



SAMPLE MATERIAL

Student Assistance Team (SAT) Referral Form

River Ridge Elementary School, Kentucky

Topic: Using Student Achievement Data to Support Instructional
Decision Making

Practice: Cycle of Improvement

Teachers at River Ridge Elementary School complete this form to refer students to the school's Student Assistance Team (SAT). The SAT meets regularly to review data on individual students who are significantly below benchmark. The team's goal is to use data analysis as a guide for early and systematic intervention to remove barriers to student learning. On this form, teachers document areas of concern and record student data that have already been collected. Teachers can highlight academic, social, cognitive, communication, or health concerns, and interventions that have taken place. They can also note students' areas of strength. Based on the results of the SAT, the student may be scheduled for interventions. After four to six weeks of interventions, teachers collect and analyze data and revisit the need for additional intervention.

Schools or districts can adapt this form to reflect the data they collect and their own students' needs.

KENTON COUNTY SCHOOL DISTRICT Student Assistance Team Referral Form

A. Identifying Information:

Student: _____ Referral Date: _____ Phone: _____
DOB: _____ Age: _____ Grade: _____ Teacher: _____
Referral Source: _____ Parent: _____ Date(s) Contact Made w/ Parent: _____
Special Education: ☐ No ☐ Yes -- List Services Received: _____
Previously Referred for SAT: ☐ No ☐ Yes -- Date/Grade Referred: _____

B. Areas of Concern:

Academic: ☐ Reading ☐ Language Arts ☐ Math ☐ Study Skills
☐ Social Studies ☐ Science ☐ Other _____
Social: ☐ Aggression ☐ Truancy ☐ Tardy ☐ Self-Management
☐ Withdrawal ☐ Disruptions ☐ Social Skills
☐ Noncompliance ☐ Mental Health ☐ Other _____
Communication: ☐ Language ☐ Fluency ☐ Articulation ☐ Voice
☐ Other _____
Health: ☐ Vision ☐ Hearing ☐ Motor ☐ Medical
☐ Other _____
English Language Proficiency: ☐ Comprehension ☐ Expression ☐ Reading
Intellectual Ability: ☐ Cognitive abilities appear far below age peers
☐ Cognitive abilities appear to exceed age peers
Talents: ☐ Creativity ☐ Leadership ☐ Visual/Performing Arts

Provide a **specific and observable description** of the concern, including context (where, when, with whom, etc.):

D. **Tier I--** Student Interventions/Modifications (must **implement** for 4-6 weeks; **attach data results**)

<input type="checkbox"/> Visual/Verbal Cues	<input type="checkbox"/> Number Line	<input type="checkbox"/> Provide Notes
<input type="checkbox"/> Touch Math	<input type="checkbox"/> Pictures/Charts	<input type="checkbox"/> Outlines/Webs
<input type="checkbox"/> Sound Spelling	<input type="checkbox"/> Music/Rhythmic Patterns	<input type="checkbox"/> Student re-state info
<input type="checkbox"/> Highlight Letter/Math Symbols	<input type="checkbox"/> Behavior Chart	<input type="checkbox"/> Personalized Examples
<input type="checkbox"/> Mnemonic Devices	<input type="checkbox"/> Use Manipulatives	<input type="checkbox"/> Sensory/Kinesthetic
<input type="checkbox"/> Modified Assignments	<input type="checkbox"/> Cue Expected Behavior/Redirection	<input type="checkbox"/> Small Group Instruction
<input type="checkbox"/> Parent Conference	<input type="checkbox"/> Modeling	<input type="checkbox"/> Structure Transitions
<input type="checkbox"/> In-School Detention	<input type="checkbox"/> Behavior Contracts	<input type="checkbox"/> Post Class Rules/Expectations
<input type="checkbox"/> Break Between Tasks	<input type="checkbox"/> Preferential Seating	<input type="checkbox"/> Positive Reinforcement
<input type="checkbox"/> Contingency Plan	<input type="checkbox"/> Student Conference	<input type="checkbox"/> Gross Motor Activity
<input type="checkbox"/> Other _____		