REAMS iTeam Referral

updated 10/2/15

Student Information								
Student Name:	Date of	Bir	th:		Age:	Referral Date:	Grade:	
Contact Information	'				Į.	1	•	
Person(s) making request:								
Parent MUST be contacted and to	ld you are referring thei	r stu	udent to th	ne iTe	am PRIOR to th	e referral being submit	ted.	
Indicate of parent conversation:								
Briefly describe parent response:								
Learning and/or Behavio	ral Concerns (Describ	e)						
HINT: Look at your Problem Solvi	ng Plan document and	des	scribe the	probl	em here			
Where the Problem Occurs (Chec	k all that apply)	_	Dh. F	<u> </u>			7	
ClassroomPlayground			Phy. Ed Home	d				
☐ Lunchroom		0	Music					
☐ Another Classroom		۵	Media (Cente	r			
☐ Hallway			Other					
☐ Bus								
Student receives or has	Title I Reading				Group with Scl	nool Counselor	7	
received assistance in (check):	ADSIS				Other:			
	Title I Math							
	Speech/Language ELL - Language:							
0	Summer School							
Educational History: School Cou	nselor to Complete			_			_	
Schools Attended:				Ret	ention (Check):			
					Kindergarten			
					1st 2nd			
Attendance Record: # Days Abse	nt Last Year:				3rd			
	nt Current Year:				4th			
Home School (Dates):								

Test Scores (Attach Fast Scores to this document)

□ Motivated □ Focused/goal oriented □ Creative Academic Concerns (check all that apply) Grades declining □ Disorganized □ Low rate of retention □ Slow rate of work □ Poor Math skills □ Does not work well independently □ Does not work well with others □ Poor Reading skills □ Does not follow directions □ Difficulty with writing process □ Other Behavioral/Emotional (check all that apply) Verbally disruptive □ Bullies others □ Attention-seeking behavior								
3rd Gr. Fall RIT Reading 3rd Gr. Winter RIT Reading 3rd Gr. Spring RIT Reading 3rd Gr. Spring RIT Reading 3rd Gr. Winter RIT Math 3rd Gr. Spring RIT Math 4th Gr. Fall RIT Reading 4th Gr. Winter RIT Math 4th Gr. Spring RIT Reading 4th Gr. Fall RIT Reading 4th Gr. Fall RIT Math 4th Gr. Winter RIT Math 4th Gr. Spring RI	2nd Gr. Fall RIT Reading		2nd	Gr. Winter RIT	Readi	ng	2nd G	Gr. Spring RIT Reading
3rd Gr. Fall RIT Math	2nd Gr. Fall RIT Math		2nd	Gr. Winter RIT	Math		2nd G	Gr. Spring RIT Math
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E=Exceeds Standards D=Does Not Meet Standards M=Meets Standards D=Does Not Meet Standards M=Meets Standards M=Meets Standards M=Dical Information	4th Gr. Fall RIT Reading		4th	Gr. Winter RIT	Readin	ıg	4th G	r. Spring RIT Reading
D=Does Not Meet Standards MEDICAL INFORMATION - Nurse or School Counselor to complete Date:	4th Gr. Fall RIT Math		4th	Gr. Winter RIT	Math		4th G	r. Spring RIT Math
D=Does Not Meet Standards MEDICAL INFORMATION - Nurse or School Counselor to complete Date:								
Date: Vision: R		s	M=N	Meets Standard	ds		P=	Partially Meets Standards
Date: Hearing: R	MEDICAL INFORMAT	ION - Nu	urse	or School	Couns	selor to c	omple	ete
Date: Hearing: R	Date:	Vision:	R			Yes		Medication History:
Date: List Pertinent Health Diagnosis/Information: List any Previous and/or Additional Medical Information (diet restrictions, health restrictions, hospitalizations): Student Strengths (check all that apply) Positive Attitude Hard worker Works well independently Good sense of humor Works well in groups Cooperates Respectful of authority Responsible Transitions easily Creative Academic Concerns (check all that apply) Grades declining Disorganized Disorganized Disorganized Disorganized Disorganized Does not work well independently Disorganized Disorganized Disorganized Disorganized Disorganized Disorganized Disorganized Does not work well with others Does not follow directions Difficulty with writing process Behavioral/Emotional (check all that apply) Verbally disruptive Destroys property Steals/cheats/lies Avoided by peers			L			No		
List Pertinent Health Diagnosis/Information: List any Previous and/or Additional Medical Information (diet restrictions, health restrictions, hospitalizations): Student Strengths (check all that apply) Positive Attitude	Date:	Hearing	j: R_			-		
Diagnosis/Information:			L_					
□ Positive Attitude □ High Expectations for self □ Handles conflict well □ Hard worker □ Works well independently □ Athletic □ Trustworthy □ Good sense of humor □ Takes pride in appearance □ Works well in groups □ Cooperates □ Musically talented □ Artistically inclined □ Artistically inclined □ Transitions easily □ Other □ Creative □ Creative □ Creative □ Does not work well independently □ Does not work well independently □ Does not work well independently □ Does not work well with others □ Does not work well with others □ Does not follow directions □ Difficulty with writing process □ Other □ Creative □ Does not follow directions □ Difficulty with writing process □ Attention-seeking behavior □ Physically disruptive □ Destroys property □ Steals/cheats/lies □ Physically aggressive □ Easily distracted □ Avoided by peers		Informa	tion	(diet restrictio				
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□ Verbally aggressive □ Argumentative/defiant □ Easily frustrated				-				- ·
	□ Verbally aggressive		ت	Argumentative	e/defian	t	🗀 E	asily frustrated

Strategy	Details	Duration & Dates MUST INCLUDE	Results
Instructional Accommodations			
Modified Curriculum			
Modification of Materials			
Alternative Grouping			
Instructional Support			
Extended Deadlines/Additional Work Time			
Reading Support			
Daily Behavior Chart			
Contract (Behavior or academic)			
Planner Checks			
Acknowledge Positive Behavior			
Seating/Setting Change			
Time Out/Take a Break Card/Room-to-Room Time Out			
Problem Solving Conference			
Stop and Think Room Referrals			
Referral to School Counselor or Mental Health Therapist			
Other			

Other				
I-6 week minimum is best practice				
Primary Skills/Behaviors		Observed		Comments
Family is involved in students education	Rarely/Never	Sometimes	Usually/Always	
Family attends school conferences.				
2. Family maintains informal contact.				
3. Family attends school events.				
4. Family utilizes community resources				
outside counseling, comm. ed. classes). 5. Family has respect for the law and	_	_	_	
 Family has respect for the law and community standards. 				
offiniting standards.	.	_	-	
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Academic Behaviors/Attendance				
1. Attends school regularly				
 Completes assignments regularly 				
3. Is on time for classes				
4. Is motivated				
		٥	۵	
	٥	٠		
Reading Skills				
Recognizes all letters: if not how many?				
 Identifies letter sounds similar to peers. 	Rarely/Never	Sometimes	Usually/Always	
3. Knows as many sight words as peers (if	ranony/more		couuny// unuyo	
not, report how many).				
4. Answers comprehension questions	_		0	
after reading a grade level passage	_		•	
independently.		_		
5. Answers comprehension questions	۵			
after having a grade level passage read to them.				
6. Retells a story in the order the events				
occurred.		۵		
7. Understands vocabulary in grade level				
reading passages				
	_	_	_	
	_	_	_	
Math Skills	Rarely/Never	Sometimes	Usually/Always	
 Recognizes numbers at a level similar to peers (if not, how many?) Can count at a level similar to peers (if not, how high?) 	٥	٥	٥	

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s clear articulation skills (if not,									
aks without cluttering or stuttering			נ)				
a clear voice when speaking	٥		ì		1				
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s good grammar when talking ands answers and provides details	۵)		l				
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ns new concepts as well as peers			ì		ì				
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problem-solving skills similar to	_			_					
tell time at a level similar to peers	٥		ì		1				
measure objects at a level similar to	_		-	_	-				
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ulates at grade level (if not report	П	П	ì		i				
	tell time at a level similar to peers problem-solving skills similar to Skills trates grade level writing skills in: er formation ling graph writing er: re Functioning ns new concepts as well as peers ns new concepts at the same rate as each subject area as well as Language Skills was spoken directions, including erstands the meanings of words and answers questions rry expresses thoughts and ideas as good grammar when talking ands answers and provides details king as at people when talking or listening as a conversation appropriately, topic and takes turns a clear voice when speaking aks without cluttering or stuttering	ach area applicable in the ts section) measure objects at a level similar to tell time at a level similar to peers problem-solving skills similar to Skills trates grade level writing skills in: er formation ling graph writing graph writing er: Pe Functioning ns new concepts as well as peers ns new concepts at the same rate ans each subject area as well as Language 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	Rarely/Never	Sometimes	Usually/Always	
Motor Skills 1. Walks and runs without falling 2. Walks in the hallways without touching others or the walls	0 0	<u> </u>	0	

3. Can fully participate in phy. ed. activities	ם ا	٥	۵	
4. Uses playground equipment like peers				
5. Copies from the board like peers	۵	۵	۵	
6. Holds a pencil effectively		٥	٥	
7. Demonstrates age appropriate cutting skills				
Demonstrates age appropriate handwriting skills	_	_	_	
SKIIIS	_	_	_	
Sensory				
Distressed by having a messy face or hands				
2. Chews or sucks on clothing, hand or objects	_	Б	_	
3. Avoids hot or cold items, water play or art				
supplies	<u> </u>	<u> </u>	_	
4. Taps, rubs, squeezes or bangs objects				
excessively				
5. Flaps hands, flicks fingers or spins objects in			۵	
front of eyes frequently				
6. Rocks in chair, falls out of chair, or wraps legs			۵	
around chair legs 7. Seems fidgety, restless or "on the go"				
Seems lethargic or hard to "wake up"		٥		
Distressed by loud noises	_	_	_	
10. Has difficulty filtering out noise and focusing on	۵ .	П		
the teacher's voice				
11. Hums, repeats, makes odd noises				
12. Crashes and falls on purpose				
13. Has difficulty grading force (breaks crayons,				
pencils, toys)				
14. Picky eating or very self-limited diet			۵	
15. Mouths or licks objects and people				
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		_	_	