

Request for Student Assistance

The Student Assistance Team (SAT) is a general education problem-solving team intended to utilize documented intervention strategies to assist the school in the provision of general education (Rule 51 0006.01C)

Student: _____ Age: _____ Gender: _____
Date of Birth: _____ Grade: _____ Teacher: _____
Parent/Guardian(s): _____
Parent Phone: _____ Interpreter Needed? Yes _____ No _____
Parent Address: _____
Person Requesting Assistance: _____ State ID: _____

The Parent/Guardian must be informed that assistance is being requested

Date of Notification: _____ Method: _____ phone _____ email _____ parent/teacher conference

Background Information

Student's dominant language: English _____ Spanish _____ Other (specify) _____

Does the student receive ELL services? Yes _____ No _____

If yes: Please attach ELPA scores

Has the student been evaluated for Special education in the past? Yes _____ No _____

If yes: Date of Evaluation _____

Does the student currently have a 504 Plan? Yes (please attach) _____ No _____

Attendance: Regular _____ Irregular _____ (please attach attendance history)

Has the student been retained? Yes _____ No _____ If Yes, what grade? _____

Medical/Health Information

Date of Last Vision Screening: _____ Pass _____ Fail _____

Date of Last Hearing Screening: _____ Pass _____ Fail _____

Known Medical Conditions: _____ Takes Medication? Yes _____ No _____

School Health Plan? Yes _____ No _____ **If yes: Please attach**

*******Please attach a copy of student benchmark assessment data
(MAP, NSCAS, Acadience, Fastbridge, etc)**

Student Strengths

Current Accommodations Provided to the Student

Current Interventions (Instruction) Provided to the Student

Intervention #1 Description: _____

Date Started: _____

Frequency: _____ Duration: _____

Intervention #2 Description: _____

Date Started: _____

Frequency: _____ Duration: _____

**** Please attach intervention log and progress monitoring data**

Academic Concerns (check all that apply)

Basic Reading

- Sight word knowledge
- Vowel sounds
- Consonant sounds
- Diphthongs
- Addition/Omission of letter sounds
- Letter identification
- Silent letters
- Word attack/decoding skills
- Other _____

Reading Comprehension

- Vocabulary knowledge
- Understanding implied meanings
- Using context clues
- Recall of main ideas
- Other _____

Math Reasoning

- Time
- Measurement
- Word problems with multiple functions
- Money
- Math vocabulary
- Math concepts
(ex: what does it mean to multiply?)
- Other _____

Math Calculation

- Number recognition
- Addition
- Subtraction
- Multiplication
- Division
- Fractions
- Regrouping in addition
- Borrowing in subtraction
- Decimals
- Other _____

Written Expression

- Writing letters
- Holding a pencil correctly
- Word usage/tense
- Punctuation/Capitalization
- Spelling
- Reversals
- Organization of writing
- Use of complete sentences
- Other _____

Oral Expression

- Vocabulary
- Antonyms
- Synonyms
- Syntax when speaking
- Sentence structure
- Use of pronouns

Listening Comprehension

- Remembering what is said
- Understanding words spoken to them
- Understanding directions
- Needs questions/directions repeated
- Other _____

Executive Functions:

- Starting tasks independently
- Organization
- Planning/prioritizing
- Attention span
- Regulating emotions
- Flexibility/Adaptability
- Impulse Control
- Time Management
- Stamina for tasks

Areas of Concern Continued (check all that apply)

Behavior

- Easily distracted
 - Assignment completion
 - Participation in class activities
 - Physical aggression
 - Verbal aggression
 - Talking out of turn
 - Following directions
 - Persistent mood of unhappiness/sadness
 - Difficulty with peers
 - Refusals
 - Falls asleep
 - Teasing/bullying others
 - Other
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*****If behavior is a concern please attach Office Referral data**

Speech Articulation

- Substitutes one sound for another (wabbit for rabbit)
- Omits a sound (han for hand)
- Distorts a sound

Language

- Word structure, word forms
- Word order, putting together sentences
- Word meaning
- Social language
- Grammar
- Vocabulary
- Sequencing
- Verbal expression

Voice

- Pitch is too _____ High _____ Low
- Quality of voice is _____ Harsh _____ Breathy _____ Nasal
- Pitch is monotone

Fluency

- Repetitions ("What t-t-t-time is is?")
- Prolongations ("Llllllet me do it.")
- Interjections ("um, um, um I have an idea.")

Hearing

- Doesn't respond when spoken to

Sensory

- Touches things excessively
- Avoids getting hands messy
- Sensitivity to light
- Sensitivity to noise
- Hums or makes noises during quiet time
- Runs, jumps in classroom and hallway
- Puts inedibles in mouth (pencil, shirt, ect)
- Trouble remaining seated
- Trouble with attention
- Trouble with organization
- Trouble learning new routines

Fine Motor

- Use of dominant hand
- Cutting
- Buttons, snaps, zippers
- Opening packages/milk cartons
- Using food utensils
- Keyboarding
- Using both hands together
- Hand or finger strength
- Pencil grasp
- Letter Formation
- Reversals
- Writing on a line
- Copying from the board to paper
- Using margins correctly
- Word spacing

Gross Motor

- Getting on/off the chair or floor
- Going up/down stairs
- Getting on/off bus
- Keeps pace with peers in hallways
- Accesses playground equipment
- Uses playground equipment appropriately
- Participating with peers in PE
- Seems weak - leans on things
- Gets tired quickly
- Abnormal walking
- Trips/Falls more than others