

REFERRAL FOR SPECIAL EDUCATION SERVICES – SE1

Date: _____

Name of Child: _____ DOB: _____ Age: _____ Grade: _____
School: _____ Address: _____
Parent's Name: _____ Parent's Name: _____

I. Summary of Current Child's Academic and Functional Performance:

Reading in Palauan: ☐ is a concern ☐ is not a concern

Reading in English: ☐ is a concern ☐ is not a concern

Check problem areas:

- | | | |
|--|--|---|
| ☐ Letter naming fluency | ☐ Phoneme Segmentation Fluency | ☐ Oral Reading Fluency |
| ☐ Initial sound fluency | ☐ Retell Fluency | ☐ Word Use Fluency |
| ☐ Nonsense Word Fluency | ☐ Answering simple questions about short paragraphs | ☐ Finding the main idea of a paragraph |
| ☐ Using contextual clues to figure out new words | ☐ Understanding simple written directions | ☐ Understanding the meaning of sentences |
| ☐ Other reading problems: _____ | | |

Writing: ☐ is a concern ☐ is not a concern

Check problem areas:

- | | | |
|--|--|--|
| ☐ Use of hand and fingers for motor tasks | ☐ Holding the pen/pencil correctly | ☐ Writes very small or very large |
| ☐ Writing from left to right | ☐ Spacing of words and letters | ☐ Copying shapes, letters, words, sentences, numbers |
| ☐ Writing on a straight line | ☐ Letter or number reversals | ☐ Writes too slow |
| ☐ Writing letters in print | ☐ Writing letters in cursive | ☐ Shows unusual writing patterns in comparison to peers (e.g. words out of order, letters formed incorrectly) |
| ☐ Retention of spelling words | ☐ Writing complete sentences | ☐ Organization of written work |
| ☐ Frequently leaves out words or repeats words when writing sentences | ☐ Written language is poor in comparison to verbal language | ☐ Is able to answer questions verbally, but cannot write answers |

Mathematics: ☐ is a concern ☐ is not a concern

Check problem areas:

- | | | |
|--|---|---|
| ☐ Counting by rote | ☐ Understanding simple number concepts | ☐ Answering "how many" questions |
| ☐ Recognition of numerals | ☐ Writing numerals | ☐ Basic operations (+, -, x, /) |
| ☐ Word problems | ☐ Playing attention to details in math | ☐ Multiplication facts |
| ☐ Fractions | ☐ Decimals | ☐ Measurement concepts |
| | ☐ Money | ☐ Does not apply math skills |

(Attach sample of work)

Original: ☐ School/EC program

Copy: ☐ Sp Ed Office

Copy: ☐ Parent

Communication: ☐ is a concern ☐ is not a concern

Check problem areas:

- | | | |
|---|--|--|
| ☐ Hearing in a quiet environment | ☐ Communicating wants and needs | ☐ Understanding classroom discussions in English |
| ☐ Hearing in a noisy environment | ☐ Understanding short directions in English | ☐ Understanding classroom discussions in primary (native) language |
| ☐ Understanding short directions in primary (native) language | ☐ Long directions in English | ☐ Long directions in primary language |
| ☐ Naming familiar objects in English | ☐ Naming familiar objects in primary language | ☐ Articulation problems in English |
| ☐ Articulation problems in primary language | ☐ Voice problems in English | ☐ Voice problems in primary language |
| ☐ Speech fluency in English | ☐ Speech fluency in primary language | ☐ Talking to other students |
| ☐ Acquiring English at a slower rate than expected | ☐ Frequently asking for directions to be repeated | ☐ Frequently pulling or tugging at his ears, or complaining of ear ache |
| ☐ Coming to school with ear drainage (mucous coming out of an ear) | ☐ Talking too slowly or too loudly | ☐ Difficult to get student's attention |

Behavior: ☐ is a concern ☐ is not a concern

Check problem areas:

- | | | |
|--|--|--|
| ☐ Coming to school on time | ☐ Attendance | ☐ Bringing materials to school or class |
| ☐ Staying on task | ☐ Staying in seat | ☐ Getting along with peers |
| ☐ Making friends | ☐ Completing seatwork independently | ☐ Talking to other students |
| ☐ Difficult to get student's attention | ☐ Often comes to school sick | ☐ Personal hygiene |
| ☐ Personal hygiene | ☐ Always tired | ☐ Frequently falls asleep in class |
| ☐ Hard to control | ☐ Withdrawn or too quiet | ☐ Always seems hungry |
| ☐ Often destroys objects | ☐ Needs to use restroom frequently | ☐ Cries easily |
| ☐ Often acts quickly without thinking (impulsive) | ☐ Has trouble with organization (e.g. always losing things, not prepare for activities) | ☐ Starting work |
| ☐ Easily stressed or frustrated | ☐ Has staring spells | ☐ Easily distracted |

Brief description of behavior: _____

III. Academic Records

A. Grades for the past school year: _____

B. Has the student had frequent absences during the past three years? ☐ YES ☐ NO

C. Has the student transferred from another school system? ☐ YES ☐ NO

If the student has transferred, was the student having difficulty in previous school? ☐ YES ☐ NO

What types of difficulty? _____

D. If the child has taken a standardized achievement test, please list results of most recent test.

Name of Test: _____

Date administered: _____ Scores: _____

Based upon review of the information, the recommendation is to:

☐ Refer for an evaluation to determine eligibility for special education and related services.

☐ Not to refer for an evaluation to determine eligibility for special education and related services

Members of Child Study Committee:

Signature	Position