Confidential RtI Team Student Referral

**Student Information**

|  |  |
| --- | --- |
| Student: | Grade/Homeroom Teacher: |
| Date of Birth: | Referring Teacher: |
| Family Name: | Phone #: |
| Date of Family Notification: | Family Response: |

**What is the purpose of this referral?**

Intervention/Strategy Brainstorming Tier 1, Tier 2, or Tier 3 Intervention Review

**Prior to the Meeting:**

|  |  |
| --- | --- |
|  | Parent notified by classroom teacher |
|  | Observation Checklist completed & attached, |
|  | Tier 1 Classroom Intervention Plan completed & attached |
|  | Progress Monitoring Data collected & attached |

**Reason for Referral:**  Academic Behavior/Attendance Social-Emotional

|  |  |  |
| --- | --- | --- |
| **Student Strength(s)** | **Evidence Observed** | **Comments** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

|  |  |
| --- | --- |
| **Student Weakness(es)** | **Evidence Observed** |
|  |  |
|  |  |
|  |  |

Confidential RtI Team Observation Checklist

*Check all that apply.*

|  |  |
| --- | --- |
| **Reading** | |
|  | Difficulty with letter names |
|  | Difficulty with letter sounds |
|  | Difficulty with phonemic awareness |
|  | Difficulty with phonics |
|  | Limited reading vocabulary |
|  | Dysfluent reading |
|  | Difficulty with reading comprehension |
|  | Other: |

|  |  |
| --- | --- |
| **Written Expression** | |
|  | Difficulty with writing speed |
|  | Difficulty with spelling |
|  | Difficulty with writing mechanics |
|  | Difficulty expressing thoughts in writing |
|  | Difficulty organizing thoughts in writing |
|  | Other: |

|  |  |
| --- | --- |
| **Mathematics** | |
|  | Difficulty understanding number sense |
|  | Difficulty with basic operations |
|  | Difficulty with Addition fact fluency |
|  | Difficulty with Subtraction fact fluency |
|  | Difficulty with Multiplication fact fluency |
|  | Difficulty with Division fact fluency |
|  | Difficulty solving word problems |
|  | Other: |

|  |  |
| --- | --- |
| **Listening Comprehension** | |
|  | Difficulty understanding spoken language |
|  | Difficulty following verbal directions |
|  | Other: |

|  |  |
| --- | --- |
| **Oral Expression** | |
|  | Difficulty expressing thoughts and ideas |
|  | Limited speaking vocabulary |
|  | Other: |

|  |  |
| --- | --- |
| **Speech** | |
|  | Stutters |
|  | Difficulty articulating speech sounds |
|  | Other: |

|  |  |
| --- | --- |
| **Memory** | |
|  | Difficulty retaining information over time |
|  | Difficulty remembering what is seen |
|  | Difficulty remembering what is heard |
|  | Other |

|  |  |
| --- | --- |
| **Perceptual/Motor Skills** | |
|  | Difficulty with coordination |
|  | Difficulty with body space awareness |
|  | Difficulty with letter formation |
|  | Difficulty with spacing |
|  | Letter/number reversals |
|  | Difficulty copying from the board/book |
|  | Difficulty with directional tracking |
|  | Other: |

|  |  |
| --- | --- |
| **Attention and/or Organization** | |
|  | Difficulty with organization |
|  | Easily distracted |
|  | Difficulty beginning a task |
|  | Difficulty completing a task |
|  | Under-active/lethargic |
|  | Loses or forgets work/materials |
|  | Overactive/excessive motor movements |
|  | Difficulty following classroom routines |
|  | Homework not completed and turned in |
|  | Other: |

|  |  |
| --- | --- |
| **Social/Emotional** | |
|  | Lacks motivation |
|  | Lacks self-control |
|  | Easily frustrated |
|  | Sudden change(s) in mood |
|  | Inconsistency in performance |
|  | Seeks frequent approval |
|  | Interrupts/distracts class |
|  | Verbally aggressive toward others |
|  | Physically aggressive toward others |
|  | Difficulty interpreting social cues |
|  | Difficulty making/keeping friends |
|  | Difficulty accepting responsibility for behavior |
|  | Easily influenced by others |
|  | Poor self-concept |
|  | Expresses thoughts of dropping out |
|  | Legal issues |
|  | Sleeps in class/lethargic |
|  | Poor hygiene or deterioration in appearance |
|  | Home support concerns |
|  | Wellness concerns-briefly explain below |
|  | Seems tense and edgy |
|  | Frequent psychosomatic complaints/nurse visits |
|  | Other: |

|  |  |
| --- | --- |
| **Study Skills**. The student: | |
| takes complete, organized class notes in legible form and maintains them in one accessible note book |  |
| reviews class notes frequently (e.g., after each class) to ensure understanding |  |
| When reviewing notes, uses highlighters, margin notes, or other strategies to note questions or areas of confusion for later review with teacher or tutor |  |
| follows an efficient strategy to study for tests and quizzes |  |
| allocates enough time to study for tests and quizzes |  |
| is willing to seek help from the teacher to answer questions or clear up areas of confusion |  |
| Other: |  |
| Comments: | |

|  |  |
| --- | --- |
| **Organization Skills**. The student: | |
| arrives to class on time. |  |
| maintains organization of locker to allow student to efficiently store and retrieve needed books, assignments, work materials, and personal belongings |  |
| maintains organization of backpack or book bag to allow student to efficiently store and retrieve needed books, assignments, work materials, and personal belongings |  |
| brings to class the necessary work materials expected for the course (e.g., pen, paper, calculator, etc.) |  |
| is efficient in switching work materials when transitioning from one in-class learning activity to another |  |
| Other: |  |
| Comments: | |

|  |  |
| --- | --- |
| **Homework Completion**. The student: | |
| writes down homework assignments accurately and completely |  |
| makes use of available time in school (e.g., study halls, homeroom) to work on homework |  |
| has an organized, non-distracting workspace available at home to do homework |  |
| creates a work plan before starting homework (e.g., sequencing the order in which assignments are to be completed; selecting the most challenging assignment to start first when energy and concentration are highest) |  |
| when completing homework, uses highlighters, margin notes, or other strategies to note questions or areas of confusion for later review with teacher or tutor |  |
| turns in homework on time |  |
| Other: |  |
| Comments: | |

|  |  |
| --- | --- |
| **Cooperative Learning Skills**. The student: | |
| participates in class discussion |  |
| gets along with others during group/pair activities |  |
| participates fully in group/pair activities |  |
| does his or her ‘fair share’ of work during group/pair activities |  |
| is willing to take a leadership position during group/pair activities |  |
| Other: |  |
| Comments: | |

|  |  |
| --- | --- |
| **Independent Seat Work**. The student: | |
| has necessary work materials for the assignment |  |
| is on-task during the assignment at a level typical for students in the class |  |
| refrains from distracting behaviors (e.g., talking with peers without permission, pen tapping, vocalizations such as loud sighs or mumbling, etc.) |  |
| recognizes when he or she needs teacher assistance and is willing to that assistance |  |
| requests teacher assistance in an appropriate manner |  |
| requests assistance from the teacher only when really needed |  |
| if finished with the independent assignment before time expires, uses remaining time to check work or engage in other academic activity allowed by teacher |  |
| takes care in completing work—as evidenced by the quality of the finished assignment |  |
| is reliable in turning in assignments done in class. |  |
| Other: |  |
| Comments: | |

|  |  |
| --- | --- |
| **Motivation**. The student: | |
| has a positive sense of ‘self-efficacy’ about the academic content area (self-efficacy can be defined as the confidence that one can be successful in the academic discipline or subject matter if one puts forth reasonable effort) |  |
| displays some apparent *intrinsic* motivation to engage in course work (e.g., is motivated by topics and subject matter discussed or covered in the course; finds the act of working on course assignments to be reinforcing in its own right) |  |
| displays apparent *extrinsic* motivation to engage in course work (e.g., is motivated by grades, praise, public recognition of achievement, access to privileges such as sports eligibility, or other rewarding outcomes) |  |
| Other: |  |
| Comments: | |

Tier 1-2-3 Classroom Intervention Plan

|  |  |
| --- | --- |
| Student |  |
| Classroom Teacher |  |
| Specific Skill(s) Addressed by Intervention |  |
| Tier 1 Intervention |  |
| Frequency & Duration |  |
| Progress Monitoring Tool |  |
| Goal |  |
| Start Date |  |

|  |  |
| --- | --- |
| **Academic Goal Skill:**  Skill Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Essential Subskills: The student:: | |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

|  |  |
| --- | --- |
| **Academic Goal Skill:**  Skill Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Essential Subskills: The student: | |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

|  |  |
| --- | --- |
| **Accommodations Strategies** | |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

**Decision-Making Guide for Students with IEP’s**