PRIVATE SCHOOL REQUEST FOR ASSISTANCE FORM KANKAKEE SCHOOL DISTRICT #111

Student's Name:		D.O.B
Teacher's Name:	Grade:_	School:
Parent/Guardian Name:		Telephone:
Student's Address:		
The student is experiencing	g difficulty in the classroom	m that is primarily:
Academic	Medical	Bilingual
Behavioral	Social/Emotional	Speech/Language
Other: Please describ	be	
Current Grades:		
Reading	Math	English/Language
Phonics	Spelling	Science
Social Studies		
Vision/Hearing Screening	Results:	
Most recent screening?		
Vision: Pass Fail consistent basis? Yes	If the student has glasses No	s, is he/she wearing them on a
Hearing: Pass Fai on a consistent basis? Is the student presently red	Yes No	ng aids, is he/she wearing them

bilingual programming	Tutoring
speech/language	hospitalization
Social Work/Counseling	
Other:	
The issues I feel are contributing to poor ac	hiovomont.
Class Work	
Class Work	Effort (is capable of better work)
Homework (does not complete)	Attentiveness in Class
Other:	
readingspellingsciencesocial studies	lang. artsmath
Which difficulties is this student having	in the classroom? (check all that apply)
Problems with learning	Problems with
behavior	·
Attendance	Off Task
Distractibility	Disruptive
Trouble with understanding what the teach Cannot follow oral or written directions	er is sayingIncomplete Assignments Poor Attitude
Works below grade level	Lacks initiative
Lacking in participation	Poor peer relationships
Poor study habits or effort	Impulsive
Disorganized	Aggressive
Difficulty expressing oneselfPoor retention/memory	(Please include relevant data and anecdotal
Short attention span	records for behavioral concerns noted)
Other	·,
Form completed by:	_
Date:	2

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What Interventions have been tried by the teacher and parent? Indicate each strategy attempted and the outcome of the intervention.

Check	Outcome
Environmental strategies:seating student near the teacherseating student near a positive role model	
standing near the student when giving	
directions or presenting lessons	
avoiding distracting stimuli	
(high traffic area, seated near heater or	
air conditioner, etc.)	
use of a study carrel	
isolation from group	
change to a different classroom	
other (additional interventions attempted)	
Organization strategies:	
pairing students to check work	
writing key points on the board	
peer tutoring	
visual aide's	
tactile aide's	
peer note taker	*
making sure directions are understood	}
(example: ask student to repeat	
directions after they have heard them)	
breaking longer presentations into shorter	
segments	"
teaching through multi-sensory models	
computer-assisted instruction	
extra time to complete tasks	
modified assignments	
extra set of books at home	
daily or weekly progress reports sent home	***************************************
using an assignment notebook	
Other	<u></u>
Presentation Strategies:	
giving assignments orally and visually	V
taping lessons/stories so students can listen	7
again.	
allowing student to have a practice test	
small group instruction	
provide materials that match student's	
level of basic skills	
Other	%—————————————————————————————————————

sending home daily progress reportimmediate reinforcement of student responseskeep graph/chart of student's progressconference with student's parentsstudent reading lesson to aide, peer, tutor, etccooperative learninghome communication systemOther	
Behavioral Strategies:	
praising specific behaviors	
extra privileges and rewards	_
a short break between activities	=
cueing students to stay on task using	
a non-verbal signal marking student's correct answers, not his	
mistakes	_
allowing student time out of seat (run	
errands, get a drink, etc.)	_
ignoring inappropriate behavior (not	_
drastically outside classroom limits)	
making a contract with the student	
increasing the immediacy of rewards	_
implementing time-out procedures	_
Other	_
Academic Stategies: Older to younger student tutoringStudent receives instruction at a different grade levelPeer tutoring (subject specific)	_

Suggested References:

McCarney, S.B., Wunderlich, K.C., & Baur, A.M. (1994). <u>The Teacher's Resource Guide</u>, Columbia, MO; Hawthorn Educational Services, Inc.

Shapiro, E.S. (1996) <u>Academic Skills Problems Workbook</u>, New York, NY: The Guildford Press.