

Pre-Referral Concerns Checklist

Student: _____ Grade _____ Teacher: _____

Please place a checkmark & priority ranking (1 – 5 = High to Low) beside any of the concerns listed below:

✓ Rank

		Attendance and/or punctuality are poor
		Overachievement / High Marks – <i>suspect possible need for enrichment and/or grade acceleration</i>
		Trouble following routines in school – <i>forgetful, disorganized, does not put away materials and belongings where they are supposed to go.</i>
		Language problems – <i>weak oral language skills (e.g., comprehension, expression); may be EAL.</i>
		Literacy problems – <i>reading, spelling, and/or writing skills are below grade-level expectations.</i>
		Mathematics problems – <i>math concepts, calculation, or reasoning skills are below grade level.</i>
		Trouble finishing assigned school work – <i>completes less than expected in class, and/or homework assignments are often incomplete.</i>
		Underachievement / low marks – <i>student's marks are below grade level or suspected potential.</i>
		Disruptive behaviour – <i>student hinders instruction for classmates; draws attention away from teacher onto irrelevant things.</i>
		Noncompliant / defiant – <i>student excessively resists teacher or EA instructions.</i>
		Disrespectful / rude – <i>student communicates with others in a disrespectful manner, using either verbal (e.g., swearing) or nonverbal means (e.g., rude gestures).</i>
		Bullying / physical aggression – <i>student willfully threatens, intimidates, degrades, humiliates, or physically hurts other students or school personnel.</i>
		Stealing / lying / cheating – <i>one or more of these behaviours are too frequent, interfere with relationships, and/or do not respond to logical consequences or punishment.</i>
		Drug / alcohol use – <i>student has been caught with drugs or has come to school intoxicated.</i>
		Poor peer relations – <i>student has difficulty forming and/or maintaining healthy peer relationships; may have poor social skills.</i>
		Anxious / fearful – <i>student has excessive anxiety that interferes with normal relationships, adaptive functioning, and/or achievement.</i>
		Moody / low self-esteem – <i>student may appear low in spirits, sad, irritable, cranky, oversensitive to constructive feedback, or withdrawn. May put self down.</i>
		Suicidal / self-harm – <i>student may display self-injurious behaviour (e.g., biting or hitting self, scratching or cutting self; make suicidal threats or attempts, etc.).</i>
		Strange behaviour / movements – <i>student may have strange twitches (e.g., eye blinking, neck jerking), repetitive odd hand or arm movements, rocking at the waist, odd gait when walking, bizarre comments, behaviour does not fit the social context, seems in a world of his/her own.</i>