



# REQUEST FOR ASSISTANCE CHECKLIST CONFIDENTIAL

Chautauqua County Community School District

302 North Sherman  
Sedan, KS 67361  
Phone: (620)725-3187  
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Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Completed by: \_\_\_\_\_ Return By: \_\_\_\_\_

Relationship to Student: \_\_\_\_\_

Requests must be based upon behaviors or academic performance that you have actually observed. When there is a pattern of behavior or academic failure, a request for assistance is appropriate. In addition, requests for assistance may be made for those students who demonstrate outstanding academic performance and may need enrichment. To assist us in assessing the nature of assistance needed, please indicate on the form below any concerns you may have about the student and the student's assets. Please feel free to make comments where appropriate. You are not being asked to accuse, label or diagnose. This document may become part of the student's permanent record.

PLEASE CHECK RELEVANT ITEMS AND MAKE COMMENTS.

## I. ACADEMIC PERFORMANCE:

### STRENGTHS

### CONCERNS

- \_\_\_ Responds to classroom instruction
- \_\_\_ Works well in teams
- \_\_\_ Motivated to do well in school
- \_\_\_ Reports spending time on homework each day
- \_\_\_ Reads for pleasure
- \_\_\_ Has the skills to plan ahead and make choices
- \_\_\_ Seeks additional assistance
- \_\_\_ Has "B" average or better
- \_\_\_ Is goal oriented
- \_\_\_ Works well one-on-one
- \_\_\_ Other \_\_\_\_\_

- \_\_\_ Decline in academic performance (Current Grade\_\_\_)
- \_\_\_ Not responding to the school improvement/classroom strategies
- \_\_\_ Decline in quality of work
- \_\_\_ Work not handed in
- \_\_\_ Change in classroom participation
- \_\_\_ Inconsistent daily work
- \_\_\_ Deterioration of rapport with teachers
- \_\_\_ In-school absenteeism (skipping)
- \_\_\_ Tardiness in class
- \_\_\_ Withdrawal: separates from others/loner
- \_\_\_ Daydreaming in class
- \_\_\_ Preoccupied with school success: compulsive overachievement
- \_\_\_ Difficulty in accepting mistakes
- \_\_\_ Suspension from school
- \_\_\_ Incomplete work
- \_\_\_ Cheating
- \_\_\_ Sleeping in class
- \_\_\_ Transition difficulties
- \_\_\_ Other \_\_\_\_\_

## II. INDIVIDUAL / PEER RELATIONSHIPS:

### STRENGTHS

### CONCERNS:

- \_\_\_ Understands rules and consequences
- \_\_\_ Peers model responsible behavior
- \_\_\_ Demonstrates empathy, sensitivity, and friendship skills
- \_\_\_ Initiates access to resources as needed
- \_\_\_ Has knowledge of/is comfortable with students of different racial backgrounds
- \_\_\_ Can resist negative peer pressure
- \_\_\_ Optimistic about his/her future

- \_\_\_ Disruptive in class    \_\_\_ Frequently needs discipline
- \_\_\_ Lack of concentration    \_\_\_ Impaired memory
- \_\_\_ Extreme negativism    \_\_\_ Inattentiveness
- \_\_\_ Defiance: breaking rules
- \_\_\_ Destruction of school property

**II. INDIVIDUAL/PEER RELATIONSHIPS (CONTINUED):**

**STRENGTHS**

- Seeks to resolve conflict in non-violent manner
- Involved in music, theater or other arts
- Involved in sports, clubs or organizations at school
- Places a high value on helping others
- Acts on pro-social convictions, stands up on his/her belief
- Tells the truth even when it is not easy
- Accepts and takes personal responsibility
- Receives support from 3 or more non-parent adults
- Has friends

**CONCERNS**

- Fighting
- Defiance of authority
- Verbally abusive
- Obscene language, gestures
- Sudden outbursts of temper
- Frequent visits to (nurse/counselor) (circle one)
- Hyperactivity, nervousness
- Change in friends and/or peer group
- Inappropriate emotional response
- Other students express concern about a possible problem
- Talks freely about alcohol/drug use, bragging
- Associates with suspected drug users
- Frequent trips to the restroom
- Odd/inappropriate behaviors
- Throwing objects
- Mood swing
- Low affect

**III. FAMILY ISSUES:**

**STRENGTHS**

- Positive family communication
- Parental involvement in school
- Family supports rules and consequences
- Family monitors whereabouts of student
- Parents support student to achieve
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**CONCERNS**

- Non-participation in parent/teacher conferences
- Low parental involvement in the school
- Running away from home
- Caretakers other than parent(s)
- Isolating self at home

**IV. COMMUNITY ASSETS:**

- Caring neighborhood
- Involved in community service
- Feels safe in school and neighborhood
- Given useful roles in community
- Perceives that adults value him/her

**COMMUNITY RISK INDICATORS**

- Vandalism (outside of school)
- Possession of alcohol and/or other drugs
- Any known arrests/convictions
- Any known involvement with juvenile officers
- Decreased interest in job performance
- Frequent moves (indicated by frequent change in school attendance areas)

**ADDITIONAL COMMENTS:**

Of the concerns identified above, which one or two would you like to target first?

1. \_\_\_\_\_
2. \_\_\_\_\_

\* PLEASE RETURN THIS FORM TO YOUR BUILDING FACILITATOR

*Adapted from Kansas City Kansas Schools USD # 500 Geary County Schools USD # 475.*

