

Child Find Referral

Student's Name: _____
 Residence School: _____
 Service County: _____
 Service School: _____
 SASID: _____
 Local Student ID: _____
 Sex: Male Female
 Parent/Guardian Name: _____
 Home Phone: _____
 Does the parent speak English? Yes No
 If no, indicate language spoken: _____

Date: _____
 Grade: _____
 Date of Birth: _____
 Referral Source/Title: _____
 Race: _____
 Home address: _____
 Is student a resident of ? Yes No:
 Interpreter needed? Yes No

Reason(s) for referral: _____

Speech/Language

- Articulation
- Voice
- Fluency
- Expressive language
- Receptive language
- Pragmatic language

- Vision
- Health
- Motor
- Hearing
- Cognitive/Intellectual
- Social/Emotional/ Behavioral
- Adaptive Behavior

Academic Performance

- Phonemic awareness
- Phonics
- Vocabulary development
- Reading fluency and oral reading skills
- Reading comprehension
- Math calculation
- Math problem solving
- Written expression
- Written language mechanics

Based on your observations, describe the student in comparison to his peers, checking behaviors frequently observed:

LISTENING COMPREHENSION

- Difficulty understanding spoken language
- Difficulty following verbal directions

ORAL EXPRESSION

- Doesn't use words yet
- Difficulty labeling objects, naming people
- Difficulty expressing thoughts and ideas
- Limited speaking vocabulary

READING

- Difficulty naming pictures
- Difficulty identifying colors, shapes
- Difficulty listening to a book read orally
- Difficulty with letter/word recognition
- Difficulty with phonemic awareness, phonics
- Difficulty with comprehension (informational, literary text)
- Fluency concerns

WRITTEN EXPRESSION

- Difficulty with spelling
- Difficulty with writing mechanics
- Difficulty writing a sentence
- Difficulty organizing sentences and ideas into meaningful paragraphs

MATHEMATICS

- Difficulty with 1:1 correspondance
- Difficulty with rote counting
- Difficulty with number recognition
- Difficulty with math computation
- Difficulty understanding numeration concepts
- Difficulty with math applications, reasoning, problem solving

FINE MOTOR/VISUAL MOTOR COORDINATION

- Difficulty grasping objects
- Difficulty stringing beads
- Difficulty holding crayon/pencil
- Difficulty imitating shapes
- Difficulty copying shapes
- Difficulty with paper/pencil tasks
- Difficulty writing name
- Difficulty turning pages in a book
- Difficulty with buttons, snaps
- Difficulty with copying from the board or book

ATTENTION/ORGANIZATION/ACTIVITY LEVEL

- Difficulty beginning a task
- Difficulty maintaining attention
- Easily distracted
- Loses or forgets work and/or material
- Difficulty with organization
- Late for class
- Difficulty completing tasks/ assignments
- Difficulty with changes in routine
- Overactive
- Underactive
- Inadequate note-taking skills
- Inadequate test-taking skills
- Difficulty working independently

MOTOR SKILLS

- Difficulty with functional mobility
- Difficulty with gross motor tasks
- Difficulty with small motor tasks
- Difficulty with coordination

ADAPTIVE/SELF HELP SKILLS

- Difficulty feeding
- Difficulty dressing
- Difficulty sleeping
- Difficulty toileting

MEMORY

- Difficulty with short term memory
- Difficulty with long term
- Difficulty identifying colors, shapes

SOCIAL/EMOTIONAL/BEHAVIORAL

- Limited eye contact
- In his/her "own world"
- Repetitive behaviors
- Difficulty with pretend play
- Lacks motivation
- Lacks self-control
- Easily frustrated
- Sudden changes in mood throughout the day
- Inconsistency in performance
- Needs constant approval
- Interrupts and distracts class
- Unusually aggressive toward others
- Unusually shy or withdrawn
- Difficulty interpreting social cues
- Difficulty making and keeping friends
- Doesn't accept responsibility for own behavior
- Easily influenced by others

Vision Screening Results Passed Not Passed Not Tested Date: _____
 Hearing Screening Results Passed Not Passed Not Tested Date: _____

Relevant Medical Concerns: _____

Does the student have Limited English Proficiency? Yes No

If yes, what language or mode of communication should be used for assessments? _____

Are there cultural, environmental or economic factors that influence the student's performance? Yes No

If yes, explain: _____

Statement of concerns/needs (parental, school-based, childcare): _____

Student's strengths, interest areas, significant personal attributes, and personal accomplishments: _____

Parental input regarding the student's educational program: _____

Instructional Interventions and Strategies

Intervention/Strategy	Length of time intervention/strategy provided	Qualified personnel providing the intervention/strategy	Data-based documentation of assessment results of intervention/strategy

Document the date assessment results were shared with parents: _____

Date and summary of observations conducted by teachers and special education providers in general education classroom setting/community early childhood setting: _____

Additional notes: _____
