**Student Support Team (SST) Referral Form**

*Directions: Counselor completes this form before presenting student to SST Team.*

ID Number: Student Name: Date: 5/12/14

Grade: 7 Team: Counselor: Williams, Dhara

**Primary Concern (Academic and/or Behavioral):**

(Student) demonstrates the following concerning behavior:

Short attention span, difficulty focusing

Work/task completion (Only 10 - 30% complete)

Poor organization Skills

Easily distracted, daydreams

Poor peer interactions in the classroom

Uncommunicative

Very uncomfortable sharing out loud or even in groups

(Student) also has huge academic concerns - teachers report that she has difficulty completing her work.

Low performance even with efforts

Struggles processing academic ideas and concepts as well as applying her knowledge to complete her work.

Poor comprehension and computational skills.

**Ethnicity:** Caucasian

**Special Programs:** None

**Family History:** She lives in a blended family with many younger siblings and half-siblings. According to her, she is happy and doesn't feel distracted at home. Her stepmother helps with math and helps to make it easy. Stepdad also helps with school work. Parents are paying more attention after conference with teachers.

**SPED History:** None

**Elementary school:**

K: Elementary School

1-5: Elementary School

6,7: Middle School

**Strengths:**

She appears to have average intelligence.

Works hard and puts effort to do her work

Cooperative behavior in class and groups, kind

Good work ethics, courteous

Works well one-on-one

Willing to follow directions to avoid any trouble

Learns better in a quiet environment

**Accommodations in the classroom:**

Tier 3 Math intervention

Small group instructions

 Break Down tasks into small steps

Additional time for assignments

 Shortened assignments

 Multiple prompts

 Multiple redirection

 Assistance with organization

 Preferential seating

 Non verbal cues

Repeat instructions

**Behavioral Data:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Attendance** |  | **Behavior** |  |
| Days Absent | Tardies | SWIS Trackers | Synergy Referrals |
| 7th: 6 | 4 |  |  |
| 6th: 3 | 1 |  |  |
| 5th: 9.5 | 1 |  |  |
| 4th: 9 | 0 |  |  |

**Academic Data:**

|  |  |  |
| --- | --- | --- |
| **OAKS Scores** |  |  |
| Grade | Reading | Math |
| 3 | 208 - Met | 202 - Developing |
| 4 | 221- Met | 216 - Developing |
| 5 | 214 - Developing | 213 - Developing |
| 6 | 220 - Developing | 215 - Developing  |
| 7 | 230 - Met | 220 - Developing  |

|  |  |  |
| --- | --- | --- |
| **DRA** |  |  |
| Grade | Level | Performance |
| 5th | 40 |  |
| 4th | 38 |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **EasyCBM Grade Level Benchmark Data**  |  |  |  |
| Reading Comprehension | Fluency (wpm) | Vocabulary | Math |
| **5th grade** | 102 |  |  |
| 2nd grade | 68 |  |  |
|  |  |  |  |

**Notes:**

**Please Attach the Following**:

 Current progress reports, including proficiency status for appropriate learning categories or targets.

 Any work samples that illustrate the student’s current proficiency level.

 Any pertinent data collected by teachers.

 Attendance report.

 Discipline report.

 Transcripts.