**MARIST CATHOLIC HIGH SCHOOL**

**Teacher Request for Student Support Team Assistance**

Referring Teacher/Team:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Grade/Subject:\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_

Student:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Birth Date:\_\_\_\_\_\_\_\_\_\_Age:\_\_\_\_\_\_ Sex: M     F

Team Meeting Participants:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Identify the Student’s Strengths:**

**Work Habits**

* Motivated
* Organized
* Completes Classwork
* Completes Homework
* Turns Work in on Time
* Academic Ability
* Engaged
* Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Classroom and Interpersonal Behavior**

* Positive Attitude
* Hard Worker
* Follows Directions/Expectations
* Transitions
* Respectful
* Class Participation
* Works well in Groups
* Works Independently
* Social Skills
* Good Sense of Humor
* Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Narrative:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Communications with Parents Dates:**

* Phone call \_\_\_\_\_\_\_ \_\_\_\_\_\_
* E-mail \_\_\_\_\_\_\_ \_\_\_\_\_\_
* Conference \_\_\_\_\_\_\_ \_\_\_\_\_\_

**Identify the Student Concerns:**

**Work Habits**

* Turning in Work
* Work Completion
* Motivation
* Organization
* Focus/Attention
* Self-directed
* Cooperation with Peers

**Classroom and Interpersonal Behavior**

* + Absences
	+ Avoidance
	+ Tardies
	+ Skipping Class
	+ Technology Misuse In-Class (phone/ipad/etc.)
	+ Academic Integrity Infractions
	+ Disrespectful
	+ Following Directions/Expectations
	+ Attention Seeking
	+ Sad/Withdrawn
	+ Anxiety (in class, tests, etc)
	+ Bullying/Harassing
	+ Class Participation
	+ Verbal/Emotional Outbursts

**Narrative:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Teacher Interventions:**

Physical Arrangement of the Room:

* Seating the student near the teacher
* Seating the student near a positive role model
* Standing near the student when giving directions or presenting lessons
* Avoiding distracting stimuli (e.g. area of class near door, loud noise, window, etc.)

Behaviors:

* Positively reinforcing specific behaviors
* Using self monitoring strategies
* Clearing stating classroom rules and expectations
* Avoid being punitive
* Allowing short breaks between assignments
* Allowing the student privacy of his/her grades (e.g. no peer correcting)
* Allowing legitimate movement (e.g. sensory breaks)
* Contract

Organization:

* Providing peer assistance with organizational skills (SSP)\*
* Providing student’s time to input homework assignment/due dates
* Send home weekly progress report

Lesson Presentation:

* Teaching through multi-sensory modalities
* Including a variety of activities during each lesson
* Checking for understanding
* Asking students to review key points orally
* Providing visual aids
* Assigning a peer note taker (SSP)\*
* Instructor providing outline of key points (either paper or on ipad)
* Chunking (break longer presentation into shorter segments)

Assignments/Worksheets:

* Simplifying complex directions
* Extra time to complete work (SSP)\*
* Shortening assignments (if demonstration of mastery can still be achieved)(SSP)\*
* Breaking work into smaller segments
* Using self-monitoring device (e.g. timer)
* CICO (check in/check out)
* Academic Strategies (freshman only)
* Academic Support (all grade levels)
* Creating projects/assignments with multiple access points
* Regular office hours
* Encourage students to make appointments with instructors
* Hold review sessions before a test

Test Taking:

* Giving short quizzes (not long exams)
* Reading test items aloud to the student (SSP)\*
* Allowing extra time on an exam (SSP)\*
* Using a different exam format
* Allowing a separate quiet location to take the test