

Pre-Evaluation Referral Checklist

- I have observed the behavior/skill in question and have notes/records of my observations.
- I have assembled samples of this student's work relevant to the behavior/skill in question, including samples of the work done by a typical student in my class.
- I have had at least one informal conversation with a colleague at my school to brainstorm ideas that might solve the problem.
- I have had regular contact with the student's parent(s) in regard to the skill/behavior in question.
- I have asked the parent(s) basic questions about vision, hearing, sleep habits and diet to ensure that none of these is the cause of the problem. (If there is a doubt, the child should see their pediatrician before considering a referral.)
- I suggested to the parent(s) some simple things they can try at home to alleviate this problem. (Parents may or may not follow through; however, the suggestions have been made. These might include supervising homework, simple behavior management strategies, talking to the child about the importance of following classroom rules, etc.)
- If appropriate, I have asked a teacher who teaches the same grade, the school counselor, the school support teacher, or the principal to do a formal observation of the child in a situation likely to demonstrate the problem in question.
- I can articulate several pre-referral interventions that I have specifically tried with this student to alleviate the need for referral. I have made particular note of strategies that may have been at least partially successful.
- When possible, I have spoken to a teacher who taught this child last year to see if a similar problem existed, and to gain ideas on what has worked in the past.
- I have read the information in the child's permanent folder to see if there is anything relevant to the situation contained there.