

GENERAL EDUCATION INTERVENTION DOCUMENT (GIFTED EDUCATION REFERRAL)

Date: _____ School: _____ S.S.# _____

Name: _____ Grade: _____ Male/Female _____

DOB: _____ Vision date _____ Hearing date _____

Parents Names: _____ Address: _____

Phone # - Home: _____ Work: Mother _____ Father _____

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REASON FOR REFERRAL: _____

Is the student proficient in English? Yes No

Primary Language of the home _____

Has the student received a psychoeducational evaluation before? Yes No

If yes, when? _____ What new information is now being considered? _____

PRESENT LEVELS OF PERFORMANCE FOR POTENTIAL GIFTEDNESS CHECKLIST:
(CHECK ALL CHARACTERISTICS OF THE STUDENT THAT APPLY)

Reluctance to do daily work, but scores well on tests.	Is self-critical.
Mental speed is faster than writing ability, so is often reluctant to write at length.	Carries an interest to the extreme.
Frequently appears not to be paying attention, but can respond correctly when questioned.	Reads avidly.
Doesn't read, listen to, or follow directions	Is often off-task.
Difficulty in explaining ideas or solutions with/to peers.	Daydreams often.
Often rushes through work and ignores details.	Excessive curiosity.
Asks persistent questions to the point of annoyance; continually asks why.	Argumentative.
Learns basic skills quickly and with little practice.	Comprehends readily.
Can produce original and imaginative work, even if defective in technical accuracy (e.g. poor spelling).	Has wild and silly ideas.
Seems to need no revision and is impatient with repetition.	Displays an intense demeanor.
Grasps mathematical concepts readily.	Perfectionism.
Has quick mastery and recall of information.	Has a defined sense of humor.
Possesses extensive general knowledge.	Shows sensitivity and empathy towards others.
Relates better with adults than age peers.	Questions rules or authority.
A markedly superior vocabulary.	Shows a tendency towards introversion.
Is impatient with peers.	Demonstrates responsibility.

**OBSERVATION OF STUDENT IN SCHOOL ENVIRONMENT (CLASSROOM, LUNCHROOM, AND SOCIAL SITUATIONS).
INCLUDE NAME(S) OF PERSON(S) CONDUCTING OBSERVATIONS AND DATE(S).**

TEST RESULTS (PERCENTILE SCORES IF POSSIBLE):

Group achievement test results: Date: _____
Composite _____ Reading _____ Math _____ Language _____
Individual Reading Inventory: Date: _____
Instructional Reading Level _____ Frustrational reading level _____
State Assessments: _____
Duke T.I.P./ACT Scores: _____
PSAT: _____
Scholarship Tests: _____
Other (CBM's, CRT's, etc...) _____

INTERVENTIONS IMPLEMENTED AND/OR TRIED:

Please give a brief description of the intervention, time frame including date began, results, and the subject it involved.

- ✓ Peer Mentoring/Tutoring

- ✓ Independent Projects

- ✓ Acceleration and/or transferring to another grade for certain subject

- ✓ Modified Assignments

- ✓ Self-Paced Learning

- ✓ Enhanced Curriculum

- ✓ Ability Grouping

PRESENT LEVELS OF PERFORMANCE

HEALTH/PHYSICAL: (date & results) Vision: _____ Hearing: _____

Strengths:

Concerns:

Relevant medical information (history, injuries, current medication, etc.):

Is more information needed in this area? Yes No

SOCIAL/EMOTIONAL:

Strengths:

Concerns:

Is more information needed in this area? Yes No

GENERAL INTELLIGENCE:

Strengths:

Concerns:

Is more information needed in this area? Yes No

COMMUNICATION:

Strengths:

Concerns:

Is more information needed in this area? Yes No

RESULTS OF INTERVIEWS:

_____ Student:

_____ Parent(s):

_____ Teacher(s)/Others:

Is there continued need for intense or sustained resources? (circle) YES NO

Is there need for resources beyond those available in the general curriculum to enable the student to progress at his/her ability level? (circle) YES NO

Is there evidence of discrepancy between the student's performance and EITHER his/her peers OR his/her ability? (circle) YES NO

Is there convergent data from multiple sources that substantiate exceptionalty? (circle) YES NO

RECOMMENDATION:

___ Progress in the general ed. curriculum is satisfactory-no further intervention needed.

___ Refer for development of a Student Improvement Plan to address areas of concern

___ Progress is not satisfactory-refer for an initial evaluation based on:

- ___ The interventions & strategies, including instructional or environmental modifications, are inadequate to address the student's area of concern.
- ___ The intervention requires an intense and sustained amount of resources.
- ___ The data indicates the student may be a student with an exceptionalty.

Team Member	Position	Agree/Disagree	Date
_____	_____	____/____	_____
_____	_____	____/____	_____
_____	_____	____/____	_____
_____	_____	____/____	_____
_____	_____	____/____	_____
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_____	_____	____/____	_____
_____	_____	____/____	_____
_____	_____	____/____	_____

Approved: _____ Date: _____

Returned for additional information: _____

Date returned to school psychologist: _____

Date returned to General Education Intervention Team: _____