



Teacher Learning Support Referral Form

Purpose of this form: The purpose of this form is for the Learning Support Team to learn more about the student in order to better serve that student and meet the student's needs.

PART I: STUDENT INFORMATION

School Name:

Referred by:

Date:

Student Name:

Date of Birth:

Grade:

Teacher:

Student Has Been Retained: Y or N **If Y, When?**

Parent/Guardian Phone:

Parent/Guardian Email:

Days Absent:

Days Tardy:

Language(s) Spoken at Home:

Home Language Survey on File: Y or N

**Attach Star Reading, Star Math Student Profile, Student Growth Reports, sample student work and other relevant sources of data.*

SUPPORT PROVIDERS (If applicable)

Speech/Language Therapist:

Occupational Therapist:

Learning Specialist/Tutor:

Counselor/ Therapist:



PART II - AREAS OF STRENGTH

- | | | |
|--|---|--|
| ☐ Analytical | ☐ Faith leader | ☐ Positive |
| ☐ Artistic | ☐ Follows directions | ☐ Prayerful |
| ☐ Asks questions | ☐ Helpful | ☐ Resilient |
| ☐ Athletic | ☐ Honest | ☐ Respectful |
| ☐ Attentive | ☐ Kind | ☐ Responsible |
| ☐ Auditory processing | ☐ Leadership skills | ☐ Role model |
| ☐ Compassionate | ☐ Loves to read | ☐ Self-advocate |
| ☐ Conscientious | ☐ Mature | ☐ Sense of humor |
| ☐ Cooperative | ☐ Motivated | ☐ Study habits |
| ☐ Comprehension | ☐ Neat work | ☐ Turns work in on time |
| ☐ Creative | ☐ Organized | ☐ Verbal |
| ☐ Enjoys writing | ☐ Participates | ☐ Visual processing |
| ☐ Enthusiastic | ☐ Persistent | ☐ |

PART III - AREAS OF CONCERN

BEHAVIORAL CONCERNS

- | | |
|---|---|
| ☐ Ability to work independently | ☐ Frequent absences |
| ☐ Following directions | ☐ Frequent tardiness |
| ☐ Inconsistent effort / motivation | ☐ Complaining of feeling sick |
| ☐ Accepting responsibility for actions | ☐ Frequent visits to health office |
| ☐ Peer relationships | ☐ Low conduct grades |
| ☐ Ability to work cooperatively | ☐ |
| ☐ Social cues | ☐ |



SUCCESSFUL LEARNER TRAIT CONCERNS

- | | |
|--|--|
| ☐ Bringing materials to class | ☐ Cognitive transition |
| ☐ Getting started | ☐ Organizational skills |
| ☐ Completing assignments | ☐ |

ACADEMIC AREAS OF CONCERN

Math

- ☐ Number sense / concepts
- ☐ Computation
- ☐ Facts
- ☐ Problem-solving
- ☐ Fluency
- ☐
- ☐

Reading

- ☐ Phonics / decoding
- ☐ Sight words
- ☐ Vocabulary
- ☐ Comprehension
- ☐ Analysis
- ☐ Fluency
- ☐
- ☐

Language

- ☐ Speech articulation
- ☐ Receptive language
- ☐ Expressive language
- ☐ Auditory processing
- ☐
- ☐

Writing

- ☐ Spelling
- ☐ Content / organization
- ☐ Grammar / mechanics
- ☐ Fluency
- ☐ Output
- ☐



Work Habits

- ☐ Planning ahead
- ☐ Time management
- ☐ Assignment completion
- ☐ Keeping track of assignments
- ☐



PART IV - UDL (Tier 1) STRATEGIES USED IN CLASSROOM ([CAST](#))

UDL Guidelines	Checklist	Notes
<u>Provide Multiple Means of Representation</u>		
1. <u>Provide options for perception</u>	☐	
1.1 <u>Offer ways of customizing the display of information</u>	☐	
1.2 <u>Offer alternatives for auditory information</u>	☐	
1.3 <u>Offer alternatives for visual information</u>	☐	
2. <u>Provide options for language, mathematical expressions, and symbols</u>	☐	
2.1 <u>Clarify vocabulary and symbols</u>	☐	
2.2 <u>Clarify syntax and structure</u>	☐	
2.3 <u>Support decoding of text, mathematical notation, and symbols</u>	☐	
2.4 <u>Promote understanding across language</u>	☐	
2.5 <u>Illustrate through multiple media</u>	☐	
3. <u>Provide options for comprehension</u>	☐	
3.1 <u>Activate or supply background knowledge</u>	☐	
3.2 <u>Highlight patterns, critical features, big ideas, and relationships</u>	☐	
3.3 <u>Guide information processing, visualization, and manipulation</u>	☐	
3.4 <u>Maximize transfer and generalization</u>	☐	
<u>Provide Multiple Means for Action and Expression</u>		
4. <u>Provide options for physical action</u>	☐	
4.1 <u>Vary the methods for response and navigation</u>	☐	
4.2 <u>Optimize access to tools and assistive technologies</u>	☐	



5. Provide options for expression and communication	☐	
5.1 Use multiple media for communication	☐	
5.2 Use multiple tools for construction and composition	☐	
5.3 Build fluencies with graduated levels of support for practice and performance	☐	
6. Provide options for executive functions	☐	
6.1 Guide appropriate goal setting	☐	
6.2 Support planning and strategy development	☐	
6.3 Facilitate managing information and resources	☐	
6.4 Enhance capacity for monitoring progress	☐	
Provide Multiple Means for Engagement		
7. Provide options for recruiting interest	☐	
7.1 Optimize individual choice and autonomy	☐	
7.2 Optimize relevance, value, and authenticity	☐	
7.3 Minimize threats and distractions	☐	
8. Provide options for sustaining effort and persistence	☐	
8.1 Heighten salience of goals and objectives	☐	
8.2 Vary demands and resources to optimize challenge	☐	
8.3 Foster collaboration and community	☐	
8.4 Increase mastery-oriented feedback	☐	
9. Provide options for self-regulation	☐	



Notes: