

REQUEST FOR SERVICES, PAT SCHOCK, GIFTED PROGRAM

Please complete this form to request the services of Pat Schock.

Pat is available to assist in your building in a variety of ways. Please check a target date that fits your schedule.

		ASAP	Fall	Spring
1	Special Needs Gifted: <ul style="list-style-type: none"> • Working with a student to help determine needs • Assisting in program planning for student(s) • Meeting with parents or school staff • Writing PLP or planning with mentor • Providing educational services for a student or students 			
2	Staff Development <ul style="list-style-type: none"> • Providing updates for trained staff • Discussing specific curriculum topics • Teaming or grouping • Meeting special needs 			
3	Parent Support <ul style="list-style-type: none"> • Speaking to a parent group • Meeting with parents 			
4	Curriculum and Program Support <ul style="list-style-type: none"> • Meeting with individual teachers • On-site building planning 			
5	Other			

Student's Name _____

Grade Level _____

Requested by _____

School _____

Date _____

Return to Dr. Joan Jacobs, BOX 19, LPSDO

Intervention Check List for Building Services Request

Please check each step that you have already completed at the building level.

- Identify the nature of the problem. (Check all that apply.)
 - underachievement
 - magical thinking
 - social emotional
 - student is bored/lackadaisical
 - student has no friends, has difficulty communicating with people
 - perfectionism
 - Student is unable to communicate
 - Student is unwilling to turn in work
 - Student fails to attend class
 - Student performs poorly on tests
 - Student refuses to comply with teacher requests.
 - Other, as indicated _____

- The student's teachers and staff have conferred about the concern.

- The staff has identified the origin of the problem. (Please indicate.)
 - Example:** Bobby's underachievement stems from his inability to believe that he can be good at math. When we give him math problems disguised as something else, he does them without difficulty.
 - Example:** Susie has low self-esteem, which results in her not wanting to try anything new.
 - Example:** Esme does poorly on timed tests, which may be related to her low processing speed.

- The staff has read the student's cumulative file to search for clues to the behavior.

- The student's teachers have conferred with past teachers about their perspectives of the problem.

- The staff has already tried interventions:
 - asking the student to share his/her perspective of the problem
 - providing tutoring in the subject
 - providing counseling
 - student/teacher conversation about each perspective of the situation
 - asking parents about their perspective of the problem
 - letting student know that they are willing to listen