

SAT Referral Packet

Student _____ **Grade** _____ **Date** _____
School _____ **Teacher** _____
Name/Signature of Referring Teacher _____
Name of Parent/Guardian _____

Fill out sections A – D for all students. Fill out section E only if behavior is an area of concern.
 A. Mark only areas of concern below that significantly affect the student’s classroom experiences. Rate your concern as (H) High or (S) Some. If you are not sure, do not mark it.

- | | |
|---|---------------------------------------|
| _____ physical attributes | _____ attention span |
| _____ attendance | _____ memory skills |
| _____ activity level | _____ ability to follow directions |
| _____ oral comprehension | _____ listening skills |
| _____ language development | _____ response to questions |
| _____ language fluency | _____ ability to focus on task |
| _____ problem-solving ability | _____ frustration threshold |
| _____ vocabulary | _____ self-expression |
| _____ organizational skills | _____ self-discipline |
| _____ easily confused | _____ gross motor skills/coordination |
| _____ social/interpersonal skills | _____ fine motor skills |
| _____ self-awareness | _____ disorientation |
| _____ over-aggression | _____ passive/nonresponsive |
| _____ low self- esteem | _____ lack of responsibility |
| _____ academic progress (skills/areas of concern) | |

_____ mental/health (manifestations/areas of concern)

_____ behavior (observations/areas of concern)

_____ emotional/social (specify and describe)

_____ other (specify and describe)

B. Add any other information you can to help the team better understand your concerns. Also describe the student's strengths.

C. Prior Actions Taken to Address the Concern

1. Of the four main areas listed below, which have you changed in some way in an attempt to address the concern? Check the area(s) and describe what you manipulated.

_____ Presentation: How lessons are delivered and materials are displayed

_____ Physical Environment: The classroom arrangement and learning environment

_____ Materials: Changing student and teacher materials

_____ Instruction: Ways students acquire skills in the classroom

2. Below is a partial list of possible interventions. Check any that have been used prior to this point to address the concern. Add other specific interventions that have been tried.

- | | |
|---|--|
| _____ using tape recorder; overhead projector | _____ memory drills (math facts) |
| _____ previewing; rephrasing | _____ memory drills (sight words) |
| _____ using graphic organizers | _____ pattern books and word families |
| _____ posting charts; labeling | _____ manipulatives for math, other subjects |
| _____ contracts | _____ modified discipline plan |
| _____ giving visual/verbal clues | _____ attendance follow-up |
| _____ peer tutoring | _____ observation by another staff member |
| _____ use of alternative materials | _____ ESL (English as a Second Language) |
| _____ cooperative learning | _____ ECL (Early Childhood Literacy) |
| _____ tailored assignments | _____ Title I reading |
| _____ reinforcement schedules | _____ Bilingual Education |
| _____ parent involvement | _____ tutoring |
| _____ preferential seating | _____ counseling |
| _____ acknowledging correct responses | _____ point out relevance to student's lives |

- | | |
|--|--|
| _____ acknowledging correct responses | _____ point out relevance to student’s lives |
| _____ dividing tasks into smaller portions | _____ giving opportunities for success |
| _____ offer strategies for self-management | _____ giving opportunities for leadership |
| _____ incorporating cultural differences | _____ promoting family involvement |
| _____ providing bilingual signs/labels | _____ building on student’s strengths |
| _____ using music, art, drama | _____ accessing prior knowledge |
| _____ other | |
| _____ other | |
| _____ other | |
| _____ other | |
| _____ other | |
| _____ other | |

If interventions have been tried, describe their effectiveness.

(Optional) If they were ineffective, what do you hypothesize as the possible reason?

D. ATTACHMENTS

If the student is having academic difficulties, please attach a sample(s) of the student’s work that reflects your specific concern(s).

_____ sample(s) attached _____ N/A

If there is a medical concern, please attach any known relevant information or history.

_____ sample(s) attached _____ N/A

If there is a behavioral concern, please attach any disciplinary action taken or other documentation and fill out section E: *Teacher Input for Addressing Problem Behaviors*.

_____ sample(s) attached _____ N/A

E. Teacher Input for Addressing Problem Behaviors

(Teacher fills out this section if student is being referred to the SAT for behavioral concerns. If behavior is not an issue, there is no need to complete this section.)

1. Describe the behavior(s) of concern. Use measurable terms. *Example: Rather than “Lisa picks fight,” describe the actions and frequency: “Lisa demonstrates aggression by such actions as pushing, grabbing materials from others, and by using verbal commands and name-calling.”*

2. When is the behavior most and least likely to occur? Mark each as M (More Likely), L (Less Likely), or U (Unlikely).

- _____ On a particular day or days of the week, such as Fridays?
- _____ If so, which?
- _____ At a particular time or times of the day, such as lunch or transitions?
- _____ If so, which?
- _____ During certain types of activities or tasks, such as math or independent work?
- _____ If so, when?
- _____ When interacting with certain people – individuals or groups?
- _____ If so, who?
- _____ Under specific environmental conditions, such as in crowds or outdoor recess?
- _____ If so, what?
- _____ When physically tired, hungry, or sick?
- _____ If so, which?

3. What do you think the student gains or avoids by demonstrating the behavior?

- | | | | |
|----------------------|-------|-----------------------|-------|
| Get attention? | _____ | What kind? From whom? | _____ |
| Avoid attentions? | _____ | What kind? From whom? | _____ |
| Get control? | _____ | Of what? | _____ |
| Avoid embarrassment? | _____ | Regarding what? | _____ |
| Get relief? | _____ | From what? | _____ |
| Avoid tasks? | _____ | Which? | _____ |
| Other? | _____ | | _____ |

4. Describe the specific expectations you have for the student that are not being met.

5. How have you conveyed your expectations to the student?

6. Do you think the student can't (is unable to) or won't (is unwilling to) demonstrate the appropriate/desired behavior? Why?

7. What appropriate/acceptable behavior(s) could the student use as a substitute for the behavior regarded as unacceptable?

8. What have you already tried to change about the situations in which the behavior occurs?

- modified tasks/assignments to align better with student's skills
- changed the student's schedule or order of activities
- changed the curriculum for this student
- provided extra assistance
- changed the student's physical environment (seating, room arrangement, group, ...)
- other
- other

9. What techniques have you already tried to help the student meet behavioral expectations?

- | | |
|---|--|
| <input type="checkbox"/> posted rules for the whole class | <input type="checkbox"/> denied desired items/activities |
| <input type="checkbox"/> immediate feedback | <input type="checkbox"/> note/phone calls to parents |
| <input type="checkbox"/> teacher – student contract | <input type="checkbox"/> loss of privileges |
| <input type="checkbox"/> met with parents | <input type="checkbox"/> reprimands |
| <input type="checkbox"/> reward system | <input type="checkbox"/> ignored the behavior |
| <input type="checkbox"/> hand or other signals | <input type="checkbox"/> detention |
| <input type="checkbox"/> offered options/choices | <input type="checkbox"/> referral to office |
| <input type="checkbox"/> consistence of enforcement | <input type="checkbox"/> referral to school counselor |
| <input type="checkbox"/> other | |
| <input type="checkbox"/> other | |

Note: for in-depth analysis and guidance regarding behavior issues, see the New Mexico Public education Department's publication *Addressing Student Behavior: A Guide for Educators*.