

# Referral Form

Student: \_\_\_\_\_ Birthdate: \_\_\_\_/\_\_\_\_/\_\_\_\_ Grade: \_\_\_\_\_

Last Name, First Name Parent/Guardian: \_\_\_\_\_

Work Phone:: \_\_\_\_\_ Home Phone: \_\_\_\_\_

Address (Street Number, Street Name, City, State, Zip Code) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Today's Date: \_\_\_\_\_ Person Making Referral: \_\_\_\_\_

Date of Receipt of Request: \_\_\_\_/\_\_\_\_/\_\_\_\_ Signature: \_\_\_\_\_

Reason(s) for Referral (list specific concerns/behavior): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

To date, what accommodations or special provisions have been made to assist the student?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Is the student currently receiving special education or other services? \_\_\_\_\_Yes \_\_\_\_\_No

If yes, what services is the student currently receiving?

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**Please submit completed referral to principal or school 504 coordinator.**

## Accommodations for Section 504 Students

### ENVIRONMENTAL ACCOMMODATIONS:

- Wheelchair accessibility (specify) \_\_\_\_\_
- Utilize preferential seating
- Set student near someone who will be helpful and understanding
- Assign a peer tutor to help with explanations
- Provide opportunities for movement
- Seat the child in an area free from distractions
- Assist with medication (medication form on file)
- Assist with toileting (specify) \_\_\_\_\_

### ORGANIZATIONAL ACCOMMODATIONS:

- Establish a daily routing and attempt to maintain it
- Make clear rules and be consistent enforcing them
- Set aside specific time for cleaning desks, lockers, organizing materials, etc.
- Help student keep work-space free from unnecessary materials
- Use checklists to help keep child organized
- Help student set timeline for completion of long assignments
- Allow student to repeat directions given (privately)
- Ask parents to help structure study time

### ASSIGNMENT AND CURRICULUM ACCOMMODATIONS:

- Avoid large amounts of written work
- Allow for method of writing which is most comfortable (cursive, manuscript, typed)
- Set realistic expectations for neatness
- Accept oral reports
- Avoid purple dittos
- Worksheets should be visually clear and adequately spaced
- Avoid copying from the board. Provide student with a written copy of material, or allow to copy teacher or peer notes
- Provide taped materials
- Provide partial outlines of study guides
- Provide alternative assignments which do not always require writing
- Reduce amount of assigned work:
  - Assign only even numbers in math
  - Assign only \_\_\_\_\_ words in spelling
  - Optional assignments

## **PRESENTATION ACCOMMODATIONS:**

- \_\_\_\_\_ Use advanced organizers: Telling the student the purpose of the lesson and what he/she will be expected to do
- \_\_\_\_\_ Use verbal cues, "This is important. Listen carefully."
- \_\_\_\_\_ Communicate orally; visually, and repeat as needed
- \_\_\_\_\_ Write assignments on the board in a consistent place
- \_\_\_\_\_ Give one direction at a time
- \_\_\_\_\_ Keep statements short and to the point
- \_\_\_\_\_ Provide directions on a one to one basis
- \_\_\_\_\_ Simplify vocabulary when needed (repeat directions privately)
- \_\_\_\_\_ Write an outline on the board when lecturing
- \_\_\_\_\_ Provide students with copies of notes or outlines
- \_\_\_\_\_ Check for understand, have the student restate what you side in his/her own words
- \_\_\_\_\_ Monitor the rate you present material (do not talk to fast or give too much information at one time)
- \_\_\_\_\_ Recap or summarize the main points of the lecture
- \_\_\_\_\_ Give students "thinks" time when called on orally
- \_\_\_\_\_ Avoid embarrassing the student by requiring him/her to read orally in class

## **EVALUATION ACCOMMODATIONS:**

- \_\_\_\_\_ Use alternative testing techniques
  - \_\_\_\_\_ take an adapted test
  - \_\_\_\_\_ take an open book/open notebook test
  - \_\_\_\_\_ take the test in another classroom (counselor's office, special education room)
  - \_\_\_\_\_ take an oral test
  - \_\_\_\_\_ allow for extended time on test
- \_\_\_\_\_ Do not count off for spelling errors in academic areas
- \_\_\_\_\_ Prepare essay questions prior to test
- \_\_\_\_\_ Substitute assignment for test

## **MOTIVATIONAL ACCOMMODATIONS:**

- \_\_\_\_\_ Encourage student to ask for assistance when needed
- \_\_\_\_\_ Reinforce appropriate participation in your class
- \_\_\_\_\_ Use nonverbal communication to reinforce appropriate behavior
- \_\_\_\_\_ Ignore inappropriate behavior as much as possible
- \_\_\_\_\_ Develop and maintain a regular school-home communication system
- \_\_\_\_\_ Utilize behavior contracts
- \_\_\_\_\_ Utilize behavior management plans

Alabama State Testing Program Accommodation

- No accommodations necessary
- Accommodations necessary: (Follow procedures in the Alabama Student Assessment Program Policies and Procedure for Student s of Special Populations)

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This Accommodation Plan will be review at the end of \_\_\_\_\_ to determine if accommodations are no longer needed or if they need to be adjusted based on student's progress.

Dates of Review	No Changes	Change Required (see new plan)
_____	_____	_____
_____	_____	_____
_____	_____	_____