Whiteford Agricultural Schools
SIT/SAT Student Profile

Student Name_____DOB_____Date_____

Teacher Name_____ Grade_____ Building_____

PARENT/GUARDIAN CONTACT (Regarding Concerns)
   Phone Call_____ E-Mail_____ In-Person_____ In-Writing_____ Home Visit_____ Other_____
Parent Convo Notes:_____
_____
_____

SCHOOL BACKGROUND HISTORY
Schools Years in Whiteford District_____ # of moves/school districts_____ Grade(s) Retained_____

MEDICAL/DEVELOPMENTAL HISTORY
Is the student taking medication? _____ If yes, please list: _____
Other relevant medical/developmental history _____
_____
_____
Hearing and Vision history_____

EDUCATIONAL HISTORY
_____Speech/Language Therapy (SLI)   _____Preschool   _____OT Screener
_____Social Work/Counselor Support   _____Head Start   _____Nurse/ADHD Screener
_____Early Childhood Special Education   _____Star Learners (MSRP) _____Behavior Plan
_____Special Education Services (IEP)   _____Academic Interventions _____English Language Learner

ATTENDANCE HISTORY
Record the # of school years the student has missed more than 25 days _____
Record the # of school years the student was tardy more than 25 times _____
Other relevant attendance history _____
_____

BEHAVIOR CONCERNS: (Please Indicate Any Areas of Concern)
_____Restless/Often out of seat   _____Plays with object while working/listening _____Withdrawn
_____Excessive talking to classmates   _____Makes inappropriate noises   _____Makes many excuses
_____Talks out without permission   _____Anxiety   _____Does not follow class rules
_____Lacks social skills   _____Verbal Aggression   _____Physical Aggression
_____Other_____

ACADEMIC CONCERNS: READING (Please Indicate Any Areas of Concern)
_____Phonemic Awareness   _____Letter ID   _____Phonics
_____Fluency   _____Vocabulary   _____Comprehension
_____Sight Word Vocabulary   _____Other_____

ACADEMIC CONCERNS: WRITING/SPELLING (Please Indicate Any Areas of Concern)
_____Hearing/Recording Sounds   _____Idea Development   _____Capitalization/Punctuation
_____Organization   _____Spelling   _____Other_____

ACADEMIC CONCERNS: MATHEMATICS (Please Indicate Any Areas of Concern)
_____Basic Math Facts   _____Computation   _____Applications/Reasoning
_____Math Vocabulary   _____Other_____

SPEECH/LANGUAGE CONCERNS: (Please Indicate Any Areas of Concern)

_____Articulation/Intelligibility   _____Expressive Language   _____Receptive Language

OCCUPATIONAL CONCERNS: (Please Indicate Any Areas of Concern)

_____Sensory   _____Weak Grasp   _____No Hand Dominance
_____Diff. Copying/Drawing   _____Diff. Letter/Number Formation   _____Diff. Staying on Lines
_____Reverses Letters/Numbers   _____Awkward use of tools(pencil, scissors, etc.)_____Diff. Copying from Board
_____Other_____

TIER 1 SUPPORTS: (Place a (+) next to ones that have worked; (-) next to the ones that have no to little affect)

	Academic		Behavior
	Extended time		SEL whole-class lessons
	Simplify/Clarify directions (e.g. have student repeat back directions to you or give a signal such as thumbs up or thumbs down).		Directly teach and re-teach classroom procedures and expectations every 2 weeks
	Flexible work spaces		Flexible work spaces
	Peer check-in		Proximity control
	Visuals paired with verbal directions		Preferential seating
	Make sure directions are understood		Whole-classroom reward system
	Teach through multi-sensory modes (different learning styles)		Redirection (e.g. verbal, gestures, secret signals or cues)
	Chunking assignments/assessments		Calm down corner
	Read Aloud (assessments, assignments, etc.) - utilizing technology such as Google Read/Write and Schoology		Provide "forced choices"
	Provide regular feedback to students		Planned ignoring when behavior is attention seeking
	Use of manipulatives/technology		Praise publicly, correct privately
	Visuals, charts, and models for concept reinforcement		Praise 3 other students engaged in the behavior you want to see target student engage in
	Use of calculators or supporting charts (formulas, multiplication, etc.)		Visuals, charts, and models for behavior expectations
	Technology integration (allow typing of responses, speech to text, etc.)		Directly teach and re-teach classroom procedures and expectations every 2 weeks
	Provide extra credit options		5:1 Positive to negative interactions
	Provide opportunities to retake assessments or improve		
	Use of a planner		
	Provide multiple ways for students to respond (dry erase boards, thumbs up, partner share, and graphic organizer)		
	Modeling, provide guided practice, and independent practice on targeted skill.		

TIER 2 SUPPORTS: (Place a (+) next to ones that have worked; (-) next to the ones that have no to little affect)

Be prepared to provide start dates, frequency of intervention, and any corresponding documentation at the meeting.

Academic		Behavior	
	Allow for multiple forms of output for assessments (orally respond, draw a picture, etc.)		Check in- Check out
	Small group instruction/intervention targeting skill deficit		Student self-monitoring of behaviors (e.g. tally count)
	Progress monitor student performance (repeated measures ideal)		Behavior contract
	Peer tutoring		Calm down kits
	Organizational checklists (beginning of day routine, task expectations, packing up, etc.)		SEL small groups
	Planner checks		Break cards
			Buddy classrooms
			Special classroom job or task

RETURN THIS COMPLETED FORM TO THE ACADEMIC INTERVENTIONIST FOR REVIEW

<u>Academic Interventionist/School Counselor to Complete</u>
The following data sources were reviewed and distributed at least 3 days prior to the SIT/SAT Meeting:

_____NWEA / Academic Progress Monitoring   Who is responsible to collect:_____
_____Behavior Data   Who is responsible to collect:_____
_____Intervention History   Who is responsible to collect:_____
_____CA-60 Review (Grades, Medical, etc.)   Who is responsible to collect:_____
_____IEP History   Who is responsible to collect:_____
_____Classroom Data (Academic/Behavioral)   Who is responsible to collect:_____
_____Current Intervention Log   Who is responsible to collect:_____
     Who was providing intervention:_____
     Who was progress monitoring:_____