

**Impact/LST Flow-Chart**

8/21/2009

If school-wide interventions, and routine teacher interventions are NOT sufficiently addressing concerns regarding student attendance, behavior, and/or academics

**Teacher Refer to Impact Team  
Teacher must check for current  
Hearing & Vision prior to referral  
Referral must also contain:**

- Strategies tried/how long, and effectiveness
- Contact/collaboration with parent(s)- Dates and outcome of the contact
- Academic Standings
- Attendance Record
- Behavior Observations
- Benchmark Data & Testing Date
- Other Services Received:
- Strategies recommended by colleagues (e.g, Peers, Speech Pathologist, Behavior Specialist)
- Progress Monitoring Instrument

**IMPACT Team Responsibilities:**

- ❖ Analyze student referral info: student strengths and weaknesses, attendance/academic concerns, health history, dominate language, educational history, family situation, interventions (duration/results) accommodations /instructional alternatives offered, teacher/student relationship.
- ❖ Consider additional or differentiated academic/social service interventions, School Community Liaison, Parent Specialist, CIS, 504 consideration, Best Practices on Dropout Prevention Website
- ❖ Develop Student Action Plan, establish intervention evaluation timeline, and assign advocate for follow-up
- ❖ Monitor student progress, review, and modify student action plan as appropriate

Impact Teams **MUST** consider the following factors:

**Physical / Environmental:**

1. Did the child pass a current (w/in 1-yr) hearing and vision screening given by the nurse?
2. Have school staff met face-to-face with the student's parent(s)/legal guardian? Is there a change in the home environment?

**Attendance:**

1. Has the child attended school for a minimum of 3-months?
2. Has the child attended multiple schools?
3. Has child attended school/lived outside of the U.S.? If yes, review academic history with parents
4. Has the attendance record been good?

**Academics:**

1. Have report cards from prior years been reviewed? This is helpful to identify prior success with other teachers for identification of successful learning style and/or patterns of challenges
2. Has the student been retained?
3. Has progress been noted in Benchmark data?
4. Has the teacher tried a number of educational/behavioral strategies and documented the results & how long strategies tried?

5. Have alternative programs (not just modifications) been tried?
6. Has an Instructional Specialist been consulted?
7. If a child is other language dominant, has Bilingual Education been considered or tried? For Limited English Proficient students have other interventions been tried?
8. Have 504 concerns, for example (ADD/ADHD, Dyslexia, Dysgraphia, Medical, Physical) been ruled out, and/or accommodations provided?

**Behavior:**

1. Has a Behavioral Specialist been consulted? Does the child appear to have greater cognitive ability than academic achievement would indicate?
2. Have displays of emotional/behavioral problems been documented?
3. Has a recent student observation occurred?
4. How does the student interact with others?

