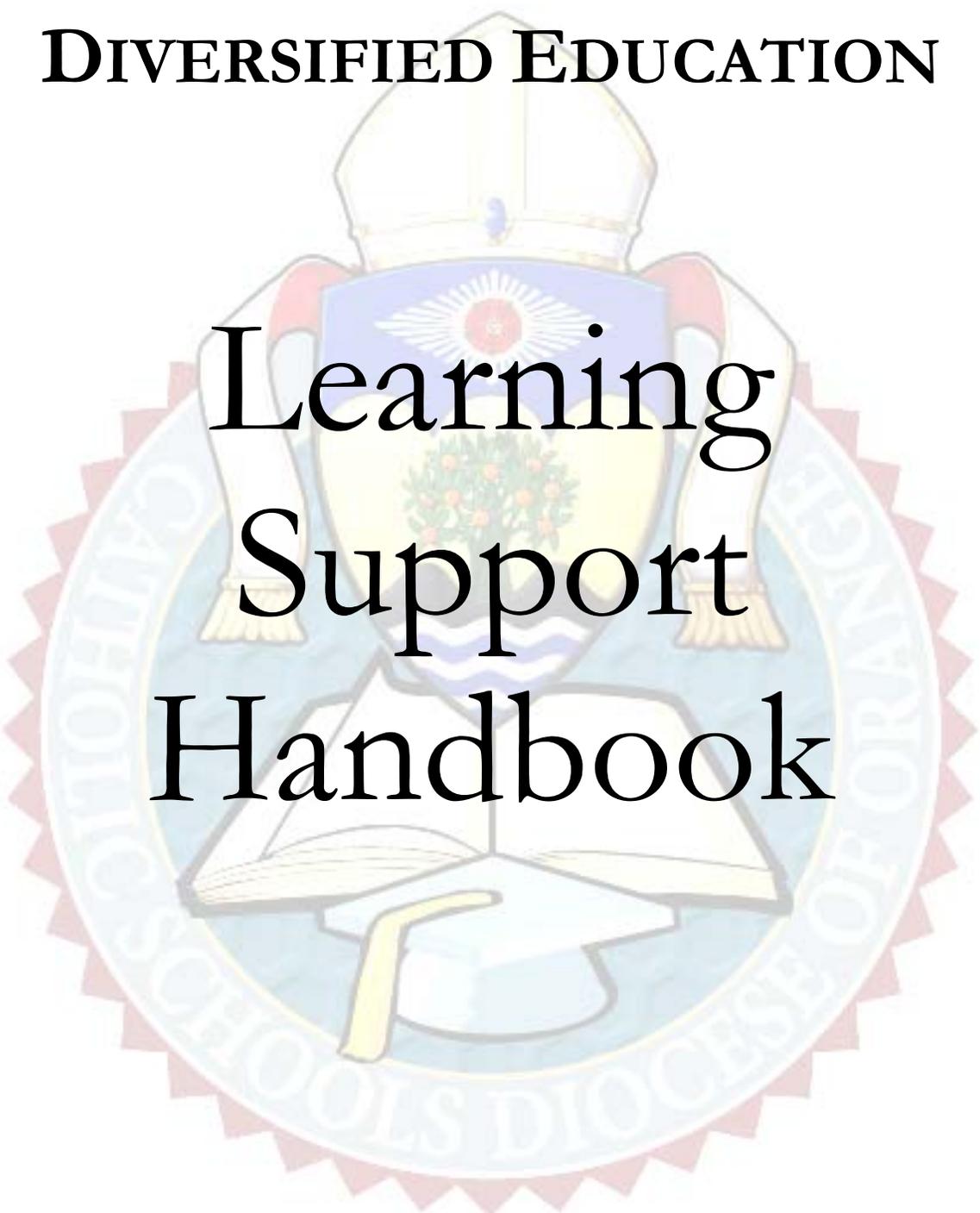


DIVERSIFIED EDUCATION

The seal of the Diocese of Orange Catholic Schools is centered in the background. It features a blue shield with a white sunburst at the top, a green wreath in the middle, and a white book at the bottom. The shield is flanked by two white figures holding golden staffs. Above the shield is a white mitre. The entire seal is encircled by a red and white scalloped border. The text "CATHOLIC SCHOOLS DIOCESE OF ORANGE" is written around the inner edge of the seal.

Learning Support Handbook

**DIOCESE OF ORANGE
SEPTEMBER 2015**

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PREFACE

This Handbook is designed to serve as a resource guide for Catholic educators within the Diocese of Orange for the development of a diversified education program. It was developed to be a work in progress and will be added to as the need arises and additional resources become available. Realizing that each school is unique, processes and forms may be adapted to meet individual site needs while maintaining the integrity of the diocesan philosophy in this area.

The contents support the WCEA/WASC Accreditation Process in aiding a school in implementing its Schoolwide Learning Expectations and developing its Self-Study within its accreditation year. Because the material in the Handbook integrates well with our accreditation process, it should be an integral piece in the school's Self-Study process and future goal setting in supporting the learning needs of all students.

When questions arise regarding the ability of a school to accept or maintain a student within its environment, the information within this handbook should support and yet challenge a school. However, the final decision rests with the individual school in the knowledge of itself and the student needs presented. This Handbook, along with the Diocesan Administrative Handbook, should aid in the continual definition and implementation of school policies in this area.

Sincere appreciation for the revision of this Handbook is extended to the following educators within the Diocese of Orange:

- Dr. Kathleen Montemagni, Executive Director, Learning Services, Mater Dei High School
- Mrs. Carol Reiss, Principal, Serra Catholic School,
- Mrs. Dina Leland, Curriculum Coordinator, Serra Catholic School,
- Dr. Kristina Belkevicius, Psychologist, Serra Catholic School.

A REFLECTION STATEMENT ON INCLUSION PROMULGATED BY THE DEPARTMENT OF ELEMENTARY SCHOOLS NATIONAL CATHOLIC EDUCATIONAL ASSOCIATION

April 5, 1999

In their pastoral statement, "To Teach As Jesus Did" (1972), the National Conference of Catholic Bishops states that this document, "Will serve a useful purpose if it provides a catalyst for the efforts to deal realistically with problems of polarization and of confusion now confronting the educational ministry. In the year ahead, American Catholics should continue to articulate and implement their commitment to the educational ministry in ways suited to their times and circumstances." (p.2)

The National Congress on Catholic School for the 21st Century (1991) encouraged all Catholic school educators to open their minds and hearts and doors to an increasingly diverse world. Certainly part of this diversity is made up of children who have been gifted by God with special needs. Since the Bishops promulgated their statement, "To Teach As Jesus Did," Catholic schools have embraced the challenge to develop Programs for children and youth with special learning needs. Most often this was accomplished through resource rooms and pull-out programs. Now, Catholic schools are challenged once again to respond to societal and educational changes. The onset of the philosophy of inclusion has changed the manner in which teachers educate children with special needs.

The Department of Elementary Schools supports the concept of appropriate inclusion. Appropriate inclusion recognizes and affirms the unique learning styles of students with varying exceptionalities. It is within this context that children with special needs are welcomed into the Catholic school community. Catholic elementary schools recognize their responsibility to provide a learning environment that fosters growth and considers the individual needs of the child. To the extent possible, Catholic elementary schools will serve children with special needs in general education classes.

The Department of Elementary Schools recognizes that inclusion is a process. It involves the ability to communicate with a group of learners with diverse needs. Inclusion is not a program or a placement. Inclusion is a philosophy of teaching that relies on the abilities of educators to promote an environment that respects and reverences the rights of all students to learn in regular education classrooms in Catholic Schools.

Inclusion fosters collaboration-general and special education teachers, with parents working together for the common good of all students, especially those with varying exceptionalities. Inclusion implies preparedness. Continuing education and ongoing communication are its hallmarks.

The Department of Elementary Schools recognizes that appropriate inclusion can work effectively for a large number of students with disabilities and learning difficulties while enriching the classroom experience of all students. The Department of Elementary Schools acknowledges that promoting appropriate inclusion without providing the resources needed to make it work effectively for students and teachers, offers a false promise of improved opportunities for students with special needs and assures a strong possibility for disruptions in the learning environment. For inclusion to achieve its full potential in the classroom, a primary requisite is that the entire school community commit themselves to ongoing staff development that will foster a greater understanding and respect for children with special needs.



MISSION, PHILOSOPHY AND GOALS

Every student is a child of God, and is deserving of an opportunity for the best Catholic education possible. The overall mission of Catholic education is to teach the gospel and to model Jesus Christ.

Catholic education in the Diocese of Orange exists to support and complement the parents in their responsibility to be the primary educators of their children. Its primary purpose is to assist students, each with a unique learning style and varying exceptionalities, to grow into the fullness of life in Jesus, to be members of the community of believers and to teach the redeeming message of God's love. In working with parents to develop appropriate plans, we believe that we can best serve students in our Catholic school environment. We seek to provide a unique faith based support program in our Catholic schools that can't be replicated in other schools.

It further commits itself to the following goals:

1. To teach all students by acknowledging and responding to the learning styles and needs of each
2. To proactively guide all students to reach their full potential
3. To serve as Christ-like models in spreading the love for each student as a unique gift of God
4. To create the most appropriate activities which will allow all students to have success within their learning environment
5. To provide for ongoing evaluation of each student's progress, thereby enabling each student to have success and challenge in learning

Catholic education within the diocese strives to accept everyone for whom an appropriate program, based upon the above, can be designed and implemented.

TEACHER COMPETENCIES WITHIN A CATHOLIC SCHOOL

Teachers:

- Communicate a strong faith and belief system that all children are a gift from God and can be raised to maximum potential through guidance and teaching,
- Accommodate for student needs in achieving prescribed curriculum as well as modifying the existing curriculum to meet the needs of students with exceptional needs on both ends of the learning spectrum,
- Problem solve, are able to informally assess the skills a student needs,
- Take advantage of children's individual interests and use their internal motivation for developing needed skills,
- Set high but possibly alternative expectations that are suitable for an individual student,
- Make appropriate expectations for **EACH** student, regardless of the student's capabilities,
- Determine how to modify assignments for students; how to differentiate classroom instruction so that all students have a part,
- Value all kinds of skills that students bring to a class, not just the academic skills,
- Provide daily success for all students,
- Know a variety of instructional strategies and how to use them effectively. This includes the ability to adapt materials and rewrite objectives for students to meet the Schoolwide Learning Expectations of the school,
- Work as a team with parents, other school personnel and outside professionals, as needed, to determine and provide the best instruction for individual students,
- View each child in the class as an opportunity to become a better teacher,
- Demonstrate flexibility and a high tolerance for ambiguity while maintaining vision and expectations for each student.

DIVERSIFIED EDUCATION MODEL FOR CATHOLIC SCHOOLS

Catholic schools provide a climate where each student can:

- Develop holistically to the best of his/her ability
- Develop personal intelligences, learn to capitalize on strengths,
- Learn to compensate for weak areas that might limit achievement and aptitude development,
- Become an independent learner who assumes responsibility for learning and behavior,
- Become intrinsically motivated, and believe he or she can succeed with effort and persistence

To accomplish the above, Catholic schools strive to:

1. Develop a climate where each child is seen as having gifts
2. Accept each student for whom he/she is as a gift from God
3. Find and develop strengths; teach to and assess through them
4. Identify weaknesses and keep them from becoming obstacles to achievement/success
5. Create a climate that fosters self-efficacy, self-advocacy, and personal intelligence.
6. Create a climate that celebrates diversity
7. Adapt curriculum to students; curriculum is the “what” of learning; instruction provides the “how” of learning
8. Teach students to adapt themselves to task demands through use of strategies that work for them
9. See learning as a match between learner and environment
10. View intelligence as dynamic, multifaceted, distributed, and contextually determined
11. View aptitude differences as benefiting all within a classroom
12. Emphasize the “process” in learning
13. Set individual versus competitive goals; define success as learning something you did not know before
14. Expect all to succeed and show them how; make academic success possible
15. Develop intrinsic motivation by focusing on curiosity, optimal challenge, and control
16. Teach for understanding and transfer/application; focus on learning to learn
17. Include a program to work collaboratively with parents

WHY ACCOMMODATE AND MODIFY?

Accommodations may be made for students in pre-school through high school. Modifications may be made for students in preschool through Grade 6 on an as-needed basis. Psycho-educational assessments are required for modifications to be made for students in Grades 7 and 8. Modifications are not currently available at the high school level.

The provision of accommodations/modifications:

1. Aligns with Catholic moral teachings and values.
2. Can lead to student success and improvement in motivation, self-esteem, and behavior.
3. Improves the student's ability to demonstrate their knowledge when assessed.
4. Responds to the diversity in student ethnic, cultural, or learning styles.
5. Supports the success of the students included in the general classroom who may have different learning and social/emotional needs by allowing them better access to the curriculum.

LEARNING LEVELS FOR DIVERSIFIED EDUCATION

No changes to classroom activities (School-wide Grading Scale)

- Students with special needs don't always need something special!

Accommodations (NOT Level 1)

Support or Reinforcement

- Extra assistance, same activity and goals
- Examples: monitoring, reminding highlighting, study aids, extra practice, behavior management plans, alternative instructional methods such as small groups, alternative assessments.

Modifications (Level 1)

Modifications or Changes

- Students have same goals
- Alterations to activities or materials
- Examples: altered pace of instruction, adapted class work, adapted tests, alternative assessments

Parallel Curriculum

- Basic goals, materials, and assignments may be modified
- Examples: more suitable learning tools (sometimes from other grade levels), high interest/low vocabulary texts, real life activities.

Partial Participation

- Students will have different goals
- Will benefit from some parts of classroom activities
- Examples: parts of a lesson as new outcome, different goal for same activity, new teaching paths

Alternative Activity

- Different goals and activities
- Should be decided upon only after trying other options
- Student can still be part of the general classroom

POLICY AND GUIDELINES FOR STUDENTS WITH SPECIAL NEEDS

POLICY

A Catholic school will accept any child for whom an appropriate program can be designed and implemented following its prescribed enrollment procedures. Each child is to be accepted or considered for admission to and continued enrollment in a diocesan school based upon his/her emotional, academic and physical needs and the resources available to the school in meeting those needs. The final decision in this matter is the local school site.

GUIDELINES

Identifying and Planning for Students with Exceptional Needs: (see “Determining the Ability to Meet a Student’s Need within an Inclusive Catholic School”)

- Each school needs to have a developed process in place for the identification of incoming and existing students who may have exceptional needs (i.e. Learning Support Team).
- A school may request additional diagnostic information (i.e. psycho-educational assessment) for a student at any time to better develop an appropriate program for that student. An elementary school may initiate **instructional accommodations** and other support services (extra tutoring etc.) without formal assessment. However, if **curricular modifications** are to be made at any grade, it is recommended, not mandated, that psycho-educational assessment precede this. **If a student is entering the last two years of the elementary school (7th grade and 8th grade), formalized assessment is required.**

Entrance Assessment and Acceptance of New Students

- Entrance assessment of students should be utilized for diagnostic purposes only in identifying the learning strengths and needs of a student and in aiding the school in its determination of whether an appropriate program can be developed for a student. Schools should utilize a holistic approach in this assessment through the review of previous documentation, academic screening, parent/student interview and parish affiliation consideration.
- Acceptance of an accommodated student by a diocesan high school is to be determined on an individual basis taking into consideration confidential information provided by the elementary school with signed parental consent, previous support/interventions of the elementary school, teacher recommendation and the ability of the high school to meet the student’s needs. An interview may be done to review parental expectations of the school and the ability of the student to be successful.

Documentation of Identified Students with Special Needs

- Written documentation incorporating standard diocesan forms is to be maintained on any student identified as needing curricular/instructional modifications or accommodations
- A VISA (Visual Information of Student Assessment), documenting pertinent student information, may be developed for a student with specialized needs. This is a valuable resource when transitioning a student from one grade to another. A school may use this or an equivalent form that fits the school’s program best.
- An Individualized Learning Plan (ILP) is developed as the outgrowth of a collaborative team process. This documents the accommodations/modifications to be given to and made for the student.

Standardized Testing For Identified Students

- An identified student may qualify for standard and non-standard accommodations on standardized tests administered by the school based upon the guidelines of the standardized testing program.

Assessment/Grading of Student with Special Needs

- Grading practices need to be consistent with the guidelines of the Diocesan Student Learning Assessment system. A student who has been identified as receiving “Level 1” or “Level 2” modifications in any subject area must have an ILP. For a Level 2 student, the subject curriculum must be above the grade level of the student.

Retention of Identified Student with Special Needs

- An identified student with special needs can be retained only under the following circumstances:
 - It has been determined by the administration, teachers and parents that the student would benefit from another year at that grade level.

8th Grade Diploma

- A student who has received instructional accommodations or curricular modifications within the school can receive an official diocesan diploma. The question to ask is whether the school has been able to enhance the holistic growth of a student to the best of its ability and whether the student has responded to that growth to the best of his/her ability.

Alternative Educational Placement

- If it has been determined by the administration, in consultation with the Learning Support Team, that the school cannot continue to meet a child’s needs at the school, an alternative educational placement may be recommended. This is done only after every possible school and outside intervention and support resource have been exhausted without success.

School Personnel – Learning Support

Learning Support Coordinator

- All Diocesan schools shall designate a qualified educator as the Learning Support Coordinator. The Learning Support Coordinator shall oversee the school’s Diversified Education Program and attend the Diocesan Learning Support Coordinator meetings. This includes being a resource for teachers, **empowering teachers to write ILPs**, and provide training and support to help teachers achieve the expected competencies as listed on page 6.
- It is expected that each school has an identified Learning Support Coordinator whose role is to assist teachers and students and to facilitate the functioning of a Learning Support Team. The role may include working with small groups and assessing individual students. However, the main function is to enable success of each student within the classroom situation.

Learning Support Team

- It is recommended that each school develop a team approach in reviewing students and their needs. The team should be composed of an administrator, Learning Support Coordinator, parents, teachers, and appropriate school support staff (i.e. counselor) as well

as outside personnel (as needed). The student may be invited to attend an ILP meeting if it is determined that his/her attendance will be beneficial in meeting their needs. The team should meet on a regular basis for the purpose of identification of special needs, dialogue and follow-up of students.

Diocesan Student Learning Assessment

- The philosophy and processes of Diversified Education should coordinate with and enhance the Diocesan Student Learning Assessment System in the evaluation and reporting of a student's progress.

Additional Assessments

Before any additional standardized assessments are done which are not part of the normal school program by school personnel such as psycho-educational assessments or formal observations parents/guardians must be informed and give signed Consent Form.

Confidential Records

- Confidential student information (i.e. psycho-education assessment, Individual Learning Plans, VISA's etc...) is to be kept in a file separate from the regular cum file information. An identification marking (such as a colored dot) on the cum file identifies that a confidential file exists. The confidential file can be reviewed at any time by a parent/guardian. However, it is NOT FORWARDED to another school (diocesan or otherwise) with the student cum file. Signed parental consent in the form of a Release of Records or Release of Information must be secured in order to have student assessment reports on file. Confidential Records may be given to parents to give to other individuals, schools, or agencies at their discretion. Have parents personally provide assessments to the other schools such as high schools.

DETERMINING THE ABILITY TO MEET A STUDENT'S NEEDS WITHIN A CATHOLIC SCHOOL

It is the desire of each Catholic school to provide the best possible education for a child. When determining this, the school must look at a prospective student and analyze its educational program by determining the following:

1. ***What are the strengths and needs of a prospective student?***

Review:

i. Elementary and High Schools

- Previous report cards
- Entrance assessment
- Attendance and discipline records
- Any public school IEPs or 504s if applicable
- Previous psycho-educational assessment if applicable

ii. High Schools Only

- 8th Grade Teacher Evaluation Forms
- Current Psycho-educational assessment for consideration for admission into the learning support program of each high school. (i.e, SERP, ASP, EAP)

2. ***Why do the parents wish the child to attend this school?***

Determine:

- i. What expectations do the parents have?
- ii. Are the parents' expectations realistic?
- iii. Does the school feel it can meet the expectations?

3. ***Can the student him/herself commit to the school? Why does the student wish to attend?***

4. ***What support does the school have in place to accommodate the student?***

5. ***What extra support do the parents need to provide to ensure the success of the student? Are they able to provide the necessary/ additional support needed as determined by the school?***

6. ***Can the classroom teacher accommodate for the student's needs? Pre-school through 8th Grade only: Can the teacher accommodate and/or modify curriculum in some instances, if needed? What is the policy of the school in relation to curricular modifications?***

7. ***How will the student be assessed to measure academic growth and achievement?***

Once a student is accepted into a school, ongoing assessment and dialogue with the parents is imperative to monitor learning expectations and the continuing ability of the school to meet the student's needs.

DEFINITIONS MODIFICATIONS AND ACCOMMODATIONS¹

Modifications

Modifications are changes in **what** a student is expected to learn. Modifications refer to changes made to **curriculum expectations** in order to meet the needs of the student. Modifications are made when the grade level expectations are beyond or below the student's level of ability. The changes are made to provide a student opportunity to participate meaningfully and productively, along with other students, in classroom and school learning experiences. Modifications include changes in instructional level, content, and performance criteria.

Accommodations

Accommodations are changes in **how** a student learns. Accommodations are services or supports used to enable a student to fully access the subject matter and instruction. An accommodation **does not alter the content or expectations**; instead it is an adjustment to instructional methods. Examples include books on tape, content enhancements, and additional time on tests. When using accommodations, students are expected to meet the grade level standards set for all students. (academic, behavioral, emotional, social and physical).

Accommodations are generally grouped into the following categories:

- ♦ **Presentation** (example: repeat directions, read aloud, use larger bubbles, etc.)
- ♦ **Response** (example: mark answers in book, use reference aids, point, use computer, oral vs. written assessment, etc.)
- ♦ **Setting** (example: study carrel, special lighting, separate room, etc.)
- ♦ **Timing/Scheduling** (example: extended time, frequent breaks, etc.)

¹ Reference information from:

www.peatc.org/peakaccom.htm

<http://www.oklahomaparentscenter.org>

<http://www.advocacyinstitute.org/resources> (MakingNCLBwork.pdf)

<http://www.greatschools.net/cgi-bin/showarticle/2306>

<http://specialed.about.com/cs/teacherstrategies/a/terminology.htm>

LIST OF POSSIBLE ACCOMMODATIONS AND MODIFICATIONS

Note: Many identified adaptations below could be considered as either an accommodation or modification depending upon the expectation of the curriculum. They could also be applied to whole class learning. These classifications are generalized as sometimes accommodations can be modifications or vice versa depending upon the curricular expectations that they are based upon.

Classroom Environment

Accommodations

- ♦ Provide preferential seating, e. g., seated near the front of the room and away from distractions if such a location helps the student maintain better focus.
- ♦ Stand near the student when giving instructions.
- ♦ Have the daily routine in writing where it is easy to see.
- ♦ Include opportunities for physical activity in the schedule.

Modifications

- ♦ Placing student in a different grade level classroom (i.e. Moving from 4th grade to 3rd grade for certain subjects)

Classroom Instruction

Accommodations

- ♦ Provide a written outline of material covered.
- ♦ Use visual media
- ♦ Incorporate technology, e. g., computers, calculators, videos.
- ♦ Accept typed or word-processed assignments.
- ♦ Allow oral or audio taped assignments.
- ♦ Individualize assignments e. g., length, number, due date, topic.
- ♦ Use peer tutoring.
- ♦ Teach specific study skills, e. g., organization, note taking.
- ♦ Important words and phrases highlighted.
- ♦ Alternative books or materials on the same theme or topics.
- ♦ Allow student to complete unfinished class work at home.

Modifications

- ♦ Individualize assignments e. g., length, number and topic.
- ♦ Alternative books or materials on the same theme or topics.
- ♦ Simplify/modify assignments requirements.
- ♦ Reduce reading level.

Grades

Accommodations

- ♦ Mark correct answers rather than mistakes.
- ♦ Indicate number correct rather than number incorrect.
- ♦ Specify the skills the student has mastered rather than give a letter grade.

Modifications

- ♦ Specify the skills the student has mastered rather than give a letter grade.
- ♦ Base grades on skill level in relation to standards presented. A modification would be to have a student write a one paragraph essay rather than a three paragraph essay.

Homework

Accommodations

- ♦ Reduce number of items to be completed to practice a specific skill.
- ♦ Give assignments based on presented grade level standards.
- ♦ Allow the student to work on homework at school.
- ♦ Provide written explanation of homework assignments.
- ♦ Select a “study buddy” who can copy assignments or clarify by phone.
- ♦ Give reminders about due dates for long-term assignments.
- ♦ Develop reward system for work completed and turned in.
- ♦ Send student/parents upcoming homework in advance to provide student extra time to complete it.

Modifications

- ♦ Limit homework to a certain amount of time spent productively, rather than an amount of work to be completed.
- ♦ Give assignments based on presented off grade level standards.

Home-School Communication - Accommodations

- ♦ Develop a daily or weekly home-school communication system, e. g., notes, check list, voice mail, or email, eg: email or post on homework website presentation outlines and study guides.
- ♦ Mail assignment sheets directly to home
- ♦ Hold periodic student-teacher meetings.
- ♦ Schedule regular parent-teacher meetings.

Assessment

Accommodations

- ♦ Provide practice questions for study.
- ♦ Give open book tests.
- ♦ Allow one page of notes to be used during testing.
- ♦ Vary the format of test.
- ♦ Read questions aloud.
- ♦ Allow student to respond to questions orally.
- ♦ Allow use of technology, e. g., calculator, word processor.
- ♦ Provide extra time to complete test.

Modifications

- ♦ Provide practice questions for study (if you give the same questions as are on the test).
- ♦ Give open book tests (if only for specific students).
- ♦ Allow one page of notes to be used during testing (if only for specific students).
- ♦ Read questions aloud (if it is a reading test).
- ♦ Allow student to respond to questions orally (if it is a test such as an essay test that assesses writing skills).
- ♦ Allow use of technology, e.g., (Calculators are usually modifications, not always).



DIVERSIFIED EDUCATION FORMS

The forms presented in this section are designated as standard (intended to be used by all schools with necessary school modifications), and forms that can be adapted for your school.

Standard Forms include the following:

- Teacher Referral Form
 - General form to be used in initial referral to the Learning Support Team.
- Diversified Education Check List
 - Form to be used as the cover to a folder for a designated student and utilized by the school site Learning Support Coordinator and Learning Support Team. This checklist gives a visual guide as to what information has been obtained and what is still needed for a student.
- VISA (Visual Information of Student Assessment)
 - Cover Sheet and Guidelines – Gives guidelines for input requested on a student.
 - VISA Form – Gives an overall view of the individual student including suggested adaptations/modifications developed from input brought to the Learning Support Team Meeting. This form is utilized when transitioning a student from one grade to another.
- Individualized Learning Plan (ILP)
 - Form that gives a synopsis of the specific accommodations, modifications and supports for the student to allow more efficient functioning within a classroom situation. This is ideally developed within a Learning Support Team Meeting.
- Individualized Learning Plan Progress Report
 - An overview of the status of progress of the student based on the modifications and supports of the Individualized Plan.
- Authorization for Release of Information
 - This form allows a school to receive confidential information from an outside professional (i.e. psycho-educational assessment). This must be completed before information is shared.
- Assessment/Intervention Parent Permission Form
 - When a specific service is offered to a student at the school site (i.e. individual assessment), this desire must be communicated to the parent and written parent permission is necessary.



DIOCESE of ORANGE

TEACHER REFERRAL FORM

Student: _____ Date: _____

Teacher: _____ Grade: _____

Date of Parent Contact: _____ Parent Response: _____

Teacher summary of student strengths: **

Teacher summary of concerns: **

Mark each below as applies:

HEALTH ISSUES

<input type="checkbox"/>	Vision
<input type="checkbox"/>	Hearing
<input type="checkbox"/>	Motor Skills
<input type="checkbox"/>	Overall Development
<input type="checkbox"/>	Medication (list): **
<input type="checkbox"/>	Other: **

SOCIAL ISSUES

<input type="checkbox"/>	Social isolation
<input type="checkbox"/>	Boundaries (e.g., invades personal space)
<input type="checkbox"/>	“Bullying” / Verbal intimidation
<input type="checkbox"/>	Physical altercations (pushing, hitting, etc.)
<input type="checkbox"/>	Disrespectful and/or defiant with adults
<input type="checkbox"/>	Friendship problems (e.g., sharing, taking turns)
<input type="checkbox"/>	Other: **

EMOTIONAL ISSUES

<input type="checkbox"/>	Withdrawn / Sad
<input type="checkbox"/>	Anxious
<input type="checkbox"/>	Emotionally over-reactive
<input type="checkbox"/>	Easily frustrated
<input type="checkbox"/>	Easily angered
<input type="checkbox"/>	Other: **
<input type="checkbox"/>	Contributing factors (e.g., divorce, death, illness of family member, etc.): **

BEHAVIORAL ISSUES

<input type="checkbox"/>	Inattentive / Off task
<input type="checkbox"/>	Problems completing work
<input type="checkbox"/>	Unable to follow directions/instructions
<input type="checkbox"/>	Difficulty with multi-step procedures
<input type="checkbox"/>	High activity level
<input type="checkbox"/>	Impulsivity
<input type="checkbox"/>	Difficulty following rules
<input type="checkbox"/>	Problems remaining quiet in class
<input type="checkbox"/>	Disruptive to peers/teacher
<input type="checkbox"/>	Other: **

ACADEMIC ISSUES

	Reading readiness
	Reading decoding
	Reading fluency
	Reading comprehension
	Other Reading concerns: **
	Math readiness
	Math computation skills
	Problem solving/Word problems
	Other Math concerns: **
	Writing readiness
	Penmanship
	Spelling
	Grammar / Sentence structure
	Vocabulary
	Poor organization of ideas / Sequencing
	Fine motor skill problems
	Other writing concerns: **
	Fluency of oral expression
	Speech articulation / Impediment
	Difficulty expressing ideas
	Improper use of grammar
	Other expressive language weakness: **
	Difficulty understanding oral information
	Other receptive language weakness: **

OTHER ISSUES

	Self help skills
	Memory skills
	Organizational skills
	Study skills
	Test taking skills
	Listening skills
	Overall processing speed
	Other: **

Additional/Information or concerns: **

Strategies attempted by teacher (e.g., classroom incentive system, school/home note, relocating desk, curricular adaptations, one-on-one help with teacher or assistant): *

Requested action: (check all that apply)

	Classroom observation
	Student Support Coordinator consultation
	Administrator intervention (e.g., discipline issues/problems)
	Screening for additional academic support
	Other: **

Note to teacher: After completing this referral form, please forward to the appropriate Administrator or Student Support Coordinator.

Learning Support Coordinator Signature **Date**

Administrator Signature **Date**



DIOCESE of ORANGE

DIVERSIFIED EDUCATION CHECKLIST

Student's Name: _____ Date of Birth _____ Age: _____ Sex: M F

Address _____ Phone _____

Referring Teacher _____ Grade: _____

Parents: _____ Resides With _____

Date Requested Form

Date Returned Form

	Referral from teacher	
	Release forms from parent	
	Records	
<input type="checkbox"/>	Hearing	<input type="checkbox"/>
<input type="checkbox"/>	Speech	<input type="checkbox"/>
<input type="checkbox"/>	Visual	<input type="checkbox"/>
<input type="checkbox"/>	ILP	<input type="checkbox"/>
<input type="checkbox"/>	Health	<input type="checkbox"/>
<input type="checkbox"/>	Other	<input type="checkbox"/>
	Observation	

Learning Support Team Meeting (LSTM) Date: _____

Meeting Notes: _____ Date: _____

Teacher Referral Form

Parent Preparation Sheet

Student Preparation Sheet

Follow-up Meeting #1: _____ Date: _____

Follow-up Meeting #2 _____ Date: _____

Individual Learning Plan (ILP) _____ Date Developed: _____

Documentation (Outside Assessment) _____

Student VISA (Visual Information of Student Assessment)



DIOCESE of ORANGE

VISA (VISUAL INFORMATION OF STUDENT ASSESSMENT)

COMPLETION COVER SHEET AND GUIDELINES

To: _____ Date _____

Please return the attached documents to _____
Name

by _____

Learning support programs for diversified needs students are built on adaptations for individual needs within the will create a “picture” or profile of each student as a classroom learner.

The VISA document is intended to provide observable instructional information on students to teachers who make a request. This information helps prepare curricular, instructional, and/or behavioral adaptations.

Your input is requested on the following students, with whom you have or have had instructional contact. Please read each item and provide as much information as you can. Feel free to add comments where appropriate. If information already appears on the form, please add your name to the line “completed by...” and add your observations.

Please read and observe the following completion guidelines:

- Do not use any “official” test data. All information should be observable and made with professional judgment.
- For independent functioning levels, you can estimate grade levels or use more general terms such as on grade level, below peer group, acceptable, and so forth.
- If you feel the information is not pertinent, don’t complete that item.
- This information will be shared with other staff members who are or will be involved with student’s education. The information may be shared with parents and the students themselves.
- Above all, present all material in a positive manner. Teachers need to know what a student can do, along with the student’s needs, presented in a manner that promotes positive problem solving.



DIOCESE of ORANGE
(ELEMENTARY SCHOOL)

Student:

Grade:

Area of Exceptionality:

This form completed by: Name ON Date

List approximate (independent) FUNCTIONING grade level:

Reading: _____ Written Language: _____ Social: _____
Spelling: _____ Math: _____ Behavioral _____

List any physical limitations that require any classroom adaptations/modifications:

- vision _____
- hearing _____
- motor _____
- health _____
- other _____

Check the student's preferred LEARNING STYLES:

- visual auditory
- tactile (manipulation by hand) kinesthetic (whole body movement)

Check any statements that apply to the student's work habits in the regular classroom:

(make additional comments)

- Works independently
- Distracted by sounds, talking etc.
- Should be seated: in front of room in back of room away from a window
 - near a window near friends away from friends
 - near teacher away from teacher
- Is motivated to work
- Initiates tasks or begins directions easily
- Does homework
- Gives up easily
- Usually completes tasks started
- Is usually on time to class
- Usually brings materials to class
- Usually remembers assignments, homework instructions, etc.
- Needs help with organization
- Works best with a structured classroom routine



DIOCESE of ORANGE

Date:

MEMORANDUM OF UNDERSTANDING

_____ (name of student) is being accepted conditionally to
_____ (school) for a probationary period of
_____ (amount of time). We wish for a successful learning experience for your child and
therefore seek a positive working relationship in meeting his/her needs. The following are
understood:

Responsibilities of School:

Responsibilities of parents:

Special needs that may not be able to be met by the school:

Principal

Date

Parent

Date

Parent

Date



INDIVIDUALIZED LEARNING PLAN

Academic Plan

Academic and Behavioral Plan

Behavioral Plan

Student: _____ ILP Meeting Date: _____

Homeroom Teacher: _____ Grade/Section: _____

ILP Written By: _____

Leveled

Advanced Subjects (*list*):

Accommodated Subjects (*list*):

Yes/No Has or Had a Public School IEP –

Yes/No Any Medical/Health issues or Medications:

Student Strengths:

Student Areas of Development:

Key goals/objectives for this school year include:

(Written as “(student) will _____ (specific goal) by _____ (steps to accomplish goal)”):

1)

2)

3)



Accommodations/Modifications

Classroom Environment

- Visual daily schedule
- Preferential seating (list): away from door and window
- Use eye contact/teacher proximity/orienting procedures (e.g., verbal prompt, touch, etc.)
- Use study carrel
- Reduce distractions
- Structure transition times
- Reiterate/clarify rules
- Expectations and consequences consistently maintained
- Ignore inappropriate behaviors
- Frequent breaks
- Positive reinforcement/immediate feedback
- Offer choices for task completion
- Use classroom incentive system to shape appropriate behavior
- Use daily/weekly home/school note
- Use individualized incentive system to shape appropriate behavior
- Other:

Assessment

- Allow open book exams – *as needed* **(Level I)***
- Give directions/instructions in writing and orally
- Read test on tape/read test to student—*as needed*
- Student to respond orally/use scribe—*as needed*
- Qualifies to write directly on test/no Scantron
- Allow extra time (up to double class time)- ***on writing tasks and tests***
- Short answers (vs. long essay) **(Level I)***
- Multiple Choice/reduce number of options (grades K-7 only) **(Level I)***
- Add Word Banks to tests—*as needed* **(Level I)***
- True/False
- Modify length **(Level I)***
- Test in short units
- Qualifies for Standardized Assessment Accommodations
- Other:

Classroom Instruction

- Multiple learning modes: visual, kinesthetic, auditory
- Use concrete materials
- Write key points on board
- Provide completed outlines/handouts/study guides
- Duplicate book pages so student does not have to copy
- Provide visual aids
- Have student review key points/directions orally to check for understanding
- Student to highlight/track key words/phrases- ***while reading***
- Give key directions/instructions in writing and orally
- Break down multi-step instructions, projects, and/or tasks into smaller units (“scaffolding”)
- Call on student only when s/he volunteers
- Cue/prompt student before calling on him/her
- Use Graphic Organizers
- Oral reports/projects vs. written
- Don’t penalize for spelling errors/sloppy papers
- Shorten assignments (e.g., odd/even) – *as needed*
- Extend time for grade-level classwork/homework/projects— up to double time - *as needed*
- Simplify/modify assignment requirements—*as needed* **(Level I) – reduce homework assignments by 25%**
- Reading materials on tape/CD when possible
- Reduce reading level **(Level I)***
- Use peer tutoring
- Check desk/notebook organization
- Teach organizational skills
- Teach social skills (e.g. via direct instruction and/or role-playing)
- Provide small group or one-on-one assistance to improve self-regulation and/or attention skills (e.g., classroom aide, peer tutor, Psychological Services, etc.)
- Teacher signs assignment notebook
- Keep extra set of books at home.
- Assistive Technology (list):
- Other:

“Level 1” will be noted on SLAs in all subjects where modifications are provided.
A formalized assessment is required “to justify curricular modifications” after grade 6.



Additional Support Not Listed Above:

Language Arts: _____

Math: _____

Religion: _____

Social Studies: _____

Science: _____

Specialty Classes: _____

{Note: Indicated adaptations will be implemented as needed at the discretion of the teacher.}

Student's Grades: (copy and paste from Sycamore)

Low Grades due to (check all that apply):

- Missing/Incomplete Assignments
- Late Assignments
- Low test scores
- Academic Probation (*attach form to ILP*)
- Other: **
- N/A

Standardized Assessment Progress:

Psycho-Educational or other testing:

(Please be aware that qualifying diagnostic information is necessary to support curricular modifications)

- Testing is recommended (*School to provide referral list and information regarding public school testing process*)
- Testing is in process with: **
- Testing has been completed but results have not been released – *date completed-*
- Testing has been completed and results are available for review – *date completed*
- Testing is not needed at this time



Additional Information:

Health Issues to be aware of:

Follow-up to the Individualized Learning Plan –

School Support:

Parental Support:



We are in complete agreement with this Individualized Learning Plan dated: / / .

Parent email address: _____

By providing your email address on this document you have authorized _____ Catholic School to send the final copy of this document to you electronically. **Email address to be written by parent.**

_____ Student Name		_____ Student Signature (if applicable)		_____ Date
_____ Parent Signature	_____ Date	_____ Parent Signature	_____ Date	
_____ Homeroom Teacher Signature	_____ Date	_____ Principal Signature	_____ Date	
_____ Learning Support Director	_____ Date	_____ Other Meeting Attendee	_____ Date	
_____ Other Meeting Attendee	_____ Date	_____ Other Meeting Attendee	_____ Date	
_____ Other Meeting Attendee	_____ Date	_____ Other Meeting Attendee	_____ Date	



ILP Meeting Notes

Student Name: _____ **Date:** _____

In Attendance: _____

Notes:

Notes submitted by:





DIOCESE of ORANGE

INDIVIDUALIZED LEARNING PLAN PROGRESS REPORT

Student:

Date:

Teacher:

Grade:

Academic Progress: Improved Improving No Improvement

Comments:

Study Progress: Improved Improving No Improvement

Comments:

Behavior: Improved Improving No Improvement

Comments:

Attention: Improved Improving No Improvement

Comments:

Organization: Improved Improving No Improvement

Comments:

Social Interaction: Improved Improving No Improvement

Comments:

Emotional Status: Improved Improving No Improvement

Comments:

Additional Comments or Observations:



(School)

STRATEGIES ATTEMPTED BY TEACHER CHECKLIST

Student:

Grade

Teacher:

Date

Please return to:

By:

Check the adjustments you have made in your classroom setting. Indicate frequency (hourly, multiple times/day, daily, weekly).

Possible Adjustments/Settings	Frequency	Comments:
Classroom Environment;		
Preferential seating		
Reduce distractions		
Structure transition times		
Use of a study carrel		
Other:		
Lesson Presentation		
Break down tasks into smaller steps		
Opportunity for oral review		
Make sure directions are understood		
Provide visual aids		
Using different learning modes – visual, auditory, kinesthetic		
Use of teacher proximity/eye contact		
Use peer tutoring		
Other:		
Assignments:		
Extend time		
Highlight materials/key points		
Shorten assignment		
Simplify assignment		
Other:		
Behavioral Support:		
Help with organization/daily planner		
Clarification of rules		
Frequent breaks		
Immediate feedback/positive reinforcement		
Daily schedule/visual aid		
Positive reinforcement		
Direct teaching of social skills/role-playing		
Offer choices		
Other:		



Test Taking

Allow extra time

Give test orally

Give test in shorter units

Other

Possible Adjustments/Settings**Frequency****Comments**

Math

Use of computation chart (add/sub/mul)

Calculator use

Graph Paper

Visual Aids:

- Color code problem operations
 - Index card w/window
 - Fold paper in $\frac{1}{2}$ or $\frac{1}{4}$
 - Represent problem pictorially
-

Teach student to verbalize steps

Use of manipulatives to problem solve

Reading

Activate prior knowledge using organizers

Use who, what, when, where sentences, questions, prompts to help comprehension

Oral pre-reading activities (Look at the pictures, headings, bold print, sub topics)

Establish purpose for reading that matches the student's comprehension level

Explicitly teach word attack skills.

Pre-teach vocabulary and content area

Provide reading materials at ability level

Read to student (or use tapes/CD's)

Use copies of text pages for highlighting

Writing/Language Arts

Allow use of spelling dictionary/spell check

Allow dictation of writing assignment (to transcribe later)

Allow time for all stages of writing process

Teach student how to use story maps/word webs/concept diagrams/maps

Provide list of key vocabulary words

Allow student to type

Social Studies/Science/Add'l Subject

Pre-read lesson with key questions

Connect key concepts with prior knowledge (compare/contrast)

Draw a picture of what was learned

Provide lesson outline/what to know

Use of alternative assessments

Provide content material @ reading level



(School)
CLASSROOM SUPPORT LOG

Student's Name: _____ Date of Birth _____ Age: _____ Grade: _____

Name of Student's Teacher _____ Current Academic Year _____ to _____

Date of Strategy	Classroom Environment	Daily Lessons/ Instruction	Assignments/ Homework	Behavior Support	Assessments/ Evaluations	Additional Supports	Results / Effect + / -

Date of Strategy	Classroom Environment	Daily Lessons/ Instruction	Assignments/ Homework	Behavior Support	Assessments/ Evaluations	Additional Supports	Results / Effect + / -

Log of Parent Communications:

Date: _____ Method: (circle) Meeting Note Phone Other _____ Topic: _____
 Comments: _____

Date: _____ Method: (circle) Meeting Note Phone Other _____ Topic: _____
 Comments: _____

Date: _____ Method: (circle) Meeting Note Phone Other _____ Topic: _____
 Comments: _____

Date: _____ Method: (circle) Meeting Note Phone Other _____ Topic: _____
 Comments: _____





DIOCESE of ORANGE

**(Elementary School)
OBSERVATION FORM**

(SAMPLE)

Student's Name: _____ Grade: _____

Referring Teacher _____ Date _____

Reason for Referral: _____

Time of Day: _____ Day of Week _____

Class/Subject _____

Seat Location within classroom _____

BEHAVIORS

WORK HABITS



(Elementary School)
CLASSROOM OBSERVATION FORM

Student: _____

Parent Permission Form on file? Yes No

Observed by: _____

Date of Observation: _____

Length of Observation: _____

Class Observed _____

Teacher: _____

Performance Parameters

Comments

A. Purpose of Task

a. Objective of Lesson _____

B. Nature of Activity

a. Individual, Grouped, or Paired? _____

b. Component Areas (motor, perceptual language, social/emotional, cognitive, self-help)? _____

c. Listening, watching, doing? _____

C. Accuracy of Performance

a. Which parts of task can student do?

b. Which parts are difficult?

c. Does student compensate? How? _____

D. Attention to Activity

a. Length of attention to task? _____

b. Distracted? By what stimuli or event? _____

c. Can refocus attention if interrupted?

TASK – INDIVIDUAL

A. When assigned task, the student:

a. Initiates task without need for teacher's verbal encouragement _____

b. Requests help in order to start task _____



- c. Complains before getting started on a task _____
- d. Demands help in order to start on a task _____
- e. Actively refuses to do task despite teacher's encouragement _____
- f. Passively retreats from task despite teacher's encouragement _____

B. While working on task, the student:

- a. Works independently _____
- b. Performs assigned task without complaint _____
- c. Needs teacher's verbal encouragement to keep working _____
- d. Needs teacher in close proximity to keep working _____
- e. Needs physical contact from teacher to keep working _____
- f. Seeks constant reassurance to keep working _____
- g. Is reluctant to have work inspected _____
- h. Belittles own work _____

C. At the end of assigned time, the student:

- a. Completes task _____
- b. Takes pride in completed task _____
- c. Goes on to next task _____
- d. Refuses to complete task _____

D. Social Interaction

- a. Establishes a relationship to one or two peers _____
- b. Shares materials with peers _____
- c. Respects property of peers _____
- d. Gives help to peers when needed _____
- e. Accepts help from peers when needed _____
- f. Establishes a relationship with most peers _____
- g. Teases or ridicules peers _____
- h. Physically provokes peers _____
- i. Participates appropriately in group activities _____



- j. Postpones own needs for group objectives _____
- k. Withdraws from group _____
- l. Overly assertive in group _____
- m. Disrupts group activities (calling out, provocative language) _____

E. Relationship to Teacher:

- a. Tries to meet teacher's expectations _____
- b. Functions adequately without constant teacher encouragement _____
- c. Interacts with teacher in non-demanding manner _____
- d. Tests limits, tries to see how much teacher will allow _____
- e. Seeks special treatment from teacher _____
- f. Responds to teacher's criticism appropriately _____
- g. Defies teacher's requirements _____
- h. Responds with anger when demands are thwarted by teacher _____
- i. Abuses teacher verbally _____
- j. Requires close and constant supervision because behavioral controls are so limited

Comments:



TEACHER/PARENT CONTACT RECORD

Name of Student:

Parent/Guardian Contacted:

Date Contacted:

How contacted:

Summary notes of discussion with Parent/Guardian:

Information relevant to the problem:

Any additional information shared:

Possible implications on the student's educational program:

Suggestions and/or recommendations by parent/guardian:

Teacher

Grade

Follow-up:



CATHOLIC SCHOOL LEARNING SUPPORT TEAM

A Learning Support Team in a Catholic School is an on-site review committee with the following purposes:

- To support the school at large in the identification of students with exceptional needs.
- To create a forum in which teachers can discuss challenges they or their students are experiencing which interrupt the learning process.
- To assist teachers in developing interventions and strategies to enhance the learning process.
- To support parents at meetings with recommendations for interventions, screenings, evaluations, and placement.

Composition: The Learning Support Team can consist of the following members, depending on the school's needs:

- Principal of the school
- Teachers (classroom, learning center)
- Support Staff (Learning Support Coordinator, psychologist, counselor, etc)
- Outside professionals (school based and community based)

Step 1: Formation of a Learning Support Team (LST)

- Team will include members of the administration, classroom teachers, the Support Coordinator (SC), and support staff (psychologists, reading specialists etc.).
- Determine a meeting schedule appropriate to the needs of the school site.
- Review/modify forms to meet school site needs.
- Present the referral process information to the faculty at a faculty meeting.

Step 2: Referral Process

- Teacher begins a student portfolio, which includes on-going observations, interventions, work samples, and parent contact information.
- Teacher fills out the Teacher Referral Form and Intervention Checklist and gives it to the SC.
- Student is scheduled to be presented at the next LST meeting.
- Principal is notified regarding the students to be presented at the next LST meeting.

Step 3: Learning Support Team (LST) Meeting

- LST meeting # 1: Initial LST meetings are conducted without the parents or student present in order to discuss the students' strengths, areas of concern, and possible interventions and strategies.



- LST meeting # 2: Follow-up meetings may include discussion of previously presented students and strategies.

Step 4: Assessments and ILP's

- If deemed appropriate by the SC and /or the LST, a member of the LST will conduct informal assessments and/or observations.

Note:

1. Before any assessments or observations can be conducted, a Parent Permission Form must be completed. This permission form should be presented to the parent at a conference that is attended by the SC, classroom teacher, and possibly a member of the administration.
 2. This meeting should be documented in writing. Results of this meeting should be included in the documentation.
 3. Documentation should be forwarded to the principal at this point.
- When determined to be necessary by the LST, an Individualized Learning Plan (ILP) will be instituted for the student. The ILP may be based upon official documentation or informal assessments and/or observations. This provides a synopsis of specific accommodations, modifications, and supports intended to allow the student to function more effectively within the school environment. The ILP is ideally developed in the LST meeting. The ILP can also be developed by the SC.

Note:

If a student is in seventh grade or 8th, formal assessment is necessary for any modifications (Level 1 on the ILP) to be initiated or continued. If curricular modifications are to be made at any grade, K-8, it is recommended, but not required, that psycho-educational assessment is conducted and results shared with the school. Curricular modifications are not allowed at the high school level.

- The ILP is reviewed and revised with parents at a conference (ILP meeting) attended by an administrator, the classroom teacher, the SC, and/or a member of the LST.
- The SC, LST, and the classroom teacher monitor progress and effectiveness of the ILP.

Step 5: Referral to Outside Source

- If school resources have proven ineffective, the LST and parents consider referral to an outside source for screenings and/or evaluations.
- The parent makes the referral request in writing to a private agency qualified to provide these services, or to the student's district of location, which is the district in which the student's current school is located (See sample Parent Letter).
- The SC aids the school district or private agency and parents in following up with the evaluation request.
- At the ISP/IEP meeting, where results of the evaluation are presented and discussed, one or more members of the LST *should be present*.





DIOCESE of ORANGE

PARENT PREPARATION SHEET FOR LEARNING SUPPORT MEETING

Please complete this sheet and return it tomorrow in the enclosed envelope. Each parent or guardian should fill out their own sheet.

1. Things I really enjoy about my child (strengths and gifts):

2. Activities my child is the most excited about and enjoys the best are:

3. Concerns that I have for my child are:

4. School area(s) that my child has difficulties with:

5. When has your child been the most successful in school:

6. Expectations I have for my child this year are:

7. Any additional information you could share with the team that will assist us in formulating a successful plan for your child.





DIOCESE of ORANGE

LEARNING SUPPORT TEAM MEETING SUMMARY

Student: Birth date Age Grade

Referring Person: ITM Follow-up Date

HISTORY:	MEDICAL/HEALTH:
STRENGTHS: Parents: Teachers: Student: Other:	CURRENT MODIFICATIONS/ACCOMMODATIONS
CONCERNS:	PROPOSED ACCOMMODATIONS/



	<p>ACTIONS: Teachers: Environment:</p> <p>Assignments:</p> <p>Materials:</p> <p>Teaching Techniques:</p> <p>Student:</p> <p>Parent:</p>
--	---

Signatures of persons Attending ITM

Signature / Date	Signature / Date
Signature / Date	Signature / Date
Signature / Date	Signature / Date





DIOCESE of ORANGE

STUDENT PREPARATION SHEET FOR A LEARNING SUPPORT TEAM MEETING

Student: _____

Grade _____

My favorite activity at school is _____

I am really good at _____

I learn best when _____

Something I would like to change about my school is _____

What I like best about home is _____

What I would change about home is _____

Some things that I am concerned about are _____

The person I like to talk to the most at home is _____

The person I like to talk the least to at home is _____

If I could change one thing at school it would be

Draw a picture of your family or class:

(School)

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AUTHORIZATION TO EXCHANGE INFORMATION

Student's Name:	Date of Birth	Age:
School	Grade	
Parents/Guardians		
Home Phone	Cell Phone	Work Phone

[Parent is to complete and sign a copy of this authorization form for each prior school, doctor, therapist, and/or other services provider for which a request for records or materials is sent.]

TO: _____
(name of prior school, doctor, therapist, or services provider)

(address of prior school, doctor, therapist, or services provider)

(fax number of prior school, doctor, therapist, or services provider)

The undersigned, as parent/guardian of the minor _____
(name of child)

(/ /), hereby authorizes _____
(date of birth) name of prior school, doctor, therapist, or service provider)

to share, produce and discuss otherwise confidential educational materials, medical records, psychological records, and other information regarding _____.
(child's name)

with _____, including any personnel therein. This authorization
(name of current school)

shall remain in effect for one year from the date of the authorization and a copy of this authorization shall be deemed as original.

Parent/Guardian Signature	Date
---------------------------	------

SEE REQUEST FOR RECORDS, MATERIALS, AND INFORMATION LISTED ON REVERSE SIDE OF THIS FORM.



Authorization to Exchange Information, Page 2

Please send requested records, materials, and/or information to:

(Name of Current School)

(Name of Current Administrator)

(Address of Current School)

_____ (Current School FAX number) _____ (Current School telephone number)

Please send the following educational, medical, psychological, or other records, materials, or information regarding _____ :
(student's name)

For office use only:

Date Authorization sent _____

Date requested information received _____



REQUEST LETTER

Date: _____

Student Name: _____

Parent Name: _____

Home Address: _____

Home Phone Number: _____

School District of Location: _____

To Whom It May Concern:

I am the parent of _____, born on _____. At the present time I have concerns regarding my child's academic achievement. This has been documented through observations, assessments and interventions performed at my child's school, _____, in the city of _____.

You have my permission to contact _____ School to request copies of this documentation or acquire any additional information you need.

I am requesting that the district do a full battery of psycho-educational testing of my child based on the attached documentation.

Please feel free to contact me or _____ School if you have any further questions. Thank you for your timely assistance in this matter.

Sincerely,



SAMPLE DAILY NOTES

Name: _____

Date: _____

DAILY NOTE (2015-2016; 4 year old Preschool)

	Excellent! Showed the skill more than 75% of the time
	Good! Showed the skill 50-75% of the time
	Fair! Showed the skill 25-50% of the time
	Keep Trying! Showed the skill less than 25% of the time
	No opportunity to observe

	Target Skill at School	Before Recess	During Recess
	Improve Classroom Social Skills (independently ask classmate to play, play <u>with</u> a friend in the classroom or outside for 3-5 minutes, let friend know when he is done playing, sit with group when directed.		
	Improve academic performance (learning classroom routine, looking at teacher when she is talking, beginning work/following directions with one prompt)		
	Improve his joint attention to 3-5 minutes Responding when spoken to, working on joint classroom goals (art projects, building blocks), recognizing when he does not have correct supplies or information to complete a task and asking for them.		
Score for each column:			
		DAILY TOTAL:	

Daily total "happy face points" is the number that should be used for getting "tokens" or "points" at home.

TEACHER COMMENTS:

PARENT COMMENTS:



Name: _____

Date: _____

SCHOOL/HOME NOTE (2015-2016) – 3rd Grade

- | | |
|----------|--|
| 5 | Outstanding!! Demonstrated the skill 100% of the time |
| 4 | Excellent! Demonstrated the skill more than 75% of the time |
| 3 | Good! Showed the skill 50-75% of the time |
| 2 | Fair! Showed the skill 25-50% of the time |
| 1 | Keep Trying! Showed the skill less than 25% of the time |
| 0 | No opportunity to observe |

	Target Skill	ELA	Science/ Social Studies	Math	Religion
	Stays on task (starts working promptly with no more than one reminder; keeps her pencil in hand and eyes on the teacher or her work; raises her hand and asks for help when needed)				
	Works independently (is able to work without Assistant or Teacher reminders to stay on task; does not require frequent redirection; initiates contact with teacher/ assistant when in need of help)				
	Speaks loud enough for others to hear when reading/ responding (When reading text or responding to questions, Zaria will enunciate and speak in a voice appropriate for the classroom setting)				
	Participates in class discussion: (pays attention to class discussion; follows along in text when others are reading and is prepared to read/ answer questions when called upon: Initiates contribution to discussion)				
	Total Points				

Teacher comments:

Parent Comments:



Name: _____

Date: _____

SCHOOL/HOME NOTE (October 2014) – 6th Grade

5	Outstanding!! Demonstrated the skill 100% of the time
4	Excellent! Demonstrated the skill more than 75% of the time
3	Good! Showed the skill 50-75% of the time
2	Fair! Showed the skill 25-50% of the time
2	Keep Trying! Showed the skill less than 25% of the time
0	No opportunity to observe

Target Skill	ELA	Lit	Math	Sci.	Soc. St.	Religion	PE	Specialty
Stays focused and on task (starts working promptly with no more than one reminder; his eyes on the teacher or his work; raises his hand and asks for help when needed)								
Works independently and is engaged in the lesson (is able to work without Teacher reminders to stay on task; does not require frequent redirection)								
Follows oral and written directions (Completes class work properly and within the time allowed; makes steady progress; work is neat, complete, accurate & best work)								
Shows self-control & respect for people & property (Uses I-Pad appropriately; raises hand, waits to be called on; stays quiet during instruction and work time; keeps hands, feet & objects to himself; makes only kind comments to adults & peers; follows instructions without arguing or ignoring)								
Total Points								

Teacher comments: -



SAMPLE PARENT LETTER FOR HOME TOKEN ECONOMY SYSTEM

March 12, 2014

Dear Mr. and Mrs.,

The daily note will be most effective if it is coupled with a home incentive system. Incentives consist of privileges and rewards. You can think of a privilege as something that is readily available in the home environment and may not cost money (e.g., extra TV time, staying up 15 minutes later, dessert after dinner, electronic game time, playing a board game with a parent, having a picnic in the living room, etc.). A reward can be something “extra” that may or may not cost money (e.g., a trip to the park, going out for ice cream, a sleepover at a friend’s house, going to a movie, etc.).

I would like to make the following suggestions to maximize the success of the daily school/home note:

- Sit down with Him/her to explain exactly what it will “look like” when he displays each of the target skills (e.g., Explain to him/her that s/he will earn a number for each period depending on how often s/he demonstrates each target skill.

- Explain to Him/her that you will be keeping track of the numbers s/he earns on his/her note each day. A good way to do this is for him/her to earn some sort of a “token” (e.g., a marble, poker chip, or ticket in a jar) for every number on his/her note. That way, s/he can have a visible, tangible measure of his/her success. Please make sure you keep your stash of tokens somewhere safe so s/he isn’t tempted to “pad the account!”
 - ✓ I recommend that the system is continuous rather than “all or none” to keep His/her motivated even when he has a “bad” day. For example, it is NOT a good idea to require him/her to have all “perfect” notes for a whole week before s/he earns a reward!
 - ✓ Earning tokens and being able to spend his tokens for incentives should occur as soon as possible after the positive/appropriate behavior.
 - ✓ You can easily use the same incentive system to increase his/her positive behavior at home as well.

- Work with him/her to develop a “menu” of incentives, which should include a **range** of items (e.g., things he likes to do, likes to have, or likes to eat):
 - ✓ The different incentives will “cost” different numbers of tokens. Keep His/her’s possible daily token total in mind when you are “pricing” the items on the menu.



- ✓ Explain to him/her that s/he can spend his tokens more often for smaller incentives, or save them up for larger incentives.
 - ✓ When s/he wants to “buy” a reward or privilege, have him/her count out the required number of tokens from his/her jar.
 - ✓ Post the “menu” where s/he can see it to keep him motivated. I am sending you a list of sample incentives as a starting point. It is essential that the incentives be things that motivate Him/her, though, so the “menu” should be customized to his/her interests.
 - ✓ **Explain to him/her that things s/he is used to getting for “free” will now cost him/her tokens (e.g., TV time, special dessert, etc.).**
- **Access to incentives MUST depend on having tokens to “spend,” 100% of the time.** Consistency is the key!! “Giving in” or allowing Him/her to “wear you down”—even once—will undermine the learning process. It will teach him/her that s/he just needs to plead longer, tantrum louder, etc., and s/he will get what s/he wants. This is NOT the message we want him/her to learn.
- **Review His/her’s home note EACH DAY,** possibly during dinner. Liberally praise and reinforce him/her for his/her successes and “problem-solve” with him/her how s/he could handle difficulties differently next time. This step is essential so that s/he knows what to do when s/he encounters a similar situation in the future.
- **Focus on the positive--“Catch him being good!”** This is an essential concept. The incentive system, with its emphasis on the positive, will help His/her see that he is taking steps in the right direction. This progress needs to be consistently noticed and commented on by adults in his/her environment. A good ratio to keep in mind is 4:1—ideally, s/he will receive four positive statements for every corrective statement.
- **Make sure your praise is behaviorally specific.** That way, s/he knows exactly what s/he did well. For example, instead of saying, “Good job,” it is better to say, “NAME I am so proud of how you followed my instructions to put away your toys the first time I asked. Since your room is tidy now, you can go outside to play!” Giving him/her a short reason WHY s/he should show the particular skill will increase the likelihood s/he will show it again (e.g., “When you are polite, it makes me want to get it for you right away.”).

Please e-mail me if you have questions about this system.



SAMPLE POSITIVE CONSEQUENCES LIST

Appendix E

POSITIVE CONSEQUENCES THAT COST NO MONEY

Stay up late	Messy room for a day
Stay out late (supervised)	Leave the radio on at night
Have a friend over	Go over to a friend's house
Pick the TV program	Sit at the head of the table
Extra TV (or video game) time	Pick an outing
One less chore	Shorter study period
Pick a movie (Treatment Parents must approve)	Decide where to go for dinner
Mom or Dad read a story at night	Trip to the library, zoo, pet store, park, etc.
Stay up late reading	Play game with Mom or Dad
Permission for a special event	Special snacks
Dinner in the family room	Sleep in late
Extra time on the computer	Pick the breakfast cereal
Extra phone time	Bike ride or fishing trip
Plan the menu	Indoor picnic

Source: Baker, C., Burke, R., Herron, R., & Mott, M. (1996). *Rebuilding children's lives: A blueprint for treatment foster parents*. Boys Town, NE: Boys Town Press.



REINFORCEMENT IDEAS

1. Favorite dessert
2. Favorite meal
3. Special snack
4. Small toy
5. Sports equipment
6. Records/tapes
7. Rent special videos
8. Furnishing for room
9. Attention
10. Praise
11. Post work
12. Special privileges
13. Private time in room
14. Special TV privileges
15. Stay up late
16. Have a friend over for dinner or for overnight
17. Special time with one parent
18. Go to a movie
19. Go to a concert
20. Go on a special trip
21. Attend a sporting event
22. Camping
23. Traveling
24. Have a party
25. Tokens for general exchange

Note. Make sure the reward is motivating for the child and is realistic for the parent to give to the child.

From *Skills Training for Children with Behavior Disorders: A Parent and Therapist Guidebook* by Michael L. Bloomquist. © 1996 The Guilford Press.



GUIDELINES FOR DOCUMENTATION OF LEARNING AND ATTENTION DIFFERENCES IN HIGH SCHOOL

Assessment Guidelines

- Students applying for accommodations in high school will most likely apply for accommodations on the SAT/ACT and for college, thus testing documentation required by The College Board, ACT, and most colleges should be followed. Assessment and application for accommodations does not guarantee that the student will receive them.
- Current IEPs, 504 Plans, and psychoeducational reports from qualified clinicians, with required tests and documentation, are acceptable forms of documentation. *Doctor's notes are not accepted.*
- Testing must be current within *three* years.
- Assessments must be completed by a licensed psychologist, psychiatrist, or developmental pediatrician.
- Accommodations (e.g., extra test time in a distraction-free setting, note taking, oral testing, preferential seating) may be made in high school, however, *modifications (e.g., extended due dates, lessened work load, different curriculum than the rest of the class) are not.*

Assessment of a learning and/or attention disability must include the following areas:

A. Clinical interview

- ✓ **Referral question** and description/history of presenting problem.
- ✓ **Neonatal/birth history** (complicated birth, emergency C-section, exposure to drugs or alcohol, hypoxia, low APGAR scores, etc.)
- ✓ **Medical history** (seizures, concussions, repeated ear infections, high fevers, surgeries, serious illnesses, etc.)
- ✓ **Psychiatric history** (therapy, traumatic events, sleeping/eating disorders, harm to self, family psychiatric history, etc.)
- ✓ **Medication history** (names, dates taken, and effectiveness)
- ✓ **Medication currently being taken** and if taken during assessment
- ✓ **Academic/ learning disability history** (family with learning difficulties, specific problems in school, previous grades and standardized testing scores, etc.)
- ✓ **Previous psychoeducational testing** (date of testing, examiner, tests administered, standard scores and percentiles, diagnoses, etc.)
- ✓ **Previous accommodations and modifications** utilized in class.
- ✓ **Description** of the student's affect, attention level, mood, and work style.



B. Evaluations Methods

- ✓ **Rating scales** assessing attention, behavior, and emotional functioning filled out by teachers and parents (e.g., BASC, Connors, etc.), with percentiles and levels of significance listed. *Teacher ratings must be included.*
- ✓ **Cognitive ability:** Wechsler Intelligence Scale for Children/Wechsler Adult Intelligence Scale or Woodcock-Johnson Cognitive Battery
- ✓ **Achievement:** Wechsler Individual Achievement Test or the Woodcock-Johnson Achievement Test
- ✓ **Memory:** Children's/Wechsler Memory Scale or the Wide Range Assessment of Memory and Learning
- ✓ **Attention/executive functioning:** Conner's Continuous Performance Test, Test of Variables of Attention, and/or Wisconsin Card Sorting Test, with corresponding percentiles and levels of significance
- ✓ **Tests that may be included for areas of concern:** Nelson-Denny Reading Test, Bender Visual-Motor Gestalt/Developmental Test of Visual-Motor Integration, Gray Oral Reading Test, Clinical Evaluation of Language Fundamentals, Piers-Harris Self-Concept Scale, Child/Beck Depression Inventory, Achenbach Youth Self-Report Scale, Test of Auditory Processing, Test of Visual Perceptual Skills, Expressive Vocabulary Test, Peabody Picture Vocabulary Test, etc.

C. Diagnostic Section:

- ✓ All testing must be accompanied by a **comprehensive, written report** listing standardized scores and percentiles for each test, specifically demonstrating the presence of a learning or attention difference. Diagnoses should not be based solely on previous diagnoses.
- ✓ An **interpretive summary** must be provided that substantiates a clearly stated **DSM-V diagnosis** that is supported via testing and history. Nonspecific diagnoses such as "slow processing speed, text anxiety, academic weaknesses," etc. do not, in and of themselves, constitute learning disabilities.
- ✓ **Diagnoses** are usually based on a pattern of low scores. Occasional subtest scores that are in the below average range are not considered diagnostic.
- ✓ Scores that place in the average range do not establish that a student has a "**substantial limitation**" to a major life activity as compared to "most people," as required for a designation of an ADA disability.
- ✓ For assessment of **ADHD**, the above guidelines must be followed, in addition to evidence that the student is substantially affected across *two* different settings (usually school and



home), and that ADHD symptoms were observed prior to age 12 (usually through previous diagnosis/assessment, teacher comments on report cards, and parental reports). Rating scales from parents and teachers *must* be included.

The following tests are **not accepted** as comprehensive:

- Wechsler Abbreviated Scale of Intelligence
- Reynolds Intellectual Screening Test
- Slosson Intelligence Test
- Kaufman Brief Intelligence Test
- Woodcock-Johnson Brief Intellectual Ability
- Kaufman Test of Educational Achievement- Brief Form
- “Portions of” any cognitive or achievement battery

DOCUMENTATION OF PSYCHIATRIC DISABILITIES

Psychiatric Disabilities: A range of conditions characterized by emotional, cognitive, and/or behavioral dysfunction (per DSM-V or ICD-10). For accommodations, the disability must be shown to interfere with major life activities (learning, speaking, etc.).

Documentation Requirements

- ✓ Documentation must come from a qualified, licensed professional within the medical field (e.g., psychiatrist, psychologist, neurologist, etc.).
- ✓ Must be current within *one year*, as the nature of these disabilities may fluctuate
- ✓ Must state relevant developmental, historical, and medical history, a specific DSM-V diagnosis, description of the student’s current level of functioning and impact on student in an academic setting, and a rationale for the requested accommodations.
- ✓ In particular cases, testing may be required in order to demonstrate the academic impact and current level of cognitive functioning of a student



SECONDARY SCHOOLS WITH FORMAL RESOURCE PROGRAMS

JSerra Catholic High School
26351 Junipero Serra Road
San Juan Capistrano, CA 92675
949-493-9307

www.jserra.org

Student Educational Resource Program (SERP)

Mater Dei High School
1202 West Edinger Avenue
Santa Ana, CA 92707
(714) 754-7711

www.materdei.org

Educational Achievement Program (EAP)

Santa Margarita High School
22062 Antonio Parkway
Rancho Santa Margarita, CA 92688
949-766-6000

www.smhs.org

Auxiliary Studies Program (ASP)

Servite High School
1952 West La Palma
Anaheim, CA 92801
(714) 774-7575

www.servitehs.org

Student Support Services



CATEGORIES OF DISABILITY UNDER IDEA
CENTER FOR PARENT INFORMATION AND RESOURCES
<http://www.parentcenterhub.org/topics/idea/>

The nation's special education law is called the Individuals with Disabilities Education Act, or IDEA. **As part of making special education and related services available to children with disabilities in the public schools, IDEA defines the term "child with a disability."** That definition includes specific disability terms, which are also defined by IDEA, as this webpage describes.

The IDEA's disability terms and definitions guide how States in their own turn define disability and who is eligible for a free appropriate public education under special education law. In the state of California, public education refers to the California Educational Code to define eligibility criteria. Visit <http://www.leginfo.ca.gov/cgi-bin/calawquery?codesection=edc> to review the California Educational Code.

The definitions of these specific disability terms from the IDEA regulations are shown beneath each term listed below. Note, in order to fully meet the definition (and eligibility for special education and related services) as a "child with a disability," a child's educational performance must be **adversely affected** due to the disability.

Considering the Meaning of "Adversely Affects"

You may have noticed that the phrase "adversely affects educational performance" appears in most of the disability definitions. This does not mean, however, that a child has to be failing in school to receive special education and related services. According to IDEA, states must make a free appropriate public education available to "any individual child with a disability who needs special education and related services, even if the child has not failed or been retained in a course or grade, and is advancing from grade to grade." [§300.101(c)(1)]



1. Autism...

...means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, that **adversely affects** a child's educational performance. Other characteristics often associated with autism are engaging in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term autism does not apply if the child's educational performance is adversely affected primarily because the child has an emotional disturbance, as defined in #5 below.

A child who shows the characteristics of autism after age 3 could be diagnosed as having autism if the criteria above are satisfied.

2. Deaf-Blindness...

...means concomitant [simultaneous] hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.

3. Deafness...

...means a hearing impairment so severe that a child is impaired in processing linguistic information through hearing, with or without amplification, that **adversely affects** a child's educational performance.

4. Developmental Delay...

...for children from birth to age three (under IDEA Part C) and children from ages three through nine (under IDEA Part B), the term developmental delay, as defined by each State, means a delay in one or more of the following areas: physical development; cognitive development; communication; social or emotional development; or adaptive [behavioral] development.



5. Emotional Disturbance...

...means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that **adversely affects** a child's educational performance:

- (a) An inability to learn that cannot be explained by intellectual, sensory, or health factors.
- (b) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
- (c) Inappropriate types of behavior or feelings under normal circumstances.
- (d) A general pervasive mood of unhappiness or depression.
- (e) A tendency to develop physical symptoms or fears associated with personal or school problems.

The term includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance.

6. Hearing Impairment...

...means an impairment in hearing, whether permanent or fluctuating, that **adversely affects** a child's educational performance but is not included under the definition of "deafness."

7. Intellectual Disability...

...means significantly subaverage general intellectual functioning, existing concurrently [at the same time] with deficits in adaptive behavior and manifested during the developmental period, that **adversely affects** a child's educational performance.

(Editor's Note, February 2011: "Intellectual Disability" is a new term in IDEA. Until October 2010, the law used the term "mental retardation." In October 2010, Rosa's Law was signed into law by President Obama. Rosa's Law changed the term to be used in future to "intellectual disability." The definition of the term itself did not change and is what has just been shown above.



8. Multiple Disabilities...

...means concomitant [simultaneous] impairments (such as intellectual disability-blindness, intellectual disability-orthopedic impairment, etc.), the combination of which causes such severe educational needs that they cannot be accommodated in a special education program solely for one of the impairments. The term does not include deaf-blindness.

9. Orthopedic Impairment...

...means a severe orthopedic impairment that **adversely affects** a child's educational performance. The term includes impairments caused by a congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).

10. Other Health Impairment...

...means having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that—

(a) is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome; and

(b) adversely affects a child's educational performance.

11. Specific Learning Disability...

...means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include learning problems that are primarily the result of visual, hearing, or motor disabilities; of intellectual disability; of emotional disturbance; or of environmental, cultural, or economic disadvantage.



12. Speech or Language Impairment...

...means a communication disorder such as stuttering, impaired articulation, a language impairment, or a voice impairment that **adversely affects** a child's educational performance.

13. Traumatic Brain Injury...

...means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that **adversely affects** a child's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech.

The term does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma.

14. Visual Impairment Including Blindness...

...means an impairment in vision that, even with correction, **adversely affects** a child's educational performance. The term includes both partial sight and blindness.



RESOURCES: AGENCIES AND ORGANIZATIONS

NATIONAL CATHOLIC AGENCIES

National Catholic Office for Persons with Disabilities

(202) 529-2933 voice; (202) 529-2934 TTY

www.ncpd.org

Network of Inclusive Catholic Educators

(888) 532-3389

carter@trinity.ud.edu

COMMUNITY AGENCIES

BLIND AND VISUALLY IMPAIRED

Blind Children's Learning Center, North Tustin

(714) 573-8888

Braille Institute, Anaheim

(714) 821-5000

www.brailleinstitute.org/Center-OC

Recordings for the Blind/Deaf and Disabled Telecommunications Program

(800) 806-1191

BRAIN INJURED

Caregiver Resource Center, Fullerton

(800) 543-8312; (714) 446-5030

www.caregiveroc.org

High Hopes Head Injury Program, Tustin

(949) 733-0044

CEREBRAL PALSY

United Cerebral Palsy of Orange County, Irvine

(949) 333-6400

CHILD DEVELOPMENT, THERAPY

Cleta Harder Developmental School

(562) 694-5655

www.hbic.org

Intervention for Early Childhood

(949) 788-9236

www.iceckids.org



DEAF AND HEARING IMPAIRED

Providence Speech/Hearing Center, Orange
(714) 639-4990

DEVELOPMENTAL DISABILITIES

American Association on Intellectual and Developmental Disabilities (AAIDD)
(800) 424-3688
www.aaid.org

Developmental Disabilities, Area XI, Santa Ana
(714) 731-4787

National Down Syndrome Congress
(800) 232-NDSC
www.ndcsccenter.org

Regional Center of Orange County, Santa Ana
(714) 796-5100; (800) 244-3177
www.rcocd.com

EDUCATION

Special Education Local Plan Areas (SELPA), Department of Education
Garden Grove (714) 663-6233
Greater Anaheim (714) 828-1766
Irvine (949) 936-5234
Newport Mesa (714) 424-5060
Northeast Orange County (714) 985-8652
Orange (714) 628-4065 or (714) 628-5547
Santa Ana (714) 558-5861
South Orange County (949) 580-3411
Tustin (714) 730-7313 x 332

EPILEPSY

Epilepsy Foundation
(310) 670-2870
www.epilepsy.com

FINANCIAL ASSISTANCE

California Children's Services, Santa Ana
(714) 347-0300

LEARNING DISABILITIES

International Dyslexia Association, Orange County
(714) 564-0777
www.literacydirectory.org



Learning Disabilities Association of California, Santa Ana
(714) 547-4206
www.ldaca.org

Mardan Center of Educational Therapy, Irvine
(714) 733-1500

National Dyslexia Research Foundation, Newport Beach
(949) 642-7303

MULTIPLE SCLEROSIS

National Multiple Sclerosis Society, Southern California
(310) 479-4456
calms@nmss.org

MUSCULAR DYSTROPHY

Muscular Dystrophy Association, Santa Ana
(714) 245-0921

RECREATION

Anaheim Community Services Therapeutic Recreation
(714) 821-6510

Rehab Institute of Southern California (RIO), Orange
(714) 633-7400

SEVERE DISABILITIES

Association for Persons With Severe Handicaps – Cal-TASH Chapter
(202) 540-9020
tash.org/chapters/cal-tash/

SPEECH AND LANGUAGE

Speech and Language Development Center, Buena Park
(714) 821-3620
www.sldc.net

Providence Speech/Hearing Center, Orange
(714) 639-4990
www.pshc.org



EMERGENCY MENTAL HEALTH SERVICE PROVIDERS

OC Hospitals with Psychiatric Units

Huntington Beach Hospital
17772 Beach Blvd.
Huntington Beach, CA 92627
(714) 843-5020

College Hospital Costa Mesa
301 Victoria Street
Costa Mesa, CA 92627
(949) 642-2734

Los Alamitos Medical Center
3751 Katella Avenue
Los Alamitos, CA 90720
(562) 799-3234

Newport Bay Hospital
1501 East 16th Street
Newport Beach, CA 92663
(949) 650-9750

St. Joseph Hospital
1100 West Stewart Drive
Orange, CA 92868
(714) 771-8134

Anaheim General Hospital - Buena Park Campus
5742 Beach Boulevard
Buena Park, CA 90621
(714) 367-5000

Mission Hospital/CHOC
27700 Medical Center Rd. – 5th Floor
Mission Viejo, CA 92691
(949) 364-1400

UCI Medical Center, Neuropsychiatric Center
101 The City Drive South
Orange, CA 92868
(714) 456-5801

West Anaheim Medical Center
3033 West Orange Avenue
Anaheim, CA 92804
(714) 827-3000 and (877) 217-3639

Western Medical Center Anaheim
1025 South Anaheim Blvd.
Anaheim, CA 92805
(714) 533-6220 and (888) 428-7828

Evaluation and Treatment Services - ETS
1030 West Warner Avenue
Santa Ana, CA 92707
(714) 834-6900

Coastal Communities Hospital
2701 South Bristol Street
Santa Ana, CA 92704
(714) 754-5454

Centralized Assessment Team (C.A.T.) – will come to school or home

Triage Line: (866) 830-6011
Fax: (714) 935-8492

O.C. Sheriff's Dept. SMART Team – will come to school or home

(714) 569-3785
(949) 770-6011

Orange County Child Youth Services Clinics (Assessments/Therapy/Services for low income or no-insurance)

Visit <http://ochealthinfo.com/bhs/about/cys/clinics> for clinic locations

Child Protective Services (Mandated Child Abuse Reporting)

(714) 940-1000

