



# Bridging the Gap

*The newsletter of*

**Regional and Statewide Services for Students with Orthopedic Impairments**

December • 2006

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## VIEW from the BRIDGE

— Diana Roberts

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At RSOI, our mission is to build the capacity of school districts, ESD's and Regional Programs to enable you to better serve your students who have Orthopedic Impairments. Every year at RSOI we develop a service plan, based on this mission. The plan includes the major activities that we undertake each year: technical assistance and consultation to districts, the Seminar for Feeding Teams, the TIES Conference, the RSOI Loan Library... And all of our activities at RSOI depend upon input from you to make them relevant to your needs. In large part, we set our agenda based on the feedback you give us. Issues raised through the OI Working Group, questions you call in or send us, information from conference and workshop evaluations, library feedback forms, direct requests and suggestions; all are important to informing our decision-making about our projects and activities. This collegial information-sharing is critical in enabling us to know how we can best support your needs in the field. When you give us feedback, we really listen! And we do our best to be responsive to what you tell us. We are available by phone or email. Feel free to keep in touch!

In this issue of Bridging the Gap, you'll find another opportunity for collegial input: Presenter Proposal forms for the April TIES Conference. TIES could not happen without the participation of Oregon therapists who are willing to share their expertise in breakout sessions with their colleagues throughout the state. It's not too early to take a moment to think about what you might have to share in a TIES session this year. And, see the enclosed Presenter Proposal form for information on this year's TIES

Keynote Presentation, "Positioning for Task Performance", with Karen Kangas, OTR/L!

One of RSOI's distinctive features is our ability to travel to your site on a yearly basis to meet with your local program. These "Issues in School Practice" meetings focus on the topics that are important to you in your daily practice. Topics for these meetings are identified by the Orthopedic Impairments Working Group and by you in your local program. This year, prepared topics include:

- Consultation in Educational Practice,
- IDEA '04 Implications for Related Service Providers, and
- Use of the Revised OREST.

Presentations on other topics may be customized to meet the needs of your program. You name the topic and we will prepare a presentation and interactive discussion for your staff. Call Diana to set up a meeting or workshop in your local area.

### **Resources on Recruitment and Retention of Related Service Providers**

When an OT or PT is considering a move to Oregon, they often contact us at RSOI for information about job opportunities in EI/ECSE or school programs. For this reason, RSOI tracks position openings for OT's and PT's in educational programs around the state. This fall, several programs have notified us of current openings, both full and part-time.

A study of recruitment and retention of speech-language pathologists, occupational therapists and

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## Resources on Recruitment and Retention of Related Service Providers, cont

physical therapists across all work settings looked at six factors affecting hiring, a) Opportunity for professional development or advancement; b) Professional relationships, program philosophy and working environment; c) Salary and prestige; d) Types of clients and caseload; e) Flexibility in work schedule; f) Job location and benefits. Among the 455 OT's, PT's and SLP's surveyed, professional relationships, program philosophy and administrative support were rated most highly in terms of importance. Of secondary importance were job location and benefits (specifically insurance and vacation leave). The study also showed that those who worked part-time, especially younger professionals, were less concerned with benefits but more concerned with flexibility in work schedules. These results suggest that in efforts to recruit and induct new staff there is a need to highlight, or if necessary strengthen, collegial opportunities and communication of program philosophy and supports. The researchers observe that while location cannot be altered, flexibility in scheduling can be prioritized and benefits available

to employees can be influenced. (Harrington, D., Beam, G. C., and Laurel, M. "Factors related to the recruitment and retention of professionals from specialized disciplines", Project TIE Training and Technical Assistance Unit, NE University Affiliated Programs, University of New Mexico School of Medicine, Albuquerque, 1992.)

The Oregon Special Education Recruitment & Retention Project lists a variety of resources on their website, including a page for Related Service Providers. It also has information on mentoring new staff, and on alternate pathways to training for related service providers and special education teachers. The website is a project of Teaching Research at Western Oregon University. To access the site, go to <http://www.tr.wou.edu/rrp/>.

Contact Diana Roberts for information on position openings, or for a copy of the article referenced above.

### Videos for Training School Staff on Feeding Issues

The RSOI Loan Library has a collection of video tapes suitable for use in training classroom staff about feeding issues. This seven-tape set provides general information on clinical evaluation, feeding strategies, and considerations for safe feeding precautions. Borrowers may check out any single VHS tape or the entire set. While training of individual feeding plans can be highly student-specific, these videos provide background education at the correct level for staff training. Fill out and fax a printable a Loan Agreement form from the RSOI website to check out the following items:

- ◆ "The Impact of Proper Positioning and Handling on Feeding". Basic principles and guidelines for establishing good positioning and handling during meal times. Good basic information on developmental progression. Includes a checklist on positioning. Volume 1 of 7. Item # 523.
- ◆ "Identifying and Managing Oral Hypersensitivity". Simple suggestions to help the child and the care provider to work toward more relaxed and productive feeding. Volume 2 of 7. Item #524.
- ◆ "Using Behavioral Approaches to Feeding Your Child". Basic behavior management principles and procedures for the child whose behavior negatively impacts feeding. Volume 3 of 7. Item #525.
- ◆ "Direct Therapy Strategies for Feeding and Swallowing Problems". Illustrates therapy techniques to mediate jaw control, lip and tongue activation, bite reflex and chewing. Volume 4 of 7. Item #526.
- ◆ "Indirect Management Strategies for Feeding and Swallowing". Basic strategies for management of the meal time environment, sensory issues, food textures, etc. Section on liquids includes methods for thickening, etc. Nice footage of videofluoroscopy demonstrating specific skills. Includes a section on adaptive seating. Volume 5 of 7. Item # 527.
- ◆ "The Development of Early Skills". Stages of normal feeding development and the difficulties that can interfere in development of feeding skills. Must see for classroom staff! Includes sample videofluoroscopies. Great section on medically related issues, stressing the uniqueness of each child. Volume 6 of 7. Item # 528.
- ◆ "Identification of Medically-Related Issues". Addresses issues of aspiration and gastroesophageal reflux (GERD), as well as medical management of these conditions. Volume 7 of 7. Item #529.

*(Thanks to Mary Petrilla, OT, Douglas ESD for her editorial review and comments.)*

## **IDEA 2004 Implications for Related Service Providers**

Final IDEA 2004 regulations are in now place and in use in Oregon schools. Both the American Occupational Therapy Association (AOTA) and the American Physical Therapists' Association (APTA) and have published statements on IDEA's implications for Related Service Providers. The Federal Register also includes IDEA Comments in response to the public comment received by the Office of Special Education about the proposed regulations. Below are some highlights which have implications for Related Service Providers:

### **§300.320(4) Individualized Education Plan**

The IEP must include, "A statement of the special education and related services, and supplementary aids and services, to be based on peer-reviewed research to the extent practicable...to be provided to the child or on behalf of the child..."

The IDEA Comments state that, "If no such research exists, the service may still be provided, if the IEP Team determines that such services are appropriate...The final decision about the special education and related services, and supplementary aids and services that are to be provided to a child must be made by the child's IEP Team based on the child's individual needs." While IDEA is predisposed toward the use of research-based approaches, the authors acknowledge that the IEP Team has the final authority to determine what services an individual student needs.

### **§300.320(a)(5) Participation with Nondisabled Children**

The IEP must include an explanation of the extent, if any, to which the student will not participate with nondisabled children in the regular class and in extracurricular and other nonacademic activities.

The term, "regular educational environment" was changed in this section to the term "regular class", and "extracurricular and other nonacademic activities" were added. IDEA Comments explain that "regular class" is considered the place where the child's nondisabled peers go to school, whereas "regular educational environment" is interpreted to be anywhere in the school. The implication is that when a child is removed from the classroom for individualized activities, the time must be accounted for on the IEP under the "Nonparticipation Justification". As before, the IEP must describe the amount of any removal from the regular class environment, and provide justification for the removal.

### **§300.321(e) IEP Team Attendance**

A member of the IEP team may now be excused by written agreement of the parent and the school, if that person's area of expertise will not be modified or discussed during the meeting. If a team member's area will be modified or discussed in the meeting, the person may still be excused from attending if the parent and the school agree to the excusal in writing, and if the member submits a written report to the parent and the IEP Team prior to the meeting, giving input into the development of the IEP. The APTA goes on record in support of IEP meeting attendance, commenting that, "Interactive discussion in IEP Team meetings is preferable to written input."

### **§ 300.42 Definition of Supplementary Aids and Services**

This section has been modified to specify that aids, services, and other supports must be provided to enable children with disabilities to participate not only in academic settings and activities, but in extracurricular and nonacademic activities as well, adding, "to the maximum extent appropriate to the needs of that child". As before, the individual needs of the child are determined collaboratively by the IEP team.

### **§ 300.34(a) Definition of Related Services**

This section has been modified to add, "early identification and assessment of disabilities in children", a reference to a new provision, § 300.226 Early Intervening Services.

### **§ 300.226 Early Intervening Services**

Not to be confused with Early Intervention Services, Early Intervening Services are a new provision in IDEA '04. This new provision requires districts to develop and implement coordinated, early intervening services for students K – 12, (with special emphasis on K-3), who are not currently identified as needing special education or related services, but who need additional academic and behavioral support to succeed in the general education environment. AOTA suggests that the therapist's role with regard to Early Intervening Services should be to educate student support teams to help them understand how therapy can help, to ensure that therapy is included in district professional development activities related to early intervening, and to become a full participant on the teams that will make decisions about early intervening services. Procedural implementation of Early Intervening Services has yet to be established.

## **REFERENCES:**

- IDEA 2004, <http://www.ed.gov/legislation/FedRegister/finrule/2006-3/081406a.pdf>.
- "The New IDEA 2004: Section-by-Section Analysis" [www.aota.org/nonmembers/area21/links/link08.asp](http://www.aota.org/nonmembers/area21/links/link08.asp)
- "IDEA Crosswalk of Provisions in Final Rule to APTA Comments" Coming soon to the APTA website at [www.apta.org](http://www.apta.org). (For a print copy, contact Diana Roberts.)



# Coming Events

**“The Association of Speech, Learning, and Reading Problems In Children with Craniofacial Disorders”** A presentation by visiting scholar, Dr. John E. Riski • December 8, 2006 • *McMenamin’s Kennedy School, Portland*. Register online at [www.ohsu.edu/outreach/cdrc/visiting\\_scholar/December\\_2006/asha\\_ceo.htm](http://www.ohsu.edu/outreach/cdrc/visiting_scholar/December_2006/asha_ceo.htm).

**Pediatric Dysphagia: Management of the Whole Child** • Angela Mansolillo, MA, CCC-SLP, BRS-S • December 14 • *Portland, OR*. \$199 per person. Register online at [www.crosscountryeducation.com](http://www.crosscountryeducation.com).

**How Does Your Engine Run? The Alert Program for Self-Regulation** • Sherry Shellenberger & Mary Sue Williams • January 19-20 • *San Francisco, CA*. Registration is \$355 (\$250 group rate of three or more persons), plus \$30 for required text. Register online at [www.AlertProgram.com](http://www.AlertProgram.com)

**“Every Move Counts, Clicks and Chats”** Lite Tech, Switch Use and Voice Output Devices • Jane Korsten, MA • March 1, 2007 • *Valley River Inn, Eugene*. Registration materials available at [www.otap-oregon.org](http://www.otap-oregon.org) after December 1st.

**TIES Conference: Therapy in Educational Settings.** Keynote Speaker, Karen Kangas, OTR/L: **“Seating for Task Performance”** • April 16 & 17,

2007 • *Valley River Inn, Eugene*. Registration materials available at [www.rsoi.org](http://www.rsoi.org) after February 1. Call 541-957-4834 for a presenter proposal form

**CEC’s 2007 Convention & Expo** • April 18-21, 2007, *Louisville, Kentucky*. For more information, see [www.cec.sped.org](http://www.cec.sped.org).

**AOTA 87<sup>th</sup> Annual Conference & Expo** • April 20-23, 2007 • *St. Louis, Missouri*. Details in January at [www.aota.org/conference](http://www.aota.org/conference).

**“Building Futures: Secondary Transition to College and Employment”** • May 15-16, 2007 • *Embassy Suites, Tigard, Oregon*. Sponsored by the Oregon Department of Education, the Or PTI and the Oregon Council on Developmental Disabilities and Department of Human Services. Building Futures is for anyone who has an interest in supporting individuals with disabilities as they transition from school to life, especially secondary students with disabilities and their families. Throughout the two-day event there will be presentations by regional and national experts on issues surrounding secondary transition and assistive technology. For information as it becomes available, please visit the Or PTI web site at: [www.orpti.org/](http://www.orpti.org/)

**APTA’s Annual Conference and Exposition (PT 2007)** • June 27 – 30, 2007 • *Denver, Colorado*. Information at [www.apta.org](http://www.apta.org).

## Sexuality and Social Skills Curriculum for Low Readers

We frequently receive requests for information on low-vocabulary sex education materials for secondary-age students with learning disabilities. The “Learn About Life” curriculum is an illustrated sexual education and social skills program, designed to help low- or non-readers understand important sexual issues, including safety and relationships. The program features a 101-page teacher’s guide with lesson objectives and teaching suggestions. Student materials include six laminated, full-color booklets geared for students, grades 7 and above who read at the 2<sup>nd</sup> grade level or lower. Now in its second edition published in 2003, the curriculum is currently marked down to \$69 (a \$30 savings). It is available from the Attainment Company at [www.attainmentcompany.com](http://www.attainmentcompany.com)

## New Education Search Engine

EdRes.org has just launched a new search engine that provides easy-access to no-cost, full-text education-related documents.

This engine is very quick and offers many advanced features, listing more than 108,000 papers and reports, and 1,300 journal articles. Included are full-text resources from ERIC plus online journal articles. Go to <http://edres.org/>.

