** REQUEST FOR ASSISTANCE-STUDENT SUPPORT REFERRAL**

**STUDENT:** **GRADE:** **BIRTHDATE:**

**PERSON MAKING REFERRAL:**

**REASON FOR REFERRAL:**

**\*\*DIRECTIONS:** To be completed by referring person. Check all that apply, and submit completed form to Yvonne Cannon, Reading Interventionist.

**STUDENT STRENGTHS: CLASS PERFORMANCE PERSONAL BEHAVIORS**

Peer Social Skills Cannot Work Independently Anxious

Cooperative Gives Up Easily Lethargic

Sense of Humor Needs Constant Reassurance Crying

Doesn’t Give Up Drop in Grades Extreme Negativism

Verbal Skills Short Attention Span Unexplained Grief/Despair

Leader Among Peers Sloppy or Incomplete Work Lacks Self Confidence

Engages Adults Always Behind in Work Mood Swings

Academic Skills Low Achievement Unrealistic Goals/Thinking

Music, Dance, Art Lack of Motivation Seem Depressed/Withdrawn

Motivated Needs Constant Redirection Manipulative

Positive Attitude Poor Organizational Skills Stares Off/Daydreams

Other: Other: Apathetic

Other:

**DISRUPTIVE BEHAVIOR: PHYSICAL SIGNS: OTHER ISSUES:**

Center of Attention Avoids Eye Contact Family Issues:

Tattles Lack of Coordination (specify)

Destroys Other’s Property Muscular Twitches/Tremors Attendance

Defiance of Rules Poor Hygiene/Grooming Emotional Health

Constant Discipline Problem Drowsiness/Sleeping Physical Health

Blaming/Denying Unexplained Injuries Other:

Fighting/Outbursts Extreme Weight Loss/Gain

Cheating/Lying Fine Motor Skills Difficulties

Throwing Objects (buttoning/zipping/paper/pencil/cutting)

Obscene language/gestures Over Activity/Hyperactivity

Other: Other:

CONTINUED

**ACADEMIC FUNCTIONING** **BEHAVIORAL FUNCTIONING** **SPEECH/LANGUAGE FUNCTIONING**

Concerns with: Concerns with: Concerns with:

Reading Recognition Following Instructions Fluency (repetition/avoidance/

Reading Comprehension Disagreeing Appropriately prolongation of words)

Math Calculation Accepting “no” for an Answer Voice (quality/pitch/loudness)

Math Word/Story Problems Accepting criticism/consequences Articulation (speech production)

Spelling Getting Teacher’s Attention Language (comprehension/expression)

Writing Peer Relations Other:

Test Taking Inappropriate/Disruptive Noise

Completing Assignments Out of Place

Off-Task Negative Physical Contact

Other Helpful Data:

Reading MCA Scores

FAST Benchmark Fluency Scores

STAR Reading Scores

Study Island Data

Accelerated Reading Scores

Summative/Unit Assessment Scores

Spelling Level and Test Scores

Math MCA Scores

Math Fact Fluency Scores

STAR Math Scores

Accelerated Math Data

Summative/Unit Assessment Scores

Completed Intervention Plan Form: Includes two documented research-based interventions carried out for 6 weeks with recorded data. (Both interventions can be done concurrently.)

Other: Other:

**SCHOOL/CLASSROOM INTERVENTION STRATEGIES:**

Check those you have tried:

**HELPFUL NOT HELPFUL**

Talk Privately with Student

Parent Phone Call

Parent Conference

Verbal Reminders

Standing Close to Student

Preferential Seating of Student

Use of Contracts

Removal of Student from Classroom

Student Sent to Office

Detention

Extended Learning

Positive Reinforcement

Planned Time Out

Progress Reports

Assign H.S. Peer Mentor

Behavior Chart towards Goal

Assignment/Homework Checklist

Modified assignments

What, if any, additional actions or other strategies have you taken in response to this academic problem and/or behavior?

Have parents/guardians been contacted? No Yes If yes, date contacted:

Is this student receiving services from another agency? (i.e. Social Services, counseling, corrections, etc…) No Yes If yes, specify what service is being received:

Has this student previously been tested for Special Ed.? No Yes If yes, indicate when:

List any other concerns or additional information that may be helpful: