

TMCSEA
Program Summary Report
2009-2010
END OF YEAR UPDATE

ASSISTIVE TECHNOLOGY SERVICES (K. Neville, Program Coordinator)

TMCSEA continues to expand Assistive Technology (AT) throughout its member districts by increasing awareness, staff expertise, and access to AT by implementing Assistive Technology Services within a 3-Tier Service Delivery Model. Tier I of the AT Services Framework addressed Assistive Technology for all students within the core curriculum. Target groups included member district general and special education teachers, paraprofessionals, and support staff. Member districts identified 15 new Assistive Technology Liaisons who were provided with additional training each quarter in the area of assistive technology. Each member district AT Liaison received an AT Toolbox and Notebook to share with staff in their districts/schools. During the 2008-2009 school year, 19 AT Liaisons received these same inservices and tools through our trainer of trainers model, and they participated in 2 trainings this school year. Next school year, all existing AT Liaisons will be provided with one training per semester and on-going professional networking to enhance their expertise in AT. Tier II of our AT Framework focused on target groups of speech/language pathologists and occupational/physical therapy staff. Professional development was provided in the areas of augmentative and alternative communication (AAC), handwriting/written output, seating/positioning, computer access, adaptive equipment, and AT Toolboxes. Tier III services continued to be provided by the TMCSEA Assistive Technology Team initiated by Student Requests for Service. Three TMCSEA professionals with expertise in speech/language pathology, occupational therapy, and special education comprise the Assistive Technology Team. During this school year, 22 assistive technology consultations were completed for students in member districts. Individual problem solving to address intensive student needs occurred at this tier. Recommendations have been provided to address students' academic performance, behavioral needs, written output/handwriting, switch use, computer access, seating/positioning, adaptive equipment, and augmentative/alternative communication. Our team has worked directly with students, parents, general and special education teachers, paraprofessionals, occupational therapy staff, physical therapy staff, speech/language pathologists, and school administrators to enhance each student's educational performance. Speech pathologist support for the TMCSEA Assistive Technology Team will be increased from 1 day per week to 2 days per week for the 2010-2011 school year to better meet the demands of AAC needs in member districts.

We are pleased to announce TMCSEA will be continuing its membership with the Infinitec AT Coalition next school year which has enabled us to provide additional professional development and resources to all member districts. There have been 277 registered users who have accessed Infinitec Assistive Technology Coalition resources within Tazewell and Mason counties.

Collaboration between TMCSEA and local universities and agencies has taken place this school year as well. Students from Western Illinois University and Eureka College have visited TMCSEA to increase their knowledge in assistive technology. Additionally, one member of the TMCSEA Assistive Technology Team has served on an interagency AT Workgroup with Easter Seals. Additionally, an AAC Support Group for families was facilitated in collaboration with Easter Seals, and two support group meetings took place on 10/15/09 and 3/18/10. These partnerships continue to benefit all parties.

AUDIOLOGICAL SERVICES/CENTRAL AUDITORY PROCESSING (K. Neville, Program Coordinator)

Larry Reiser, MS, CCC-A, continues to provide audiological clinic at TMCSEA every Friday. There have been 123 audiological evaluations completed this school year. Students may be referred for audiological evaluations by the speech/language pathologist, teacher, parent, or other appropriate staff. Additionally, students with a history of hearing difficulties are routinely monitored to ensure that hearing loss does not interfere with speech and language development or academic performance. Audiological re-evaluations are tracked, scheduled, and conducted on site as well. All audiological reports are sent to districts for review upon completion. New audiometer equipment will be purchased and installed next fall as the current equipment is approximately 13 years old and in need of replacement. TMCSEA will continue to provide audiological clinic every Friday for the 2010-2011 school year.

TMCSEA provides Audiometer Calibration Clinic for member districts annually, and this year's clinic is scheduled for June 4, 2010. The cost of calibrating each audiometer is \$10, and bills for this service will be sent directly to districts from IDPH.

TMCSEA currently provides Central Auditory Processing (CAP) evaluations for member districts through Gail Pollock at Morton Audiology, Inc. There have been 38 students referred for these evaluations this school year. In an effort to address feedback from our Needs Assessment and improve the quality of these evaluations and recommendations, TMCSEA will be contracting 35 Central Auditory Processing evaluations with Trude Reiser of Children and Family Hearing Associates in Peoria for the 2010-2011 school year. These services will be provided at no cost to member districts.

AUTISM ASSISTANCE PROJECT (J. Staker, Coordinator Schramm Educational Center)

The Autism Assistance Team is available for consultations, home interventions, or staff development trainings. During the first half of the 2009-2010 school year, the team provided one staff development activity – *The Child's needs in the Classroom* for District 108 school personnel on August 5th, assisted with the transition of one student from Schramm to the Satellite program at Rankin School and provided districts with 8 individual student consultations. Twenty-eight individuals or districts have used the Autism Lending Library, which has a variety of books or videos that can be loaned to individuals or districts by calling 309-346-1186. Five individuals were supported by the Autism in-service funds to attend The 3rd Annual Tri-County Autism Conference on October 16th, and one member of the Autism team attended "*Whodunit! Unraveling the Mystery of Social Skills*" on September 17th and "*Autism across the Spectrum*" on November 5th and 6th.

The ADOS (Autism Diagnostic Observation Schedule) Team had twenty-two referrals for testing of individuals at the district level during the 2010 school year. The ADIR (Autism Diagnostic Interview Revised) is administered once the ADOS component has been completed and the student meets criteria on the ADOS – seven ADIRs were completed and two additional ADIRs were recommended which parents declined. This service is available by filling out a request for service form, having the district special education coordinator sign it, and submitting it to the TMCSEA low incidence coordinator.

CRISIS PREVENTION INTERVENTION (CPI) (A. Ealey, Program Coordinator)

In teams of two trainers, Crisis Prevention training was provided to our member districts and TMCSEA staff during the 2009-2010 school year. The program focuses on identifying increasing levels of behaviors and responding appropriately to de-escalate a situation. Participants are also taught personal safety techniques and methods to enhance the care, welfare, safety and security of all individuals involved in a crisis situation. Five initial and eight refresher trainings were provided throughout the course of the school year with over 190 participants overall. Two

instructors are now trained to provide a new refresher course applying CPI techniques to students with autism spectrum disorders. This will be a new option offered for the 2010-2011 school year.

EARLY INTERVENTION/EARLY CHILDHOOD (A. Ealey, Program Coordinator)

Technical assistance is provided for Early Childhood Special Education teachers and administrators by sharing information from ISBE, Local Interagency Council, Child and Family Connections, Early Childhood Forum of Central Illinois and All Our Kids: Birth to Five Network. There was a relatively smooth transition of reporting entry and exit ratings from IWAS to SIS at the beginning of the year.

Tazewell and Mason county member districts were represented at the Early Childhood Outcomes System Stakeholders Meetings held on Nov. 10, 2009 and March 4, 2010. The focus of these meetings was to analyze the statewide Early Childhood Outcome data for Indicator 7 that was submitted to OSEP. Baseline data has been established based on exit data from 2008-2009 school year. Targets for 2009-10 and 2010-11 have been determined. 2009-2010 progress will be reported on each district's 2010-2011 Special Education Profile.

TMCSEA sponsored two workshops for Early Childhood staff this year. On January 26, Carol Wiesheit presented several ideas on creating a literature rich environment in the early childhood classroom. On March 5, Amanda Quesenberry from Illinois State University presented "Addressing Challenge Behaviors Using a Routine Based Support Guide" to 14 educators.

HEALTH SERVICES (Z. Young, Program Coordinator)

This year we were waiting for the new nursing continuing education requirements to be established for the state of Illinois. These requirements have been set for our state and have been posted by the Illinois Department of Financial and Professional Regulations (IDFPR). The Nurse Practice Act requires registered nurses to achieve 20 hours of continuing education (CE) per two-year renewal cycle with the 2010/2012 RN license renewal cycle. We also organized the medication, treatment and set-up area for optimal organization and efficiency. The final step of the nurse work area renovations is now completed. Refurbished cabinetry has been installed and new drawers are being made. The process for medication distribution was reviewed.

HEARING IMPAIRED ITINERANT SERVICES (K. Neville, Program Coordinator)

Hearing Services have been provided to 28 member district students requiring direct instruction, consultation and whole room and personal amplification system set-up and instruction. Personal and whole room amplification systems have been provided to member districts on a trial basis as well.

INSERVICE/STAFF DEVELOPMENT COORDINATION (K. Neville Program Coordinator)

TMCSEA restructured professional development this fall. Professional development opportunities have been offered in a variety of areas including: Assistive Technology, Autism, CPI, Early Childhood, Low Incidence Special Education, OT/PT, Parents, Psychologist, SLP, and Transition. We offered smaller event inservices to targeted staff with more specialized topics this school year. It is our goal to provide high quality resources as well as build capacity in our member districts. Member district staff are welcome to attend any of our trainings at TMCSEA free of charge. Additionally, the Inservice page on the TMCSEA website has been updated to include all professional development opportunities offered, electronic registration forms, and monthly event calendars.

TMCSEA offered a variety of afternoon School Improvement and full day Teacher Institute opportunities. These workshops may be of particular interest to special education staff, especially those providing a functional curriculum for students with more significant disabilities.

Additionally, three parent sessions were offered this school year which remain free of charge including refreshments and child care provided.

LOW INCIDENCE DIAGNOSTIC SERVICES (K. Neville, Program Coordinator)

TMCSEA provides evaluation and consultation services in the following areas: Autism, ADOS, Audiology, Central Auditory Processing, Low Incidence Initial and Re-evaluations, Occupational Therapy, Physical Therapy, Adaptive PE, Assistive Technology, Neuro-Behavioral, Functional Curriculum, Hearing, Satellite/Schramm, and Vision. There have been 265 individual student requests for services this school year, not including OT and PT. Additionally, TMCSEA provides district consultation/training in the following areas: ADHD, Assistive Technology, Autism Strategies, Circles, CPI, Disability Awareness, FACTS, Functional Curriculum, Handwriting/Fine Motor, Hearing Awareness, Illinois Alternate Assessment, IEP, Lifting-Transfer, Mentoring, Response to Intervention, Special Education Rules and Regulations, Transition Awareness, and Vision Awareness. There have been 23 requests for district consultation/training this school year.

Updated Request for Service forms were implemented this fall to better meet member district needs for evaluation, consultation, and training services. All Requests for Service continue to be entered into an Access database and tracked. This process allows for data to be analyzed which is used to address staffing patterns and services. TMCSEA continues to encourage on-going collaboration, positive professional relationships, and implementation of best practices with all member districts.

MULTIPLE DISABILITIES SATELLITE CLASSES (A. Ealey, Program Coordinator)

The satellite program was condensed into two classes this year. Both the primary and upper grade classes were moved to Rankin which is more centrally located for our member districts. Each class is staffed by one teacher and one paraprofessional. Eleven students from eight member districts participated in this functional program which provides basic instruction in life skills in the classroom, school and community. In January, both classes implemented a new curriculum. *Unique Learning System (Unique)* is a curriculum program that has been specifically designed for students with special learning needs. Reading and math activities are developed within social studies and science units but topics are modified to make sure that the life skills focus remains on the forefront. This program enhances each student's individual goals and are in align with Illinois State Learning Standards. General education integration as appropriate remains an integral part of the program as well.

In addition to our function curriculum offered through our satellite classes, our *Functional Curriculum Toolkit* was developed to address the needs of a functional curriculum for our member districts. This toolkit contains a variety of resources, literature and sample materials which is continually updated to reflect best practices. TMCSEA satellite staff is available to provide consultation to member districts on functional curriculum development and enhancement.

OCCUPATIONAL AND PHYSICAL THERAPY SERVICES (Z. Young, Program Coordinator)

This year the OT/PT department focused on five goals. First, we wanted everyone within our department to use Outlook. Last year the OTR and PT had this as a goal and this year it was the COTA and PTA's turn. All of the COTA and PTAs use Outlook; utilizing the email, contacts, and calendar sharing components of this computer program. Second, we integrated a new COTA into the health services team who started off the year at two days per week and by the end of the year she was four days a week. Our third goal was to continue to provide quality OT and PT services to our member district. Our department provides therapy services to 15 member districts, Schramm Educational Center and Satellite program at Rankin. This year we began providing services to Districts 76 and 102 with a successful transition. Two part-time COTAs and one part-time PTA covered direct therapy service needs for these districts while one OTR and PT provided supervision and therapist coverage. Therapy services were also successfully integrated into the

Satellite program at Rankin. The fourth goal was to explore OT/PT role in the Rtl process. Continuing education was provided to all therapists providing therapy to any member district regarding OT/PT role in the Rtl process. A group discussion followed this presentation to see how therapists were meeting our districts needs within TMCSEA. Our fifth and last goal was to review our therapy paperwork and equipment loan process. Initially, a group of therapist and assistants met to brainstorm ideas to help make the therapy paperwork process more efficient and user friendly. These ideas were brought to the OT/PT supervisory meetings. Changes were made to make the paperwork process more efficient and still meet the ISBE, AOTA, IOTA, APTA and IPTA guidelines. The revised paperwork was handed out and reviewed before the November 19, 2009 "Third Thursday" meeting. The OT/PT supervisory committee will work on updating the equipment loan process during the 2010-11 school year.

SCHRAMM EDUCATIONAL CENTER (J. Staker, Coordinator Schramm Educational Center)

Enrollment at Schramm is currently at 71 students. As a group, we worked on developing a three tiered student intervention system and a school wide positive behavior system. Both of these documents will be included in the beginning of the school year packets for parents. We have had many exciting activities throughout the school year and staff has had some excellent training which will continue to improve programming for children. We have been trained in the use of non-verbal prompting, sleeping and eating strategies and LAMP training (Language Acquisition through Motor Planning). A Schramm teacher and Speech therapist will be involved in the summer experiential training which will be held in Metamora. This training instructs staff in best teaching practices for children on the Autism Spectrum.

A transition classroom was developed in which children remain in their classroom for the morning and work on independent academic skills and focus on personal hygiene. These students are mobile, have use of their extremities, and have aged-out of the pre-school classroom. In the afternoon the children begin by participating in four of the eight learning centers (Technology, Language Arts & Math, Communication, and Adapted PE). This is a change from ECE where students remain in their room all day; however, children are given some opportunities to attend other classrooms but are not totally immersed in the class rotation schedule.

SIP day trainings have included lifting and positioning which was presented on September 4, 2009, Make It Take It - visual supports presented by the ISU Autism Team was October 23, 2009, and experiential training follow up was accomplished on November 10, 2009. Second semester trainings included "Using functional outcomes to a guide for interventions" on 1-15-2010, "Infinitec showcase: Resources to support Functional Curriculum" on 2-24-2010, "Functional curriculum Showcase" on 3-19-2010, and "Helping Individuals Improve Eating Routine" on 4-24-2010. Teachers are also working with the experiential team to develop independent works stations in each classroom.

During the 2010 school year, seven staff members have attended professional development activities in the following areas: "Whodunit! Unraveling the Mystery of Social Skills," "Managing Disruptive Classroom Behavior," Tri-County Autism Conference, "Autism across the Spectrum," "From Chaos to Classroom Control Managing Disruptive Classroom Behavior," "Developing a Comprehensive Feeding Plan," and "Routine-Based support Guide for Behaviors."

SPEECH/LANGUAGE SERVICES (K. Neville, Program Coordinator)

TMCSEA provided direct speech/language services to students at Schramm Educational Center, Rankin School, Marquette Heights, Homewood Heights, Parkview Junior High, and LaSalle School in Creve Coeur this school year. The therapists have attended trainings to learn strategies and techniques to support and improve speech/language skills of their specific students. They have worked together and with other staff in developing supports for students within all environments. Partnerships have continued with Western Illinois University, Eureka

College, Illinois State University, Prentke Romich Company (PRC), DynaVox Technologies, Easter Seals, and Infinitec.

Technical assistance for speech/language pathologists within member districts was provided for specific problem solving situations, as well as materials for loan and professional development opportunities. The following trainings have been provided through TMCSEA for speech/language pathologists this school year: *Audiology: A Refresher Course* on 9/4/09; *Literacy-Related Services in the Schools: Considerations for the SLP Part II* on 9/18/09; *DynaVox: Getting Started with Series 5* on 10/1/09 and 4/22/10; and *Boardmaker Software Family v.6* on 11/5/09; *Breathing: Is It Really Necessary?* on 1/21/10; and *Language Acquisition through Motor Planning (LAMP)* on 4/15/10. Additionally, several member district speech/language pathologists are participating in a free, 4-part training series sponsored by ISBE facilitated through Infinitec, *AAC Linked Series*, to further their knowledge and expertise in the area of augmentative and alternative communication.

STEP/TRANSITION SERVICES (J. Aarestad, Transition Specialist)

Transition took on a new challenge this year with the state compliance Indicator 13. This very important piece of the IEP has been scrutinized by reviewers and much criticism from the reviewers resulted. TMCSEA was quick to contact Sue Walter from ISBE and she presented in a presenter/workshop format in January, 2010. We had all of the districts represented by the District Level Coordinators and most of them brought one or two teachers that work with transition. It was well attended and has made a positive impact in this year's transition goal on IEP's. We also provided a career conference at PCHS for students and had a variety of career clusters and service providers present. Although the number of vendors was not what we hoped, those that were there were quality and most students in STEP have reported that based on that day, they made some career choices. The MECA (Microcomputer Evaluation of Careers and Academics) roll-out was delayed until second semester due to the Indicator 13 urgency, however, there has been great training at district requests and this will continue to be a goal for the 2010-2011 school year. Due to the recent economy employers have shifted from hiring students in the STEP co-op program to adults in need of employment. We will continue to see this as a challenge for next year and will continue to educate and work with all of the incentives that we are able to offer for our students to get these jobs. We have been successful with the Transition Specialist Assistants being in all of the schools. We have been able to meet with our students at least 4 times per school year. This has fostered a greater relationship between the students, their families and our office. Our goal is to make Transition a positive time for all involved!

VISION ITINERANT SERVICES (K. Neville, Program Coordinator)

Vision services have been provided to 37 member district students requiring direct instruction, consultation, technology training, and functional vision assessment. Vision screenings for students with significant vision concerns were provided through the Teacher of the Visually Impaired and the TMCSEA Registered Nurse, who has received specialized training in functional vision screening. The low vision clinic, *Seeing is Believing*, took place on December 10, 2009 at TMCSEA sponsored in conjunction with the Lions Club Foundation and Chicago Lighthouse. Dr. Gerald Taylor, an ophthalmologist specializing in diagnosis and treatment of individuals with vision impairments, evaluated four member district students who benefited by receiving eye examinations, prescription eye glasses, and assistive technology devices free of charge.

WARM WATER THERAPY POOL (Z. Young, Program Coordinator)

Three goals were established this year for the warm water therapy pool. First, we evaluated how supplemental motor groups were organized and delivered at Schramm; identifying the needs and exploring new ideas. As an outcome of this process the OT/PT department will continue to offer pool, dining and ROM/positioning services and adding sensory support to the classrooms. For the 2010-11 school year the Supplemental Motor Group will be renamed to Schramm Therapeutic

Support to better reflect programming. The second goal was to develop job descriptions for the pool changing assistant and pool attendant. This goal was completed during the first semester of the school year. As part of this process the pool procedure manual was also updated to reflect current practices. The third, and last goal, was for therapist to review the pool procedures and the appropriateness of students receiving direct therapy services in the pool. This goal was completed during the monthly OT/PT supervisors meetings.