

Intervention and Referral Services (I&RS) Student Referral Form

Place a check [√] in the box if this is an area of concern. Add specific comments and intervention strategies that have been implemented.

ACADEMIC AREA	√ IF AN AREA OF CONCERN	TEACHER COMMENTS AND INTERVENTION STRATEGIES
READING		
1. Phonics		
2. Sight Vocabulary		
3. Comprehension		
4. Fluency /Reading Rate		
5. Omissions/Substitutions Reversals/Transpositions		
6. Decoding		
7. Phonemic Awareness		
WRITING		
1. Graphomotor Skills-Spacing, Letter Formation, Near-point And Far Point Copying		
2. Penmanship		

3. Sentence Structure		
4. Grammatical Syntax		
5. Spelling-Encoding		
6. Dictation		
7. Other		
LANGUAGE		
1. Oral/Written Expression		
2. Articulation		
3. Oral Or Written Letter Omissions		
4. Sound Substitutions		
5. Expressive Use Of Language		
6. Word Structure Regular And Irregular Use Of Words		
7. Word Recall-Memory For Words		

8. Vocabulary		
9. Following Multi-Step Directions		
10. Other		
MATH		
1. Word Problems		
2. Calculations		
3. Adding 2 Single-Digit Numbers		
4. Adding Two Two-Digit Numbers With And W/O Regrouping		
5. Subtracting Single-Digit Numbers		
6. Subtracting Two Two-Digit Numbers With And Without Regrouping		
7. Multiplying Two Single-Digit Numbers		
8. Multiplying A Three-Digit Number By A Two-Digit Number		
9. Dividing A Two-Digit Number By A Single-Digit Number		

10. Dividing A 3 Digit Number By A Two-Digit Number With And W/O A Remainder		
11. Geometrical Properties		
12. Angles		
13. Perimeter/Area		
14. Formulas		
15. Decimals And Percentages		
16. Fractions		
17. Pre-Algebraic Equations		
18. Number Patterns		
19. Math Reasoning		
20. Graphs-Picture, Bar, Line		
21. Money Counting / Making Change		

22. Telling Time		
23. Other		
WORK/STUDY HABITS		
1. Is Failing One of More Subjects		
2. Recent Drop in Grades		
3. Requires Frequent Redirection		
4. Does Not Ask For Help When Needed		
5. Prefers to Work Alone		
6. Does Not Submit Homework		
7. Does Not Complete Classwork		
8. Work is Disorganized/ Incomplete		
9. Student is Easily Distracted		
10. Poor Memory /Retention Skills		

11. Gives Up Easily		
12. Low Motivation		
13. Has Ability But Does Not Exert Effort		
14. Other		
SOCIAL SKILLS		
1. Is Isolated/Withdrawn		
2. No/Few Peer Relationships		
3. Seems Sad, Depressed		
4. Displays Disruptive Behavior		
5. Is a Negative Leader		
6. Argues with Teacher		
7. Is Physically Aggressive		
8. Bullies/Teases Other Students		

9. Cannot Accept Constructive Criticism		
10. Lacks Self-Confidence		
11. Is Verbally Disrespectful		
12. Is a Negative Attention-Seeker		
13. Leaves Classroom Without Permission		
14. Gives Up Easily		
15. Transitions Poorly		
16. Damages Property		
17. Displays Sexualized Behavior/Comments		
18. Sleeps During Instruction		
19. Purposefully Annoys Others		

20. Is Manipulative/Deceitful		
21. Recent Significant Change in Dress/Behavior/School Work		
22. Evidence of Cheating		
23. Not Taking Responsibility for Actions		
24. Cursing and Making Verbal Threats		
25. Other		
PHYSICAL SYMPTOMS		
1. Dramatic Change in Weight or Appearance		
2., Smells of Cigarettes/Marijuana/Alcohol		
3. Slurred Speech/Wobbly Gait or Change in Coordination		
4. Impaired Hearing/Vision		
5. Frequent Injuries		

6. Irritable/Anxious/Jumpy		
7. Other		
BACKGROUND INFORMATION		
1. Attendance Issues		
2. DCP&P or Other Agency Involvement		
3. Death of a Family Member		
4. Chronic Illness in Family		
5. Parental Divorce/Separation		
6. Known Alcohol/Drug Involvement		
7. Arrest Record		
8. Taking Prescribed Medication		
9. Incarcerated Parent or Close Relative/Friend		
10. Family Issues/Concerns		

11. Homelessness		
RELATED SCHOOL-BASED SERVICES OR PROGRAMS		
1. Reading Specialist		
2. Speech and Language Therapy		
3. OT/PT		
4. School Counseling		
5. Reading/Writing Software/Programs		
6. Other		
SUMMARY OF STUDENT'S STRENGTHS		

SUMMARY OF STUDENT WEAKNESSES

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Teacher's Name/Signature

Date of Submission

I & RS INTERVENTION STRATEGIES

1. Make personalized books and stories with the student's name and photos. Alternatively, have him or her dictate a story and draw pictures, which an adult can then transcribe and bind with a cover.
2. Increase print awareness by asking your student to look for everything he/she can find with writing (i.e. McDonald's sign, labels, and packages).
3. Provide multisensory experiences for students related to each book that they read, such as using stories and coloring pages (available with a story teller guide).
4. Choose rhyming books with high repetition of words and phrases.
5. Dramatically pause to allow students to fill in the refrain as you are reading.
6. Address phonics and phonemic awareness through motivating computer games.
7. Play sound matching games. For example, say, "Let's think of as many things as we can that start with Mmmm." Your student might say "Mouse, moo, milk." If your student has difficulty, give him or her clues. Say: "We drink mmmmm." Wait two seconds and then provide the answer ("milk").
8. Increase the repertoire of shapes your student draws to include circles, triangles, squares, and various facial features, such as eyes and a mouth.
9. Increase the repertoire of letters your student writes to include all the letters in the alphabet and numbers up to 10.
10. Guide your student's drawing and writing by placing your hand on top of his or her hand. Gradually fade the level of assistance.

GENERAL RECOMMENDATIONS

1. During times when other students are independently working on class work, the student should have the option to work in a study carrel with headphones to eliminate distractions.
2. Allow extra time to complete tests.
3. Provide a regular study buddy whom the student sits next to in class.
4. Give "THINK TIME" before answering a question. This can be done by presenting a question and then pausing or by coming back to the student after a little while and repeating the question. Alternatively, have multiple students answer the same question. In this way, several models are provided.
5. Provide opportunities for writing and spelling every day, in a variety of formats, such as writing in a journal, sending an email, writing or copying a list of homework activities, writing on a large wall calendar, writing thank you letters, or archiving items in a collection.

6. Explicitly teach organization and planning skills for completing and tracking homework. Instruct students how to break down large projects into smaller tasks.
7. Improve word retrieval for naming through participation in one or more of these games: Scategories, Taboo, Guesstures, Password, Scrabble, logic puzzles, rebus puzzles, Catch-Phrase, UpWords, Tribond, Plexers, crosswords and other word puzzles.
8. Facilitate phonemic awareness for blending, segmenting, deletion, and discrimination tasks.
9. Give manipulatives (things to touch and move around) whenever possible to work on math related to time, money, or fractions.

RECOMMENDATIONS TO SUPPORT READING COMPREHENSION AND FLUENCY FOR CLASSROOM MATERIALS

Before Reading

1. Preview the title, pictures, chapter names, and bold-faced words in order to make a prediction.
2. Connect new information to previously learned information by talking about a personal experience related to the theme.
3. Verbalize or write questions prior to reading the text.
4. Discuss reading schemas for different types of textbooks (i.e. compare math and history). Highlight salient information that each genre addresses. Visual webs are useful for the student to preview and complete as they encounter key information.
5. Pre-teach key vocabulary for a particular unit or chapter before introducing the text.
6. Pre-teach themes or background information (i.e. historical context) for reading fiction.
7. Explicitly teach “how to use” the table of contents, glossary, index, headings, sidebars, charts, captions, and review questions in a text book.

During Reading

1. Provide a set of textbooks for the student to take home and to highlight.
2. Assign class readings a week ahead of time for students to preview. This will improve attention and comprehension.
3. Provide audio recordings for the student to use while reading the text.
 - Books on tape and audio equipment should be promoted.
 - Ensure large range of books are already scanned and available.
4. Give the student a choice of what to read within selected genres, topics, and themes. High interest reading facilitates comprehension and reading for pleasure.
5. Make texts at a variety of reading levels available so that students can read fluently but also be slightly challenged (the appropriate instructional level).
6. Allow the student to use text-to-speech software for information on the computer.

7. Model self-monitoring skills with the following questions: “Does what I’m reading make sense?” “What do I think will happen next?” “Are there any words that I don’t know?” “Can I figure out what the words mean from the sentences around them?”
8. Encourage sub-vocalization of the text and self-monitoring questions.
9. Model active engagement with the text through visualization of the scene (i.e. trying to make a “photograph” of the word in his/her mind’s eye while enhancing visual features), highlighting, note taking, or jotting down a question.
10. Train students to silently read at various rates depending on the purpose; for example, skimming to find a particular term or to get the main idea or gist vs. reading more carefully for directions or comprehension of key concept.
11. Encourage multiple readings of a text.
12. Provide templates for students to jot down notes and key concepts as they read (i.e. a story line, visual web, or list of WH-questions).
 - If a student is reading a chapter book or novel, one template should be completed for each scene or chapter.

RECOMMENDATIONS TO SUPPORT VOCABULARY

While Reading

1. Log unfamiliar words in a personal dictionary that includes the sentence that contains the word, page number, a guess about the meaning, the pronunciation, a dictionary definition, and a new sentence using the word.
2. Improve vocabulary for written and verbal expression by forming associations between words, paraphrasing, and elaborating on an idea.
3. Teach prefixes, suffixes, and root words to students to improve spelling, decoding, and comprehension.
4. Give ample opportunities to practice writing target words. The student might be asked to say them, or use them in sentences or a story.
5. Look up unfamiliar words with an electronic speller that has speech output (such as the Franklin Speller) or a web-based dictionary.

After Reading

1. Verbalize or write the answers to the pre-reading questions and share the answers with a friend or family member.
2. Compose an alternative ending for the story or write a sequel.
3. Act out key scenes from a text or give “How To” demonstrations for kinesthetic learners.

4. Challenge students to draw inferences from the text (i.e. "How do you think the main character feels?" "Do you think it will be harder to stop a heavier or lighter object traveling at the same velocity?").

RECOMMENDATIONS TO SUPPORT ORAL READING SKILLS

Increase reading fluency by:

1. Models of fluent reading.
2. Repetition of the same passage, until reading is fluent.
3. Dramatic readings (i.e. skits, poetry, and speeches).
4. Regular tracking and graphing of reading rate and fluency.

RECOMMENDATION TO SUPPORT COMPREHENSION OF WRITTEN DIRECTIONS

1. Present less written material per page with no more than two directions in a sentence. Double spacing and bullets or numbers are also helpful.
2. Provide additional time to take tests.
3. Assist the student in breaking apart the written directions into smaller steps.
4. Check for comprehension of the directions.
5. Both auditory and written instructions should be provided.
6. Sub-rehearse (quietly or silently repeating) the directions to keep them in working memory long enough to complete them.