings needed materials to class
- Usually remembers assignments, instructions
 - Needs help with organization
 - Works best within a structured classroom routine
 - Best instructional environment:
 - Working with peers
 - Working alone
 - Working with an adult
 - Working with one student
 - Working with a team
 - Varied environments
 - Needs extra time on class work
 - Needs to move occasionally
 - Tends to be impulsive
 - Tends to be reflective
 - Other:

Instructional adaptations and/or modifications that have been successful with this student:

- Extended time
 - Highlighted texts
 - Vocabulary preview
 - Partial assignments
 - Alternative assignments
 - Audio reading materials
 - Use of computer/assistive technology
 - Use of calculator
 - Grading modifications
 - Assessment modifications
 - Assignment/homework reminders
 - Visual aids
- Changes in lesson objective
 - Materials modifications
 - Pre-reading with peer or adult
 - Puzzles/games
 - Guided notes/outlines
 - Advance organizers
 - Alternative materials
 - Assistance from support services
 - After-school tutoring
 - Visual schedule
 - Other:

Skills the student demonstrates:

Reading

- Enjoys having stories read
- Enjoys reading individually
- Looks at picture books
- Identifies pictures
- Recognizes letters
- Knows letter sounds
- Recognizes words
- Good comprehension
- Reads orally
- Demonstrates silent reading comprehension
- Other:

Writing

- Holds pencil or writing instrument
- Holds pencil with adaptive device
- Writes letters correctly
- Writes words legibly
- Writes complete sentences
- Constructs paragraphs
- Constructs written reports
- Participates in creative writing
- Makes journal entries
- Uses correct punctuation
- Other:

Math

- Recognizes numbers
- Recognizes basic shapes
- Counts to _____
- Tells time
- Counts money
- Makes change
- Understands place value
- Knows math facts
- Division
- Addition
- Subtraction
- Multiplication
- Fractions
- Decimals
- Percent
- Geometry
- Problem solving
- Other:

Other skills

- Demonstrates listening skills
- Attends to oral presentations
- Makes eye contact
- Comments verbally
- Participates in class discussions
- Completes assignments in allotted time
- Age-appropriate gross motor skills
- Age-appropriate fine motor skills
- Uses manners
- Socially accepted
- Follows rules
- Is organized
- Other:

Other comments: