Referral for Special Education Services

Maine Unified Special Education Regulations (MUSER IV.2.D.&E.)

Child's Name:			SAU:	
Date of Birth:		Grade:	School:	
Parent/ Guardian Name:			School Phone:	
Parent/ Guardian Address:			School Address:	
Parent/ Guardian City, State, Zip:			City, State Zip:	
Parent/ Guardian Phone Number			School Contact:	

A) Referral Initiated By: _____ (Indicate Title) □ Staff □ Parent □ Other

B) Referral Question(s): _____

_____

C) Parent Input (including date):_____

_____

D) Other Input:_____

_____

E) Previous referral for special education services? □ Yes □ No

I. If yes, were special education services previously received: □ Yes □ No

II. If yes, date and qualifying eligibility category:_____

All supporting documents should be attached to this form

F) Hearing Screening Results (including date):_____

G) Vision Screening Results (including date):_____

H) Describe areas of strength and weakness using the checklists and space below:

ACADEMIC					
Reading			**Mathematics**		
Strength	Weakness		Strength	Weakness	
☐	☐	Decoding (accuracy)	☐	☐	Computation (basic math facts and procedures
☐	☐	Reading fluency	☐	☐	Conceptual (ideas, language of instruction)
☐	☐	Sight word reading	☐	☐	Problem solving
☐	☐	Reading comprehension (language, vocabulary)	☐	☐	Math reasoning
☐	☐	Other:	☐	☐	Other:
Written Language			**Oral Language**		
Strength	Weakness		Strength	Weakness	
☐	☐	Penmanship (letter formation, placement)	☐	☐	Ability to comprehend language presented
☐	☐	Fluency/speed of production	☐	☐	Expressing ideas
☐	☐	Encoding/spelling	☐	☐	Articulation/intelligibility
☐	☐	Conventions/mechanics	☐	☐	Receptive/expressive language
☐	☐	Developing an idea	☐	☐	Vocabulary Knowledge
☐	☐	Organization	☐	☐	Abstract conceptualization

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☐	☐	Other:	☐	☐	Other:

General Academic Areas

Strength	Weakness		Strength	Weakness	
☐	☐	Ability to retain information	☐	☐	Sensory sensitivities/defensiveness
☐	☐	Using visual information	☐	☐	Following directions
☐	☐	Adaptive skills (independent functioning)	☐	☐	Task Initiation
☐	☐	Gross/Motor skills	☐	☐	Other:

BEHAVIORAL or SOCIAL EMOTIONAL

Strength	Weakness		Strength	Weakness	
☐	☐	Social problem solving	☐	☐	Fatigue/Frequent Health Complaints
☐	☐	Attention/Concentration	☐	☐	Limited self-control/Impulsivity
☐	☐	Lack of flexibility/Rigidness	☐	☐	Persistence of effort/Low frustration tolerance
☐	☐	Aggression (verbal or physical)	☐	☐	Motivation
☐	☐	Tendency to worry/fearful/ nervous	☐	☐	Planning/Organization
☐	☐	Unhappy	☐	☐	Self-Esteem

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☐ ☐ Withdrawn/Social Isolation	☐ ☐ Other:

I) Student Attendance:

Current Year	Absent:	Tardy:
Previous Year(s)	Absent:	Tardy:

J) Recent Academic Assessments

Reading (NWEA, DRA, Dibels, QRI, SRI, Running Record, etc.)					
Name of Assessment	Date Administered	Score	Below Grade Level	At Grade Level	Above Grade Level
			☐	☐	☐
			☐	☐	☐
			☐	☐	☐

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			☐	☐	☐
Writing (AIMsweb, Lucy Calkins rubrics, writing probes, etc.)					
Name of Assessment	Date Administered	Score	Below Grade Level	At Grade Level	Above Grade Level
			☐	☐	☐
			☐	☐	☐
			☐	☐	☐
			☐	☐	☐
Mathematics (NWEA, Dibels, SMI, easyCBM, etc.)					
Name of Assessment	Date Administered	Score	Below Grade Level	At Grade Level	Above Grade Level
			☐	☐	☐
			☐	☐	☐
			☐	☐	☐
			☐	☐	☐

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K) In-Class Interventions (Tier 1)

i. Leave blank if not attempted.

Presentation of Materials

Successful	Unsuccessful		Successful	Unsuccessful	
☐	☐	Break assignment into shorter segments	☐	☐	Highlight important concepts in text
☐	☐	Use concrete examples of concepts before teaching the abstract	☐	☐	Use repetition, simpler explanation, more examples, modeling
☐	☐	Relate information to child's experiential base	☐	☐	Require verbal response to indicate comprehension
☐	☐	Reduce number of concepts presented at one time	☐	☐	Assign tasks at appropriate reading level
☐	☐	Pre-teach concepts	☐	☐	Check for comprehension prior to task initiation
☐	☐	Monitor comprehension of language used for instruction	☐	☐	Other:
☐	☐	Break assignment into shorter segments			

Duration of Tier 1 Interventions:

Modifying the Environment

Successful	Unsuccessful		Successful	Unsuccessful	
☐	☐	Seat in area with minimal distractions	☐	☐	Utilize checklist to promote organization
☐	☐	Preferential seating	☐	☐	Frequently check the organization of notebooks
☐	☐	Help maintain a work area free of unnecessary materials	☐	☐	Other:

Duration of Tier 1 Interventions:

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Modifying Time Demands

Successful	Unsuccessful		Successful	Unsuccessful	
☐	☐	Increase time allowed for completion of tests or assignments	☐	☐	Consistently follow a routine
☐	☐	Reduce amount of work or length of tests	☐	☐	Alternate quiet and active tasks
☐	☐	Prioritize assignments and/or steps to completing assignments	☐	☐	Set time limits for specific task completions
☐	☐	Space short work periods with breaks	☐	☐	Other:

Duration of Tier 1 Interventions:

Modifying Assignments and Tests

Successful	Unsuccessful		Successful	Unsuccessful	
☐	☐	Read tests/assignment orally to child	☐	☐	Give open book or notebook test
☐	☐	Allow child to take test orally or dictate answers	☐	☐	Provide opportunity for retakes
☐	☐	Provide short answer, multiple choice, matching, or true/false formats for test	☐	☐	Allow spelling errors
☐	☐	Allow the use of word processor	☐	☐	Chunk assignments
☐	☐	Provide copies of notes	☐	☐	Pair written and verbal directions
☐	☐	Utilize visual aids (charts, graphs, etc.)	☐	☐	Avoid abstract language
☐	☐	Provide due date on written assignment	☐	☐	Get child's attention before expressing key points

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☐	☐	Provide list of all steps necessary to complete tasks	☐	☐	Other:

Duration of Tier 1 Interventions:

Maintaining Focus and Appropriate Behaviors

Successful	Unsuccessful		Successful	Unsuccessful	
☐	☐	Provide direct reinforcement (praise or immediate feedback)	☐	☐	Provide alternatives when appropriate
☐	☐	Seat child close to teacher	☐	☐	Designate a "cool off" location
☐	☐	Make positive, personal comment every time child shows interest	☐	☐	Avoid power struggles
☐	☐	Provide frequency check-ins	☐	☐	Without attention from attention-seeking behaviors for a short time
☐	☐	Give advanced warning of transitions	☐	☐	Communicate frequently with parents
☐	☐	Use physical proximity to promote refocus	☐	☐	Speak privately to child about inappropriate behaviors
☐	☐	Provide clear, concise classroom expectations and consequences	☐	☐	Allow opportunities for controlled movement (trip to office, get drink, etc.)
☐	☐	Consistently reinforce classroom rules	☐	☐	Other:
☐	☐	Monitor tolerance and be mindful of signs of frustration			

Duration of Tier 1 Interventions:

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L) Targeted Pre-Referral Interventions (Tier 2) – *Provided within the last year*

I. Initiation Date of Tier 2 Interventions:_____

Area of Concern	Intervention Provided	Frequency and duration	Baseline data	Post-intervention data	Adequate Progress	
					☐ Yes	☐ No
					☐ Yes	☐ No
					☐ Yes	☐ No
					☐ Yes	☐ No

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M) Other Factors and Interventions:

Has the child been retained? □ Yes, grade(s):_____ □ No

Please list any other factors (including medical) relevant to this referral:_____
_____
_____
_____

Other Regular Education Related Services		
Service	Dates	Duration and Frequency

English Language Learners	
ACCESS scores:	
Year 1:	Year 2:
ELL Instruction:	
Dates:	Frequency:

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N) Dates and Signature

Date Received by SAU:

Date Parent Notified of Receipt of Referral and Provided Procedural Safeguards Through Written Notice:

If needed, Date Consent to Evaluate Sent Through Written Notice (Within **15 school days** of Date Received by SAU):

I. Signature (if needed):

Name:_____

Position:_____

Date:_____

II. Special Education Director/Administrative Designee Signature:

Name:_____

Date:_____

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□ Approved

□ Denied

□ Insufficient Documentation

□ Other: _____

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