Mary Queen of Peace Student Success Handbook

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I. Purpose

The purpose of this document is to provide the MQP community with a starting place for general information on common learning, social, emotional, and behavioral conditions and challenges. This document will also explain MQP's "system" for initiating, providing, and implementing support to our students and their families. Additionally, this document provides a list of support resources for our families; while this is certainly not a comprehensive list of all services and providers, this list has been created by the community.

The mission of the Student Success Committee is to provide support for all students and families within the MQP community to facilitate an inclusive community and provide opportunities for the success of all students.

II. What are Learning Differences

- "Learning differences are the unique and individual ways in which some people process new information" (*What Are Learning Differences?*, 2022).
- "In the United States, one in five students has a learning difference, meaning they experience challenges with organization, memory, or attention, especially in academics, such as reading, writing, and math" (*What Are Learning Differences?*, 2022).
- Learning differences are not related to intelligence, rather they indicate how a person's brain works differently from others (*Learning Disabilities | NICHD - Eunice Kennedy Shriver National*, n.d.).

- "There are interventions—treatments—that can help a person with learning disabilities read, write, speak, and calculate just as well or better than someone without these differences" (*What Are Learning Differences?*, 2022).

III.   <u>Types of Learning and Developmental Differences</u>

ADHD
- Attention-Deficit / Hyperactivity Disorder, ADHD, is one of the most common neurodevelopmental disorders and is often first diagnosed in childhood. Children with ADHD may have trouble paying attention, controlling physical and/or emotional impulsive behaviors, or be overly active. Though all children may have trouble focusing or with impulsive behavior from time to time, children with ADHD do not just grow out of the behaviors, and it can cause difficulty at school, home and socially.
- While ADHD can make it difficult for a person to learn in a traditional way, this learning difference is also associated with positives such as the ability to hyperfocus, higher levels of resilience, higher levels of creativity, higher levels of conversation skills, higher levels of social intelligence, higher levels of spontaneity and courage, and naturally higher levels of energy (Johnson et al., 2021).

Apraxia of Speech
- Apraxia of speech is a learning difference that involves "problems with speaking" and is characterized by "trouble saying what [a person] wants to say" (*Learning Disabilities | NICHD - Eunice Kennedy Shriver National*, n.d.).
- Apraxia can present in a variety of ways, but the top three characteristics are "1.) Inconsistent errors with consonants and vowels on the repeated production of syllables and words. 2.) Difficulty moving from sound to sound or syllable to syllable resulting in long pauses between sounds and syllables. 3.) Inappropriate stress on syllables or words" (Chapman, 2019).
- While apraxia of speech can make learning and socializing difficult, it is treatable. Regular and frequent work with a speech therapist can lead to significant improvements in all areas of apraxia of speech.

Autism
- Autism is a neurological disorder typically appearing before the age of three years. Some children diagnosed with Autism struggle significantly with verbal and non-verbal communication, social interaction and/or behavior.
- There are 4 types of Autism diagnosis, but in the DSM V, they all fall under the diagnosis of ASD.
    - A. Autism Spectrum Disorder (ASD)

B. Asperger's syndrome.
C. childhood disintegrative disorder.
D. pervasive developmental disorder-not otherwise specified.
- While autism can make it difficult for a person to learn and socialize in a traditional way, this learning difference is also associated with positives such as higher levels of attention to detail, focus, observational skills, retention of facts, visual skills, creativity, integrity, expertise in knowledge and skills, methodical approaches to problem solving, and novel approaches to problem solving (*Autism: The Positives*, n.d.).

Central Auditory Processing Disorder
- Central Auditory Processing Disorder is a learning difference that causes a person to have "trouble understanding and remembering language-related tasks". Central Auditory Processing Disorder is characterized by a person having "difficulty explaining things, understanding jokes, following directions", confusing words, and being easily distracted (*Learning Disabilities | NICHD - Eunice Kennedy Shriver National*, n.d.).
- While central auditory processing disorder can cause problems with learning and socializing, there are evidence based approaches to managing and treating it.

Down Syndrome
- There are 3 types: TRISOMY 21 (NONDISJUNCTION), MOSAICISM, TRANSLOCATION
- Down syndrome occurs when an individual has a full or partial extra copy of chromosome 21.
- While down syndrome can cause problems with learning, this difference is also associated with positives such as a high capacity for empathy and social understanding, strong visual short-term memory, steady vocabulary acquisition, a natural adeptness with technologies (*Strengths & Challenges of Down Syndrome*, n.d.).

Dyslexia
- Dyslexia is a learning difference that involves a difference in the way the "brain processes written language" and is characterized by "trouble with reading and related skills. It's very treatable, and it doesn't have to stand in the way of success" (*Dyslexia: What It Is, Causes, Symptoms, Treatment & Types*, 2023).
- While dyslexia can make it difficult for a person to learn to read and write in a traditional way, this learning difference is also associated with positives such as increased creativity, increased ability to see the world in a vivid and three

dimensional way, and increased ability to generate new and original ideas"
(Chapman, 2019).

Dysgraphia
- <u>Motor dysgraphia</u> is a learning difference that "is characterized by difficulty with fine motor skills. This can make it difficult to form letters and words correctly" (*What Is Dysgraphia? | Causes & Signs*, n.d.).
- <u>Visual dysgraphia</u> is a learning difference that "is characterized by difficulty with visual processing. This can make it difficult to see letters and words correctly" (*What Is Dysgraphia? | Causes & Signs*, n.d.).
- <u>Auditory dysgraphia</u> is a learning difference that "is characterized by difficulty with auditory processing. This can make it difficult to hear letters and words correctly" (*What Is Dysgraphia? | Causes & Signs*, n.d.).
- While the various types of dysgraphia can pose challenges to learning in the traditional classroom, this learning difference is associated with positives such as creative storytelling, increased problem solving, good oral memory, and increased ability to be a leader (*What Is Dysgraphia? | Causes & Signs*, n.d.).

Dyscalculia
- Dyscalculia is a math learning difference that makes it challenging for a person "to learn number-related concepts, perform accurate math calculations, reason and problem solve, and perform other basic math skills" (Frye, 2020).
- While dyscalculia can make it difficult for a person to learn math in a traditional way, this learning difference is also associated with positives such as increased creativity, increased strategic thinking, increased problem solving, a love of words, and an increase in intuitive thinking (*Superpowers of Dyscalculia*, 2021).

Nonverbal learning disorders
- Nonverbal learning disorders are characterized by a person who has "strong verbal skills but difficulty understanding facial expression and body language". This makes it difficult for the person to learn in a non-verbal way. Often, people with this learning difference "have trouble generalizing and following multistep directions" (*Learning Disabilities | NICHD - Eunice Kennedy Shriver National*, n.d.).
- People with nonverbal learning disorders "often have excellent vocabulary and read very well" (Washington, 2022). While these nonverbal learning differences can make it challenging to learn and socialize in a traditional way, there are a range of therapies and accommodations that can help to address the individual needs of a person.

IV.   Common Mental Health Definitions

Anxiety
- Children who struggle with Anxiety often have fears and worries that interfere with school, home, or play activities. There are many types of Anxiety which include social, separation, generalized, OCD, phobias, etc. Modalities to assist with treating Anxiety can include: Play and Art Therapy, CBT (Cognitive Behavior Therapy), ACT (Acceptance Commitment Therapy), etc.

Depression
- Children who struggle with depression suffer from constant feelings of sadness and loss of interest. Depression is defined as a mood disorder. Depression affects how people feel, think and behave and can lead to a variety of emotional and physical problems.

V.   Other Common Terms and Definitions

Diversity
- Diversity is everything that makes people different from each other. This includes many different factors: race, ethnicity, socio-economic status, ability, age, or religious belief. In a classroom there can be cultural diversity and diversity of learning needs.
    - Cultural Diversity: Cultural diversity in the classroom involves celebrating those differences and creating a culture of inclusion and acceptance among students and the greater school community.
    - Diverse Learning Needs: Every student has a diverse set of learning needs. These can be cultural, personal, emotional, and educational.

Equity
- Equity in the classroom means making sure every student has the resources and support they need to be successful.

Gifted
- Gifted children are those who demonstrate outstanding levels of aptitude or competence (documented performance or achievement in the top 10% or rarer) in one or more domains. Domains include structured activities like mathematics, music, and language, as well as sensorimotor skills like painting, dance, and sports. Gifted children benefit greatly from being with others who are like them;

education settings that challenge them intellectually; and not being treated differently (singled out because of the label).

Social Emotional Learning
- Social emotional learning (SEL) is a methodology that helps students of all ages to better comprehend their emotions, to feel those emotions fully, and demonstrate empathy for others. Students are capable of learning coping strategies to help them regulate their emotions in and out of the classroom setting
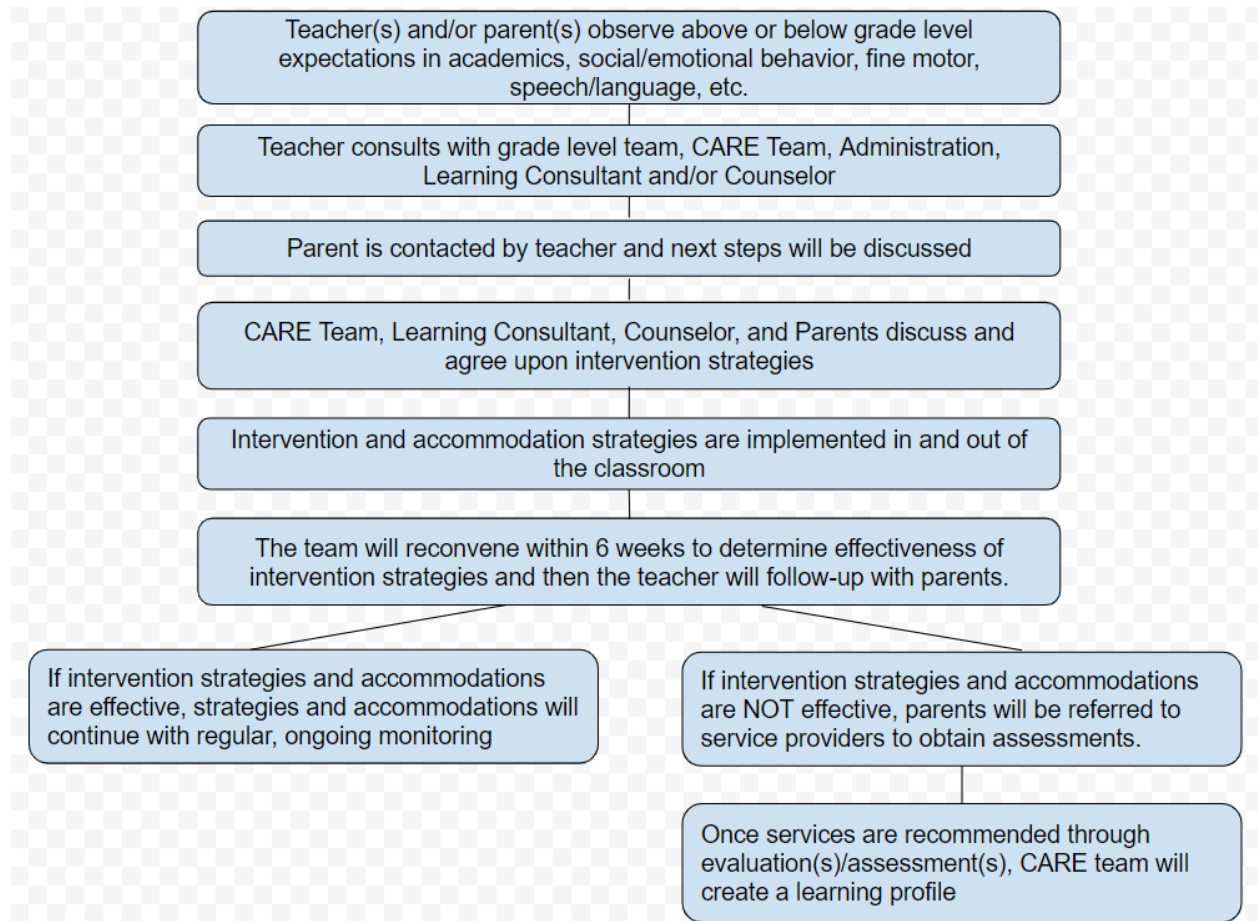
Speech and Language Delays
- A language delay is when a child has difficulties understanding and/or using spoken language. These difficulties are unusual for the child's age. These can include delays in processing what is said or read. Children with language delays will have trouble putting a thought or answer into words.
- Speech delay Speech delays are problems making the sounds that become words. This is the physical act of talking.
- Some children have both speech and language delays.

Trauma
- "Child trauma" refers to a scary, dangerous, violent, or life threatening event that happens to a child (0-18 years of age). This type of event may also happen to someone your child knows and your child is impacted as a result of seeing or hearing about the other person being hurt or injured." https://cctasi.northwestern.edu/child-trauma/
- "Trauma occurs when a child experiences an intense event that threatens or causes harm to his or her emotional and physical well-being. Trauma can be the result of exposure to a natural disaster such as a hurricane or flood or to events such as war and terrorism." https://cctasi.northwestern.edu/child-trauma/

VI.   Process for intervening and providing accommodations for Learning Differences.

Teacher(s) and/or parent(s) observe above or below grade level expectations in academics, social/emotional behavior, fine motor, speech/language, etc.

Teacher consults with grade level team, CARE Team, Administration, Learning Consultant and/or Counselor

Parent is contacted by teacher and next steps will be discussed

CARE Team, Learning Consultant, Counselor, and Parents discuss and agree upon intervention strategies

Intervention and accommodation strategies are implemented in and out of the classroom

The team will reconvene within 6 weeks to determine effectiveness of intervention strategies and then the teacher will follow-up with parents.

If intervention strategies and accommodations are effective, strategies and accommodations will continue with regular, ongoing monitoring

If intervention strategies and accommodations are NOT effective, parents will be referred to service providers to obtain assessments.

Once services are recommended through evaluation(s)/assessment(s), CARE team will create a learning profile

VII.   <u>Service Referral Process</u>

EVALUATIONS CAN BE OBTAINED THROUGH SPECIAL SCHOOL DISTRICT (SSD) OR THROUGH AN OUTSIDE OR PRIVATE SERVICE. GUIDANCE CAN BE SOUGHT OUT BY CONTACTING THE MQP LEARNING CONSULTANT.

<div align="center"><u>How to Start the Referral Process (K-8th)</u></div>

A parent may start the referral process at any time.

Start with your pediatrician for a referral. Parents then need to make the initial contact with the testing agency. Below are a few options.

Special School District--314-989-8100--No cost
UMSL--Center for Behavioral Health--314-516-5824--No cost
Jewish Family and Children's Services--314-993-1000--No cost

<u>Private evaluations--Cost varies</u>
Learning Consultants--314-222-5886
Catherine Hasler, Licensed Psychologist--314-560-5055
Learning Disabilities Association--314-966-3088
Miriam Learning Center--314-961-1500
123 Testing--314-397-2473
Dr. Janet Nemec--314-792-7328

When you have decided whom to contact, they may need to access information from MQP. You will be asked to sign permission for us to exchange information with the testing agency.

<div align="center"><u>How to Start the Referral Process (Pre-K)</u></div>

The referral process for Pre-K through SSD depends upon the public school district in which the child resides.

Webster Groves PAT (Parents as Teachers)
Contact Chris Steger, 314-963-6440 or steger.chris@wgmail.org
PAT is a free, play based program to support parents with the social, emotional, physical development of their child, ages 0-5.
https://www.webster.k12.mo.us/Page/3861
To sign up- click on the above website and then click on PAT Enrollment.

Kirkwood PAT (Parents as Teachers)
100 N. Sappington Road, St. Louis, MO 63122
314.213.6137
Monday-Thursday 8:00 am to 2 pm
https://www.kirkwoodschools.org/Page/5287
To sign-up, click the above website and there is an enrollment link

MQP offers and allows for a wide variety of support services for identified student needs

- Push-In Services with Learning Consultant, Reading Specialist, and/or outside service provider
- Pull-out Services with Learning Consultant, Reading Specialist, and/or outside service provider
- Counselor on staff
    - Individual
    - Group
- Sensory Room
- Aimswebplus Assessment in Reading and Math
- List of teachers and service providers who tutor based upon grade level and subject
- Rooms for
    - Private pay tutoring services
    - Private pay OT services
    - Private pay Speech and Language services
    - Private pay Wilson Tutoring services
- Speech/Vision/Hearing Screenings (available with a small cost)
- Extra set of books for home use (as needed)
- IXL–can be used for remedial, on target, and/or enrichment
- Generation Genius
- Renaissance Reading

VIII.   Resource List

Adult	Phone	Email	Website
Christy Katke	314-548-2121	katkecounseling@gmail.com	https://www.katkecounseling.com/
Sandy Davis	636-232-0340	davissandy63@gmail.com	https://www.sandydavislpc.com/home
Lifestance Health	314-288-3800		https://www.adventbehavioralcare.com/provider/

Child	Phone	Email	Website
Creative Counseling 4 Kids & Teens	314-706-1562	creativecounseling4kids@gmail.com	https://www.creativecounseling4kidsandteens.com
Stephanie Williams	314-329-7107	stephanie@playtherapystlmo.com	http://www.playtherapystlmo.com/contact.html
Angie Hoffman	314-302-9102	angiehoffmanlpc@sbcglobal.net	https://www.angiehoffmanlpc.com/
Sarah McGrath	314-635-7160		
Kim Garrett	(314) 329-0635		
Lifestance Health	314-288-3800		https://www.adventbehavioralcare.com/provider/
Children's Advocacy Center	314-516-6798		http://www.stlouiscac.org/
Center for Mindfulness & CBT	314-561-9757		https://mindfulstl.com/
CHADS Coalition for Suicide Prevention and Mental Health	314-952-2046		https://www.chadscoalition.org/
Pearlman and Associates	314-942-1147		St Louis Therapy	St Louis Counseling	Dr Lena Pearlman (stlmentalhealth.com)
Lutheran Family Services			LFCS of Missouri	Faithfully Serving Missouri's Children and Families (lfcsmo.org)
Kay McCarthy Occupational Services	314-324-0799	kaymccarthyot@gmail.com	https://www.kaymccarthyot.com/

Marriage and Family	Phone	Email	Website
Mika Ross			https://www.mikaross.com/

Pediatric Psychiatrists:	Phone	Email	Website
Elizabeth Judd	(314) 200-5778		www.elizabethjuddllc.com
Advent Behavioral Health			https://www.adventbehavioralcare.com/location/kirkwood/
Dr. Robin Parks	314-991-1033		
Children's Hospital	314.454.KIDS (5437) or 800.678.KIDS (5437)		
Wash U	314-286-1700		
Mercy	314-251-6898		
Dr. Joan Luby	314-286-2730		
Dr. Friesen	314-968-2111		
Partners in Wellness	314-736-5446		Evidence Based Therapy | Partners in Wellness St. Louis | Webster Groves (partnersinwellnessstl.com)
Grief	Phone	Email	Website
Annie's Hope	314-965-5015		https://annieshope.org
Divorce	Phone	Email	Website
Kids in the Middle	314-909-9922		https://kidsinthemiddle.org
Austism Services	Phone	Email	Website
Easter Seals Midwest, Autism Services	314-432-6200		https://www.easterseals.com/midwest/our-programs/autism-services/
St. Louis ARC: Social Skills Training	314-569-2211		https://www.slarc.org/
Thrive	314-932-2402		https://www.thrive-autism.com/
Knights of Columbus Developmental Center: PEERS Program	314-577-5609		https://www.ssmhealth.com/cardinal-glennon/services/developmental-pediatrics/support-programs
Speech	Phone	Email	Website
Gretchen Findlay, M.A., CCC-SLP, COM	314-403-0262		www.therapystationstl.com

Reading Disabilities/Dyslexia			
	Phone	Email	Website
Wilson Tutoring			
Tutoring StL	314-626-5722	tutoringstl314@gmail.com	www.tutoringstl.com
Tutoring	Phone	Email	Website
Tutoring StL	314-626-5722	tutoringstl314@gmail.com	www.tutoringstl.com
Special Solutions	314-475-5035		www.specialsolutions.com

- ADHD Online Resource: https://www.additudemag.com/
- Tutoring StL: www.tutoringstl.com
- Webster Groves School District Gifted & Talented Program: https://www.webster.k12.mo.us/Page/18789
- Kirkwood School District Gifted & Talented Program: https://www.kirkwoodschools.org/domain/85
- https://www.cdc.gov/ncbddd/developmentaldisabilities/links.htm
- For more information about disabilities included in IDEA,
- https://www.mayoclinic.org/diseases-conditions/depression/symptoms-causes/syc-20356007
- https://www.autismspeaks.org/what-autism
- https://cctasi.northwestern.edu/child-trauma/

One Classroom is a 501 (c) 3 non-profit foundation dedicated to creating inclusive Catholic educational opportunities for children with special needs in the Saint Louis Archdiocese. We believe every child deserves a Catholic education in their local parish school in full community with their peers!

We are one avenue that schools can use to include all of God's children. Students receiving grant money through One Classroom are just as much a part of their school community as anyone else. Besides funding, One Classroom helps guide schools in setting up the systems and processes necessary for *all* children to be included. The

systems and processes we advocate for help all students learn, not just those with disabilities. We are excited to be part of the Mary Queen of Peace community!

IX.   <u>Reference List / Further Reading</u>

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