Pre-Referral Document, Adaptive Dimension & Developmental Checklists:

- **Use this form to record the interventions tried before considering referrals.**
- **Use the attached Developmental Checklists to help you gauge the level at which the student is functioning.**

When you, as a teacher, note a student is experiencing difficulty in any area, academic, social, organizational, etc. there are strategies and techniques you can try in the classroom to address these concerns. This form will record the interventions for 1 of 2 reasons:

1. These interventions enable the student to experience success and need to be communicated to other teachers (replacement, specialist, subsequent)

Or

2. The student experiences continuing difficulty which may result in referral to support services personnel

Student:_____Teacher:_____Grade:____Date:_____

1. List the student's strengths and needs

Strengths	Needs

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2. List the strategies and/or interventions which have been tried. (Please check those which helped meet the student's needs):

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3. List your recommendations for the student:

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When completing the Pre-Referral Document, consider what intervention strategies may be required, adaptive dimension/differentiated instruction. The following offer a **few** suggestions in each of the areas. **This list is <u>not</u> all inclusive.**

1. **<u>Instruction:</u>**

- provide for a variety of ways to complete a task or to present information, (e.g., taped answers, demonstration, dramatization, role play, learning logs, extended time frame, providing more response time)
- allow student to work with a partner or small group to complete assignments
- allow student to work with a peer on reading assignments
- present information through a multi-sensory approach (e.g., visual, auditory, concrete/hands-on materials)
- use samples of finished products as models
- provide clear, visually uncluttered handouts and worksheets
- provide several options for student to demonstrate knowledge (e.g., oral, written, diagrams, artwork)
- allow extra time in class or outside of class for work completion
- other (please add)

2. **<u>Environment:</u>**

- provide a quiet space, when needed
- create spaces in the classroom where students can work independently or in groups
- create more desk space for the student needing a large work area
- allow the student to take short breaks from assignments
- if the student is sensitive to lights, allow a hat with visor or reduce lighting in classroom
- use a study carrel
- other (please add)

3. **<u>Learning Resources:</u>**

- provide a variety of resources (e.g. video, CD's)
- provide stories and chapters on tape to supplement the text
- provide calculators, computers, software and tape recorders
- provide outlines and study guides to accompany chapters/units
- supplement test materials with visual, auditory and kinesthetic resources
- other (please add)

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4. **Evaluation:**

- ensure that students have the opportunity to demonstrate their knowledge in a variety of ways (e.g. tests, portfolios, projects, dramatic presentations)
- include options for short answer, multiple choice and sentence completion when giving a test
- highlight directions
- allow the student to give answers using typing or word processing
- extend the time frame
- administer tests outside the classroom on an occasional basis
- other (please add)

5. **Organization:**

- arrange preferential seating
- allow student to have a photocopy of a peer's class notes
- allow student to dictate answers
- allow more time for completion of assignments
- use task cards for directions
- use student agenda/planner
- use a communication journal between home and school
- other (please add)

6. **Motivation:**

- use contracts with students for work to be completed or desired behaviors to be targeted
- provide choices
- establish friendship circles or buddy systems for those who need extra social, physical or academic support
- use mentors from the school or from the community
- other (please add)

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Developmental Checklists:

4 years

LANGUAGE:

- ☐ Enjoys listening to stories and simple jokes
- ☐ Speaks intelligibly-exhibits only a few sound substitutions
- ☐ Gives name, address, and age when asked
- ☐ Counts by rote up to 20
- ☐ Knows several nursery rhymes
- ☐ Asks questions - "why", "what", "how" & "when"

MOTOR (Fine):

- ☐ Threads a shoe lace through beads
- ☐ Builds a tower of 10 or more blocks
- ☐ Holds and uses a crayon with good control
- ☐ Copies an "O" (circle), a "+" (plus) and a "V"
- ☐ Draws a house

MOTOR (Gross):

- ☐ Touches toes without bending knees
- ☐ Stands on one foot for about 8 seconds at a time
- ☐ Hops forward about three steps on each foot
- ☐ Walks skillfully on a narrow straight line
- ☐ Enjoys playing with a ball
- ☐ Runs on toes
- ☐ Climbs, slides, swings on playground equipment

SOCIAL/EMOTIONAL BEHAVIOR:

- ☐ Eats with fork and spoon
- ☐ Dresses and undresses except for laces, back buttons, some zippers and snaps

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- ☐ Enjoys companionship of other children
- ☐ Understands the concept of "taking turns"

Developmental Checklists:

5 years

LANGUAGE:

- ☐ Speaks fluently except for a few mispronunciations (s, v. f, th, r)
- ☐ Gives full name, age, birthday, address
- ☐ Defines concrete words by their function
- ☐ Asks meaning of abstract words and unfamiliar words and will later use them
- ☐ Loves to recite and chant jingles and rhymes
- ☐ Enjoys being read to or told stories and acts them out alone later

MOTOR (Visual):

- ☐ Threads a large needle independently and sews real stitches
- ☐ Copies circle, square, cross and capital letters: V T H O X L Y U C A
- ☐ Draws a house with these features: outline, door, windows, chimney and roof
- ☐ Draws a person with these features: head, arms, legs and trunk
- ☐ Draws a variety of other items and names them before producing them
- ☐ Uses brush, crayons and pencil with better control
- ☐ Crayons and colors forms within the lines
- ☐ Matches 10 colors
- ☐ Names at least four primary colors
- ☐ Copies simple block patterns containing as many as 10 blocks

MOTOR (Gross):

- ☐ Can walk a narrow line without stepping off
- ☐ Climbs, swings and runs skillfully
- ☐ Moves rhythmically to music
- ☐ Stands on one foot (either foot) with arms folded across chest to a count of 10 seconds
- ☐ Hops two to three yards forward on each foot

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- ☐ Enjoys ball play and understands rules, positions and scoring
- ☐ Bends and touches toes without bending knees
- ☐ Grips strongly with each hand
- ☐ Can run lightly on toes

SOCIAL/EMOTIONAL BEHAVIOR:

- ☐ Dresses and undresses independently
- ☐ Uses knife and fork competently
- ☐ Washes and dries hands and face well
- ☐ Selects own playmates
- ☐ Is protective of younger children and animals
- ☐ Comprehends simple rules of games and the concept of fair play
- ☐ Demonstrates a sense of humor
- ☐ Understands the necessity for tidiness, but requires frequent reminders
- ☐ Experiences fears involving self-dogs, falling and physical dangers
- ☐ Picks nose and/or bites nails
- ☐ Sucks thumb before falling asleep or when fatigued

Developmental Checklists:

6 years

PHYSICAL:

- ☐ Walks a straight line heel-to-toe both forward and backward
- ☐ Hops on either foot more than 10 times
- ☐ Climbs on outdoor jungle gym and play equipment
- ☐ Kicks a soccer ball with a greater degree of accuracy
- ☐ Rides a bicycle with ease
- ☐ Catches a tennis ball using both hands
- ☐ Dresses and undresses self, including manipulating buttons, zippers and shoe laces
- ☐ Uses knife, fork and spoon to eat
- ☐ Uses small scissors to cut out various shapes
- ☐ Does simple household chores such as sweeping floor or steps

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INTELLECTUAL:

- ☐ Frequently asks "why" questions
- ☐ Have better attention span and concentration skills
- ☐ Is better able to make comparisons of size and weight (for example, bigger/smaller, heavier/lighter)
- ☐ Knows own left hand from right hand
- ☐ Pretend play now involves more real life, rather than fantasy situations (for example, school, church or grocery store)
- ☐ Enjoys puzzles and games that require matching items

LANGUAGE:

- ☐ Speaks more clearly and fluently but may still have difficulty with "th" and "s" sounds
- ☐ Knows correct rules of grammar but doesn't always apply them (for example, still says "Me and Chris went together")
- ☐ Enjoys carrying on a telephone conversation with some relatives or friends
- ☐ More frequently uses polite expressions, such as "please" and "thank you"
- ☐ Likes to repeat simple nursery rhymes
- ☐ Will construct a story from pictures in a book
- ☐ Frequently asks the meaning of new words

SOCIAL/EMOTIONAL BEHAVIOR:

- ☐ Enjoys playing competitive sports as well as board games which have simple rules
- ☐ Selects own playmates, usually of same gender
- ☐ Understands ownership and property rights of others but may still behave in egocentric manner
- ☐ Can identify emotions such as anger or fear and can now express anger verbally rather than physically
- ☐ Is protective of a younger sibling
- ☐ Enjoys attention from peers
- ☐ Likes to please parents

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Developmental Milestones Checklists:

7 - 8 years

- ☐ In a pivotal position between thinking the world does and doesn't revolve around her
- ☐ Adapts her emotional response to what's socially acceptable while preserving her identity
- ☐ Reasonable
- ☐ Compliant
- ☐ Silly
- ☐ Sad
- ☐ Dreamy
- ☐ Egocentric
- ☐ Tolerant
- ☐ Teases
- ☐ Self-conscious
- ☐ Wants to rehearse, practice and refine skills over and over
- ☐ Friendly
- ☐ Perceptive
- ☐ Worried
- ☐ Wants control of her world
- ☐ Fearful of embarrassment
- ☐ Complains
- ☐ Sulks
- ☐ Wants reasons for having to do things
- ☐ Self-critical
- ☐ Has a high self-awareness
- ☐ Collects things
- ☐ Insightful
- ☐ Begins to compromise
- ☐ Timid
- ☐ Needs her attachment to parents
- ☐ Brags
- ☐ Clannish
- ☐ Creative
- ☐ Hesitates before acting

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- ☐ First stages of monitoring and evaluating her own behavior
- ☐ Critical year for feelings
- ☐ Busy with her inner life

Developmental Milestones Checklists:

8 - 9 years

- ☐ More like an adult now
- ☐ Loves new ideas
- ☐ Shows off
- ☐ Peaceful
- ☐ Exuberant
- ☐ Attached to parents
- ☐ Has growing insights and wisdom
- ☐ Opinionated
- ☐ Eavesdrops
- ☐ Interested in money
- ☐ Wants to be like her parents
- ☐ Affectionate
- ☐ Demands praise
- ☐ Wants to be dependable
- ☐ Seeks independence
- ☐ Critical
- ☐ Sexist
- ☐ Has better fine motor skills
- ☐ Civilized
- ☐ Concerned about others
- ☐ Self-disciplined
- ☐ Self-confident
- ☐ Unkempt

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