

Lapeer County Intermediate School District

# Center Program Guidelines and Referral



All LCISD Center programming is geared to educate students with moderate to severe cognitive impairments. All students enrolled in the Center Program are on a Certificate of Completion Track, and are not working toward a high school diploma. Students with these impairments have significant difficulties generalizing learning. Programming at the Center Program teaches students within an explicit context that targets specific tasks in authentic settings. Material is presented in small "chunks" and frequently repeated. All students have varying levels of language disabilities, and appropriate multi modal communication is modeled frequently (for example, using pictures or technology).

Students are educated with a modified curriculum, following the MI-Access Supported Independence or Participation curriculum. Common Core Essential Elements are used with the Ranges of Complexity to guide curriculum. The focus of the curriculum is to transition each student at their highest potential toward independence and employment with their own voice.

The decision to place a student at the Center Program is not an easy one and should be made only after looking at as many factors as possible affecting a student's educational performance. Placement of a student at the Center Program should be done only when the IEP team has determined that all other placements and supports within the local district have been exhausted. While the Center Program does offer a peer to peer support program, students do not have access to same-age nondisabled peers.

There are also times when special circumstances need to be considered. This is when a student does not meet the criteria for SCI or SXI, and is under 18 years of age. All local programs in Lapeer County offer Cognitive Impairment Programs K-12<sup>th</sup> grade. A decision to move to a more restrictive Center Program placement is one that needs to be made with much care. There are additional supports and involvement from Center Program Staff when a referral is made for a student under a special consideration.

*The Board of Education does not discriminate on the basis of religion, race, color, national origin, sex (including sexual orientation and transgender identity), disability, age, marital or family status, genetic information, height, weight, military status, ancestry, or any other statutorily protected category ("collectively "Protected Classes") in its programs, activities, or employment.*

*Further, it is the policy of this District to provide an equal educational opportunity for all students, without regard to the Protected Classes, place of residence within the boundaries of the District, or social or economic status, to learn through curriculum offered in this District.*

Part of the decision making process when considering a change of placement is the use of the LCISD Guiding Principles.

**All Students (Birth - 26):**

- Are General Education Students first
- Should be educated with non-disabled peers in their community to the maximum extent possible
- Can make progress within the general curriculum that is aligned with the individual's level of functioning and unique needs
- Should leave public education with the highest level of independence and employability possible

**All practices and TEAM decisions must align with:**

- Law (IDEA/MARSE)
- Research/Evidence-Based Practices
- Student Data/Outcomes

**A full continuum of programs and services are necessary to:**

- Program for students with disabilities are based on need
- Provide access to professionals with the certification and training needed
- Students move fluidly within the continuum
- Ensure the safety and dignity of all students
- Bridge the gap to general education; make more restrictive placements less likely while promoting better outcomes. Earlier education and intensive intervention are keys to bridging the gap

**All interventions must include:**

- Problem-Solving process
- Multi-Tiered Systems of Support- MTSS
- Teaching and Reinforcing behavioral and academic skill deficits
- Use of positive behavior interventions and universal supports
- Data which is reviewed regularly and used to drive changes
- Implementation with fidelity (due-diligence, thorough, systematic, accurate)

**Behavior is:**

- A learning opportunity
- Communication
- A skill deficit that requires instruction
- Addressed as part of an overall school climate (PBIS)
- An opportunity to address/re-assess the environment, approach, response, and function

**Critical Components of Effective Programs:**

- Early is better
- Intensity matters
- Active engagement/Structured teaching time is imperative
- Frequent monitoring and team meetings
- Specialized/Individualized instruction
- Effective Student/Staff Ratio
- Specialized training/knowledge to meet the unique needs of the student

**Professional Partnerships are:**

- Essential to effectively collaborate to meet the needs of all students
- Necessary to develop and expand our skills and knowledge
- Critical to serving students with ever-increasing complex needs
- A collaborative activity to share expertise and responsibility

# LCISD Center Program Referral and Guidelines

Prior to placing a student outside of the regular educational environment, the full range of supplementary aids and services that may be provided to facilitate the child's placement in the general classroom setting **must** be considered. Programming is determined by needs and considers the Least Restrictive Environment for the student, and is not driven by the eligibility area for special education.

## **Least Restrictive Environment (§300.550)**

- (1) To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and
- (2) That special classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

*The IEP team will first give consideration to the appropriateness of placement in the general education environment with modifications and supports. The full continuum of services will be considered without regard to current availability.*

## **Severe Cognitive Impairment Program Description and Criteria:**

- Age 5 through 25 years (\*Exceptions for below age 5 may be considered)
- Development at a rate of 4 ½ or more Standard Deviations below the mean (IQ below SS=40)
- Adaptive Behavior Scale Functioning below SS= 40
- Curriculum focus primarily in the area of daily living, communication, socialization, personal care, safety, recreational leisure, Community Based Instruction, Vocational and increased independence. Goals do not focus on attainment of academic skills, other than functional reading/math.
- Academic progress is measured using the Common Core Essential Elements and the Michigan Ranges of Complexity and are typically taught as a functional life skill.

### Severe Multiple Impairment Program Description and Criteria:

- Age 3 through 25 years\*
- Development at a rate of 4.5 or more Standard Deviations below the mean (IQ below 40) AND **1** or more of the following conditions (R340.1714):
  - Hearing Impairment
  - Visual impairment
  - Physical Impairment
  - Health Impairment
- Adaptive Behavior Scale Functioning below SS= 40
  - Curriculum focus primarily in the area of daily living, communication, socialization, personal care, safety, recreational leisure, vocational skill development, community-based instruction and increased independence. Goals do not focus on attainment of academic skills, other than functional reading/math.
- Academic progress is measured using the Common Core Essential Elements and the Michigan Ranges of Complexity and are typically taught as a functional life skill.

### Moderate Cognitive Impairment Program Description and Criteria:

- Student is beyond 12<sup>th</sup> grade (if younger, see Special Considerations p. 15)
- Development at a rate of 3 - 4 ½ Standard Deviations below the mean (IQ SS=40 - 55)
- Adaptive Behavior Scale Functioning below SS= 55
- Curriculum focus (Supported Independence Level) primarily in the area of daily living, communication, socialization, personal care, safety, recreational leisure, vocational skill development, community-based instruction and increased independence and employment.
- Academic growth has plateaued; focus of instruction is functional and vocational.

#### \*Age exception below 5:

Consideration will be made for students below age 5 with **Severe Cognitive Impairments** or **Severe Multiple Impairments** if the following are documented:

- and- {
  - evidence of lack of progress toward goals
  - other measures documenting an unsatisfactory placement
- or-
  - any potential harmful effect on the student or quality of service is impacted.

## Special Considerations



For students **under** the age of 18 who do not meet criteria for SCI, SXI, or MoCI programming as described above.

At this time, DO NOT complete a REED or Referral.

Please follow the Special Considerations Checklist found at the end of these guidelines.

## Steps for Referral to Center Program:

1. Case Coordinator will contact Local Building Principal to discuss consideration for referral to LCISD program.
2. If appropriate, Local Building Administrator will refer Case Coordinator to Local Special Education Administrator to discuss.
3. If referral meets criteria for a Special Consideration, see Special Consideration Checklist (p.15) to proceed.
4. If appropriate, Case Coordinator will proceed with completion of referral paperwork, including:
  - a. Copy of REED with Center Program evaluation (observation, teacher interview, review of records)
  - b. Referral Form
  - c. Current MET and supporting reports
  - d. Current IEP
  - e. Behavior Intervention Plan
  - f. Medical Reports
  - g. Outside agency reports/information
  - h. Parent information
5. Local Special Education Administrator will contact the Center Program Coordinator to discuss referral.
6. Within 30 school days of receipt of referral, a Center Program Staff member will schedule a visitation for the following purpose:
  - a. Review of records
  - b. Observation
  - c. Discussion with Local Building IEP Team Member(s) for information gathering
7. Center Program Coordinator will contact LCISD Special Education Director to discuss referral, observation report and recommendations.
8. LCISD Special Education Director/Coordinator will notify Local Special Education Administrator of placement recommendation. Local District will schedule IEP.

### **If referral MEETS criteria:**

1. Local District will contact parent and coordinate with Center Program Coordinator to schedule visitation.
2. Copies of special education file will be transferred to Center Program Staff at the IEP.
3. Enrollment paperwork (emergency forms, etc.) will be provided to parent and completed during visitation.
4. LCISD informs local district of start date in order to for local district to arrange transportation.

### **If referral DOES NOT Meet Criteria:**

1. Center Program Coordinator / LCISD Special Education Director will provide Local District Special Education Administrator with follow up documentation of decision.
2. LCISD will provide support services as appropriate to assist IEP team (Behavior Specialist, ASD consultant, etc.)



## Steps for referral **from** Center Program to Local District:

1. Referring LCISD Case Coordinator will contact Center Program Coordinator.
2. Center Program Coordinator will contact Local Special Education Administrator and LCISD Director of Special Education to discuss student.
3. Within 30 calendar days of notification of referral, the Local Special Education Administrator will schedule visitation for the following purpose:
  - a. Review of records
  - b. Observation
  - c. Discussion with Center Program IEP Team Member(s) for information gathering

### **If change of placement is recommended:**

1. Center Program Teacher or Center Program Coordinator will contact parent and coordinate with Local District to schedule visitation.
2. IEP scheduled:
  - a. LCISD will schedule and conduct the IEP
  - b. Relevant ISD and Local Staff (minimum of Local Administrator and receiving teacher) will be invited to the IEP.
  - c. IEP will be held at a mutually agreed upon place and time.
  - d. IEP Team will develop a transition plan for returning student to Local District.
3. Copies of special education file will be transferred to Local District Staff at the IEP.

### Previous Enrollment (Center Program) Steps & Considerations:

1. Intake with LEA Special Education Office
  - Verify residency
  - Copy of IEP/MET
  - Obtain signed Records release (verbal and copies of records)
  - Request Birth Certificate/Immunization
  - LEA Special Education Admin review IEP, contact previous placement for additional information (if needed)
2. LEA Special Education Administrator contacts Center Program Coordinator to discuss new student.
3. If appropriate, Center Program Coordinator will contact parent to schedule visit and complete previous enrollment consent form.
4. LEA Special Education Office arrange transportation after LCISD notifies local of start date.  
*\*\*Note: Students who have been placed in center programs in other counties may not meet LCISD criteria for placement.*

Local Case Coordinator contacts Local Building Principal to discuss consideration of referral.

- (If appropriate) Case Coordinator contacts Local Special Education Administrator to discuss consideration of referral.

After consideration of LRE, Case Coordinator proceeds with completion of referral paperwork unless being considered under special considerations (see guidelines for complete list).

*Least Restrictive Environment – The IEP team will first give consideration to the appropriateness of placement in the general education environment with modifications and supports. The full continuum of services will be considered without regard to current availability.*

Local Special Education Administrator contacts Center Program Coordinator to discuss referral. Local district case coordinator **initiates a REED.**

**Within 30 school days** Center Program Staff Member schedules a visit to review records, observe and discuss student with Local IEP Team Member(s). A written response will be delivered within this timeline.

Center Program Coordinator contacts LCISD Special Education Director to discuss referral.

LCISD Center Program Coordinator contacts Local Special Education Administrator to discuss referral

- Meets Criteria:**
  - Local district contacts parent to schedule visitation
  - Local district conducts IEP/Amendment to reflect placement recommendation.
  - Paperwork is transferred
  - Enrollment paperwork is completed
  - LEA arranges transportation

**Doesn't meet criteria:**

- Center Program Coordinator provides Local District Special Education Administrator with written recommendation.
- LEA contacts parent and schedules IEP/IEP amendment
- LCISD provides support to Local IEP team as appropriate

**Previous Center Placement - Local Special Education Administrator contacts previous Center Teacher/Director to gather functional information and background. Local Special Education Administrator contacts Center Program Coordinator (See page 9).**



# Center Program Referral Cover

**This referral and all supporting documentation should be sent to: Coordinator of Special Education - Center Program (ETC)**

Student Name	DOB	Grade
Resident District	Building	
Case Coordinator	Case Coordinator email/phone	
Special Education Eligibility	Special Ed Program	
Current IEP Date	Current Eligibility Date	

The following documents must be included in the referral to the LCISD Center Program:

- Reed for Center Program Evaluation (Observation, teacher interview, record review)
- Completed Referral
- Current IEP
- Current MET with psychological report
- If applicable:
  - Current BIP with supporting data (if applicable)
  - Medical Reports / Health Plans
  - Outside agency reports/information
  - Completed Special Consideration Checklist (if applicable)

My signature below indicates that I have reviewed the enclosures in the referral to the LCISD Center Program, and agree to the referral.

\_\_\_\_\_  
Case Coordinator

\_\_\_\_\_  
Building Administrator

\_\_\_\_\_  
Special Education Administrator/Date



1996 West Oregon Street  
Lapeer, Michigan 48446

# Lapeer County Intermediate School District

## Center Program Referral

**Student Name:** Student Name      **Date of Birth:** DOB      **Age:** Age

**Description of Nature and Severity of the student's disability:**

**Summary of recent evaluations:**

Assessment Area	Assessment	Date	Results
Cognitive/developmental			
Adaptive Skills			
Communication			
Achievement/readiness			

**Please describe daily living skills, including, dressing, feeding, toileting, mobility, etc.**

**Please describe behavior, attention to task, and response to change in routine:**

**Please describe interaction/socialization with familiar and non-familiar peers/adults, including verbal or non-verbal interaction:**

**Describe communication:**

**Describe Health related needs and any safety concerns:**

**Description of Supplementary aids and services provided to the student while in the general education environment (or home, or local special education classroom):**

**List Postsecondary Goals:**

**Describe pre-employment, vocational, or work experiences provided to the student:**

**Participation of the student in nonacademic settings and extracurricular activities, including the description of supplementary aids and services provided to students so that they have equal access to such activities:**

**Evidence of previous placement options, demonstrated progress, or lack of, progress towards goals, and other measures of an unsatisfactory placement, including any potential harmful effect on the student or quality of services (attach if necessary).**

**If the student has not been placed in a general education environment, evidence must be provided that demonstrates why placement in the general education environment is projected to be unsatisfactory.**

## Center Program Referral Recommendation

Student Name	DOB	Grade
Operating District	Building	

Thank you for the referral regarding the above student. The recommendation for the IEP is:

**Severe Cognitive Impairment (SCI) Program**  Does **not** meet criteria

- Age 5 – 25 years     Age 3-4 years with age exception
- Developmental rate of 4 ½ or more SD below the mean
- Adaptive Behavior Scale below SS=40
- Least Restrictive Environment

**Severe Multiple Impairment (SXI) Program**  Does **not** meet criteria

- Age 5 – 25 years     Age 3-4 years with age exception
- Developmental rate of 4 ½ or more SD below the mean
  - Hearing Impairment
  - Visual Impairment
  - Physical Impairment
  - Health Impairment
- Adaptive Behavior Scale below SS=40
- Least Restrictive Environment or exceptions

**Moderate Cognitive Impairment (MoCI) Program**  Does **not** meet criteria

- Completed 12th grade
- Certificate of Completion Track
- Developmental rate of 3 -4 ½ or more SD below the mean
- Adaptive Behavior Scale below SS=55

Classroom recommendation:  Center Program     Community-Based (STRIVE)

**Special Consideration**  Does **not** meet criteria

- Certificate of Completion Track
- Functioning at the MoCI or below level
- Current needs addressed in IEP and supports implemented with fidelity
- Data shows limited to no progress
- Least Restrictive Environment
- Complex Needs Rubric

Program recommendation:  SCI     SXI     MoCI

# LCISD Special Consideration Checklist



The process outlined below must be followed and documented prior to and in conjunction with referrals to the LCISD Center Program **for students under age 18 years of age that do not meet the program criteria in these guidelines.** This ensures that the district has provided an intensive level of service and exhausted all possibilities of IEP goal attainment through the student's participation in programs offered in the general education setting, in accordance with LRE mandates.

Team Membership: "IEP Team" refers to the student's IEP Team members including the parent and special education administrator. "LCISD staff" refers to itinerant support staff, behavior specialist, and teacher consultants.

PROCESS	DESCRIPTION	Date Completed & Staff Initials
<b>Contact LCISD</b>	Local district calls a staffing and invites LCISD Staff (appropriate to area of concern) to discuss concerns and interventions attempted to date.	
<b>Student Level Review Meeting</b>	LCISD staff meets with IEP Team to complete Student Level Review Worksheet and LRE Matrix.	
<b>Implementation:</b>	Local district IEP Team implements suggestions and collects data for 6 or more weeks with subsequent meetings in between to modify plan as needed. This may include updating Functional Behavior Assessments, Positive Behavior Intervention and Supports added, START Classroom Checklist (CETA), and special education time increased if needed (Amend IEP) to meet student needs.	
<b>Data Review:</b>	IEP Team and LCISD staff meets to review data. If data indicates that the student is not making progress with the implementation of supports with fidelity, in the local district environment, the parent is contacted and a REED is initiated by the local district to consider center program.	
<b>Complex Needs Rubric:</b>	A Team meeting including the IEP Team and LCISD staff is scheduled to complete the center program referral rubric. When this process is finished, the student level review worksheet, completed LCISD review process checklist and supporting data is turned into LCISD Coordinator of Special Education - Center Program.	
<b>Observation:</b>	LCISD Center staff will schedule a classroom observation of the student in the local district setting in order to Gather data and make recommendations.	

## LCISD **Special Considerations** Checklist –(continued)

<b>Center Referral Committee Review</b>	LCISD Center Referral committee will meet to determine if there are further questions, suggestions to try, or whether there is enough data to make a decision.	
<b>Inform Local District</b>	A recommendation will be made and sent in writing to the local district for center program eligibility, or a recommendation to complete additional steps in the Student Level Review Worksheet (see step 2). Local district will be responsible to notify the IEP Team (including parent) of the recommendation and schedule IEP.	
<b>Recommendation for change of placement to LCISD Center Program</b>	LCISD Coordinator of Special Education will contact the parent to schedule a classroom visit. IEP scheduled by Local district. IEP Team and LCISD staff will develop a transition plan that best meets the student's needs if change of placement determined by IEP team.	



# Student Level Review Worksheet Special Considerations

Student: \_\_\_\_\_

Date: [Click here to enter a date.](#)

**Identify areas of need described in the student's IEP, evaluations, observation**

1.	3.
2.	4.

**Review the IEP to identify clear alignment between the student's needs in the present level of academic achievement and functional performance (PLAAFP) and the manner in which the need was addressed: IEP goals, supplemental services, programs/services, transition plan, etc.**

Identified Need Contained in PLAAFP	Goal/ Objectives		Supplemental Services		Program/ Services		Transition Activities	
	YES	NO	YES	NO	YES	NO	YES	NO
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Review of targeted, systematic instruction that addressed IEP goal(s) that occurred over a sustained period of time.**

IEP Goal	Evidence of Intervention	Duration of Intervention	Result

**Review Progress Monitoring Data**

Data Point	Results	Factors contributing to insufficient progress

**Summary of IEP Development and Progress Monitoring Data**

YES	NO	
<input type="checkbox"/>	<input type="checkbox"/>	Data Supports that the IEP was implemented with fidelity
<input type="checkbox"/>	<input type="checkbox"/>	The educational needs identified in the evaluation report are also current needs and included in the current IEP PLAAFP
<input type="checkbox"/>	<input type="checkbox"/>	All area (s) of need identified in the student's PLAAFP were directly addressed through goals/objectives, supplementary services, transition activities, and/or programs/services.
<input type="checkbox"/>	<input type="checkbox"/>	Progress monitoring data shows sufficient progress towards goals
<input type="checkbox"/>	<input type="checkbox"/>	Available data indicates that the current IEP and, if needed, a positive behavior support plan provide sufficient support for the student's IEP goal attainment and progress in the curriculum in the current setting.

# Least Restrictive Environment Matrix

Review student needs and supports; identify placement considerations along continuum.

Date: \_\_\_\_\_ Student: \_\_\_\_\_  
Persons completing this form:

Age: \_\_\_\_\_

Grade: \_\_\_\_\_

<b>Option(s) Considered</b>  <i>Least Restrictive to Most Restrictive</i>	<b>Advantages to Student</b>	<b>Impediments to Success</b>	<b>Needed Supports</b>

## Complex Needs Rubric

High Level of Complexity	Medium Level of Complexity	Low Level of Complexity	No Complexity
<b>Cognitive</b>			
<p>Development at a rate of 4 ½ or more Standard Deviations below the mean (IQ below SS=40)</p> <p>Considerable delays in development</p> <p>May understand some speech, but demonstrates little ability to communicate. May learn very simple self-care.</p> <p>Requires close supervision and support.</p> <p>Not capable of independent living</p>	<p>Development at a rate of 3 - 4 ½ Standard Deviations below the mean demonstrates (IQ SS=40 - 55)</p> <p>Noticeable developmental delays (i.e. speech, motor skills)</p> <p>May have physical signs of impairment (i.e. thick tongue) .</p> <p>Can live in semi-independent situations, with some still needing the support of a group home</p>	<p>Development at a rate of 2-3 Standard Deviations below the mean (IQ SS=55 - 70)</p> <p>Slower than typical in all developmental areas</p> <p>No unusual physical characteristics</p> <p>Able to learn practical life skills Functions in daily life</p>	<p>Development at a rate of less than 3 Standard Deviations below the mean (IQ above SS=70)</p> <p>No impairment in adaptive behavior</p>
<b>Academics</b>			
<p>MI-Access Participation Level</p> <p>May be able to differentiate a number from another object or letter.</p> <p>May recognize name and familiar pictures.</p>	<p>MI-Access Supported Independence Level</p> <p>Able to learn daily routines</p> <p>Able to learn basic health and safety skills</p> <p>Reading ability at a K-1 level. Decodes functional words in their community. Math skills limited to adding coins up to \$1, basic exchange of money for merchandise</p>	<p>MI-Access Functional Independence Level</p> <p>Attains reading and math skills up to grade levels 3 to 6</p>	<p>General State Assessment with/without accommodations</p> <p>Former MEAP-Access</p>

High Level of Complexity	Medium Level of Complexity	Low Level of Complexity	No Complexity
<b>Behavior (with the implementation of evidence-based practice)</b>			
<p>Interventions necessary to support behavior cannot be implemented in the general education environment while still maintaining the student's dignity</p> <p>Behavior so unsafe that student is segregated within the school setting</p> <p>At least 1:1 or more adult support required in a segregated location for 75% or more of the day</p>	<p>Behavior is interfering with access to instruction to the extent the student is not making progress on IEP goals and objectives</p> <p>Emergency Intervention Plan/Crisis Plan</p> <p>Functions safely with 1:2 or 1:3 staff to student ratio</p> <p>Behavior is occurring multiple times per week</p> <p>Intensity of behavior is moderate</p> <p>Spends 50% or more of their day away from instruction</p>	<p>Require Functional Behavior Assessment, Behavior Intervention Plan that may require frequent revisions</p> <p>Functions safely in the environment with a 1:4 staff to student ratio or greater</p> <p>Behavior is occurring 1-2 times per week or less</p> <p>Intensity of behavior is mild</p> <p>Spends 25% or more of their day away from instruction</p>	<p>Benefits from Tier One Schoolwide PBIS supports</p>
<b>Socialization</b>			
<p>Needs direct supervision in social situations</p> <p>Unable to socialize with non-disabled peers due to dangerous behavior and not afforded opportunities to socialize with non-disabled peers</p>	<p>Student may have difficulty in social situations and problems with social cues and judgment</p> <p>Lack of Social gains from non-disabled peer interaction or peer to peer supports</p>	<p>Able to blend in socially</p>	<p>Able to make and maintain friendships</p>

High Level of Complexity	Medium Level of Complexity	Low Level of Complexity	No Complexity
<b>Communication (with the implementation of evidence-based practice )</b>			
<p>Non-verbal with no effective method to communicate basic needs. Only primary caregivers can understand communication of basic needs</p> <p>Complex communication needs</p> <p>Not easily understood by others (i.e., only primary caregivers)</p> <p>Utilizes one or two communicative functions (e.g., request, protest, etc)</p> <p>Cannot repair communication breakdowns</p> <p>Follows one step directions, but requires multiple repetitions or prompts; or cannot follow one step directions</p>	<p>Complex communication needs - utilizes total communication to express wants, needs, and ideas</p> <p>Understood by familiar people, may be difficult to be understood by new people</p> <p>Expresses a few communicative functions (e.g., request, protest, comment)</p> <p>Has difficulty repairing communication breakdowns; may require multiple prompts</p> <p>Follows one or two step directions; requires at least one repetition or prompt to complete</p>	<p>Understood by most others, may have some decreased speech intelligibility</p> <p>Proficient in expressing a variety of communicative functions (e.g., request, protest, comment, ask questions, etc)</p> <p>Can repair communication breakdowns independently or with a prompt</p> <p>Follows multiple step directions, may require a repetition or prompt</p>	<p>Effectively Communicates basic wants and needs</p> <p>Easily understood by others</p>
<b>Adaptive Behavior</b>			
<p>Adaptive Behavior Scale Functioning below SS= 40</p> <p>Requires adult assistance and supervision for all ADLs</p> <p>Require round-the-clock support and care. Depend on others for all aspects of day-to-day life</p> <p>Cannot successfully live an independent life and will need to live in a group home setting or with full supervision</p>	<p>Adaptive Behavior Scale Functioning below SS= 55</p> <p>Usually follows learned routines and demonstrates independent living skills</p> <p>Can complete most self-care activities</p> <p>Can travel alone to nearby, familiar places</p> <p>Can care for themselves, but might need more instruction and support than nondisabled peers</p>	<p>Adaptive Behavior Scale Functioning between 55-70</p> <p>Capable of meeting their own needs and living successfully in their communities without overt support from others</p>	<p>Adaptive Behavior Functioning above SS=70</p>
<b>Medical</b>			
<p>Unable to care for medical needs</p> <p>Has difficulty communicating pain location or other information</p>	<p>Requires staff support to meet medical needs (approximately 50% support)</p>	<p>If medical needs present, able to be independent (with support) in management of their illness (ie: diet, glucose check, medication, etc.</p>	<p>Fully independent with medical needs</p>
<p><b>In addition meets Criteria for:</b> <input type="checkbox"/> Hearing (HI) <input type="checkbox"/> Vision (VI) <input type="checkbox"/> Physical (PI) <input type="checkbox"/> Other Health Impairment (OHI)</p>			