Campbell Hall
2019-2020

Educational Support Services
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 and be their own advocates.

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

If the parents and the Director 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 Director. 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 Director. 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 Director at least once a year. Parents should also call or meet with the Director 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
- Use of a calculator
- Attentional signals from teachers
- Large print tests, quizzes or final exams
- Use of graph paper in math class
- No scantron
- Chunking of materials
- Tests and quizzes one page at a time
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, 2019

Student Name: Great Kid
Grade: 10
Testing Date: July 2, 2017

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.
To: 5th grade Team (includes all specialty teachers)
CC: Mrs. Frank and Mrs. Kempf
From: Courtney Behrenhausen

Date: September 4, 2019

Student Name: Great Kid
Grade: 5
Testing Date: July 2, 2018

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
• Check in with Great Kid during tests and quizzes to help reduce anxiety

**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.