

PSYCH ED REFERRAL

STUDENT NAME: _____ DOB: _____ GRADE: _____

ASN: _____ SCHOOL: _____ AB ED CODE: _____

DIAGNOSIS (if any): _____

IS THIS STUDENT AN **ENGLISH LANGUAGE LEARNER**? Yes No

IF YES, AT WHAT LEVEL ON THE ESL PROFICIENCY BENCHMARKS ARE HIS/HER ENGLISH LANGUAGE SKILLS?
Please provide the average of the concerning categories.

Beginning Developing Expanding Bridging Extending

IS ATTENDANCE A CONCERN? Yes No

IF YES, PLEASE EXPLAIN:

CURRENT SPECIALIZED ASSESSMENTS (instruments, dates, and professionals involved):
Within in the last 3 years (please make sure they are attached).

STUDENT CHECKLIST

Please check all boxes that apply.

Reading

- Reverses letters when reading
- Read at a slow pace
- Sounds out words that should be sight words
- Reading substitutions are visually similar but disrupt meaning
- Loses place/omits words when reading
- Has difficulty copying correctly from the board
- Reading errors are similar in meaning
- Struggles to apply what he/she has read
- Other:

Memory/Executive Functioning

- Cannot remember what he/she has seen
- Frequently forgets directions
- Forgets things already learned
- Is often not prepared for class
- Is often late/forgetful
- Loses assignments and/or belongings
- Has a messy locker/desk
- Notes are disorganized
- Struggles to plan ahead
- Other:

Written Language

- Spelling errors resemble correct word in appearance
- Writing posture concerns
- Written work is untidy
- Incorrect sequence of movement in forming letters
- Reverses letters
- Has difficulty copying correctly from the board
- Letters vary in size and wander off the page
- Struggles to express ideas in writing in a logical manner
- Completes written work at a slower pace
- Other:

Oral Language/Listening

Comprehension

- Has limited listening/speaking vocabulary
- Has difficulty discriminating between similar sounds
- Mispronounces words
- Has difficulty learning phonics
- Struggles to apply what he/she has heard
- Other:

Motor Skills/Orientation

- Coordination difficulties
- Fine motor skills seem delayed
- Visual-motor coordination difficulties
- Balance difficulties
- Difficulties telling time
- Struggles to judge time spans (birthdate, bedtime)
- Has difficulty comparing sizes/differences
- Confuses directions
- Other:

Attention/Impulsivity

- Attention wanders
- Easily distracted by sights/sounds
- Daydreams
- Comments off topic
- Struggles to attend to important details
- Starts assignments without having listened to directions
- Constantly moving
- Acts impulsively
- Has a short attention span
- Other:

Disruptive Behaviours

- Behaviour is inconsistent from day to day
- Fighting/physical contact
- Refuses to follow directions
- Uses inappropriate language
- Has made threats towards self or others
- Stealing
- Dislikes school
- Loses temper easily
- Has difficulty taking responsibility
- Blames others
- Lacks empathy
- Other:

Emotional Concerns

- Mood changes quickly and drastically
- Seems sad/withdrawn
- Difficult to engage
- Is frequently truant
- Gets nervous before assignments/exams
- Gets nervous when talking in front of others
- Cries often and easily
- Seems disconnected from reality
- Has unusual thoughts or perceptions
- Obsessively persists in an activity/train of thought
- Fixates on particular events/objects
- Other:

Social Perceptions

- Does not participate in group activities
- Does not like change
- Has few friends
- Seems unaware of personal boundaries of self and/or others
- Does not seem to notice or respond appropriately to social cues
- Is one of the last to be picked for teams/games
- Other:

Please describe any additional social, emotional, behavioural or academic concerns you have.

PRE-REFERRAL STRATEGIES OR INTERVENTIONS USED TO SUPPORT STUDENT

List the main areas of concern and the related supports/interventions the student has received or is currently receiving.

AREA OF CONCERN	STRATEGY/INTERVENTION USED	DURATION	COMMENTS

Teacher Signature

Principal Signature

Date

DIVISION OFFICE USE:

Date Received: _____

Action: Approved Not Approved

Initials: _____

Comments: _____

