

The Sandwich Public School District

**District
Curriculum
Accommodation
Plan**

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The Sandwich Public School District

DISTRICT CURRICULUM ACCOMMODATION PLAN

Massachusetts General Laws, Chapter 71, Section 3801/2 require the adoption and implementation of a District Curriculum Accommodation Plan (DCAP). Such plan is intended to guide principals and teachers in ensuring that all possible efforts have been made to meet student needs in general education classrooms and to support teachers in analyzing and accommodating the wide range of student learning styles and needs that exist in any school. The statute also encourages teacher collaboration and parent involvement. Another statute, Chapter 71, Section 59C (Parent Councils), was amended to include involvement of the Parent Councils in the development, evaluation and continuing revision of the DCAP.

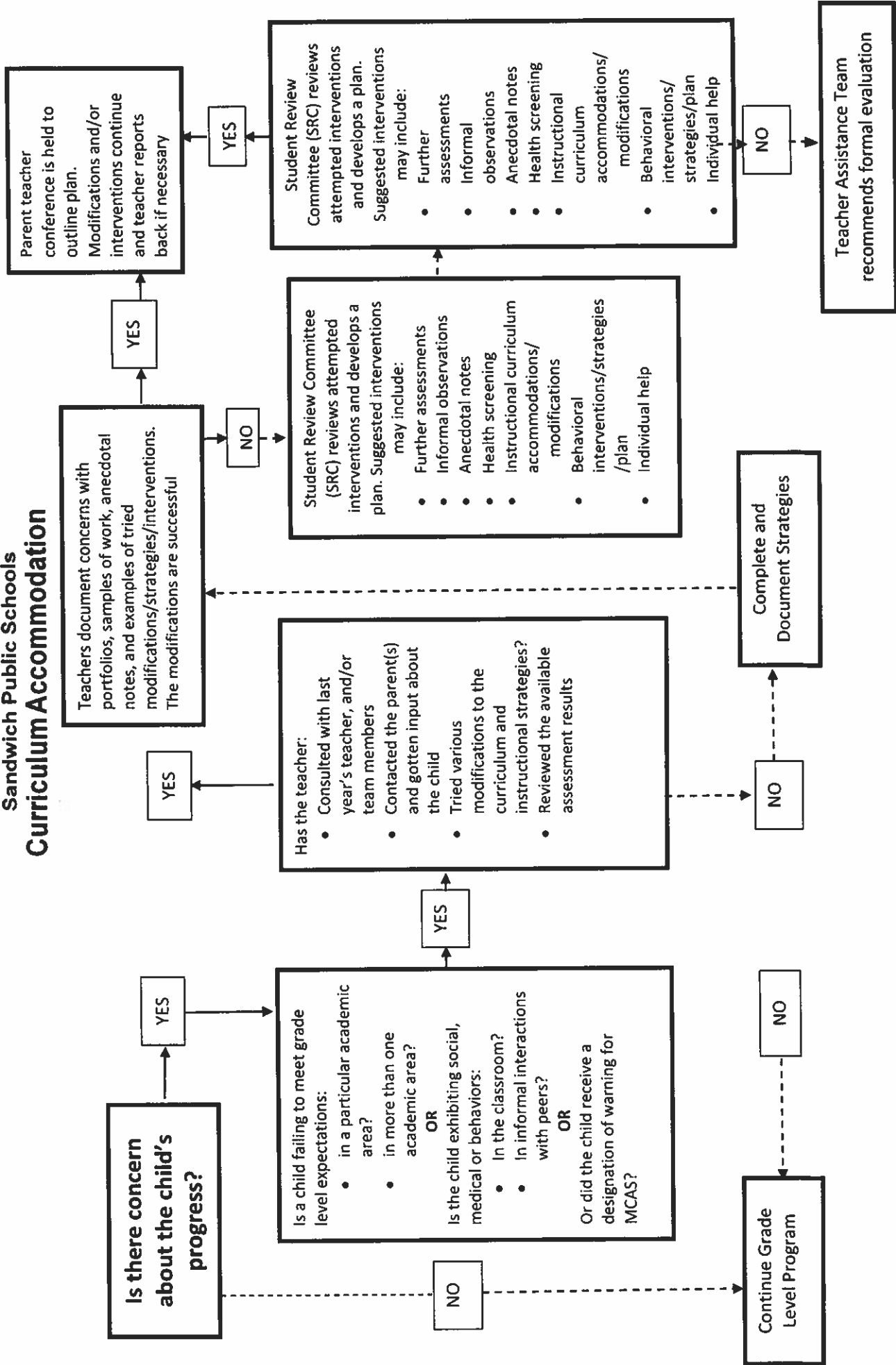
A flow chart describes the process moving from the identification of a concern through communication with parents, staff collaboration, and articulation of strategies for accommodation and intervention, and periodic review and evaluation of student progress. An annotated list of the school-based personnel who are available to assist and support classroom teachers in analyzing and accommodating the curriculum to the individual needs of students is provided. The document includes various strategies and other actions that teachers and collaborating staff may refer to as they develop appropriate accommodations for individual students. The list includes suggestions for accommodating concerns about academic progress as well as strategies and interventions intended to resolve social and behavior issues.

Regular education teachers have been mandated by federal and state law to develop and implement alternative teaching and behavioral strategies for children experiencing difficulties in the general education setting. To assist teachers in this process Student Review Committees (SRC) have been established. This collaborative team provides school-based support for teachers as they develop alternatives for those who experience behavioral, social or academic difficulties. The role of the team is to insure the needs of students are identified and a number of solutions and interventions are implemented. Additional support staff, counselors, specialists, team leaders, and community agencies may also be included in the process.

The DCAP describes both formal and informal processes. In some instances, communication between parents and teachers will be effective in identifying issues and agreeing upon strategies to be implemented. In other situations, teams of educators will be involved in the process and a more formal plan will result. Elementary and secondary Student Review Committees have been designated to meet and develop a plan that outlines accommodations and strategies. Parent involvement is an important part of the process. Concerns that cannot be resolved by these routes or where there is a lack of progress may result in a recommendation for a formal evaluation to determine if a disability exists.

Teachers in the Sandwich Public School District are continuously monitoring student progress looking for opportunities to make accommodations that facilitate learning and foster understanding. The district is committed to a collaborative approach in identifying needs and providing timely interventions. The district's goal in this regard is to meet the need of every child, whether a struggling learner or one who is exceeding grade level expectations.

Sandwich Public Schools Curriculum Accommodation



Student Review Committee (SRC)

The Student Review Committee (SRC) provides support for general education teachers as they work with a diverse group of students. The team is school-based and uses a collaborative problem-solving approach. SRC insures that the needs of students are identified and that an array of interventions and solutions are outlined and implemented. The support of counselors, curriculum or technology specialists, administrators, and appropriate personnel may provide ideas and/or peer assistance to their colleagues or offer suggestions for better utilization of resources or staff time.

Prior to referral for a special education evaluation, all efforts must be made to meet a child's needs within the context of services that are part of the regular education program. Such efforts and results will be documented, with a copy maintained in the student's record. No instructional support program or another intervention may limit a parent's right to refer his/her child for a special education evaluation. However, effective 6/30/05 the SRC must be sure that students who are referred for problems with reading are using a scientifically and research-based reading program within the instructional setting.

How the Process Works

When a teacher is seeking the assistance regarding a student experiencing difficulty in his/her classroom, a SRC meeting form is submitted to the principal. All documentation is compiled and stored at each building in a place designated by the principal.

The coordinator acts on the request, scheduling the meeting to review the information and data submitted by the referring teacher.

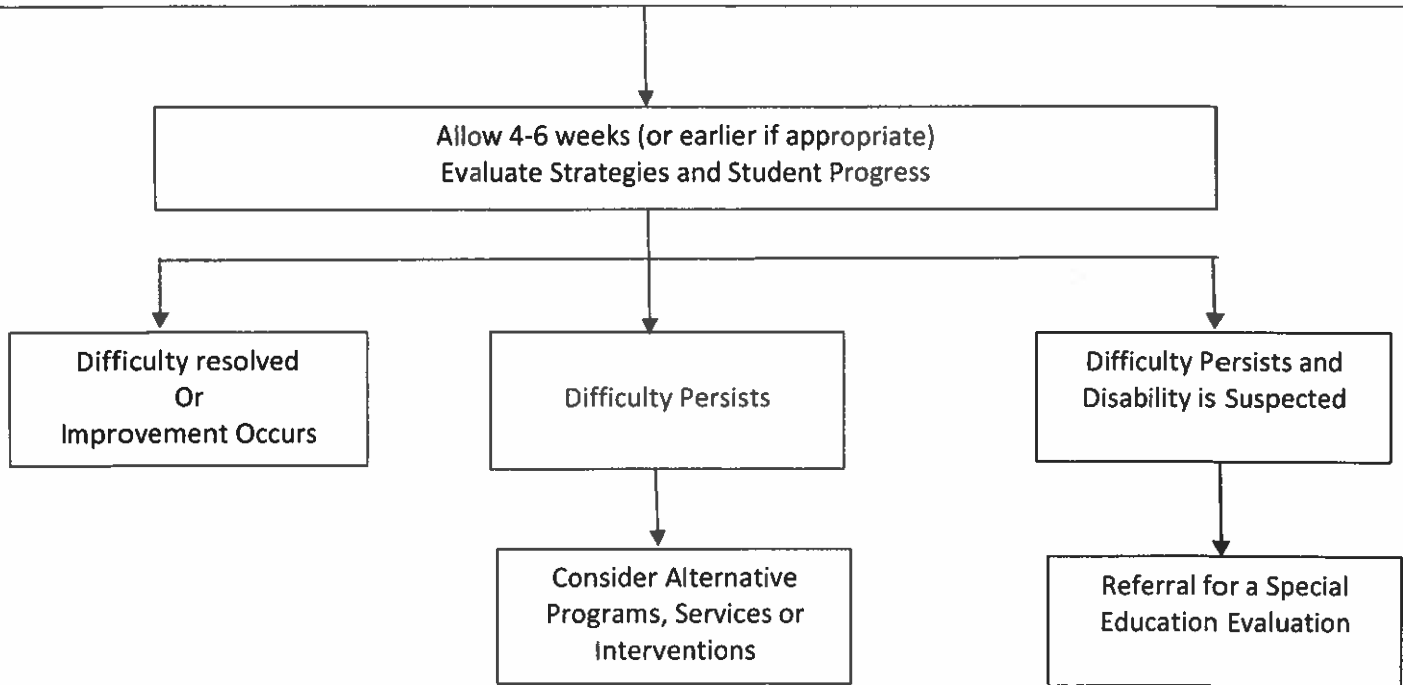
At the SRC meeting, the team collaborates with the teacher to identify strategies and design an implementation plan and monitoring procedures.

A follow-up meeting is schedule for 4-6 weeks, or sooner if appropriate. At that time the strategies and their impact are reevaluated and further changes are discussed.

SRC INTERVENTION PROCESS

Student Experiences School Difficulties*

Gather Available Information	
<ul style="list-style-type: none"> • Consult with student, parent(s), and other professionals • Consider cultural and linguistic background of the student • Review portfolio of student's work • Review student's educational history 	<ul style="list-style-type: none"> • Conduct observation of student in multiple environments • Assess student's performance in curriculum areas • Identify student's learning profiles • Review student's work habits
Identify Student Strengths and Needs	
<ul style="list-style-type: none"> • Use of instructional support services, consultative services, building based teams, enrichment programs, and academic support programs • Accommodations to the curriculum • Accommodations in teaching strategies, teaching environments, or materials 	



*The law requires that no instructional program nor any other intervention limit the right of a parent to refer their child for special education evaluation. However, if a referral for a special education evaluation has been made and the parent has asked for and received parent consent to evaluate, the evaluation information from instructional support program should be made available to the special education team to consider when determining if the student is eligible for special education services.

**Personnel & Resources Providing
Specific Consulting/Support/Intervention Services in the
General Education Setting**

- **Principal & Administrative Team**
Articulation and modeling of vision and principles, supervision and evaluation of staff, fostering a philosophy of accommodation, facilitating staff collaboration and communication.
- **Social Development Teachers**
Assists school staff with concerns regarding attendance, counseling, parent groups, bullying, and homeless issues
- **Reading Teachers**
Teacher consultation for curriculum modification, screening, informal and formal assessment, direct service to groups or individuals, demonstration teaching, co-taught classes
- **Assistant Superintendent of Curriculum**
Assist principals and teachers with curriculum and instruction oversight, analysis of student achievement data, teacher assistance with curriculum modifications, curriculum resource acquisition and allocation
- **OT/PT/Speech and Language Specialists; Behavior Specialists
APE Specialists**
Teacher consultation, classroom observation of students, informal screening, formal assessments, parent/home consultation
- **Library /Media Staff**
Consultation with teachers regarding resources, support for enrichment and research
- **School Nurse**
Consultation to staff, communication and consultation with parents, direct service to individual students and staff, vision and hearing screening. Serve on teacher assistance team as needed, develop and manage a health care plan.
- **School Psychologist /Social Workers/Team Chair**
Teacher consultation, referrals, formal evaluations, staff training, runs social groups

- **Crisis Intervention Team**
This group of professionals has received extensive training in nonviolent crisis intervention. Team members respond to classrooms to provide de-escalation of disruptive behaviors and if necessary physical restraint.
- **Student Review Committee**
Classroom teachers and other school personnel serving as a problem-solving group to provide concrete solutions for learning and behavior problems.
- **School-wide Title 1 Services (Grades 1-6)**
Tutorial program for math and language arts depending on needs assessment
- **504 Plans**
- **Alternative Learning Program- H.S.**
- **School Counselors**
Meets with students to follow up on their progress in the curriculum
- **Computer and Internet access through labs, in most classrooms and all offices in each building**

Curricular Programs Providing SUPPLEMENTARY SERVICES

- **Early Childhood Program**

Children, ages 3-5, identified through community outreach screening, are serviced in our integrated pre-school in the district. The district also offers a specialized program for 3-5 year olds with Autism. Pre-school classrooms are located at the Forestdale School

- **School Resource Officer (SRO)**

Work with at risk students and assists with truancy issues. Provides a variety of after school enrichment activities and health related workshops and seminars in the classroom.

Accommodation Strategies	Description
Support services through the education program.	Academic support classes and tutoring (before, after, and during school) education program Summer school; Homework clubs; School-wide Title I, Special Education staff and services
Assistance to classroom teachers for analysis, recommendations for student accommodations, and to manage students' behaviors effectively	Professional development activities, e.g., graduate courses, workshops, etc., in: early literacy and middle school literacy, standards-based instruction, behavior management, conflict resolution and de-escalation training. Special education staff, psychologists, social development staff and consultants support classroom teachers regarding intervention and modification strategies for individual students.
Direct and systematic instruction in literacy	Instruction and assessment aligned to Common Core Standards Flexible grouping Instructional decision-making based on assessment data Guided Reading, Wilson Reading, Reading Recovery, Leveled Literacy Instruction Research-based reading programs
Teacher mentoring and collaboration	District Mentoring Induction Program for teachers new to the district, mentee/mentor training Time for collaboration: in-service, grade level and department meetings, study groups, summer curriculum projects, peer observations, staff, team and department meetings School and District leadership teams
Instructional modifications and/or changes; additional instructional time or block scheduling	Extended learning opportunities and out-of-school services for additional academic support, e.g., summer school, extended school year services, tutoring instructional time or block and homework clubs, small group/group academic support Library access and technology access
Review of local curriculum to align with state learning standards	Curriculum Teams for each major discipline; new texts, materials and assessments are standards-based and align to state learning standards
Review of school policies and discipline codes	District level through the School Committee and per school through the School Councils and staff.
Additional staffing or consultation on academic development behavioral issues, issues related to student performance	Social Development Staff, School Psychologists, School Counselors, School Social Workers Alternative Learning Program Title I Coordinator
Community agencies and volunteers	Co-curricular and extra-curricular Community services

SUGGESTED CURRICULUM ACCOMMODATIONS

Physical

Arrange preferred seating
Incorporate stress release activities
Use visual/auditory aids
Experiment with the use of space
Include energizers
Remove distractions

Structural

Change teams, teachers, course
Develop and save alternate assignments

Organizational

Experiment with a flexible schedule
Rotate the student's schedule
Include an extended day program
Reduce the student's schedule
Invite parental assistance
Arrange parent workshops
Insist on frequent progress reports

Remedial

Offer after school supports
Improve parent communication
Find a buddy reader
Arrange peer tutoring
Take advantage of mentoring
Utilize study groups
Provide assistance with note-taking

Technology

Incorporate appropriate software
Schedule computer-assisted instruction
Provide calculators
Tape record lessons
Take advantage of computer labs and/or classroom computers
Offer research assistance
Utilize listening centers

Behavioral

Change seats
Utilize charts – use simple corrective measures
Provide a mentor
Refer parent to agency
Provide a set of rewards
Plan parental programs
Adjust classroom management
Positive reinforcement
Arrange alternative programs

Instruction/Assessment

Pre-teach
Extended time on tests
Peer tutor
Oral testing
Provide manipulatives
Alternative assessments
Vary teaching strategies
Identify student's learning style
Assign mentors
Provide visual cues
Include transition cues
Provide study guides (i.e. PowerPoint)
Create flashcards
Break down tasks
Arrange small group instruction
Provide individual help within class
Reduce workload
Contracts with students
Include tactile activities
Use homework logs
Provide wait time
Provide reference tools
Insist on graphic organizers
Teach test taking strategies and provide copious practice
Cue to use LINKS or other structured approach to note-taking and study aids

SUGGESTED ACCOMMODATIONS FOR EL STUDENTS

Language Support

- let students discuss in their first language to help clarify and process information
- have teacher or instructional paraprofessional who does speak the student's primary language available at certain points for clarification purposes
- have bilingual dictionaries available
- use visuals as often as possible

Reinforce Instruction

- say things many ways and repeat them
- post directions so students can refer back to them
- have students read, interpret, and put in their own words
- demonstrate activity

Apply the Four S's

- slower - extend the timeline
- shorter - divide into shorter steps (use shorter paragraphs and sentences)
- simpler - change to more common words and sentence structures; no confusing idioms
- support - use groups to support independent work

Change the Topic

- to something more familiar from student's background or life experience

Change the Product

- from unfamiliar to familiar
- from impersonal to personal
- from written to oral

Reduce Distractions

- from noise, other students, activity and clutter in the room

Change the Scheduling

- time of the day
- length of time on task
- amount and timing of rest breaks

Change the Setting

- small group, alone, or with more space
- away from distracting stimuli
- have interpreter during oral instruction
- let student select best place to work
- assign English speaking partner

Include Progress Indicators for Students - i.e. have students:

- use checklists to designate whether tasks done independently (I) or assisted (A)
- chart their progress by recording dates work is accomplished

General Education Curriculum Accommodation Plan

School Name: _____
Developed by: _____ **Date:** _____
Student Name: _____ **D.O.B.:** _____
School Guidance Counselor/Contact Person: _____

Additional Accommodations and Strategies may be added to each section:

Curriculum/Instruction/Assessment Strategies	
Provide multi-modal presentations of materials	
Utilize differentiated instruction and assignments	
Offer peer teaching and group activities	
Develop alternate assessments	
Model content area reading strategies	
Provide individual help in the classroom	
Include study skills strategies	
Utilize transition cues	
Develop student-teacher learning contracts	
Incorporate incentive rewards	
Utilize computer assisted instruction	
Provide challenging projects	
Model preparing/using graphic organizers	
Utilize multiple intelligence/learning style approaches	
Develop integrated curriculum projects	
Develop practice materials centered around student interests	
Offer oral/untimed tests	
Redo tests / assignments	
Develop alternate assessment	
Other testing modifications (specify)	

Behavioral Intervention Strategies	
Classroom interventions by social worker, psychologist or guidance counselor	
Develop student-teacher contracts	
Develop behavior plan	
Include positive reinforcement/incentives/rewards	
Facilitate parent support/communication	
Consult with school psychologist etc.	
Individual and small group counseling	
Communicate patience through eye contact, body language, calm voice	
Provide frequent and immediate positive feedback (verbal praise)	
Organizational Strategies	
Use school wide agenda system	
Develop flexible/modified schedule	
Use flexible grouping	
Utilize contract learning	
Utilize team teaching	
Consult and co-planning by grade level team	
Implement a limited progress reporting system	
Break long-term assignments into smaller units building to larger outcome.	
Intervention/Remedial/Challenge	
Utilize miscue analysis and prescriptive teaching	
Develop personalized study skills and strategies	
Consult with teacher mentors	
Provide after school help	
Utilize peer buddy system	
Provide test taking strategies and practice	
Unique Accommodations	

Teacher signature indicating receipt of the specified practices:

SCHOOLWIDE READING IMPROVEMENT MODEL
Using Data to Make Instructional Decisions

Match instructional resources to educational needs:

Which students need additional resources to be successful?

Which students need which skills?

Instructional adjustments must be ongoing and based on assessment data:

How do programs, grouping, and times need to be adjusted and/or intensified to meet the needs of most learners?

ALTERABLE COMPONENTS	SPECIFIC ADJUSTMENTS				
Opportunities to Learn <i>(time/concentration of instruction)</i>	Increase attendance	Provides daily instruction	Increase opportunities to respond	Vary schedule of easy/hard tasks and skills	Add another instructional period (double dose)
Program Efficacy	Preteach components of lesson	Use extensions of the core program	Supplement core with appropriate materials	Replace core program	Implement specially designed program
Program Implementation	Model lesson delivery	Monitor implementation frequently	Provide coaching and ongoing support	Provide additional staff development	Vary program/lesson schedule
Grouping for Instruction	Check group placement	Reduce group size	Increase teacher-led instruction	Provide individual instruction	Change instructor
Coordination of Instruction	Clarify instructional priorities	Establish concurrent reading periods	Provide complementary reading instruction across periods	Establish communication across instructors	Meet frequently to examine progress

COMPREHENSIVE SCHOOLWIDE READING APPROACH

GOALS	CORE PROGRAM	SPECIALIZED / INTERVENTION RESOURCES	SUPPLEMENTAL RESOURCES	TIME/ GROUPING CONDITIONS	PERSONS RESPONSIBLE
<p>Reading instruction for all students.</p> <ul style="list-style-type: none"> • Develop vocabulary • Build background knowledge • Set purposes/goals for reading • Use comprehension strategies • Develop linguistic knowledge • Develop discourse knowledge • Develop fluency • Be motivated to read 	<p>Designed to meet the needs of 80% or more of the students.</p> <p>Regular classroom instruction: Guided Reading Houghton-Mifflin</p>	<p>Materials designed to support the core program by addressing specific skill areas such as fluency or phonemic awareness.</p> <p>Wilson Foundations Title I Phonemic Awareness in Young Children</p>	<p>Performance and materials to provide intensive support for students performing below grade level.</p> <p>Wilson Foundations Wilson Program Title I Lindamood Bell Braille</p>	<p>40-60 minutes of small group teacher-directed instruction Supplement of specialized reading instruction Small groups for individualized tutoring Highly qualified teachers</p>	<p>Classroom Teachers Title I Teachers SPED Teachers Principal</p>

INTERVENTION PROGRAMS FOR STRUGGLING READERS

GOALS	SPECIALIZED / INTERVENTION RESOURCES	TIME / GROUPING CONDITIONS	PERSONS RESPONSIBLE
<p>Reading instruction for struggling students.</p> <ul style="list-style-type: none"> ○ Acquire competency in areas of deficit such as: <ul style="list-style-type: none"> ◆ Word level knowledge (phonemic awareness, sound/symbol relationships, word attack of multi-syllabic words) ◆ Fluency ◆ Background knowledge and vocabulary ◆ Linguistic knowledge ◆ Comprehension strategies 	<p>Multiple intervention programs and instruction models</p> <ul style="list-style-type: none"> ○ Focused on diagnosed individual needs and supplement to regular classroom instruction: <ul style="list-style-type: none"> ◆ Wilson Foundations ◆ Early Reading Interventions (ERI) ◆ Reading Readiness Skills 	<ul style="list-style-type: none"> ○ Individual and small group instruction ◆ Adequate time ◆ Appropriate instructional materials ◆ Guidance from a well-trained teacher or specialist ◆ On-going support and professional development for teachers ◆ On-going monitoring of student progress 	<ul style="list-style-type: none"> Classroom Teachers Title I Teachers SPED Teachers Principal

TRANSITION PLANS

Grade 2 to Grade 3 (Forestdale School to Oak Ridge School)

Time is scheduled at each of the elementary schools to meet with staff to discuss and plan for students' transition from one building and staff to the next. School social workers meet to share information regarding students with disabilities and at-risk students and to share information regarding student/family needs. If necessary, team meetings are scheduled to prepare for the transitions.

Grade 6 to Grade 7 (Oak Ridge School to STEM Academy)

Time is scheduled at each of the elementary schools to meet with staff to discuss and plan for students' transition from one building and staff to the next. School social workers meet to share information regarding students with disabilities and at-risk students and to share information regarding student/family needs. If necessary, team meetings are scheduled to prepare for the transitions.

Grade 7 to Grade 8 (STEM Academy to Sandwich High School)

Students transitioning from grade 8 to 9 meet with the guidance staff and participate in orientation. Students who are receiving special education services are scheduled to participate in team meetings with sending and receiving school staff to discuss proposed programs and course offerings.

MENTORING

A comprehensive handbook with all the details and facets of teacher induction and mentoring is available in all school and district offices. The procedures and opportunities are described at an orientation day for new teachers beginning at the start of the school year.

The purpose of a mentoring program is to provide a systemic structure of support for certified staff members who are new to Sandwich Public Schools. A formal beginning teacher support program has been proven as a condition for improving student achievement. A mentored support program serves as the start of a teacher's professional development, is embedded in the District's Professional Development Plan, and therefore is an integral part of the District and School Improvement Plans.

Mentoring is characterized by a purposeful match, mutual respect, support, perseverance, and a belief in high expectations. Mentoring is a vehicle for professional sharing and one example of support among colleagues that aligns with our Strategic Direction. Sandwich's Strategic Direction includes beliefs that teachers are role models, and that teaching is collaborative and involves on-going learning.

The vision of the Sandwich Public School District describes a staff that is committed to continuous personal and professional improvement, is accessible and approachable, and recognizes that commitment exceeds the boundaries of the classroom.

Sandwich Public Schools PROFESSIONAL DEVELOPMENT

IN-DISTRICT GRADUATE COURSE OFFERINGS

The Sandwich Public School District provides high quality, graduate level course opportunities here in the district for its staff members throughout the year.

GRADUATE COURSE REIMBURSEMENT

The Sandwich Public School's teacher contract includes a provision for reimbursement for successful completion of graduate level courses.

CAPE COD COLLABORATIVE CENTER FOR PROFESSIONAL DEVELOPMENT

Being a member of the Cape Cod Collaborative Center for Professional Development allows Sandwich Public School staff members to participate year round in any of the local, high quality professional development offerings provided by the Center. The Center is able to meet the professional needs of its members by providing a wide variety of graduate level courses and workshops in specialty areas that would be prohibitive for any one district to provide.

WORKSHOP AND CONFERENCES

The Sandwich Public Schools provides many workshops and training seminars for staff members throughout the year. Schools provide funding for many staff members to attend conferences and workshops outside the district. Grants are written to allow for conference attendance for groups such as Literacy teachers/interventionists, Math teachers/interventionists, Wilson Reading teachers, Special Education teachers, School Counselors and Technology staff.

GRADE LEVEL MEETINGS

Grade level meetings are held throughout the year in all content areas. These meetings provide a platform for district training, update curriculum changes and plans, align and coordinate programs and assessments, and provide required safety training, etc.

CAPE-WIDE PROFESSIONAL DAY

This allows Sandwich Public School staff members to meet with peers from other districts, share mutual concerns and/or successes, and also attend workshops and training in specialty areas such as those for staff who provide instruction and services in the following areas: Health/Physical Educations, art, music foreign language, EL, school nursing, school psychologists/school social workers/school counselors, speech and language, and others.

DISTRICT PROFESSIONAL DAYS

The Sandwich Public Schools provides professional development days for all staff. In addition, the Sandwich School calendar includes half-days scheduled monthly to allow for the provision of professional development.

PARENT ORGANIZATIONS

Parent-Teacher Association

PTA- Open membership for all parents and staff. PTA meets monthly to provide information and social connections for parents and teachers and to support the school. They offer cultural enrichment activities, book fairs, and family-oriented programs.

School Council

School Council is mandated by MA law. The members include the principal, three teachers, four parents and one community member. The school council provides advice to the principal regarding school matters, the budget, school improvement, and creative ways to better the educational experience.

Parents Advisory Council

The Parents Advisory Council for Special Education meets monthly to provide information and social connections for parents and teachers of students with special needs.

APPENDIX:

Student Review Committees

<i>Elementary Schools</i>	Forestdale School	Grades Pre-K-2
	Oak Ridge School	Grades 3-6
<i>Middle School</i>	STEM Academy	Grades 7-8
<i>High School</i>	Sandwich High School	Grades 9-12

**Sandwich Public Schools
Office of Special Education**

Regular Education Teacher Pre-Referral Assessment Form

Name of Student: _____ Date: _____

Birth date: _____ School: _____ Grade: _____

Referring Teacher(s) _____

I. General Performance

Describe the student's typical performance in each area. Use behavioral terms so the description is precise. **Attach samples of the student's work where applicable. Cite any available test results.**

		Poor	Weak	Average	Strong	Excellent	Comments
	Follows oral direction						
	Follows written direction						
	Reading Comprehension						
	Spelling						
	Mathematical Comprehension						
	Computation Abilities						
	Handwriting						

	Writing Skills						
	Understanding Concepts						
	Study Skills						
	Other						

II. Learning Behavior Checklist

Place a check mark next to the statements which describe behavior usually exhibited by the student. Use the comment space to elaborate on your choices and to provide supporting information.

A. Behaviors Related to Inputs

	Is attentive during most activities
	Is attentive only during favorite activities
	Rarely pays attention
	Performs better when information is received through the auditory channels
	Performs better when information is received through the visual channels
	Performs better when information is received through a combination of visual and auditory channels
	Exhibits difficulty during activities which require good hearing
	Exhibits difficulty during activities which require good vision

B. Behaviors Related to Information Processing

	Organizes tasks and materials so that time is used effectively
	Has short-term retention for most learning areas
	Has long-term retention for most learning areas
	Can recall information for only selected learning areas
	Has difficulty recalling
	Can make associations

	Can make generalizations
	Can differentiate between generalizations and specific facts
	Translates from concrete experiences to abstractions
	Is able to profit from incidental learning
	Finishes (or attempts to finish) tasks that are started
	Completes only tasks that are enjoyable
	Is easily distracted regardless of task
	Follows instructions directed to a group
	Follows instructions directed individually
	Follows one direction but not a sequence of directions
	Needs information repeated frequently

C. Behaviors Related to Output

	Volunteers comments, answers, etc., during group activities
	Speaks spontaneously on a one-to-one basis to other students and/or adults
	Speaks only when called on or when conversation is initiated by another person
	Must be urged to speak
Shows specific speech problem (describe):	
	Performs gross motor skills in coordinated fashion
	Performs writing skills, etc. in coordinated fashion
	Is clumsy and awkward in most motor activities
	Exhibits nervous habits
	Uses vocabulary typically age appropriate
	Uses a limited vocabulary
	Uses only simple sentences
	Uses single words and some phrases, but not complete sentences
	Reverses some letters and / or numbers when

	writing
	Displays nervous habits during tests or quizzes

D. Behaviors Related to Feedback

<i>Place a check mark next to the events which are rewarding for the student</i>	
	Symbolic rewards such as grades, etc.
	Responds well to competitive rewards
	Comments of approval (verbal praise) from teacher
	Comments or indications of approval from peers
	Opportunities to pursue activities of own choosing
	Knowledge of results such as being told an answer is correct

<i>Place a check mark next to statements which apply to the student</i>	
	Exhibits a strong preference for a certain type of reward; if so specify:
	Does not display a preference for any one type of reward but works for a variety of rewards
	Needs to be rewarded several times during completion of a task
	Can delay receiving reward until completion of task
	Can delay receiving reward until several tasks are completed

III. Physical Symptoms Checklist

<i>Place a check mark next to the statements which apply to the student</i>	
	Is absent often
	Is usually tired
	Is overly active
	Is listless, lethargic

	Is underweight
	Is overweight
	Complains of headaches, dizziness
	Has unusual posture when doing visual tasks
	Has unusual posture when standing
	Has unusual posture when seated
	Has unusual gait
	Appearance of eyes is abnormal
	Has frequent earaches
	No apparent physical ailments or difficulties

IV. Social-emotional Behaviors Checklist

<i>Place a check mark next to the statements which apply to the student</i>	
	Prefers working with others
	Prefers working alone
	Exhibits equal willingness to work with others and alone
	Gets along with others in work situations
	Gets along with others in social situations
	Refuses to participate in group activities
	Adapts easily to changes
	Needs to be carefully prepared and gradually introduced to change
	Behavior to group activities is predictable
	Is more easily excited than others his / her age
	Displays immature behavior (outburst of temper, etc.)
	Makes a deliberate attempt to be alone
	Exhibits an unusual amount of persistence
	Gives up and moves to another activity when experiencing difficulty
	Harasses others

	Is aggressive (fights, kicks, hits, verbal insults, etc)
	Is harassed by others
	Displays anti-social behavior to peer group
	Demonstrates a negative attitude towards school
	Displays anti-social behavior to teachers

V. General Comments and Additional Information

What pre-referral interventions have already been put in place for the student? Please comment on the frequency, duration, and impact of this intervention.

Other relevant information (e.g. class attendance, health status, parent contact)

What questions would you like answered by the Team?

1.

2.

3.

Pre-referral Regular Education Teacher (Print Name)

Date

Subject Taught by Referring Teacher

Pre-referral Regular Education Teacher (Signature)