

Record of Interventions/Pre-Referral

Use this form to record the interventions tried before considering referral.

When you, as a teacher, note a student is experiencing difficulty in any area, academic, social, organizational, etc. there are strategies and techniques you will try in the classroom to address these concerns. This form will record those interventions for one of 2 reasons:

- these interventions enable the student to experience success and need to be communicated to other teachers (replacement, specialist, subsequent)
- or • the student experiences continuing difficulty which may result in referral to support services personnel

Student: _____ Teacher: _____ Grade: _____

1. List the student's strengths and needs

Strengths	Needs

2. List the strategies and/or interventions which have been tried. (Please check those which helped meet the student's needs):

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

3. List recommendations for the student:

Note:

The parent is informed of these pre-referral interventions through normal parent-teacher interactions (e.g., phone calls, notes sent home, parent-teacher interviews, etc.). This record of pre-referral interventions will be kept in the student's cumulative file.

* **Parent signature:** _____ **Date:** _____

* **Signature not obtained. Parents informed by** _____

(Telephone, note home, etc.)

on _____.

(Date)

Teacher signature: _____ **Date:** _____

When completing the Record of Interventions/Pre-referral, consider what intervention strategies may be required. The following offer a **few** suggestions in each of the areas. **This list is not all inclusive.** Additional suggestions can be found in *Programming for Individual Needs: Pre-Referral Intervention*

1. **Instruction**

- provide for a variety of ways to complete a task or to present information, (e.g., taped answers, demonstration, dramatization, role play, learning logs, extended time frame, providing more response time.)
- allow student to work with a partner or small group to complete assignments
- allow student to work with a peer on reading assignments
- present information through a multi-sensory approach (e.g., visual, auditory, concrete/hands-on materials.)
- use samples of finished products as models
- provide clear, visually uncluttered handouts and worksheets
- provide several options for student to demonstrate knowledge (e.g., oral, written, diagrams, artwork.)
- allow extra time in class or outside of class for work completion
- other

2. **Environment**

- provide a quiet space when needed
- create spaces in the classroom where students can work independently or in groups
- create more desk space for the student needing a large work area
- allow student to take short breaks from assignments
- student is sensitive to lights, allow hat with visor or reduce lighting in classroom
- use a study carrel
- other

3. **Learning Resources**

- provide a variety of resources (e.g. video, CD's)
- provide stories and chapters on tape to supplement the text
- provide calculators, computers, software and tape recorders

- provide outlines and study guides to accompany chapters/units
- supplement test materials with visual, auditory and kinesthetic resources
- other

4. **Evaluation**

- ensure that students have the opportunity to demonstrate their knowledge in a variety of ways (e.g. tests, portfolios, projects, dramatic presentations)
- include options for short answer, multiple choice and sentence completion when giving a test
- highlight directions
- allow the student to give answers using typing or word processing
- extend the time frame
- administer tests outside the classroom on an occasional basis
- other

5. **Organization**

- arrange preferential seating
- allow student to have a photocopy of a peer's class notes
- allow student to dictate answers
- allow more time for completion of assignments
- use task cards for directions
- use student agenda/planner
- use a communication journal between home and school
- other

6. **Motivation**

- use contracts with students for work to be completed or desired behaviours to be targeted
- provide choices
- establish friendship circles or buddy systems for those who need extra social, physical or academic support
- use mentors from the school or from the community
- other