

Slide 1:

Welcome to the Washtenaw Intermediate School District!

The WISD provides educational services to students with significant disabilities who live throughout Washtenaw County

Slide 2:

WISD Educational Services

Among the services provided are classrooms which are located at High Point School and in a variety of K-12 buildings throughout the county, as well as in local communities and the campuses of Washtenaw Community College and Eastern Michigan University.

Slide 3:

IDEIA – Individuals with Disabilities Education Improvement Act

- According to Federal Law, every child is entitled to a free, appropriate public education in the least restrictive environment.
- Special Education and related services are provided according to the needs determined by the Individualized Education Planning Team (IEPT)

Slide 4:

Michigan Law

In Michigan, education for students with special needs begins at birth and continues through the age of 26 years.

Slide 5:

Individualized Education Plan

Each student has an Individualized Education Plan (IEP), with goals specific to his/her needs

Example #1

....will tolerate tooth brushing for 15 seconds without crying...

Example #2

....will make a choice between two items on a menu.....

Example #3

....will stand independently momentarily...

Example #4

....will complete assigned job at work site with minimal verbal prompting...

Slide 6:

Functional Skills

Our goal is to teach our students functional skills which they will be able to use in their everyday lives.

Slide 7:

Wide Range of Abilities

The range of abilities varies considerably. For example, some students may be acquiring job skills and using public transit, while others may be communicating their needs and participating in basic daily living activities.

Slide 8:

Least Restrictive Environment

With the help of their teacher, High Point students participate in Honey Creek Community School science classes

Slide 9:

Students from WISD Saline Classroom.....

....At the community fair

....taking the AATA bus

....and cleaning the fire station

Slide 10:

Team Effort

Due to the complexity of the students we educate, a team effort is essential

- Psychologist
- Parents
- Occupational Therapists
- Teachers
- Social Workers
- Nurses
- Administrators
- Teacher Consultants
- Teaching Assistants
- Nurses
- Physical Therapists
- Speech Therapists

Slide 11:

Consistent Daily Programing

Our students learn skills which can be used in a variety of settings.

The various components of their educational program must be integrated into their daily lives.

- Work Skills
- Mobility
- Functional daily living
- Social skills
- Adaptive behavior
- Communication
- Academics
- Sensory motor
- Recreation

Slide 12:

Join us now on a short “virtual tour” to meet some of our students, observe what and how we teach, and get a taste of the classroom environments.

Slide 13:

Everyone communicates!

Though they may not be able to speak and many of our students do not speak... they do communicate!
How??

Slide 14:

Some methods of communicating

- Facial expressions, gestures (e.g., nodding, reaching, and pointing)
- Use of pictures, switches, sign language, voice output devices
- Speech or speech sounds
- Actions and behavior
- And many more.....

Slide 15:

Watch how Alena is able to make a choice through her teachers questioning:

Teacher: Do you want to be finished? Yes or No

Student: Taps Hand (no verbal response)

Teacher: Ok put that in there

Student: puts object away

Teacher: Good Job

Teacher: Do you want a choice from your book or do you want to go out to music?

Teacher Book or Music

Student: Taps Hand (no verbal response)

Teacher: Music

Teacher: Go on out to the gym

Slide 16:

Observe the multiple means of communication in this classroom. What do you notice?

Teacher: Touch

Student: touches (no verbal response)

Teacher: there you go

Teacher: come here David one more thing buddy

Slide 17:

- Sign language paired with verbal cues
- Cause and effect
- Positive reinforcement
- Physical prompting
- Physical set-up of classroom promotes communication
- Choice-making through pictures
- Picture identification
- Motor imitation

Slide 18:

These are many different types of voice output devices.

Watch one example of Raquel "talking."

Teacher: dyna box it's a voice output device and you can program it to say whatever you want and to put whatever pictures or squares in it that you want.

Student: (touches device and it says) "I'd like to eat"

Teacher: ok here comes some applesauce

Slide 19:

Participation in daily living activities

Our overall goal is to maximize our students' participation in their daily lives – by improving both the quality and the extent of their participation.

Slide 20:

Lachelle is learning to wash her hands and use the infrared paper towel dispenser all by herself!

Slide 21:

Watch Cullie as he is learning to assist with dressing, while at the same time practicing his sitting balance. He's working very hard!

Teacher: he practicing his balancing

Teacher: look at you, you are so handsome

Teacher: oh you do it

Student: (balances by himself)

Teacher: Good Job ta-dum

Slide 22:

Observe Dee Dee using an environmental control switch to turn on the blender.

Watch as Dee Dee is initially given physical prompts, but – when she is given enough time – she activates the switch by herself

Teacher: for her class today, we have the ingredients all in the food processor. She is going to be getting the adaptive switch which is attached to this power link environmental control unit made by able net and when she pushes the switch, she will be able to turn this blender on and mix up the muffins. So Dee Dee here's the switch give it a push, turn it on.

Student:

Teacher: Push, use your finger or your hand

Noise from blender

Teacher: Oh go, there it goes

Teacher: oh it stopped turn it on again

Teacher: Make it go

Teacher: Go, give it a push

Noise from blender

Teacher: Oh looking good Dee looking good

The use of the switch simultaneously teaches the development of daily living skills, hand skills and communication skills

Slide 23:

Jason is learning to use good oral motor patterns. Watch him drink thickened fluids in a cut-out cup with jaw support as needed Ym-m-m-m-m.

Teacher: did you hear that... no biting that's pretty good I like that

Slide 24:

Some students have very technical feeding programs which you will see the staff implementing
Syringe feeding - to improve the coordination of tongue movement
Watch video clip of Yazzy's daily oral motor program:

Teacher:

Programs at the Intermediate School District, and Yazzy is at the very first stage of learning how to eat and our emphasis is what goes on inside her mouth, we work very hard on Yazzy being active and use controlled movements while she's eating. We use a very small spoon it's got Teflon or rubberized coating on it so that if she bites down it's comfortable, we place the food to the side teeth and we do that so that Yazzy learns actively how to move the food to the side teeth with her tongue, one more bite, there we go. Good Girl. You can see we have a glove on for universal precautions we use what's called jaw control which have our thumb and finger to help give outside or extra oral support so that she can work on actively controlling inside of her mouth or tongue. We use the syringe not to force feed, it is never used for that, it is used to promote active and quick swallow and tongue mobility or movement. Good Girl.

We use firm pressure not light touch when wiping her mouth, we try not to stimulate or touch and clean up her face continuously throughout the meal we do not do that because it's confusing and she is trying to do something with that stimulation, so we are messy feeders and there is a reason for that, it's too confusing.

Now we are going to give her a drink again drinking we are trying to teach active movements and control, we are trying to get her to use her lips and draw the food in we use a pedal cup so that she is not needing to tip her head back while she's drinking that would be dangerous and it would open her airway the fluid could easily go down into her lungs which is called aspiration and then she could get sick, and so we use the pedal cup so we can see what we are doing so we don't tip the head to far back, we use the thickened fluid in the cup to promote Yazzy being able to slowly and actively sip and swallow

Slide 25:

Gastrostomy Tubes (or G-tubes)

Hm-m-m-m did someone say something funny?

David is enjoying his lunchtime

G-tubes are used by students who cannot eat by mouth because they either

- Aspirate their food (into their lungs) and get pneumonia
- Or
- They are unable to eat an adequate amount of food to survive

Slide 26:

What is a G-tube anyway?

Picture 1: example of G-tubes and buttons

Picture 2: G-tube site

Only trained staff members assist students with G-tubes!

Slide 27:

Remember.....

Lunchtime is an instructional time for our students...oral motor programming, self-feeding, manners, preparing food, serving food, cleaning up, etc., etc.

Picture: I'm learning to feed myself but the cup keeps slipping away!

** Always check with the classroom staff prior to offering any type of food!!

- Allergies
- Tube feeding
- Special diets

Slide 28:

Standing and Mobility

Standing and mobility goals are incorporated into all parts of the instructional day for many of our students.

Angel has just started to learn to use a walker Watch!

Slide 29:

Examples of mobility activities

We love to get out of our wheelchairs

Kiara's in a creeper

Oh, oh! Joy is escaping down the hall

Here comes Patrick

Sarah's a careful driver in her power wheelchair. No speeding tickets for her

Another escape artist!

Slide 30:

Large and small, young and old....

Look at the students in standers!

Slide 31:

Mobility skills are very important when our students participate in activities in the community!

Slide 32:

There are lots of jobs to do.

Let's get to work!

We are proud of the work we do in the community!

Watch the kinds of jobs we have at McDonald's!

Watering in the greenhouse

Moving the chairs in the classroom

Slide 33:

Jarod's daily job takes him across the activity area dependently – a great achievement

Every day Sarah drives to the office to deliver the attendance slips

Oh, good! Here's the milk and I'm thirsty

I hope my teacher wrote a good note about me

Slide 34:

Finished with a hard day's work and please with a job well done!

Slide 35:

Learning how to spend leisure time!
You splash the teacher first
Gardening's a GREAT hobby!
I love Girl Scouts

Slide 36:

I love to splash! Oops I think I got your camera wet!
Exercise is good for the body and the soul
Does this count as exercise??

Slide 37:

Let's hit the Road! Where shall we go?
High Point's Boundless Playground – What a great place to play!

Slide 38:

We love spending time with our friends!

Slide 39:

We love to hang out with our buddies!

Slide 40:

Getting Through the Day

- Due to the severity of the damage to their nervous systems, specific techniques are used to help students maintain and re-gain self-control during situation which are difficult for them, such as transitions and changes in routines
- Specific techniques – such as positive behavior supports, classroom environment controls, and re-direction – are used.

Slide 41:

Calm-down

- To calm a student, be calm and use a calm voice
- To calm a student, calm the environment
- Talk with the classrooms staff about what to expect in terms of student behaviors, as well as strategies for specific students

Calming with swaddling and gentle swinging

Slide 42:

Calm-down (continued)

Some students have a difficult time when they are presented with sensory activities.

Students may become upset – even with such “routine” activities as tooth brushing or face washing – due to their damaged nervous system.

Oftentimes, learning to tolerate such activities is part of the students IEP goals. Ask the staff how this is handled for each specific student

Teacher: Would you like to listen to some music

Student: making noise

Teacher: I have a CD for you

Teacher: Come on lets go (pushes students wheelchair)

Student: making noises (touches teacher)

Teacher: don't touch me please

Teacher: hang on let me put it in for you, I think you are going to like this one Joey

Music starts to play

Slide 43:

A few other things you might see when you are a substitute teacher or teaching assistant for the Washtenaw Intermediate School District

Slide 44:

Braces & Splints

Hand splint

Braces for the feet and ankles

Braces must be applied properly. You will need specific training for each student

Brace for spinal curvature

Slide 45:

Nebulizers and Tracheostomies

Substitutes do not do medical procedures. Only staff member who are trained by the nurse are permitted to carry out medical procedures.

Slide 46:

Remember to always use universal precautions: Wash your hands as this video demonstrates

Nurse: they are for your protection as well as student protection, in order to put on the gloves put them on this way once the gloves are dirty, you want to take them off so you don't contaminate your hands.

Always remember dirty to dirty pull it off that way and clean to clean stick your hand inside the clean part like that, and then drop them into the trash

Remember gloves do not take the place of handwashing

It's important to wash your hands before and after using gloves using soap friction and warm water

wash the fronts and backs of your hands if you sing the song Happy Birthday that's about the amount of time you should be washing your hands.

When you are done rinse them well and dry

Slide 47:

REMEMBER!!! UNIVERSAL PRECAUTIONS

Gloves are provided for use while handling body fluids or secretions. Put glove on prior to the possibility of coming in contact with body fluids or secretions. Then remove and discard "dirty" glove promptly upon completion of the task. Do not touch other students, clean clothes, telephone, wheelchairs, etc. while wearing glove which are "dirty!" You spread the germs!

Slide 48:

What do Subs Do?

- Take cues from the regular staff
- Work as part of a team – with teachers, teacher assistants and related services staff
- Ask questions, but not necessarily in front of students
- Respect confidentiality
- Instruct students according to IEP's in a variety of settings – special Ed classrooms, regular Ed classrooms, gym, community, pool, etc.

Slide 49:

What do Subs Do? – continued

- Assist students to participate.....
- Assist with personal needs – for children and adults – as appropriate
- Perform routine classroom tasks, e.g., set up and clean up
- Be friendly to the students as well as the staff
- Check with the regular staff concerning emergency procedures
- Understand that student safety is always foremost

Slide 50:

As we show you the faces of some of students, we hope you will enjoy teaching with us!

Next 9 slides are just pictures

Slide 60:

We hope you've enjoyed this virtual tour!