

WESTAR educational services

1025 Veterans Memorial Hwy
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(Please print this document, fill in your child's name and give it to the teacher)

Dear Teachers,

The attached papers are questionnaires that will be utilized in the upcoming testing of the student named on the forms. I am aware that your schedule is very full. For that reason I hesitate to add to your load, but I need the information from these forms to gain a clearer understanding of the student. Any information you could provide as additional comments would be very much appreciated. (Please do not feel that you must write a long description; brief statements will suffice.)

My ability to provide you and the parents with specific, relevant suggestions is directly related to the information I receive. Thank you for taking the time to consider each answer and work through the forms. I appreciate your observation of and perspective on the student. Please return the forms to the student's parents. They will bring the forms to the testing.

If you have any questions, please feel free to contact me. (770) 941-2897.

Sincerely,

Mrs. Helen I. Boen
Senior Consultant

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STUDENT REFERRAL FORM CHECKLIST OF STRENGTHS AND WEAKNESSES

NAME _____ GRADE _____
TEACHERS NAME _____

(Check the behaviors that are characteristic of the student.)

A. PHYSICAL PSYCHO/MOTOR CHARACTERISTICS

- Requires special equipment
- Has a very low energy level; tends to tire easily
- Restless in a squirmy sense; always "on the go"
- Poor coordination in gross motor skills
- Walks with unsteady gait
- Has trouble maintaining balance
- Has difficulty going up and down stairs
- Has shaking or trembling of limbs
- Bumps into things
- Clumsy; drops things, spills
- Has difficulty throwing and catching
- Body becomes rigid and inflexible when varied body movements are required
- Poor coordination in fine motor skills
- Poor handwriting even though child tries and practices
- Difficulty using pencils and/or crayons
- Difficulty using scissors
- Prefers to print rather than write in cursive
- Possible evidence of hearing difficulty
- Possible evidence of vision difficulty
- Complains of physical pains or discomforts
- Moves head while reading
- Squints, frowns or covers one eye while reading
- Has poor spacing when writing; everything runs together
- Poor directionality
- Unable to judge relationships
- Skips lines; loses place frequently
- Word by word reading; poor phrasing
- Delayed but correct identification of words
- Reverses letters or numbers, particularly b & d
- Has orientation problems; inversion of letters or numbers particularly p & b
- Confuses words of similar shape
- Does not know where to start writing
- Is confused by too much print or print that is too small on his/her worksheet
- Cannot copy well
- Has difficulty keeping columns straight in math problems
- Carries wrong number
- Confuses -- and + signs

B. SOCIAL CHARACTERISTICS

- Usually included in groups
- Appears to have friends
- Works better alone than in a group
- Usually gregarious and talkative around other children and adults
- Looked up to as a leader by other children
- Unusually *mature* for age and has trouble relating to classmates
- Unusually *immature* for age and has trouble relating to classmates
- Appears withdrawn
- Appears helpless and dependent upon others
- Tends to be highly suggestible and easily led by others
- Manipulates others to get what he/she wants
- Threatens to harm others
- Appears selfish (refuses to take turns, interrupts, does not share, wants own way)
- Generally disliked by other children
- Verbally abusive toward others
- Physically abusive toward others
- Seems unhappy or depressed
- Does not seem to feel good about self
- Submissive attitude toward authority
- Demands must be met immediately
- Overly sensitive to criticism
- Excessive demands for the teacher's time
- Displays attention seeking or show-off behavior
- Childish and immature
- Easily frustrated in efforts

C. STUDY SKILLS AND LEARNING BEHAVIORS

- Frequently inattentive, daydreams
- Constantly talking and/or in motion
- Fails to finish things he starts
- Requires constant supervision (cannot organize own activities and carry out responsibilities)
- Finishes work quickly and accurately, makes good use of free time
- Lacks motivation and interest to learn or do his/her best
- Can complete work only if given individual attention or praise
- Reacts poorly to criticism or frustration
- Difficulty making decisions or changing tasks
- Unusual or unacceptable habits that disturb teachers or peers (i.e. _____)
- Able to listen attentively
- Performance is often erratic; at times alert and capable, at others times not
- Overly anxious to please
- Puts forth best effort
- Unable to remember general facts and information
- Unable to follow instructions directed to a group
- Follows instructions on a one-to-one basis
- Unable to follow a sequence of directions
- Frequently forgets homework
- Has poor sight vocabulary
- Easily distracted by noise
- Easily distracted by movement of other children in the class
- Spells words with little or no relationship to phonetic rules
- Has poor speaking vocabulary
- Has difficulty expressing ideas

D. SPEECH AND LANGUAGE

- Verbal responses are inappropriate to the situation
- Exhibits faulty pronunciation of sounds or syllables
- Minimal verbal responses
- Exhibits stuttering behavior
- Often asks for repetitions
- Uses incomplete sentences
- Expresses ideas and concepts freely and effectively
- Difficulty expressing ideas and concepts (rambles, difficulty expressing ideas in proper sequence.
- Has age appropriate vocabulary
- Has difficulty with written language (sentence construction, punctuation, grammar, sequencing of ideas, or events, spelling.)
- Has difficulty understanding word meanings
- Has difficulty understanding or following directions

E. ACADEMIC PERFORMANCE

- Inconsistent performance in academics
- Performs better in written work than oral work
- Performance better in oral work than written work
- Academic performance is above what achievement scores indicate
- Academic performance is below what achievement scores indicate
- Performs considerably lower in _____
than in _____

F. COMMENTS AND OBSERVATIONS