

Special Education Referral Student Information Sheet

Student Name: _____ Teacher Name: _____ Room #: _____
 Grade: _____ Retained: Y / N (Grade: _____) # of Absences: _____ # of Tardies: _____
 Age: _____ ELD Level (or designation, e.g. IFEP) _____ Home Language: _____

Reading

DIBELS Next Scores

Measure	BOY	MOY	EOY

LPA Scores (READING ONLY, Standards begin with R)

	Number of Questions	Possible Points	Points Earned	Score (Percent Correct)
LPA 1				
LPA 2				
LPA 3				

CST Score

Numeric Score	Performance Band (e.g. B, BB)

Reading Strengths: _____

Reading Needs: _____

Attach DIBELS Printout, Most Recent LPA Printout, Additional Work Samples

Writing

LPA Scores LPA Scores (WRITING ONLY, Standards begin with W)

	Number of Questions	Possible Points	Points Earned	Score (Percent Correct)
LPA 1				
LPA 2				
LPA 3				

Writing Strengths: _____

Writing Needs: _____

Attach Writing Work Samples (at least 2 from within the last month)

Math

Math PA Scores

	Number of Questions	Possible Points	Points Earned	Score (Percent Correct)
LPA 1				
LPA 2				
LPA 3				

CST Score

Numeric Score	Performance Band (e.g. B, BB)

Math Strengths: _____

Math Needs: _____

Attach Most Recent Math PA Printout, Additional Work Samples

Motor Skills

Fine motor abilities (e.g. use of pencil, scissors/cutting, folding paper) _____

Gross abilities (e.g. running, throwing, skipping) _____

Oral Language (OL)

OL Strengths: _____

OL Needs: _____

_____ Observable speech difficulties (articulation, fluency, volume)

_____ Poor oral expression – immature/incomplete/incorrect sentence structures/limited oral skills

Social Skills

Describe the student’s peer relationships: _____

Relationships with teachers and staff at school: _____

CHECKLIST OF PERFORMANCE DIFFICULTIES – Please check items that best describe your student’s difficulties. Check only the items that are consistent problems rather than occasional problems.)

Visual:

- Does not understand or confuses written directions
- Loses place when reading orally
- Difficulty remembering and telling sequences seen or read
- Difficulty location information (e.g. in the text, dictionary)
- Difficulty with puzzles/mazes (manipulative or worksheet format)

Auditory:

- Does not understand or confuses oral directions
- Needs dictated information repeated many times
- Difficulty identifying/imitating/discriminating isolated or blended speech sounds
- Adds or omits sounds in words when reading orally
- Difficulty remembering and retelling sequences heard

Perceptual:

- Difficulty with near point copying (e.g. from a book, worksheet)
- Difficulty with far point copying (e.g. from the board, charts)
- After grade 2, irregular handwriting respect to size of mixing of uppercase and lowercase letters
- After grade 2, continues to reverse letters, transpose letters in words, transpose words in sentences

Attention:

- Difficulty focusing during independent writing assignments (e.g. worksheets, writing)
- Difficulty focusing during classroom discussions
- Difficulty transitioning between activities
- Overactive (fidgets, moves from one idea to the next without completion, cannot sit still)
- Please rate **Activity Level** on a scale from **1-10** if this is an area of concern (1=low, 5=appropriate for age/grade level, 10=high)
- Please include **number of minutes** the student is able to attend to a task/lesson if this is an area of concern (**Appropriate attention time = 3-5 minutes per each year of age**)

Classroom Accommodations/Modifications Checklist

(Please check interventions/modifications you have used)

Environments

- Study carrels
- Change seating
- Reduce distraction(s)
- Change groups
- Create more physical space for learner
- Consider physical health problems
- Cross-age tutors
- Other

Results:

Miscellaneous

- Confer with other school personnel
- Keep work samples
- Achievement testing
- Review cumulative folder
- Parent contacts
- Referral to office
- Referral to _____

Other

Results:

Materials

- Vary materials:
 - Tapes
 - Manipulatives
 - Task cards
 - Other
- Use diagnostic materials
- Computer
- Other

Results:

Assignments

- Simplify
- Shorten assignments
- Buddy system
- Use of notebooks for assignments
- Copying for visual/motor reinforcement
- Alternative assignment structure
- Extended time
- Other

Results:

Teaching Techniques

- Varied voice volume
- Eye contact
- Reduce stimulation
- Circulate around room
- Repeat instructions
- Child repeats instructions
- List assignments and/or instructions on board
- Behavior analysis/modification
- Visual aids
- Simplify oral instructions
- Peer tutor
- After school help
- Extra parent cooperation
- Teach study skills
- One-to-one help from teacher, aide, or parent volunteer
- Small group(s)
- Other

Results:
