

Special Education Referral Form

Initial

Re evaluation

Current Eligibility _____

Service Plan _____

Date: _____

Student's FULL Name: _____
First Middle Last

Name Student goes by: _____ DOB: _____

School: _____ Grade: _____

Parent/Guardian _____

Address: _____ Phone: _____

Primary Language: _____

GTID # _____

Date the child was first referred to Tier 3/SST: _____

Describe academic and/or behavioral issues leading to referral: _____

Has the child attended (or is the child attending) a preschool, Pre-K or Head Start program? No OR Yes

If so, what school? _____

Is this child age appropriate for this grade level? _____ If no, why?

Retained _____ Grade

Held out of school by parents

Started school late

Other _____

Did they pass hearing screening? Yes OR No Date of test: _____

Did they pass vision screening? Yes OR No Date of test: _____

If no on hearing or vision screening, please explain):

Does this student wear glasses? Yes OR No Does this student wear hearing aids? Yes No

Does the child have significant health concerns, major childhood illness/disease, or a diagnosed syndrome? (ADHD, seizures, diabetes, etc.)

Does the child take medication on a regular basis? No OR Yes If so, please explain _____

Does the child have motor/coordination/mobility needs? No OR Yes If yes, please explain _____

Does the child have adaptive or medical needs? Eye glasses Wheel chair Walker

Hearing aids Leg braces Feeding tube Other _____

Does the child have significant issues not covered in previous questions? No OR Yes If yes, please explain:

Has child been referred to school counselor? _____

Does child currently receive private therapy, tutoring, etc? No OR Yes

If yes, what kind and for how long? _____

Is child significantly inattentive, off-task, disruptive? No OR Yes

FORM DD2

Describe problematic behaviors:
(Check all that apply)

Reading:

- | | |
|---|---|
| <input type="checkbox"/> Limited Vocabulary | <input type="checkbox"/> Word Attack |
| <input type="checkbox"/> Comprehension | <input type="checkbox"/> Reversals |
| <input type="checkbox"/> Substitutions | <input type="checkbox"/> Letter Recognition |
| <input type="checkbox"/> Letter/Sound Relationships | <input type="checkbox"/> Other: _____ |

Math:

- | | |
|---|---|
| <input type="checkbox"/> Computational Skills: Add | <input type="checkbox"/> Computational Skills: Subtract |
| <input type="checkbox"/> Computational Skills: Multiply | <input type="checkbox"/> Computational Skills: Divide |
| <input type="checkbox"/> Money Skills | <input type="checkbox"/> Time |
| <input type="checkbox"/> Measurement | <input type="checkbox"/> Place Values |
| <input type="checkbox"/> Counting | <input type="checkbox"/> Number Recognition |
| <input type="checkbox"/> 1:1 Correspondence | <input type="checkbox"/> Other: _____ |

Written Expression:

- | | |
|--|---|
| <input type="checkbox"/> Vocabulary | <input type="checkbox"/> Thematic Maturity |
| <input type="checkbox"/> Grammatical Usage | <input type="checkbox"/> Sentence Structure |
| <input type="checkbox"/> Other: _____ | |

Oral Expression:

- | | |
|---|---|
| <input type="checkbox"/> Grammatical Usage | <input type="checkbox"/> Thematic Maturity |
| <input type="checkbox"/> Vocabulary | <input type="checkbox"/> Sentence Structure |
| <input type="checkbox"/> Sequencing Ability | |
| <input type="checkbox"/> Other: _____ | |

Listening Skills:

- | | |
|--------------------------------------|---|
| <input type="checkbox"/> Attends | <input type="checkbox"/> Follows directions |
| <input type="checkbox"/> Comprehends | <input type="checkbox"/> Other: _____ |

Organization:

- | | |
|--|--|
| <input type="checkbox"/> Manages Time | <input type="checkbox"/> Manages Materials |
| <input type="checkbox"/> Follows Routine | <input type="checkbox"/> Other: _____ |

Motor Skills: (Fine Motor)

- | |
|--|
| <input type="checkbox"/> Legible and Age Appropriate Handwriting |
| <input type="checkbox"/> Manipulating Classroom Materials |
| <input type="checkbox"/> Other: _____ |

Motor Skills: (Gross Motor)

_____ Traveling Independently: Safely Indoors

_____ Traveling Independently: Outside Independently

_____ Changing Seating

_____ Other: _____

Daily Living:

_____ Eating Skills

_____ Toileting Skills

_____ Dressing Skills

_____ Other: _____

Medical:

_____ Hearing

_____ Vision

_____ Medication

_____ Positioning

_____ Allergies/Prescriptions

_____ Absence due to Illness

_____ Other: _____

Communication:

_____ Receptive Language

_____ Expressive Language

_____ Articulation

_____ Voice

_____ Fluency

Other: _____

If communication deficits are present, has SLP been consulted? Yes No

Student's Strengths:

RTI Data

Intervention	Frequency	Dates

Attendance

Absences: Previous Year _____ Tardies: Previous Year _____
Current Year _____ Current Year _____

Early Pick-Ups Previous Year _____
Current Year _____

Results of District, State & Benchmark Assessments such as:

GKIDS _____ CRCT _____ Practice CRCT _____ EOCT _____

Benchmarks _____ BLT _____

STAR (Data Attached) _____ Lexia (Data Attached) _____ Progress Monitoring (Data Attached) _____

Other: _____

Form completed by: _____ Date completed: _____

Principal's Signature Date

Date sent to BOE: _____

Date received at BOE: _____ by _____