

I&RS PRE-REFERRAL STRATEGIES LOG (Page 1 of 3)

Below is a list of suggested strategies to use before referring students to I&RS. Choose 3-5 strategies, document implementation (length of implementation, frequency and outcomes), and collect student work samples and other supporting documents as needed (e.g. discipline, attendance, parent contacts, etc.)

Student's Name: _____ DOB: _____

Teacher's Name: _____ Content Area: _____ Grade: _____

LEARNING LAG		
Check if Used	Strategy	Length of Implementation and Outcomes
	Meet with student to discuss difficulties	
	Maintain strong communication lines with parents – daily agenda check	
	Modify work / reduce amount of work / chunk work	
	Allow extra time	
	Assign preferred seating (proximity to teacher)	
	Repeat instructions/questions and have student restate	
	Outline notes for key points	
	Provide practice using technology	
	Use manipulatives and visual modeling/give verbal cues	
	Provide additional resources: graphic organizers/study guides	
	Allow student use of manipulatives	
	Teach to student's learning styles and strengths	
	Provide meaningful feedback to reinforce positive behaviors/progress	
	Pair student with peer and/or provide opportunities for group experiences (heterogeneous groups)	
	Provide basic skills intervention	
	Refer for vision and hearing tests	
	Refer to guidance	
	Use physical activity (e.g. Throw ball) to teach basic facts and/or vocabulary	
	Provide opportunities for moving (e.g. Give job involving movement)	
	Change pencil/pen (fine motor skills)	

DEVELOPMENTAL LAG – SPEECH OR LANGUAGE		
Check if Used	Strategy	Length of Implementation and Outcomes
	Consult with ESL or Speech teacher for strategies	
	Contact/discuss concerns with parents	
	Speak to previous teachers	
	Introduce cognates (English/Spanish)	

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Content
Teacher's Name: _____ Area: _____ Grade: _____

ATTENDANCE		
Check if Used	Strategy	Length of Implementation and Outcomes
	Meet with child to understand why attendance is a problem	
	Contact parent - phone	
	Contact parent - letter/email	
	Refer to Family Liaison	
	Contact parent - home visit	
	Provide incentives/rewards	
	Purchase alarm clock	
	Contact administrator - request meeting with parents	

DEVELOPMENTAL GAP - SOCIAL		
Check if Used	Strategy	Length of Implementation and Outcomes
	Provide opportunities for group activities or pairing	
	Arrange peer tutoring with younger children	
	Assign leadership role - send on errands and/or give jobs	

BEHAVIOR		
Check if Used	Strategy	Length of Implementation and Outcomes
	Provide list of rules and consequences	
	Contact parent	
	Provide timely feedback/rewards to reinforce positive behaviors	
	Document behavior (date, time, place, nature of incident)	
	Modify class work if behavior comes from frustrations	
	Use non-verbal clues to curb disruptions	
	Have student use signal/sign language to indicate having a tough day	
	Assign preferred seating to reduce undesired behavior	
	Refer to counselor	
	Assign in-school service or financial payment (if property	

	destroyed)	
	Administrative meeting and actions	

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Content _____
Teacher's Name: _____ Area: _____ Grade: _____

ANGER MANAGEMENT ISSUES		
Check if Used	Strategy	Length of Implementation and Outcomes
	Provide "cool down" time/space	
	Teach "I" messages	
	Teach anger management strategies (count backwards from 10, take deep breaths, positive imagery, etc.)	
	Use conflict resolution program (Second Step, PBSIS-Positive Behavior Support in School)	
	Provide positive feedback/star chart	
	Maintain contact with parent - use log/notebook	
	Document behavior (date, time, place, nature of incident)	
	Refer to counseling	
	Administrative meeting and actions	

INELIGIBLE FOR CST SERVICES		
Check if Used	Strategy	Length of Implementation and Outcomes
	Continue to follow and document I&RS Action Plan	
	Further testing (DIBELS, Benchmarks, Inventory for Reading)	
	Provide tutor	
	Request Big Buddy	
	Request/continue basic skills interventions	

OTHER STRATEGIES USED	Length of Implementation and Outcomes
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