

At Risk Student Referral Form

Date of Request_____

Person making the request_____

Role_____

Reason for Request - what are the concerns about the student's performance? ★

How and when was the parent first notified of the student's concerns?

---Phone call -----(date) ---Letter ----- (date)

---Conference----- (date)

Note concerns expressed by the parent.

Note interventions already in place. For example; using social contract to provide expectations, rewarding appropriate behavior with Mustang Golds, providing time to explore consequences.

Name_____ ID_____ DOB_____ School_____

I. ACADEMIC SKILLS - Identify any areas in which the student displays a significant strength (S) or concern(C). You may gather work samples to illustrate concerns.

___READING	___MATH
___Sight word recognition	___Computation
___phonics skills	___reasoning
___Comprehension	___Other
___Other	

Estimated Grade Level_____

___WRITTEN LANGUAGE	___ORAL LANGUAGE
___Sentence structure	___oral expression
___vocabulary	___communicating with peers
___organization	___communicating with adults
___Spelling and/or punctuation	___following verbal directions
___Other	___Other
___Estimated Grade Level_____	

___ SPELLING

Estimated Grade Level_____

II. STUDENT STRENGTHS - Check all that apply.

___Positive Attitude	___High expectations for Self
___Handles conflict well	___Hard Worker
___Works well independently	___Athletic
___Trustworthy	___Good Sense of humor
___Takes pride in appearance	___Works well in groups
___Cooperates	___Musically talented
___Respectful of Authority	___Responsible
___Artistically inclined	___Motivated
___Transitions easily	___Possesses leadership qualities
___Organized	
Other_____	

III. Identify areas in which the student displays significant difficulties or functions significantly below the expected level.

LEARNING BEHAVIORS SOCIAL ADJUSTMENT

- | | |
|--------------------------|---|
| ___working in a group | ___develops appropriate friendships |
| ___working independently | ___relates appropriately to teachers - adults |
| ___distractibility | ___emotional outbursts |
| ___impulsivity | ___withdrawal |
| ___energy level too high | ___chronic lying |
| ___energy level too low | ___chronic cheating |
| ___frustration tolerance | ___chronic absences |
| ___organization | ___stealing |
| ___bullying | |
| ___difficulties at home | |

PROCESSING (motor/auditory/visual) ADAPTIVE SKILLS (compared with same age peers)

- ___fine motor skills/eye-hand coordination
- ___delayed self-help skills
- ___gross motor skills/general clumsiness
- ___socially immature
- ___reversal/transportations (letters, words, numbers)
- ___immature language
- ___manuscript
- ___cursive writing
- ___copying from board
- ___visual memory
- ___right/left confusion
- ___auditory memory
- ___Other-----

COGNITIVE

- ___Below average compared to peers
- ___Average compared to peers
- ___Above average compared to peers

IV. EDUCATIONAL HISTORY

Number of Schools Attended: _____ Grades Repeated: (Specify) _____

Excessive Absenteeism:

Grade_____ Days Absent_____ Grade_____ Days Absent_____ Grade_____ Days Absent_____

Extenuating Reason(s) for excessive absenteeism [date(s) and specify (Severe illness; hospitalization, etc.)]:

Number of Suspensions:_____

Is the student involved in English for Speakers of Other Languages (ESOL)?

___NO ___YES

Has instruction been inconsistent within a school year?

___NO ___YES, specify (e.g., series of substitute teachers) and give dates_____

Has the student had a change in the classroom assignment or a change in teachers this school year, last school year,

etc.? ___NO ___YES, describe_____

Are academic deficiencies a result of lack of instruction in reading and/or mathematics?

___NO ___YES, explain_____

Additional relevant factors:_____

