



School Referral for Services

**** For Office Use Only ****

Signature of Central Office Designate

Signature of School Based Designate

Date
 (dd/mm/yy)

Date
 (dd/mm/yy)

Referral for Which Services

- Children's CARE Services
 Regional Educational Assessment and Consultation Services (REACH)

Student's Legal Name _____ DOB _____
(dd/mm/yy)
 AB Health Care Number _____ Gender Male Female
 School Name _____ Grade _____

Parent(s)/Guardian(s) Address _____	Legal Guardian(s) Address _____
Home Phone Number _____	Home Phone Number _____
Work Phone Number _____	Work Phone Number _____
Cell Phone Number _____	Cell Phone Number _____

Language Spoken in the Home _____
 Name of Interpreter _____ Phone Number _____

Diagnosis _____	Diagnosis _____	Diagnosis _____
By Whom _____	By Whom _____	By Whom _____
Date _____	Date _____	Date _____

Additional Medical Information _____

Person Completing Referral _____
 Phone Number _____
 Email _____

This referral has been discussed with the parent/guardian Yes No
 By Whom _____

If referral has not been discussed please do so before proceeding with referral.

Please complete the information below in full. Then proceed to the Classroom Observation Checklist and complete only those sections that are pertinent to the referral concerns. Please attach **all** previous assessments and relevant information (completed within the last 2 years). If available, please send a copy of current IPP. If no testing has been done, please complete Level B testing, as appropriate, and attach results.

Reason for Referral

What are your primary concerns?

What are 1-2 questions you would like answered in relation to your primary concerns?

Service(s) Requested

(Do not request duplicate services)

Children's CARE Services

- Speech Language Pathology
- Occupational Therapy
- Physical Therapy
- Audiology (hearing testing)

REACH

- Speech Language Pathology
- Occupational Therapy
- Physical Therapy
- Psychology/Educational Behaviour Consultant
- Educational Audiology (must attach Audiology report)
- Deaf/Hard of Hearing (must attach Audiology report)
- Blind/Visually Impaired (must attach Ophthalmology report)
- Orientation and Mobility (for the visually impaired)

1. Please list all the services the student is currently accessing or has accessed within the last 2 years in the school and/or community. (e.g. Private/School Counselors, Children's Mental Health Provider, Speech Resources, Early Literacy, etc.)

2. Please list the student's strengths and interests.

3. Please describe the student's emotional/social development (e.g. classroom/school behaviour, relations with peers, relations with teachers, attitudes, etc.)

4. What standardized educational assessments have been completed? (List test and standard scores)

5. Has vision been assessed within the last 2 years? By Whom?

CLASSROOM OBSERVATION CHECKLIST

Please complete and return only those sections that are pertinent to the child's referral.

SPEECH LANGUAGE PATHOLOGY

A. The student:

- Has difficulty making certain sounds
- Is difficult to understand
- Is nonverbal
- Has difficulty making grammatically correct sentences
- Has difficulty finding the words to use
- Has difficulty telling a story
- Repeats or prolongs sounds/words while speaking
- Has poor vocabulary skills
- Has difficulty with phonological awareness skills (e.g. rhyming)
- Has difficulty following directions
- Has difficulty understanding basic concepts (e.g. beside, last, most)
- Has difficulty understanding questions
- Has difficulty with paragraph/story comprehension
- Uses or needs to use an Augmentative Communication system

B. What strategies have been tried? What strategies were effective?

C. How can a Speech Language Pathologist help?

- Assess the student's communication abilities
- Consult with learning team regarding strategies that will support the student's communication with others and acquisition of language and literacy skills
- Determine the need for, the type of, and implementation of an augmentative/alternate communication system or assistive technology (e.g., software, Intellikeys, switch toys, etc.)
- Provide assessment and strategies for enhancing oral motor and feeding skills (in collaboration with occupational therapist)

PHYSICAL THERAPY

A. The student has difficulty with:

- Balancing (i.e., on apparatus, crowded hallway, hopscotch, walking, standing still)
- Keeping straight posture when sitting or standing
- Participating in games that involve running, fast changes of direction, jumping and hopping
- Recognizing his/her own body parts and left from right
- Throwing and catching a ball and target games
- Playing on playground equipment (i.e., slide, swing, jungle gym, balance beam, etc.)
- Fear of heights or movement
- Muscle strength
- Coordination in comparison to classmates
- Physical Education class
- Movements appear awkward or clumsy. Describe:

Physical development. Explain:

Needs equipment for mobility. Explain:

B. What strategies have been tried? What strategies were effective?

C. How can a Physical Therapist help?

- Provide support to the learning team regarding physical management and safety
- Assess student's motor development (strength, flexibility, posture, balance, spatial awareness, coordination and motor planning), and provide specific programs and strategies to maximize physical functioning in the school setting
- Provide support to teachers for adapting educational programs to facilitate inclusion (including physical education)
- Facilitate use of adaptive equipment and technology within the school setting to maximize the student's physical function and to support access
- Provide consultation with respect to school accessibility, the student's mobility within the school setting and relevant safety issues
- Facilitate interactive play skills through gross motor activities
- Provide the Physical Education teacher with further strategies to work with the student
- Provide the Physical Education teacher with game and activity suggestions for a wide range of physical abilities

OCCUPATIONAL THERAPY

A. The student has difficulty with:

- | | |
|--|--|
| <ul style="list-style-type: none"><input type="checkbox"/> Grasping and manipulating small objects<input type="checkbox"/> Grasping and placing objects with accuracy<input type="checkbox"/> Grasping/controlling his/her pencil<input type="checkbox"/> Forming printed letters and numbers<input type="checkbox"/> Letter and/or number reversals<input type="checkbox"/> Fluency of printing<input type="checkbox"/> Copying work from the board<input type="checkbox"/> Copying work from books<input type="checkbox"/> Forming cursive letters<input type="checkbox"/> Reading cursive writing<input type="checkbox"/> Fatigue during printing or other motor tasks<input type="checkbox"/> Holding scissors<input type="checkbox"/> Controlling the scissors and/or paper<input type="checkbox"/> Typing on a keyboard<input type="checkbox"/> Using a computer mouse<input type="checkbox"/> Completing puzzles | <ul style="list-style-type: none"><input type="checkbox"/> Using both hands together (lacing/tying shoes, opening lunch container)<input type="checkbox"/> Switching hands during fine motor tasks<input type="checkbox"/> Chewing on inappropriate objects<input type="checkbox"/> Being bothered by clothing tags, bright lights or loud noises<input type="checkbox"/> Being bothered/dislikes certain foods (textures, temperatures, certain foods)<input type="checkbox"/> Eating his/her snack or lunch<input type="checkbox"/> Toileting independently<input type="checkbox"/> Dressing for recess and/or gym<input type="checkbox"/> Organizing his/her work and/or locker<input type="checkbox"/> Classroom mobility and transfers<input type="checkbox"/> Remembering information presented visually<input type="checkbox"/> Being overwhelmed by visual information<input type="checkbox"/> Discriminating between shapes and other designs that are slightly different |
|--|--|

B. What strategies have been tried? What strategies were effective?

C. How can an Occupational Therapist help?

- Provide educational strategies in the area of productivity including:
 - functional skills (meal preparation, laundry)
 - prevocational skills (recycling, work experience)
 - written communication (printing, handwriting, keyboarding)
- Assess and recommend strategies and/or accommodations regarding:
 - safety issues and school accessibility
 - positioning in desk/wheelchair
 - sensory processing
 - fine motor skills
 - visual perceptual skills
 - planning and organizational skills
- Promote independence and optimize participation in self-care activities (dressing, eating/drinking, toileting, hygiene)
- Provide assessment and strategies for enhancing oral motor and feeding skills
- Determine the need for and type of assistive technology that would support the student in their educational program

**AUDIOLOGY AND EDUCATIONAL CONSULTANT FOR DEAF/
HARD OF HEARING**

A. The student:

- | | |
|--|--|
| <input type="checkbox"/> Has a history of ear infections | <input type="checkbox"/> Has recently experienced hearing loss |
| <input type="checkbox"/> Expresses difficulty hearing | <input type="checkbox"/> Has minimal to mild hearing loss |
| <input type="checkbox"/> Frequently asks for things to be repeated | <input type="checkbox"/> Has moderate to severe hearing loss |
| <input type="checkbox"/> Has difficulty communicating with his/her peers | <input type="checkbox"/> Has profound hearing loss |
| <input type="checkbox"/> Does not speak grammatically correct | <input type="checkbox"/> Uses a sign system |
| <input type="checkbox"/> Is struggling academically | <input type="checkbox"/> Uses an amplification system |
| | <input type="checkbox"/> Needs assistive technology |

B. What strategies have been tried? What strategies were effective?

C. How could an Audiologist help? (CARE only)

- Determine if the child has a hearing loss
- Determine if the type of loss requires medical evaluation
- Interpret assessment and hearing aid fitting information
- Provide trouble-shooting support to parents regarding hearing aids and how they work/function

D. How can an Educational Audiologist help? (REACH only)

- Support the learning teams' understanding of the educational implications of student's hearing loss and the capabilities of personal hearing aids and FM systems
- Interpret assessment and hearing aid fitting information from community audiologists
- Evaluate acoustic environments and make recommendations for enhancing the learning environment
- Make recommendations regarding the purchase, service and repair of FM systems
- Provide in-services for learning team regarding anatomy and physiology of hearing and the use of hearing aids and FM systems
- Provide classroom in-services for students on hearing loss, hearing aids and FM systems
- Provide trouble-shooting support to schools regarding FM systems

E. How can the Educational Consultant for the Deaf/Hard of Hearing help? (REACH only)

- Assess student's academic abilities
- Recommend educational strategies, specialized learning materials and resources to support learning
- Consult with the learning team regarding curricular modifications
- Provide information on sign systems (American Sign Language, Signed English) and in-services related to beginner sign language
- Consult with the learn team regarding social skill development
- Provide consultation regarding individualized programming to enhance auditory, academic, sign and/or oral language skills
- Provide inservices for school learning team regarding the educational implications of a hearing loss and integration of deaf and hard of hearing students into the regular classroom

EDUCATIONAL CONSULTANT OF THE BLIND/VISUALLY IMPAIRED

A. The student:

- Is legally blind/registered with CNIB
- Has recently experienced vision loss
- Has a reduced field of vision
- Is struggling with academic learning
- Needs assistive technology
- Has limited visual acuity
- Has low vision
- Is having difficulty with orientation and mobility
- Needs appropriate reading and writing media

B. What strategies have been tried? What strategies were effective?

C. How can the Educational Consultant for the Blind/Visually Impaired help with educational needs? (REACH only)

- Assess student's functional vision to determine educational implications and programming
- Interpret medical eye reports as they relate to educational environments
- Consult regarding educational resources and adaptations
- Consult regarding educational strategies for learners with multiple needs
- Assess educational needs: academic, Braille, specialized equipment, functional academics
- Registration with MRU (Materials Resource Unit). If student is eligible, recommend appropriate learning formats
- Consult with school personnel regarding specialized material and/or equipment adaptations to maximize visual functioning and learning
- Consult regarding the development of student literacy programs and formats (Braille, large print, tape)
- Provide suggestions for adapting educational programs to facilitate inclusion

D. How can the Educational Consultant for the Blind/Visually Impaired help with Orientation and Mobility needs? (REACH only)

- Assess orientation and mobility skills as they relate to the student's environment: classroom, school, and community
- Provide program suggestions and recommendations to school personnel and family to enhance the student's level of skill in orientation and mobility
- Provide information regarding use of sensory skills (functional vision, auditory, tactile, and olfactory) for orientation and mobility
- Develop student programs that teach mobility concepts: sighted guide, self-protective techniques, cane skills, and independent travel based upon the student's needs

PSYCHOLOGY AND BEHAVIOURAL CONSULTANT

A. The student has difficulty with:

- | | |
|--|---|
| <input type="checkbox"/> Expressing ideas in writing | <input type="checkbox"/> Behaviour problems which complicate assessment of cognitive and academic abilities |
| <input type="checkbox"/> Reading | <input type="checkbox"/> Being worried |
| <input type="checkbox"/> Spelling | <input type="checkbox"/> Being sad (more than is expected for age) |
| <input type="checkbox"/> Remembering rote facts or figures | <input type="checkbox"/> Accepting praise, recognizing own success |
| <input type="checkbox"/> Remembering ideas and concepts | <input type="checkbox"/> Being overly quiet or passive |
| <input type="checkbox"/> Perseveration on narrow interests (topics, objects) | <input type="checkbox"/> Having wide mood changes |
| <input type="checkbox"/> Overly literal understanding | <input type="checkbox"/> Blaming others |
| <input type="checkbox"/> Planning ahead | <input type="checkbox"/> Arguing with adults |
| <input type="checkbox"/> Organizing materials (desk, locker) | <input type="checkbox"/> Showing anger |
| <input type="checkbox"/> Gathering needed materials for a task | <input type="checkbox"/> Threatening or intimidating |
| <input type="checkbox"/> Poor schoolwork perseverance | <input type="checkbox"/> Physical aggression (fighting) |
| <input type="checkbox"/> Starting tasks | <input type="checkbox"/> Deliberately annoying others |
| <input type="checkbox"/> Completing whole tasks | <input type="checkbox"/> Refusing to comply with rules/requests |
| <input type="checkbox"/> Completing homework | <input type="checkbox"/> Understanding of social expectations |
| <input type="checkbox"/> Staying focused when noise and other activities are happening | <input type="checkbox"/> Interacting with other children |
| <input type="checkbox"/> Remembering instructions | <input type="checkbox"/> Interacting with the teacher/other adults |
| <input type="checkbox"/> Carrying out instructions | <input type="checkbox"/> Needing teacher's attention constantly |
| <input type="checkbox"/> Listening to directions, attending to lecture | <input type="checkbox"/> Routines – classroom or transitions |
| <input type="checkbox"/> Recognizing mistakes in academic tasks | <input type="checkbox"/> Staying in seat when expected |
| <input type="checkbox"/> Missed time in school/attendance | <input type="checkbox"/> Being overly active, fidgeting, squirming |
| | <input type="checkbox"/> Reducing activity level when necessary |

Additional comments:

B. What strategies have been tried? What strategies were effective?

C. How can a Psychologist/Educational Behaviour Consultant help? (REACH only)

- Assess student's current level of cognitive functioning/learning style and provide program recommendations
- Assess student's current level of adaptive functioning and provide program recommendations
- Assess student's current level of behaviour and provide program recommendations
- Assess student's social-emotional functioning and provide program recommendations
- Consult regarding strategies to support learning in the classroom
- Consult with the learning team regarding social skill development
- Consult with the learning team regarding behavioural issues