

-Traverse Bay Area ISD-

Cognitively Impaired Programming Suggested programming leading to a certificate of completion

High School students with mild cognitive impairments may demonstrate need for alternate programming other than that curriculum offered through the Michigan Merit Curriculum. Cognitively impaired programming is designed to support students with learning limitations requiring performance expectations to be significantly lowered and content to be significantly altered from the general education curriculum content.

Students appropriate for this type of programming may have cognitive or related impairments that prohibit their ability to generalize or transfer learning; however, they can usually follow learned routines and demonstrate knowledge of independent living skills when receiving appropriate instruction. These students are expected to require on-going instruction, support and practice in both their living and working environments, both before and after exiting the educational setting.

Students in these programming situations typically perform significantly below their same-age peers and learning will take place at a much slower rate. These students require much re-teaching with concrete, slower-paced presentations, hands-on, simulated activities and opportunities for community participation in order to become as successful and as independent as possible for the future. The comprehensive “academic” assessment resources of the curriculum of this programming are the TBAISD-developed Curriculum Extension Guides, which are functional guides based on the Michigan Curriculum Frameworks standards and benchmarks. The transition component of the program is measured and assessed using the Enderle-Severson Transition Rating - III (ESTR-III). Both of these measures are written to reflect demonstration of skills in a variety of settings and situations, other than the academic classroom.

CI Programming is designed to:

- Provide direct instruction and repetition with practical, authentic and concrete experiences reflecting real-world contexts
- Provide instruction targeted toward specific, essential independent living skills
- Focus on completing activities of daily living
- Enhance quality of life
- Maximize personal effectiveness as adults
- Work together with home and community to provide programs that allow students as much integration as is possible into major life roles

Curriculum domains covered in these programs through Curriculum Extension Guides:

- Communication/Language Arts
- Behavior and interpersonal skills
- Number sense/Math
- Real world science
- Domestic activities
- Career planning and preparation
- Community transactions/Social studies
- Recreation and leisure

Areas covered through Enderle-Severson Transition Rating scale are:

- Employment
- Recreation and leisure
- Home living
- Community participation
- Post-secondary education

It is important to note that placement of students into a **more restrictive** environment and programming such as a mildly cognitively impaired classroom should only be made when it is determined by the IEPT that the child will **receive DIRECT educational benefit** and is not being placed for the convenience of any party. Students in CI programming follow a curriculum which is substantially different from the requirements of the Michigan Merit Curriculum.

Placement in the cognitively impaired curriculum results in a certificate of completion as opposed to a high school diploma at the end of the student's time in this secondary program. This is an IEPT discussion and decision that should not be made lightly.

Procedures for Referral to Mildly Cognitively Impaired Programs

1. When considering the need for alternate programming which will lead to a certificate of completion, the following information should be discussed:
 - Current MET information, including adaptive behavior scale
 - Current IEP and all progress reports from the current (or most recent) school year
 - Current behavior plans (including Functional Behavioral Analysis)
 - Relevant medical information
 - Current curriculum based assessments and assessment of functional performance
 - Review of all previous academic testing, e.g., past MEAP and/or Mi-Access performance, curriculum based assessments, grade level testing, and any normed measures previously given which show the student's progress, or lack of, in the general education setting over a period of time
2. The referring school personnel should contact administration to set up a staffing to receive input from all staff who have contact and information regarding the student in question. Included in this staffing who may also be considered would be the special education itinerant team and/or Service Area Director, in the case where more definitive information and assessment might be needed. Parents should also be included. "Staffing Considerations and Talking Points" may support appropriate conversation regarding student history and current needs.
3. Based on the results of the staffing, an IEP would be convened and programming options would be discussed at that time.

Staffing Considerations and Talking Points
Alternate Programming Leading to a Certificate of Completion
Discussion

~Please discuss any parent concerns, questions, and long - term visions for the student.

Staffing Questions:

1. What type and amount of service has the student received from special education in the past? Describe the outcome of each service?
2. What educational, curricular, behavioral accommodations and adaptations have been made for the student in the past programs?
3. For those students with behavioral needs, has an FBA/BIP been completed and in place in the past? What were the results of these interventions?
4. What medical concerns should be considered in determining special education placement for the student?
5. Has attendance in any way affected the student's programming needs?
6. Which current IEP goals and objectives are not being met in the current programming and why are they not?
7. What is the long-term vision for transition into adult life for this student?
8. How will the student benefit educationally from alternate programming which will award the certificate of completion upon completion?
9. What are possible negative consequences for the student may result from this alternate programming?
10. Is this programming, based on all data presented, in the student's best interests as part of least restrictive environment?

~Placement Staffing Guide~

StudentName: _____

School: _____ DOB: _____

Age: _____ Current Grade Placement: _____ Primary Disability: _____

Date of Staffing: _____

Parents' input/concerns/vision:

1. What type and amount of service has the child received in the past? List outcome of each placement:

Placement	Outcome
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Previous Assessment results:

Assessment Type/Date	Results
_____	_____
_____	_____
_____	_____
_____	_____

2. What educational, curricular, and behavioral adaptations and accommodations have been made for this student?

Educational:

Curricular:

Behavioral: (Include FBA/BIP, if appropriate)

- * Is there a current behavior plan? Yes No
- * If yes, has a specific behavior management program been developed and documented for a period of time? Yes No
- * Has the student previously been on a behavior program?
If yes, for how long?_____
- * Has the student exhibited any aggression toward students, staff, or self? Yes No

Medical Information: (Describe any previous or current medical problem(s), including current medications:

Attendance: (Describe student's attendance history. Address any medical/physical problems that may affect attendance)

3. What current goals and objectives cannot be met in the current placement and why not?
4. List other program options considered and reason for rejection:
5. What is the long-term vision for transition into adult life for this student?

6. What are the educational benefits for the student that will occur through alternate programming?
.
7. What are the possible negative consequences that could occur with the alternate programming?
8. Does this programming meet the guidelines of least restrictive environment for the student?

Other comments:

Staffing Participants/Title:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

7/18/2011 revised