



# BRIDGING THE GAP

Regional and Statewide Services for Students with Orthopedic Impairments • RSOI

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## "OT/PT under IDEA" Amended Manual Now Available

We're happy to announce the publication of the newly-amended manual, "Physical and Occupational Therapy under IDEA in Oregon", as of August, 2011! Popularly known as "the OT/PT Manual", this new edition of the manual replaces the previously-published May, 2010 edition in its entirety. Amendments to the new edition include revised flow charts for EI, ECSE and school-aged special education processes, full text of cited OAR's embedded within the body of the manual, plus clickable links to licensing boards, and state and federal regulations. The new manual may be accessed online at <http://www.rsoi.org/Pages/otptmanual.aspx>. **If you currently have a printed copy of the May, 2010 edition, be sure to replace it with the new one;** just scroll to the bottom of the page to print the full PDF. Additional print copies of the manual may be ordered for \$10 from the RSOI office using the form posted on the same webpage as the manual document.

## Seminar for Feeding Teams: Pediatric Feeding – The Big Picture, Part 2! ONLINE REGISTRATION AVAILABLE NOW

Last year's Seminar for Feeding Teams general session speaker, Jennifer Meyer, MA, CCC-SLP, received such overwhelmingly positive reviews that we have invited her back for Part II of her presentation! This year's Seminar is scheduled for December 5 and 6, at the Holiday Inn, in Wilsonville. In last year's presentation, "Pediatric Feeding – The Big Picture, Part I", we learned about the Motor, Sensory, and Behavioral causes of pediatric feeding disorders. In this intermediate level follow-up course, using case studies and group discussion, OTs, PTs, SLPs, and other professionals will delve into two more potential causes for education-based feeding teams to be aware of: Medical and Family Dynamics issues. Learn what feeding teams can and cannot do to support a child with severe gastrointestinal or cardiopulmonary problems to eat. How does prematurity contribute to feeding problems? Understand the effects of current medications on swallowing and why feeding teams should always know what meds their students/young children are receiving. Discover some of the rarely explored effects on the family having a child with a feeding disorder. Finally, walk away with concrete strategies to help families and classroom staff to support young children and students to improve feeding for increased health, safety and educational benefit. **Day Two** of the conference will focus on **Team Process** issues, in **Novice and Experienced strands**. In the Novice strand, Nancy Sinden, with the CDRC Feeding Team, and Margaret Barilko, SLP with Clackamas ESD, will teach an overview of feeding evaluation, interventions, and team processes and procedures for new teams and new team members. In response to feedback from last year's attendees, more time is planned in the Experienced strand for

## Coming Events

### Understanding Kids with Cerebral Palsy

Shriner's Hospital Auditorium,  
Portland, OR

Friday, October 14

Contact: [lblack@shrinenet.org](mailto:lblack@shrinenet.org)

Phone: 503-944-1164

### First Strokes Multi-sensory Handwriting and Fine Motor Workshops

October 17 & 18

Holiday Inn Portland Airport. For more information, visit

<http://www.FirstStrokesHandwriting.com>

### World OT Day

October 26, 2011

<http://ot4ot.com/world-ot-day-2011/>

### Demystifying Disability Services and Benefits

October 28, 2011

Location: Willamette ESD, Salem.

Presenter: Janet Stevely.

Hosted by Oregon Deafblind Project. For more information, email: [ayerl@wou.edu](mailto:ayerl@wou.edu)

### Families Together Autism Conference with Temple Grandin, Eustacia Cutler and others

November 8, 2011

Pullman, WA.

For more information, contact [www.familiestogether.org](http://www.familiestogether.org)

### 2011 TASH Conference

Nov 30 - Dec 3, 2011

Atlanta, GA

For more information, contact [www.tash.org/2011tash](http://www.tash.org/2011tash)

### CARE Fair 2011

November 17, 2011

Red Lion Jantzen Beach, Portland

discipline-specific discussions and team planning. For more information about Day 2 content, and to access our new online registration, click the following link!

<http://www.rsoi.org/Pages/FeedingSeminar.aspx>.

## Who is RSOI?

The Regional and Statewide Services for Students with Orthopedic Impairments program, (RSOI) provides services to professionals and families concerned with the needs of young children and students with Orthopedic Impairments, from birth through 21 years of age. RSOI is funded by the Oregon Department of Education. The program provides training, information, materials and a library of resources to school districts, educational programs and parents throughout Oregon. In addition to educators, RSOI's services primarily target the occupational and physical therapists who serve children in educational programs, from birth through school-aged, with Orthopedic Impairments as well as with other learning challenges, who require the support of a therapist to access and benefit from their special education program. RSOI training opportunities include the annual Seminar for Feeding Teams (information included with this newsletter), the Therapy in Educational Settings Conference (TIES) in April, and Issues in School Practice workshops customized to meet the needs of local groups. The RSOI Coordinator is also available by phone, email or in person to provide consultation regarding services to students with Orthopedic Impairments. Go to the RSOI website at [www.rsoi.org](http://www.rsoi.org), or contact the RSOI office at 541-440-4791 for consultation and information about RSOI services.

## What's New in the RSOI Loan Library?

*Coming soon*, an updated searchable library database! The RSOI Lending Library database will soon have a new face! The RSOI loan library may be accessed from the RSOI website main page at [www.rsoi.org](http://www.rsoi.org), from either the navigation bar or the Loan Library tab. When you click on the link you will see a window allowing you to access *either* the RSOI or the Oregon Technology Access Program (OTAP) Lending Libraries. Explore the new search features, and expanded item information for both collections, including a link to vendor information for some items. Library materials may be checked out via a Loan Agreement Form, soon to be a *fillable form* which may be emailed! As before, the loan period is 30 days, and items may be renewed if there is not a waiting list. See below for great new resources recently added to the RSOI Loan Library on topics such as Augmentative Communication and Literacy, as well as AAC and Transition, occupational therapy in EIECSE and school-aged programs, and strategies for creating differentiated learning opportunities in the general education classroom:

### New Resources!

*"Practically Speaking: Language, Literacy, & Academic Development for Students with AAC Needs"*, Gloria Soto & Carol Zangari, Paul H. Brookes, Augmentative and Alternative Communication Series, 2009 : A guide for K-12 educators and SLPs that includes a wealth of evidence-based, highly-practical strategies. Chapters on Assessment, Instruction and Intervention, and Supports. Includes sections on assessment of Reading and Writing for students with AAC Needs, as well as academic adaptations, and strategies to support development of social relationships. Item #4575

*"Transition Strategies for Adolescents & Young Adults Who Use AAC"*, David B. McNaughton & David R. Beukelman, Paul H. Brookes, Augmentative and Alternative Communication Series, 2010. Up-to-date research, lively case examples, and down-to-earth how-to

Sponsored by CARE Medical & Rehabilitation Equipment.

[www.caremedical.com](http://www.caremedical.com)

### Seminar for Feeding Teams

December 5 & 6, 2011

Holiday Inn Wilsonville.

For more information, contact

<http://www.rsoi.org/Pages/FeedingSeminar.aspx>

### TIES Conference

April 16 & 17, 2012

“Students with Disabilities as Writers and Problem Solvers: Yes They Can!”

Presenter: Judith Schoonover,

M.Ed, OTR/L, ATP

Valley River Inn, Eugene

For more information, visit:

<http://www.rsoi.org/Pages/TIESConference.aspx>

strategies. Topics include literacy instruction, self-determination, relationships and social engagement, medical and health transitions, and assessment. Item #4576

“*401 Practical Adaptations for Every Classroom*”, Beverley Holden Johns, Corwin, Pub., 2011.

A great reference for classroom teachers interested in differentiating instruction to offer multiple ways of presenting information, multiple ways for students to engage with the information, and multiple means of expressing what students know. This resource offers evidence-based strategies for adapting the classroom environment and activities to accommodate student learning differences. Item #4574

“*Succeeding in the Inclusive Classroom: K-12 Lesson Plans Using Universal Design for Learning*”, Debbie Metcalf, Sage Publications, 2011. Strategies for applying principles of UDL to lesson planning to provide multiple means of representation, expression and engagement. Features elementary and secondary level sample lesson plans to address learners with a wide range of challenges. Item #4577

“*Early Childhood Occupational Therapy Services for Children Birth to Five*”, Barbara E. Chandler, Ed., AOTA Press, 2010. Explores and clarifies the role of occupational therapy in Early Intervention and Early Childhood Special Education. Chapters by nationally-recognized experts in the field include family-centered practice, promoting and using the rhythms of daily life, service provision models, evaluation, and play. Also included is a chapter on assistive technology by TIES 2012 Keynote Presenter, Judith Schoonover! Item #4578

“*Occupational Therapy Practice Guidelines for Children & Adolescents with Autism*”, Scott Tomcheck & Jane Case-Smith, AOTA Press, 2009. Using an evidence-based perspective and key concepts from the *Occupational Therapy Practice Framework*, this guideline provides an overview of the OT process for children and adolescents with ASD. The authors define the OT domain, process and interventions that occur within the boundaries of acceptable practice. Item #4579

## What is the Severe Orthopedic Impairments Working Group?

Severe Orthopedic Impairment (SOI) is called a “low Incidence” disability, so-called, due to the low frequency of students qualified as SOI within the population of special education students. Other low incidence categories are Autism Spectrum Disorder, Deaf/Hard of Hearing, Blind/Vision Impairment, Traumatic Brain Injury and Deafblind. Students who qualify are eligible to receive services from Oregon’s system of Regional Services. Each low incidence disability is assigned a working group by the state Department of Education, with representatives from each of the Regional Programs throughout the state. Under the Oregon Department of Education’s guidelines, the working groups, “serve as task groups of the Regional Management Team to address issues and undertake projects approved and assigned by the Regional Management Team and the Oregon Department of Education... provide a network for the exchange of information and evidence based practices in assessment/evaluation, curriculum, technology, and service delivery systems.... assist in identification of in-service training needs and planning statewide in-services... identify issues to be brought to the attention of the Regional Management Team... (and) assist with dissemination of information as approved and directed by the Regional Management Team and ODE. Members of each working group are responsible to gather and exchange information as needed within their respective regions, and to act as a liaison between the working group and their region, and to disseminate information back to their respective regions, unless otherwise directed by RMT.” If you’re not aware of who represents your Region on the SOI working group, contact your local Regional Program or the RSOI office.

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## Confidentiality of Student Records under FERPA and HIPAA

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Therapists often serve as the liaison between the school program and a student or young child's medical providers, equipment vendors or other community partners for the purpose of exchanging information about the child's medical or health status, equipment options, or other resources. Signed permission to exchange information between an educational setting and another entity must always be obtained from the child's parent on at least an annual basis before information is shared for any purpose. "The Family Educational Rights and Privacy Act of 1974 (FERPA), protects confidentiality of student/child educational records, and governs the release of educational records maintained by an educational institution, and access to those records." (<http://hawk.huntingdon.edu/FERPA/fsinfo.HTML>) Alternatively, the Health Information Portability & Accountability Act (HIPAA) covers individual *medical* records. School health services records become medical records when they are submitted to Medicaid. According to the manual, *Physical and Occupational Therapy under IDEA in Oregon*, "The fundamental intent (of these acts) is to protect a child's right to privacy by ensuring that matters disclosed to a professional not be relayed to others without informed consent (of the parent)... Therapists in school settings should comply with confidentiality standards required by both their profession, and by school district policy. Therapists should be aware of the federal and state laws and regulations that address classification, accessibility, review, challenges, amendments, transfer, maintenance, and destruction of student records..." (August, 2011, p. 51, [www.rsoi.org](http://www.rsoi.org)). A chart comparing the major features of HIPAA and FERPA may be found on page 52 of the manual. A request for parental consent to exchange information must include a description of *what* information will be released about the child, (for example, an evaluation report), the *purpose* for releasing the information, and *to whom* the information will be given. Guidance about confidentiality laws in educational programs may be found on the Oregon Department of Education website at <http://www.ode.state.or.us/search/results/?id=318>.

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## Resources

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### Resources from Inclusive TLC

*Switch Progression Road Map*, 2011, Ian Bean, [www.Inclusivetlc.com](http://www.Inclusivetlc.com)

Also Coming from TLC:

Learning Journeys: Touch Screens and Interactive Whiteboards.

Learning Journeys: First Steps to Communication.

Learning Journeys: The Beginner's Guide to AT and Special Needs.

**PT's Role in Assistive Technology: Meeting the Needs of Patients and Clients**, The following statement comes from *PT in Motion*, June 17, 2011: "APTA supports the provision of assistive technology that is appropriately suited to the patient's/client's needs, which may include complex rehabilitation technology and related clinical services for people with disabilities, said the House of Delegates in passing a motion that demonstrates APTA's commitment to patient/client-centered care and reducing barriers that limit access to new technologies. Additionally, the motion calls for physical therapists to be recognized and appropriately paid for furnishing services related to complex rehabilitation." [RC 23-11] See the full article at the following link: [Assistive Technology: Meeting the Needs of Patients and Clients](#)

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### **Attaching an iPad to a Wheelchair**

New from Don Johnston: Wheelchair mount plus speaker and Bluetooth head switch designed for the iPad: <http://www.snapps4kids.com/2011/01/connecting-an-ipad-to-a-wheelchair/>

### **A Financial Resource for Parents of Children with Disabilities**

First published in 2004 by the National Endowment for Financial Education (NEFE) and PACER, this popular financial planning guide has been revamped into an online format and as well as updated and expanded to include more content relevant to parenting transition-age youth with disabilities. The guide offers tips and information addressing many common financial issues and concerns of families raising children with disabilities from infancy to young adulthood. Topics include organizing financial records, managing money, preparing income taxes, health insurance options, dealing with debt, saving for college, preparing youth for adult employment, and more. Each section includes links to additional resources. <http://www.pacer.org/publications/possibilities/>