

# Child Study Flow Chart – Initial Referral

(updated 5/10/16)

A student is experiencing serious academic and/or behavior problems in school as identified by teacher or parent

**Academic**

**Behavioral**

Teacher consults with C&I Administrator to analyze academic data and determine if additional classroom interventions are needed [Note: Reading referrals to child study should not be made from tiers 1 or 2]

Teacher identifies an intervention (accommodation or differentiation) and collects data for a minimum of 6 weeks

Teacher identifies an intervention (accommodation or differentiation) and collects data for a minimum of 6 weeks

Teacher consults with counseling department to collaborate on potential interventions (including outside agency support) and learn more about possible extenuating circumstances.

Review full data with C&I Admin  
Child Study letter signed

**Child Study Referral**  
If data collection (both quantitative and qualitative) shows a need for more significant intervention, teacher fills out the child study referral form, attaches copies of intervention tracking data, & submits to school counselor.

Review full data with Counselor  
Child Study letter signed

Is an OT or Speech referral warranted?

School counselor will acknowledge receipt, review and consult with School Psychologist and Special Education Supervisor.

Is an OT or Speech referral warranted?

School Counselor will schedule the child study team meeting and send confirmation of date to referring teacher.

Once confirmation for the CST meeting has been received by referring teacher, teacher contacts parent and solicits input from the parent (to be included in CST file) prior to meeting. Use script as a guide for parent contact.

Parent requests evaluation

Teacher tries new intervention – monitors progress; consults with Title, C&I Administrator

**Data Collection**

Child Study Team meeting occurs. Team reviews data, discusses student, and decides to:  
1. Continue intervention **Data Collection** or  
2. Complete **MDE Referral** to formally begin psycho-educational evaluation process

**MDE**

Referring teacher contacts parent to inform of CST result

MDE Team meets to discuss data/recommendations

Sp Ed. Asst sends parent permission to evaluate. Once signed PTE received, psychologist completes evaluation

MDT meeting held with parent to review report findings

Teacher tries new intervention – monitors progress; consults with Title, C&I Administrator

**Student Found Ineligible**

**Student Found Eligible**

IEP meeting scheduled – Special Education services begin

LAKELAND SCHOOL DISTRICT

R. Scott Jeffery  
Superintendent of Schools

Joseph Caputo  
Business Manager



Thomas Kamoski Jr. Sr. High School Principal  
James Pivrotto Jr. Sr. High School Asst Principal  
Alan King Elementary Principal  
Kevin Sullivan Elementary Principal

Jeffrey Price Director of Technology  
Margot Parsons Supervisor of Special Education  
Amber Evans School Psychologist  
Mike Motsay Director of Transportation  
Chet Lenceski Director of Buildings & Grounds

Dear Parent/Guardian:

As you know, your student, \_\_\_\_\_, has been referred to the Child Study Team at school because there are academic and/or behavioral concerns affecting your child's progress in the classroom. The Child Study Team will be meeting on: \_\_\_\_\_.

As soon as the Child Study Team has met, I will call you with the results of the meeting and to discuss any additional concerns you may have. If you would like to have a parent conference following the meeting, please indicate below with your signature and return the bottom of this letter to me for verification.

Sincerely,

Classroom Teacher

I am aware my child has been referred to the Child Study team:

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_ Yes, I would like to schedule a follow-up parent conference

\_\_\_\_\_ No, I do not want a follow-up parent conference

## CST – Checklist

To be completed prior to referral for child study and should accompany the Referral Form

Put the date completed on each line or N/A:

\_\_\_\_\_ CST Phone Call made to parent

\_\_\_\_\_ Flex/Academic Support

Direct academic guidance; study help; check agenda; help with organization, etc.

\_\_\_\_\_ RTII

Benchmarking; progress monitoring; data study; grouping and movement through tiers

\_\_\_\_\_ Parent Communication

Frequent parent communication – phone, email, notes, prog. reports, MMS, Wikis, etc.

\_\_\_\_\_ Social/Emotional

Individual meetings with student; participation in groups; action plans, etc.

\_\_\_\_\_ Behavior

Interventions (clearly different from classroom management/SWPBS/discipline policy)

\_\_\_\_\_ SAP

Assist with academic, social-emotional, behavioral and/or drug-alcohol related issues

\_\_\_\_\_ Health Office Consult

Usually set up through coordination of services from physician; vision/hearing; meds, inhalers

\_\_\_\_\_ OT Screening

Fine motor; Sensory (noise, light, tactile, etc.); assist with paper, pencil grip, balance, etc.

\_\_\_\_\_ Speech screening

Articulation; social and pragmatic language; communication skills

\_\_\_\_\_ Physical Therapy Consult

Usually physician driven; obvious physical needs – may lead to screening

\_\_\_\_\_ Vision Consult

Usually physician driven; obvious vision needs – may lead to screening

\_\_\_\_\_ Hearing Consult

Usually physician driven; obvious hearing needs – may lead to screening

\_\_\_\_\_ Outside Mental Health Services

Mobile therapy; TSS; through NHS or YAP – medical treatment plans and medication reg.

\_\_\_\_\_ Standardized Testing Accommodations

Allowable for all students: small group, extended time, frequent breaks, reading words and directions, use of calculator, etc. See 2014 Accommodations Guide on PDE website.

### Interventions to Try

**Academic:**

- Highlight main ideas and supporting details in the book
- Simplify and repeat instructions about in-class and homework expectations
- Teach and monitor organization and/or study skills strategies
- Use written directions to supplement oral directions
- Break assignments into a series of smaller assignments
- Limit amount of material presented on a single page
- Provide tests/projects in segments so that student hands in one segment before receiving the next part
- Establish a nonverbal cue between teacher and student for help or behavior monitoring
- Provide a checklist for student, parents, and/or teacher to record assignments of completed tasks
- Use a timer to assist student to focus on given task or number of problems in time allotted
- Have student restate or write directions/instruction
- Give student opportunity to stand/move while working
- Provide peer tutoring
- Provide study buddy
- Assign groups to divide workload
- Reduce distractions: strategic seating, remove stimuli, study carrel, quiet corner, etc.
- Listen to text along with reading (CD, tape, online, etc.)
- Adjust difficulty of the assignment
- Use of computer to write

**Behavior/Organization:**

- Proximity control
- Preferential seating
- Direct instruction of rules and expectations
- Individual rewards based on clip chart or another more specific system
- Differential reinforcement of incompatible behavior
- Nonverbal: Response cards, finger tapping, pointing
- Exit passes for de-escalation
- Use silent behavior cues
- Planned ignoring
- Restitution
- Response cost
- Direct instruction of appropriate social responses
- Private conferences with student
- State choices and consequences for each choice – allow student to choose
- Choice – task menu; task sequence
- Self-monitoring (checklist, chart, etc.)
- State expectations clearly – generally for the classroom; for each task; for partner tasks; for group tasks
- Special location for student materials
- Provide daily review of schedule; lesson agenda; special events; changes in schedule
- Direct instruction of social skill

**Child Study Referral – Elementary [Fillable Document]**  
Classroom Teacher Input

Student: \_\_\_\_\_ Date: \_\_\_\_\_  
Grade in School: \_\_\_\_\_  
Teacher: \_\_\_\_\_  
Reason: \_\_\_\_\_

Grades (attach a printed report):	Final	Q1	Q2	Q3
	(Previous year)	(Present Year)		
ELA Math Science Social Studies (History) Spelling				

**Student strengths (list at least two in each area):**

- Academic -
- Social/Behavioral -

**Academic challenges:**

(Check all that apply)

<input type="checkbox"/> Declining grades	<input type="checkbox"/> Poor study habits
<input type="checkbox"/> Grades are not consistent with potential	<input type="checkbox"/> Poor organizational skills
<input type="checkbox"/> Failure to complete assignments	<input type="checkbox"/> Does not follow directions
<input type="checkbox"/> Homework not complete	<input type="checkbox"/> Short attention span
<input type="checkbox"/> Slow rate of work	<input type="checkbox"/> Weak speech skills
<input type="checkbox"/> Does not ask for help	<input type="checkbox"/> Weak language skills
<input type="checkbox"/> Gives up easily	<input type="checkbox"/> Unable to write coherently
<input type="checkbox"/> Appears uninterested	<input type="checkbox"/> Difficulty organizing written tasks
<input type="checkbox"/> Weak problem solving skills	<input type="checkbox"/> Difficulty with memorization skills
<input type="checkbox"/> Work is sloppy	<input type="checkbox"/> Difficulty managing big tasks
<input type="checkbox"/> Difficulty with group tasks	<input type="checkbox"/> Difficulty working independently
<input type="checkbox"/> Frequently off-task	<input type="checkbox"/> Exhibits inconsistent work effort
<input type="checkbox"/> Poor reading skills	<input type="checkbox"/> Poor comprehension skills
<input type="checkbox"/> Other:	<input type="checkbox"/> Poor calculation skills

**Social challenges:**

<input type="checkbox"/> Leads others into problems	<input type="checkbox"/> Harasses other students
<input type="checkbox"/> Follows others without thinking	<input type="checkbox"/> Verbally abuses other students
<input type="checkbox"/> Shy and withdrawn among peers	<input type="checkbox"/> Pushes other students
<input type="checkbox"/> Demanding with peers	<input type="checkbox"/> Often involved in fights
<input type="checkbox"/> Sabotages relationships	<input type="checkbox"/> Routinely disregards authority
<input type="checkbox"/> Unable to make friends	<input type="checkbox"/> Disrespects property of others
<input type="checkbox"/> Difficulty getting along with others	<input type="checkbox"/> Shows no regard for safety of others
<input type="checkbox"/> Rude and ill-tempered	<input type="checkbox"/> Difficulty working in group settings
<input type="checkbox"/> Other:	<input type="checkbox"/> Difficulty following rules

**Behavioral challenges [attach copy of behavioral data]:**

(Check all that apply)

<input type="checkbox"/> Frequent tardiness	<input type="checkbox"/> Poor self-control in unstructured settings
<input type="checkbox"/> Easily frustrated	<input type="checkbox"/> Seeks attention through misbehavior
<input type="checkbox"/> Occasionally disruptive	<input type="checkbox"/> Does not respond well when corrected
<input type="checkbox"/> Comes to class unprepared	<input type="checkbox"/> Verbally abuses teacher
<input type="checkbox"/> Loiters in hall	<input type="checkbox"/> Lies to teacher
<input type="checkbox"/> Sleeps in class	<input type="checkbox"/> Cheats on tests/assignments
<input type="checkbox"/> Does not stay in seat	<input type="checkbox"/> Steals from classroom
<input type="checkbox"/> Frequent off task behavior	<input type="checkbox"/> Defaces/vandalizes classroom
<input type="checkbox"/> Disturbs other students in class	<input type="checkbox"/> Sudden emotional outbursts
<input type="checkbox"/> Self-abusive comments/behavior	<input type="checkbox"/> Too quiet in class
<input type="checkbox"/> Poor self-esteem	<input type="checkbox"/> Lacks empathy towards others
<input type="checkbox"/> Cannot work independently	<input type="checkbox"/> Poor attendance
<input type="checkbox"/> Poor self-control in class	<input type="checkbox"/> Poor class participation
<input type="checkbox"/> Unresponsive in class	<input type="checkbox"/> Other:

**Personal challenges:**

(Check all that apply)

<input type="checkbox"/> Sleepy and lethargic appearance	<input type="checkbox"/> Poor hygiene
<input type="checkbox"/> Sudden and dramatic personality change	<input type="checkbox"/> Inappropriate dress
<input type="checkbox"/> Self-destructive behavior	<input type="checkbox"/> Sexually inappropriate behavior
<input type="checkbox"/> Severe mood swings	<input type="checkbox"/> Physical condition affecting self-esteem
<input type="checkbox"/> Unexplained injury(ies)	<input type="checkbox"/> Other:

<p><b>Additional Comments:</b> Click here to enter text.</p>
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**Academic Assessments:**

- **ELA** (if applicable) - weekly & unit reading test data **ATTACH COPY OF DIBELS/AIMSWEB DATA**  
Last three weekly reading tests and most recent unit test – extract data directly from assessment documentation

Assessment	Word Rec/Vocab	Phonics/Word Analysis	Comprehension	Writing
Reading Test-				
Reading Test-				
Reading Test-				
Unit Test -				

- **Math** (if applicable) – math tests  
Last three weekly math tests and most recent unit test – extract data directly from assessment documentation

Assessment	Calculation	Applications	Other	Other
Chapter Math Test-				
Chapter Math Test-				
Chapter Math Test-				
Unit Test -				

- Writing (if applicable)

**QRI -**

Overall writing performance:

*Frustration Level -*  
Oral Reading:  
Comprehension:  
*Instructional Level -*  
Oral Reading:  
Comprehension:  
*Independent Level -*  
Oral Reading:  
Comprehension:  
ORF: \_\_\_\_\_ wcpm  
Notes:

**PSSA Scores (if applicable):**

indicate *below basic* (BB) *basic* (B), *proficient* (PRO) or *advanced* (ADV)

Year	Reading	Math	Science	Writing

**Teacher Intervention:**

To meet the needs of \_\_\_\_\_  
(student)  
in \_\_\_\_\_  
(deficit area)  
I have tried the following interventions:  
1.  
2.  
3.  
4.  
5.

**CSI (Inview) Score:** \_\_\_\_\_



