



## **LENAWEE INTERMEDIATE SCHOOL DISTRICT Young Children's Services Birth to Five 2009-10**

### **Overview of Programs and Services**

The Lenawee Intermediate School District (LISD) is located in Southeast Michigan. Lenawee County is a rural area with several small communities located throughout the county. The majority of the county residents are working class people that have strong family traditions.

The Lenawee Intermediate School District is committed to providing quality education and services for all students in Lenawee County Schools. The LISD services 12 local school districts whose total student population is 17,680. The districts served are Addison, Adrian, Blissfield, Britton, Clinton, Deerfield, Hudson, Madison, Morenci, Onsted, Sand Creek, and Tecumseh. The number of students who receive special education services in Lenawee County is 2,510. The LISD has been supporting Lenawee County for over 40 years and has continually expanded and updated services!

LISD Young Children Services is a variety of unified and coordinated focused programs and services for children birth to five and their families. LISD Young Children Service staff's role is to work with the child, their family, and community preschools and childcare providers to support and encourage each child's development in the area of language and communication, motor and social emotional growth. Currently services are being provided for over 400 children throughout

Lenawee County who have been identified with an eligibility for Early On or Special Education services.

Over the last several years many of the services provided by Young Children Services staff have been in collaboration with other early childhood partners throughout Lenawee County. Young Children Services staff support children in community preschools and childcare settings through a Recognition and Response model by coaching, mentoring and modeling in an attempt to alleviate the need for special education services for children who have not yet been identified as eligible for special education services. The overall goal for Recognition & Response is to create high quality early childhood programs in which staff administer periodic universal screenings to all children. Subsequently, research based interventions and progress monitoring for children that show signs of learning difficulties are implemented.

- **Recognition:** Universal screening and progress monitoring
- **Response:** Core curriculum & intentional teaching for **all** children; targeted interventions for **some** children who need additional supports
- **Collaborative problem-solving:** supports data-based decision-making

Lenawee’s CHILD is a year-round program which offers parents research-based information on child development, types of activities and toys that will foster learning and nurture development, methods of positive discipline and new techniques for problem solving, and realistic expectations of child behavior. Services are provided through personal visits, playgroups, developmental screenings and parent workshops.

Total number of children enrolled in Lenawee’s CHILD -	462
Total number of children who participated in playgroups -	391
Total number of children who received home visits -	48
Total number of children who were served through migrant outreach -	28

**Location of Services**

Individual services in children’s homes; community child care settings; community preschools which include Adrian Head Start sites throughout the county; Lenawee’s Child playgroups located in Adrian, Britton, Madison, Onsted and Tecumseh; Special

Education therapy groups for toddlers at Porter Education Center, YCS Preschool classrooms at Trenton Hills Learning Center, LISD Tech Center and Porter Education Center;

## **School Process Data**

### **Transition to Kindergarten, Developmental Kindergarten or Community Preschools from LISD preschool classrooms-**

Of the children receiving services in our Early Childhood Special Education Preschool Classrooms the following are children that will be transitioning:

Kindergarten - 35

Developmental Kindergarten (DK) - 3

Young 5's - 6

Community Preschool - 12

Of the 60 children transitioning from the Early Childhood Special Education Preschool classrooms 56 will enter a general education classroom, 1 will continue special education classroom services in the Moderately Cognitively Impaired classroom or a Severely Multiply Impaired classroom, and 1 in a Special Education classroom designed for children with Emotional Impairments.

### **Staff professional development training**

The Linda Mood – Bell Process (LIPS) is a program that focuses on phonological processing and stimulates phonemic awareness. Children that display symptoms of phonological processing difficulties may have weak pronunciation errors, decoding and spelling. By implementing the LIPS program the children become aware of the mouth actions which produce speech sounds; this awareness enables the child to become self-correcting in speech, reading and spelling.

The following population attended the professional development workshop:

Speech and Language Pathologist- **26** (**20** of those working with birth – 5 years of age)

Early Childhood Special Education Teacher- **8**

Special Education Supervisor- **1**

Teacher Consultant- **1**

### **Recognition & Response in Early Childhood Training Series**

Eleven workshops were made available to the twenty-six R&R pilot sites. The workshops focused on Tier 1 Strategies (developmentally appropriate practice, literacy, etc.). The workshops were attended by 176 participants.

**Student to Staff Ratio (Table #1)**

**Attendance**

**Preschool**

**Toddler Groups**

**Lenawee's Child**

**Early On**

**Parent Involvement Data**

Family days

Music therapy sessions

Family nights

Parent information sessions (Toddler)

Down's Syndrome parent support group

RDI educational sessions

**Love and Logic Attendance**

The *Early Childhood Parenting Made Fun*® program developed by Love and Logic, Inc. consists of 5 sessions. Seven classes were held during the 2009-10 school year and attended by 171 parents. Of the 171 parents, 17 attended only 1 session, 17 attended 2 sessions, 29 attended 3 sessions, 45 attended 4 sessions and 63 attended all 5 sessions.

**Number of Children referred for initial screening - 118**

**Children screened – 116** (30 Not referred, 41 referred to Team, 24 referred for Speech Language Impairment, 5 referred for Occupational Therapy evaluation, 12 referred for Recognition and Response, 5 referred for re-screening)

**Total Number of Children referred for Special Education evaluation - 171**

**Number of Children identified as eligible – 141**

**Number of Children identified as ineligible - 30**

**Children identified per SPED category (141 total students)**

Speech and Language Impairment – 92

Early Childhood Developmental Delay – 34

Visual Impairment – 2

Other Health Impairment – 7

Physical Impairment – 4

Autism Spectrum Disorder – 1

Severely Multiply Impaired – 1

**Children no longer eligible for Special Education services**

Of the children receiving services in our Early Childhood Special Education Preschool Classrooms 7 out of 114 student's no longer qualify for Special Education Services.

**Children whose services were reduced**

Of the children receiving services in our Early Childhood Special Education Preschool Classrooms 52 students had a decrease in one or more areas of service/services (Speech & Language Therapy, Occupational Therapy, Physical Therapy, Self-Contained Classroom, and School Social Work).

**Student Achievement**

**Student IEP Goals**

Out of 114 preschool students that were present for at least 3 grading periods 80% of the objectives were achieved. Twenty percent of the objectives were not achieved. The average number of objectives written on an Individualized Education Plan (IEP) is 14 per student.

**(Insert pie chart)**

**Get It, Got It, Go Literacy Screening**

The Get It, Got It, Go literacy screening was administered three times a year to children who were age eligible for kindergarten in Fall 2010. The Get It, Got It, Go assesses Picture Naming, Rhyming, and Alliteration. The Get It, Got It, Go was administered to 274 children in twenty-four community preschool classrooms (Head Start, child care centers, community preschools) and two home child care sites, along with 32 students in 7 of the LISD Preschool Classrooms

**Results from community preschool classrooms and home child care centers:**

	Picture Naming		Rhyming		Alliteration	
	No. Students @ Benchmark	Percentage Students @ Benchmark	No. Students @ Benchmark	Percentage Students @ Benchmark	No. Students @ Benchmark	Percentage Students @ Benchmark
Fall 2009	267	97%	185	66%	155	57%
Fall 2010	217	79%	207	76%	198	72%
Difference from Fall 09	-50 Students	-18%	+22 Students	+10%	+43 Students	+15%

**Results from LISD Preschool Classrooms:**

	Picture Naming		Rhyming		Alliteration	
	No. Students @ Benchmark	Percentage Students @ Benchmark	No. Students @ Benchmark	Percentage Students @ Benchmark	No. Students @ Benchmark	Percentage Students @ Benchmark
Fall 2009	25	78%	10	31%	13	41%
Fall 2010	14	44%	18	56%	16	50%
Difference from Fall 09	-30 students	-34%	+18 students	+25%	+3 students	+9%

## **Demographic Information**

**Resident District Data**

**Itinerant / Therapy Support Services**

**Number of Students under 5 who attend LISD preschool**

## **Perceptual Data**

You have got some great data. I can't wait to see what it looks like when you are all done! One recommendation is to create tables for the some of the data (your school process data)