



LENAWEE INTERMEDIATE SCHOOL DISTRICT

Age 3-26 Program for Students with Severe Multiple Impairments and/or Severe Cognitive Impairments 2009 - 2010

Overview of Classroom Programs

The Lenawee Intermediate School District (LISD) is located in Southeast Michigan. Lenawee County is a rural community with a few small cities located throughout the county. The County is approximately 750 square miles.

The Lenawee Intermediate School District is committed to providing quality education and services for all students throughout 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. County-wide special education student numbers are 2,510. The LISD has been supporting Lenawee County for over 40 years and has continually expanded and updated educational services.

The Lenawee Intermediate School District operates three classrooms for students ages 3-26 with severe impairments. The Early Elementary and Later Elementary/Middle School classrooms for ages 3 -15 are located at the Milton C. Porter Education Center. The Adult Services classroom for students ages 16-26 is located at The HOPE Community Center. Each classroom focuses on student achievement in the area of Leisure and Productivity, Interactions,

Communication, Personal Care/Health/Safety, and Mobility using the Michigan Department of Education Participation Curriculum Guide.

Early Elementary Severe Multiple Impairment Classroom

The early elementary SXI program is one of the first developmental classroom experiences for students and their families at the LISD. The classroom staff strives to make the transition from home to school comfortable and safe for both students and families. Two major curriculum focuses for this classroom are the development of social communication and motor skills. The classroom employs whole group, small group, and individual instruction. It supports a team approach including therapists to develop the program, activities and teaching strategies. Assistive technology is integrated into the classroom daily routine to support student learning.

Later Elementary/Middle School Severe Multiple Impairment Classroom

The later elementary SXI classroom has students ages 9 through 16. The focus in the classroom begins to take on a more functional approach as students get older. Students begin to use the communication and mobility skills in a more independent and functional way to get their needs and wants met. Students begin to practice these skills in the community once or twice per week to generalize their skills. Public transportation is introduced and used by students in this classroom.

Adult Learning Services

The Adult Service Severe Cognitive Impairment classroom provides many opportunities for the students to receive instruction and practice their skills while out in the community. As part of the program students also provide community service to organizations around Lenawee County. Students have the use of LISD vans and Lenawee Transportation buses for Community Based Instruction (CBI) activities. Opportunities to work on safety, communication and independence skills are built into each CBI activity throughout the day. Students may have the opportunity to shop for themselves, order a snack at a restaurant or participate in a leisure activity while working on their goals.

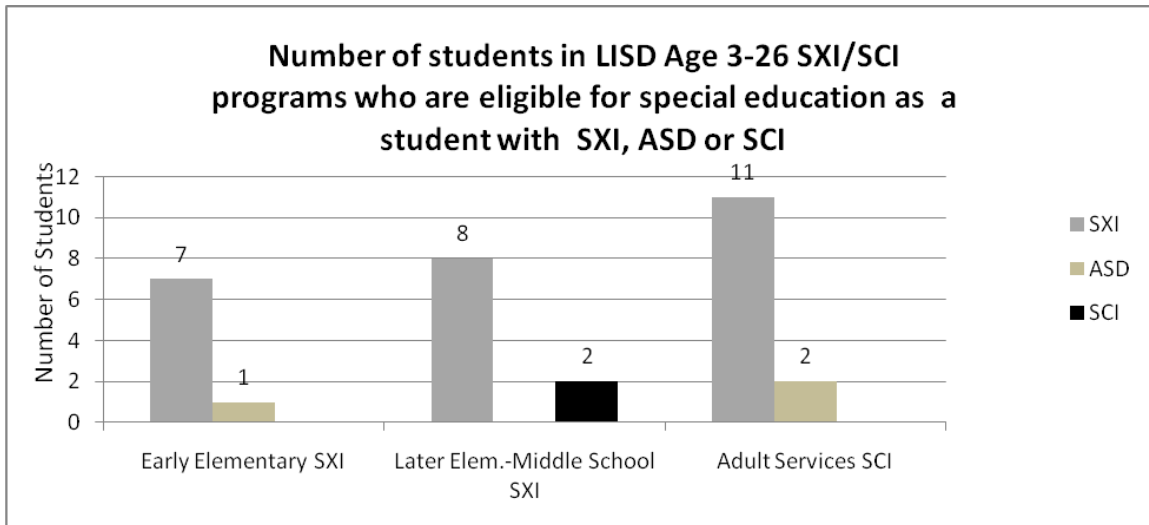
Students are able to work on skills in Adrian as well as in their own communities. Delivering Meals on Wheels, passing out snacks in area nursing homes, and providing services and items for charities are some of the ways students provide service to the Lenawee community.

Demographic Data

Special Education Eligibility Data

The programs for students with severe multiple impairments (SXI) and severe cognitive impairments (SCI) supported 26 students with severe multiple impairments, 2 student with a severe cognitive impairment and 3 students with autism spectrum disorder. The total number of students served within the LISD Age 3-26 SXI/SCI program continuum for the 2009-2010 school year was 31. (Table #1)

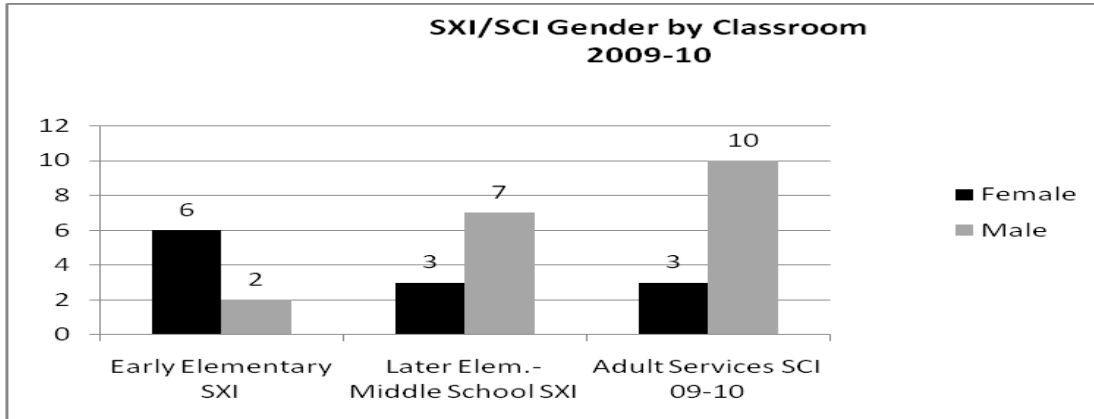
Table #1



Gender

The current data shows that the number of female students decreases from Early Elementary to Adult Services while the number of male students increases. This is dependent on the individuals in the program and may not represent a trend. (Table #2)

Table #2

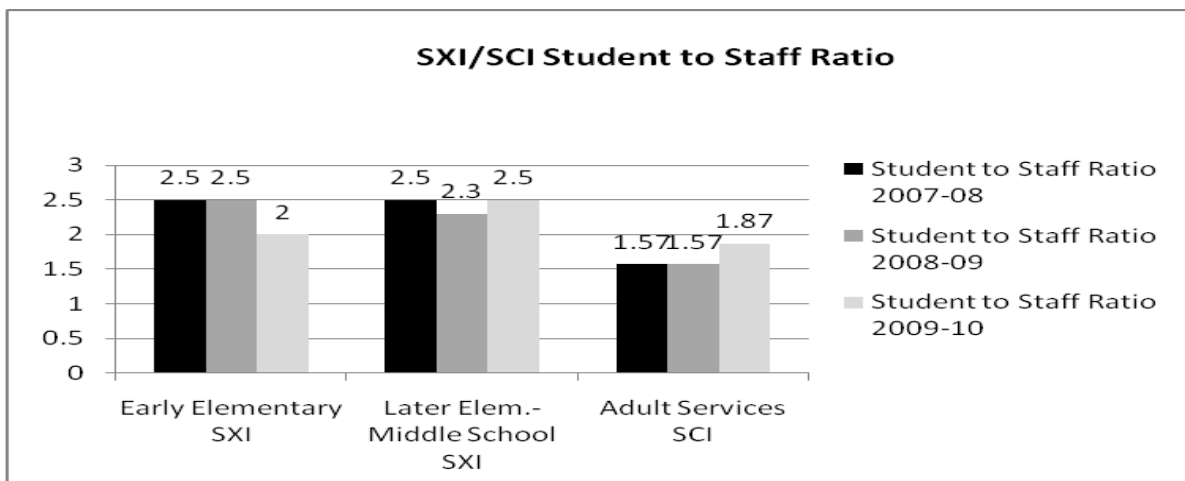


School Process Data

Student to Staff Ratio

Student to staff ratio ranges from 1.87 students per staff member in the Adult Services classroom, 2.5 in the later elementary classroom, and 2 in the early elementary classroom. Additional staffing at the Adult Services classroom allows for participation in multiple Community Based Instruction activities (CBI's) throughout the daily routine. (Table #3)

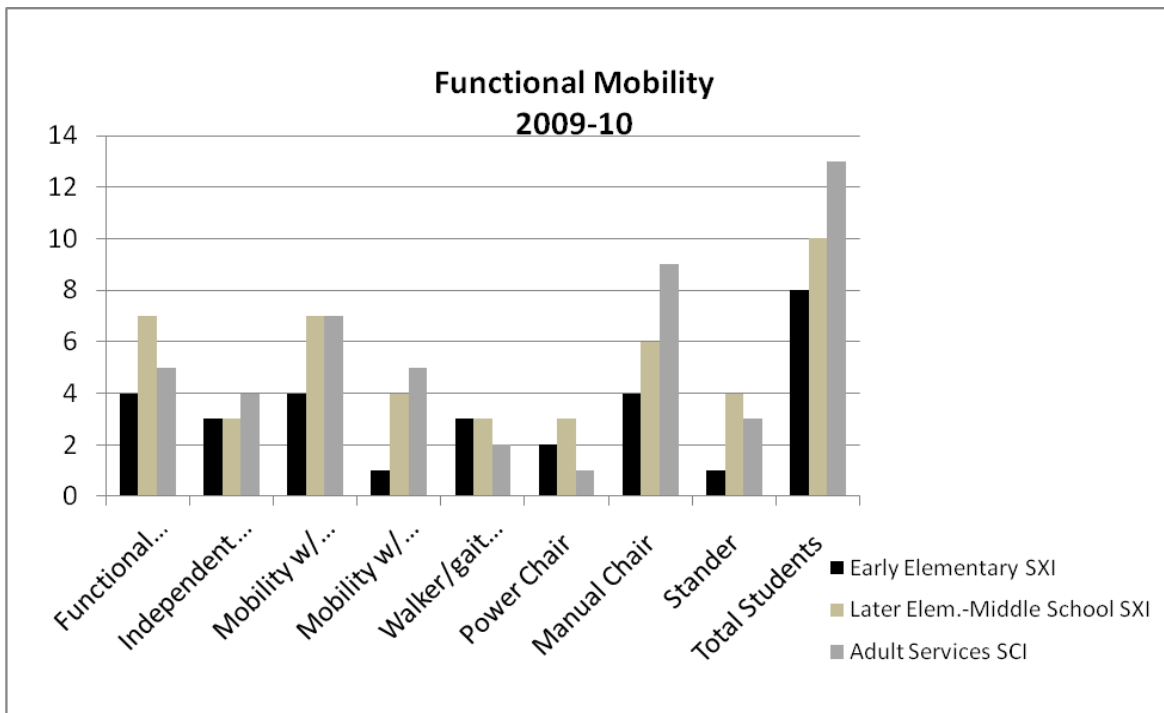
Table #3



Functional Mobility

A focus of the SXI/SCI program is to incorporate functional mobility in the daily routine. Increased mobility enables increased socialization, exploration, function and play. Students use a variety of adaptive equipment, orthotics and levels of adult support. Use of adaptive equipment increases students' level of independence. Participation in functional mobility is individualized, and it is not uncommon for a student to use various forms of functional mobility. (Table #4)

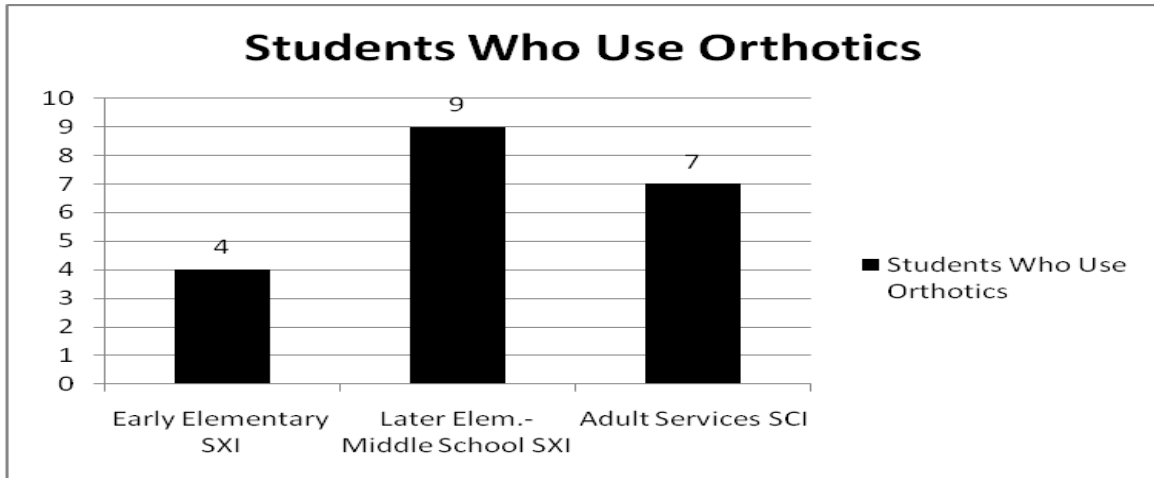
Table #4



Orthotics Used by Students

Many students use orthotics to give them the extra support they need to be able to be more independent. Examples of orthotics can be a foot or ankle brace or a two piece chest brace. Orthotics are used based on individual student needs throughout the school day. Some students are assisted with (taking on and off) their orthotics several times each day. (Table #5)

Table #5

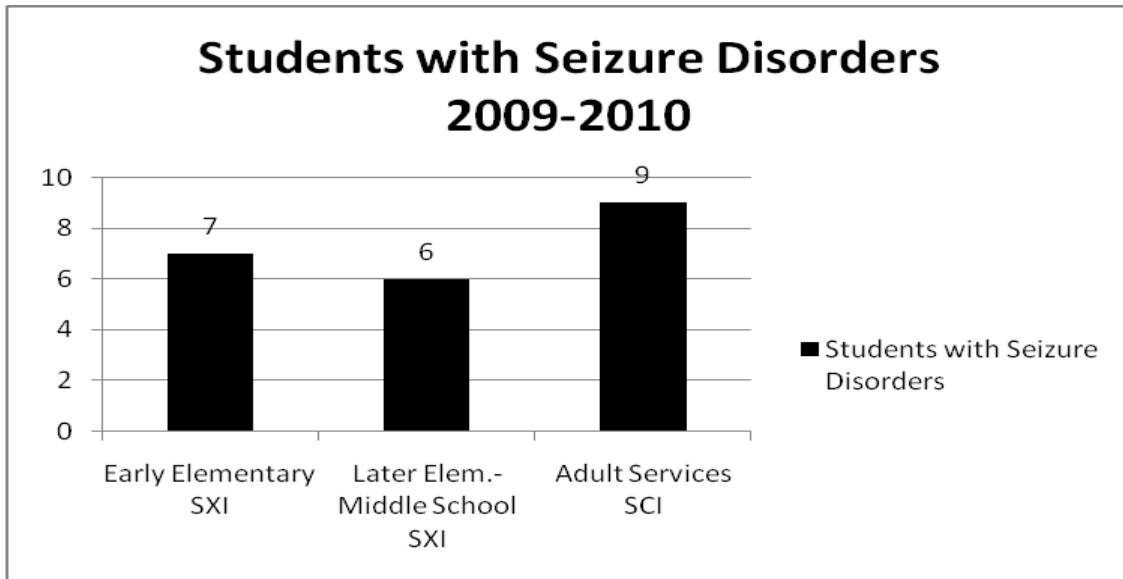


Health Needs

Seizure Disorders

Seizure disorders affect learning for students in the SXI/ SCI classrooms. There are 7 students in the Early Elementary, 6 students in the Later Elementary/Middle school classroom and 9 students in the Adult Service Program who have seizures. Staff is annually trained to support students with seizure disorders. (Table #6)

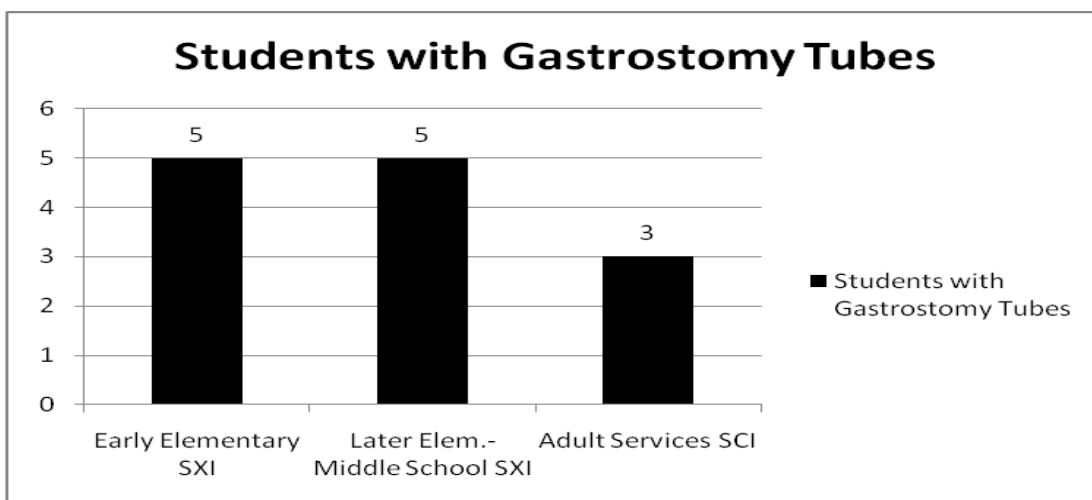
Table #6



Students with Gastrostomy Tubes Data

42% of the students participating in the SXI/SCI programs need to use a gastrostomy tube for eating, drinking and/or the administration of medicine as prescribed by the physician. All classrooms on the continuum are able to accommodate for this need. From a total of 30 students there were 12 students with gastrostomy tube needs. There were 5 early elementary students, 4 later elementary-middle school students and 3 adult services students. (Table #7)

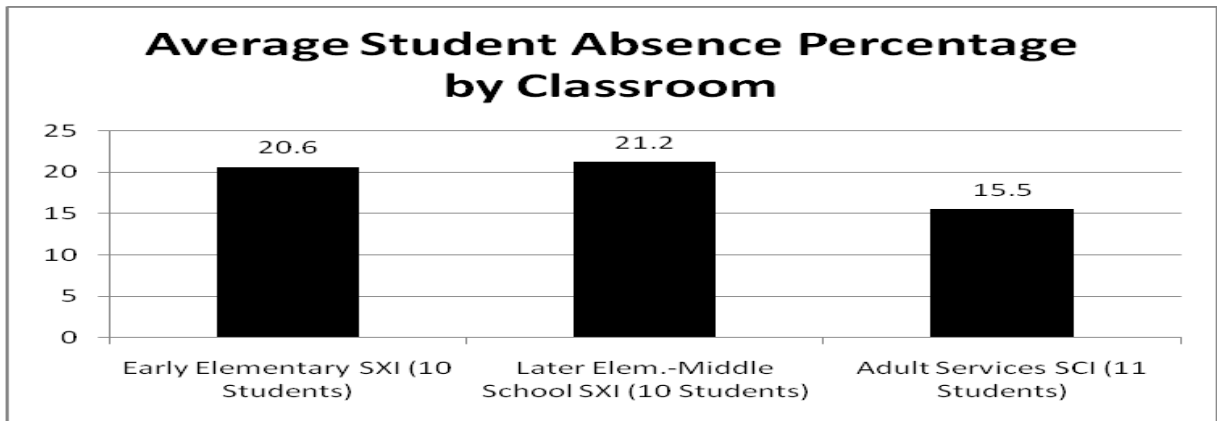
Table #7



Attendance

Attendance data is based on the 2009-2010 full day programs (203 days). Extended illness, surgeries and doctor appointments significantly contributed to the number of absences which makes it difficult to generalize attendance based on the classroom attended. (Table #8)

Table #8



Community Based Instruction Data

Community Based Instruction (CBI) include learning experiences which help students generalize skills from the classroom to the real-world setting of the community. When participating in Community Based Instruction students work on communication skills, social skills, safety skills, and motor skills based on their IEP goals. Community Based Instruction has been divided into 8 categories. They are (1) Leisure Activities, (2) Exploring the Community, (3) Stores and Malls, (4) Community Service Activities, (5) Errands, (6) Restaurants and Coffee shops, (7) Program Transition Activities, and (8) Public Library. (Table #9)

The early elementary program used a LISD bus on all 16 CBI experiences. All (100%) of the trips were leisure activities. They went swimming and to the park. There were zero trips in the other categories. (Table #10)

The later elementary-middle school program went on a total of 69 CBI experiences. These students used the LISD bus and began to use Lenawee Transportation. 32 trips were leisure activities (46%), 25 trips were to a store or the mall (36%), 6 trips were to restaurants (9%), and 6 trips were program

transition activities (9%). There were zero trips in the categories of Exploring the Community, Community Service, Errands, and Public Library. (Table #11)

The adult services program went on a total of 587 CBI experiences using a combination of LISD vans, buses and Lenawee Transportation/Dial-a-Ride. 35 trips were leisure activities (6%), 12 trips were exploring the community (2%), 126 trips were to the store or the mall (21%), 141 trips were community service activities (24%), 178 trips were mail runs and errands (30%), 73 trips were restaurants and coffeehouses (12%), 4 trip for transition activities (<1%) and 18 trips were to the public library (3%). (Table #12)

Community Based Instruction Data (Table #9)

Community Based Instruction	Early Elementary SXI	Later Elem.- Middle School SXI	Adult Services SCI
Leisure (swimming, bowling, park etc.)	16 (100%)	32 (46%)	35 (6%)
Explore community			12 (2%)
Stores/Mall		25 (36%)	126 (21%)
Community service			141 (24%)
Mail run/errands/get classroom supplies			178 (30%)
Restaurants/coffeehouses		6 (9%)	73 (12%)
Transition		6 (9%)	4 (<1%)
Library			18 (3%)
Total	16	69	587

Table #10

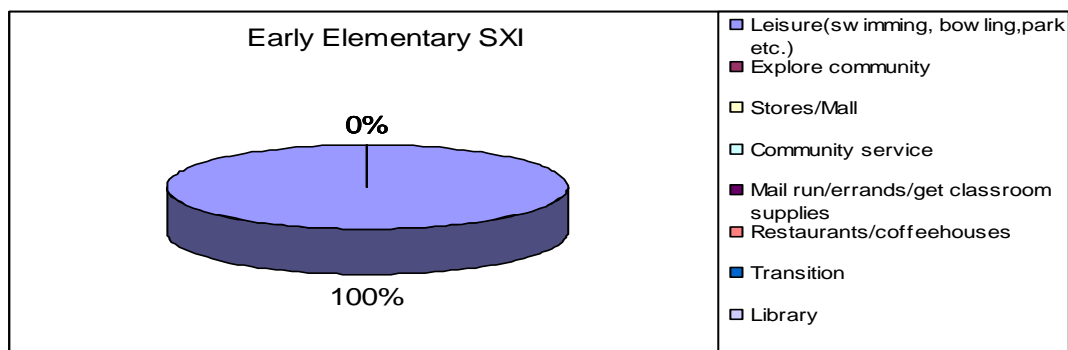


Table #11

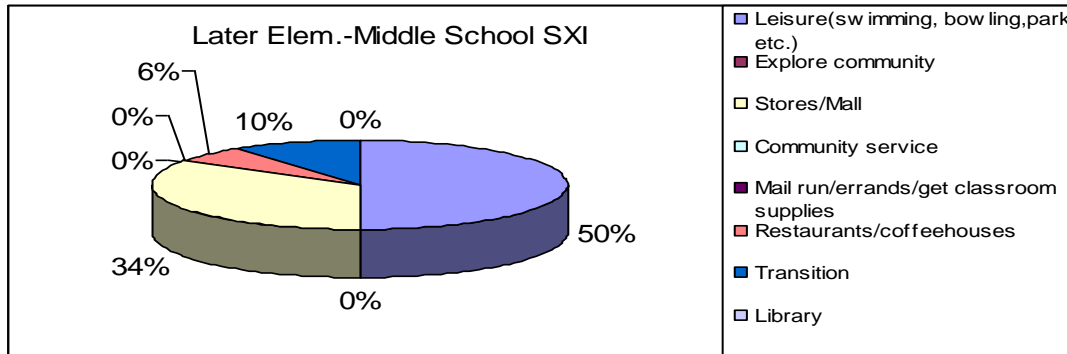
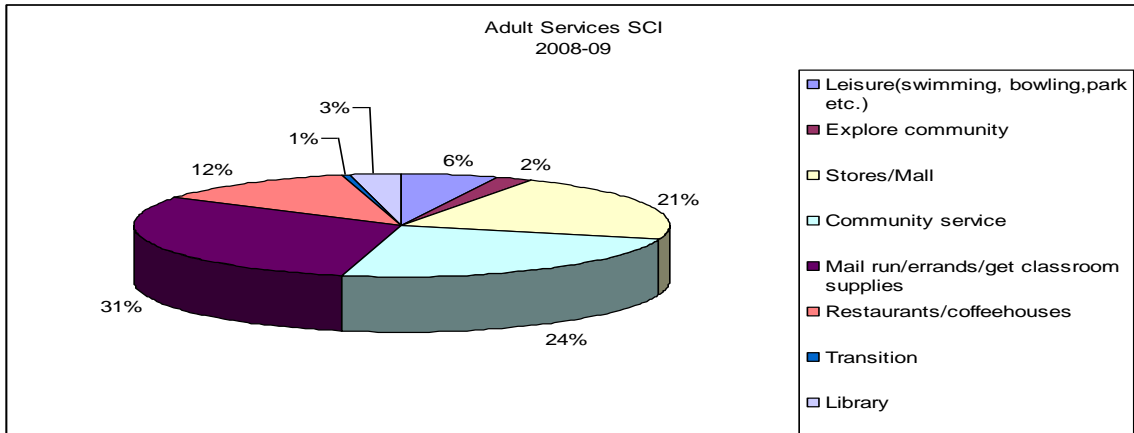


Table #12

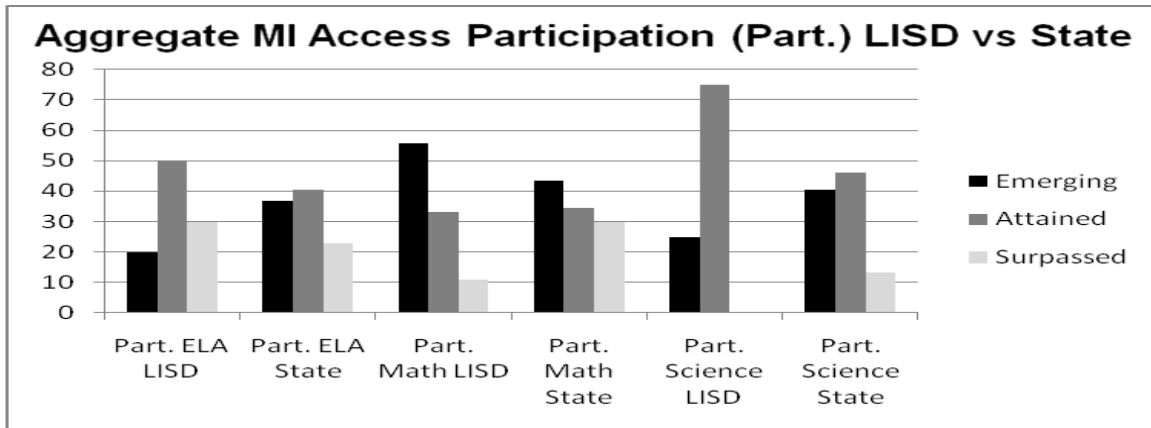


Student Achievement Data

MI Access

Students in the SXI/SCI program take the MI Access Participation assessment in grades 3-8 and 11. The MI Access has three levels of scores: Emerging (has not met State requirements), Attained (has met State requirements), and Surpassed (has surpassed State requirements). The graph below compares LISD scores with State averages for the 2009-10 school year. (Table #13). In ELA and Science our students did considerably better than the state averages but in Math we had a much higher percentage at the emerging level.

Table #13



Curriculum

The SXI and SCI staff references the Michigan Department of Education Participation Curriculum Guide to develop goals and objectives for each student. The curriculum guide has five performance expectation areas: Leisure and Productivity, Interactions, Communication, Personal Care/Health/Safety and Mobility. Within each performance expectation area there are goal areas. Each student has a Learning Record which tracks their progress in the various performance expectations areas. The following table calls out these areas of the curriculum guide.

Performance Expectations Areas	Leisure & Productivity	Interactions	Communication	Personal Care/Health/Safety	Mobility
Goal Areas	Develops leisure recreational skills Learns movement/exercise Patterns Learns functional skills Learns object manipulation bilateral hand coordination Work skills Work habits	Develops social skills	Develops effective communication skills	Develops positioning and fitness skills Develops dressing skills Develops eating skills Develops personal care skills	Learns movement and balancing skills Improves walking and mobility skills