

Directions: Place a check mark next to each item that accurately describes the student.

Cognitive

- poor comprehension of material
- poor short-term memory for verbal stimuli
- poor short-term memory for non-verbal stimuli
- poor long-term memory
- limited attention span
- difficulty understanding oral directions
- difficulty understanding written directions
- difficulty following a sequence of directions
- difficulty recalling story sequences
- difficulty reasoning abstractly
- difficulty conceptualizing material
- misunderstands material presented at a fast rate
- delayed oral response time
- uses problem strategies inefficiently
- learns very slowly
- forgets newly learned skills
- forgetful/loses assignments often
- requires excessive re-teaching

Social/Behavioral

- avoids doing work in class
- gives up easily
- difficulty beginning tasks on time
- difficulty completing tasks on time
- asks questions constantly
- is impulsive
- trouble starting and continuing tasks
- trouble with transitions
- lacks focus
- difficulty working independently
- difficulty playing quietly
- is easily distracted
- doesn't seem to listen
- shows aggressive behaviors
- shows disruptive behaviors
- talks excessively
- interrupts others often
- speaks out of turn
- difficulty remaining seated
- doesn't participate in class
- difficulty interacting with peers
- few friends
- overly emotional
- needs frequent encouragement
- difficulty organizing materials/desk
- trouble being accepted by peers
- withdraws from group
- inappropriate emotional response to social situation
- isolates self ~ on the fringe

Language/Academic

- difficulty decoding words
- poor reading comprehension
- difficulty rapidly naming words/objects
- difficulty recognizing words
- poor listening comprehension
- difficulty with oral reading and substituting one word for another
- uses gestures instead of words
- difficulty producing rhymes
- poor spelling
- difficulty writing compositions
- poor grammar/sentence structure (oral or written)
- difficulty naming common objects (word retrieval)
- articulation errors
- poor expressive language
- uses non-verbal language
- understands non-verbal language
- does not retain math facts
- poor math computation skills
- limited math problem solving skills
- fluctuating academic performance
- does not perform academically when exposed to conventional teaching strategies

Perceptual/Motor

- poor auditory perception (appears not to hear or understand directions)
- poor handwriting (labored, illegible)
- has clumsy or awkward movements
- right/left confusion
- poor gross-motor coordination
- poor fine-motor coordination
- difficulty putting objects in correct sequence
- difficulty remembering sequence
- difficulty transferring information onto paper
- reversals of letters (beyond 2nd grade)
- reversals of numbers (beyond 2nd grade)
- bumps into or touches others more than is typical
- difficulty remaining seated at a desk
- poor desk posture
- disorganized art projects
- inaccurate copying
- poor page organization
- difficulty staying on or between lines

DOCUMENTATION OF INTERVENTIONS/MODIFICATIONS

Intervention/Modification #1: _____ Date: _____

How was it measured? _____

What were the results/outcome? _____

Duration of intervention/modification: _____

Intervention/Modification #2: _____ Date: _____

How was it measured? _____

What were the results/outcome? _____

Duration of intervention/modification: _____

Comments: _____

*When a parent referral is made the school is still responsible to provide the student with documented interventions/modifications. These interventions/modifications can be take place while a special education evaluation is being conducted but they MUST still be documented.