**Child Find Referral**

**Troy Area School District**

**Demographics**

|  |  |
| --- | --- |
| Today’s Date |  |
| Student’s Name |  |
| Grade: |  |
| Birthday: |  |
| Teacher: |  |
| Number of DaysAbsent/ Tardy: |  |

**Parent Communication**

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| --- |
| **Parent/ Guardian Name** |
| **Telephone**Dates/ Times of phone conversation: |
| **Conferences**Dates of conferences: |
| **Written Communications**Dates of correspondence: |

**Teacher’s Main Concerns**

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| --- |
| **Concern:** What do you see as the major concern and the severity? |
| **Needs:** What do you feel is needed to address your concerns? |

**AREAS OF IMPACT ON STUDENT PERFORMANCE**

(Check all areas of difficulty)

**Reading** **Cognitive**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
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| --- | --- |
|  | Phonemic awareness |
|  | Letter knowledge (naming and sounds) |
|  | Omits, adds, substitutes, or reverses letters, words and sounds |
|  | Poor blending skills  |
|  | Difficulty comprehending what is read |
|  | Other concerns: |

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| --- | --- |
|  | Requires slow, broken down presentation of concepts |
|  | Difficulty understanding abstract ideas |
|  | Limited working memory |
|  | Other concerns: |

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|  |

 Behavioral/Social/ Emotional |

|  |  |
| --- | --- |
|  | Fearful or anxious |
|  | Refuses to talk |
|  | Shy timid |
|  | Talks out of turn repeatedly |
|  | Argues/ disobedient |
|  | Irritable  |
|  | Worries |
|  | Disrupts class |
|  | Acts impulsively |
|  | Cruel/bullying |
|  | Underactive/ slow moving  |
|  | Behaves irresponsibly  |
|  | Other concerns: |

**Math**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
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| --- | --- |
|  | Number recognition |
|  | Basic math concepts  |
|  | Other concerns:  |

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**Writing**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
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| --- | --- |
|  | Poor letter formation/ handwriting |
|  | Poor spelling skills |
|  | Difficulty expressing ideas |
|  | Difficulty organizing ideas |
|  | Letter reversals  |
|  | Other concerns: |

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|  |

**Interventions/Accommodations**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Interventions**  | **Yes** | **NO** | **Frequency** | **Effectiveness** |
| Title One |  |  |  |  |
| Heggerty |  |  |  |  |
| PASI |  |  |  |  |
| West Virginia Reading First  |  |  |  |  |
| Read Naturally  |  |  |  |  |
| Fundations  |  |  |  |  |
| CAP Referral  |  |  |  |  |
| Speech |  |  |  |  |
| Other: |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Accommodations** | **Yes** | **NO** | **Frequency** |  **Effectiveness**  |
| Visual Prompts (charts) |  |  |  |  |
| Extended wait time |  |  |  |  |
| Proximity of seating  |  |  |  |  |
| Small group instruction |  |  |  |  |
| Time management (timers) |  |  |  |  |
| Sensory tools |  |  |  |  |
| Clear and concise direction (x3) |  |  |  |  |
| Hands-on activities |  |  |  |  |
| Other: |  |  |  |  |

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| --- |
| Student Strengths: |

**Specific Student Data**

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| --- | --- | --- | --- |
| **FLUENCY/ WPM** | **Beginning** | **Middle** | **End** |
| **K-** |  |  |  |
|  | **Beginning** | **Middle** | **End** |
| **1st-** |  |  |  |
|  | **Beginning** | **Middle** | **End** |
| **2nd-** |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **HFW** | **Beginning** | **Middle** | **End** |
| K-51 |  |  |  |
| 1st-100 |  |  |  |
| 2nd-100 |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **MAPS** | **Beginning**K-1431ST-1612nd- 176 | **Middle**K-1511ST -1712nd - 184 | **End**K-1581ST -1772nd - 190 |
| Reading: |  |  |  |
|  | **Beginning**K-1441ST-1632nd- 179 | **Middle**K-1511ST -1732nd - 186 | **End**K-1601ST -1792nd - 192 |
| Math: |  |  |  |

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| **Any Additional Classroom Based Assessment results/levels/progress** |

|  |  |  |  |
| --- | --- | --- | --- |
| **DIBELS:** |  |  |  |
| **Benchmark FSF** | **Beginning****K-10** | **Middle****K-30** | **End** |
| FSF: |  |  |  |
| **Benchmark PSF** | **Beginning****1st-40** | **Middle****K-20** | **End****K-40** |
| PSF: |  |  |  |
| **Benchmark NWF-Sounds** | **Beginning****1st-27****2nd- 54** | **Middle****K-17****1st-43** | **End****K-28****1st- 58** |
| NWF-SOUNDS: |  |  |  |
| **Benchmark NWF-words** | **Beginning****1st- 1****2nd-13** | **Middle****1st-8** | **End****1st-13** |
| NWF-WORDS: |  |  |  |
| **Benchmark DORF:** | **Beginning****2nd-52(90%)****Retell-16** | **Middle****1st-23(78%)****2nd-72(96%)****Retell-21** | **End****1st-47(90%)****Retell-15****2nd-87(97%)****Retell-27** |
| DORF: |  |  |  |

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| **Additional Comments:** |

**\*\* Please attach a copy of the student’s Dibels Progress Monitoring Booklet (Front Cover)**

**Progress of Student Evaluation**

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| --- | --- |
| Meeting Dates: | Date:Date:Date: |
| Recommendations | Recommendations/Intervention 1:Recommendation/Intervention 2: |
| Evaluation Plan | Will student be further tested to evaluate need for specially designed instruction?Yes/ No |

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| **Special Comments:**  |

**\*\*\*If data from the child find process supports a psychoeducational evaluation then contact is made to parents/guardians by principal to arrange a meeting to allow for discussion of findings and discuss possible options.**