

SPELL Referral (Preschool Classroom Referrals)

To complete a SPELL referral please fill out the demographic information below. Review the SPELL Checklist to ensure all required documentation is accounted for. Then submit this form along with required documentation to the SPELL Committee (spedspell@dsdmail.net) for SPELL review. The SPELL committee meets the 1st and 3rd Friday of the month.

Student:		Birth Date:	
Boundary School:		Age:	
Home Language:		Form Completed By:	

Educational History:

How long has the child been in the preschool classroom? _____

Has the child had any daycare in English? _____

Required Information to request a SPELL committee review:

- ☐ SPELL Referral Form for Preschool (This Form)
- ☐ Pre-Referral Checklist (Preschool version)
- ☐ Parent / Caregiver Interview (Preschool/EI version)
- ☐ At-Risk Documentation
 - Hearing and Vision testing complete
 - Areas of concern marked
 - Intervention description **and data** for at least two interventions per area of concern
 - Administrator signature

In order that we send the Memo to the right people, please indicate the following:

School LEA(s): _____

School Psychologist: _____

Special Ed teacher(s): _____

SLP: _____

Student name: _____

Date: _____

Pre-Referral Checklist

Preschool Students

Is this Special Education Referral Appropriate for an English Language Learner?

This checklist helps school personnel to collect pertinent information in order to determine if a referral for special education is warranted.

❖ L1 = First (home) Language L2=English

Yes	No	Don't Know	Checklist
			<i>After reviewing the Parent Interview Form, please answer questions 1 and 2.</i>
			1. Does the Child have age-appropriate development in *L1?
			a. Has the child been regularly exposed to L1 literacy-related material?
			b. Is the child's vocabulary in L1 well-developed?
			c. Was the child's L1 fluent and well-developed when he/she began learning English?
			d. Have the child's parents been encouraged to speak and/or read in L1 at home?
			2. Has the student's personal data and family history been investigated and reviewed?
			a. After reviewing all information available, factors such as poverty, missing parent, poor attendance, high degree of mobility, etc. have been ruled out as factors contributing to student's difficulties.
			3. Has data been collected, reflecting both strengths and difficulties, regarding the students' development of pre-reading, pre-writing and speaking English as well as their home language?
			4. Has data been collected regarding the student's cultural development? *Online.culturegrams.com is a great resource. Select World Edition, find the country of interest. On the Explore Topics headings select the triangle on the far right side. "General Attitudes" has great information
			a. The student's culture has been identified and staff is aware of similarities and potential mismatches or conflicts with the dominant or school culture.
			b. Trauma exposure or Post-Traumatic Stress Syndrome has been ruled out.
			c. The student appears to be able to deal with family and school cultures being different from one another.
			* Find information about cultural factors if any item has been checked "Don't Know"
			5. Checklist Summary
			a. School team has reviewed all information collected to complete this form
			b. School team has reviewed the Parent Interview Form
			c. School team has reviewed BICS and CALPS
			d. Team has determined that second language acquisition is not the primary factor inhibiting the students learning and progress.
Notes or Comments:			
Name of staff member completing this form			Date

Parent/Caregiver Interview (EI/Preschool version)

Child's name: _____ Date of birth: _____

Person's name giving this information: _____

Relationship to the child: _____

Today's date: _____

Dear Parent or Guardian,

In order to provide your child with an appropriate education, we need to know about his or her language and education background. There are no right or wrong answers to the questions below. Your honesty and thoughtfulness in answering these questions is greatly appreciated and will directly benefit your child's education.

If there is more than one language spoken in your house, please feel free to include them all in your answers.

History: When your child was a baby/young child:

1. At what **age** did your child begin to speak? ☐ N/A Child is nonverbal [*skip to #5*]

At what age did your child babble? _____ At what age did your child say his/her first words? _____ At what age did your child begin to use phrases? _____

2. Were there any concerns when your child first began speaking?

3. In what language did your child say his/her first words?

4. In what language did your child speak as a baby or young child?

5. What language(s) did you speak to your child when he/she was a baby or young child? If multiple languages, what percentage of the time did you speak each language to your child?

6. What language(s) did other individuals in your house (other caregivers, babysitters, siblings, relatives) speak to your child when he/she was a baby or young child? If multiple languages, what percentage of the time did they speak each language to your child?

7. What language(s) did you use to sing and/or read to your child when he/she was a baby or young child? _____
8. At what age was your child first introduced to English (through tv, siblings, caregivers, preschool, etc.)? _____
9. How long has your child lived in an English-speaking country? _____

Currently:

1. What language is spoken in the child's home or residence the majority of the time?

2. What language do you primarily speak to your child now?

3. What language does your child primarily speak to you?

4. What language does your child prefer to speak to others at home (siblings, caregivers, babysitters, relatives)?

5. What is the primary language your child is exposed to during social events (playgroups, church events and community activities)?

6. Do you feel your child has difficulty communicating his/her wants and needs?

7. Does your child have difficulty speaking or understanding his/her primary language? _____
8. Do you have any concerns currently about how your child speaks? If yes, what are your concerns? (i.e. delayed speech, stuttering, articulation)?

9. Is your child learning language as well as or as quickly as his/her brothers or sisters?

Other School Experiences:

1. Has your child ever attended preschool/daycare? _____YES _____ NO
If yes, what was the language used by the teacher/daycare provider? _____
2. Has your child ever received special services to help his/her learning/development?
_____YES _____NO
If yes, please explain briefly: _____

Entrevista del Padre/s o Tutor Legal/es

Nombre del Niño/a: _____ Fecha de Nacimiento: _____

Nombre de la persona que ofrece esta información: _____

Relación con el Niño/a: _____

Fecha de hoy: _____

Estimado Padre/s o Tutor Legal:

Con el fin de ofrecer la educación adecuada a su hijo/a, nosotros necesitamos saber acerca de su pasado educativo y del idioma/s. No hay respuestas correctas o incorrectas a las preguntas de abajo. Se aprecia mucho su honestidad y consideración al responder a estas preguntas y beneficiará directamente la educación de su hijo/a.

Si se habla más de un idioma en el hogar, por favor sírvase escribir el idioma/s en sus respuestas.

Historia: Cuando su hijo/a era bebé o niño/a pequeño:

1. ¿A qué **edad** comenzó su hijo/a a hablar? ☐ N/A Niño/a no habla [saltar al #5]

¿A qué edad balbuceo (murmullo)? _____ ¿A qué edad dijo sus primeras palabras? _____

¿A qué edad dijo frases: _____

2. ¿Hubo alguna preocupación/es cuando su hijo/a comenzó a hablar? _____

3. ¿En qué idioma/s dijo su hijo/a sus primeras palabras? _____

4. ¿Qué idioma habló su hijo/a cuando él/ella era bebé o niño/a pequeño?

5. ¿En qué idioma/s le habló usted a su hijo/a cuando era bebé o niño/a pequeño? Si habla muchos idiomas, ¿qué porcentaje del tiempo, habló usted cada idioma a su hijo/a?

6. ¿En qué idioma/s hablaron otras personas (otros cuidadores, babysitters, hermanos, parientes) a su hijo/a cuando él/ella era bebé o niño/a pequeño en su casa? Si se hablan muchos idiomas, ¿qué porcentaje del tiempo, hablaron ellos cada idioma a su hijo/a?

7. ¿En qué idioma/s solía usted cantar y/o leer a su hijo/a cuando él /ella era bebé o niño/a pequeño/a?

8. ¿A qué edad se presentó a su hijo/a al idioma inglés (tv, hermanos, cuidadores, prescolar, etc.)?

9. ¿Cuánto tiempo ha vivido su hijo/a en un país que se habla el idioma inglés? _____

En el tiempo presente:

1. ¿Qué idioma se habla en el hogar o residencia de su hijo/a la mayor parte del tiempo?

—

2. Ahora, ¿Qué idioma/s habla usted generalmente a su hijo/a?

—

3. En general, ¿En qué idioma le habla su hijo/a a usted?

4. ¿Qué idioma prefiere su hijo/a hablar con otros en el hogar (hermanos, cuidadores, babysitter/s, parientes)? _____

5. ¿Cuál es el idioma nativo que su hijo/a es expuesto (escucha) durante los eventos sociales? (recreos, eventos religiosos y actividades de la comunidad)

6. Piensa usted que su hijo/a tiene dificultad para comunicar sus deseos o necesidades?

7. ¿Tiene su hijo/a dificultad para hablar o entender su primer idioma (nativo)?

8. ¿Tiene usted preocupaciones actualmente acerca de cómo su hijo/a habla? Si contestó sí, ¿cuáles son sus preocupaciones? (Por ejemplo, conversación atrasada, tartamudeo, articulación)?

9. ¿Está su hijo/a aprendiendo el lenguaje tan bien o tan rápido como sus hermanos o hermanas?

Otras experiencias escolares:

1. ¿Ha su hijo asistido alguna vez al Programa Preescolar/guardería? _____ SÍ _____ NO
Si contestó SÍ, ¿cuál fue el idioma que usó la maestra/o ó el empleado de guardería?

2. Alguna vez, ¿ha recibido su hijo/a servicios especiales para ayudar su aprendizaje o desarrollo?

_____ SÍ _____ NO

Si contestó SÍ, por favor explique brevemente: _____