

ORLEANS PARISH SCHOOL BOARD

Form 3 - Referral Packet

Prior to SA Team Meeting

Please complete the Referral Packet, attach to the completed 300R, and submit to the SA Team Coordinator.

General Student Information

Student _____ Age _____ Grade _____

Vision and Hearing Screening		
Screening Type	Date Completed	Pass or Fail
Vision		
Hearing		

Attendance: Regular Irregular (Explain): _____

Discipline: Is discipline an area of concern? Yes _____ No _____

Grades			
Subject Area	Current Grade	% Work submitted	Quality of Work
			_ Poor _ Improving _ Adequate _ Exceptional
			_ Poor _ Improving _ Adequate _ Exceptional
			_ Poor _ Improving _ Adequate _ Exceptional
			_ Poor _ Improving _ Adequate _ Exceptional
			_ Poor _ Improving _ Adequate _ Exceptional
			_ Poor _ Improving _ Adequate _ Exceptional

Discipline	
# of Incidents	
# of Referrals	
Days in ISS	
Days in OSS	

Universal Screening			
	Fall	Winter	Spring
Reading Screener _____			
Math Screener _____			
Behavior Screener _____			

Curriculum Based Assessments		
Date of Assessment		
Reading Assessment _____		
Math Assessment _____		

Areas of Concern (please check all that apply):

Basic Reading Skills Reading Fluency Reading Comprehension Vocabulary Memorization
 Spelling Writing Math Calculation Story Problems Following Assignment Directions
 Other(s): _____

Behavior Concerns (please check all that apply):

Attention Attendance Asking Questions Aggression Anxiety Hyperactivity
 Impulsiveness Depression Participation **Self-Harm*** Bullying Tiredness Organization
 Suicide Ideation* Following Rules Study Skills Work Completion Tardiness
 Other(s): _____

Speech/Language Concerns (if applicable)

Substitutes one sound for another Omits a sound Word order Word meaning Fluency
 Uses short/disconnected sentences Difficulty answering questions Difficulty with social language
 Demonstrates a hoarse or low tone

Motor Concerns

Fine Motor Gross motor Handwriting

*If reported, immediately refer to School Psychologist or School Social Worker.

Each data source must be attached.

- Report Card
- Curriculum Based Assessments
- Universal Screening Data
- Progress Monitoring Graphs
- Classroom Work Samples
- Discipline Record

Teacher Observation: Based on your knowledge and observation, please rate this student's performance (please circle).

	Poor	Fair	Good	Excellent
Classroom Work	1	2	3	4
Homework	1	2	3	4
Tests	1	2	3	4
Reading performance	1	2	3	4
Math performance	1	2	3	4
Written performance	1	2	3	4
Attendance	1	2	3	4
Attention span	1	2	3	4

Emotional / Behavioral / Social: Indicate (+) strengths; (-) area of concern.

- _____ Generally, cooperates or is compliant with teacher requests
- _____ Adapts to new situations without getting upset
- _____ Accepts responsibility for own actions
- _____ Works cooperatively with others his/her own age
- _____ Resists becoming discouraged by difficulties or minor setbacks
- _____ Consistently demonstrates behavior appropriate for his/her age

1. Describe in detail, the area(s) of concern for the student.

2. Are there any behaviors (both positive and negative) that significantly impact the student's performance?

3. Are there any other significant factors about the student that the team should consider?

TIER 1 Support

In the first column check those you have already implemented.
Teacher(s) shall rate results 1-4 in the second column.

1 = makes problem worse 2 = no change 3 = helps somewhat 4 = very successful

Interventions for Environment

- Assign preferential seating
- Alter physical room environment
- Use alternative/flexible/special purpose grouping
- Use notebook for assignments/materials/homework
- Allow student to move
- Assign peer tutors/work buddies/note takers

- Post or provide visual cues/or markers
- Reduce/minimize distractions
- Provide home/school communication
- Stand near student when giving direction
- Small Group/Individualized Instruction
- Small group/Individual Testing
- Other: _____

Interventions for Teaching Strategies

- Use graphic organizers as teaching/learning tools
- Provide written outlines and notes of key materials
- Use cooperative learning strategies
- Modify assignments (vary length, limit items)
- Use hands-on activities/manipulatives
- Use rehearsal mnemonic devices
- Limit number of concepts introduced at one time

- Use multi-sensory modes
- Use teacher-initiated signal to redirect
- Provide photocopies of notes
- Break tasks and procedures
- Provide practice activities and feedback
- Teach concrete concepts before abstract
- Assignments/tests read aloud

Interventions for Materials

- Alter format of materials on page (e.g., font/highlight)
- Alter format of instructional content (e.g., multiple choice/essay)
- Allow use of computer as alternative to writing tasks materials:
Braille, audio, digital, large print (circle all that apply)

- Increase amount of white space
- Appropriate format for instructional
- Other: _____

Interventions for Time Demands

- Provide cues and prepare for transitions in daily activities
- Provide timelines for completing tasks in chunks
- Allow breaks during work periods or between tasks
- Give frequent, short quizzes and avoid long tests

- Extended time for assignments and/or tests (circle)
- Adjusted/extended time _____
- Require fewer total responses to achieve grade
- Other: _____

Interventions for Behavior Concerns

- Assure curriculum is appropriate and needed accommodations have been implemented
- Establish procedures and routines to assist student in completing activities
- Reinforce appropriate behavior
- Determine reason for behavior and teach replacement skills
- Develop and implement a structured behavior intervention plan (BIP)
- Other: _____
- Use token economy reinforcement strategies
- Offer systematic program to increase self-esteem
- Positive Behavior Support Program (Specify Tier)
- Visits with counselor or other support person