



**McMinnville School District  
PROBLEM SOLVING TEAM (PST) REFERRAL FORM**

**Student Name:** \_\_\_\_\_ **Date of Birth:** \_\_\_\_\_ **Grade:** \_\_\_\_\_  
**Person Referring Student:** \_\_\_\_\_ **Date of Referral:** \_\_\_\_\_ **School:** \_\_\_\_\_

To refer a student to the team, please fill out the forms completely. Give the completed forms, along with any additional information to the PST facilitator.  
 The student will then be put on the PST agenda.

**THE PRIMARY FACTOR FOR REFERING THIS STUDENT TO PST IS:** \_\_\_\_\_ **ACADEMIC** \_\_\_\_\_ **BEHAVIORAL** \_\_\_\_\_ **SPEECH/LANGUAGE**

**What are the student's strengths?**  
 \_\_\_\_\_  
 \_\_\_\_\_

**What specific concerns do you have about this student?**  
*Examples:* Student struggles with reading fluency and decoding unfamiliar words  
 Student has limited number sense and cannot calculate fluently  
*Non examples:* Lack of progress in reading  
 Low in math  
 \_\_\_\_\_  
 \_\_\_\_\_

**Parent/guardian contact was made on** \_\_\_\_\_ **(DATE)**.

**Did the parent/guardian communicate similar or other area(s) of concern?**  
 \_\_\_\_\_  
 \_\_\_\_\_

**What specific outcome would the referring teacher like as a result of the PST process?**  
 (For example, instructional ideas for reading, assistance with scheduling a home visit, ideas to help student sustain attention, etc.)  
 \_\_\_\_\_  
 \_\_\_\_\_

**When communicating with specialists (e.g., Title 1, EL, Speech Pathologist, Counselor, School Psychologist) were similar concerns raised? Please explain:**  
 \_\_\_\_\_  
 \_\_\_\_\_

**Fountas & Pinnell Reading Benchmarks (Complete "Student Level & WPM" Sections)**

Grade	Kinder					1 <sup>st</sup> Grade					2 <sup>nd</sup> Grade					3 <sup>rd</sup> Grade					4 <sup>th</sup> Grade					5 <sup>th</sup> Grade				
	SOY	Q1	Q2	Q3	Q4	SOY	Q1	Q2	Q3	Q4	SOY	Q1	Q2	Q3	Q4	SOY	Q1	Q2	Q3	Q4	SOY	Q1	Q2	Q3	Q4	SOY	Q1	Q2	Q3	Q4
Text Level	0	0	1	2	4	4	0	8	12	16	16	17	18	19	20	20	20	22	23	24	24	24	25	26	27	27	27	28	28	29
Student Level																														
Student WPM																Benchmark: 80-120 WPM					Benchmark: 100-140 WPM					Benchmark: 120-160 WPM				



CHECK ALL THAT APPLY

Academic	Behavior	Language
<input type="checkbox"/> Difficulty retaining new concepts <input type="checkbox"/> Difficulty applying new concepts <input type="checkbox"/> Difficulty with initiating tasks <input type="checkbox"/> Difficulty completing tasks independently <input type="checkbox"/> Difficulty with study skills/organization	<input type="checkbox"/> Difficulty following multi-step directions <input type="checkbox"/> Difficulty adapting to change <input type="checkbox"/> Difficulty tolerating frustration <input type="checkbox"/> Difficulty sustaining attention <input type="checkbox"/> Requires significant redirection <input type="checkbox"/> Difficulty thinking flexibly <input type="checkbox"/> Difficulty handling transitions <input type="checkbox"/> Difficulty problem solving with peers <input type="checkbox"/> Lack of confidence <input type="checkbox"/> Difficulty seeking attention in appropriate ways	<input type="checkbox"/> Difficulty communicating thoughts/needs <input type="checkbox"/> Difficulty with articulation/pronunciation <input type="checkbox"/> Difficulty hearing sounds in words <input type="checkbox"/> Difficulty understanding directions

**If student is an English Learner (EL), the following questions must be answered:**

1. When did the student start school in the US? \_\_\_\_\_
2. When did the student first receive instruction predominately in English? \_\_\_\_\_
3. What is his/her EL level? \_\_\_\_\_
4. What is his/her proficiency level in L1 (reading, writing, listening, and speaking)? \_\_\_\_\_

**If student is an English Learner (EL), AND language is the primary concern, the following questions must be answered by parent/guardian:**

1. What language was the student first exposed to? \_\_\_\_\_
2. What language did the student first speak? \_\_\_\_\_
3. What language was spoken most often at home when the child was born? \_\_\_\_\_
4. What language is spoken most often at home currently? \_\_\_\_\_
5. How old was the child when he/she started talking? \_\_\_\_\_
6. Do you have any concerns about your child's ability to communicate? \_\_\_\_\_
7. Does he/she follow directions? \_\_\_\_\_
8. Does he/she answer questions? \_\_\_\_\_
9. Can you understand what he/she says most of the time? \_\_\_\_\_
10. Do other people have difficulty understanding him/her? \_\_\_\_\_
11. Does child speak in complete sentences at home? \_\_\_\_\_
12. Does your child appear to be meeting developmental milestones at a rate that are comparable to siblings/peers? \_\_\_\_\_
13. Do the parents read to the child in his/her native language? \_\_\_\_\_



**ACCOMMODATION LOG**  
(CHECK ALL THAT APPLY)

This is a resource for staff to document accommodations. Please fill in, circle or highlight the accommodations that have been tried.  
Only complete sections that are relevant to area(s) of concern.

<b>Reading</b>	<b>Math</b>
<ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>	<ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>
<b>Classroom Environment and Seating</b>	<b>Writing/Handwriting (see also Aides &amp; Technology)</b>
<ul style="list-style-type: none"> <li>• Classroom has predictable daily routines</li> <li>• Schedule changes are discussed ahead of time</li> <li>• Consistent and clear limits are set for classroom behavior</li> <li>• Use of short concentrated periods of work followed by short breaks</li> <li>• Visual distractions in classroom are minimal</li> <li>• Auditory distractions in classroom are minimal</li> <li>• Small group instruction</li> <li>• Identify learning styles (visual, kinesthetic, auditory) Please explain: _____</li> <li>• Seat in front of classroom</li> <li>• Seat in quiet area</li> <li>• Seat near teacher</li> <li>• Seat near good role model</li> <li>• Seat near 'study buddy'</li> <li>• Increase distance between desks</li> <li>• Reduce distractions on or near desk</li> <li>• Seat away from distracting stimuli</li> <li>• Seat in study carrel or use partitions</li> <li>• Other: _____</li> </ul>	<ul style="list-style-type: none"> <li>• Accept alternatives to written reports (oral, tape recorded, display, projects)</li> <li>• Provide instruction in brainstorming and outlining</li> <li>• Provide specialized software for word processing (e.g., enhanced spell checking, etc.)</li> <li>• Do not require copying from board or book (provide photocopied instructions or problems or refer to number)</li> <li>• Reduce amount of required copying from board</li> <li>• Adapt assignments to require less writing (e.g., provide photocopy, which may be enlarged, to circle, cross out write above/below line, etc.)</li> <li>• Other: _____</li> </ul>
	<b>Aides and Technology</b>
	<ul style="list-style-type: none"> <li>• Provide peer assistance/adult assistance in note-taking</li> <li>• Provide tape recorder and permit tape recording of class</li> <li>• Provide keyboarding skills training</li> <li>• Provide computer with appropriate software for written assignments (word processing software includes spelling-prompt software, etc.)</li> <li>• Provide computer for in-class note-taking</li> <li>• Provide textbooks on audio tape (i.e. through aural media catalogue)</li> <li>• Provide opportunity to complete written assignments on computer</li> <li>• Provide extra set of textbooks which may be marked</li> <li>• Provide enlarged copy of reading assignments/written assignments</li> <li>• Other: _____</li> </ul>



Attention	Learning style
<ul style="list-style-type: none"> <li>• Provide cognitive behavioral feedback: positive feedback for attention to task (frequency based on what student can currently do) short-term reinforcers (e.g. happy face, check mark, star, in-class rewards) and long-term (e.g. accumulate points for rewards at home)</li> <li>• Plan academic instruction for student's peak attention time (e.g., a.m.)</li> <li>• Allow student to stand at times during seatwork, especially during end of task (use of specialized desk, yoga ball, or other desk/chair accommodation)</li> <li>• Require active responses in instruction (talking, moving, organizing, working at board, interacting with computer)</li> <li>• Provide opportunity for 'seat breaks' (structure with errands, physical activity, etc.)</li> <li>• Provide short break between assignments</li> <li>• Give child substitute verbal or motor responses to make while waiting</li> <li>• Provide fidget object for manual activity (e.g. koosh ball, clay, worry beads, etc.)</li> <li>• Teacher to stand near student when giving directions or presenting lessons</li> <li>• Reward short periods of waiting</li> <li>• Increase novelty</li> <li>• Alternate high and low interest tasks</li> <li>• Increase choice of tasks</li> <li>• Place student first in line, or avoid lines altogether</li> <li>• Other: _____ _____</li> </ul>	<ul style="list-style-type: none"> <li>• Provide auditory cues and clues</li> <li>• Develop auditory mnemonics skills (e.g. set memorization tasks to music)</li> <li>• Use of background music to enhance learning (headphones or ambient)</li> <li>• Provide visual directions, demonstrations and representations</li> <li>• Provide visual cues and clues</li> <li>• Develop visual conceptualization skills</li> <li>• Develop visual mnemonics skills</li> <li>• Encourage (multi-colored) outlining/underlining when reading</li> <li>• Maintain regular visual contact while talking</li> <li>• Use tactile and manipulative aides in teaching</li> <li>• Provide simultaneous visual, auditory, and kinesthetic experiences</li> <li>• Provide lessons in sequential order</li> <li>• Provide lessons with contextual clues</li> <li>• Provide written outline of lesson or written notes of lecture material</li> <li>• Write main points of lesson on board</li> <li>• Accept alternatives to oral reports (written, display, etc.)</li> <li>• Utilize areas of strength to encourage expression</li> <li>• Involve child in movement several times a day</li> <li>• Other: _____ _____</li> </ul>
Self-Esteem	Socialization and Social Skills
<ul style="list-style-type: none"> <li>• Provide reassurances and encouragement vs. correction and criticism at a rate of 4:1</li> <li>• Focus on student strengths, talents and accomplishments</li> <li>• Mark students correct answers rather than mistakes</li> <li>• Catch 'em being good: compliment positive behavior and work</li> <li>• Speak softly in non-threatening manner if student is agitated</li> <li>• Provide opportunities for student to display responsibility and/or leadership role</li> <li>• Provide opportunities for student to provide assistance to others</li> <li>• Make time to talk alone with student</li> <li>• Encourage social interactions with classmates if withdrawn</li> <li>• Reinforce frequently or reduce workload when signs of frustration are noticed</li> <li>• Send positive notes home</li> <li>• Other: _____ _____</li> </ul>	<ul style="list-style-type: none"> <li>• Provide recess/lunch opportunity indoors with friend (w/structured games, etc.)</li> <li>• Provide lunch buddies</li> <li>• Establish social behavior goals and reward program</li> <li>• Prompt appropriate social behavior verbally or with private signal</li> <li>• Avoid placing student in competitive activities</li> <li>• Encourage cooperative learning tasks</li> <li>• Praise student to increase esteem of others</li> <li>• Assign special responsibilities to student in presence of peers</li> <li>• Other: _____ _____</li> </ul>



Positive Behavioral Intervention	Assignments/Homework
<ul style="list-style-type: none"><li>• Provide behavioral feedback using written/symbol/quantitative feedback every _____ minutes</li><li>• Provide instruction in self-monitoring (e.g. hand-raising, using cueing)</li><li>• Cue students to stay on task (private signal)</li><li>• Ignore minor, inappropriate behavior</li><li>• Increase immediacy of rewards or consequences</li><li>• Give activity as a reward</li><li>• Use time-out / reset procedure for regulation</li><li>• Supervise closely during transition times</li><li>• Provide praise for positive behavior</li><li>• Acknowledge good behavior of other students</li><li>• Establish behavior contract with specific goals</li><li>• Call on only when hand is raised appropriately</li><li>• Ignore calling out without raising hand</li><li>• Praise student when hand is raised</li><li>• Implement behavior management system</li><li>• Prudent use of negative consequences</li><li>• Praise behavior that meets expectations of environment</li><li>• Post class rules in conspicuous place</li><li>• Provide immediate feedback with teacher attention</li><li>• Avoid lecturing or criticism</li><li>• Begin day or period with relaxation and guided imagery exercise</li><li>• Other: _____ _____</li></ul>	<ul style="list-style-type: none"><li>• Extra time to complete assigned work</li><li>• Shorten assignments</li><li>• Modify work periods (extend or shorten work time)</li><li>• Simplify complex directions</li><li>• Break long assignments into smaller parts</li><li>• Assist student in setting short-term goals</li><li>• Pair written instructions with oral instructions</li><li>• Develop private signal from pupil to teacher to request repetition of oral directions</li><li>• Repeat oral instructions</li><li>• Check homework daily</li><li>• Reduce amount of homework</li><li>• Limit homework to _____ minutes per night</li><li>• Limit home silent sustained reading, simultaneous reading, or family reading to _____ minutes per night</li><li>• Permit assignments to be printed or typewritten without penalty</li><li>• Permit writing assignments to be dictated</li><li>• Permit writing assignments to be recorded orally and turned in electronically</li><li>• Permit extra credit assignments</li><li>• Permit re-submitted assignments</li><li>• Adapt assignment to minimize writing (e.g. circle, cross out, write above line, etc.)</li><li>• Do not grade handwriting</li><li>• Do not grade spelling</li><li>• Provide sentence frames for writing assignments</li><li>• Other: _____</li></ul>
Test Taking and Grading	
<ul style="list-style-type: none"><li>• Provide written outline of main points prior to test</li><li>• Allow open book exams</li><li>• Allow outline or notes during exams</li><li>• Give exam orally</li><li>• Allow student to dictate answers electronically</li><li>• Give frequent short quizzes rather than long exam</li><li>• Allow extra time for exam</li><li>• Allow test to be taken untimed with specified short breaks</li><li>• Read test item to student</li><li>• Provide student with following information:<ul style="list-style-type: none"><li>○ Grade performance relative to normal grade level expectations (traditional grade)</li><li>○ Grade for apparent effort</li><li>○ Grade performance relative to own growth and improvement (progress compared to own previous achievement)</li><li>○ Gave student timely feedback and opportunity to adjust errors</li></ul></li></ul>	



## CUMULATIVE FILE REVIEW FORM

CHECK FILE FOR THE FOLLOWING	FINDINGS	IF IN NEED OF MORE INFORMATION, PLEASE CONTACT
Current or former IEP                      YES    NO		LRC teacher, administrator, parent
Current or former Section 504 Plan        YES    NO		Counselor, Administrator, Parent
Evidence of previous EBIS referral        YES    NO Dates: _____		Counselor, Administrator, Parent
Hearing/Vision/Health Concerns        YES    NO  Most Recent Vision Screening: ____Pass        ____Fail    Date: _____  Most Recent Hearing Screening: ____Pass        ____Fail    Date: _____  Medical Conditions: _____ _____  Medications: _____		Nurse, Parent
Fine/Gross Motor Concerns                YES    NO		Occupational Therapist, Physical Therapist, Parent
Attendance/Tardiness Concern            YES    NO  <i>Print attendance history and bring to PST meeting</i>		Administrator, Attendance Secretary, Counselor, Parent
Speech/Language Concerns                YES    NO		Speech Pathologist, Parent, EL Teacher if student is EL
ELD Instruction/Supplemental Support    YES    NO How long? _____		EL Teacher, Administrator, Parent
Behavioral Concerns                        YES    NO  <i>Print behavior referral history and bring to PST meeting</i>		Administrator, Secretary, Counselor
Report Cards Reviewed                    YES    NO	Where similar concerns reported on previous report cards?	Administrator, previous teacher
Retained Grade Retained: _____                YES    NO		Administrator

