

NUMBER: 6.03

**TITLE: Referral for Direct Service or Assessments
to Student Support Services**

A referral form must be sent to Student Support Services to access formal assessment and specialized student support services from itinerant teachers and Student Support Services staff. **Prior to submitting a referral form, a pre-referral consultation should occur with the intended specialist. Checklists are provided in Section 6.01 to help School Based Team determine which specialist to consult with.**

When a student has received direct service or assessment, the student will remain on the specialist's caseload until it is determined by school-based team and specialist that service is no longer required. Referrals will remain on a referral list until addressed by the referred specialist or until it is determined by the school-based team that service is no longer needed. If a referral is no longer required for a student, an email must be sent to studentsupportservices@gov.yk.ca by the Principal.

School-based teams are required to prioritize their referrals with specialists. School-based teams should meet with Student Support Services staff a minimum of twice per year to determine priorities. These meetings should include Shared Resource Program teachers and Learning Assistant teachers.

A referral form must be completed for each specialist service being requested after an initial pre-consultation has taken place with Student Support Services staff.

The referral is filed in the student's cumulative file.

The following chart describes services provided by each specialist group.

Student Support Services Consultant	
Consultation Services *No referral needed	Assessment or Intervention *Referral needed
<ul style="list-style-type: none"> • Contact parents; gather background information • Attend meetings (e.g. assist with problem-solving, provide input/recommendations, school-based team meeting, parent meeting) • File review (to interpret applicable information within file) • Help facilitate/liaise and advocacy regarding community supports • Whole class observations and recommendations • Classroom-based and/or teacher collaboration • In-servicing on related issues and procedures • Review FBA with teacher and/or School Based Team • Response to WRA and Safety Planning • Assist with learning plan development 	<ul style="list-style-type: none"> • Work collaboratively with interagencies and Student Support Services • Student-specific observation and recommendations to support SBT in the development of IEPs, learning plans and behaviour plans

Deaf and Hard of Hearing – Itinerant Teacher	
Consultation Services *No referral needed	Assessment or Intervention *Referral needed
<ul style="list-style-type: none"> • Consultation and support regarding amplification, classroom acoustics, auditory skills development, communication access and assistive technology • Provide opportunities for students in the territory who are Deaf and Hard of Hearing to interact • Information/consultation on hearing loss, educational placement and programming • Networking and professional development opportunities for staff who support students who are deaf and hard of hearing in the K-12 program • Provide support and consultation on different communication options such as oral, auditory, verbal, American Sign Language, augmentative communication or any combination thereof • Interpreting hearing screening reports and/or audiology reports • Pre-referral information from the school-based team or classroom teacher • In-servicing on related issues 	<ul style="list-style-type: none"> • The teacher provides specialized consultative support based on the needs of the student, and the school-based team • Information /consultation on Speech and English language development, and/or American Sign Language development • Individualized support to assist in meeting goals identified by the school-based team • Hearing screenings

Educational Psychologist	
Consultation Services *No referral needed	Assessment or Intervention *Referral needed
<ul style="list-style-type: none"> • Participate in meetings (e.g. assist with problem-solving, provide input/recommendations, school-based team meetings, parent meetings) • File reviews (e.g., to interpret applicable information) • Collaborate with educators, parents, and other professionals to create safe, healthy, and supportive learning environments • Help facilitate/liaise and provide advocacy regarding community supports • Whole class observations, screenings, and recommendations • Classroom-based and/or teacher collaboration/interventions • Consultation regarding specific psychological issues (e.g., anxiety, depression, learning disabilities) • In-servicing on issues relevant to psychology 	<ul style="list-style-type: none"> • Direct service/contact with individual student <ul style="list-style-type: none"> ○ Individual/targeted observation ○ Formal or informal assessment of: <ul style="list-style-type: none"> ▪ Academic Functioning ▪ Cognitive Processes ▪ Social Functioning ▪ Emotional Functioning ▪ Behavioural Functioning ○ School Psychology with student and/or other direct interventions ○ Supporting schools in the design and implementation of Individual Education Plans, Behaviour Support Plans, and Safety Plans for individual students exhibiting severe behavioural/emotional difficulties

Occupational Therapist	
Consultation Services *No referral needed	Assessment or Intervention *Referral needed
<ul style="list-style-type: none"> • Attend school-based team meetings • Classroom observations • Full class screening (e.g. in groups, not one-on-one) • Strategies to optimize general motor function • In-servicing on related issues such as sensory regulation/integration • Environmental assessment, accessibility, etc. • Sound modifications • Liaison with community organizations (Special Olympics, Recreation, etc) 	<ul style="list-style-type: none"> • Sensory regulation/integration assessment • Fine motor skill perceptual and physical assessment and re-assessment • Direct work with individual students (may include need for equipment, assessment, programming) • Equipment fitting with a specific student

Special Education Assistive Technology (SEAT) Services	
Consultation Services *No referral needed	Assessment or Intervention *Referral Needed
<ul style="list-style-type: none"> Gather pre-referral information from the School Based Team, teacher or parent File review (to interpret applicable information) Classroom based and/or teacher collaboration/interventions In-servicing and training on assistive technology 	<ul style="list-style-type: none"> Direct services/contact with individual student <ul style="list-style-type: none"> Individual/targeted observation Assessment of type of technology needed based on individual student need Student specific training on assistive technology assigned Development of SETT framework

Physiotherapist	
Consultation Services *No referral needed	Assessment or Intervention *Referral needed
<ul style="list-style-type: none"> Attend school-based team meetings Classroom observations Full class screening (e.g. in groups, not one-on-one) Strategies to optimize motor function In-servicing on related issues such as physical conditions Environmental assessment, accessibility, etc. Liaison with community organizations (Special Olympics, Recreation, etc) 	<ul style="list-style-type: none"> Gross motor skill and physical assessment and re-assessment Direct work with individual students (may include need for equipment, assessment, programming) Equipment fitting with a specific student

Speech and Language Consultant	
Consultation Services *No referral needed	Assessment or Intervention *Referral needed
<ul style="list-style-type: none"> Attend meetings (e.g. assist with problem-solving, provide input/recommendations, school-based team meeting, parent meeting) File review (help interpret applicable information within file) Help facilitate/liase and provide advocacy regarding community supports Whole class observations and recommendations (not specific to one student) Classroom-based and/or teacher collaboration Consultation regarding disabilities In-servicing on issues related to speech and language development and disorders <p><u>Services available once parents have been notified</u></p> <ul style="list-style-type: none"> Student in-class observations Classroom screenings 	<ul style="list-style-type: none"> Direct work with individual students Formal and informal assessments for concerns with: <ul style="list-style-type: none"> Articulation (speech sounds) Receptive language Expressive language (may include need for augmentative and/or alternative communication) Fluency (stuttering) / voice Phonological awareness Pragmatics (social language) Assistive technology

Visually Impaired – Itinerant Teacher	
Consultation Services *No referral needed	Assessment or Intervention *Referral needed
<ul style="list-style-type: none"> • Consultation and support vision and assistive technology • Provide opportunities for students in the territory who are visually impaired to interact • Information/consultation on vision loss, educational placement and programming • Networking and professional development opportunities for staff who support students who are visually impaired in the K-12 program • Pre-referral information from the school-based team or classroom teacher • In-servicing on related issues 	<ul style="list-style-type: none"> • The consultant provides specialized consultative support based on the needs of the student, and the school-based team • Information/consultation on vision loss, educational placement and programming • Information /consultation on mobility • Individualized support to assist in meeting goals identified by the school-based team • Interpreting vision reports

Flowchart for Referral to Student Support Services

