

STUDENT ASSISTANCE TEAM (SAT) FORM

Student's Name _____ Date _____
Gender M or F Birthdate _____ Grade _____
Parent(s)/Guardian(s) _____
Home phone _____ Work phone _____
Street address _____
City _____ State _____ Zip _____
Date parent was contacted about SAT referral _____
By whom? _____ Method of contact(letter, phone) _____
Referred by _____

Please note any medical or health concerns for this student _____

Current school or agency support services or programs in place for the student: _____ Title I _____ SPED _____ O.T. _____ P.T. _____
_____ Speech/Language _____ Counseling Other _____

What are several strengths, talents, or specific interests for this student?

1. _____
2. _____
3. _____
4. _____

Instructional Information

How do this student's academic skills compare to those of 'average' students in your classroom? (e.g. How does this student compare to peers in reading, math, writing, organizational skills?.): _____

What makes this student difficult to teach? List any academic, social, emotional, environmental, or medical factors that seem to negatively affect the student's progress. _____

Please check the appropriate box to rate the student's academic skills in comparison with the grade-level expectations in your classroom (i.e. the skill is below grade level and is a concern or the skill is at least at grade level and is not a concern).

Reading/Language Arts	Below Grade Level/Concern	Grade Level/Not a Concern
Reading Comprehension		
Word Attack/Decoding		
Vocabulary		
Identifying a Main Idea		
Reading Fluency		
Spelling		
Punctuation		
Grammar		
Written Communication (e.g. writes in complete sentences)		
Oral Communication		
Drawing Conclusions from Written Material		
Handwriting		

Mathematics	Below Grade Level/Concern	Grade Level/Not a Concern
Computation		
Pattern Analysis		
Measurement		
Understanding of spatial relationships		
Mental math		
Using numbers to solve daily problems		
Breaking down a complex problem		
Problem-solving (e.g. story problems)		

Please rate how frequently the student exhibits the following behaviors:

Engagement	Seldom	Often	Almost Always
Speaks in class when called upon			
Asks questions about tests or projects			
Participates in class discussions			
Volunteers answers to questions			
Assumes leadership in group situations			
Volunteers to read aloud			
Initiates conversations appropriately			
Asks questions when confused			

Language	Seldom	Often	Almost Always
Stutters			
Makes articulation errors			
Mumbles when speaking			
Misunderstands teacher's questions or instructions			
Unable to identify common objects such as dog			
Becomes confused by conversation			
Talks in disconnected phrases			
Communicates with gestures and sounds			
Speaks in single words or short phrases only			
Uses words like "whatchamacallit" or has strange words for common things			
Has not developed good listening skills			
Lacks a sense of humor or seems like he or she doesn't get the joke			
Does not express ideas spontaneously			
Talks a lot but has very little to say			
Lacks adequate vocabulary			
Has difficulty with relationships such as opposites or size			
Labels rather than relates objects and actions when telling a story about a picture			
Has trouble answering open ended questions			
Student loses voice by end of day			
Voice is consistently hoarse, harsh, breathy			
Voice is consistently too loud			
Voice is difficult to hear			
Voice is nasal sounding			
Voice is lacking in nasality (sounds as if the student has a cold)			
Voice quality distracts from what the student is saying			
Other students or listeners comment on the student's voice			

Interpersonal Skills	Seldom	Often	Almost Always
Follows classroom rules			
Corrects inappropriate behavior when asked			
Expresses dissatisfaction appropriately			
Accepts suggestions from teachers			
Works effectively in a large group			
Interacts appropriately with adults			
Listens to what others have to say			
Gets along with people who are different			
Works effectively in a small group			
Interacts appropriately with other students			

Motivation	Seldom	Often	Almost Always
Is motivated to learn			
Prefers challenging tasks			
Produces high quality work			
Critically evaluates own work			
Attempts to improve on previous performance			
Makes the most of learning experiences			
Persists when task is difficult			
Looks for ways to academically challenge self			
Assumes responsibility for own learning			
Is goal-oriented			
Stays on-task			

Study Skills	Seldom	Often	Almost Always
Completes homework			
Corrects own work			
Finishes class work on time			
Prepares for tests			
Prepares for class			
Turns in homework on time			
Takes care of materials			
Pays attention in class			
Completes assignments according to directions			
Takes notes in class (grades 3-12 only)			
Has difficulty getting organized and beginning assignments			

If the referral concern is in academics, how much time during the period/day does the student receive instruction in the area(s) of difficulty? _____

If the referral concern is behavioral, when have you observed the problem occurring the most? _____

Are there settings or situations in which the behavior is less severe or minimized? If so, when? _____

Prioritize the top three things that you would like the student to be able to do that he/she isn't presently doing:

1. _____
2. _____
3. _____

Interventions (To be completed by SAT).

Please describe specific attempts that you or others have made this year to meet this student's identified concerns. For example:

- *Include the student in developing behavioral expectations and/or interventions.
- *Provide clear oral and written directions at the beginning of each lesson.
- *Monitor the student's independent work as he or she completes it.
- *Assign homework that is individualized to the student's needs.

Intervention	Dates Began-Ended (approximate)	Person(s) Responsible	Outcome

Members of the SAT:

Name

Position

Date
