

Assumption Services to Students Identified with Learning Needs

This booklet is designed to provide information about Assumption Learning Consultants and Content Area Specialists.

Who we are...

Assumption learning consultants (LC) are certified teachers who have backgrounds in special education, or other specialty areas. The learning consultants work to support the students, teachers and parents of Assumption School.

The students we serve...

Assumption learning consultants provide specialized support for pre-K through 8th grade students who have various types of mild to moderate learning needs - needs that can be successfully accommodated in the Catholic school setting.

These special needs may be educational (ie: a learning disability) or medical (ie: ADHD) in nature. Some students have an educational or medical diagnosis, and others may need to be evaluated for possible conditions impacting their learning.

Although Assumption would love to be able to support all students who have special learning needs, some students have educational, medical, or social/emotional/behavioral needs that are beyond the scope of services we are able to provide. The learning consultants will meet with their teams to determine if the needs of a particular student are able to be successfully met in our school setting. If Assumption is not able to meet the particular special needs of a student, the learning consultants can assist parents in finding school options that are better able to support their child.

What we do...

Our Support is tailored to Specific Ages and Grade Levels

The types of services and supports provided by the learning consultants are specific to the ages and grade levels they serve. The ways in which the individual learning consultants provide student support will vary according to the specific needs and dynamics of the grade levels.

Collaboration with Teachers

One of the main roles of the learning consultant is to collaborate with classroom teachers in order to develop and implement student interventions. For many students, these interventions and accommodations can be implemented successfully within the classroom setting. ***This is the goal, whenever possible.*** The learning consultants

strive to provide the appropriate level of support within each student's ***least restrictive environment***.

Collaboration with Outside Educational Professionals

In addition to collaborating with teachers, Assumption learning consultants work closely with the Special Services Teams from the public school districts in O'Fallon. The special services teams perform the educational evaluations for Assumption students who have suspected or identified learning challenges. Assumption learning consultants, teachers and parents provide necessary information and documentation for the evaluation process. The learning consultants also communicate with doctors, psychologists, specialists, and other outside educational professionals to gain greater insight into the specific learning challenges of students. The learning consultants must follow the proper protocol to gain "release of information" documentation prior to talking with certain outside professionals.

In-Class

For grades Pre-K through 4th, the learning consultant often comes into the classroom to work alongside the teacher and help support students who have special learning needs. In this setting, the learning consultant may work with individual students or small groups of students. She may offer different ways to teach or modify an activity; and may also be a co-teacher to help support the class as a whole.

The 5th-8th grade learning consultant is also in the classroom at times, but mainly for the purpose of doing student observations for the educational evaluation process. The primary role of the 5th-8th grade learning consultant is to provide small group support for students who need to take tests in an alternate setting.

Individualized and Small Group Support in an Alternate Setting

At times, the learning consultants work with students outside of the classroom - either individually or in small groups.

In grades Pre-K through 4th, the small groups may be designed to assess or re-teach certain skills or concepts. They may also be structured to encourage student strengths, foster independence and self-confidence, develop executive functioning skills, or even provide enrichment opportunities.

Some students demonstrate the need to take tests and quizzes in an alternate, small group setting. These students often struggle to take tests and quizzes in the classroom setting, ***even with*** interventions or individualized adaptations and modifications.

Although many students may benefit from taking tests in a small group setting, the learning consultants and teachers must determine who demonstrates the **greatest need** for taking tests in a small group. The need for an alternate, small group setting is based upon the following...

- An Educational Diagnosis from an ISP, IEP, or 504 Plan
- A Medical Diagnosis with a doctor's educational recommendation
- Specific learning challenges identified through a formal educational evaluation
- A student who is in the process of being evaluated for a possible learning disability or medical condition

In-House Educational Support Plan (IHP)

The learning consultants develop In-House Educational Support Plans ("In-House Plans") for students whose academic, medical, or social/emotional/behavioral challenges are impacting their learning.

In-House Plans are designed to provide classroom teachers with strategies and interventions that will address student challenges and increase student success. The support plan interventions are primarily implemented within the classroom setting. The classroom teachers are provided with a copy of the In-House Educational Support Plans for the students with whom they work.

The In-House Educational Support Plans are usually based on one or more of the following...

- a student's current IEP or 504 Plan from a public school
- a student's current ISP from a non-public school
- a medical diagnosis with educational recommendations from the pediatrician or specialist (vision specialist, audiologist, neurologist, etc.)
- a psychoeducational evaluation report from the public school district or a private agency
- observations from the teachers and learning consultant

The interventions, supports and accommodations included in the In-House Plan are intended to be implemented as needed. If a student demonstrates progress and increased independence, certain interventions listed in the In-House Plan may be decreased or discontinued in order to foster that increased independence and student success.

Helpful Terms

IEP: An IEP is an Individualized Education Plan for a student with special educational needs who attends a public school. An IEP is a legal document and allows a student

with an educational diagnosis to receive free and appropriate public education with specific goals and benchmarks/objectives to address diagnosed areas of challenge

ISP: An ISP is an Individual Service Plan for a student with special educational needs who attends a non-public school; an ISP is similar to an IEP but does not address all of the areas of an IEP

IHP: An In-House Educational Support Plan, or “In-House Plan,” is written by the learning consultant and is usually derived from...

- a student’s educational or medical diagnosis
- an IEP, ISP, or 504 plan
- academic or cognitive areas of challenge identified in an educational evaluation

An IHP provides teachers with specific strategies, interventions and accommodations that address a student’s learning challenges and increase student success at school.

Each non-public school may have their own version of an In-House Plan.

Educational Diagnosis: a diagnosis obtained through a psychoeducational evaluation involving IQ testing and formal academic and/or language assessments

Some examples of Educational Diagnoses include...

- Specific Learning Disabilities (Reading, Math, Written Expression)
- Language Impairment
- Other Health Impairment (based on a medical diagnosis)

Medical Diagnosis: a diagnosis from a doctor or a medical specialist

Some examples of Medical Diagnoses include...

- ADHD
- ADHD - Inattentive Type
- Generalized Anxiety Disorder
- Depression
- Certain Processing Disorders or Neurological Disorders

SLD: a Specific Learning Disability

Students can have a diagnosed Specific Learning Disability in the areas of...

- Basic Reading, Reading Fluency, Reading Comprehension
- Math Calculations, Math Reasoning, Math Problem-Solving, Word Problems
- Written Expression

Language Impairment: an Educational Diagnosis indicating a disability in Receptive Language, Expressive Language, or both

OHI: Other Health Impairment; an Educational Diagnosis based on a medical condition or diagnosis; OHI is an Educational Diagnosis given when a student's medical diagnosis is adversely and comprehensively impacting learning

An OHI diagnosis can be based on some of the following medical conditions...

- ADHD or ADHD-Inattentive Type
- Generalized Anxiety Disorder
- Specific Processing Disorders diagnosed by a medical specialist

ADHD: Attention Deficit Hyperactivity Disorder; Medical Diagnosis

ADHD-Primarily Inattentive Type: Attention Deficit Disorder in which the primary issue is "inattentiveness" as opposed to hyperactivity (used to be referred to as ADD); Medical Diagnosis

Psychoeducational Evaluation: A psychoeducational evaluation is a comprehensive evaluation process done by a team of trained professionals to determine a child's cognitive and academic strengths and weaknesses. The evaluation usually involves two or more of the following...

- IQ assessment
- Academic Achievement assessments (Reading, Math, and/or Written Expression)
- Language Assessment
- Speech Assessment
- Rating Scales for social/emotional/behavioral evaluation

The results of a psychoeducational evaluation may identify a specific learning disability in one or more academic areas (Reading, Math, and Written Expression). There must be a 22 point discrepancy between the IQ score and the achievement score in a specific academic area for a learning disability to be diagnosed.

Even if a student does not qualify for a specific learning disability, the information gathered from the psychoeducational evaluation is extremely beneficial for parents, teachers and learning. The results can rule out a suspected disability and allow for refocus on other possible factors impacting a child's learning. Additionally, an In-House Educational Support Plan can be developed based on the strengths and weaknesses identified in a student's psychoeducational evaluation.

Data Gathered for the Psychoeducational Evaluation...

Parental Information: Information provided by the parents detailing a child's developmental milestones and medical history that may be pertinent to education

Intervention Checklist: A list of interventions that have been put into place to assist a child prior to the evaluation process. Some examples may include...preferential seating, the use of graph paper for Math, extended time for tests

Student Observation Forms: The student is observed in the classroom setting. There is a written record of what is observed. Observations are taken on different days and in different subject areas.

ABOS Forms: Academic and Behavioral Observation Surveys completed by classroom teachers to provide insight into how the student is performing in the classroom setting.

Previous School Records and Work Samples: Report cards, Standardized testing results and work samples

IQ: "Intelligence Quotient" obtained through a formal IQ assessment; an IQ score measures cognitive abilities and reasoning abilities

Academic Achievement:

Academic strengths and weaknesses measured by formal assessments

Refers to academic performance

A Learning Disability is diagnosed when there is a 22 point discrepancy between an IQ score and an Academic Achievement score in a specific academic area (Reading, Math, Written Expression)