



Speech and Language, Literacy and Support Services

Good Shepherd Catholic School is proud to offer services and supports for students who qualify for and benefit from extra help in the following identified areas:

- Communication Disorders
- Specific Learning Disabilities
- Other Health Impaired Disorders

Communication Disorders

Communication Disorders include impairments that directly and adversely impact academic performance such as:

- Speech and Language Delays
- Expressive Language concerns
- Receptive Language concerns
- Articulation Deficiencies
- Stuttering
- Pragmatics
- Cognitive Delays that impact understanding
- Developmental delays and/or other related disorders



Specific Learning Disabilities

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 an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

Other Health Impairments

IDEA states that:

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—

- (i) 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
- (ii) Adversely affects a child's educational performance.
[§300.8(c)(9)]

ASD – Autism Spectrum Disorder:

Autism Spectrum Disorder is defined to be a range of pervasive developmental disorders that adversely affects a student's functioning and results in the need for specially designed instruction and related services. Autism Spectrum Disorder is characterized by an uneven developmental profile and a pattern of qualitative impairments in social interaction, communication, and the presence of restricted repetitive, and/or stereotyped patterns of behavior, interests, or activities. These characteristics may manifest in a variety of combinations and range from mild to severe. Autism Spectrum Disorder may include Autistic Disorder, Pervasive Developmental Disorder Not Otherwise Specified, Asperger's Disorder, or other related pervasive developmental disorders.

The corresponding definition is found in State Board of Education Rule 6A-6.03023, F.A.C.

How do students qualify for Support Services at GSCS?

GSCS students receiving *direct* services are identified by a public school district, physician, private practice or other health/educational practitioner.

- Students in grades K-8 require supporting paperwork in order to substantiate *direct* services.
- GSCS students younger than Kindergarten may receive direct support services as a benefit to their existing academic program per School Administration and/or teacher recommendation with parent approval.
- *Direct* Services are provided by certified personnel to an individual student focusing on a specific area of delay.

Case Management

All students seeking admittance to GSCS are academically and behaviorally screened before being granted admittance.

During the screening, GSCS determines its ability to be in compliance with the expectations of an IEP, 504 Plan, or other necessary services. At that time, GSCS creates a Service Plan to clarify the support services that will be offered.



Every student requiring specialized support services at GSCS are assigned a Case Manager. The Case Manager is one of the school Support Personnel who often times provides direct services, but also communicates with classroom teachers and parents, oversees the implementation of direct and indirect support services, and manages necessary paperwork.



Direct Services for Students...

At GSCS direct services are determined by the individual student diagnosis and documentation, and include, but are not limited to:

- ✓ “Push In” instructional and assessment support occurs in the classroom by certified personnel who work with students individually or in small groups providing assistance as directed by or in collaboration with the classroom teacher.
- ✓ “Pull Out” support occurs in an alternative environment by certified personnel who work with students individually or in small groups. Generally “pull out” services are speech therapy.

Learning Lab

Learning Lab is one of the direct services that is offered for students in grades 3-8 after school hours at no additional cost to their parents.

Students are invited to attend Learning Lab one-two times a week after school from 3-4:30pm. Learning Lab provides a time and place for students to

complete homework, assignments, classwork, projects, etc...while under the direction of certified personnel.



Study Skills

Study Skills is a direct service class offered to students in grades 6-8 in place of the elective class, Spanish.

Small groups of students, 5-12 students, meet with a certified teacher who helps students with organizational skills, study habits, completing work, and mastering the material and subject content.



Indirect Services for Students...

At GSCS indirect services are determined by the needs of students in the classroom according to their diagnosis and documentation. These services are offered as part of the regular educational curriculum and are embedded into the classroom routine. Indirect services include, but are not limited to:

- ✓ Assignment Rubrics
- ✓ Checking for Understanding
- ✓ “Chunking” projects, assignments, etc...into smaller parts
- ✓ Providing extra texts for home
- ✓ Allowing a variety of ways to demonstrate understanding and mastery of material
- ✓ Use of Technology and Electronic Devices

Indirect Services for Students...

In addition to indirect services included as part of the regular curriculum, staff training is a significant factor. GSCS provides staff training through:

- National and state conventions and conferences
- Staff meetings
- In-Services and trainings through the Diocese, public school system, and private entities
- Staff and parent consultation
- Observation and monitoring of assistive equipment and/or technology



“I can do things you cannot, you can do
things I cannot;
together we can do great things.”
Mother Teresa