Request for Student Assistance Form

The Student Assistance Team (SAT) is a general education problem-solving team intended to utilize documented intervention strategies to assist the school in the provision of general education. (Rule 51 006.01C)

Student: _____ Age: ____ Gender: _____

Date of Birth: _____ Grade: ____ Teacher: _____

Parent/Guardian/Caseworker: _____

Address: _____ City _____ State _____ ZIP _____

Home Phone: _____ Work Phone: _____

Translator Needed? ◯ Yes ◯ No

Person Requesting Assistance: _____

Relationship to Student: _____

The Parent/Guardian must be informed that assistance is being requested.

Date(s) of Notification: _____

Method: ☐ Telephone ☐ Letter ☐ Parent/Teacher Conference

The reason for referral has been observed:

☐ Since Birth
☐ During the past 3 to 6 months
☐ Since entering an educational setting
☐ The student just moved from another district and problems were immediately apparent
☐ Other _____

Background/Health Information (as applicable)

Language other than English spoken in the home? ◯ Yes ◯ No If yes, specify: _____

Is the student a migrant? ◯ Yes ◯ No Entry Date: _____

Is the student in English as a Second Language (ESL)? ◯ Yes ◯ No Entry Date: _____

Has the student received ESL services in the past? ◯ Yes ◯ No Service Date: _____

Refer to Language Proficiency score below:

Date: _____ Scores: Oral _____ Reading _____ Writing _____

Do the student's records indicate school changes? ◯ Yes ◯ No

Explain _____

Has the student's vision been screened? ◯ Yes ◯ No

Distance Vision: R (##/###) _____ L (##/###) _____ Screening Date: _____

Near Vision R (##/###) _____ L (##/###) _____ Screening Date: _____

Other vision evaluations: _____

Has the student's hearing been screened? ◯ Yes ◯ No Screening Date: _____

Hearing test: ◯ Pass ◯ Fail

Has the student ever had a Special Education evaluation? ◯ Yes ◯ No Date _____

Category _____ Related Services _____

ACADEMIC HISTORY

Attendance

◯ Regular ◯ Irregular If irregular, explain: _____

Has the student been retained? ◯ Yes ◯ No Grade: _____

Assessment

Attached additional documentation for each of the following:

NESA-R Date(s) _____

NESA-W Date(s) _____

NESA-M Date(s) _____

ELDA Date(s) _____

NRT Name/Date _____

Dibles Data _____

Other _____

Name/Dates _____

Name/Dates _____

Name/Dates _____

Name/Dates _____

Additional Assessments Info:

_____

_____

_____

The Student's Grades

Are they attached? ◯ Yes ◯ No

◯ Have increased each year

◯ Dropped suddenly

◯ Have stayed about the same each year

◯ Have decreased each year

◯ Data not available/Other circumstances (Explain):

_____

_____

ACADEMIC CONCERNS (if applicable)

Basic Reading

☐ Limited sight word vocabulary
☐ Vowel sounds
☐ Consonant sounds
☐ Diphthongs
☐ Omission of letter sounds in words
☐ Addition of letter sounds in words
☐ Inability to identify letters of the alphabet
☐ Reversals
☐ Silent letters
☐ Word attack/decoding skills
☐ Other

_____

_____

Reading Comprehension

☐ Limited vocabulary
☐ Inability to grasp implied meanings
☐ Inability to use context clues
☐ Poor recall of main ideas
☐ Other

_____

_____

Oral Expression

☐ Vocabulary
☐ Antonyms
☐ Synonyms
☐ Grammar
☐ Analogies
☐ Sentence Structure
☐ Other

_____

_____

Listening Comprehension

☐ Auditory memory
☐ Vocabulary
☐ Understanding directions
☐ Auditory attention span
☐ Needs questions/directions repeated
☐ Other

_____

_____

Math Reasoning

- ☐ Solving problems involving time
- ☐ Solving measurement problems
- ☐ Solving percentage problems
- ☐ Solving word problems with more than one math function
- ☐ Money values
- ☐ Concept of fractional parts
- ☐ Other

_____

_____

Math Calculation

- ☐ Number recognition
- ☐ Subtraction facts
- ☐ Addition facts
- ☐ Fractions
- ☐ Multiplication facts
- ☐ Division facts
- ☐ Regrouping in addition/carrying
- ☐ Regrouping in subtraction/borrowing
- ☐ Decimals
- ☐ Other

_____

_____

Written Expression

- ☐ Number recognition
- ☐ Subtraction facts
- ☐ Addition facts
- ☐ Fractions
- ☐ Multiplication facts
- ☐ Division facts
- ☐ Regrouping in addition/carrying
- ☐ Regrouping in subtraction/borrowing
- ☐ Decimals
- ☐ Other

_____

_____

Motor Coordination

- ☐ Fine motor
- ☐ Gross motor
- ☐ Explain:

_____

_____

Behavioral Concerns

- ☐ Easily distracted
- ☐ Does not hand in homework
- ☐ Physically aggressive
- ☐ Talks out
- ☐ Persistent mood of unhappiness or sadness
- ☐ Teasing
- ☐ Lying
- ☐ Bullies other children
- ☐ Stubborn
- ☐ Cheating
- ☐ Does not complete assignments
- ☐ Does not participate in class activities
- ☐ Makes noises
- ☐ Verbally aggressive
- ☐ Poor peer relationship
- ☐ Stealing
- ☐ Tantrums
- ☐ Falls asleep
- ☐ Won't follow directions
- ☐ Other

_____

_____

Speech/Language/Hearing Concerns (if applicable)

Articulation

- ☐ Substitutes one sound for another (*e.g.*, wabbit for *rabbit*)
- ☐ Omits a sound (*e.g.*, han for hand)
- ☐ Distorts a sound

Language (Please provide Oral and/or Written)

- ☐ Word structure, word forms
- ☐ Word order, combining words to form sentences
- ☐ Word meaning
- ☐ Uses short or disconnected sentences
- ☐ Difficulty answering questions
- ☐ Difficulty asking questions
- ☐ Figurative language
- ☐ Language concepts and relationships
- ☐ Social language
- ☐ Grammar
- ☐ Vocabulary
- ☐ Sequencing
- ☐ Verbal expression
- ☐ Listening comprehension
- ☐ Reading comprehension
- ☐ Written expression

Hearing

- ☐ Doesn't respond when spoken to
- ☐ Previous hearing problems (explain):

_____

_____

_____

_____

Voice

- ☐ Pitch is too: ☐ High ☐ Low
- ☐ Quality of voice is:
  - ☐ Harsh ☐ Breathy ☐ Nasal
- ☐ Pitch is monotone

Fluency

- ☐ Repetitions ("What t-t-t-t-ime is it?")
- ☐ Prolongations ("LLLLLLet me do it.")
- ☐ Interjections ("Umm, ummm, I have an idea.")
- ☐ Other/Describe:

_____

_____

_____

_____