

Classroom Support Team Referral

Student:

Grade:

Date:

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

Student is social and friendly when its convenient to her with her peers. Student enjoys the attention of her peers and tends to act out if it isn't given freely. Student uses her behavior in a inappropriate manor . Students behavior at times seems malicious during times. During times of boredom, will actively provoke or agitate her peers. Student has a difficult time with fluency, comprehension, and recalling. Student tends to act out during times of confusion to steer away from doing work.

2. IDENTIFY your student's strengths and interests.

Is a good friend to classmates, and helper to teacher. Student is a great helper when asked for help. Student is smart and is able to work hard when she understands the work.

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

Student has a very low reading and comprehension level , and do not all have the resources at home.

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

Student is able to have a good day and maintain her behavior when she is given the opportunity to have help and is getting along with her peers. Student is getting more sleep at home and parents are more involved in her behavior. Some of the students academic and behavior has improved. the departmentalizing of second graders helped student reading skills, and comprehension advanced.

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.

-Student likes compliments and wants to help and tend to ask if “she is doing a god job, right.” or “Can i help?” During Science class Student has calmed down due to being asked for help which forces her to control her impulses and actually be a help to teacher and students.

6. OBSERVE your student in multiple environments.

Environment	Successes	Challenges
Whole group reading activity	Was able to be redirected.	Purposefully and actively distracts peers.
Lunch	Was spoken about and exposed to appropriate social behavior and was able to change the behavior.	Malicious/inappropriate toward classmates

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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
Writing (Written Language: Expressive)			X
Reading (Written Language: Receptive)			X
Speaking (Spoken Language: Expressive)		X	
Listening (Spoken Language: Receptive)		X	
Math		X	
Gym		X	
Science			X
Recess		X	
Other:			

Student Goals: What do you want to see improved?

1. For Student to not verbally scream or shout inappropriate comments during class time or to peers.
2. For Student to be able to not “act out ” when all attention isn't on her.
3. For Student to be able to decode, obtain fluency when reading, show comprehension of material.
4. For student to attending yoga and Science with out disturbing the whole class.

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
daily	Many opportunities for movement writing on white board/ paper, and 1 one 1 reading time.	Forces her to control her impulses her whole-group activities.
daily	Periodic talks of encouragement and asking student for her help	Effective keeps student involved and control behavior.
occasionally	Behavior update	Effective! communication with family has helped Students challenging behavior.