Newbury Local Schools
Referral Form to Tier II

This form must be completed prior to the first IAT/RTI meeting.

Referring Teacher(s):_____

Non-referring Teacher(s):_____

Student Name:_____ DOB:_____ Grade:_____

Present classroom achievement:

Current grades earned: _____   Comments:_____

_____

Grades previous quarters:

Effort (10=outstanding, 0=no effort):_____

OAA/OGT scores:_____

iReady scores:_____

Check the traits that you believe affect the student's school performance:

__disruptive in class   __slow work tempo
__poor attendance - #days missed: _____   __inconsistent
__off-task behavior   __doesn't complete assignments
__poor retention   __disorganized
__poor study habits   __lack of participation
__learning abilities below grade level   __overly active
__reading skills below grade level   __poor peer relationship
__math skills below grade level   __writing skills below grade level
__low self-esteem   __listening comp. skills below grade level
__noncompliant   __oral expression skills below grade level
__distractible   __physical health issues
__poor vision/hearing   __history of retention
__attended multiple schools   __low test scores

Describe the student's main difficulties in specific terms (skills/behaviors that can be observed and counted and are linked to content standards: i.e., has difficulty with applying reading comprehension strategies such as making predictions, recalling, and making inferences.)

1.
_____

2.
_____

3.
_____

Does the student have a medical diagnosis?
Medications:_____

What other services does this student receive (i.e., outside counseling, OT, SLP):

_____

_____

Describe the student's strengths:

_____

_____

_____

What instructional and/or behavioral strategies have you used to remediate the identified difficulties? Use a "-" if you have used the strategy and it hasn't been helpful. Use a "+" if you have used the strategy and it has been helpful.

Room arrangement
__seating near teacher
__assigned seating
__increase distance from peers

__seating near positive role model
__avoiding distracting stimuli
__other:

Lesson presentation
__peer tutoring
__pre-teaching
__break lessons into shorter parts
__summarize lessons
__tutoring by teacher, aide, etc.
__special academic instruction (e.g., a reading program)

__re-teaching
__allow taping of lessons
__provide written outline
__encourage participation
__use manipulatives

Assignments
__give extra time
__lower difficulty level
__give extra cues/prompts
__target student interests

__shorten assignments
__modify grading
__increase individual instruction
__graphic organizers

Testing
__extra time
__read test to student
__frequent and shorter tests

__open book/notes
__oral testing
__short answer or multiple-choice

Organization and Follow Through

__peer assistance
__assignment notebook
__daily/weekly prog. reports
__visual daily routine
__have student repeat directions

__extra books at home
__visual daily routine
__reward system for work completed
__frequent short student conference

Behavior

__specific verbal praise
__training for appropriate behavior
__high consistency
__classroom beh. manag. system
__allow student to help
__natural consequences (e.g., low effort=loss of free time)
__parent contact

__frequent rewarding
__offer choices
__simple and clear rules
__relationship building (greeting, showing interest)
__individual behavior plan

Summarize recent interventions and outcomes (i.e., repeated reading implemented 3x/wk/15 mins=fluency 56wpm).

_____

_____

_____

_____

_____

_____

_____