



**Student At-Risk Referral Form –Academic and Behavioral**



Student name: \_\_\_\_\_ Building: \_\_\_\_\_

Date of birth: \_\_\_\_\_ Grade: \_\_\_\_\_ Teacher: \_\_\_\_\_

Referral Date: \_\_\_\_\_

Date parent contacted \_\_\_\_\_ via (circle one): phone email text Dojo face to face

Responded? yes no Parent/guardian name: \_\_\_\_\_

Was this student in our school last year? yes no Teacher’s name: \_\_\_\_\_

*List and describe areas of concern with academic skills*

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

*List and describe areas of concern with behavioral and social/emotional functioning*

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

*List and describe other areas of concern (attendance, speech, bus issues, environmental)*

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

**Academic Information- Compare this student to his/her grade level peers.**

<b>Skill</b>	<b>Below Average</b>	<b>Average</b>	<b>Above Average</b>	<b>Comments / Justification</b>
Expressive language				
Listening comprehension				
Decoding skills				
Reading fluency				
Reading comprehension				
Mathematical computation				
Math reasoning/ problem solving				
Handwriting				
Written expression				
Rate of processing information				
Completing tasks in timely manner				
Organizational skills				
Ability to work independently				
Retention of information week to week				
Motivation/ effort				

**Behavior Information – Rate the student’s behavior in the classroom.**

<b>Behavior</b>	<b>Never</b>	<b>Sometimes</b>	<b>Always</b>	<b>Comment / Justification</b>
Follows classroom rules				
Complies with adult requests				
Begin tasks promptly				
Works cooperatively with peers				
Responds approp. to redirection				
Interrupts instruction				
Seeks attention from peers				
Behavior results in disciplinary referrals				

## Interventions Implemented – Current attempts to meet the student’s needs

Intervention	Begin Date	End Date	Data Collection – Diagnostic, baseline, and summative testing information
CM - Preferential seating (close to teacher and away from distractions)			
CM - Maintain eye-contact during verbal instruction			
CM - Simplify complex direction, make directions clear and concise			
Int – Modify assignments / assessments, reduction of up to 50%			
Int - Check for understanding before beginning a task			
Int - Provide extra time for student to complete tasks			
CM - Provide movement breaks between tasks			
Int - Use a variety of ways to determine the student’s mastery of content/skill			
CM - Provide as much structure and routine as possible			
CM – Re-teach behavior			

Int - Give regular feedback and praise/encourage student			
CM – Create an individualized positive support plan			
Int - 1 on 1 skill building teacher and/or aide during or after class time			
Int - Use of peer tutoring or cooperative learning			
CM – On-going parent communication			
Int - Make sure student writes down assignments correctly each day			
Other:			
Other:			