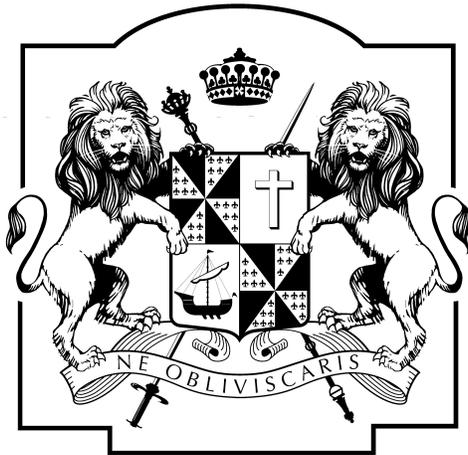


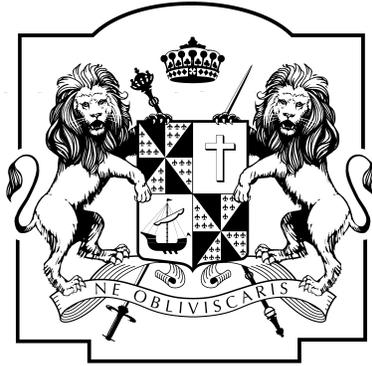
**Campbell Hall  
2016-2017**



**Accommodating Differences:  
Working Together to Help Students Succeed!**

**Educational Support Services**

# Accommodating Differences: Working Together to Help Students Succeed!



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## **Accommodations and Interventions for Students at Campbell Hall**

The goal of the Educational Support Services program is to encourage students in their growth as learners by helping them develop life-long learning skills. In partnership with teachers and parents, the directors of the program craft individualized learning plans, meet with students for check-ins as needed, and act as liaisons between home, school, and outside support. The directors also provide referrals to specialists for educational and developmental assessment. The program is not a special education program; rather, the program encourages students to use the community of inquiry model as a means to self-advocacy.

The first step in setting up accommodations for any child is to meet with the appropriate Director or Coordinator of Educational Support Services (DESS or CESS). At this meeting, parents can bring any prior testing and give the DESS/CESS history on previous struggles and successes. At that meeting the parents and the DESS/CESS will formulate a plan for how best to proceed.

If the parents and the DESS/CESS determine that some degree of intervention and/or accommodations should be established, then the student will be referred for a comprehensive assessment, often called a psychoeducational evaluation. Alternatively parents may provide a previous assessment.

For an evaluation to be accepted by Campbell Hall the evaluation must be administered by a qualified professional which in California is a Ph.D in psychology, a Psy.D. or a School Psychologist who has a masters in Educational Psychology with a PPS credential. Campbell Hall is happy to provide a current list of qualified professionals. The testing should be current within 3-5 years.

Once the testing is complete, a written report should be given to the DESS. The report must include:

- A. The specific disability
- B. Relevant educational, developmental and medical history
- C. A description of the comprehensive testing and techniques used to arrive at the diagnosis including:
  - a. Evaluation dates
  - b. Subtest scores from cognitive ability testing
  - c. Subtest scores from academic achievement testing
  - d. Subtest scores from information processing testing
- D. A description of the fundamental limitations supported by the test results
- E. A description of the specific accommodations requested and a statement as to why the student's disability qualifies the student for such accommodations on standardized tests
- F. Specific classroom recommendations
- G. The professional credentials of the evaluator, including information about license and certification

Once the written support is provided to Campbell Hall, there will be a meeting to determine the appropriate accommodations and interventions to be provided by Campbell Hall. This meeting will always include the parents and the DESS/CESS. It may also include the student, the Grade Level Dean, the Division Principal, the professional who did the testing, an educational therapist working with the student or any other person that the team feels should be included in the meeting. The purpose of this meeting will be to create a Student Educational Plan, which will be given to the student's teachers. See a sample plan on page 9. This plan will be updated and distributed to teachers on a yearly basis. All students receiving accommodations should meet with the DESS/CESS at least once a year. Parents should also call or meet with the DESS/CESS yearly to discuss any modifications to the plan. Parents should plan to have the testing updated every 3-5 years.

### **What is a Learning Disability?**

A learning disability (LD) is a neurological disorder that affects the brain's ability to receive process, store and respond to information. LD is not a single disorder but is used to refer to a group of disorders including dyslexia, processing speed issues, visual or auditory processing issues, graphomotor issues and attentional issues. A student with a learning disability is different from one with a learning difference. Learning differences are generally "style" based – a student may learn better if the information is visual rather than auditory. However, a student with LD is a student with average (or often above average) intelligence who struggles with certain academic tasks because their brain is having difficulty performing that task.

### **Accommodations That Are Possible at Campbell Hall**

- 50% extended time on tests, quizzes and final exams
- Preferential seating
- Use of a laptop to take notes or write essays
- Weekly reports from the teachers
- Use of a calculator
- Attentional signals from teachers
- Large print tests, quizzes or final exams
- Use of graph paper in math class
- No scantron
- One page of text at a time

### **Physical and Medical Disabilities**

Physical and medical disabilities are separate from learning disabilities. Students who have temporary physical and medical disabilities should coordinate any interventions and accommodations through the appropriate Grade Level Dean. If the disability is long term (more than 6 months), please meet with the division appropriate Director or Coordinator of Educational Support Services to create a long-term plan.

## **Collaboration and Team Work**

Collaboration is essential for a student with learning disabilities to be academically successful. This shared venture with students, parents and the school requires clearly defined and agreed upon goals, ongoing communication and consistency. When parents, students and the school strive to achieve a shared understanding of the nature, extent and impact of a child's learning disability, develop a plan of action and work together as a team, the student's chances of success are tremendously enhanced and fortified.

### **What Students Can Do:**

- Understand your unique learning profile complete with strengths and weakness
- Be proactive---communicate with your teachers
- Stay connected with your advisor, dean and DESS or CESS
- Develop learning strategies and skills
- Use your accommodations
- Work toward being an independent learner and your own advocate
- Maintain a balance between school, work and outside interests

### **What Parents Can Do:**

- Understand your child's learning profile complete with strengths and weaknesses
- Keep an organized file for academic records and assessment
- Make sure your child's assessment is up-to-date (within the last 3 years)
- Work as a team for the child's benefit
- Become problem solvers
- Foster your child's strengths or "Islands of Competence"
- Provide consistency and structure
- Empower your children
- Maintain your sense of humor

### **What Teachers, Administrators and Support Staff Can Do:**

- Understand a student's learning profile complete with strengths and weaknesses
- Provide opportunities for students to utilize their strengths
- Communicate with the team (students, parents, outside providers)
- Support struggling students and their families
- Provide referrals for needed services, i.e. tutoring, educational therapy (see Director or Coordinator of Educational Support Services (DESS) (CESS))
- Be empathetic
- Provide accommodations as needed

## **An Introduction to Psychoeducational Evaluation**

A psychoeducational evaluation (sometimes called a neuropsychological evaluation) consists of a series of tests used to gather information about a person's functioning. The goal is to assess a person's strengths and weaknesses and to help put those strengths and weaknesses into a larger context. A good evaluation will also have concrete suggestions for both classroom and home use as well as referrals for outside support such as educational therapy. There are six categories of tests that an evaluator may use during the testing process:

1. **Clinical Interviews:** The psychologist generally asks a series of questions about the child's academic, physical and emotional history. Information on family history will also be taken.
2. **Intelligence Tests:** An intelligence test is a battery of short tests which used together measure a person's current level of intellectual ability. Most intelligence tests look at Verbal and Performance ability as well as Active Working Memory and Processing Speed ability. The Full Scale IQ is an average of these four scales.
3. **Achievement Tests:** Achievement tests are used to measure a student's current achievement in subjects such as math, reading and writing (spelling, punctuation and written expression)
4. **Neuropsychological Tests:** These tests assess brain functioning in areas such as language, auditory perception, verbal and visual memory and perceptual-motor speed and integration.
5. **Projective Tests and Tests of Emotional Functioning:** These tests are not always used in a psychoeducational evaluation but can be used to look at psychological and emotional functioning.
6. **Self-Report and Behavioral Rating Measures:** These tests are checklists that are given to the parents, the student and selected teachers. They examine behaviors in the classroom and at home.

Once the evaluation is complete, the psychologist will meet with the family to give oral feedback about the results. Often, the psychologist will have a separate meeting with the child to discuss the results. The written report follows these meetings and the parents are generally given an opportunity to make changes or suggestions about the report. Once the report is finalized, it can be used for a variety of purposes. When it is given to the school, the Director or Coordinator of Educational Support Services will work with the family to create a Student Educational Plan. This plan will be given to the student's teachers in order to better support the student's learning. The report is also very useful in working with outside support professionals. Another common use for the report is in the application process for accommodations on standardized tests such as the SAT and the ACT exams.

## Accommodations for Standardized Exams

In order for a student to receive accommodations on standardized tests such as the PSAT, SAT or AP exam, the College Board and ACT require that a student have testing on file at their school of attendance. The testing should include a **DSM-IV diagnosis**.

### **PSAT/SAT**

All students seeking accommodations from the College Board must contact Julie Scurry, HS Coordinator of Educational Support Services and SSD Coordinator who will process the request on-line.

Please note that requests for accommodations other than or in addition to extended time on the SAT, must be accompanied by a supporting psycho-educational or neuro-psychological assessment. Receiving multiple accommodations from the College Board has historically been more difficult for students than the single accommodation of extended time. Additionally, requests for accommodations for a student who has received accommodations at school for less than 4 months must be accompanied by the psycho-educational or neuro-psychological assessment.

It is the responsibility of the student and parent to read and understand College Board policies, dates, and requirements. Once accommodations are granted, students and parents will receive a letter from the College Board. **It is up the students and parents to read the letter and double check that the requested accommodations are accounted for on this letter.** If they are not, please contact Julie Scurry to further apply for the desired accommodations.

### **ACT**

All students seeking accommodations from ACT must:

1. Go to [www.actstudent.org](http://www.actstudent.org) or alternatively to [www.act.org](http://www.act.org)
2. If you are new to ACT, create an account for yourself; if you already have an ACT account, log in.
3. On the Your Accommodations screen, BE SURE to indicate YES, you are an examinee with a disability who needs accommodations to access the ACT.
4. Select either National Extended Time or Special Testing (please ask us if you don't know which one to choose).
5. Select your testing date; select ACT with writing (typical); or no writing.
6. ACT will assign a registration number.

7. IMPORTANT!! We MUST know that you've registered in order to submit documentation. PLEASE EMAIL your registration to [scurry@campbellhall.org](mailto:scurry@campbellhall.org) and [bakert@campbellhall.org](mailto:bakert@campbellhall.org)

8. We will then upload your supporting documents and request accommodations.

9. Students must register for the ACT via the ACT.org website **each time** they want to take the exam. Additionally, we **must** receive a copy of this registration receipt to know that you are taking the exam again with accommodations.

Regardless of the accommodation/s requested, the ACT requires that the applicant supply a copy of a psycho-educational or neuro-psychological assessment documenting the need for the accommodation.

It is important to make sure that the student's assessment is current. Campbell Hall recommends that the assessment be updated every 3-5 years, ensuring that the student's assessment is current for not only the standardized exams but for eligibility for support services in college. **It is the parents' responsibility to ensure that documentation is current so that timelines for requests for accommodations from the College Board and ACT are met.** Information on test dates and deadlines can be found at:

[www.collegeboard.com/ssd/student](http://www.collegeboard.com/ssd/student)

<http://www.act.org/content/act/en/products-and-services/the-act/taking-the-test.html#identification>

Types of accommodations that are given to students with disabilities:

- Extended time
- Large print test book
- No Scantron
- Reader
- Extended breaks
- Breaks as needed
- Computer for essays

Please note that a recommendation for accommodations on standardized exams by a testing psychologist does not guarantee a student will receive an accommodation. Both the College Board (SAT) and the ACT have independent psychologists who review the submitted documentation and make their own determination. **We recommend students apply for accommodations that are reflective of what they utilize at Campbell Hall.** For more information on how College Board and ACT make their decisions please read:

<https://www.collegeboard.org/students-with-disabilities/request-accommodations>

<https://www.act.org/content/act/en/products-and-services/the-act/services-for-examinees-with-disabilities.html>

The College Board and ACT are separate entities from Campbell Hall Episcopal. We do not work for them. We are not responsible for when they distribute scores or how they determine accommodations. Please contact ACT Customer Care at 319-337-1270 (Monday – Friday, 8:00 a.m. – 8:00 p.m. Central time) and an agent will assist you. For the College Board, please contact 212-713-8333.

If the request for accommodations is denied, an appeal may be filed. **The appeal process is primarily the responsibility of the parent and student.** Mrs. Scurry is available to help with the process. Any appeals processed through Educational Support Services **must** include a letter from the student articulating how and why the accommodation has contributed to their academic success.

Please check the respective College Board and ACT websites for necessary forms as well as test and registration dates. If you need help please contact Mrs. Scurry. She may be reached at 818 505-2429 or at [scurryj@campbellhall.org](mailto:scurryj@campbellhall.org). Ms. Baker, HS Educational Support Services Office Coordinator, may be reached at [bakert@campbellhall.org](mailto:bakert@campbellhall.org) or 818- 505-5310.

For students applying for accommodations with either or both the College Board and/or ACT please sign along with your parent that you have read and understand this information.

Please contact Julie Scurry, HS CESS for registration dates, forms and help with the process. She can be reached at 818 505-2429 or at [scurryj@campbellhall.org](mailto:scurryj@campbellhall.org)

For accommodations on the ERB exams (Grades 3-8), please contact Courtney Behrenhausen at 818 505 5384 or [behrenc@campbellhall.org](mailto:behrenc@campbellhall.org).

## Resources

### Organizations:

Association of Educational Therapists (AET) [www.aetonline.org](http://www.aetonline.org)  
All Kinds of Minds [www.allkindsofminds.org](http://www.allkindsofminds.org)  
Children with Attention Deficit Disorder (C.H.A.D.D.) [www.chadd.org](http://www.chadd.org)  
The HUMOR Project [www.humorproject.com](http://www.humorproject.com)  
Uniquely Gifted [www.uniquelygifted.org](http://www.uniquelygifted.org)  
Learning Disabilities Association (LDA) [www.ldonline.org](http://www.ldonline.org)  
National Center for Learning Disabilities (NCLD) [www.nclld.org](http://www.nclld.org)  
Recording for the Blind & Dyslexic RFB & D [www.rfbid.org](http://www.rfbid.org)

### Websites:

[www.additudemag.com](http://www.additudemag.com)  
[www.drrobertbrooks.com](http://www.drrobertbrooks.com)  
[www.drthomasebrown.com](http://www.drthomasebrown.com)  
[www.ricklavoie.com](http://www.ricklavoie.com)  
[www.russellbarkley.org](http://www.russellbarkley.org)  
<http://professionals.collegeboard.com/testing/ssd>

### Books/CDs:

Raising Resilient Children - Robert Brooks, Ph.D.  
Raising a Self-Disciplined Child - Robert Brooks, Ph.D.  
The Power of Resilience: Achieving Balance, Confidence & Personal Strength –Robert Brooks, Ph.D.  
Driven to Distraction - Edward M. Hallowell, M.D.  
Raising Cain: Protecting the Emotional Life of Boys - Dan Kindlon, Ph.D. and Michael Thompson, Ph.D.  
A Mind at a Time - Mel Levine, M.D.  
The Myth of Laziness - Mel Levine, M.D.  
Ready or Not, Here Life Comes - Mel Levine, M.D.  
Motivation Breakthrough - Richard Lavoie  
It's So Much Work to Be Your Friend - Richard Lavoie  
Blessings of a Skinned Knee - Wendy Mogel, Ph.D.  
Raising Ophelia – Mary Pipher, Ph.D.  
Overcoming Dyslexia - Sally Shaywitz, M.D.  
The Complete IEP Guide: How to Advocate for Your Special Ed Child – Lawrence M. Siegel

### DVDs:

“How Difficult Can This Be?” Understanding Learning Disabilities (F.A.T. City) Richard Lavoie, PBS Video  
“Developing Minds”- Dr. Mel Levine, WGBH Boston Video  
“Beyond F.A.T. City” - Richard Lavoie  
“The Motivation Breakthrough” - Richard Lavoie

**SAMPLE**  
**Student Educational Plan**  
**CONFIDENTIAL**

**To:** Math Teacher, English Teacher, Science Teacher, Spanish Teacher, History Teacher, Music Teacher

**Advisor:** Ms. Advisor

**CC:** Grade Level Dean, Division Principal

**From:** Julie Scurry

**Date:** September 4, 2016

**Student Name:** Great Kid

**Grade:** 10

**Testing Date:** July 2, 2015

**Strengths:**

- Great Kid has strong verbal reasoning
- Good overall reading and writing skills
- Good auditory processing
- Good organizational skills
- Great Kid loves to dance. She is an avid equestrian and animal lover.

**Observable Classroom Behavior:**

- Great Kid always completes her homework
- She participates well in class discussion
- She is eager to learn new concepts

**Weaknesses:**

- Visual processing
- Processing speed
- General anxiety about test taking

**Observable Classroom Behavior:**

- Difficulty getting notes or written instructions from the board
- Runs out of time on in-class projects and tests and quizzes
- She has difficulty showing her knowledge on tests and exams

**Management Plan**

**Strategies for Strengthening Strengths:**

- Continue to encourage Great Kid to participate in class and explain to her privately what a positive contribution she makes to the class
- When possible, allow Great Kid to complete classroom work at home if she runs out of time at school

**Necessary Accommodations:**

- 50% extended time on quizzes, tests and exams
- Allow Great Kid to look at overheads or other visual material after class to fill in missing notes
- Encourage Great Kid to work with friends in the class to photocopy class notes

**Suggested Strategies:**

- Work with Great Kid to come up with strategies for your particular class that will help relieve her anxiety about tests and quizzes. For example, is there a place that she prefers to sit? Does it help if she gets the test in parts so that she is not overwhelmed with the whole test at once? Does it help her to get up and stretch or get a drink of water part way through the test?

**Outside Support:** Great Kid is working with an Educational Therapist once a week outside of school. Mr. Therapist is concentrating on the test anxiety as well as the visual processing issues.

**SAMPLE**  
**Student Educational Plan**  
**CONFIDENTIAL**

**To:** 5th grade Team (includes all specialty teachers)

**CC:** Mrs. Frank and Mrs. Kempf

**From:** Courtney Behrenhausen

**Date:** September 4, 2016

**Student Name:** Great Kid

**Grade:** 5

**Testing Date:** July 2, 2015

**Strengths:**

- Great Kid has strong verbal reasoning
- Good overall reading and writing skills
- Good auditory processing
- Good organizational skills
- Great Kid loves to dance. She is an avid equestrian and animal lover.

**Observable Classroom Behavior:**

- Great Kid always completes her homework
- She participates well in class discussion
- She is eager to learn new concepts

**Weaknesses:**

- Visual processing
- Processing speed
- General anxiety about test taking

**Observable Classroom Behavior:**

- Difficulty getting notes or written instructions from the board
- Runs out of time on in-class projects and tests and quizzes
- She has difficulty showing her knowledge on tests and exams

**Management Plan**

**Strategies for Strengthening Strengths:**

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- When possible, allow Great Kid to complete classroom work at home if she runs out of time at school

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- Allow Great Kid to look at overheads or other visual material after class to fill in missing notes

**Suggested Accommodations:**

- Work with Great Kid to come up with strategies for your particular class that will help relieve her anxiety about tests and quizzes. For example, is there a place that she prefers to sit? Does it help if she gets the test in parts so that she is not overwhelmed with the whole test at once? Does it help her to get up and stretch or get a drink of water part way through the test?

**Outside Support:** Great Kid is working with an Educational Therapist once a week outside of school. Mr. Therapist is concentrating on the test anxiety as well as the visual processing issues.