Case Study: Maplebrook School – March, 2017

Maplebrook School is a small international boarding and day school in Amenia, New York, a rural area in the Hudson Valley foothills of the Berkshire Mountains about 90 miles northeast of New York City. In the early 1980s, Maplebrook initiated a post-secondary program, expressly to serve adolescents and young adults with learning differences, ages 18-21. Enrollment now averages 50 students annually, served by 5 teachers.

In its early years, the program began searching for instruction to teach the essential life skills young adults need for independence. They found CEC’s Life Centered Education transition curriculum particularly flexible and relevant so implemented the original print version. In 2012, they converted to the online version, and remain consistently satisfied with LCE’s ability to improve functional skills that students need beyond high school.

**Skills covered by CEC’s online transition curriculum and assessment system include**:

**Daily Living Skills** **Self-Determination and Interpersonal Skills**

Managing personal finances Understanding self-determination

Selecting and managing a household Being self-aware

Caring for personal needs Developing interpersonal skills

Demonstrating relationship responsibilities Communicating with others

Buying, preparing, and consuming food Making good decisions

Buying and caring for clothing Developing social awareness

Exhibiting responsible citizenship Understanding disability rights

Using recreational facilities, engaging leisure Assuming responsibilities re. disabilities

Choosing and accessing transportation

**Employment Skills**

Knowing and exploring employment possibilities

Exploring employment choices

Seeking, securing, and maintaining employment

Exhibiting appropriate employability skills

A longitudinal analysis was performed to determine amount of student growth over

a two- year period following the school’s conversion to the online version of LCE.

During the 24-month period, 2014-2016, pre-post improvement scores were tracked

on 19 students.

**All 19 students**:

\* showed an increase in overall raw scores across all LCE content areas

(Daily Living Skills, Self Determination, Employment skills)

\* demonstrated a similar amount of gain in each of the three skill areas

\* improved on Daily Living and Self Determination Skills, and 17 of 19 students (89%) improved on Employment Skills

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**Comparison of Pre-Post Improvement Scores in Percentages**

**for Maplebrook Students – 2014-2016**

Given an established mastery level of 80%, 12 of 19 students (63%) moved from

below mastery to above mastery over the two-year period. Improvement was pronounced for five students who performed roughly twice as well -- or better --

on the LCE post-test than on the pre-test (see students 1-5 in chart, above).

**A quarter of Maplebrook students doubled their LCE pre-post test scores**

|  |  |  |  |
| --- | --- | --- | --- |
| Superstar  Students | Pre-test Percent  Correct | Post-test Percent  Correct | Percent  Improvement |
|  |  |  |  |
| 1 | 46 | 93 | 103 |
| 2 | 36 | 72 | 98 |
| 3 | 39 | 71 | 82 |
| 4 | 55 | 83 | 49 |
| 5 | 41 | 61 | 48 |

According to Administrator Scott Miller, “Maplebrook students have historically succeeded in all three of LCE’s skill areas, which speaks to the program’s consistent

high quality.”

*Life centered education* (Curriculum). Copyright 2012 by the Council for Exceptional Children.

Available from https://lce.cec.sped.org