**PVCA REFERRAL TEACHER CHECKLIST**

Student:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DOB: \_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_\_\_\_\_\_ Handedness: \_\_\_\_\_\_\_\_

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Subject: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date Completed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

READING: Has difficulty:

* making sound/symbols associations
* blending letters or syllables
* decoding words; pronouncing multisyllabic words
* maintaining reading fluency (reads word-by-word, frequent repetitions, etc.)
* reading small words or ends of words
* observing punctuation
* keeping place while reading
* comprehending what is read
* making use of context or picture clues
* following written directions

WRITING: Has difficulty:

* gripping pencil correctly
* forming letters and/or maintaining consistent letter size or slant
* writing at an appropriate speed (too fast/too slow)
* spacing letters or words
* remembering to dot i’s, cross t’s, punctuate sentences, etc.
* writing on the line
* progressing top to bottom, left to right
* observing marginal guidelines
* copying from the board or book/notetaking
* expressing ideas on paper
* writing grammatically correct sentences

SPELLING: Has tendency to:

* reverse letters (e.g., b/d; p/q)
* transpose letters within words (e.g., spot/stop; was/saw)
* omit or add syllables (e.g., official/offal)
* spell phonetically (e.g. says/sez; nature/nacher)
* have trouble finding errors
* do well on spelling tests but poorly in other writing

LANGUAGE: Has difficulty:

* defining words and/or using appropriate vocabulary
* explaining a procedure or relating information clearly and logically
* grasping the main idea
* participating in class discussions
* comprehending grade level vocabulary
* understanding the subtleties/nuances of language

THINKING: Has difficulty:

* understanding and recalling directions
* memorizing (e.g., Bible verses, math facts)
* anticipating the consequences of his actions (i.e., cause and effect)
* understanding abstract concepts (i.e., limited to literal interpretations)
* retaining new information
* applying learning concepts
* with test anxiety/blocking
* processing information quickly
* using visual imagery (affecting reading comprehension and understanding math concepts)
* sequencing events in chronological order
* unable to differentiate between essential and non-essential information

MATH: Has a tendency to:

* reverse numerals or symbols (e.g., 6/9; >/<)
* transpose numbers (e.g., 56/65; 1492/1942)
* skip problems unintentionally on worksheet or test
* forget basic math facts; use fingers or other counting systems
* have trouble with alignment and spacing of numbers
* have difficulty with place value concepts
* have trouble understanding story problems
* have difficulty understanding time concepts (i.e., before, after, months, days, clock time)
* have difficulty determining operations needed to solve word problems
* have difficulty following/sequencing multiple-step processes (e.g., long division)
* misread operational signs

BEHAVIOR/SOCIAL SKILLS: Appears to be:

* inattentive/restless and easily distracted
* impulsive/uninhibited/inappropriate comments (makes “off the wall” comments)
* unable to work independently
* over-reacting or responding inappropriately in social settings
* disturbed by schedule changes or interruptions in routine
* inconsistent in performance (i.e., one day is capable, next day is not)
* easily frustrated/angered; unduly argumentative
* forgetful (has trouble getting materials/homework to and from school)
* unorganized, unprepared
* lethargic/unmotivated and defeated most of the time
* fearful/hesitant to attempt anything new
* a loner/withdrawn
* clumsy/poorly coordinated
* gullible and likely prey to misguided leadership
* unaware of consequences of his/her actions
* resistant to admission of failure or error
* consistently late for class

What are the student’s greatest strengths?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What teaching strategies/methods have you tried that have been effective with this student? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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What is your primary reason for referral? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Other Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Rev. 10/25/19