

2017-18 MAASE Mini Grant Winners

1. Level 2 & LINKS Retreat

Submitter: Casey Demmink
Dorr Elementary School
Special Ed Administrator: Mary Gordon, Wayland Union

Several of the students within the Level 2 classroom have social/emotional and behavioral goals. Not only building positive relationships with peers and staff within the classroom, but the interaction with their peers (LINKS) is important for inclusion. Many of our students have inclusion time they are pushed-in the general education environment as it is the least restrictive setting. Being able to set up a program like LINKS that brings 3rd and 4th grade general education students in our classroom is very beneficial for our students that do not have a high inclusion time. Our LINKS provide instruction to our Level 2 students by being a role model through positive social interactions, displaying appropriate classroom etiquette and helping them 1:1 with their academic work (specifically designed instruction). The LINKS become a part of our staffing within the classroom. It is through their scheduled visits that the classroom teacher and paraprofessional can work closely with the LINK over time to become better and better as a peer model in the classroom. Through our training the LINKS help, “create a safe, effective, and culturally responsive learning environments,” (skilled staff). Peer-modeling and the LINKS program is a research based strategy to help students with special needs in their programming impact and proficiency (program evaluation).

2. Specially Designed Physical Education for the Mainstreamed Student

Submitter: Heidi Foster
Akron-Fairgrove Elementary School
Special Ed Administrator: Carrie Peter, Tuscola ISD

Akron-Fairgrove is a small, rural school. It is located in a county that has no self-contained classrooms, making it difficult for our students with significant special needs to find their place among their peers. All of our students are mainstreamed and are in inclusive physical education. Therefore, our goal is to make sure that the physical education environment is accommodated, modified and appropriate for all our students, especially the students in special education. Our struggle is finding the funds to purchase equipment that is specially designed for students with special needs, when our budget already struggles to provide general gym equipment.

3. Bulldog Bistro

Submitter: Gwen Malaska
EUPISD Rudyard Center
Special Ed Administrator: Rachel Bya, Eastern UP ISD

The Bulldog Bistro is a coffee shop within the school. It provides various activities for our students in the area of work based learning. Our students with IEPs benefit from this type of instruction more than typical paper/pencil instruction. Our students are at the age in which transition skills are crucial. Our students have transition goals in the area of future employment. The experiences and learning that take place in the Bulldog Bistro are intentionally related to real life job experiences our students would have in the community. Students work on a variety of skills, including money, measurement, following directions, customer relations, time management, retail skills, cooking and universal precautions in the area of safety.

4. Choose to be a Reader

Submitter: Amy Kelso
Brimley Elementary School
Special Ed Administrator: Tammy Hazley, Eastern UP ISD

Through this grant, special education students at Brimley Elementary, a school in the Upper Peninsula with 55% Native American students and 59% students who receive free or reduced lunch, will have the opportunity to read at higher levels with more confidence by being offered choices of high-interest leveled texts. Students need a high volume of successful reading, with 98% accuracy or greater, for reading acceleration to occur (Allington and Gabriel, 2012). When students read accurately, they solidify their word-recognition, decoding, and word-analysis

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skills. By using my training and theoretical practice along with new high-interest leveled books, my students will learn to read at higher levels with more confidence.

This grant will allow me to purchase a wide variety of high interest leveled books for my special education students. Using specific books purchased through this grant, I would be able to design individual lessons around books that provide opportunities for struggling readers to develop their reading skills and motivate them to ultimately become successful readers.

5. Social and Emotional Learning for Adjudicated Youth with Disabilities

Submitter: Benjamin Oakley

Juvenile Home Schools-Youth Center School-Intensive Learning Center

Special Ed Administrator: Mindy Miller, Kalamazoo RESA

We hope the program reduces the recidivism rate among adjudicated youth in Kalamazoo County. We also believe the program can broaden the scope of possibilities among our students for postsecondary outcome by giving them the skills necessary to participate in the workforce, attend universities and community colleges, join the military, participate in the community and live independently. Each of these long-term outcomes rests upon the assumption that we can instill a sense of resiliency in young people who have experienced trauma and adversity. JHS wants to use this information to communicate with our stakeholders in the community and make necessary adjustments to the program to achieve our goals.

6. Teaching Money Skills through Technology

Submitter: Alyson Mol

Lighthouse Education Center

Special Ed Administrator: Shari Lidgard-Pullins, Berrien RESA

Teaching money to students, especially students with Autism, needs to change. As the world changes so does curriculum, and technology that can be used in schools. The use of paper money and checks when making purchases and paying bills is becoming obsolete, as the use of debit and credit cards and paying bills online become the new norm. The goal when educating students with a disability is to help them become as independent as possible, in today's day and age that means teaching students how to use a debit or credit card and how to check their bank account online. This can be achieved through the use of the Educational Transaction Money Machine (ETM Machine), the ETM machine was created by a teacher who recognized the need for this educational tool. She has also designed a way for the ETM Machine to be incorporated into the classroom as a management system that can be used throughout the school building. The students can earn money while in specials, and lunch or at a job setting. The use of this system also aligns with activities that we work on monthly through our Unique Learning Systems Curriculum.

7. Tower Garden Challenge

Submitter: Jonna Bacon

North Pointe Center

Special Ed Administrator: Michele Derenzy, Lewis Cass ISD

The Tower Garden Challenge is aligned with the Common Core and Next Generation Science Standards. This project is designed for students to conduct a scientific experiment to test claims that aeroponic growing methods can produce more food in ways that use less land and water compared to traditional soil-based growing methods. The ten lessons include the subjects of Science, Math, Speaking/Listening and Writing. This project will be implemented in our classroom from January 2018 until June of 2018. This is an opportunity for our students to gain a hands-on, minds-on experience. We would like to order a Tower Growing System for our classroom. The growing system which includes a vertical, aeroponic Tower Garden, non-GMO basil, beefsteak tomato, bell pepper, cherry tomato, cucumber, eggplant and gourmet lettuce seeds. Seed starting supplies, including germination tray, 20 rockwool cubes, vermiculite and net pots, pump, timer and drain tube, tower garden mineral blend plant food (one qt. each) and measuring cup, and pH test kit and one bottle of pH adjusters.

8. Intergenerational Music Program

Submitter: Kendra Booth

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Sugnet

Special Ed Administrator: Michelle Bahr, Midland County ESA

The goal of this project is based upon specifically designed instruction for preschoolers within an early childhood special education classroom and residents within a nursing home. Many of our students' goals include communication, both expressive and receptive, and appropriate social skills, such as participating in a group setting, following directions, taking turns and interacting with others. Intergenerational programming is defined as engaging two different generations in a structured activity (Dr. Melita Belgrave, Psychology Today, 2012). Both generations, preschoolers in special education and residents in a nursing home benefit from coming together, using structured music therapy techniques and early childhood teacher strategies in creating a social community.

9. Coping Skills Toolboxes

Submitter: Jessica Semke

Shiawassee RESD Student Learning Center West

Special Ed Administrator: Katherine Hodge, Shiawassee RESD

Coping Skills Toolbox is a kit that can be individualized and filled with items to help students calm down when they are feeling strong emotions. When students feel a strong emotion in the classroom, they can be directed to their Coping Skills Toolbox. Grant money will allow us to purchase reusable storage bins for each classroom which we will fill with variety of calming tools such as proprioceptive tools, fidgets, items to support relaxation and breathing, items for olfactory sensory support, items for brain breaks and visual cueing cards for a variety of other strategies. The hope is that each box can be individualized for each student. We hope to begin to use the toolboxes as soon as possible. We then hope to review our behavioral data to determine if the intervention was effective in reducing crises and the need for emergency seclusion and restraints. If the data collected indicates efficacy, we plan to make the toolboxes a regular feature of our program.

10. Book Box Lending Library for SXI

Submitters: Brandy Meiser, Jon Phillips, Abigail Jerome

Brookside Learning Center

Special Ed Administrator: Sally Brueck, Lewis Cass ISD

Book boxes are a research based way to increase children's interest in literature (Lapp, Fischer, Flood; 1999). By using real life objects that connect with stories, students who have physical, cognitive, sensory or communication limitations have an opportunity to connect with literature in a very tangible way. In addition, interaction around books in the home for students with severe impairments happens inconsistently. By providing book boxes and scripts for interaction parents can be empowered to interact with their children around literature. Ultimately this specially designed home instruction can improve outcomes for students with severe multiple impairments by allowing them to practice their goals related to attention, interaction, joint interactive play and communication with their parents in their home environment, then coming into the classroom and practicing the skills there as well. Empowering parents to interact with students with severe impairments ultimately provides them with greater skills in reading their child's cues and interacting which will carry over for the rest of their lives.