

Pattern of Strengths and Weaknesses

Data Used for Categories 1 – 4
Worksheet for Charting PSW

AASP Workshop – Clanton, AL
February 6, 2017

Name: _____

Worksheet for Charting Patterns of Strengths and Weaknesses

SLD Area	Category I Achievement with respect to grade-level expectations			Category II Achievement with respect to age-level expectations			Category III Classroom performance with respect to grade-level expectations			Category IV Age-appropriate functional skills		Rate Psychological Process
	Progress Monitoring, CBI or Frequency of Absence (Frequency)	Basic Assessment	State Assessment	Non-Instructional Assessment	Curriculum Measurement	Classroom	Teacher Report	Classroom Observation	Observation, Interview, etc.	Other PSW notes		
Basic Reading	S N W	S N W	S N W	S N W	S N W	S N W	S N W	S N W	S N W	S N W		
Reading	S N W	S N W	S N W	S N W	S N W	S N W	S N W	S N W	S N W	S N W		
Writing	S N W	S N W	S N W	S N W	S N W	S N W	S N W	S N W	S N W	S N W		
Math	S N W	S N W	S N W	S N W	S N W	S N W	S N W	S N W	S N W	S N W		
Communication	S N W	S N W	S N W	S N W	S N W	S N W	S N W	S N W	S N W	S N W		
Problem Solving	S N W	S N W	S N W	S N W	S N W	S N W	S N W	S N W	S N W	S N W		
Self-Management	S N W	S N W	S N W	S N W	S N W	S N W	S N W	S N W	S N W	S N W		
Learning	S N W	S N W	S N W	S N W	S N W	S N W	S N W	S N W	S N W	S N W		
Comp.	S N W	S N W	S N W	S N W	S N W	S N W	S N W	S N W	S N W	S N W		

Area(s) of Strength - At least 3 "S" (shaded) across Categories I - IV in at least one SLD Area

Area(s) of Weakness - At least 3 "W" (shaded) across Categories I - IV in at least one SLD Area, including at least 1 core academic area (reading, writing, math, science, social studies, or foreign language)

S = Strength
N = Neither Strength/Weakness
W = Weakness

Suggested Guidelines for Determining Strengths and Weaknesses

Assessment Type	Strength	Weakness
Progress Monitoring	Meeting or exceeding aim line	Falling below aim line for 2 or 4 consecutive weeks on any of 20 data points
CBI (Benchmark) Scoring	All benchmarks met or above grade-level or age-level	All benchmarks met or below grade-level or age-level
Criterion-referenced Assessment	Percentile rank ≥ 15 (80 SS)	Percentile rank ≤ 10 (80 SS)
Basic Assessment(s)	Level 3 or Level 4	Level 1 or Level 2
Non-referenced tests (Achievement, IQ)	Percentile rank ≥ 15 (80 SS)	Percentile rank ≤ 10 (80 SS)
Curriculum Assessments	Score ≥ 80% (32/40)	Score ≤ 75% (30/40)
Grade	A 18 or above	Does not meet expectations
Teacher Report	Student meets or exceeds expectations in classroom	Student does not meet expectations in classroom
Observation - Anecdotal	Student demonstrates average understanding of academic content in comparison to other students in classroom	Student demonstrates that he or she does not understand the academic content
Observation/Interview/Workshop - Functional	Student demonstrates functional skills in comparison to other students in the same grade. Percentile rank ≥ 15 (80 SS)	Student does not demonstrate functional skills in comparison to other students in the same grade. Percentile rank ≤ 10 (80 SS)

Form of Strength and Weaknesses in Reading, Writing, and Math. Adapted from Walker County Board of Education, February 2011.

Walker County Board of Education
Department of Special Education

Name: _____ DOB: _____ Grade: _____

Complete the chart below by using the Guidelines for Determining Strengths and Weaknesses to find the student's strengths (S), weaknesses (W) or neither (N) in each category and area. The PSW will enter the information into this chart and email it back to the parent. The Special Education Assessment will evaluate the student's strengths and weaknesses. The completed form will be returned for the IEP or Eligibility Team to determine placement.

Specific Learning Disability Area(s)	Basic Reading	Reading Fluency	Reading Comprehension	Math Calculation	Math Problem Solving	Written Expression	Oral Expression	Learning Comp.
Category I: Academic Achievement with respect to grade-level expectations (Criterion-referenced Assessment)								
Category II: Academic Achievement with respect to age-level expectations (Non-referenced Assessment)								
Category III: Classroom Achievement with respect to grade-level expectations (Classroom or other students in the classroom)								
Category IV: Age-Appropriate functional, intellectual and basic psychological process								
Observation/Interview								
Basic Assessment								
IQ								
Intellectual Assessment								

Guidelines for Determining Strengths and Weaknesses

Assessment Type	Strength	Weakness
Progress Monitoring	Meeting or exceeding aim line	Falling below aim line for 2 or 4 consecutive weeks
CBI (Benchmark) Scoring	All benchmarks met or above grade-level or age-level	All benchmarks met or below grade-level or age-level
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Adapted from the Alabama State Department of Education, January 2011.

Category 2

Academic achievement with respect to **age-level** expectations

Walker County	Limestone County
<p>Norm-Referenced Achievement Tests:</p> <ul style="list-style-type: none"> • KTEA-3 • WJ-IV • DAB-4 • WIAT III • KEY Math • DATA • CASL • OWLS 	<p>Norm-Referenced Achievement Tests:</p> <ul style="list-style-type: none"> • WJ-IV • WIAT-III • KTEA-3 • Key Math-3 • GORT-5 • WJ-4 Oral Language • OWLS-II • CELF-5 • CTOPP-2 and TOWRE (backup only)

*Must include at least one weakness from individual administered complete and comprehensive academic achievement assessment

Category 3

Classroom performance with respect to **grade-level** expectations

Walker County	Limestone County
<p>Curriculum Assessments:</p> <ul style="list-style-type: none"> • Scott Foresman • Envision Math 	<p>Curriculum Assessments:</p> <ul style="list-style-type: none"> • Odyssey Weekly Assessments • Moby Max • SPIRE/ISPIRE • Tenmarks • Intervention Program Weekly Progress Monitoring • Weekly Skills Assessments from Reading/Math Series • Accelerated Reading • Accelerated Math

Category 3

Classroom performance with respect to **grade-level** expectations

Walker County	Limestone County
<p>Grades:</p> <ul style="list-style-type: none"> • Average of three years per area <p>Teacher Reports:</p> <ul style="list-style-type: none"> • Narratives from Teacher • PST packet <p>Classroom Observation:</p> <ul style="list-style-type: none"> • PST Observation 	<p>Grades:</p> <ul style="list-style-type: none"> • Average of three years per area <p>Teacher Reports:</p> <ul style="list-style-type: none"> • Teacher Interview Form • Anecdotal Records • Behavior Evaluation Scales (BES) • Adaptive Behavior Evaluation Scales (ABES) • Professional Judgment <p>Classroom Observation:</p> <ul style="list-style-type: none"> • Standard Form – Teacher Checklist

Walker County

WCBOE PST CLASSROOM TEACHER OBSERVATION FORM FORM B
 Revised August 2016 PRE-REFERRAL TO SPECIAL EDUCATION

COMPLETE THIS OBSERVATION DURING THE 4TH, 6TH, AND 8TH WEEK OF TIER III INTERVENTIONS.

Student: _____ DOB: _____ Grade: _____
 Teacher/Observers: _____ School: _____
 Subject: _____

Based on your knowledge and observations, please rate the student's performance in the following areas:

OBSERVATION	Unsatisfactory -----> Excellent				
Use this scale to rate the student ----->	1	2	3	4	5
Classroom Work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Homework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading Performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Written Performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Following Oral Directions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attendance/Timeliness to Class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attention Span	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organizational Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Actions taken (check only those which apply):

Intervention	Result -->	Notation
<input type="checkbox"/> Sent Reports Home	->	
<input type="checkbox"/> Talked with Counselor	->	
<input type="checkbox"/> Rearranged Seating	->	
<input type="checkbox"/> Preferred/Isolated Seating	->	
<input type="checkbox"/> Referred to Administrator	->	
<input type="checkbox"/> Contracts	->	
<input type="checkbox"/> Assignment Notebook/Agenda	->	
<input type="checkbox"/> Alternative Assignment	->	
<input type="checkbox"/> Additional Time	->	
<input type="checkbox"/> Reduced Workload	->	
<input type="checkbox"/> Cooperative Learning	->	
<input type="checkbox"/> Parent Conferences	->	
<input type="checkbox"/> Other	->	

Comments: _____

Limestone County

Limestone County Schools

CLASSROOM TEACHER OBSERVATION FORM

Teacher _____ Date _____
 Subject/Topic _____
 Student _____ Date of Birth _____
 School _____ Grade _____

This form is being used for:
 Determine Initial Eligibility Determine Continued Eligibility for 3 year Re-evaluation

TEACHER OBSERVATIONS

Based on your knowledge and observation, please rate this student's performance in the following areas:

Behaviors	Almost Always	Frequently	Sometimes	Hardly Ever
Contributes to discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Follows directions w/o prompting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Keeps notes with lecture/project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is able to focus on instructions and classroom activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Brings required supplies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Turns in classroom work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prepares for tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Compares to average student in overall grade/ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please rate this student's performance in the following areas as compared to his or her non-disabled peers. For each skill, mark: 1=poor, 2=below average, 3=average, 4=above average, 5=superior

	1	2	3	4	5
Basic Reading Skills (right word/phonemic awareness):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading Fluency:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading Comprehension:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Math Calculation Skills:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Math Problem Solving:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Written Expression:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PRE-REFERRAL ACTIONS TAKEN

(Check only those that apply)

	Better	Worse	No Change
5 Star Reports/Notes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Confer with Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reassigned Seating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preferential/Isolated Seating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Targeted Interventions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Referred to Administrator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

RESULTS

Limestone County

Contracts	<input type="checkbox"/> Better	<input type="checkbox"/> Worse	<input type="checkbox"/> No Change
Assignment Notebook	<input type="checkbox"/> Better	<input type="checkbox"/> Worse	<input type="checkbox"/> No Change
Tutoring	<input type="checkbox"/> Better	<input type="checkbox"/> Worse	<input type="checkbox"/> No Change

Alternative Assignments	<input type="checkbox"/> Better	<input type="checkbox"/> Worse	<input type="checkbox"/> No Change
Reduced Work without Eliminating Core Content	<input type="checkbox"/> Better	<input type="checkbox"/> Worse	<input type="checkbox"/> No Change
Additional Time for Assignments	<input type="checkbox"/> Better	<input type="checkbox"/> Worse	<input type="checkbox"/> No Change
Small Group Instruction	<input type="checkbox"/> Better	<input type="checkbox"/> Worse	<input type="checkbox"/> No Change
Cooperative Learning	<input type="checkbox"/> Better	<input type="checkbox"/> Worse	<input type="checkbox"/> No Change
Parent Conferences	<input type="checkbox"/> Better	<input type="checkbox"/> Worse	<input type="checkbox"/> No Change
Other (PST Interventions):	<input type="checkbox"/> Better	<input type="checkbox"/> Worse	<input type="checkbox"/> No Change

BEHAVIORAL CHARACTERISTICS

Check behavior characteristics with which student still has difficulty:

Opposed by PEER	<input type="checkbox"/>	Quarrelsome	<input type="checkbox"/>
Inhibited	<input type="checkbox"/>	Alertness	<input type="checkbox"/>
Overactive	<input type="checkbox"/>	Aggressive	<input type="checkbox"/>
Moody	<input type="checkbox"/>	Disruptive	<input type="checkbox"/>
Daydreams	<input type="checkbox"/>	Withdrawn	<input type="checkbox"/>

EMOTIONAL/BEHAVIORAL/SOCIAL CHARACTERISTICS

Behavior	Almost Always	Frequently	Sometimes	Hardly Ever
Works cooperatively with others his/her age	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is disruptive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Repeatedly breaks classroom/school rules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exhibits impulsive behaviors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adapts to new situations w/o getting upset	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Makes and keeps friends at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rejected/ignored by peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is pleased with good work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consistently demonstrated behavior appropriate for his/her age	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional Comments or Input from Teacher:

Category 4

Age appropriate Functional/Intellectual Skills

Walker County	Limestone County
<p>Intellectual Skills:</p> <ul style="list-style-type: none"> • WISC-V • SB-5 <p>Basic Psychological Process (other PSW models):</p> <ul style="list-style-type: none"> • X-BASS <p>Functional:</p> <p>ABES II Formal Observation/Interview</p>	<p>Intellectual Skills:</p> <ul style="list-style-type: none"> • WISC-V • WAIS-IV • SB-5 • KABC-II • WJ-IV Cognitive • CTONI-2 • UNIT-2 <p>Basic Psychological Process (other PSW models):</p> <ul style="list-style-type: none"> • Pearson – PSW Model • WJ – Comparisons from Score Report

Limestone County

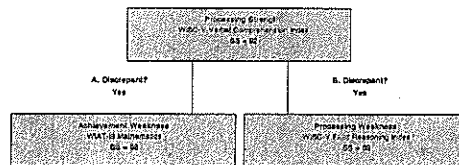
WAT-III Score Report
2/16/2017, Page 11

PATTERN OF STRENGTHS AND WEAKNESSES ANALYSIS

Area of Achievement Weakness	WAT-III	Mathematics: 68				
Area of Processing Weakness	WISC-V	FLI: 69				
Area of Processing Strength	WISC-V	VCI: 92				
Comparison	Relative Strength Score	Relative Weakness Score	Difference	Critical Value (Z)	Significant Difference (Y/N)	Supports SLD hypothesis? (Yes/No)
A Processing Strength/Achievement Weakness	92	68	24	14.00	Y	Yes
B Processing Strength/Processing Weakness	92	69	23	13.00	Y	Yes

The PSW model is intended to help practitioners generate hypotheses regarding clinical diagnosis. The analysis should always be used within a comprehensive evaluation that incorporates multiple sources of information.

Pattern of Strengths and Weaknesses Model



Limestone County

September 07, 2016 Score Report

VARIATIONS	STANDARD SCORES			DISCREPANCY		Interpretation at ± 0.2, ± 0.50 SD (SEE)
	Actual	Projected	Difference	EB	SD	
Math Achievement (Extended) Variations	69					
MATH CALCULATION SKILLS	62	82	-23	2	-0.13	Weakness
WRITTEN EXPRESSION	61	80	-19	5	-0.22	--
Letter-Word Identification	87	86	1	63	+1.17	--
Applied Problems	67	83	-16	1	-0.43	Weakness
Spelling	107	85	22	99	+2.17	Strength
Passage Comprehension	92	87	5	5	+0.45	--
Calculation	75	91	-16	5	-1.63	Weakness
Writing Samples	69	91	-22	44	-0.16	--
Sentence Reading Fluency	100	86	14	64	+0.88	--
Math Facts Fluency	66	93	-27	2	-2.14	Weakness
Sentence Writing Fluency	97	90	7	73	+0.81	--

VARIATIONS	STANDARD SCORES			DISCREPANCY		Interpretation at ± 0.2, ± 0.50 SD (SEE)
	Actual	Projected	Difference	EB	SD	
Academic Skills/Academic Fluency/Academic Applications (Extended) Variations						
ACADEMIC SKILLS	52	83	-31	87	-1.13	--
ACADEMIC FLUENCY	66	87	-21	46	-0.10	--
ACADEMIC APPLICATIONS	78	90	-12	11	-1.20	--

COMPARISONS	STANDARD SCORES			DISCREPANCY		Interpretation at ± 0.2, ± 0.50 SD (SEE)
	Actual	Projected	Difference	EB	SD	
Gifted Composite/Other Ability Comparisons						
3-TERM WORKSHEET (Gsm)	116	70	46	99	+3.18	Strength
COGNITIVE EFFICIENCY	109	78	31	59	+2.45	Strength
BRIEF ACHIEVEMENT	90	69	21	98	+2.11	Strength
BROAD ACHIEVEMENT	85	67	18	97	+1.82	Strength
READING	95	69	26	99	+2.35	Strength
BROAD READING	67	69	-2	90	-0.62	Strength
MATHEMATICS	68	70	-2	43	-0.17	--
BROAD MATHEMATICS	64	69	-5	31	-0.55	--
MATH CALCULATION SKILLS	69	71	-2	42	-0.20	--
WRITTEN LANGUAGE	69	71	-2	59	-2.30	Strength
BROAD WRITTEN LANGUAGE	98	70	28	99	+2.27	Strength
WRITTEN EXPRESSION	91	73	18	92	+1.39	--
ACADEMIC SKILLS	62	69	-7	99	-2.00	Strength
ACADEMIC FLUENCY	66	72	-6	83	-1.18	--
ACADEMIC APPLICATIONS	78	68	10	88	+1.05	--

COMPARISONS	STANDARD SCORES			DISCREPANCY		Significant at ± 0.2, ± 0.50 SD (SEE)
	Actual	Projected	Difference	EB	SD	
Gifted Achievement Discrepancy Procedure						
BRIEF ACHIEVEMENT	90	80	10	85	+1.64	No
BROAD ACHIEVEMENT	85	80	5	72	+0.59	No
READING	95	81	14	91	+1.34	No
BROAD READING	67	81	-14	93	-1.60	Yes (+)
MATHEMATICS	68	81	-13	9	-1.33	No
BROAD MATHEMATICS	64	81	-17	4	-1.74	Yes (+)
MATH CALCULATION SKILLS	69	82	-13	10	-1.30	No
WRITTEN LANGUAGE	69	80	-11	58	+1.72	Yes (+)
BROAD WRITTEN LANGUAGE	98	80	18	98	+1.72	Yes (+)
WRITTEN EXPRESSION	91	81	10	81	+0.80	No

3 of 4

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Other Information

Form 1A

PROBLEM SOLVING TEAM (PST) REFERRAL FORM

SECTION I. FACTORS CONSIDERED IN DETERMINING NEED FOR INTERVENTION

Student's Name: _____ Gender: _____ Race: _____
 School: _____ Grade: _____ Age: _____ Birthdate: _____

Identified Concern(s) to be Addressed (Choose one or more):

<input type="checkbox"/> 01 Reading	<input type="checkbox"/> History:
<input type="checkbox"/> 02 Math	<input type="checkbox"/> Science:
<input type="checkbox"/> 03 Behavior	<input type="checkbox"/> English:
<input type="checkbox"/> Attendance Only	<input type="checkbox"/> Math:
<input type="checkbox"/> Excused _____ Unexcused _____	<input type="checkbox"/> Other:

Specific Concerns/ Comments: _____

Specific Screening/Benchmark Date: _____

Dyslexia Specific Screening Data (if applicable): See attached _____ Form 3A (K), _____ Form 3B (1st & 2nd)
 Or _____ Form 3C (3rd - 12th)

SECTION II. INTERVENTION PLAN

Teacher(s) Responsible for Intervention Implementation: _____

Does the student currently have an IEP? Yes / No
 Does the student's IEP address only speech? Yes / No
 Does the student have a 504 Plan? Yes / No
 Was the student dismissed from Special Education or 504 in the past? Yes / No
 Has the student attended other schools? Yes / No If yes, list other schools attended: _____

Types of Interventions: (Choose all that apply to this intervention plan.)

As Used: Yes No

Tier III Interventions (Intensive) Date initiated: _____

<input type="checkbox"/> Reading: word-level intervention	
<input type="checkbox"/> Reading: comprehension intervention	
<input type="checkbox"/> Math: computation intervention	
<input type="checkbox"/> Math: reasoning/problem solving intervention	
<input type="checkbox"/> Behavior intervention (attach documentation)	
<input type="checkbox"/> Other intervention (attach documentation)	

Accommodations: _____

Parent Contact: Has parent contact been made prior to initial referral by the teacher completing this form?
 Yes No Results of first attempt: _____ Results of second attempt: _____

Date(s) & Comments: _____

Walker County

Form 1B

PROBLEM SOLVING TEAM (PST) REFERRAL FORM (Continued)

Intervention Goal: In _____ weeks, the student will _____

Previous Interventions (optional): _____

RTI Goal (weekly improvement needed to achieve intervention goal): _____

Progress Monitoring Tool: _____

Intervention Methods: _____ My Siewalks _____ Reading Horizons _____ English in a Flash(ELL) _____ A+
 _____ Corrective Reading/SRA _____ SIPPIS _____ Voyager _____ V Math _____ EnVision Math _____ Small Group
 Instruction

Other: _____

Accommodations Provided: See attached _____ Form 2A (K-6) or _____ Form 2B (High School)

Signatures:

PST Chair _____	Initiation Date _____	Completion Date _____
PST Secretary _____	Initiation Date _____	Completion Date _____
Teacher _____	Initiation Date _____	Completion Date _____
Counselor _____	Initiation Date _____	Completion Date _____
Administrator _____	Initiation Date _____	Completion Date _____

Student has been referred for special education testing. Documentation of interventions and work samples must be provided upon referral. Screenings must be passed prior to formal testing.

Hearing Screening Date: _____ Pass _____ Fail _____
 Vision Screening (near) Date: _____ Pass _____ Fail _____
 Vision Screening (far) Date: _____ Pass _____ Fail _____

Special Instructions/Notations:

Walker County