

NAME: _____ D.O.B. _____ GRADE _____

REEVALUATION REFERRAL

	Prior Written Notice
	Case History
	Sped Teacher Report
	GenEd Teacher Report
	Attendance Record
	Current Grade Report
	Test Scores (if applicable)
	Accommodations and Modifications
	Vision /Hearing Screening
	Work Samples (e.g. writing, if applicable)
	Transition Questionnaire
	Classroom Observations

Reevaluation Due: _____

Date Turned In: _____

Diags Contact the following ancillary staff when PTT is done:

SLP:	OT:	Other:
RT:	PT:	Psy/SW:

Last updated:
1/9/2014

SPECIAL EDUCATION TEACHER REPORT-RE-EVALUATION

Student Name: _____ School: _____

Teacher: _____ Amount of time in Special Education: _____

Date form completed: _____

Please attach a copy of current goals and objectives with present levels

Provide criterion referenced test information you are using to determine levels and continued needs.
Please include tests(s) given scores, and date given. Attach protocol, or a copy, if more convenient.

Based upon overall educational development and progress toward IEP goals, do you feel that this student continues to need special education services? Please explain:

What materials work well for this student?

What methods/techniques/modifications work well for this student?

What seems to motivate this student to try her/his best?

How does this student appear to learn best?

What would be the most important thing to know about this student and how she/he learns?

What outside agencies is this student involved with, if any (J.P.O., D.V.R., Career Services, employers, Y. D.I., etc.) _____

GENERAL BEHAVIORS

- ### ACADEMIC/STUDY SKILLS

- ☐ Gets right to work
- ☐ Uses time wisely
- ☐ Is well organized
- ☐ Shows Initiative
- ☐ Appears to be a visual learner
- ☐ Does well with hands-on activities
- ☐ Is original in thought & expression
- ☐ Grasps concepts easily
- ☐ Stays with task to completion
- ☐ Has little enthusiasm for own progress
- ☐ Seeks praise/approval ("How did I do?
Is this right?")
- ☐ Does not participate
- ☐ Does not follow rules of activity
- ☐ Wastes time in class
- ☐ Lacks organizational skills
- ☐ Has poor listening skills
- ☐ Has poor note taking skills
- ☐ Has poor retention skills
- ☐ Has difficulty with oral directions

Please describe inappropriate social behaviors, if present.

REGULAR EDUCATION TEACHER REPORT - REEVALUATION

Student Name:

Date:

Teacher:

Subject:

Please mark one: ☒ Inclusion ☐ Self-Contained

Are Modifications being used? If YES, please check those appropriate on the attached list.

Please indicate the PRESENT LEVELS OF PERFORMANCE exhibited by this student as they compare to peers in the following areas:
(Please indicate what the student CAN and/or CANNOT do, items listed are examples).

READING: (e.g.: recites 26-26 letters, recognizes # of sight words, reading level, reading comprehension)

The student can:

The student is unable to do:

Compared to the other students in your class, the student's performance in this area is (Circle):

SIGNIFICANTLY BELOW BELOW AVERAGE ABOVE SIGNIFICANTLY ABOVE

REMARKS:

WRITTEN LANGUAGE: (e.g.: writes letters with correct size, shape and direction, spells on syllable or multi-syllable words, writes complete sentence, writes organized paragraphs)

The student can:

The student is unable to do:

Compared to the other students in your class, the student's performance in this area is (Circle):

SIGNIFICANTLY BELOW BELOW AVERAGE ABOVE SIGNIFICANTLY ABOVE

REMARKS:

MATH: (e.g.: two digit addition without regrouping, mental math, word problems, multiplication, division)

The student can:

The student is unable to do:

Compared to the other students in your class, the student's performance in this area is (Circle):

SIGNIFICANTLY BELOW BELOW AVERAGE ABOVE SIGNIFICANTLY ABOVE

REMARKS:

BEHAVIOR: (e.g.: Please note any significant observations relating to peer and/or adult interactions, self-concept, task completion, impulsivity, distractibility, compliance, attitude toward school, etc.)

The student can:

The student is unable to do:

Compared to the other students in your class, the student's performance in this are is (Circle):

SIGNIFICANTLY BELOW BELOW AVERAGE ABOVE SIGNIFICANTLY ABOVE

REMARKS:

SPEECH-LANGUAGE: (Please note any significant observations relating to articulation, understanding and expression of word meanings and relationships, use of nonspecific words (e.g. stuff/thing), following verbal directions, need for repetition/clarification, verbal reasoning).

The student can:

The student is unable to do:

Compared to the other students in your class, the student's performance in this are is (Circle):

SIGNIFICANTLY BELOW BELOW AVERAGE ABOVE SIGNIFICANTLY ABOVE

REMARKS:

FINE MOTOR: (e.g.: Please note any significant observations relating to the ability to copy information from books or the chalkboard figure-ground perception, ability to organize and perform and unfamiliar task, directionality of letters, numbers and words, awareness of body sides and position in space).

The student can:

The student is unable to do:

Compared to the other students in your class, the student's performance in this are is (Circle):

SIGNIFICANTLY BELOW BELOW AVERAGE ABOVE SIGNIFICANTLY ABOVE

REMARKS:

GROSS MOTOR: (e.g.: Note any significant observations relating to sitting and standing balance, ability to use both sides of the body together or in different ways to accomplish school tasks, head trunk, arm or leg control).

The student can:

The student is unable to do:

Compared to the other students in your class, the student's performance in this area is (Circle):

SIGNIFICANTLY BELOW BELOW AVERAGE ABOVE SIGNIFICANTLY ABOVE

REMARKS:

What have you observed to be this student's specific strengths?

Additional comments or concerns:

IEP MODIFICATIONS

STUDENT: _____

D.O.B. __/__/__

DATE: __/__/__

Modifications needed for this student to assure participation in regular and supportive programs including participation in extracurricular activities.

PACING

- ☐ Extend time requirements
- ☐ Vary activity often
- ☐ Allow ~~breaks~~ **breaks**
- ☐ Omit assignments requiring copy in timed situation
- ☐ School texts sent home for summer review
- ☐ Home set texts/materials for preview/review
- ☐ Develop visual schedule
- ☐ Other _____

ENVIRONMENT

- ☐ Preferential seating
- ☐ Planned seating:
- ☐ Bus ☐ Classroom ☐ Lunchroom ☐ Gym
- ☐ After physical room arrangement
- ☐ Define areas concretely (work, play, group)
- ☐ Reduce/minimize distractions:
- ☐ Visual ☐ Auditory ☐ spatial ☐ Movement
- ☐ Teach positive rules for use of space
- ☐ Other: _____

PRESENTATION OF SUBJECT MATTER

- ☐ Teach to student's learning style:
- ☐ Visual ☐ Auditory ☐ Model ☐ Tactile
- ☐ Multi ☐ Exp. Learning
- ☐ Individual/small group instruction
- ☐ Utilize specialized curriculum
- ☐ Tape lectures/discussion for replay
- ☐ Provide notes
- ☐ Functional application of academic skills
- ☐ Present demonstrations (model)
- ☐ Utilize manipulatives
- ☐ Emphasize critical information
- ☐ Pre-teach vocabulary
- ☐ Make/use vocabulary files
- ☐ Reduce language level or reading level of assignment
- ☐ Use total communication
- ☐ Share activities
- ☐ Use visual sequences/schedule
- ☐ Individualize work system
- ☐ Visual structure (organization, clarity, instructions)
- ☐ Development of routine

MATERIALS

- ☐ Arrangement of material on page
- ☐ Taped texts and/or other class materials
- ☐ Highlighted texts/study guides
- ☐ Use supplementary materials (headphones, color coding, etc.)
- ☐ Note taking assistance: carbonless or Xerox copy of notes
- ☐ Type teacher material
- ☐ Large print
- ☐ Special Equipment:
- ☐ Electric typewriter ☐ AAC Device
- ☐ Calculator ☐ Electronic ☐ Homemade
- ☐ Computer ☐ Telephone adaptations
- ☐ Video recorder ☐ Other _____

ASSIGNMENTS

- ☐ Give directions in small distinct steps (written/picture/verbal)
- ☐ Use written backup for oral directions
- ☐ Lower difficulty level
- ☐ Shorten assignment
- ☐ Reduce paper and pencil tasks
- ☐ Give extra cues or prompts
- ☐ Read or tape record directions to student
- ☐ Allow student to record or type assignments
- ☐ Adapt worksheets, packets
- ☐ Utilize compensatory procedures by providing alternate assignment/strategy when demands of class conflict with student capabilities
- ☐ Avoid penalizing for spelling errors/sloppy papers/penmanship

SELF MANAGEMENT/FOLLOW THROUGH

- ☐ Visual daily schedule
- ☐ Calendars
- ☐ Check often for understanding/review
- ☐ Request parent reinforcement
- ☐ Have student repeat directions
- ☐ Teach study skills
- ☐ Use study sheets to organize material
- ☐ Design/write/use long term assignment timelines
- ☐ Other: _____

TESTING ADAPTATIONS:

- ☐ Oral ☐ Short answers ☐ Taped ☐ Multiple Choice
- ☐ Read test to student ☐ Modify Format
- ☐ Preview language or test
- ☐ Shorten length of questions
- ☐ Application in real setting
- ☐ Test Administered by resource person
- ☐ Extend time frame
- ☐ Other: _____

MOTIVATION AND REINFORCEMENT

- ☐ Verbal
- ☐ Nonverbal
- ☐ Positive Enforcement
- ☐ Concrete reinforcement
- ☐ Planned motivating sequences of activities
- ☐ Reinforce initiation
- ☐ Offer Choice
- ☐ Use strength/interests often
- ☐ Other: _____

SOCIAL INTERACTION SUPPORTS

- ☐ Peer advocacy
- ☐ Peer tutoring
- ☐ Structure activities to create opportunity for social interactions
- ☐ Focus on special process rather than activity/end-product
- ☐ Structured, shared experiences in school, extracurricular activities
- ☐ Partial participation
- ☐ Cooperative learning groups
- ☐ Use multiple/rotating peers
- ☐ Teach social communication skills:
 - ☐ Greetings ☐ Conversation, turn taking
 - ☐ Sharing ☐ Negotiation ☐ Other: _____

ARTICULATION AND LANGUAGE SKILLS

- ☐ Correct Modeling
- ☐ Reinforcement of correct productions

Student Observation

Student _____ Grade _____ Date _____

School _____ Teacher _____

Name of Referring Teacher or Parent/Guardian _____

Name & Title of Observer _____

Circumstances of Observation (subject, time of day, reason for observation, classroom size, etc.)

A. Compare student's performance with that of the majority of other students in the class.

1. How the student works ☐ *more slowly* ☐ *more quickly* ☐ *about the same*
2. Focus & attention span ☐ *better* ☐ *poorer* ☐ *about average*
3. Activity level of the student ☐ *more active* ☐ *less active* ☐ *about the same*
4. Language Skills ☐ *better* ☐ *poorer* ☐ *about average*
5. Demonstration of interest ☐ *disinterested* ☐ *very interested* ☐ *about average*
6. Subject matter difficulty/ frustration ☐ *high* ☐ *low* ☐ *about average*
7. Emotional/social maturity: ☐ *less than* ☐ *greater than* ☐ *about average*
8. (expand here) _____

B. Instruction Observed for this Student: (Check all that apply)

Type of lesson Observed: ☐ visual ☐ auditory ☐ large group ☐ small group
☐ one-on-one ☐ peer ☐ other(specify) _____

Conceptual Content of Lesson Observed: ☐ concrete ☐ abstract ☐ both

Behavior Reinforcement: ☐ positive ☐ negative ☐ ignored ☐ isolation

Classroom Environment

1. How much movement/activity is allowed? ___a great deal ___some ___minimal ___none
2. How much talking / noise is tolerated? ___a great deal ___some ___minimal ___none
3. What type(s) of feedback were given? ___praise ___criticism ___corrective
4. What tone/manner was used to communicate? ___supportive ___matter-of-fact ___direct
5. During observation, how did the teacher spend most of her/his time? (e.g. at the board,
with a small group, at the teacher's desk, circulating among the students)

6. What, if anything, about the teacher or classroom seemed to have a positive or negative effect on this student in particular?

C. Student Behavior Observed: Write "yes" or "no" with regard to the student being observed.

1. ____The student performs with the group.
2. ____The student voluntarily participates in activities.
3. ____The student is responsive to the teacher.
4. ____The student is responsive to other students.
5. ____The student starts and stays on task.
6. ____The student finishes what is started.
7. ____The student answers when called on.
8. ____The student shows independence.
9. ____The student seems alert (not sleepy or lethargic).

D. Student Strengths: What student strengths were observed that could be drawn upon in designing interventions?

E. Please provide a detailed script of your observations of the student's learning/behavior that was observed. (Attach on a separate sheet).