Willamette
EDUCATION SERVICE DISTRICT

Oasis/Behavior Intervention Program
2021-22 REFERRAL FORM

Please fax or scan completed form to Karen Jarshaw:
FAX: 503-540-2979 karen.jarshaw@wesd.org

For questions please contact: Karen Jarshaw at 503-474-6919

Please check the grade level needed:

☐ **Elementary (Grades 1-6)** ☐ **Middle School (Grades 7, 8)** ☐ **High School (Grades 9-12)**

Billing Information:

☐ **District currently owns an open slot** ☐ **District will Purchase an additional slot**

Please Note: Slots for the program are purchased per student as full day slots for the entire school year

Name:_____ Grade: _____ Date of Birth:_____

SSID#:_____

Date of Referral: _____ Total Suspensions to Date: _____

Current Program: _____ Home School: _____

Current School: _____ Phone:_____

Teacher:_____ Phone:_____

Person Referring/email:_____ Special Education Director:_____

Parent/Guardian: _____ Provider Agency Staff:_____

Address:_____

Home Ph #:_____ Work Ph #:_____ Cell Ph #:_____

DHS Caseworker:_____ Phone:_____

Probation Officer:_____ Phone:_____

Other Provider name and contact information:_____

Is student currently taking medication? ☐ Yes ☐ No If Yes, name of medication:_____

Allergies or other special health concerns:

Case Manager Responsible for IEP:_____

Date of most recent IEP:_____ Date of last reevaluation:_____

Primary Disability: _____ Secondary Disability: _____

Academic Grade Level:_____ Reading:___ Math:_____ Writing:____ Spelling:_____

Related Services:

SLP:_____ email:_____

OT:_____ email:_____

PT:_____ email:_____

ASD:_____ email:_____

Please attach the following that are applicable to the completed form:

- ☐ Release of information form
- ☐ Copy of Current IEP/Placement (note goals/objectives achieved, if any)
- ☐ Copy of Special Education Eligibility Statement and Psycho Educational Report
- ☐ Copy of Functional Behavioral Assessment/Behavior Support Plan /Safety Plan
- ☐ Copy of Psychological Report, Clinical Psychological and/or Psychiatric Reports
- ☐ Copy of all available academic assessments
- ☐ Medication/medical protocol, if applicable
- ☐ Transcripts
- ☐ Immunization Records
- ☐ Collaborative Problem Solving Assessment & Planning tool form

Reason for referral to Oasis:

Signature of Sending School Staff who is responsible for informing family

Sign Here: _____

Transportation: Sending school completes after intake.

Intake: Sending school and school staff must attend.

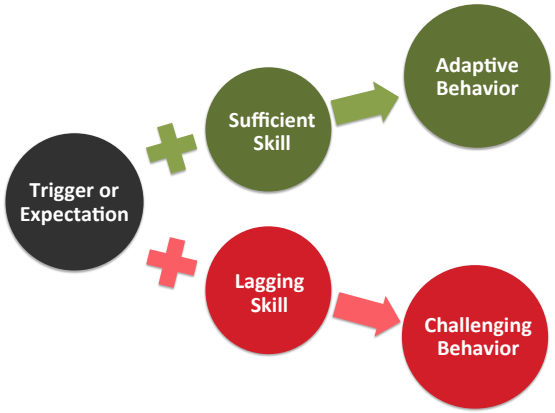
Speech, ASD, OT, PT, Evaluations: District will provide.

Think:Kids
RETHINKING CHALLENGING KIDS

MASSACHUSETTS GENERAL HOSPITAL

Collaborative Problem Solving Assessment and Planning Tool

Child's Name _____ Date _____



Responding to life's demands requires a lot of thinking skills. If a child doesn't have the skills to handle a trigger or meet an expectation, that is what we call a "problem to be solved." Until we solve that problem, the trigger or expectation is likely to result in some form of challenging behavior.
The most important task during the assessment phase is identifying the specific triggers or expectations that frequently lead to challenging behavior, as well as the thinking skills that would help the child to handle those demands more adaptively.

Part 1: Identifying Triggers/Expectations, Lagging Skills, and Challenging Behaviors

PLAN (complete in Part 2)	TRIGGERS/EXPECTATIONS • These are the demands that the child is having a hard time meeting. • They are the triggers, expectations, precipitants, antecedents, situations, or contexts that can lead to challenging behavior. • When making your list, describe the who, what, when and where. Be specific!	LAGGING SKILLS • Lagging skills are the reasons that a child is having difficulty meeting these expectations or responding adaptively to these triggers. • Take a guess at which specific lagging skills are contributing by looking at the list of triggers/expectations, and referring to the Thinking Skills Inventory on the following pages.	CHALLENGING BEHAVIORS • These are the observable, challenging behaviors that often bring up the greatest concerns for adults and parents. • Examples are yelling, swearing, refusing, hitting, cutting, shutting down, running, etc. • The challenging behaviors are the result of a child not having the skills to handle the specific triggers or expectations.

Thinking Skills Inventory (TSI)

Instructions: Below is a list of thinking skills required to solve problems, be flexible, and tolerate frustration. Many children with social, emotional and behavioral challenges will have deficits in some of these areas. The skills are organized into five categories.

Rate the extent to which each skill is a strength or challenge by **marking an** "✗" in one column for each skill. Use this Thinking Skills Inventory to inform the "Lagging Skills" column on the previous page.

Language and Communication Skills	*Consistent Strength*	*Sometimes a Strength*	*Depends*	*Sometimes Difficult*	*Consistently Difficult*
Understands spoken directions					
Understands and follows conversations					
Expresses concerns, needs, or thoughts in words					
Is able to tell someone what's bothering him or her					

Attention and Working Memory Skills	*Consistent Strength*	*Sometimes a Strength*	*Depends*	*Sometimes Difficult*	*Consistently Difficult*
Sticks with tasks requiring sustained attention					
Does things in a logical sequence or set order					
Keeps track of time; correctly assesses how much time a task will take					
Reflects on multiple thoughts or ideas at the same time					
Maintains focus during activities					
Ignores irrelevant noises, people, or other stimuli; tunes things out when necessary					
Considers a range of solutions to a problem					

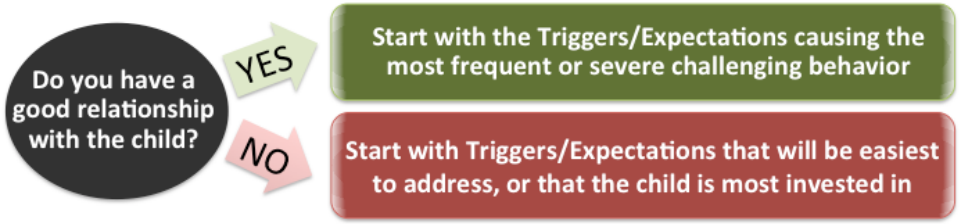
Emotion- and Self-Regulation Skills	*Consistent Strength*	*Sometimes a Strength*	*Depends*	*Sometimes Difficult*	*Consistently Difficult*
Thinks rationally, even when frustrated					
Manages irritability in an age-appropriate way					
Manages anxiety in an age-appropriate way					
Manages disappointment in an age-appropriate way					
Thinks before responding; considers the likely outcomes or consequences of his/her actions					
Can adjust his/her arousal level to meet the demands of a situation (e.g., calming after recess or after getting upset, falling asleep/waking up, staying seated during class or meals, etc.)					

Cognitive Flexibility Skills	*Consistent Strength*	*Sometimes a Strength*	*Depends*	*Sometimes Difficult*	*Consistently Difficult*
Handles transitions, shifts easily from one task to another					
Is able to see "shades of gray" rather than thinking only in "black-and-white"					
Thinks hypothetically, is able to envision different possibilities					
Handles deviations from rules, routines, and original plans					
Handles unpredictability, ambiguity, uncertainty, and novelty					
Can shift away from an original idea, solution, or plan					
Takes into account situational factors that may mean a change in plans (Example: "If it rains, we may need to cancel the trip.")					
Interprets information accurately/avoids over-generalizing or personalizing (Example: Avoids saying "Everyone's out to get me," "Nobody likes me," "You always blame me," "It's not fair," "I'm stupid," "Things will never work out for me.")					

Social Thinking Skills	*Consistent Strength*	*Sometimes a Strength*	*Depends*	*Sometimes Difficult*	*Consistently Difficult*
Pays attention to verbal and nonverbal social cues					
Accurately interprets nonverbal social cues (like facial expressions and tone of voice)					
Starts conversations with peers, enters groups of peers appropriately					
Seeks attention in appropriate ways					
Understands how his or her behavior affects other people					
Understands how he or she is coming across or being perceived by others					
Empathizes with others, appreciates others' perspectives or points of view					

Part 2: Planning and Prioritizing Problems to Solve

Next, decide which Triggers/Expectations are the first to be addressed with Plan B. Mark those Triggers/Expectations with (B). If you're not sure where to start, u these guidelines:



For Triggers/Expectations that won't get Plan B right away, mark with (A) or (C) (for now).

- Choose Plan A if trying to get your expectation met is more important than reducing challenging behavior.
- Choose Plan C if reducing challenging behavior is more important than getting the expectation met for now.

REMINDER: As problems get solved using Plan B, you will choose new Triggers/Expectations from those marked A and C to be addressed next with Plan B.