** UNDERACHIEVER TO ACHIEVER**

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**Student Name** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Grade** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Schoo**l \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Student ID#** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**When referred, student will most likely be**: □ Enthusiastic □ Positive □ Indifferent □ Negative

**ACADEMIC SKILL DEFICITS OR CONCERNS** (check or circle all that apply):

|  |  |
| --- | --- |
| \_\_ Consistently absent or late to class | \_\_ Struggles with perfectionism |
| \_\_ Lacks organizational skills | \_\_ Performing below grade level |
| \_\_ Does not turn in homework or is incomplete | \_\_ Unacceptable behavior in class |
| \_\_ Does not complete or turn in class assignments | \_\_ Lacks self-confidence |
| \_\_ Evidence of low self-esteem | \_\_ Does not recognize social cues |
| \_\_ Easily distracted or is a distraction in class | \_\_ Passed or current thoughts of suicide |
| \_\_ Negative attitude about school in general | \_\_ Disrespectful to teachers, students, parent(s) |
| \_\_ Difficulty in/with peer relationships | \_\_ Difficulty accepting limits or transitions |
| \_\_ Unable to focus attention or concentrate | \_\_ Anxious, worried or procrastination |
| \_\_ Lacks conflict resolution skills or social skills | \_\_ Guilt, anxiety, Anorexia, Autism, or OCD |
| \_\_ Dad/Mom or both are deployed | \_\_ Angry outbursts, tantrums, lack of self-control |
| \_\_ Difficulty with school routine or change | \_\_ Diagnosed with ADHD |
| \_\_ Difficulty with substitute teachers | \_\_ Difficulty following direction |
| \_\_ Difficulty verbalizing wants, needs, feelings | \_\_ Any reports of trauma |
| \_\_ Weakness in \_ math, \_writing, \_reading, \_ LA\_\_ Underachiever\_\_ See self as inadequate\_\_ Defensive toward authority\_\_ Lack of integration of goals & self-direction\_\_ An unstable family environment | \_\_ Bullying behavior\_\_ Self- harm behavior\_\_ Expect academic and social failure\_\_ Feeling rejected and isolated\_\_ Social immaturity |

**Check**: □ Anger □ Depression □ Frustration □ Aggressive □ Withdrawn □ Bored □ Unmotivated

**What are the student strengths?** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Other issues (absent parent, legal issues, etc.)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Comments**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

** GIFTED REFERRAL**

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**A Checklist To Identify Gifted Underachievers**

□ Poor test performance
□ Achieving at or below grade-level expectations in one or all of the basic skill
 areas: Reading, Language Arts, Mathematics
□ Daily work frequently incomplete or poorly done
□ Superior comprehension and retention of concepts when interested
□ Vast gap between qualitative level of oral and written work
□ Exceptionally large repertoire of factual knowledge
□ Vitality of imagination: Creative
□ Persistent dissatisfaction with work accomplished, even in art
□ Seems to avoid trying new activities to prevent imperfect performance;
 evidence of perfectionism, self-criticism
□ Shows initiative in pursuing self-selected projects at home
□ Has a wide range of interests and possible special expertise in an area of
 investigation and research
□ Evidence of low self-esteem with tendencies to withdraw or be aggressive in the classroom

□ Does not function comfortably or constructively in a group of any size
□ Shows acute sensitivity and perceptions related to self, others and life in general
□ Tends to set unrealistic self-expectations: goals too high or too low
□ Dislikes practice work or drill for memorization and mastery
□ Easily distracted; unable to focus attention and concentrate with given tasks
□ Has an indifferent or negative attitude towards school
□ Resists teacher efforts to motivate or discipline behavior in class
□ Has difficulty in peer relationships: maintains few friendships