



STUDENT SUPPORT TEAM REQUEST

Date: _____ Teacher Completing Referral: _____

Student: _____ D.O.B. _____ Age _____ Grade. _____

1. Check areas of concern regarding the student:

Behavioral _____ Academic _____ Organizational _____ Language _____ Social Skills _____ Emotional _____

2. Describe the specific concerns regarding the student with detail.

3. Describe the student's areas of strength and how/when the student experiences success.

4. List what interventions or strategies you have utilized already.

5. List any support services that the student currently receives and name of providers

6. What would you most like to see this student accomplish?

7. How have the parents/guardians responded to your concerns?

8. List pertinent information from cumulative/health folder.

Please Complete BACK page →

9. Are there concerns with attendance or tardiness? Yes ___ No ___

10. Does the student make frequent visits to nurse/guidance/other? Yes ___ No ___

11. What other support/school staff should be included in the SAT process?

I have implemented the following **DCAP Accommodations**:

Physical/Structural

- Preferred seating
- Reduce/minimize distractions
- Movement and sensory breaks
- Access to seat cushions/stress balls
- Visual, auditory and transitional aides
- Alternative workspace
- Flexible student grouping

Behavioral/ Social Emotional

- Post & teach behavioral expectations
- Use of positive reinforcement, rewards and incentives
- Access to school counseling services
- Use diverse classroom management techniques
- Set clearly defined standards of behavior
- Develop strategies for behavior modification
- Use of charts and groups to monitor student progress
 - Provide self monitoring checklists & strategies
- Develop student contracts or behavior improvement plans
- Model test taking strategies

Organization

- Contract for learning
- Flexible schedule
- Clear routines
- Provide Organizational strategies
- Time management tools such as daily planners

Instructional/Assessments

- Provide Manipulatives
- Differentiate instruction
- Provide assistance with note taking
- Provide Visual Cues
- Break down tasks into manageable parts
- Provide graphic organizers &/or outlines
- Use study skill strategies in lesson
- Provide reference tools
- Reduce workload when deemed appropriate
- Clarify directions
- Create contracts with students
- Models of end products
- Use of assistive technology
- Use of calculators when appropriate
- Use of alternative setting for assessments
- Provide alternative forms of assessments