

## Classroom Support Team Referral

Student:

Grade: 2

Date:

1. DESCRIBE specific challenges and/or concerns (academic, social/emotional, behavioral).

Bob has recently transferred from a school outside of Boston. He demonstrates aggressive behavior towards his classmates, and if upset he will act out by destroying other peoples' property. Bob has a difficult time during transitions and also during unstructured times. According to parents, Bob demonstrates these same aggressive behaviors at home when he can't get his own way. Home support will be critical for Bob to engage in appropriate interactions at home.

Academically, Bob is gifted in most subjects. The one area where he does struggle is writing. His writing is illegible, and he has not learned how to structure a paragraph. He has a wealth of knowledge, and could be considered an expert in many science related areas, such as, dinosaurs, birds, or computer, On a recent field trip to the Museum of Science, Bob was noticeably upset because the Ivory Billed Woodpecker was listed on the endangered species list when it should have been taken off that list. According to Bob, it is not endangered anymore. One of the teachers at the museum indicated that Bob was probably right.

Socially, Bob is isolated from his peers. He does not seem to want to play with any of his classmates, and he makes mean comments to them. Bob does not seem to understand how these comments might affect his classmates. He lacks empathy.

2. IDENTIFY your student's strengths and interests.

Bob is brilliant, and he is a gifted pianist. He has plays the piano for large groups of people at the New England Conservatory of Music. Bob never took a piano lesson, yet he is able to play and compose very complicated musical pieces.

3. CONSIDER your student's cultural and linguistic background.

Bob comes from a large Irish-American family, which has been in the United States for three generations. While he has difficulty writing, his linguistic skills are very superior when compared to other students his own age.

4. REVIEW and REPORT on student records with key findings.

Overall, Bob's file indicates that he seems to engage in aggressive behavior to obtain access to wanted items. Aggression seems to occur more often when an item is taken away from Bob or when he is denied access to an item that he wants. Aggression is also more likely to happen when Bob is not feeling well, when there is a change in routine, or when there is a crowd of people.

5. CONSULT with student, **family**, and other professionals (i.e. specialists, prior teachers, lunch, recess, gym, and after school staff, etc.) about questions 1-4 and report key findings.

Recent conversations with Bob's family indicate that he is aggressive towards his younger brother when his younger brother has something he wants, or when his younger brother takes a toy the Bob thinks is his. His mom reported an incident, where Bob was chasing his brother around the yard with a wooden baseball bat. According to Bob's mom, Bob thinks all of the toys are for him.

Consultation with the gym teacher and the recess monitor suggests that Bob is demonstrating acts of aggression during these times as well. His gym teacher reports if she gives Bob the blue pinny instead of the red one, he will disrupt the class with explosive behaviors. The recess monitor said the Bob once threw a rock at her when she blew the whistle for students to line up.

6. OBSERVE your student in multiple environments.

Environment	Successes	Challenges
The classroom	Listens to stories Participates in discussions	Difficulties transition from one subject to the next, and from the classroom to another setting

The lunch room	Bob eats well, and he is well behaved while he is eating.	Bob has difficulty waiting for his classmates to finish eating, so he can go out to recess.
Recess	Bob is able to make it through most recesses without fighting with his peers.	Bob spins on the tire swing the whole recess, and won't share it with the other kids, who just accept it because they are afraid of him.
Bus pick-up	Bob will wait patiently when he has a toy in his hands.	When Bob has a toy, he perseverates on it, so that when it's time to line up for the bus, he sometimes refuses to break away.

7. ASSESS your student's progress in all curriculum areas, including specials.

\*More than one box may be used for each category. Please add comments.

Current Performance	Above Grade Level	On Grade Level	Below Grade Level
<b>Writing</b> (Written Language: Expressive)			Bob's writing skills are weak.
<b>Reading</b> (Written Language: Receptive)	Bob can decode high school books .His literal comprehension is superior.However, Bob has difficulty with critical thinking or interpretive comprehension.		
<b>Speaking</b> (Spoken Language: Expressive)	Bob's vocabulary and grammar are superior.		
<b>Listening</b> (Spoken Language: Receptive)	Bob remembers and can repeat entire paragraphs from stories he has listened to.		
<b>Math</b>	Bob is able to do 5th grade math problems, and he needs to be challenged to avoid boredom.		

<b>Gym</b>			Bob is clumsy and has no interest in sports. He doesn't like to run because he gets winded.
<b>Science</b>	Bob is a gifted science student, and he knows more than his teachers, which can lead to arguments in the classroom.		
<b>Recess</b>			Bob does not participate in games with other students, preferring to swing around in solitude.
<b>Other:</b>			

Student Goals: What do you want to see improved?

1. Bob will not be aggressive at home or at school.
2. Bob will interact and share things with his grade level peers.
3. Bob will transition from one activity to the next without tantruming.

Taking into account all of the information above,

8. CHOOSE and IMPLEMENT instructional strategies based on the GOALS, STRENGTHS and Interests. Document progress.

Date	Strategy	Results
5/25	Tell Bob about sharing the tire swing with his classmates before it becomes an issue.	Unsuccessful Bob indicated he would share the tire swing, but when the time came to share Bob refused to get off.
5/26	Use high praise and reinforce positive interactions between Bob and his classmates when they spontaneously occur and involve an item he has or wants to share.	Successful Bob was able to share his eraser with his classmate during writing.
5/26	Tell Bob about transitioning to his next activity before it becomes an issue.	Successful: Bob was able to break away from his bird book, and join his classmates on the rug.
5/27	If Bob is aggressive during class, he must wait at least 2 min. before he is allowed on the tire swing.	Successful Bob was able to accept the 2 min. break.
5/27	If Bob becomes aggressive at recess and takes the swing from a classmate, then Bob will not get the swing for recess.	Successful Bob cried, yelled, and got on the ground kicking his feet, but he was able to calm down before the end of recess. He wanted to go on the tire swing, and he was reminded the rule that he can't take the swing away from his classmates.

5/28	Provide rewards for Bob when he is able to share with his classmates (when he is encourage or when he does it spontaneously.	Successful Bob enjoyed the reward, and wants another one.
5/29	Provide reinforcements to Bob for sharing toys with his brother at home.	Successful While playing with a toy dinosaur, Bob's brother came over and asked to play with it and Bob let him. It may not have been the dinosaur his brother wanted, but the important thing was that he share one of his toys with his brother.