

Bridging the Gap

The newsletter of

Regional and Statewide Services for Students with Orthopedic Impairments

February • 2005

VIEW from the BRIDGE

— Diana Roberts

TIES CONFERENCE • APRIL 18 & 19, 2005

This year's TIES Conference, April 18 and 19, unites the inter-twining themes of embedding interventions within routines or natural environments and using evidence to guide practice:

How do we know that the interventions we use with children are effective? How do we know that our interventions are having the outcomes we hope for? Evidence-Based Practice (EBP) can provide the answers to these questions. EBP involves the use of evidence, or what we know from research, combined with professional clinical expertise, to determine the best intervention to use in helping an individual child to achieve an educational goal. EBP also means using data to track child progress and evaluate the quality of the intervention.

Research tells us that supports and services to children are best provided in the context of everyday routines, activities, places and settings. (Larry Edelman, (2001) *Just Being Kids*). We also know that daily routines that occur in real environments are the best source of curriculum for instruction of students with significant disabilities. (Joel Arick et al, (2004) *FACTER: Functional Assessment & Curriculum for Teaching in Everyday Routines, Pro-Ed*). Our challenge is to implement these Evidence-Based Practices into our daily work with students and with young children and their families.

Day One of the conference begins with keynote speaker Teri Brogdon, of JFK Partners' *Project Participate*, speaking on "Strategies for Active Inclusion". Ms. Brogdon will discuss innovative ways to promote active inclusion of students with significant learning and motor challenges in developmental, academic and social activities in educational environments. Her day-long presentation will also cover ways to establish a system of support within the school program that promotes a culture of professional collaboration and inclusion of diverse students in the classroom.

Day Two of the conference offers the variety of breakout sessions you've come to expect at TIES. This year's breakouts include an introduction to Evidence-Based Practice, designing a simple research project, activity-based instruction, use of data from the CLRAS Extended Assessment to drive goal-setting, and more. The full program and registration materials for TIES are enclosed in this newsletter. We look forward to seeing you there!

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- TIES Registration Materials
- Assistive Technology Online Class
- IntelliTools Hands-on Workshop

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IDEA Reauthorization Complete

IDEA 2004 was approved by both the House and the Senate in November, and signed into law by the President on December 3, 2004. This newest reauthorization is called Individuals with Disabilities Education Improvement Act. The federal law governs special education and Early Intervention services nationwide. Passage of this bill follows three years of development, beginning with public forums held by the Department of Education's Office of Special Education and Rehabilitative Services (OSERS) to solicit public input.

One new provision in the law makes the conditions for holding an IEP meeting without the Related Service Provider or other relevant team member more stringent than previously stated. Under *Individualized Education Plan Definitions (1) (C) Team Attendance*, IDEA '04 says that if an IEP meeting will involve a "modification to or discussion of (an IEP team) member's area of the curriculum or related services," the team member may be excused from attending the meeting only when,

"(I) the parent and the local educational agency consent to the excusal, and, (II) the member submits, in writing to the parent and the IEP team, input into the development of the IEP prior to the meeting."

On the other hand, the IEP team may meet without a team member if the parent and school district personnel agree that attendance is, "not necessary because the member's area of the curriculum or related services is not being modified or discussed in the meeting".

Other changes that will have significance for Related Service Providers include:

- ▶ Special education teachers must meet new requirements to be considered *Highly Qualified* staff;
- ▶ Response to treatment may be considered when evaluating eligibility as a student with learning disabilities;
- ▶ IEP objectives are required only for students who take alternate assessments;
- ▶ Age for initial post-secondary Transition IEP is raised to age 16;
- ▶ Allows for provision of services for students K-12 (emphasizing children in kindergarten through grade 3), who "have not yet been identified as needing special education or related services, but who need additional academic and behavioral supports". Those supports may include adaptive software and educational and behavioral evaluations, services, and supports.

How will IDEA 2004 impact services to young children and students in Oregon? The new provisions about highly qualified staff are already in effect. Other provisions must be implemented as of this July. It will take several months before regulations are issued and the federal law is incorporated into state statutes and regulations. To read the bill itself and a summary of its provisions, go to the Council for Exceptional Children (CEC) website at <http://www.cec.sped.org/>.

Thank You!

Once again, our thanks to all who helped to make the 2004 Seminar for Feeding Teams a success! *Raelynn Biggerstaff, Gayl Bowser, Suzy Harris, Mark Merkens, Cat McGovern-Zlotek, Marieke Miller, Mira Shah, Nancy Sinden and Karyn Wilkinson.*

Resource for "Out of the Box" Ideas

The *Power of Vision* is an email bulletin from AbleNet that will inform and inspire you in providing meaningful learning opportunities for students with significant disabilities. The bulletin will connect you with a source for ideas for helping all of your students experience the power of learning in the context of daily activities, the power of creating a language-accessible environment, the power of fun, and the power of communication. You can access this resource on the website, or subscribe to an email version. Go to the AbleNet website at www.ablenetinc.com. Click on *Resources*, and then on *Power of Vision*. Ideas are archived by volume.

FREQUENTLY ASKED QUESTIONS - Diana Roberts

Question: When should the Nurse or the Speech-Language Pathologist take the lead in assigning responsibility for feeding a child who is on a protected feeding plan?

Response: Qualifications for developing, assigning and training another person to perform a feeding protocol or plan depend upon the specific issues presented by the child. Specific members of the team have unique expertise by virtue of their training and experience. They also have a specific scope of responsibility under the practice act for their profession. (The general contributions and responsibilities of Feeding Team members are listed on page 25 of the manual, "Feeding Students in Educational Settings: Guidelines and Information on Safe Mealtime Practices for Special Students", published by RSOI. The manual may be ordered from RSOI, or downloaded at www.rsoi.org.)

The Nurse's Role: When there is a risk that feeding might compromise the health of the child, the school Nurse has the legal authority to designate feeding for that child as a "Delegable Nursing Task". The Nurse Practice Act outlines a very specific process which must be followed by the Nurse when assessing, documenting and training a Nursing Task. Some districts have specified feeding by gastrostomy tube (g-tube), and naso-gastric tube (n-g tube) as Nursing Tasks, which are always overseen by the nurse. For those procedures, an RN takes the lead in developing the feeding plan, delegating responsibility for feeding the child, training the designated staff member(s) to feed the child, and monitoring the training to insure continued accuracy and appropriateness.

Leslie Currin, RN, is the State Health Service Specialist for the Oregon Department of Education. Leslie may be contacted for questions about the school nurse's role on the Feeding Team. Her phone number is 503-378-3600, x. 2714. The Oregon Nurse Practice Act is accessible online at www.osbn.state.or.us/OSBN/adminrules.shtml.

The SLP's Role: For children with dysphagia (dysfunctional swallowing), an experienced Speech-Language Pathologist may be the appropriate person to take the role of lead specialist on the feeding team. As a part of their training, SLPs learn about oral-motor anatomy and physiology, and the mechanics of swallowing. Some SLPs have had practicum experience in clinical settings where they have learned about feeding people with dysphagia. Many have worked in medical settings where they have developed a high degree of expertise in treating

feeding and swallowing. However, many SLP's have not had recent experience with feeding, and may not be the person on the team with the most knowledge about feeding. If this is the case, the person on the team who has the most experience (usually the Occupational Therapist or the Nurse) should lead the team as Case Manager.

When in doubt about the level of expertise of the school-based team members, it is advisable to seek expert knowledge from another source, e.g., the Community Health Department, a local rehabilitation clinic, the regional medical center, or another school-based feeding team. For information how to contact a school-based feeding team, contact Diana Roberts at 541-957-4834. When there is doubt about a child's safety during eating, or to determine whether a medical evaluation of the child's swallowing may be in order, contact a knowledgeable medical resource, e.g., a clinical feeding team, such as those listed below, under "Hospital Feeding Clinic Contacts".

Please send your "Frequently Asked Questions" to Diana Roberts at diana.roberts@douglasesd.k12.or.us

Hospital Feeding Clinic Contacts

If you have a general question about feeding, a specific question about a child on your caseload, or if you have concerns or information to share with the hospital feeding clinic that is evaluating one of your students, it's helpful to know who to contact in the clinical setting. The individuals listed below have agreed to act as a contact to facilitate communication between their clinic and school-based feeding teams. If you wish to communicate about a specific child, be sure that you have obtained appropriate parental permission before initiating contact.

- ▶ **OHSU/CDRC Feeding Clinic**, Portland, Nancy Sinden, SLP, 503-494-8689, sindenn@ohsu.edu
- ▶ **OHSU/CDRC Feeding Clinic**, Eugene, Cat McGovern-Zlotek, OTR, 541-346-3575, catm@oregon.uoregon.edu
- ▶ **Shriners Hospital for Children**, Portland, Mira Shah, SLP, 503-221-3429, mshah@shrinenet.org
- ▶ **Providence Neurodevelopmental Center for Children Feeding Clinic**, Portland, Jennifer Morgan, OTR/L, 503-216-5928, Robin Jackson, SLP, 503-215-0220.

Coming Events

Spring 2005

HELPING KIDS WITHOUT MAKING THEM HELPLESS: COMMON SENSE SUPPORTS FOR INDIVIDUALS WITH BRAIN INJURY AND CHALLENGING BEHAVIORS • February 25, 2005 9:00–4:00 • *Ramada Inn, Eugene*. Tim Feeney, Ph.D., offered by Teaching Research, Success for Students with Traumatic Brain Injury. For information see www.tr.wou.edu/tbi/team/ or contact Cathy at thomasc@wou.edu.

FETAL ALCOHOL SYNDROME DISORDERS: INTO ACTION • March 3-5, 2005 • *Mark Spencer Hotel, 409 SW 11th Ave., Portland, OR*. Presented by Diane V. Malbin, MSW, Fetal Alcohol Syndrome Consultation, Education and Training Services (FASCETS), Inc. Registration fee \$325. For information contact Wendy Temko, 503-621-1271.

“WORKING WITH PARENTS”: OPTA SPRING CONFERENCE • March 12 & 13, 2005 • *Salishan Resort, Gleneden Beach, OR*. Keynote Speaker: Vickie Mead. Contact the Oregon Physical Therapy Association at 503-262-9247 for information or check their website at www.opta.org

DISABILITY IS NATURAL • March 11, 2005 • 9:00-4:00 • *Southern Auditorium, St. Vincents Hospital, 9155 SW Barnes Rd, Portland, and*
LIVING NATURAL LIVES • March 12, 2005 • 9:00-4:00 • *Providence Portland Medical Center, 4805 NE Glisan Street Amphitheater*. Presented by Kathie Snow, *National Advocate for Individuals with Disabilities*. For additional information, please contact the Swindells Center at: 503-215-2429, or toll-free, 800-833-8899, ext. 52429, or email at swindells@providence.org.

AFTER THE ASSESSMENT: Implementing Assistive Technology Programs • Spring Term, 2005 (Begins April 1st) • *On the Web*. Web-based class offered through Portland State University. Gayl Bowser instructor. Registration materials are included in this newsletter. For more information call 541-440-4791 or email: gayl.bowser@douglassesd.k12.or.us.

A SHARE FAIR: SHARING TOOLS AND IDEAS FOR COMMUNICATING, FEEDING, PLAYING AND TEACHING YOUR CHILD WITH DISABILITIES • April 9, 2005 • 9:00-2:30 • *Providence Portland Medical Center, 4805 NE Glisan Street Amphitheater*. Sponsored by Providence Neurodevelopmental Center and CMFC Speech Therapists/Occupational Therapists/Physical Therapists and Registered Dietitians. For additional information, please contact the Swindells Center at: 503-215-2429, or toll-free, 800-833-8899, ext. 52429, or email at swindells@providence.org.

TIES CONFERENCE: THERAPY IN EDUCATIONAL SETTINGS • April 18 & 19, 2005 *Valley River Inn, Eugene, OR*. Keynote: Teri Brogdon, University of Colorado Health Science Center, "Strategies for Active Inclusion - Project Participate." Registration materials are included with this newsletter. For more information, call 541-440-4791 or check our website www.rsoi.org.

DD ADVOCACY DAYS • April 20, 2005, 9:00-2:30 • *Oregon State Capitol, Salem, OR*. For information or to register contact Sharon Lewis at 877-581-2726 or email slewis@oregonddcoalition.org.

RESPONSIVE TEACHING: PARENT-MEDIATED CURRICULUM TO ADDRESS YOUNG CHILDREN'S DEVELOPMENT AND SOCIO-EMOTIONAL NEEDS • April 28-29, 2005, 8:00-3:00 • *Medford, OR*. Presented by Gerald Mahoney, Ph.D. Sponsored by the Jackson County EI Council. For information or to register contact Susan Mendoza at 541-608-5257 or email smendoza@asante.org.

CONFERENCE ON MENTAL HEALTH AND BEHAVIORAL ISSUES IN CHILDREN AND YOUTH WITH SPECIAL HEALTH NEEDS • May 5 & 6, 2005 • *Embassy Suites Hotel, Tigard, OR*. Hosted by Oregon Services for Children with Special Health Needs (OSCSHN), Child Development Rehabilitation Center (CDRC). Estimated cost will be \$90 for one day or \$120 for both days. Contact Charlotte Schley at schleyc@ohsu.edu.

NATIONAL DIVISION FOR EARLY CHILDHOOD (DEC) INTERNATIONAL CONFERENCE • October 13-16, 2005 • *Portland, OR*. Go to the DEC website at www.dec-sped.org/ for more information.