

REFERRAL FOR DISABILITY SERVICES
WELLNESS & ACCESSIBILITY

The information is collected under the authority of the *Post-Secondary Learning Act*, and Section 33(c) of the *Alberta Freedom of Information and Protection of Privacy Act*. The information is protected under the Act. The personal information collected on this form is to assist us in assessing and providing support to you while attending the College. Please direct any questions about this collection to: Manager, Wellness and Accessibility, 10215 – 108 Street, Edmonton, AB T5J 1L6, Tel 780.644.6158

Instructor/Counsellor Process

If you are working with a student who appears to be having a greater than healthy academic struggle due to a mental health challenge or a learning challenge, and you feel it would be beneficial for the student to meet with a Student Support Specialist to explore the option of providing the student with accommodations:

- Complete both sides of this form
- Discuss your concerns directly with the student and outline the specific details that you have noticed (you can use this sheet as a guide to prepare for and facilitate that meeting)

Complete the following steps **only if student agrees to meet with Student Support Specialists**. It is within the student's right to refuse support from Disability Services.

- Email form to StudentSupportSpecialists@norquest.ca
- Have student book an appointment with a Student Services front desk (1st floor CELT) or by calling (780) 644-6130
- On occasion, a Student Support Specialist may contact you to discuss the student further

Student Name: _____

Student ID # _____

Date: _____

Referring Instructor/Counsellor: _____

<p>Section A: Knowledge & Skills (check problem areas and add comments)</p> <p>1 Reading Difficulty</p> <p><input type="checkbox"/> Comprehension</p> <p><input type="checkbox"/> Rate</p> <p><input type="checkbox"/> Understanding text and organization</p> <p><input type="checkbox"/> Vocabulary</p> <p><input type="checkbox"/> Word attack</p> <p>Comments</p>	<p>Section C: Observed Characteristics (check)</p> <p><input type="checkbox"/> Apparent discrepancy between potential and performance</p> <p><input type="checkbox"/> Appears to have difficulty seeing the board and/or materials</p> <p><input type="checkbox"/> Appears to have difficulty hearing</p> <p><input type="checkbox"/> Is physically unable to sit or write for extended periods of time</p> <p><input type="checkbox"/> Appears to have health issues that affect attendance, motivation or performance</p> <p><input type="checkbox"/> Difficulties following written directions</p> <p><input type="checkbox"/> Difficulties following aural instructions</p> <p><input type="checkbox"/> Difficulties with oral expression</p> <p><input type="checkbox"/> Difficulties with motor skills (handwriting)</p> <p><input type="checkbox"/> Apparent learning strengths and limitations (briefly explain)</p>
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2 Writing Difficulty

- Limited complexity of thought
- Mechanics (spelling, grammar)
- Organizing ideas
- Spelling

Comments

3 Mathematics/Science Difficulty

- Computation
- Visualization
- Word problems

Comments

4 Study Skills

- Note taking
- Test taking
- Time management
- Retaining information

Comments

Section B: Motivation (check problem areas)

- Attention span/distractibility
- Completion of assignments/homework
- Attendance

Comments

Specific Behaviours (check)

Problems with:

- Test anxiety
- Asking questions in class
- Receiving feedback (sensitive)
- Easily frustrated
- Self-confidence
- Organization
- Relating in social situations
- Managing stress
- Attention span/distractibility
- Fear of ridicule

Comments

Section D: Other Information (e.g. grades, participation in class, ESL)