



ST. CLAIR CATHOLIC
DISTRICT SCHOOL BOARD
Lighting the Way ~ Rejoicing in Our Journey

**Review of Programs
and Services
for
Students with
Mild Intellectual
Disabilities**

June 2010

TABLE OF CONTENTS

Title	Page
Introduction	3
Committee Membership	4
Process	5
Results	5 - 10
Recommendations	11

Appendices

- Appendix 1 Focus on Special Education Article
- Appendix 2 Memorandum Regarding Programs and Services Review-Elementary
- Appendix 3 Letter to Teachers-Elementary
- Appendix 4 Elementary School Survey
- Appendix 5 Elementary School Survey Results
- Appendix 6 Letter to Students-Elementary
- Appendix 7 Student Survey-Elementary
- Appendix 8 Student Survey Results-Elementary
- Appendix 9 Letter to Parents-Elementary
- Appendix 10 Parent Survey-Elementary
- Appendix 11 Parent Survey Results-Elementary
- Appendix 12 Memorandum Regarding Programs and Services Review-Secondary
- Appendix 13 Letter to Teachers-Secondary
- Appendix 14 Secondary School Survey
- Appendix 15 Secondary School Survey Results
- Appendix 16 Letter to Students-Secondary
- Appendix 17 Student Survey-Secondary
- Appendix 18 Student Survey Results-Secondary
- Appendix 19 Letter to Parents-Secondary
- Appendix 20 Parent Survey-Secondary
- Appendix 21 Parent Survey Results-Secondary
- Appendix 22 Committee Meeting Agenda
- Appendix 23 Committee Meeting Agenda

Introduction:

Reviews are requested by the Special Education Advisory Committee (SEAC) of the St. Clair Catholic District School Board.

SEAC has requested a Review of Programs and Services for Mild Intellectual Disabilities. The findings of the committee for the review will be presented to SEAC for acceptance. The next step in the review involves a presentation of the recommendations to the Board for acceptance and inclusion in the Board's Special Education Report.

The committee for the Review of Programs and Services for Mild Intellectual Disabilities will review and assess the delivery of programs and services to ensure compliance with the Board's Mission Statement.

The Mission Statement for the St. Clair Catholic District School Board is:

Walking together in Christ's light with parish and family, we are called to build an inclusive Catholic learning community and to serve as partners in the formation of life-long learners by:

- Living our faith
- Promoting educational achievement and innovation
- Fostering stewardship, leadership and social justice

The Special Education Advisory Committee has outlined a set of beliefs, which are published in the Board's Special Education Report. These beliefs promote:

- The rights of the learner to an inclusive educational program in the regular classroom program as the child's need for a differentiated program will permit. Integration will take precedence over segregation whenever possible taking into account the needs of the child and the parent's wishes.
- The education of each student is a shared responsibility between the classroom teacher, the program resource team and the child's parent/guardian. Through a collaborative partnership the classroom teacher will be supported in modifying and personalizing the curriculum for exceptional learners.
- Learners have the right to access a spectrum of special education programs and services to support their learning. When support staff is assigned to provide direct assistance to an exceptional learner, care must be taken to maintain focus on the ultimate goal of independence and autonomy.
- Since communities assist in raising children, the board maintains open and active partnerships with various local, regional and provincial agencies to access resources and to promote a smooth transition to post-secondary education, work or living in the community.

The review will determine whether the current model of program delivery in the area of Mild Intellectual Disabilities supports the Board's Guiding Beliefs and Principles for Special Education.

Committee Membership:

Pam Blondia	Program Resource Teacher, Holy Family Catholic School, Wallaceburg
Dureck Culverwell	Special Education Department Head, Ursuline College, Chatham
Lisa Demers	Principal of Special Education, CEC, Wallaceburg
Mary Lanoue	District Literacy and Numeracy Teacher, CEC, Wallaceburg
Jan Lemak	Program Resource Teacher, Georges P. Vanier Catholic School, Chatham
Mary Ann McCrae	Itinerant Behaviour Teacher, CEC, Wallaceburg
Jen Morrow	Program Resource Teacher, Christ the King Catholic School, Wallaceburg and Sacred Heart Catholic School, Port Lambton
Lisa Thompson Power	Program Resource Consultant, CEC, Wallaceburg

Framework for the Review Process:

The review will take place during the 2009-2010 school year.

Objectives:

For the delivery of Programs and Services in the Mild Intellectual Disability area, the committee will:

- Gather information to determine whether programs and services delivered to students with a mild intellectual disability are in accordance with the stated values and beliefs of the Board and the Beliefs as set out by the Special Education Advisory Committee (SEAC) in the Special Education Report.
- Review current programs and services delivered to students with a mild intellectual disability
- Compile a review of current literature to reflect best practices in providing support to students with a mild intellectual disability in an educational setting
- Review the Individual Education Plans (IEP) for students identified by the IPRC as Intellectual: Mild Intellectual Disability to determine alignment with the Ministry standards and to identify areas where support is needed in the development of the IEPs.
- Provide recommendations to SEAC for implementation with regard to future direction in providing programs and services to students with a mild intellectual disability

Process:

In order to complete the Review of Programs and Services in the Mild Intellectual Disability area, the committee will complete the following tasks:

- Form a Review Committee reflecting representation from the following groups: elementary and secondary program resource teachers, district literacy and numeracy teacher, itinerant behaviour teacher, program resource consultant and a principal advisor
- Develop questionnaires and/or surveys as required
- Collect, collate and report on data generated from various information tools
- Review all information collected for the purpose of preparing a report and developing recommendations for submission to SEAC

Elements:

The following areas will provide a focus for data collection for this review:

- Description of the current programs and services for students with a mild intellectual disability will be outlined
- Information from the IEP engine will be collected to determine the incidence of students identified by the IPRC as Intellectual: Mild Intellectual Disability
- Information on the referrals received and the types of supports provided by the Student Support Service Team, Behaviour Support Team, Speech Language Pathologists, Occupational Therapists and psycho educational assessments will be outlined
- Compilation of data from the 2009-2010 IEP audit
- Surveys for parents of students with a mild intellectual disability, students with a mild intellectual disability and classroom teachers will be developed and distributed for voluntary completion
- Information gathered from other school boards with respect to supports and services for Mild Intellectual Disabilities, will be reviewed
- Review of current literature to reflect best practices in providing support to students with a mild intellectual disability in an educational setting

Report:

The committee for the Review of Programs and Services for Mild Intellectual Disabilities gathered information from classroom teachers, program resource teachers, students identified with a mild intellectual disability as well as parents of students with a mild intellectual disability. The information collected, supported the majority of the stated values and beliefs of the Board as well as the Beliefs as set out by the Special Education Advisory Committee (SEAC) in the Special Education Report.

The programs and services being delivered to students with a mild intellectual disability promote our Catholic faith through ‘Living like Jesus’ on a daily basis. The students are accepted for who they are and for the unique gifts and talents that each brings to the group.

Student survey: *I am happy at school because “I have lots of friends. They are nice to me and if I need help, they help me.” “There is stuff I can do and can’t do, and my friends know that.”*

Through the collaborative development of the individual education plans, the students are encouraged and supported in reaching their potential in an inclusive environment.

Parent survey: *“Ever since her IEP has been put in place, she has gained confidence and has a positive attitude toward school. I am always involved in the IEP meetings and shown what progress she is making to meet the goals set for her.”*

“Since moving to this board, her interpersonal skills have improved being with kids her own age” ...in an inclusive environment.

“I find the school is working hard with my child to help improve his success in school.”

Teacher survey: *Not only does this population of students require “customized modifications and accommodations” but also “patience, kindness, understanding, differentiation and one-on-one and/or small group assistance where possible.”*

IEP Engine Information:

The following information, obtained from the St. Clair Catholic District School Board IEP Engine, was up-to-date and accurate at the time of data collection on May 12, 2010. The IEP Engine information outlines both the elementary and the secondary schools in the St. Clair Catholic District School Board and the number of students in each who are identified by the Identification Placement Review Committee (IPRC) as Intellectual: Mild Intellectual Disability. The total number of students with a mild intellectual disability is highlighted.

School	Total	Number of Students with a Mild Intellectual Disability
Christ the King Catholic School	4	
Georges P. Vanier Catholic School	3	
Good Shepherd Catholic School	5	
Gregory A. Hogan Catholic School	0	
Holy Family Catholic School	6	
Holy Rosary Catholic School	2	
Monsignor Uyen Catholic School	7	
Our Lady of Fatima Catholic School	10	
Sacred Heart Catholic School - Port Lambton	5	
Sacred heart Catholic School – Sarnia	4	
St. Agnes Catholic School	4	

St. Anne Catholic School – Blenheim		9
St. Anne Catholic School – Sarnia		4
St. Benedict Catholic School		6
St. Elizabeth Catholic School		4
St. John Fisher Catholic School		1
St. Joseph Catholic School – Chatham		9
St. Joseph Catholic School – Corunna		5
St. Joseph Catholic School – Tilbury		5
St. Margaret Catholic School		3
St. Michael Catholic School – Bright's Grove		0
St. Michael Catholic School – Ridgetown		7
St. Michael Catholic School – Turnerville		2
St. Peter Canisius Catholic School		4
St. Peter Catholic School		2
St. Philip Catholic School		3
St. Therese Catholic School		16
St. Ursula Catholic School		11
St. Vincent Catholic School		8
St. Christopher Catholic Secondary School		21
St. Patrick's Catholic Secondary School		39
Ursuline College Chatham Catholic Secondary School		73
Elementary	Total	149
Secondary	Total	133
	Total	282

Student Support Services:

Each of the Student Support Service team, comprised of Social Workers and Child and Youth Workers, Behaviour Support team, Speech Language Pathologists, Occupational Therapists as well as the team conducting the psycho educational assessments, has received referrals for students with a Mild Intellectual Disability.

The following information, obtained from each team as well as from school survey information, was up-to-date and accurate at the time of data collection in May, 2010.

Team Support	Total Number of Students on Caseload	Total Number of Students with MID	Percentage of Students with MID
Social Worker	111	15	14%
Child and Youth Worker	363	20	6%

The information for the Social Workers and Child and Youth Workers is from elementary schools only.

Types of Social Work Intervention:

The direct 1:1 counselling by the Social Workers with students having a mild intellectual disability was focused on goals such as:

- express feelings in a positive manner
- learn and practice effective problem solving skills with peers and teaching staff
- learn and practice positive social interaction with peers and adults

Other interventions were focused on liaison with and making connections with community support agencies for the students and their families.

As well, of the 14% of students with a mild intellectual disability, 2% were involved with the Social Worker due to attendance issues and concerns.

Types of Child and Youth Work Intervention:

The Child and Youth Workers working with students having a mild intellectual disability do so in either a 1:1 counselling situation, within a small group with peers working on similar goals, or within a larger group such as a classroom program.

Goals included any of the following:

- increase self confidence
- build and maintain friendships
- understand and properly express emotions
- learn and practice appropriate yard behaviour with peers
- use appropriate choices when interacting with peers and adults
- learn and use anger management strategies in class and on the yard
- recognize and respect the personal space of others
- engage in positive peer relationships
- learn and practice appropriate class behaviour; reduce impulsiveness

The Behaviour Support Team, Speech Pathologists and Occupational Therapists involvement with students having a mild intellectual disability, as reported through the survey data, was minimal and therefore will not be reported on at this time.

Psycho Educational Assessments:

The St. Clair Catholic District School Board had access to 130 psycho educational assessments in the 2009 – 2010 school year. All 130 assessments referrals were submitted to the team conducting the assessments.

The following information, obtained from the team conducting the psycho educational assessments, was up-to-date and accurate at the time of data collection in May, 2010.

Total # of psycho educational referrals	Total # of completed assessments to date	Total # of completed assessments supporting a MID to date	Percentage of completed assessments supporting a MID to date
130	69	15	22%

The following table will break down the current grade placements of the students who have participated in the psycho educational assessments supporting a mild intellectual disability as outlined above.

	JK/SK	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	
Number of Students /Grade	0	0	1	5	0	3	1	3	2	
Total										15 students

IEP Audit Information:

The following information was compiled from the 2009 – 2010 IEP audit conducted within the St. Clair Catholic DSB. The information is based solely on the IEPs of students identified by the IPRC as Intellectual: Mild Intellectual Disability.

Highlights include areas of both strength and weakness and then next steps for the purpose of better meeting the Ministry standards with regard to IEP writing.

	Total # of IEPs audited	Percentage of Indicators that met Ministry Standards	Percentage of Indicators that did not meet Ministry Standards
Elementary	20	78%	22%
Secondary	16	61%	39%

Elementary Areas of Strength:

The areas of strength are based on the indicator items on the IEP Audit Checklist and are listed in order of occurrence on the checklist.

- Item 2 - Areas of strength provide a picture of the student as a learner
- Item 4 - Subjects/courses/skill areas to which the IEP applies are clearly identified
- Item 5 - Health support services (required to enable the child to attend school) are listed appropriately
- Item 7 - Individualized equipment (required for student to access the curriculum) is listed. SEA equipment is identified as “Ministry funded”.
- Item 8 - Information pertinent to Provincial Assessments is included appropriately
- Item 11- Annual Program Goals are stated as observable/measurable outcomes that can be accomplished by the end of the school year
- Item 16- Assessment methods are aligned with each learning expectation
- Item 20- IEP is written in clear language for parents

Elementary Areas of Weakness:

The areas of weakness are based on the indicator items on the IEP Audit Checklist and are listed in order of occurrence on the checklist.

- Item 1 - Current and relevant assessment data is appropriately recorded
- Item 10- Current level of achievement is provided from previous June report card or achievement of alternative expectations from previous June
- Item 12- Annual Program Goals clearly demonstrate growth from previous term IEP

- Item 13- Learning Expectations show measurable performance tasks written for each term/semester
- Item 14- Learning Expectations clearly demonstrate growth from previous term IEP
- Item 17- Human Resources section provides required information about Special Education program/services (include quantifiable number for frequency for Board staff)
- Item 18- Transition plan provides steps/resources for post secondary activities (required for students over 14 years old – not required for gifted)
- Item 19- Parent (student) consultation is evident and appropriately recorded in the log

Elementary Next Steps:

Providing the following next steps will help facilitate improvement in writing IEPs for all students.

- Provide professional development at Program Resource Teacher meetings
- Maintain on-going consultation with the Ministry with regard to IEP standards
- Provide 1:1 consultation to school teams at IEP audit feedback sessions

Secondary Areas of Strength:

The areas of strength are based on the indicator items on the IEP Audit Checklist and are listed in order of occurrence on the checklist.

- Item 2 - Areas of strength provide a picture of the student as a learner
- Item 4 - Subjects/courses/skill areas to which the IEP applies are clearly identified
- Item 5 - Health support services (required to enable the child to attend school) are listed appropriately
- Item 7 - Individualized equipment (required for student to access the curriculum) is listed. SEA equipment is identified as “Ministry funded”.
- Item 20 - IEP is written in clear language for parents

Secondary Areas of Weakness:

The areas of weakness are based on the indicator items on the IEP Audit Checklist and are listed in order of occurrence on the checklist.

- Item 1 - Current and relevant assessment data is appropriately recorded
- Item 18 - Transition plan provides steps/resources for postsecondary activities (required for students over 14 years old – not required for gifted)
- Item 19 - Parent (student) consultation is evident and appropriately recorded in the log
- Item 21 - The IEP demonstrates an alignment with the report card
- Item 22 - Evidence that the student met or exceeded his/her IEP goals based upon the Annual Program Goals, Learning Expectations and Report Card

Secondary Next Steps:

Providing the following next steps will help facilitate improvement in writing IEPs for all students.

- Provide professional development at Program Resource Teacher meetings
- Maintain on-going consultation with the Ministry with regard to IEP standards
- Provide 1:1 consultation to school teams at IEP audit feedback sessions

Survey Information:

The surveys were developed and distributed to the 29 elementary schools and the 3 secondary schools in the St. Clair Catholic District School Board.

All surveys were voluntary for teachers, students and parents.

	Distribution of Surveys in Schools	Potential Totals	Actual Total of Surveys received
29 Elementary Schools	5 teacher surveys 3 parent surveys 6 student surveys	145 teacher 87 parent 174 student	61 teacher 29 parent 66 student
3 Secondary Schools	3 teacher surveys 5 parent surveys 6 student surveys	9 teacher 15 parent 18 student	7 teacher 7 parent 18 student

Recommendations from the Review Committee:

The following are recommendations from the committee reviewing the Programs and Services for Students with Mild Intellectual Disabilities. The recommendations are to be implemented in the 2010-11 school year.

- Clearly define the learner with a Mild Intellectual Disability
- Provide an exemplar IEP for a Mild Intellectual Disability profile
- Incorporate the accommodations and/or strategies, from the parent and student surveys, into the menu of choices on the IEP engine
- Provide professional development to the Program Resource Teachers on IEP writing to better meet the Ministry standards
- Encourage transition planning for success for gr. 8-9 students by implementing formal assessment testing to determine areas of skill development and proper secondary pathways
- Post St. Clair Catholic District School Board web site links to resources connected to Mild Intellectual Disabilities
- Generate a pamphlet outlining community accessible supports for Mild Intellectual Disabilities
- Generate teacher / student reference sheets outlining the guiding principles of Learning For All K-12
- Generate a Mild Intellectual Disability tool kit containing ideas, suggestions, resources, appropriate technology programs, strategies, checklists, surveys, and profiles for teacher use with students
- Post the Review of Programs and Services for Students with Mild Intellectual Disabilities on the St. Clair Catholic District School Board web site

Mild Intellectual Disabilities

“Mild Intellectual Disability” is a term established by the Ontario Ministry of Education in 2001 to capture a group of students who did not fit into other recognized categories of disability but who still required special education supports and services in order to succeed in school.

The term “Mild Intellectual Disability (MID)” cannot be found in any recognized diagnostic code book. It is not a medical diagnosis. It is a term used in education to describe a student’s profile based on assessments done by a professional in the field (ie. a clinical psychologist). A variety of assessment methods may be used in determining a profile that supports a Mild Intellectual Disability. Some of these methods include IQ scores or percentiles, adaptive skills tests, skills-based assessments and levels of academic achievement.

The term MID is a category of ‘exceptionality’ or ‘identification’ from the Ontario Ministry of Education (2001). ***It is a learning disorder.***

The criteria for an IPRC identification in the St. Clair Catholic District School Board, as Intellectual: Mild Intellectual Disability must be supported by a psychological assessment conducted by a professional in the field. The assessment results would be such that the overall full scale IQ scores would generally fall between 70 and 80. This criteria follows the definition of ‘Borderline Intellectual Functioning’ as outlined in the Diagnostic Statistical Manual, version IV (DSM-IV). Borderline Intellectual Functioning is not recognized as a clinical (medical) disorder in the DSM-IV.

Students with Mild Intellectual Disabilities are above the Developmental Disability classification, and below the Low Average range of intelligence. All students have their own unique set of learning strengths and needs. It is equally important to identify both a student’s strengths and needs. The strengths can be used to address some of the weaknesses in developing the individualized programming.

It is important to remember that not all students with a Mild Intellectual Disability will demonstrate all the characteristics common to the exceptionality. The students will vary in their ability to do schoolwork and adjust to social situations in school and in other locations. Students with a MID tend to have more general, delayed development in academic, social, and adaptive functioning skills. Adaptive skills include conceptual, social, and practical skills that people learn so that they can function in their everyday lives.

These students tend to be concrete thinkers, have difficulty generalizing previously learned information, and may display poor judgment, poor concentration, and poor planning skills. Many students with MID present well, may have good verbal/conversational skills, and consequently, others may expect more from them than they are able to produce. Typical areas of difficulty include literacy, numeracy, organization, and memory functioning.

While not all students will demonstrate all characteristics, they will usually all demonstrate an increasing gap between their abilities and the typical abilities of same-age peers. As the demands of the curriculum and daily living become more complex and abstract, the potential for these students to experience failure increases. Despite the challenges faced by teachers and parents, maintaining and fostering a student's motivation and self esteem under these circumstances is paramount.

Like all students, these students require a supportive and encouraging learning environment that highlights their strengths. The best learning environment for all students is predictable and safe from situations that may humiliate or embarrass them. The relationships between the students themselves and with the teacher play a crucial role in student success. The teacher must be engaged with the students in order to teach them. The relationships are critical. Establishing meaningful relationships and engaging the students as partners in their education will set the stage for learning and meeting their potential.

Relationship building questions to ask students with MID:

- Who do you know already in the class? Who would you like to know better?
- What do you like to do best at school? Do you enjoy lunch/recess breaks?
- Are there things about the class or school that you are worried about?
- If you could change some things about the class or school, what would they be?
- What do you feel you already are able to do really well? What do you feel you need to work most on?
- What do you really want to learn how to do this year?
- Do you feel comfortable letting me know when you need help? Is there a way that we can be sure of knowing when you need help?

Despite Mild Intellectual Disabilities being categorized by IQ scores, students within this range need not be stereotyped. One's 'ability potential' is not a fixed state determined by genetics. From cognitive neuroscience, we have learned that the brain is more plastic than imagined, that fundamental aspects of intelligence can be enhanced, and that focus and persistence is incredibly important. The notion is that intelligence is not written in stone through genetic make-up. Intelligence can be enhanced.

We need to foster a 'growth mindset' in both students and the adults around them. Students and adults need to believe in their potential to grow intellectually, socially and emotionally. Praise for their efforts and strategies used, is necessary as opposed to praise for natural ability. A growth mindset makes students resilient learners who are more successful and develop to their fullest potential through belief in themselves and great effort.

Strategies and Suggestions Related to:

Classroom Environment

- set expectations for the student that are similar to those for all students in the class
- arrange the student's daily schedule/routine to enable him or her to access supports appropriate to his or her special needs
- minimize the number of transitions that occur in the school day
- cue student to necessary transitions
- reduce distractions in the classroom environment
- provide seating that is appropriate to sensory needs
- provide ear plugs or headphones to muffle noise as required
- provide peer support for student

Behaviour

- establish and maintain consistent routines and classroom rules
- reinforce and praise effort and strategies used by student
- reinforce and praise positive behaviour; use planned ignoring for undesired behaviour
- provide frequent opportunities for learning and practising appropriate behaviour in social situations
- teach the student self-advocacy skills
- implement peer support for student as models of appropriate behaviour

Organization

- teach student to use personal organizers (personal timetable that highlights important information; a checklist of required supplies/homework subjects)
- teach student time management strategies (use of a watch or a timer; use of a schedule)
- record up-coming assignments/events on a calendar for the student
- teach simplified note-taking techniques (highlighting main ideas; outlining)
- teach student to use folders for finished and unfinished work
- teach student to use self-talk and/or model different techniques
- teach student test-taking skills for multiple choice, fill in the blank, and short answer/essay type questions
- provide instruction in different ways (oral, visual, tactile kinesthetic etc.)

Motivation

- focus on student strengths and abilities
- use incentives and rewards for effort and good work
- provide hands-on learning opportunities
- teach using real-life experiences
- make use of technology and software as tools for instruction, additional practice, or to demonstrate learning
- provide student with frequent opportunities for both large and small group learning with peer support

Lesson Presentation

- ‘chunk’ the skill or instruction into smaller steps
- sequence the steps involved in learning a new skill
- use a number of instructional methods
- teach the student the meaning of key directional words
- copy instructional material rather than the student copying it; colour-code material by subject
- call the student’s name before asking him or her a question; provide appropriate “wait time” to allow the student an opportunity to process prior to providing an oral response
- teach the relationships between ideas/concepts and vocabulary
- teach the same concept and skill in many situations so that the student will generalize
- provide extended time for the completion of assignments
- keep homework to a minimum and ensure it has a real-life application
- use both direct instruction and support to help the student move toward self-assessment, goal-setting, self-monitoring, and self-reflection

Resources:

British Columbia Ministry of Education, Students with Intellectual Disabilities A Resource Guide for Teachers

<http://www.bced.gov.bc.ca>

Building Resilience for School and Life Success; Bruce Ferguson, The Hospital for Sick Children, April 2010

Mild Intellectual Disabilities (MID); Dr. Karima Lacene, C. Psych., Algonquin College, November 2008

Mild Intellectual Disability, Research and Best Practices; Allyson G. Harrison, Ph.D., C. Psych., and Alana Holmes, Ph.D., C. Psych., May 2009

Ministry of Education

<http://www.edu.gov.on.ca> or <http://www.ontario.ca/edu>

Primary Characteristics of Students with Intellectual Disabilities; M.S. Rosenberg, D.L. Westling and J. McLeskey, 2006-2009

<http://www.education.com>

The Ontario Curriculum Unit Planner: Special Education Companion, 2002



MEMORANDUM

To: Principals and Vice Principals

cc: Program Resource Teachers

From: Lisa Demers
Principal of Special Education
Lisa Thompson-Power
Chair, Review of Programs and Services for Mild Intellectual Disabilities

Date: May 17, 2010

Re: Review of Programs and Services for Mild Intellectual Disabilities

Enclosed are surveys for data collection from the Committee reviewing Programs and Services for Mild Intellectual Disabilities. There are three different surveys in the package for distribution. All are colour coded and should be distributed as follows:

- Orange - Program Resource Teacher / Classroom teacher – one survey for the PRT and copies of the same survey for one or two junior and intermediate classroom teachers
- Pink - Parent – please distribute to three families who have a student identified with a mild intellectual disability (to families where the likelihood of the survey being returned is good)
- Blue - Student – please ask three students, identified with MID, in each of the junior and intermediate divisions to complete a student survey. Students may require assistance in completing the survey. In this event, support from the PRT would be greatly appreciated. Please have the student surveys completed at school.

A short cover letter has been attached to the surveys requesting the completed surveys be returned to the school, in the envelope provided, to the PRT by Tuesday, May 25, 2010.

We appreciate your support and assistance with the distribution and collection of the surveys. Please return all of the completed surveys via courier to Lisa Thompson-Power at CEC by Friday, May 28, 2010.

The committee is grateful for your support, participation and assistance in gathering this information. The goal is to make recommendations and plan for the future with regard to programs and services for students with a mild intellectual disability. **Having said this, all participation is voluntary. If someone gracefully declines, the committee understands and respects their decision.**

If you have any questions, please contact lisa.thompsonpower@st-clair.net or call 519-627-6762 extension 332.



May 17, 2010

Survey for the Review of Programs and Services for Mild Intellectual Disabilities

Dear Colleague,

Thank you for taking the time to complete the attached survey. The purpose of this survey is to gather information on the types of programs and services that are currently in place across the district for students with a mild intellectual disability. We are seeking your input in order to make recommendations and plan for future programming and services in this area.

Please complete the attached survey and return it to the Program Resource Teacher at your school by Tuesday, May 25, 2010.

We are very grateful for you taking the time to provide this valuable information for our committee to review. **Having said this, all participation is voluntary. If you prefer to gracefully decline, the committee understands and respects your decision.**

Sincerely,

Lisa Thompson-Power
Consultant – Program Resource
St. Clair Catholic District School Board
Chair, Review of Programs and Services for Mild Intellectual Disabilities

St. Clair Catholic District School Board

ELEMENTARY SCHOOL SURVEY

Prepared by the Committee to Review Programs and Services for students who have a Mild Intellectual Disability

Dear School Staff,

**We value your feedback. Please fill out the following survey and return it to Lisa Thompson Power at CEC.
We appreciate your participation!**

School: _____ **Date:** _____

AREA OF SERVICE:

1. How many students identified with a Mild Intellectual Disability are in your school?
The Junior Division (grades 4, 5, and/or 6) total _____
The Intermediate Division (grades 7 and/or 8) total _____
2. How many students are identified with Multiple exceptionalities whereby MID is one of the identifications? Please give the total number of students. _____

Please name the other IPRC categories included in these Multiple exceptionalities.

3. How many of the students with a MID in your school, have modified learning expectations? Please give the total number of students. _____
4. In what subject areas are the modifications? Please list all that apply.

5. If you are using specialized programs to support the modifications either in addition to the classroom texts/programs or to replace them, please list what you are using. (ie. Reading Milestones, Jump Math).

6. How many of the students with a MID in your school have accommodations only, outlined on their IEP? Please give the total number of students. _____
7. How many of the students with a MID in your school, have alternate expectations outside of the Ontario curriculum? (ie. Life Skills, Behaviour etc.)
Please give the total number of students. _____

Appendix 4

8. In what subject areas are the alternate expectations? Please list all that apply.

9. How many students with a MID in your school are exempt from French?

Please give the total number of students. _____

10. What supports and services are accessed by the students with a MID in your school? Please check all that apply.

PRT _____

EA _____

CYW _____

SW _____

SLP _____

OT _____

PT _____

BST _____

Guidance _____

Tutor _____

Community Agency (Please name the agency)

11. Of the students with a MID in your school, how many access the following:

SEA equipment: computer _____

communication device _____

sensory _____

premier _____

dragon naturally speaking _____

kurzweil _____

word processing _____

keyboarding _____

smart ideas _____

comic life _____

audacity _____

audio books _____

others (please list)

12. In what subject areas / time of the day, do the students with a MID experience the most success?

13. In what subject areas / time of the day, do the students with a MID experience the most difficulties?

14. In terms of best practice, what works best for you with this population of students? What specific strategies do you use to help meet the needs of the students with MID?

THANK YOU!

St. Clair Catholic District School Board

ELEMENTARY SCHOOL SURVEY – MASTER COPY

Prepared by the Committee to Review Programs and Services for students who have a Mild Intellectual Disability

Dear School Staff,

**We value your feedback. Please fill out the following survey and return it to Lisa Thompson Power at CEC.
We appreciate your participation!**

School: 61 Elementary Teacher Surveys were received from schools

Date: _____

AREA OF SERVICE:

1. How many students identified with a Mild Intellectual Disability are in your school?

The Junior Division (grades 4, 5, and/or 6) total	41
The Intermediate Division (grades 7 and/or 8) total	29

2. How many students are identified with Multiple exceptionailities whereby MID is one of the identifications?

Please give the total number of students.	7
---	---

Please name the other IPRC categories included in these Multiple exceptionailities.	Physical Blind and Low Vision
---	----------------------------------

3. How many of the students with a MID in your school, have modified learning expectations?

Please give the total number of students.	82
---	----

4. In what subject areas are the modifications? Please list all that apply.

Language	-	33
Math	-	33
Social Studies/ History	-	15
Science	-	12
French	-	8
Geography	-	6
Art/Music/Phys Ed	-	1

5. If you are using specialized programs to support the modifications either in addition to the classroom texts/programs or to replace them, please list what you are using. (ie. Reading Milestones, Jump Math).

Nelson Math	Picture Me Reading	Electronic/Digital Texts
Touch Math	Guided Reading	Premier Suites
Jump Math	Reading Milestones	Early Success
Journeys Math	Soar to Success	Wild Cat Series
Menu Math	www.raz.com	

6. How many of the students with a MID in your school have accommodations only, outlined on their IEP?
Please give the total number of students.

24

7. How many of the students with a MID in your school, have alternate expectations outside of the Ontario curriculum? (ie. Life Skills, Behaviour etc.)

Please give the total number of students. 17

8. In what subject areas are the alternate expectations? Please list all that apply.

Life Skills	-	8
Language	-	4
Math	-	4
Behaviour	-	3
French	-	1
Computers	-	1
Social Skills	-	1
Learning Strategies -		1

9. How many students with a MID in your school are exempt from French?

Please give the total number of students. **16**

10. What supports and services are accessed by the students with a MID in your school? Please check all that apply.

PRT	31	EA	30	CYW	18
SW	14	SLP	5	OT	7
PT	2	BST	1	Guidance	0
Tutor	14				

Community Agency (Please name the agency)

Big Brothers/Big Sisters	Learning Disability Association Ontario
Children's Aid Society	Child Parent Resource Institute
Community Care Access Centre	St. Clair Child and Youth Centre
Chatham Kent Children Service	DSW and Co-op Students

11. Of the students with a MID in your school, how many access the following:

SEA equipment: computer	12	dragon naturally speaking	15
communication device	0	word processing	25
sensory	0	smart ideas	17
premier	23	audacity	11
kurzweil	15		
keyboarding	22		
comic life	9		
audio books	13		
others (please list)			

www.raz.com

12. In what subject areas / time of the day, do the students with a MID experience the most success?

AM/Morning	-	26	Phys Ed	-	7
Music	-	4	1 to 1 instruction	-	4
Language	-	3	Science	-	3
Art	-	3	Social Studies	-	2
Math	-	1			

13. In what subject areas / time of the day, do the students with a MID experience the most difficulties?

PM/Afternoon	-	20	Math	-	12
Language	-	9	History/Science/Geography	-	9
Social Studies	-	5	Focusing	-	3
Brainstorming/Abstract Thinking	-	2	French	-	1
Music	-	1	Lunch/Unstructured Time	-	1

14. In terms of best practice, what works best for you with this population of students? What specific strategies do you use to help meet the needs of the students with MID?

- accessing prior knowledge
- boost self confidence
- computer
- breaking down skills
- repetition of material
- 1:1 instruction
- PRT support
- small group instruction
- graphic organizers
- preferential seating
- real life experiences
- social skill training
- scribing
- reward system
- activities geared to student interest
- chunking
- consistent routines
- discussion with students
- peer support
- EA support
- modeling
- quiet environment
- manipulatives
- step by step instruction
- life skills
- slower pace
- technology (Dragon)
- SMART goals

THANK YOU!



May 17, 2010

Survey for the Review of Programs and Services for Mild Intellectual Disabilities

Dear Participant,

Thank you for taking the time to complete the attached survey. The purpose of this survey is to gather information on the types of programs and services that are currently in place across the district for students with a mild intellectual disability. We are seeking your input in order to make recommendations and plan for future programming and services in this area.

Please complete the attached survey and return it to the Program Resource Teacher at your school by Tuesday, May 25, 2010.

We are very grateful for you taking the time to provide this valuable information for our committee to review.

Sincerely,

Lisa Thompson-Power
Consultant – Program Resource
St. Clair Catholic District School Board
Chair, Review of Programs and Services for Mild Intellectual Disabilities

St. Clair Catholic District School Board**STUDENT SURVEY**

Prepared by the Committee to Review Programs and Services for students who have a Mild Intellectual Disability

Dear Student,

We value your feedback. Please fill out the following survey and return it to your classroom teacher or the program resource teacher at your school.

We appreciate your participation!

School: _____ **Date:** _____

AREA OF SERVICE:

1. What is your favourite subject at school? Why?

2. What is your least favourite subject at school? Why?

3. What are you most successful at in school?

4. If you struggle at school, in what subject area(s) do you struggle?

5. Are you comfortable asking for help when you need it? Yes _____ No _____

6. Who do you ask for help from when you need it? (Please check all that apply)

Classroom teacher _____ Program Resource _____

Educational Assistant _____ Peer/Classmate/Friend _____

Other (Please name) _____

7. List 3 things your teachers do that help you be successful at school:

1. _____
2. _____
3. _____

8. List 3 things you think would help you be more successful at school:

1. _____
2. _____
3. _____

9. Do you have friends at school? Yes _____ No _____

10. Are you happy at school? Yes _____ No _____

Please explain:

THANK YOU!

St. Clair Catholic District School Board

STUDENT SURVEY – MASTER COPY

Prepared by the Committee to Review Programs and Services for students who have a Mild Intellectual Disability

Dear Student,

**We value your feedback. Please fill out the following survey and return it to your classroom teacher or the program resource teacher at your school.
We appreciate your participation!**

School: 66 Elementary Student surveys were received from schools.

31 of the student surveys were scribed for the student

1 survey was done using a computer Date: _____

AREA OF SERVICE:

1. What is your favourite subject at school? Why?

Phys Ed	-	23
Math	-	23
Art	-	9
Science	-	5
History	-	2
Computers	-	2
Writing	-	1
Geography	-	1
French	-	1
Music	-	1
Library	-	1

2. What is your least favourite subject at school? Why?

Math	-	24
Science	-	8
Language	-	6
French	-	7
History	-	7
Geography	-	7
Writing	-	5
Phys-Ed	-	3
Reading	-	1
Art	-	1

3. What are you most successful at in school?

Phys-Ed	-	19
Math	-	13
Art	-	7
History	-	7
Reading	-	5
Science	-	5
French	-	5
Computers	-	3
Music	-	3
Drama	-	2
Hands-on	-	2
Writing	-	1
Recess	-	1

4. If you struggle at school, in what subject area(s) do you struggle?

Math	-	25
Reading	-	13
Writing	-	13
History	-	9
Geography	-	8
Science	-	8
French	-	7
Art	-	4
Social Studies	-	3

5. Are you comfortable asking for help when you need it? Yes (42) No (6) Sometimes (2)

6. Who do you ask for help from when you need it? (Please check all that apply)

Classroom teacher	56	Program Resource	36
Educational Assistant	40	Peer/Classmate/Friend	42
Other (Please name) Mentor	4	Sibling	2

Parent 12 Tutor 1

7. List 3 things your teachers do that help you be successful at school:

- practice reading
- teach Math
- print highlighted notes
- talk to me in private
- small group stuff
- gives examples
- explains questions
- lessen the workload
- helps me stay organized
- different ways to do things
- Dragon Naturally Speaking
- scribe
- reading questions
- breaking things down in little steps
- more time
- using notes for tests
- check up on me when I'm stuck
- computers
- modifying work
- choose topics for projects
- calculator
- drawing pictures for writing
- number line
- manipulatives
- audio books
- help me study
- partner work

8. List 3 things you think would help you be more successful at school:

- practice/repetition
- tutor
- ask for help
- more help in class
- on computer more often
- preferential seating – only 2 desks together
- talk less and do more hands-on
- seeing a test ahead of time
- extra time
- modifying assignments
- be more organized

Appendix 8

- less notes
- quiet room
- fewer subjects; fewer questions
- reading questions
- small groups
- give examples
- putting explained work on the board
- sitting next to a friend who can help
- books at my reading level that are good books

9. Do you have friends at school?

Yes 42 No 0

10. Are you happy at school?

Yes 39 No 12 Sometimes 9

Please explain:

- I like to be with my friends
- I have a good teacher
- I like to help in the JK/SK room
- I like to learn new things
- I'm not good at having friends
- No one likes me
- I'm inside all the time because I'm in trouble
- There's nothing to do at school

THANK YOU!



May 17, 2010

Dear Parent or Guardian,

The St. Clair Catholic District School Board is undergoing a Review of the Programs and Services for students with a Mild Intellectual Disability. In order to develop recommendations and plan for the future, we are seeking your input.

Please complete the enclosed survey and return it, in the envelope provided, to the Program Resource Teacher at your child's school.

Please return the survey at your earliest convenience; no later than Tuesday, May 25, 2010.

Thank you in advance for your valuable input.

Sincerely,

Lisa Thompson-Power
Consultant – Program Resource
St. Clair Catholic District School Board
Chair, Review of Programs and Services for Mild Intellectual Disabilities

St. Clair Catholic District School Board

PARENT SURVEY

Prepared by the Committee to Review Programs and Services for students who have a Mild Intellectual Disability

Dear Parent/Guardian,

**We value your feedback. Please fill out the following survey and return it to your child's school to the attention of the Program Resource Teacher.
We appreciate your participation!**

School: _____

Your child's grade level: _____ **Date:**_____

AREA OF SERVICE:

- | | | | |
|---|-------|----------|------------|
| 1. I am satisfied with my child's educational experience. | Agree | Disagree | Don't Know |
| 2. My child's IEP clearly explains his/her program. | Agree | Disagree | Don't Know |
| 3. My child's IEP meets his/her academic needs. | Agree | Disagree | Don't Know |

Please give details: _____

4. My child experiences success in: (Please Circle)

Reading/ Writing
Math
Social Studies/ History/ Geography/ Science
Visual Arts/ Drama
Religion
French/ Music/ Phys-Ed
Computers
Social Skills/Life Skills
Work Habits
Study Habits
Organization

My child struggles in: (Please Circle)

Reading/ Writing
Math
Social Studies/History/Geography/ Science
Visual Arts/ Drama
Religion
French/ Music/ Phys-Ed
Computers
Social Skills/Life Skills
Work Habits
Study Habits
Organization

Appendix 10

5. My child is being well prepared for his/her future.	Agree	Disagree	Don't Know
6. I am pleased with peer interactions with my child at school.	Agree	Disagree	Don't Know
7. My child's general attitude toward school is positive.	Agree	Disagree	Don't Know
8. I am part of the team when school decisions are made for my child.	Agree	Disagree	Don't Know
9. Teachers communicate with me regarding both the challenges and the successes my child experiences at school.	Agree	Disagree	Don't Know
10. My child accesses support and services from:			
Program Resource Teacher	Yes	No	Don't Know
Speech/Language Pathologist	Yes	No	Don't Know
Occupational Therapist	Yes	No	Don't Know
Child and Youth Worker / Social Worker	Yes	No	Don't Know
Itinerant Behaviour Teacher/ Itinerant Child and Youth Worker	Yes	No	Don't Know

Please provide suggestions for areas of improvement in providing services to students identified with a Mild Intellectual Disability. This information will be carefully considered by the Review Committee.

THANK YOU!

St. Clair Catholic District School Board

PARENT SURVEY – MASTER COPY

Prepared by the Committee to Review Programs and Services for students who have a Mild Intellectual Disability

Dear Parent/Guardian,

We value your feedback. Please fill out the following survey and return it to your child's school to the attention of the Program Resource Teacher.
We appreciate your participation!

School: **29 Elementary Parent Surveys were received from schools**

Your child's grade level: _____ Date:_____

AREA OF SERVICE:

- | | |
|---|--|
| 1. I am satisfied with my child's educational experience. | Agree (23) Disagree (1) Don't Know (3) |
| 2. My child's IEP clearly explains his/her program. | Agree (27) Disagree (0) Don't Know (0) |
| 3. My child's IEP meets his/her academic needs. | Agree (24) Disagree (2) Don't Know (2) |

Please give details:

- improvement in subjects previously struggled in
- more confident
- not happy with the way in which the school helped with work habits and study skills
- students should be more accountable
- would like child to have use of a laptop due to poor writing skills
- teacher gives extra notice of due dates for tests and assignments
- having copies of notes is beneficial
- school is working hard to improve child's success
- since IEP in place, reading level has improved several levels
- IEP has helped – have seen improvement in child
- IEP allows child to work at their own level
- IEP has given child more confidence and a positive attitude
- IEP accommodations have helped child succeed
- parent always included when developing IEP
- IEP is not always followed
- teacher is providing more help in Math (subject student struggles with)
- would like to see some subjects modified rather than just accommodated

4. My child experiences <u>success</u> in: (Please Circle)	My child <u>struggles</u> in: (Please Circle)
Reading - 13/ Writing - 12	Reading - 10/ Writing - 14
Math - 10	Math - 17
Social Studies - 4/ History - 7/ Geography - 5/ Science - 8	Social Studies - 5/History - 5/Geography - 5/ Science - 7
Visual Arts - 11/ Drama – 12	Visual Arts - 1/ Drama - 1
Religion - 7	Religion - 3
French - 6/ Music - 9/ Phys-Ed - 13	French - 13/ Music - 3/ Phys-Ed - 3
Computers - 16	Computers - 0
Social Skills - 10/Life Skills - 10	Social Skills - 5/Life Skills - 7
Work Habits - 7	Work Habits - 12
Study Habits - 8	Study Habits - 14
Organization – 8	Organization – 13
5. My child is being well prepared for his/her future.	Agree -21 Disagree -1 Don't Know -5
6. I am pleased with peer interactions with my child at school.	Agree -23 Disagree -4 Don't Know -1
7. My child's general attitude toward school is positive.	Agree -23 Disagree -3 Don't Know -2
8. I am part of the team when school decisions are made for my child.	Agree-26 Disagree-0 Don't Know-1
9. Teachers communicate with me regarding both the challenges and the successes my child experiences at school.	Agree -27 Disagree -0 Don't Know -0
10. My child accesses support and services from:	
Program Resource Teacher	Yes -26 No -0 Don't Know -0
Speech/Language Pathologist	Yes -3 No -16 Don't Know -2
Occupational Therapist	Yes -4 No -15 Don't Know -2
Child and Youth Worker / Social Worker	Yes -11 No -11 Don't Know -1
Itinerant Behaviour Teacher/ Itinerant Child and Youth Worker	Yes -2 No -15 Don't Know -4

Please provide suggestions for areas of improvement in providing services to students identified with a Mild Intellectual Disability. This information will be carefully considered by the Review Committee.

- would like more information on what “services” might be available at school and in the community
- school needs to continue to provide the services of the CYW to help with social skills
- need good communication between teacher and parent
- send extra work home so that parent can help their child
- more one-on-one needed; more small group time needed
- more opportunities to highlight MID children’s successes in the classroom (ie. display work)
- create scrapbook of materials the student is proud of so they can share with parents etc

Appendix 11

- had to push to get child tested in gr. 4 – school needs to listen to parents when they voice their concerns about their child
- the earlier the intervention, the better
- more social skills/peer interaction programs needed



MEMORANDUM

To: Principals and Vice Principals

cc: Special Education Department Head

From: Lisa Demers
Principal of Special Education
Lisa Thompson-Power
Chair, Review of Programs and Services for Mild Intellectual Disabilities

Date: May 17, 2010

Re: Review of Programs and Services for Mild Intellectual Disabilities

Enclosed are surveys for data collection from the Committee reviewing Programs and Services for Mild Intellectual Disabilities. There are three different surveys in the package for distribution. All are colour coded and should be distributed as follows:

- Yellow - Department Head / Program Resource Teacher – one survey for the Department Head and copies of the same survey for one or two program resource teachers of grade 9 and 10 students
- Purple - Parent – please distribute to five families who have a student identified with a mild intellectual disability (to families where the likelihood of the survey being returned is good)
- Green - Student – please ask three students, identified with MID, in each of grade 9 and grade 10 to complete a student survey. Students may require assistance in completing the survey. In this event, support from the PRT would be greatly appreciated. Please have the student surveys completed at school.

A short cover letter has been attached to the surveys requesting the completed surveys be returned to the school, in the envelope provided, to the Department Head / PRT by Wednesday, May 26, 2010.

We appreciate your support and assistance with the distribution and collection of the surveys. Please return all of the completed surveys via courier to Lisa Thompson-Power at CEC by Friday, May 28, 2010.

The committee is grateful for your support, participation and assistance in gathering this information. The goal is to make recommendations and plan for the future with regard to programs and services for students with a mild intellectual disability. **Having said this, all participation is voluntary. If someone gracefully declines, the committee understands and respects their decision.**

If you have any questions, please contact lisa.thompsonpower@st-clair.net or call 519-627-6762 extension 332.



May 17, 2010

Survey for the Review of Programs and Services for Mild Intellectual Disabilities

Dear Colleague,

Thank you for taking the time to complete the attached survey. The purpose of this survey is to gather information on the types of programs and services that are currently in place across the district for students with a mild intellectual disability. We are seeking your input in order to make recommendations and plan for future programming and services in this area.

Please complete the attached survey and return it to the Department Head at your school by Wednesday, May 26, 2010.

We are very grateful for you taking the time to provide this valuable information for our committee to review. **Having said this, all participation is voluntary. If you prefer to gracefully decline, the committee understands and respects your decision.**

Sincerely,

Lisa Thompson-Power
Consultant – Program Resource
St. Clair Catholic District School Board
Chair, Review of Programs and Services for Mild Intellectual Disabilities

St. Clair Catholic District School Board

SECONDARY SCHOOL SURVEY

Prepared by the Committee to Review Programs and Services for students who have a Mild Intellectual Disability

Dear School Staff,

**We value your feedback. Please fill out the following survey and return it to Lisa Thompson Power at CEC.
We appreciate your participation!**

School: _____ **Date:** _____

AREA OF SERVICE:

1. What is the total number of students with a Mild Intellectual Disability in:

Grade 9? _____

Grade 10? _____

2. How many students in grades 9 and 10 are identified with Multiple exceptionalities whereby MID is one of the identifications? Please give the total number of students. _____

Please name the other IPRC categories included in these Multiple exceptionalities.

3. How many of the students with a MID in grades 9 and 10 have modified learning expectations?

Please give the total number of students. _____

4. In what subject areas are the modifications? Please list all that apply.

5. If you are using specialized programs to support the modifications either in addition to the classroom texts/programs or to replace them, please list what you are using. (ie. Reading Milestones, Jump Math).

6. How many of the students with a MID in grades 9 and 10 have accommodations only, outlined on their IEP?

Please give the total number of students. _____

7. How many of the students with a MID in grades 9 and 10 have alternate expectations outside of the Ontario curriculum? (ie. Life Skills, Behaviour etc.)

Please give the total number of students. _____

8. In what subject areas are the alternate expectations? Please list all that apply.

9. What is the success rate for students with a MID, passing the gr. 10 Literacy test?
Please give the percentage of successful students. _____

10. What supports and services are accessed by the students with a MID in grades 9 and 10 in your school?
Please check all that apply.

PRT _____	EA _____	CYW _____
SW _____	SLP _____	OT _____
PT _____	BST _____	Guidance _____
Tutor _____		GLE course _____

Community Agency (Please name the agency)

11. Of the grade 9 and 10 students with a MID in your school, how many access the following:

SEA equipment: computer	_____
communication device	_____
sensory	_____
premier	_____
kurzweil	_____
keyboarding	_____
comic life	_____
audio books	_____
others (please list)	_____

12. In what subject areas / time of the day, do the students with a MID experience the most success?

13. In what subject areas / time of the day, do the students with a MID experience the most difficulties?

14. In terms of best practice, what works best for you with this population of students? What specific strategies do you use to help meet the needs of students with MID?

15. Post Secondary – What are some options for students with a MID, successes, challenges, and best practices?

THANK YOU!

St. Clair Catholic District School Board

SECONDARY SCHOOL SURVEY – MASTER COPY

Prepared by the Committee to Review Programs and Services for students who have a Mild Intellectual Disability

Dear School Staff,

**We value your feedback. Please fill out the following survey and return it to Lisa Thompson Power at CEC.
We appreciate your participation!**

School: 7 Secondary Teacher surveys were received from schools

Date: _____

AREA OF SERVICE:

1. What is the total number of students with a Mild Intellectual Disability in:

Grade 9?	38
Grade 10?	35

2. How many students in grades 9 and 10 are identified with Multiple exceptionalities whereby MID is one of the identifications? Please give the total number of students. **5**

Please name the other IPRC categories included in these Multiple exceptionalities.

Language Impairment
Deaf and Hard of Hearing
Behaviour

3. How many of the students with a MID in grades 9 and 10 have modified learning expectations? Please give the total number of students. **0**

4. In what subject areas are the modifications? Please list all that apply.

N/A

5. If you are using specialized programs to support the modifications either in addition to the classroom texts/programs or to replace them, please list what you are using. (ie. Reading Milestones, Jump Math).

N/A

6. How many of the students with a MID in grades 9 and 10 have accommodations only, outlined on their IEP?

Please give the total number of students. **73**

7. How many of the students with a MID in grades 9 and 10 have alternate expectations outside of the Ontario curriculum? (ie. Life Skills, Behaviour etc.)

Please give the total number of students. **1**

8. In what subject areas are the alternate expectations? Please list all that apply.

- Language and Communication
- Personal Health and Fitness

9. What is the success rate for students with a MID, passing the gr. 10 Literacy test?

Please give the percentage of successful students. **25% UCC**

10. What supports and services are accessed by the students with a MID in grades 9 and 10 in your school?

Please check all that apply.

PRT	5	EA	4	CYW	3
SW	0	SLP	0	OT	0
PT	1	BST	0	Guidance	5
Tutor	1			GLE course	5

Community Agency (Please name the agency)

N/A

11. Of the grade 9 and 10 students with a MID in your school, how many access the following:

SEA equipment: computer	?
communication device	2
sensory	0

premier	yes
kurzweil	yes
keyboarding	_____
comic life	_____
audio books	_____
others (please list)	

Sound field system

dragon naturally speaking	yes
word processing	yes
smart ideas	yes
audacity	_____

12. In what subject areas / time of the day, do the students with a MID experience the most success?

- morning – period 2/3 – 9:30 am to 1:00 pm
- Tech 1
- teacher needs to give positive feedback
- subjects where students see it as useful
- phys ed
- success is more related to subject interest not time of day

13. In what subject areas / time of the day, do the students with a MID experience the most difficulties?

- afternoon –
- math or english first thing in the morning
- work in small groups
- literacy based courses
- paper pencil classes

14. In terms of best practice, what works best for you with this population of students? What specific strategies do you use to help meet the needs of students with MID?

- monitor on regular basis
- break down tasks
- organizers
- less paper pencil tasks
- hands on activities
- small group instruction
- resource room
- study guide for tests
- computer
- classroom teacher and PRT communication
- work with classroom teachers to create alternative assignments
- note taking assistance
- oral responses
- audio books
- brainstorm ideas prior to work
- chunk work
- extra time

15. Post Secondary – What are some options for students with a MID, successes, challenges, and best practices?

- workplace co-op 1
- more choices for students entering grade 9
- CICE program
- DI is important
- expose students in a meaningful way to career options
- students need assistance in searching for a career, applying to programs, prepare for post Secondary experience
- explain to parents early that students working in Essential, co-op, and/or apprenticeships, can have success

THANK YOU!



May 17, 2010

Survey for the Review of Programs and Services for Mild Intellectual Disabilities

Dear Participant,

Thank you for taking the time to complete the attached survey. The purpose of this survey is to gather information on the types of programs and services that are currently in place across the district for students with a mild intellectual disability. We are seeking your input in order to make recommendations and plan for future programming and services in this area.

Please complete the attached survey and return it to the Program Resource Teacher at your school by Tuesday, May 25, 2010.

We are very grateful for you taking the time to provide this valuable information for our committee to review.

Sincerely,

Lisa Thompson-Power
Consultant – Program Resource
St. Clair Catholic District School Board
Chair, Review of Programs and Services for Mild Intellectual Disabilities

St. Clair Catholic District School Board**STUDENT SURVEY**

Prepared by the Committee to Review Programs and Services for students who have a Mild Intellectual Disability

Dear Student,

We value your feedback. Please fill out the following survey and return it to your classroom teacher or the program resource teacher at your school.

We appreciate your participation!

School: _____ **Date:** _____

AREA OF SERVICE:

1. What is your favourite subject at school? Why?

2. What is your least favourite subject at school? Why?

3. What are you most successful at in school?

4. If you struggle at school, in what subject area(s) do you struggle?

5. Are you comfortable asking for help when you need it? Yes _____ No _____

6. Who do you ask for help from when you need it? (Please check all that apply)

Classroom teacher _____ Program Resource _____

Educational Assistant _____ Peer/Classmate/Friend _____

Other (Please name) _____

7. List 3 things your teachers do that help you be successful at school:

1. _____
2. _____
3. _____

8. List 3 things you think would help you be more successful at school:

1. _____
2. _____
3. _____

9. Do you have friends at school? Yes _____ No _____

10. Are you happy at school? Yes _____ No _____

Please explain:

THANK YOU!

St. Clair Catholic District School Board**STUDENT SURVEY – MASTER COPY**

Prepared by the Committee to Review Programs and Services for students who have a Mild Intellectual Disability

Dear Student,

**We value your feedback. Please fill out the following survey and return it to your classroom teacher or the program resource teacher at your school.
We appreciate your participation!**

School: 18 Secondary Student Surveys were received from schools

Date: _____

AREA OF SERVICE:

1. What is your favourite subject at school? Why?

Gym	-	4
Arts	-	3
English	-	2
Science	-	1
Math	-	1
Drama	-	1
Cosmo	-	1
Geography	-	1

2. What is your least favourite subject at school? Why?

Math	-	10
Science	-	3
English	-	1
French	-	1
History	-	1
Religion	-	1

3. What are you most successful at in school?

Art	-	4
English	-	3
Math	-	2
Science	-	2
Gym	-	2
Religion	-	1
Drama	-	1
Cosmo	-	1
Geography	-	1

4. If you struggle at school, in what subject area(s) do you struggle?

Math	-	8
Reading	-	4
Science	-	2
Religion	-	1
English	-	1
Geography	-	1
History	-	1
Careers	-	1
Writing	-	1

5. Are you comfortable asking for help when you need it?

Yes 16 No 2

6. Who do you ask for help from when you need it? (Please check all that apply)

Classroom teacher	13	Program Resource	8
Educational Assistant	9	Peer/Classmate/Friend	13
Other (Please name)	Parent	1	

7. List 3 things your teachers do that help you be successful at school:

- help when I ask
- encourage me
- stop people from bullying me
- give less work
- doing homework
- go to resource
- go to resource for tests
- re-read questions for me
- show me an example
- read out loud
- make work at student level
- Dragon Naturally Speaking and Premier
- EA in room
- extra time
- talk to me
- explain to me

8. List 3 things you think would help you be more successful at school:

- do my homework
- math teachers need to explain more
- proper seating in class
- ask for help more
- sitting with friends
- fewer and smaller projects
- computer
- extra time on tests and projects
- pick the right courses
- listen to music
- afterschool help
- give me time to think before answering orally
- study better
- quieter room
- explain 1:1

9. Do you have friends at school?

Yes 18 No 0

10. Are you happy at school?

Yes 15 No 2

Please explain:

- I like meeting new people
- Failing and not getting along with people

THANK YOU!



May 17, 2010

Dear Parent or Guardian,

The St. Clair Catholic District School Board is undergoing a Review of the Programs and Services for students with a Mild Intellectual Disability. In order to develop recommendations and plan for the future, we are seeking your input.

Please complete the enclosed survey and return it, in the envelope provided, to the Program Resource Teacher at your child's school.

Please return the survey at your earliest convenience; no later than Tuesday, May 25, 2010.

Thank you in advance for your valuable input.

Sincerely,

Lisa Thompson-Power
Consultant – Program Resource
St. Clair Catholic District School Board
Chair, Review of Programs and Services for Mild Intellectual Disabilities

St. Clair Catholic District School Board

PARENT SURVEY

Prepared by the Committee to Review Programs and Services for students who have a Mild Intellectual Disability

Dear Parent/Guardian,

**We value your feedback. Please fill out the following survey and return it to your child's school to the attention of the Program Resource Teacher.
We appreciate your participation!**

School: _____

Your child's grade level: _____ **Date:**_____

AREA OF SERVICE:

- | | | | |
|---|-------|----------|------------|
| 1. I am satisfied with my child's educational experience. | Agree | Disagree | Don't Know |
| 2. My child's IEP clearly explains his/her program. | Agree | Disagree | Don't Know |
| 3. My child's IEP meets his/her academic needs. | Agree | Disagree | Don't Know |

Please give details: _____

4. My child experiences success in: (Please Circle)

- Reading/ Writing
Math
Social Studies/ History/ Geography/ Science
Visual Arts/ Drama
Religion
French/ Music/ Phys-Ed
Computers
Social Skills/Life Skills
Work Habits
Study Habits
Organization

My child struggles in: (Please Circle)

- Reading/ Writing
Math
Social Studies/History/Geography/ Science
Visual Arts/ Drama
Religion
French/ Music/ Phys-Ed
Computers
Social Skills/Life Skills
Work Habits
Study Habits
Organization

Appendix 20

5. My child is being well prepared for his/her future.	Agree	Disagree	Don't Know
6. I am pleased with peer interactions with my child at school.	Agree	Disagree	Don't Know
7. My child's general attitude toward school is positive.	Agree	Disagree	Don't Know
8. I am part of the team when school decisions are made for my child.	Agree	Disagree	Don't Know
9. Teachers communicate with me regarding both the challenges and the successes my child experiences at school.	Agree	Disagree	Don't Know
10. My child accesses support and services from:			
Program Resource Teacher	Yes	No	Don't Know
Speech/Language Pathologist	Yes	No	Don't Know
Occupational Therapist	Yes	No	Don't Know
Child and Youth Worker / Social Worker	Yes	No	Don't Know
Itinerant Behaviour Teacher/ Itinerant Child and Youth Worker	Yes	No	Don't Know

Please provide suggestions for areas of improvement in providing services to students identified with a Mild Intellectual Disability. This information will be carefully considered by the Review Committee.

THANK YOU!

St. Clair Catholic District School Board

PARENT SURVEY – **MASTER COPY**

Prepared by the Committee to Review Programs and Services for students who have a Mild Intellectual Disability

Dear Parent/Guardian,

**We value your feedback. Please fill out the following survey and return it to your child's school to the attention of the Program Resource Teacher.
We appreciate your participation!**

School: 7 Secondary Parent Surveys were received from schools

Your child's grade level: _____ **Date:**_____

AREA OF SERVICE:

- | | |
|---|---------------------------------------|
| 1. I am satisfied with my child's educational experience. | Agree (6) Disagree (1) Don't Know (0) |
| 2. My child's IEP clearly explains his/her program. | Agree (7) Disagree (0) Don't Know (0) |
| 3. My child's IEP meets his/her academic needs. | Agree (7) Disagree (0) Don't Know (0) |

Please give details

- needs homework and doesn't get it
- needs it to learn study skills and time lines

4. My child experiences success in: (Please Circle)

Reading -2 / Writing -2

Math -2

Social Studies-2/ History-2/ Geography-4/ Science-4

Visual Arts-1/ Drama-2

Religion-2

French-0/ Music-1/ Phys-Ed-4

Computers-4

Social Skills-1/Life Skills-1

Work Habits-1

Study Habits-1

Organization-1

My child struggles in: (Please Circle)

Reading -4 / Writing -3

Math -4

Social Studies-1/History-2/Geography-1/

Science-2

Visual Arts-1/ Drama-1

Religion-2

French-0/ Music-1/ Phys-Ed-0

Computers-2

Social Skills-1/Life Skills-0

Work Habits-4

Study Habits-5

Organization-4

5. My child is being well prepared for his/her future.	Agree-4 Disagree-2 Don't Know-1
6. I am pleased with peer interactions with my child at school.	Agree-4 Disagree-1 Don't Know-2
7. My child's general attitude toward school is positive.	Agree-4 Disagree-1 Don't Know-0
8. I am part of the team when school decisions are made for my child.	Agree-6 Disagree-0 Don't Know-0
9. Teachers communicate with me regarding both the challenges and the successes my child experiences at school.	Agree-6 Disagree-1 Don't Know-0
10. My child accesses support and services from:	
Program Resource Teacher	Yes-6 No-0 Don't Know-0
Speech/Language Pathologist	Yes-1 No-2 Don't Know-1
Occupational Therapist	Yes-1 No-2 Don't Know-1
Child and Youth Worker / Social Worker	Yes-2 No-2 Don't Know-0
Itinerant Behaviour Teacher/ Itinerant Child and Youth Worker	Yes-1 No-2 Don't Know-1

Please provide suggestions for areas of improvement in providing services to students identified with a Mild Intellectual Disability. This information will be carefully considered by the Review Committee.

- **retest kids in high school**
- **wants homework for Essential courses**
- **email home when there are problems**
- **teach life skills and social skills**
- **integrate essential level students with students having high needs to teach compassion and patience**

THANK YOU!

MID Committee

Review of Programs and Services for Mild Intellectual Disabilities

AGENDA **March 9, 2010**

“Live Like Jesus”

1. Welcome and Prayer
2. Introduction of committee members
3. Rationale for the review
4. Focus of the review
5. Objectives
6. Timelines for committee
7. Next Steps
8. Next Meeting Date

MID Committee

Review of Programs and Services for Mild Intellectual Disabilities

AGENDA **May 31, 2010**

“Live Like Jesus”

1. Welcome and Prayer
2. Review of information: rationale, focus, and objectives as shared previously
3. Determine what is left to be done to complete the objectives of the review
4. Sharing of responsibilities in pairs or individually (to be completed today or by team members and shared in one week’s time)
5. Establish recommendations
6. Next Steps: SEAC presentation (June 14, 2010), Board meeting, Admin meeting, VP Cluster meetings, PRT meeting presentations (2010 – 2011)
7. Meeting Adjourned – THANK YOU!!!