

Student data sheet for referral to Problem Solving Team (PST)

Student Data Sheet

ASIS No.: _____ Social Security No.: _____

Student: _____ Birthdate: ____/____/____ School: _____
Last First MI

Parent: _____ Phone: _____ Teacher: _____
Father Grade: _____

_____ Address: _____
Mother

Reason for Referral (Describe educational difficulties in detail)

<input type="checkbox"/> Academic Areas <input type="checkbox"/> Mathematics <input type="checkbox"/> Content Area _____ <input type="checkbox"/> Reading <input type="checkbox"/> Content Area _____	<input type="checkbox"/> Behavior Complete Social/Emotional Issues Worksheet
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A. CUMULATIVE RECORD REVIEW -Each area must be addressed-OR-indicate as not applicable (NA)

ATTENDANCE 1. Last Year Days Present: _____ Days Absent: _____ 2. Total days missed since student began school: _____ 3. List all schools attended: _____ _____ _____ 4. Retentions Yr(s) _____ Gr(s) _____ 5. Previous enrollment in Special Education Programs/Section 504: _____	TESTING INFORMATION 1. Dibels 2. STAR 3. ACCESS 4. SAT-10 5. ARMT	SCREENING 1. Hearing Date: _____ Results: _____ Recheck Needed: _____ 2. Vision Date: _____ Results: _____ Recheck Needed: _____ SPECIAL NEEDS: ADHD
DISCIPLINE RECORD Number of discipline reports _____ Number of suspensions _____ In-school _____ Out-of-school _____	MOST RECENT ACADEMIC GRADES <div style="text-align: center;">Letter GR Inst. Level</div> 1. Language Arts _____ 2. English _____ 3. Math _____ 4. Spelling _____ 5. Science _____ 6. Social Studies _____ 7. Health/PE _____ 8. Other _____	

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Student: _____ Birthdate: ____/____/____
 School: _____ Teacher: _____ Grade: _____

B. TEACHER OBSERVATIONS-For each area, rate the student in comparison to classmates using scale from 0 to 5. (If NA-use 0; in lowest 10%-use 1; below average-use 2; average-use 3; above average-use 4; in highest 10%-use 5)

<p>Physical & Communication</p> <p>____ General appears healthy</p> <p>____ Normal energy level</p> <p>____ Gross motor coordination</p> <p>____ Fine motor coordination</p> <p>____ Speech (articulation)</p> <p>____ Spoken language</p> <p>____ Written language</p>	<p>Participation</p> <p>____ Attends school regularly</p> <p>____ Arrives on time for class</p> <p>____ Completes assignments</p> <p>____ Concentrates and able to attend</p> <p>____ Participates in class</p> <p>____ Functions independently</p> <p>____ Follows directions</p>
<p>Social</p> <p>____ Age appropriate self-help skills</p> <p>____ Displays feelings appropriate to situation</p> <p>____ Sensitive to social culture</p> <p>____ Relates well to adults</p> <p>____ Relates well to peers</p>	<p>Related Concerns</p> <p>____ Aberrant (unusual) behavior for age or school setting</p> <p>____ Substance abuse</p> <p>____ Inappropriate peer contacts</p> <p>____ Personal hygiene</p> <p>____ Dress appropriate to climate</p>

C. ENVIRONMENTAL, CULTURAL OR ECONOMIC FACTORS-Check all factors that apply to the student. Use available records, interviews with parents, and other resources to obtain data.

<p>ENVIRONMENTAL</p> <p>____ Limited experiential background</p> <p>____ Irregular attendance (absent at least 23% of the time in a grading period for reasons other than verified personal illness)</p> <p>____ Transiency in elementary school years (at least two moves in a single year)</p> <p>____ School readiness as compared to peer group</p>	<p>CULTURAL DISADVANTAGE</p> <p>____ Limited experiences in majority-bases culture (child does not participate in scouts, clubs, other organizations and activities with members of dominant culture)</p> <p>____ Child has limited involvement in organizations and activities of any culture</p> <p>____ Secondary standards in conflict with majority-based culture standards</p> <p>____ Geographic isolation</p>	<p>ECONOMIC DISADVANTAGE</p> <p>____ Residence in a depressed economic area</p> <p>____ Low family income at subsistence level</p> <p>____ Family unable to afford enrichment materials and/or experiences</p>
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_____ Are the above-checked items compelling enough to indicate this student’s educational performance is primarily due to environmental, cultural or economic disadvantage? Explain

ENGLISH LANGUAGE LEARNER

How long has the student spoken English? _____

Is there a language other than English spoken by the student? _____

Is there a language other than English spoken in this student’s home? _____

(If the above information indicated the student has not always had English as their primary language, please address the following questions.)

What ELL services or assistance have been provided? _____

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Student: _____ Birthdate: ____/____/____
School: _____ Teacher: _____ Grade: _____

ENGLISH LANGUAGE LEARNER (continued)

Do the results of evaluation by the ELL teacher indicate lack of expected progress in the English language for the student's chronological age level? If not, explain. _____

What is the student's current proficiency level in English? _____

Keep in mind that conversational language skills are not the same as the ability to think and reason in a language. While the student may be able to speak with peers or adults and to understand basic instructions or rules, the effects of ELL may still affect the student's ability to think and reason academically.

MOTOR IMPAIRMENT

Does the student experience any motor limitations, which impact educational performance? If yes, explain further with summary of parent and medical reports. _____

MOTIVATION

Students should not be classified as having a learning disability if failure to progress academically is due to an absence of motivation. To help clarify if motivational issues are the primary cause of the student's academic deficits, please address the following questions:

Does the student want to succeed in school? Give examples to support your answer. _____

Does the student seek assistance from teachers, peers, others? _____

Does the parent report efforts made at home to complete homework or study assignments? _____

Is the student making an effort to learn? Explain. _____

Are student's achievement scores consistent with the student's grades? _____

SITUATIONAL TRAUMA

Situational stressors can cause daydreaming, poor memory, lack of attention, etc. which affect educational performance. Temporary, sudden, or recent change in the student's life must be ruled out as a primary cause of academic deficits.

Has the student experienced a recent trauma? (i.e. parents divorced, illness of student or family member, death of family member or serious accident or injury, financial crisis, crime victim, etc.) _____

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SITUATIONAL TRAUMA (continued)

Is there any other situation that could create stress or emotional upsets? _____

Has there been a significant change in the student’s classroom performance within a short period of time (6-12 months)? _____

YOUNG CHILDREN

There is a wide variability in the rate and pattern of maturation, development and learning in early childhood. Developmental differences often resolve with maturation and should not be mistakenly identified as a learning disability. In addition, standardized assessment instruments are not as reliable at younger ages (before 8), and the stability of measurement can vary greatly. For students referred for a learning disability before age 8, please address the following:

What preschool education has the student received? _____
Has the student experienced adequate stimulation? _____
Is child eligible for free/reduced lunch? _____
How much formal education has the student received? _____
What progress has been made based on measurable date? _____

Signature of Classroom Teacher Date _____

School-based Instructional Personnel Date _____