

COGNITIVE ENRICHMENT AND SUPPORT HANDBOOK

THIS DOCUMENT PREPARED FOR GASTON CHRISTIAN SCHOOL.
COPYING BY PERMISSION ONLY.



GASTON
CHRISTIAN
SCHOOL

PREPARE *People*
TEACH *Truth*
GLORIFY *God*

Cognitive Enrichment and Support (CES) Faculty

Dr. Tina Cook

CES Director

B.A. in Early Childhood Education; M. Ed. in Middle Grades Teaching and Learning; PhD. in Educational Leadership; Professionally Certified Educational Therapist (National Institute for Learning Development)

Katie Griffin

CES Educational Therapy, Discovery Reading and Math, Academic Coaching

B.A. in Christian Education; Professionally Certified Educational Therapist (National Institute for Learning Development)

Andrea Eshaghi

CES Educational Therapy, Discovery Reading and Math, Search & Teach Academic Coaching

B.A. in Psychology; Level 2 Educational Therapist (National Institute for Learning Development)

Robin Agurkis

CES Educational Therapy, Academic Coaching

B.A. Elementary Education and Social Sciences (1st -6th grades); Masters in Moderate Special Education (PreK-8th grades); Level 1 Educational Therapist (National Institute for Learning Development)

Cognitive Enrichment and Support Mission Statement:

Helping students discover their identity in Christ as lifelong learners while providing personalized cognitive and academic support for their present and developing strategic tools for their future.

Table of Contents

Cognitive Enrichment and Support Programs.....	3
Policies for Students in CES Programs.....	4
Referral Process for Support for Students Not in CES Programs.....	5
Action Plan 1.....	6
Observation Request Form.....	9
Action Plan 2: Early Childhood.....	10
Action Plan 2: 1st-5th Grades.....	13
Action Plan 2: 6th-12th Grades.....	17
Intervention Resources.....	21

Cognitive Enrichment and Support Programs

SEARCH & TEACH

Kindergarten-First Grade

- SEARCH & TEACH is an early cognitive intervention program.
- Areas of weakness are identified through the initial SEARCH screening.
- Teacher and parent referrals are required for entrance.
- One-on-one TEACH instruction is provided to develop reading readiness skills in three thirty-minute weekly sessions.

Discovery Reading

First Grade-Twelfth Grade

- Discovery Reading benefits students with reading skills below expected standards.
- Multi-sensory techniques focus on developing and strengthening the five essential skills for better reading: phonemic awareness, phonics, fluency, vocabulary, and reading comprehension.
- Students meet weekly in small groups for two forty-five-minute or three thirty-minute sessions each week.
- This multi-modal technique is similar to the Orton-Gillingham approach.
- Teacher and/or parent referral is required.

SOAR Educational Therapy

Second Grade-Twelfth Grade

- SOAR Educational Therapy is a one-on-one, individualized program addressing diagnosed learning challenges through dynamic, interactive language.
- Intensive therapy is provided twice a week for a total of 160 minutes.
- Parental involvement at home is essential for each student's success.
- Teacher and parent referrals and an initial educational-psychological evaluation are required for entering this level of intervention and for students enrolling in GCS with a learning difference diagnosis, 504 plan, or IEP plan.
- On average, students require three to five years of intervention.

Academic Coaching

Sixth Grade-Twelfth Grade

- Academic Coaching provides help for students who struggle with organizing and managing homework and assessments by means of goal-setting and accountability
- Students meet with an academic coach daily for small group and individual executive functioning instruction and organizational support.
- Students will also have an online learning component for developing and navigating organization strategies via technology.
- Teacher and parent referral is required.
- Academic Coaching is part of a supported study hall class.

Policies for Students In CES Programs

Gaston Christian has four support programs: SOAR Educational Therapy, Discovery Reading/Math, Academic Coaching, and Search & Teach. **These programs are not content tutoring programs.** Each is a pull-out program designed to offer intensive language-based, number-sense, and executive-functioning cognitive intervention. Our students work diligently when they are in their sessions. We have supporting policies to prevent overburdening them when they are already struggling. The gains they will make in the long term will justify any missed content from their classroom in the short term.

- Students in SOAR Educational Therapy attend sessions twice weekly for 80 minutes each session.
- Discovery Reading/Math students attend three thirty-minute or two forty-five-minute sessions weekly.
- Academic Coaching students attend small group sessions four to five times a week for 45 minutes.
- Search & Teach students attend three thirty-minute sessions weekly.

Scheduling and expectations for missed classroom instruction:

- We will schedule session times around core content areas **when possible**. We do not want to schedule sessions **only** during recess since that is usually when most students feel comfortable or experience success at school.
- Students are **not responsible** for completing homework assigned for the subject areas covered during their absence from class while in SOAR or Discovery class.
- Students are **not responsible** for assessments on material taught in class during their absence **unless you teach it again, giving them enough time to master the material** when they are in attendance.

How to Begin the Referral Process for a Student NOT in CES Programs

Step 1 -A student in your class is struggling academically - Complete Action Plan 1:

- a. Alert the Division Principal and CES Director
- b. Research-based intervention(s) put in place by the teacher for 4 to 6 weeks
- c. Complete the Student Response to Intervention Data Collection Worksheet
- d. Call parents in for a conference

Step 2 - After four weeks of implementing Action Plan 1 with NO IMPROVEMENT - move to Action Plan 2.

- a. Teacher completes the teacher checklist (in CES Handbook)
- b. Update parents on the lack of progress
- c. Targeted intervention and documentation continue with increased rigor by the teacher.
- d. Action Plan 2 given to the CES Team
- e. Teachers fill out the form for observation request
- f. CES observes student (within two weeks)
- g. CES provides strategies/tools to help support the teacher

Step 3 - After six to eight weeks of implementing Action Plans 1 AND 2 with NO IMPROVEMENT:

- a. Parents are called in for a conference with CES
- b. Action Plan 2 reviewed - what worked, what did not work
- c. Discuss current grades and intervention progress
- d. Discuss possible evaluation

Step 4 - The student is evaluated, OR the student is NEW to GCS and provides current evaluation upon acceptance to the school.

Step 5 - The evaluation is given to the CES Team

- a. CES Team determines which programs might be appropriate.
- b. CES Team meets with parents to discuss the evaluation and CES programs.
- c. If CES is appropriate, the student will be enrolled in the program or placed on the waitlist.
- d. CES provides teachers with strategies/tools to address the student's areas of weakness per evaluation.
- e. CES Director communicates with parents.

****Note: Teachers asked to complete an evaluation/observation form from a third party (educational psychologist, Gaston or Cleveland County Schools, etc.) must alert the CES office (if the request has not come through CES) and return the completed form to the CES office. DO NOT give parents a copy of any such form. If parents request a copy, refer them to the third-party professional.***

Action Plan 1

Student Name: _____

Date: _____

Grade: _____

Present Level of Performance (Please describe):

Works well one-on-one	Yes	No
-----------------------	-----	----

Appears motivated	Yes	No
-------------------	-----	----

Good communication skills	Yes	No
---------------------------	-----	----

Strengths:

Reason for concern (Define/describe specifics of difficulty, i.e., attendance, academics, organization, listening, behavior, etc.):

Contacted Parent: Yes No Date:

Communication method:

Action Plan 1 (continued)

**Action Plan 1 intervention can be conducted in a small group setting or individualized. The teacher should complete this form to document Tier 1 and 2 (classroom) interventions attempted. (See an example on the next page).*

Response Intervention Data Form:

(Concept or Skill for targeted intervention)

Baseline	Research-Based Intervention	Frequency/ Setting	Data Collection Date:	Data Collection Date:	Data Collection Date:	Data Collection Date:	Data Collection Date:

Summary of data:

-

Action Plan 1 (continued)

Response Intervention Data Example:

Math fact (addition, subtraction, multiplication) concept mastery

Baseline	Research-Based Intervention	Frequency/ Setting	Data: 1/14/22	1/28/22	2/11/22	2/25/22	3/11/22
Student can accurately add 5 single digit problems in 1 min.	Use of concrete manipulatives to reteach (base ten blocks, counters, cubes)	3x week; One-on-one	7/25 correct in 1 min.	10/25 correct in 1 min.	12/25 correct in 1 min.	15/25 correct in 1 min.	20/25 correct in 1 min.
Student can accurately subtract 3 single digit problems in 1 min.	Use of concrete manipulatives to reteach (base ten blocks, counters, cubes)	3x week; One-on-one	4/25 correct in 1 min.	6/25 correct in 1 min.	8/25 correct in 1 min.	12/25 correct in 1 min.	15/25 correct in 1 min.
Student can accurately multiply 2 problems in 1 min.	Intervention Central: Peer Tutoring with Constant Time Delay 2/11/22 Intervention changed to: Cover-Copy-Compare	2x week; small group 3x week; One-on-one	2/25 correct in 1 min.	1/25 correct in 1 min.	2/25 correct in 1 min.	 3/10 correct in 1 min.	 2/10 correct in 1 min.

Summary of data:

- Student made consistent progress toward addition and subtraction intervention
- Student did not make progress toward multiplication intervention; after 3 data points showed no progress, the intervention, frequency, and setting were changed on 2/11/22. After 2 more data collections, the student continued to show no progress.

Observation Request Form

(Please complete and place in the CES Director's mailbox)

Teacher Requesting Observation _____

Student Name: _____

Date: _____

Grade: _____

Suggested Observation Times (please be specific with class and times): _____

Concerns: _____

Action Plan 2
Early Childhood Teacher Checklist

Student Name: _____ Grade: _____ Date: _____

Teacher(s) _____ Handedness: R L

Gross Motor Difficulties

The student struggles with the following:

- _____ Running
 - _____ Skipping
 - _____ Hopping on both feet
 - _____ Hopping on one foot
 - _____ Throwing
 - _____ Catching
 - _____ Other (specify)
-

Fine Motor Difficulties

The student struggles with the following:

- _____ Maintaining correct pencil grip
 - _____ Cutting
 - _____ Tying shoelaces
 - _____ Tracing on lines
 - _____ Forming letters/numbers
 - _____ Other (specify)
-

Number Difficulties

The student struggles with the following:

- _____ Counting objects 1-10
 - _____ Counting to 10
 - _____ Recognizing numbers 1-10
 - _____ Writing numbers 1-10
 - _____ Other (specify)
-

Action Plan 2 Checklist (continued)

Language Concepts Difficulties

The student struggles with the following:

- Left/Right
- Up/Down
- In/Out
- Over/Under
- Backward/Forward

Other Concept Difficulties

The student struggles with the following:

- Analogies
 - Making comparisons (same/different)
 - Categorizing
 - Naming the days of the week
 - Naming colors
 - Naming shapes
 - Phonological/phonemic awareness
 - Other (specify):
-

Behavior/Social Skills Difficulties

The student is:

- Inattentive and easily distracted
 - Impulsive/uninhibited
 - Unable to work independently
 - Over-reacting or responding inappropriately in social settings
 - Disturbed by schedule changes or interruptions in routine
 - Inconsistent in performance (i.e., one day is capable, next day easily frustrated)
 - Forgetful (trouble getting materials to and from school, remembering homework, etc.)
 - Unorganized
 - Lethargic/needing constant prodding
 - Fearful/hesitant to attempt anything new
 - Withdrawn
 - Clumsy/poorly coordinated (difficulty with skipping, balancing, handling scissors, etc.)
 - Inconsistent use of preferred hand
 - Other (specify):
-

Action Plan 2 Checklist (continued)

Comments:

What are the student's strengths?

What teaching strategies/methods have you tried that have been effective with this student?

What is your primary reason for referral?

Date of parent contact:

Date of parent conference:

Conference attendees:

Conference results:

Action Plan 2
Elementary School (1st-5th Grades) Teacher Checklist

Student Name: _____ Grade: _____ Date: _____

Teacher(s) _____ Handedness: R L

Reading Difficulties

The student struggles with the following:

- _____ Blending letters or syllables
- _____ Decoding words; mispronounces multisyllabic words
- _____ Maintaining fluent reading rate (reads word-by-word, repeats often)
- _____ Reading small words or ends of words
- _____ Keeping place while reading
- _____ Comprehending what is read
- _____ Cannot make use of, or is only making use of context or picture clues
- _____ Following directions

Writing Difficulties

The student struggles with the following:

- _____ Forming letters
- _____ Maintaining consistent letter size or slant
- _____ Gripping pencil correctly
- _____ Writing at an appropriate speed (too fast/too slow)
- _____ Spacing letters or words
- _____ Remembering to dot i's, cross t's, punctuate sentences, etc.
- _____ Writing on the line
- _____ Observing marginal guidelines
- _____ Copying from the board or book
- _____ Expressing ideas on paper

Spelling difficulties

The student:

- _____ Reverses letters
- _____ Transposes letters within words (e.g., spot/stop; was/saw)
- _____ Omits or adds syllable (e.g., official/offal; configuration/configuration)
- _____ Spells phonetically (e.g., says/sez; nature/nacher)
- _____ Has trouble finding errors
- _____ Does well on spelling tests but poorly in other writing situations

Action Plan 2 Checklist (continued)

Language Difficulties

The student struggles with the following:

- Defining words and/or using appropriate vocabulary
- Explaining a procedure or relating information clearly and logically
- Understanding directions
- Memorizing
- Grasping the main idea
- Anticipating the consequences of his/her actions (i.e., cause and effect)

Math Difficulties

The student:

- Reverses numerals or symbols (e.g., 56/65, 492/942)
- Uses fingers to compute
- Skips problems unintentionally on worksheets or tests
- Does not remember basic math facts
- Has trouble with alignment and spacing of numbers
- Has difficulty with place value concepts
- Has trouble understanding story problems

Behavior/Social Skills

The student is:

- Inattentive and easily distracted; impulsive/uninhibited
- Unorganized
- Unable to work independently
- Over-reacting or responding inappropriately in social settings
- Disturbed by schedule changes or interruptions in routine
- Inconsistent in performance (i.e., one day is capable, next day is not)
- Easily frustrated
- Forgetful (has trouble getting materials to and from school, remembering homework, etc.)
- Lethargic/needing constant prodding
- Fearful/hesitant to attempt anything new
- A loner/withdrawn
- Clumsy/poorly coordinated
- Inconsistent in the use of preferred hand
- Other (specify):

Action Plan 2 Checklist (continued)

*Services the student is currently receiving: (Speech, counseling, educational therapy)

*Services the student received in the past:

Comments

What are the student's strengths?

What teaching strategies/methods have you tried that have been effective with this student?

What is your primary reason for referral?

Date(s) of Parent Contact

Date(s) of Parent Conference

Conference Attendees:

Conference Results:

Action Plan 2 Checklist (continued)
Other staff consulted (to be completed by the CES team)

Staff Member:	Comments:
<i>Educational Therapist if applicable:</i>	
<i>At least one special teacher (Art, PE, Music, Computer):</i>	
<i>Nurse's Office:</i>	<p>Is this student on medication? If so, list name and dosage:</p> <p>Does this student: wear glasses? Yes No Hearing aids? Yes No Allergies? Yes No</p> <p>Describe any other medical concerns:</p>

Action Plan 2
Middle/High School (6th-12th Grades) Teacher Checklist

Student Name: _____ Grade: _____ Date: _____

Teacher(s) _____ Handedness: R L

Reading Difficulties

The student struggles with the following:

- _____ Decoding words; mispronounces multisyllabic words
- _____ Maintaining fluent reading rate (reads word-by-word, repeats often)
- _____ Reading/omitting small words or ends of words
- _____ Keeping place while reading
- _____ Comprehending what is read
- _____ Following written directions

Writing Difficulties

The student struggles with the following:

- _____ Forming letters
- _____ Maintaining consistent letter size or slant
- _____ Gripping pencil correctly
- _____ Writing at an appropriate speed (too fast/too slow)
- _____ Spacing letters or words
- _____ Remembering to dot i's, cross t's, punctuate sentences, etc.
- _____ Writing on the line
- _____ Observing marginal guidelines
- _____ Copying from the board or book
- _____ Expressing ideas on paper

Language/Spelling/Vocabulary difficulties

The student struggles with the following:

- _____ Reverses letters
- _____ Transposes letters within words (e.g., spot/stop; was/saw)
- _____ Omits or adds syllable (e.g., official/offal; configuration/configation)
- _____ Spells phonetically (e.g., says/sez; nature/nacher)
- _____ Has trouble finding errors
- _____ Defining words and/or using appropriate vocabulary
- _____ Explaining a procedure or relating information clearly and logically
- _____ Understanding directions
- _____ Memorizing
- _____ Grasping the main idea
- _____ Anticipating the consequences of his/her actions (i.e., cause and effect)

Action Plan 2 Checklist (continued)

Math Difficulties

The student:

- Reverses numerals or symbols (e.g., 56/65, 492/942)
- Uses fingers to compute
- Skips problems unintentionally on worksheets or tests
- Does not remember basic math facts
- Has trouble with alignment and spacing of numbers
- Has difficulty with place value concepts
- Has trouble understanding and solving word problems

Behavior/Social Skills

The student is:

- Inattentive and easily distracted; impulsive/uninhibited
- Unorganized
- Unable to work independently
- Over-reacting or responding inappropriately in social settings
- Disturbed by schedule changes or interruptions in routine
- Inconsistent in performance (i.e., one day is capable, next day is not)
- Easily frustrated
- Forgetful (has trouble getting materials to and from school, remembering homework, etc.)
- Lethargic/needing constant prodding
- Fearful/hesitant to attempt anything new
- A loner/withdrawn
- Clumsy/poorly coordinated
- Inconsistent in the use of preferred hand
- Other (specify):

*Services the student is currently receiving: (Speech, counseling, educational therapy)

*Services the student received in the past:

Action Plan 2 Checklist (continued)

Comments

What are the student's greatest strengths?

What teaching strategies/methods have you tried that have been effective with this student?

What is your primary reason for referral?

Date(s) of Parent Contact

Date(s) of Parent Conference

Conference Attendees:

Conference Results:

Action Plan 2 Checklist (continued)
Other staff consulted (to be completed by the CES team)

Staff Member:	Comments:
<i>Educational Therapist if applicable:</i>	
<i>At least one special teacher (Art, PE, Music, Computer):</i>	
<i>Nurse's Office:</i>	<p>Is this student on medication? If so, list the name and dosage:</p> <p>Does this student: wear glasses? Yes No Hearing aids? Yes No Allergies? Yes No</p> <p>Describe any other medical concerns:</p>

INTERVENTION RESOURCES

READING:

- [FLORIDA CENTER for READING RESEARCH](#)—Click on ‘Student Center Activities’ for classroom activities developed by FCRR teachers for use in kindergarten through 5th grade and pedagogical information to empower teachers with the skills and knowledge to provide effective instruction in the classroom.
- [READING INTERVENTIONS THAT WORK](#) - A resource from Jim Wright.

MATH:

- [INTERVENTION CENTRAL—A](#) resource for response-to-intervention (RTI) tools and resources, including academic and behavioral interventions for the classroom.

WRITING:

- [INTERVENTION CENTRAL—A](#) resource for response-to-intervention (RTI) tools and resources, including academic and behavioral interventions for the classroom.

BEHAVIOR:

- [PBIS WORLD](#) - Contains links to hundreds of interventions, supports, resources, and data collection tools, all organized into the Tier 1-3 framework. It is designed to help guide users through the implementation process of the PBIS (Positive Behavior Interventions/Supports), starting with behavior identification and offering suggestions for interventions and data collection tools.



GASTON
CHRISTIAN
SCHOOL

PREPARE *People*
TEACH *Truth*
GLORIFY *God*

GASTON CHRISTIAN SCHOOL - EAST CLEVELAND CAMPUS

301 N. POST ROAD, SHELBY, NC 28152 | GASTONCHRISTIAN.ORG/EAST-CLEVELAND-CAMPUS

ELEMENTARY (PS4-6th Grade)

Phone: (980) 484-3888

GASTON CHRISTIAN SCHOOL

1625 LOWELL BETHESDA ROAD, GASTONIA, NC 28056 | WWW.GASTONCHRISTIAN.ORG

EARLY CHILDHOOD
(PS3-Kindergarten)

Phone: (704) 824-9893

FAX: (704) 824-9895

ELEMENTARY
(1st-5th Grade)

Phone: (704) 824-9011

FAX: (704) 824-9013

MIDDLE/HIGH SCHOOL
(6th -12th Grade)

Phone: (704) 349-5020 (HS)

Phone: (704) 349-5030 (MS)

FAX: (704) 349-5027