



# Rtl Tier III Student Referral Form - Elementary

Teacher(s) \_\_\_\_\_ Date Submitted \_\_\_\_\_

Student Name \_\_\_\_\_ Grade \_\_\_\_\_ Age \_\_\_\_\_

\*Parent Contact Date \_\_\_\_\_  Conference  Telephone  Note  E-mail

\*Second Contact Date \_\_\_\_\_  Conference  Telephone  Note  E-mail

\*Parent Input Form - Date Received: \_\_\_\_\_ (Please attach a copy.)

Reason for Referral:  Academic  Absences (# \_\_\_)  Tardies (# \_\_\_)  Behavioral  Office Referrals (# \_\_\_)

Assessment Data:

AimsWeb Math Score(s): \_\_\_\_\_  AimsWeb Reading Score(s): \_\_\_\_\_

DRA Score(s): \_\_\_\_\_  PAPI Score(s): \_\_\_\_\_

ISIP (iStation) Score(s): \_\_\_\_\_  SRI Score(s): \_\_\_\_\_

Other Assessment: \_\_\_\_\_ Score(s): \_\_\_\_\_

Prior Rtl Referral:  Yes  No Prior Retention:  Yes  No Grade \_\_\_\_\_

Subject(s) Currently Failing: \_\_\_\_\_

Please describe the **specific concerns** prompting this referral. What makes this student difficult to teach? List any academic, social, emotional, or medical factors that negatively impact the student's performance.

\_\_\_\_\_  
\_\_\_\_\_

How do this student's academic skills compare with those of an average student in your classroom?

\_\_\_\_\_  
\_\_\_\_\_

In what settings/situations does the problem occur **most** often?

\_\_\_\_\_  
\_\_\_\_\_

In what settings/situations does the problem occur **least** often?

What are the student's strengths, talents, and/or specific interests?

- 1. \_\_\_\_\_ 2. \_\_\_\_\_
- 3. \_\_\_\_\_ 4. \_\_\_\_\_

What would be the best day(s) and time(s) for someone to observe the student having the difficulties that you describe above? (Please attach a copy of the student's daily schedule, if available.)

\_\_\_\_\_

## Tier II Interventions/Strategies Implementation Summary

	Intervention	(Circle one)				How Often		
		Successful (S)	Unsuccessful (US)	Not Tried (NT)	Not Applicable (NA)	Daily	Weekly	Monthly
1	Teacher-led one-on-one	S	US	NT	NA			
2	Teacher-led small groups	S	US	NT	NA			
3	Change seating	S	US	NT	NA			
4	Reduce distractions	S	US	NT	NA			
5	Provide breaks	S	US	NT	NA			
6	Use visual cues/signals	S	US	NT	NA			
7	Modify instructions	S	US	NT	NA			
8	Tutor/Mentor ( <input type="checkbox"/> peer <input type="checkbox"/> volunteer)	S	US	NT	NA			
9	Reduce degree of difficulty	S	US	NT	NA			
10	Allow more time	S	US	NT	NA			
11	Give immediate feedback	S	US	NT	NA			
12	Maintain proximity	S	US	NT	NA			
13	Use timer	S	US	NT	NA			
14	Break task into smaller steps	S	US	NT	NA			
15	Minimize transition time	S	US	NT	NA			
16	Model/role-play behavior	S	US	NT	NA			
17	Individual instruction/attention	S	US	NT	NA			
18	Positive reinforcement	S	US	NT	NA			
	<input type="checkbox"/> verbal <input type="checkbox"/> concrete	S	US	NT	NA			
19	Planned ignoring	S	US	NT	NA			
20	Contract/chart/points	S	US	NT	NA			
	<input type="checkbox"/> classroom <input type="checkbox"/> CM	S	US	NT	NA			
21	Loss of privileges	S	US	NT	NA			
22	Privileges/responsibilities	S	US	NT	NA			
23	Time-out (in room)	S	US	NT	NA			
24	Time-out (out of room)	S	US	NT	NA			

Adapted from Andrea Ogonosky's *Response to Intervention Handbook* (2008)

**What activities or strategies have you tried to do to resolve this problem?**

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