

REQUEST FOR STUDENT ASSISTANCE FORM

THE STUDENT ASSISTANCE TEAM (SAT) IS A GENERAL EDUCATION PROBLEM-SOLVING TEAM INTENDED TO UTILIZE DOCUMENTED INTERVENTION STRATEGIES TO ASSIST THE SCHOOL IN THE PROVISION OF GENERAL EDUCATION. (RULE 51 006.01C)

Student: _____	Age: _____	Gender: _____
Date of Birth: _____	Grade: _____	Teacher: _____
Parent/Guardian/Caseworker: _____		
Address: _____ City, State & Zip: _____		
Home Phone: _____	Work Phone: _____	Translator needed? Yes____ No____
Person Requesting Assistance: _____		Relationship to Student: _____
The Parent/Guardian must be informed that assistance is being requested		
Date of notification: _____ Method: _____telephone _____letter _____Parent/Teacher Conference		

The reason for referral has been observed:

- Since birth
- During the past 3 months
- During the past 6 months
- Since the student entered an educational setting
- The student just moved from another district and problems were immediately apparent

Background Information

What is the student's dominant language?

- English
- Spanish
- Other (specify): _____

Is the student in ESL?

- No
- Yes
 - Date of Entry: _____

Has the student received ESL services in the past?

- No
- Yes
 - Dates of service: _____

Results of the Language Assessment Scales (LAS):

- Date: _____
- Scores: Oral _____ Reading _____ Writing _____

REFERRAL FOR STUDENT ASSISTANCE CONT'D

Has a Special Education evaluation completed?

- No
- Yes
 - Category: _____ Date: _____
 - Related Services: _____

ACADEMIC HISTORY

Attendance

- Regular
- Irregular (please explain) _____

Has the student been retained?

- No
- Yes
 - Grade: _____

Kindergarten Assessment:

Number Recognized

- Uppercase Letters _____
- Lowercase Letters _____
- Letter sounds _____
- Sight words _____

Grades:

	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th
Reading												
Math												
Writing												
<i>Absences</i>												

REFERRAL FOR STUDENT ASSISTANCE CONT'D

Universal Screening Scores:

Universal Screening Probe Circle the Probe Utilized	Benchmark	Class Average	Current Score
Oral Reading Fluency (ORF) Letter Naming Fluency (LNF) Letter Sound Fluency (LSF)			
Math Number Naming Fluency (NNF)			
Reading Comprehension (Maze)			
Correct Word Sequence (CWS) Correct Letter Sequence (CLS)			

STAR Computer Based Assessments:

	2 nd	3 rd	4 th	5 th	6 th
STAR Reading					
STAR Math					

The Student's grades:

- Have increased each year
- Dropped suddenly
- Have stayed about the same each year
- Have decreased each year
- Data not available

STRENGTHS

REFERRAL FOR STUDENT ASSISTANCE CONT'D

ACADEMIC CONCERNS (CHECK ALL THAT APPLY)

Basic Reading Skills

- Limited sight word vocabulary
- Vowel sounds
- Consonant sounds
- Diphthongs
- Omission of letter sounds in words
- Addition of letter sounds in words
- Inability to identify letters of the alphabet
- Reversals
- Silent letters
- Word attack/decoding skills
- Other: _____

Reading Comprehension

- Limited vocabulary
- Inability to grasp implied meanings
- Inability to use context clues
- Poor recall of main ideas
- Other: _____

Math Reasoning

- Solving problems involving time
- Solving measurement problems
- Solving percentage problems
- Solving word problems with more than one math function
- Money values
- Concept of fractional parts
- Other: _____

Math Calculation

- Number recognition
- Subtraction facts
- Addition facts
- Fractions
- Multiplication facts
- Division facts
- Regrouping in addition/carrying
- Regrouping in subtraction/borrowing
- Decimals
- Other: _____

REFERRAL FOR STUDENT ASSISTANCE CONT'D

Oral Expression

- Picture vocabulary
- Antonyms
- Synonyms
- Syntax
- Analogies
- Sentence structure
- Other: _____

Listening Comprehension

- Auditory memory
- Receptive vocabulary
- Understanding directions
- Auditory attention span
- Needs questions/directions repeated
- Other: _____

Written Expression

- Upper/lower case letters
- Incorrect pencil grasp
- Word usage-tense/plurals
- Punctuation/capitalization
- Spelling
- Reversals
- Abbreviations
- Legibility
- Other: _____

Motor Coordination

- Fine motor
- Gross motor
- Explain: _____

Other Areas of Concern: _____

Describe interventions attempted in the classroom (Please attach the Intervention Implemented Form): _____

GIFTED & TALENTED REFERRAL

Please describe the student's academic strengths: _____

REFERRAL FOR STUDENT ASSISTANCE CONT'D

BEHAVIORAL CONCERNS

- Easily distracted
- Does not complete assignments
- Does not hand in homework
- Does not participate in class activities
- Physically aggressive
- Makes noises
- Talks out
- Verbally aggressive
- Persistent mood of unhappiness or sadness
- Poor peer relations
- Teasing
- Stealing
- Lying
- Tantrums
- Bullies other children
- Falls asleep
- Stubborn
- Won't follow directions
- Cheating
- Other:

➤ Please Explain: _____

Describe alternative programs attempted with the student (i.e. counselor, study buddy, behavior plan, ISS, etc. & please attach the Intervention Implemented Form): _____

REFERRAL FOR STUDENT ASSISTANCE CONT'D

MEDICAL/HEALTH HISTORY

Has the student's vision been screened?

- No
 Yes
 ➤ Vision: R ___ / _____ L ___ / _____ Date of Screening: _____

Has the student's hearing been screened?

- No
 Yes
 ➤ Hearing: _____ Passed _____ Failed Date of Screening: _____

Has a medical evaluation been completed?

- No
 Yes
 ➤ Results: _____ Date of Screening: _____

Is the student currently on medication or been on medication in the past?

- No
 Yes
 ➤ Medication: _____ For: _____ Dates: _____
 ➤ Medication: _____ For: _____ Dates: _____
 ➤ Medication: _____ For: _____ Dates: _____
 ➤ Additional medications should be listed on the back of the referral form

Speech/Language/Hearing Concerns (Check all that apply)

Articulation

- Substitutes one sound for another--(wabbit for rabbit)
 Omits a sound--(han for hand)
 Distorts a sound

REFERRAL FOR STUDENT ASSISTANCE CONT'D

Language (please provide work samples)

- Word structure, word forms
- Word order, combining words to form sentences
- Word meaning
- Social language
- Letter/sound awareness
- Grammar
- Vocabulary
- Sequencing
- Verbal expression
- Listening comprehension
- Reading comprehension
- Written expression

Voice

- Pitch is too: _____ High ___ Low
- Quality of voice is: ___ Harsh ___ Breathy ___ Nasal
- Pitch is monotone

Fluency

- Repetitions--("What t-t-t-time is it?")
- Prolongations--("Llllllet me do it.")
- Interjections--("Um, um, um I have an idea.")

Hearing

- Doesn't respond when spoken to
- Previous hearing problems

➤ Please explain: _____

Describe the interventions performed in the classroom (Ex: teacher spoke to student about speech error and showed student how to properly make speech sound & please attach the Intervention Implemented Form).

