

# Suggested Intervention Options of the Child Study Team Used Prior To Evaluation Form

\_\_\_\_\_ **Child Study Team discussions:** This procedure should be used so that several staff members are able to view the symptoms and provide a variety of preventive suggestions prior to evaluation.

\_\_\_\_\_ **Team meeting with teachers:** Sometimes a group meeting with all the child's teachers can prevent the need for further involvement. Once a pattern is identified, it may be handled in a variety of ways without the need for more serious intervention.

\_\_\_\_\_ **Parent interviews:** Meeting the parent(s) is always recommended for a child having some difficulty in school. This initial meeting can be informal and may be just for the purpose of clarifying certain issues and gathering pertinent information that may help in the classroom.

\_\_\_\_\_ **Classroom management techniques:** There are times when the real issue may not be the child, but the style of the classroom teacher. If that is the case, then help for the teacher can come in the form of classroom management techniques. There are many classroom techniques and modifications that should be tried before taking more serious steps.

\_\_\_\_\_ **Help classes:** Some schools provide extra non-special education services, such as help classes that may be held during lunch, or after school. They would assist a child by clarifying academic confusion that could lead to more serious problems if not addressed.

\_\_\_\_\_ **Remedial reading or math services:** These types of services do not require a review by the Eligibility Committee. Remedial reading or math classes are not special education services and can be instituted as a means of alleviating the child's academic problems.

\_\_\_\_\_ **Speech and Language Services:** There are times when children who have not been classified by the Eligibility Committee as disabled encounter mild developmental speech and/or language difficulties that can be remediated with this type of intervention.

\_\_\_\_\_ **Recommendation for in-school counseling:** When a pattern occurs that temporarily interferes in a child's ability to concentrate, remember, or attend to tasks. The school psychologist may want to institute in school counseling with the parent's involvement and permission. This recommendation should only be instituted with issues that can resolve in a relatively short period of time. More serious issues may have to be referred to outside agencies or professionals for longer treatment.

\_\_\_\_\_ **Daily/Weekly Progress reports:** Sometimes children who have fallen behind academically "hide" from the real issues by avoiding reality. The use of daily progress reports for a week or two at first and then weekly reports may provide the child with the kinds of immediate gratification to get back on track.

\_\_\_\_\_ **Disciplinary Action:** This recommendation is usually made when the child in question needs a structured boundary set involving inappropriate behavior. It is usually used in conjunction with other recommendations if a pattern exists since such patterns of behavior may be symptomatic of a more serious problem.

\_\_\_\_\_ **Medical Exam:** Try to rule out any possibility of a medical condition causing or contributing to the existing problems. If the PPT feels that there is any possibility of such involvement, then a recommendation.

\_\_\_\_\_ **Change of Program:** This recommendation usually occurs when a student may be placed in a course that is not suited to his/her ability or needs. If a student is found to have a low IQ and is in an advanced class and failing then the student's program should be changed to include more accelerated or modified classes.

\_\_\_\_\_ **Consolidation of program:** If a child's available energy level is extremely low then a temporary consolidation or condensing of the program allows for the possibility of salvaging some courses since his/her available energy does not have to be spread so thin.

\_\_\_\_\_ **PINS Petition:** A PINS petition stands for "Person in Need of Supervision " and is a family court referral. This referral can be made by either the school or the parent and is usually made when a child under the age of 16 is out of control in terms of attendance, behavior or some socially inappropriate or destructive pattern.

\_\_\_\_\_ **Referral to Child Protective Services:** A referral to Child Protective Services is mandated for all educators if there is a suspicion of abuse or neglect. Referrals to this service may result from physical, sexual or emotional abuse, or educational, environmental or medical neglect.