MIAMI CEREBRAL PALSY RESIDENTIAL SERVICES, INC.
Private, Not For Profit Agency
Established since 1984
An Affiliate of United Cerebral Palsy Association of Miami, Inc.

MCPRS
ADULT DAY EDUCATION PROGRAM

Miami Cerebral Palsy Residential Services, Inc.
Administrative – Adult Day Education Center
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A UNIQUE OPPORTUNITY FOR INDIVIDUALS WITH PROFOUND DISABILITIES

Individuals living in our community with complex medical and functional challenges began receiving an exciting and unique service when the Miami Cerebral Palsy Residential Services, Inc. (MCPRS) Adult Day Training Program opened its doors for services on January 18, 1997. These individuals, many of who had been severely limited by fragile medical conditions and profound intellectual/developmental disabilities, are now given the opportunity to engage in a day training program on a daily basis. The individual's participation in this enriched day program is an important support towards helping them lead full, productive, and meaningful lives. The program is based on nurturing and formative relationships established with caring and trained people and sound educational principles.

The adult day training program is a realization of the vision of MCPRS, which is to provide an appropriate and meaningful day training service for people with significant disabilities living in the community. The program manifests the idea that each person in our community, regardless of the challenges or disabilities they experience, can benefit from life-long learning opportunities and can maximize their potential and participate in life-giving relationships with their peers, friends, and companions in the community. The following pages highlight the experience of individuals attending the MCPRS adult day training program and the multifaceted supports and services provided to help them meet their unique dreams and goals.
The program and services offered at the MCPRS adult day training center respond directly and uniquely to challenges presented by the individuals with profound disabilities. Individuals with complex medical conditions and profound cognitive and functioning disabilities require specialized programmatic, medical supports, and services. The individuals who attend the day training program experience daily challenges to survive and thrive in the following areas:

**Physical:** Most of the individuals who attend the day training program are non-ambulatory and immobilized by contractures of their arms, legs, hands, and feet. Their neuromuscular dysfunctions including severe spasticity, muscle rigidity, and skeletal deformities require full assistance in completing self-help tasks. They also have underdeveloped oral motor reflexes and skills resulting in great difficulty chewing and swallowing. Many individuals are hypersensitive to touch and are easily startled by sound and light.

**Cognitive:** Individuals attending the day training program are profoundly challenged in their cognitive functioning and often cannot complete test items on traditional intelligence tests. Chronologically, the individuals are young or mature adults and yet cognitively they have skills ranging from a 2 month old infant to a three or four year old child. Common developmental milestones are often delayed or nonexistent, including depth perception, cause and effect relationships, and object permanence. Many individuals do not have a conventional form of communication.

**Medical:** Individuals attend the day training program with a wide range of medical conditions requiring multiple medications. These medications result in numerous side effects that affect daily functioning. Frequent respiratory infections and difficulty digesting food and liquids are common among the individuals. Some of our individuals may be blind and/or deaf, many have seizures, and most have significant, multiple health risk factors. Refer to Appendix I of this manual for more specific information.

**Behavioral:** Some individuals attending the day training program have learned less functional ways of interacting with the world and exhibit maladaptive behaviors. Behaviors that are addressed include self-stimulating behaviors which may result in withdrawal or, in some cases, tissue damage and self-injurious behavior such as head banging. Many individuals are also challenged by years of learning to be helpless or learned helplessness and need specially designed programs to learn to meet their own needs and desires.
GUIDING MISSION STATEMENT, BELIEFS, AND TENETS

The supports and services provided by the MCPRS adult day training program are guided by and embody the MCPRS mission statement and the general beliefs and tenets held regarding the unique potential of each individual. The mission and beliefs provide an energizing and unifying vision for the staff who provide the supports and services and for the larger community to meet the needs of its most profoundly challenged members.

MCPRS MISSION STATEMENT

To effect positively the quality of life for persons with Cerebral Palsy and other Developmental Disabilities to meet their needs and those of their families and to prevent development disabilities and minimize their effects.

MCPRS ADULT DAY TRAINING PROGRAM MISSION

The Miami Cerebral Palsy Adult Day Program promotes continuous life-long learning and provides state of the art programs and services to severe and profound developmentally/intellectually challenged, multiply disabled, and primarily medically fragile individuals who would otherwise not be served in our community. The programs focus on increasing individual capabilities in a facility away from their home. The programs are specially designed to allow individuals to experience a rhythm in their life, to expand their knowledge, and enhance their quality of life through participation in intellectually and recreationally stimulating programs, in an environment conducive to social and cultural interaction, similar to their non-disabled peers.
GENERAL BELIEFS AND TENETS

Virtually nothing is impossible.

1. We must explore the far reaches of human potential so we may ever raise our levels of expectation for ourselves and those whom we serve.

2. The people we serve are people first and we must advocate despite the odds.

3. We must progressively and sensitively balance safety and common sense with the dignity of risk which is necessary for people to grow. We must be creative and fair enough to encourage the people we serve to make informed choices whenever safe and reasonable.

4. Our employees are invaluable and can learn, develop, and rise to any height they choose.

5. The individuals we serve should be treated as individuals and prescriptive programs and treatments shall be designed to meet each person's unique needs.

6. We have a responsibility, where feasible, to contribute to advancements in the field of developmental disabilities.

7. We are part of a team in the services of people with developmental disabilities along with those we serve, their families, and other community and governmental agencies.

8. We support Florida's "Bill of Rights" for Developmentally Disabled People.
MCPRS PROGRAM AND MEDICAL SUPPORTS & SERVICES

PROGRAM DESCRIPTION

Prior to the opening of the MCPRS adult day training facility, no other agency in our community provided an off-site day training program for medically fragile, profoundly developmentally challenged individuals. In keeping with MCPRS's mission, beliefs, and tenets, and with values common in our society, MCPRS is providing comprehensive, meaningful training and experiences to allow individuals with significant challenges to get out of their homes, experience a more normal rhythm of day, and enjoy routines that are stimulating and familiar to their non-disabled peers. The program strives to provide and develop warm nurturing relationships, care which is individualized, and responsiveness to individual needs. The environment is designed to enhance the individual's desire to learn and to build relationships that promote positive self-identity, progress, social skills, and community integration.

The program also promotes a significant amount of incidental learning for the individuals participating in the program. For example, the transportation back and forth between the home and the day training facility provides exposure to and increases awareness of the sights and sounds of the community. It also builds tolerance to outings and provides opportunities to teach travel skills including getting on and off a vehicle, sitting appropriately during transport, and using seat belts safely.

The adult day training program affords personal enrichment through educational enhancement and greater opportunity to interact with a greater number and variety of people including peers during training and break times. There is a greater range and variety of programs and special activities offered as well as greater accessibility to support staff located at the day training facility. At the end of the day, individuals leave the MCPRS adult day training program knowing that they were involved in meaningful activities and relationships and also knowing that they were given many opportunities to learn, grow, achieve, and interact.

The program is staffed to provide an appropriate ratio of Direct Support Professionals to individuals. Each staff participates in extensive orientation, on-the-job training, and on-going competency based training to ensure the highest quality of service and support is provided. The education program director oversees the operations and staffing of the facility and works with the teachers and interdisciplinary team to provide enriching programs and activities.
PROGRAM SERVICES

The programs, supports, and services being offered at the MCPRS adult day training center engage individuals in new experiences and opportunities to learn and use new skills and create a rich circle of friends and support people. Careful planning ensures the services individuals receive integrate with the support they receive in their homes. This planning is further enhanced by MCPRS residential staff accompanying individuals to the day program and returning home with them.

Program services are provided in three primary areas. These include instructional service from Miami Dade County Adult Basic Education teachers and MCPRS exceptional student education teachers, residential staff, therapeutic and medical support services are provided by: a physical therapist, an occupational therapist, speech pathologist, dietitian, and nursing staff. Enrichment activities are interwoven in the day training schedule as well. Below is an in-depth look at what an individual can expect from each component of the adult day training program.

ADULT BASIC EDUCATION/INDIVIDUAL PROGRAM PLAN INSTRUCTION

Each individual develops personalized goal plans and participates in a thematically arranged classroom. Currently, MCPRS offers classrooms geared toward basic academic skills, communication skills, activities of daily living skills, sensory stimulation and enhancement, and seniors programming. Each classroom has an adult basic education teacher from the Miami-Dade County Public Schools or, MCPRS teachers and Direct Support Professionals from the MCPRS residential program. The classroom activities and ambiance is guided by the needs of the individual and an overall vision of the specific area of service being offered and provides exposure to a variety of learning intended to form and develop individual interests among students. For example, the communication classroom runs specific goals for individuals and also offers a variety of group activities to practice and enrich those goals and skills.

The adult day program teachers implement programs and curriculum which are carefully integrated with Personal Outcome Measures for the individuals. Their goal is to teach practical and functional skills. The ABE program integrates the following classrooms:

**Basic Academic/Pre-Vocational:** In this program, individuals work on a variety of tasks which, when mastered, can lead to employment in a sheltered workshop or more competitive setting. There are a variety of tasks being addressed in these classrooms. The curriculum includes sorting, collating, packaging, and other activities. Size, shape, numbers, and colors are being learned to help the individuals engage in task oriented work.

Corresponding work habits are also being practiced including staying on a task until it is completed and working for a specific duration of time. Individuals are learning to tolerate working in a room with many other people cooperatively.
**Communication:** Many individuals attending the day training program communicate through means other than verbal expression. Much communication takes place through gestures, vocalizations, eye pointing, and other "body language." The communication curriculum facilitates an individual's growth in independently expressing their wants and needs regardless of listener familiarity. Skills are taught and reinforced through formal communication training. Prerequisite communication skills are also taught including cause and effect relationships. When an individual learns that when they hit a switch and the desired response occurs, they have taken a big step towards controlling their environment and gaining some independence. Once an individual learns this cause and effect relationship, they can be taught greater control of their environment through adaptive environmental equipment (i.e., light switches, appliance switches, TV switches, etc.).

The adult day training program specializes in training individuals in the use of augmentative communication devices. These range from simple single command playback devices to computerized speech with natural sounding voices to interactions with specially adapted computers. These computers have software which teaches choice making and reinforces previously learned cause and effect relationships. Activating the software will illicit a pleasant outcome such as music, spoken word, or animation.

**Activities of Daily Living:** The activities of daily living curriculum focuses on individuals acquiring and practicing a wide range of self-care, environmental control, and daily living skills. Although many of the goals addressed in this classroom are also addressed in their homes, the special needs of the individuals in this classroom necessitate additional practice opportunities. The specially designed and adapted changing rooms provide an ideal setting for individuals to learn and practice self-care goals including dressing and undressing, washing hands, and personal grooming.

The curriculum also addresses pre-requisite skills to accomplishing activities of daily living. For some individuals, this means being more tolerant of daily routines including therapeutic position changes and self-care routines. For other individuals, training is geared toward using adaptive switches and equipment to promote mastery in their daily environments. This can include turning on radios, televisions, vibrating pillows, vibrating tubes, and other desired items.

**Sensory Stimulation and Enhancement:** Due to the sensory deficits experienced by many of the individuals who attend the adult day training program, the sensory stimulation and enchantment classrooms are important elements in their success. Developing neuro-sensory pathways from the body to the brain is essential for learning, communicating, and enjoying the world. The curriculum in these classrooms involve teaching concepts and reinforcing experiences of a wide range of sensory information. This includes colors, sizes, shapes, weights, temperatures (hot, warm, cold), weight, and density.
Different kinds of stimulation are used. The individuals who present needs in this area benefit from tactile stimulation involving different textures and weights. A wide variety of tactile textures including feathers, balls, wet and dry cloths, and cotton are used to develop the pathways in the brain essential for the transmission of information. Vibrating items are also very popular with many individuals. Auditory stimulation is presented with different musical instruments, radios, and voices. Olfactory stimulation is provided with such scents as cinnamon, peppermint, and licorice. Visual stimulation occurs with the use of projectors, lights, videos, and mirrors. The various means of stimulation are integrated in formal classroom programs and informal activities throughout the day.

**Seniors:** A special classroom has been designed with the needs of older individuals in mind. The senior citizen classroom provides individuals with the opportunity to be with other seniors and to participate in activities geared toward aging individuals. The curriculum involves programs to maintain already acquired skills, to introduce new skills, and to enjoy a wide range of leisure activities.

The seniors are involved in a number of enrichment programs including a variety of videos, audio tapes, and the written word, to encourage individuals to remember current and past events. The pace of the seniors program is different from the other classrooms. Relaxation and leisure skills, arts and crafts, music, hobbies, and exercise are a sampling of the activities in the classroom. Many of the individuals go on community tours and field trips to the local attractions to enjoy their community to the fullest extent possible. Individuals are also encouraged to visit with their favorite people and peers and maintain important relationships. Pleasant stimulation in a variety of forms is provided as well.

**THERAPEUTIC / MEDICAL SUPPORT SERVICES**

In addition to instructional and classroom services, the MCPRS adult day training program offers comprehensive therapeutic, dietary, and medical support services. Due to the fragile medical conditions of the individuals, these are essential services in promoting the individual’s well-being and ability to participate in the instructional component of the program. Below is a brief description of the support services offered at the day training facility.

**Physical Therapy:** Most of the individuals who attend the day training program arrive in wheelchairs and are unable to move themselves throughout the course of the day. Physical therapy services are offered to promote the individual's maximum well-being and ensure they can fully participate in the instruction and activities at the day training facility. The individual develops an individualized positioning schedule and gross motor program with the physical therapist. Specially trained personnel and instructors provide gross motor programs and range of motion exercises to loosen contracted extremities, increase muscle strength, and improve vestibular capabilities.

Individuals are provided with a wide range of physical therapy programs. For example, individuals who can bear some weight practice walking in a gait trainer. Individuals with spastic muscles can use a vibrating table to increase their range of motion and the functional use of their limbs.
Individuals who are not ambulatory often have underdeveloped balance skills and benefit from sitting, laying, and bouncing on large therapy balls. The physical therapist also designs assisted standing and sitting programs for individuals needing that support.

The day training facility is also home to an adaptive equipment department and specialists who develop training aids and repairs and adjusts the individual's wheelchairs.

**Occupational Therapy:** Individuals attending the day training program present a variety of needs that require support from the occupational therapist.

Individuals need occupational therapy to support underdeveloped fine motor skills. Individuals practice fine motor skills in adapted whirlpools such as grasping, releasing, and holding items. Individuals at risk for developing contractures or for contractures worsening receive custom made splints.

**Snoezelen Therapy:** A controlled multi-sensory room is available in the adult day training program to support individuals with sensory integration. The room is used to stimulate passive individuals, integrate sensory systems, and relax individuals. Programmatic use of the room is identified by the interdisciplinary team.

**Speech Therapy:** Individuals need to communicate needs, desires, and wishes. The speech therapist works with the individual and interdisciplinary team member to provide individualized instruction for improving communication skills. Many individuals lack integrated oral motor skills and require specialized nutritional management services including mealtime feeding techniques, adapted mealtime equipment, and appropriate diet textures. The speech therapist develops a plan to support the individual’s oral motor challenges and trains the staff working with the individual. Other oral motor services are provided including use of the Interplak toothbrush and oral stimulation.

**Dietary:** One of the great pleasures in life is good food and individuals attending the day training program are provided the opportunity to enjoy a mealtime at the day training facility. Lunch is provided in a specially designed dining area with food distributed from the commercial kitchen. Under the supervision of a licensed dietitian, hot food is prepared at each of the residential facilities and transported to the day training facility. Containers designed to keep the food at the appropriate temperature are used. Meal-time music is also used to lend a pleasant dining experience, when appropriate or according to individual taste.

For individuals who do not eat orally, the dietitian provides oversight of the necessary feedings and equipment.

**On-Site Medical Services:** Each individual has a nurse who is responsible for providing him/her the necessary medical services. The nursing staff ensures the continuity of care from the individual’s home to the day training facility and addresses any concerns which may arise. The medical staff includes nurses, directors of nursing, and a medical director.
ENRICHMENT ACTIVITIES:

At the day training facility, an area outside has been dedicated and designed specially for the individuals' enrichment. In this serene area, there are a variety of activities which take place. There is an elevated fish pond and a bird feeding area for nature activities. The area is completely wheelchair accessible and has picnic tables with large umbrellas to reduce exposure to direct sunlight. A sound system has been created to set the mood from mellow blues to lively salsa music to sounds of nature.

Individuals experience an array of meaningful cultural, social, and enrichment activities both on-site and in the community. Wheelchair dancing is a favorite activity among many of the individuals. A critical and key component, that sets the ADT program apart from routine activities include book readings, sports and leisure, arts and culture, arts and crafts, current events, film, cinema and theater, music, tours and community outings, interactive celebrations of holidays and cultures, pet therapy, and special events. In addition, individuals interact with a variety of volunteers and service learning students from the local colleges, schools, and universities.

CREATING PERSONALIZED EXPERIENCES IN THE MCPRS ADULT DAY TRAINING PROGRAM

ADMISSION CRITERIA

An individual is eligible to participate in the adult day training program when he or she meets the following criteria:

1. Individual must be over 21 years of age with a variety of developmental disabilities.
2. Priority is given to Miami Cerebral Palsy Residential Services, Inc. individuals.
3. Individual is not currently a candidate for a workshop setting.
4. Individual is not currently a candidate for competitive employment.
5. Individual is medically stable enough to be transported to and from their home and the day program.
6. Individual has pervasive cognitive challenges.
7. If under 21, the MCPRS Adult Day Training Program may be an alternate site to Miami-Dade County Public Schools upon contractual agreement where special circumstances may exist in which Miami-Dade County Public Schools is not capable of meeting the student’s needs and it is determined the student could be better served by our program.
ASSESSMENT AND GOAL PLANNING

Creating a personalized and meaningful experience for each individual attending the day training program is an essential component of the day training program. MCPRS provides thorough interdisciplinary assessments and program planning for each individual. This section describes the assessment process that each individual completes to get the most from the services and supports offered in the day training program.

Once an individual is enrolled in the day training program, the individual is transitioned to the daily routine of the program. The individual will be evaluated and assessed by each discipline and, with the desires, needs, and interests of the individual leading the way, an individual program plan will be developed. An important component of this assessment is the adult basic education assessment completed by the public school or MCP teacher. The Qualified Mental Retardation Professional (QMRP) and the Education Program Director ensure the overall development of the plans, goals, and curriculum with the individual.

The individual's progress and participation in the program is reviewed quarterly by all the disciplines providing services and a comprehensive review is completed annually. The public school or MCP teachers, as applicable complete an Individual Adult Education Plan (IAEP) within 30 days and revise annually or as necessitated by changes in the individual. The education program director and MCP teachers will represent the adult education teachers at the individual program plan meeting if they are unable to attend.

QUALITY ASSURANCE INDICATORS OF THE ADULT DAY PROGRAM

To ensure individuals attending the Adult Day Program receive quality services and benefit from attendance and that the program remains progressive in providing a stimulating life-long learning environment, the seven (7) indicators below are used to determine our success:

1. Individual interaction with the environment: Individuals are engaged both socially and physically.

2. Individual progress on teaching programs: The degree to which each individual makes gains in skill development as a result of the ADT programs teaching practices, i.e. lesson plans, task analysis, levels of assistance.

3. Purposeful teaching programs with communication as a major focus (i.e. skill(s) used daily or at least weekly in a special context. All therapies constitute purposeful behavior as part of teaching.

4. Alertness of each individual (position and/or movement of eyes, gross body movement(s) and vocalization). Three categories under alertness are considered; awake; non-alert; non-active; awake; alert; active.
5. **Choice and opportunities:** Staff are evaluated on the choices and opportunities they give each individual, in a manner equal to each person’s skills.

6. **Happiness:** Individuals smiling, laughing and acting in ways that people without disabilities would act.

7. **Preventing and treating problem behaviors:** Treatment is used as a last resort, since ADT will assume behaviors can be often eliminated if individuals are engaged in activities that are stimulating, meaningful and interesting to them.

"Creating the Future......One Person at a Time."
MEDICAL DIAGNOSIS'/HEALTH RISK FACTORS ASSOCIATED WITH MIAMI CEREBRAL PALSY RESIDENTIAL SERVICES, INC. ADULT DAY PROGRAM

The following Diagnosis'/Syndromes as well as inherent risk factors represent merely a sampling of the acute and/or chronic medical conditions individuals served with on a day to day basis at our Adult Day Program.

1. Hyperactive Airway Disease/Chronic Lung Disease with Carbon Dioxide Retention
2. Esophageal Varices/Strictures
3. Short Bowel Syndrome
4. Failure to Thrive
5. Rheumatoid Arthritis
6. Lupus Erythematosus
7. Seizure Disorder
8. Rumination/Self-Induced Vomiting
9. Gastro-esophageal Reflux
10. Hydrocephalus with Ventral Peritoneal Shunt
11. Craniosynostosis
12. Scoliosis
13. Flexure Contractures (multiple)
14. Immobility → Osteoporosis → Spontaneous Fractures
15. Brittle Diabetes
16. Aspiration Pneumonia/Micro-Aspiration of Secretions
17. Hip Subluxation (dislocation)
18. Apneic Episodes
19. Neurogenic Bladder
20. Thalassemia Trait
21. Oropharyngeal Dystonia with Deglutetory and Swallowing Mechanism Disturbances
22. Lowes Syndrome
23. Encephalo-Trigeminal Syndrome = Sturge Webber Disease
24. Spastic Quadraparesis
25. Hemolytic Uremic Syndrome
26. Late Infantile Cerebral Lepidosis Vs.Jansky Billchowskys Disease
27. Cortical Blindness/Sensory Deprivation/Congenital Amaurosis
Medical Diagnosis/Health Risk Factors Associated With MCPRS, Inc. Adult Day Program
(Continued)

28. Microcephaly
29. Hypothyroidism secondary to Hashimotos Thyroiditis
30. Cri-du-Chat Syndrome - "Cat Cry Syndrome"
31. Retts' Syndrome
32. Pica
33. Chronic/Organic Brain Syndrome
34. Downs Syndrome
35. Statis Edema and circulatory changes
36. Status Post Tracheostomy
37. History of Esophageal Varices
38. Semilobar Haloprosencephally
39. Diabetes Insipidus
40. Dysphagia

Those of us responsible for the medical well being of Miami Cerebral Palsy Residential Services, Inc. individuals being served recognize that in order to maintain medical stability and in some cases be able to eliminate the medical problems/risk factors inherent in the individuals we serve, we must insure that a holistic as well as aggressive approach is provided in order to maintain this stability. An important component of this holistic approach is recognizing those issues that can exacerbate any pre-existing medical condition or risk factor so as to avoid them. By doing so we are able to provide for a quality of life/health that will allow the individuals we serve to obtain the maximum level of independence possible in keeping with the philosophy of our program through education. We by the virtue of taking this approach, insure that all factors that have been recognized as having the potential to cause additional obstacles that would ultimately impede the ability of the individuals we serve to be successful in over-coming or working around their identified barriers are eliminated.

History has only too well shown us that allowing the individuals we serve to spend lengthy amounts of time in transit ultimately undermine their abilities to successfully benefit from the education they are entitled to receive.

Think for a moment if you will, how difficult your current lifestyle might be if you had only one of these medical conditions? In many cases our individuals who attend our ADT program have multiple medical problems that need to be addressed on a regular on-going basis before we even begin to deal with the identified barriers that they will need to overcome. Individuals who attend our Miami Cerebral Palsy Residential Services, Inc. adult day center have been identified as being some of the most cognitively challenged and medically fragile individuals in the State of Florida and throughout the country, attending an adult day program.