

Initial SAT Meeting

Student _____ Student ID _____ Grade _____ Teacher _____ Date _____

Referred by teacher parent/guardian other (specify): _____

In Attendance at the Meeting:

SAT chairperson Name: _____ Signature _____

Administrator Name: _____ Signature _____

Teacher Name: _____ Signature _____

Parent/guardian Name: _____ Signature _____

Parent/guardian Name: _____ Signature _____

_____ Name: _____ Signature _____

_____ Name: _____ Signature _____

Did Parent grant permission for additional screening or testing?

Yes No

Fill out all areas of concern:

Vision - Does the student's vision have a negative impact on learning?

Yes No

Impact on Learning:

Hearing - Does the student's hearing have a negative impact on learning?

Yes No

Impact on Learning:

Are there concerns with Speech/Language (e.g. slow, rapid, slurred, unintelligible, articulation errors, etc.)?

Yes No

Impact on Learning:

Are there concerns with the student's general physical health that have a negative impact on learning (e.g. chronic illness, fragility, frequent absences due to health issues, etc.)?

Yes No

Impact on Learning:

Are there behavioral or other health concerns that have a negative impact on learning (e.g. depression, anxiety, conduct, low self esteem, overconfidence, etc.)?

Yes No

Impact on Learning:

Cultural Background

Describe:

Is there evidence that the student's level of acculturation is having a negative effect on learning?

(SEE Note (1))

Yes No

Describe:

Languages Spoken

none English only Bilingual: _____ and _____

other (specify): _____

Initial SAT Meeting

English Language Proficiency

Is the student classified as PHLOTE?

Yes No

If yes, please complete Language Usage Data Form

Are there concerns that the student's socioeconomic situation is having a negative effect on learning?

(SEE Note (2))

Yes No

Describe:

Meal Program

Eligible for free lunch

Eligible for reduced price lunch

Full price lunch

Academic Progress for Grade Level

Reading:

Significantly Below Below At Above

Impact on Learning:

Written Language:

Significantly Below Below At Above

Impact on Learning:

Math:

Significantly Below Below At Above

Impact on Learning:

School Attendance

Poor/Infrequent

Truant

Tardy

Frequent Moves

Good/Excellent

Impact on Learning:

Are there concerns with lack of instruction (e.g. interrupted or intermittent schooling, alternative forms of education, etc.)?

Yes No

Describe:

Are there concerns about the student's attention and interest in school (e.g. distracted, bored, indifferent, unmotivated, over-responsive, etc.)?

Yes No

Impact on Learning:

Impulse Control

Poor

Fair

Good

Excellent

Impact on Learning:

Are there concerns with peer relationships (e.g. difficulty making friends, bullying, shyness, etc.)?

Yes No

Impact on Learning:

Are there concerns with relationships with adults/teachers (e.g. distant, non-responsive, needs frequent contact, etc.)?

Yes No

Impact on Learning:

How do you feel that the student learns best?

Visual

Auditory/Verbal

Tactile/Kinesthetic

Combination

Active

Reflective

How does primary teacher describe his/her classroom?

Highly Structured

Structured

Unstructured

Highly Unstructured

Combination

Initial SAT Meeting

Other Impacts on Learning (Describe):

Summary of Concerns:

Primary Concern

Secondary Concern(s)

NOTE (1): Level of Acculturation

Excerpt from NM PED Technical Assistance Manual: Student Assistance Team:

Many students who are referred to SAT for the purposes of conducting the child study process are experiencing the process of acculturation. It is imperative that during the child study process, the SAT carefully analyzes where the student is in his or her adaptation to the new cultural environment. This is especially important because students experiencing acculturation or acculturative stress may exhibit behaviors that are also indicative of a disability.

Acculturation is the process of adapting to a new cultural environment. There are four general levels of acculturation:

Bicultural – integration with a new culture without the deterioration or loss of the cultural norms, languages, and beliefs of the original culture.

Assimilated – rejection of the original culture and has full acceptance of the new culture in which one now lives and operates.

Traditionalists – exposure to and rejection of the second culture, which lead's one to cling to the original culture's values and beliefs.

Marginalists – Rejection of both the new and the original cultures' norms and belief systems, thereby ostracizing oneself from society.

NOTE (2): Socioeconomic status

Excerpt from NM PED Technical Assistance Manual: Student Assistance Team:

Research shows that socioeconomic status is associated with a wide array of health, cognitive, emotional, educational, and occupational outcomes in children. For students who are referred to the SAT and who may be living in poverty, the SAT members must carefully consider and analyze the circumstances surrounding the family unit in order to determine the impact that they may have on the student's learning. For example, a student experiencing situational poverty due to the death of a parent may have difficulties in the classroom that are attributed to the current circumstance as opposed to a learning deficit.