

Luzerne Intermediate Unit #18 Social Work Referral Form

Date of Referral _____
Referring Teacher/Case Manager (Name, #, email) _____
Name of Student _____ DOB _____ Age/Grade _____
Parent (s)/ Guardians _____ Phone Number _____
Home Address _____ Home District _____
Current Placement _____ Grade _____ School Bldg. _____
How long have you known this student? _____
Does the student currently receive academic or behavioral support or accommodations in the school (IEP/504) - Specify type and level of support received: _____

REASON FOR REFERRAL

Note: Behaviors need to be affecting the student's social and academic functioning in the school setting to be considered for School Social Work services.

Describe Specific Behaviors/Concerns and how they are affecting the student's social and academic functioning in the school setting

Frequency of Behaviors (Baseline Data)

When Does the Behavior Occur

What has been Done to Eliminate Behaviors

How does the student perform currently in the following academic areas:

- ELA
- Reading
- Math
- Science
- History
- Specials

Do you believe the student is performing to their potential relative to classroom peers? If not, explain.

How do you feel the student is behaving relative to classroom peers? Explain.

Please list 3 strengths of the student.

SPECIFIC CONCERNS CHECKLIST: The following will help bring awareness to some of the concerns of the teacher. It is not meant to be an assessment tool or to provide definitive interventions or recommendations. Please rate each item on a scale of 1-5: 1...This does not describe the student at this time / 5... This most accurately describes the student at this time.	
COMPLIANCE	
Student struggles to meet expectations in the school setting and demonstrate consistent self- regulation.	
Student does not meet demands or act responsibly due to difficulties in the following areas: impulse control, attention, focus, organization, hyperactivity, opposition, motivation, safety.	
Student is argumentative and has difficulty following directions or keeping within the rules/boundaries in the school setting.	
Student fails to finish tasks they start.	
Student struggles to concentrate and pay attention.	
Student demonstrates physical and/or verbal aggression towards others.	
Student steals from home, school, or community.	
Student presents as stubborn and/or irritable.	
Student does not consistently attend classes.	
Student does not complete tasks in a timely manner.	
Student does not pay attention, i.e. daydreams, switching tasks, etc.	
Student often fidgets.	
Student has trouble sitting still.	
Student often appears confused.	
Student appears to act without thinking; reports acting without thinking of consequences.	
Student appears to have a lot of energy i.e. hyperactive	
Student has poor school work or lacks motivation or organization i.e. messy, incomplete, missing assignments.	
Student accepts responsibility for their actions.	
EMOTIONAL REGULATION	
There appears to be very little the student enjoys.	
Student appears to have a short temper or fuse ie. does not manage their emotions.	
Student cries often.	
Student hurts themselves or reports hurting themselves	
Student is self-critical ie. has difficulty identifying strengths	
Student appears fearful or anxious with no clear cause.	
Student reports feelings of tiredness with no clear cause	
Student reports feelings of loneliness.	
Student appears or reports feelings of being overwhelmed.	
Student reports physical complaints with no known cause.	
Student tends to worry excessively.	
Student does not effectively resolve conflicts or problem solve independently.	
Student struggles to appropriately identify and express emotions.	
Student describes positive relationships and support in the home and community.	
SOCIAL SKILLS	
Student behaves younger than stated age; immature compared to same-age peers.	
Student has limited friendships.	
Student demonstrates reciprocal play and social interactions.	
Student does not show guilt or empathy towards others ie struggles to see anything from others' point of view.	
Student spends time with others who get into trouble.	
Student appears to have poor self-esteem, poor self-concept.	
Student is not liked or feels not liked by other students.	

Student does not effectively resolve peer conflicts.	
Student demonstrates good eye contact.	
Student appropriately identifies and expresses their feelings with adults and peers.	
Student is unaware of outside influences on their behavior and/or others' behavior.	
Student does not see others' strengths and can be boastful about their own strengths.	

Additional Information:

Please Email Referral Form along with teacher input form to the Special Education Director for Approval

Special Education Director: _____ Date Approved: _____

Social Worker Assigned: _____ Date Assigned: _____