

TIPS

SUMMARY OF REVIEW OF EXISTING DATA (RED)

1. **Hearing and Vision**—This information is also sent to the school nurse to complete as well. Please note if and when the child wears glasses in the classroom, or any other specifics related to hearing and vision.
2. **Motor**—Do you notice any not age appropriate fine/gross motor skills
 - a. Difficulties (writing, zipping, buttoning...fine motor) (running, jumping, throwing...gross motor)
 - b. Overall general management of the day
3. **Speech**—Do you notice any obvious errors in speech sounds? Can you understand what the child is saying when speaking? If they have to repeat for the listener to understand do they show frustration? Do peers have a difficult time understanding them? Any concerns with fluency (stuttering) or voice?
4. **Language**—Expressive (how much they can tell you) and receptive (how much the child understands) language concerns. Note any problems with: following/understanding directions, comprehension, proper grammar usage, expressing self in logical way, eye contact in general conversation, ability to stay on topic when speaking, and conversational turn taking.
5. **Cognitive**—General impression of ability (average, above average, below average) memory and retention, ability to generalize/transfer skills, progress during the school year. OLSAT score if available.
6. **Adaptive Behavior**—Is the student age appropriate in daily living skills (eating, bathroom, hygiene, knowledge of personal information...)
7. **Academic**—Any of the following assessment data: DIAL 4, SAT-10, Dibels, curriculum based assessments (all areas), MAP, DRA level, Gates MacGinitie. Please also list specific area of difficulty or specific skills that appear to be an area of weakness. Is attendance an issue (is the child missing instruction frequently). Interventions that are or have been attempted and the result. (attach data collection from PST)
8. **Social/emotional**—Indicate whether there is an extreme inability to focus/attend to task, difficulties with peer or adult relationships, overall mood, self-esteem, reaction to consequences, impulsivity, ability to follow rules, sensory issues (tactile, light, sound...). How does the child transition in and out of the classroom? Any medical conditions which may affect social/emotional development

Additional information is always welcome. You do not have to stick to the specific ideas/questions above they are just intended as a general guide to help you get on track in each area.