



Bridging the Gap

The newsletter of

Regional and Statewide Services for Students with Orthopedic Impairments

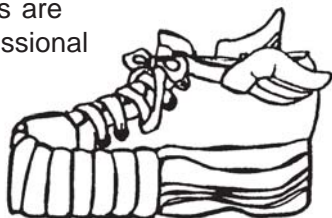
VIEW from the BRIDGE

— Diana Roberts

February • 2009

SHARPENING THE SAW: TIES 2009

In times like these, when funding is short and travel budgets are tight, it is easy for professional development to fall by the wayside. When resources are limited it's tempting to draw in and keep what we have to ourselves.



It's also true, however, that at such a time, it is more important than ever to examine our practices and insure that they are as effective, as evidence-based and as sustainable as they can be. It is also doubly important to recharge your batteries with new ideas, new information and collegial sharing to rejuvenate us to keep up the good work. In this issue you'll find the registration form for **TIES, 2009**, to be held **April 27 & 28, at the Valley River Inn, in Eugene.**

Our featured presenter this year is Michelle Linehan, MSPT, PCS, M.Ed., presenting, "*Getting the PIQ-ture: Assessing and Treating Children with Common Pediatric Conditions*". PIQ-ture is an orderly system for assessing and planning interventions to address Posture in Positions, Initiations and Inhibitions, Quality and Quantity of motor function. Ms. Linehan will discuss specific evaluation tools and techniques for children who experience prematurity, torticollis, low tone, high tone and balance problems. Outcomes for attendees include tips for organizing information gathered during evaluation into a comprehensive

report. She has over 26 years of experience in the field of education, working as a teacher and state level administrator, and 13 years as a pediatric physical therapist in school and early intervention programs, as well as hospital and outpatient settings. Ms Linehan is recommended as an excellent presenter, and we're excited to bring her to Oregon at TIES 2009!

Exemplary Therapist Award

Each year at the TIES Conference we look forward to a special event which recognizes therapists from among the ranks of Oregon educational practitioners. The Judy Rowe Exemplary Therapist Award is presented in honor of Judy Rowe, an Oregon therapist remembered by many as a person who embodied the best in school therapy.

To nominate a colleague to receive the Exemplary Therapist Award, please submit a letter by mail, fax or email to Diana Roberts at the RSOI office. Please include the following information:

- Your name, address and phone number,
- Nominee's name, address and phone number,
- A written summary of the contributions the nominee has made in the field of education-based therapy for children with disabilities,
- Letters of support from others who have experience with the nominee's contributions (ie, coworkers, parents, students, supervisors, etc.)

Nominations for this year's award are due in to the RSOI Office no later than March 20, 2009.

Regional and Statewide Services for Students with Orthopedic Impairments • RSOI

1871 NE Stephens • Roseburg, OR 97470 • 541-440-4791 • Fax: 541-957-4808 • www.rsoi.org

Diana Roberts • Coordinator • diana.roberts@douglassesd.k12.or.us • Lesley Steiner • OI Specialist • lesley.steiner@douglassesd.k12.or.us

ACCESS QUALITY PROFESSIONAL DEVELOPMENT MATERIALS AT NO COST

The RSOI Loan Library is comprised of books, video tapes, CD's, DVD's, audio tapes and kits on a variety of topics including; Adaptive PE, Assessment, Consultation, Team Process, Mobility, IDEA, EI/ECSE and much, much more. A complete listing of the RSOI Library catalog may be accessed by clicking on the Loan Library link on the NEW RSOI web page.

Item # 438- School Function Assessment. This kit includes the users manual, recording forms and rating scales designed specifically to help guide program planning for students with disabilities who are attending elementary school. The assessment instrument assesses function in the school environment and provides information in ways that can be directly linked to program planning decisions. The assessment is divided into 4 parts; Participation, Task Supports, Physical Tasks, and Cognitive and Behavioral Tasks. The information is then used to create a functional profile for that student in that particular setting.

Item # 472 - "Strategies for Teacher Collaboration" A guide for providing collaborative consultation to teachers. Includes sections on problem-solving, interpersonal challenges, and how to avoid potential pitfalls.

Item # 469- "Collaborative Planning: Transforming Theory into Practice" Specific practical strategies to assist school teams to plan collaboratively for differentiated classroom instruction and sharing of responsibilities. (Videotape)

Item #470- "Collaborative Teaching: The Co-Teaching Model" Specific strategies for general and special educators to help ensure successful co-teaching in inclusive classrooms. Provides clear, concise, research-based information. (Videotape)

Item #500- "Collaborative Teaching: Making it Work in Your Inclusive Classroom" A variety of co-teaching and team-teaching strategies to make collaborative teaching more effective for students with disabilities.

A library Loan Agreement form is needed to check out items from the library. The Loan Agreement form can be accessed from the RSOI web site.

CHECK IT OUT



The RSOI web site has completed its make over and it has a new face. Not only is the look different, but we hope you find it more user friendly. We have

updated all the files and links and added what we believe are beneficial new ones. Web sites are like learning – they are an ever-evolving process. Your feedback and suggestions are welcome. There has also been some discussion about starting a current topic conversation link which might facilitate discussion between OTs and PTs statewide concerning current state education initiatives, how to best quantify and qualify outcome data, or case load numbers. If you have an interest in the development of such a listserve, please be sure to send comments. Lesley Steiner is the staff member responsible for updating and editing the web site. Please contact her at lesley.steiner@douglasesd.k12.or.us or 541-440-4788.

Finding the Therapists' Role in Response to Intervention

The concept of Response to Intervention (RTI) has always been the focus of the teaching/learning process and a basic component of accountability in general education. The question posed by RTI is, "Does instruction lead to increased learning and appropriate progress?" In recent years, RTI has taken on a more specific connotation in the Individuals with Disabilities Education Improvement Act (IDEA) of 2004, as an approach to remedial intervention, [Public Law 94-142 § 300.304 (b) (1)]. The model may also be used to generate data to inform instruction and identify students who may require special education and related services.

RTI is based on the following concepts:

- Meet needs of all students
- Address the needs of groups or individual students
- Involve parents in a meaningful way
- Prevention model of progressive interventions
- Focus on improved instruction (goals)
- Focus on results/accountability (outcomes)
- Monitor student progress
- Allocate services through a problem-solving team, merging staff and resources in a collaborative process

The following figure shows a visual representation of how RTI applies to a typical student population for academics and behavior.

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ACADEMIC SYSTEMS

TIER 3 Intensive, Individual Interventions

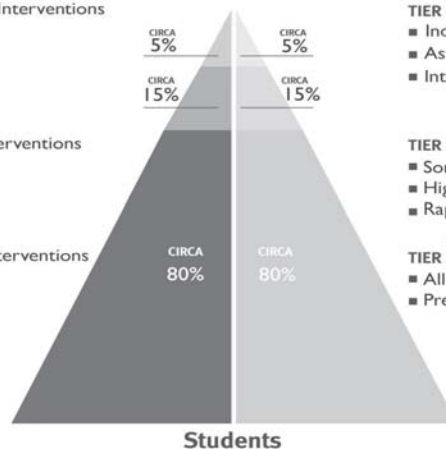
- Individual students
- Assessment-based
- High intensity
- Of longer duration

TIER 2 Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

TIER 1 Core Instructional Interventions

- All students
- Preventive, proactive



BEHAVIORAL SYSTEMS

TIER 3 Intensive, Individual Interventions

- Individual students
- Assessment-based
- Intense, durable procedures

TIER 2 Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

TIER 1 Core Instructional Interventions

- All settings, all students
- Preventive, proactive

RTI is often thought to be preventive in nature, typically associated with learners who are at risk, and emphasis is placed on the three tiers of intervention, often in reading program.

So how do related service providers like OTs, PTs and others 'fit' into RTI? Here are some examples:

- ☒ A social worker implements a class-wide social skills intervention
- ☒ An occupational therapist provides handwriting tips to teachers
- ☒ A school psychologist monitors classroom academic performance
- ☒ A speech language pathologist addresses emerging sounds in a small group
- ☒ A physical therapist leads a group in a motor activity

Note that RTI activities are not defined by the age of the student, type of learner needs or severity of learning disability. RTI involves using differentiated instructional strategies for all learners, providing all learners with evidence-based interventions, continuously measuring student performance using scientific, research-based progress monitoring instruments for all learners, and making educational decisions based on a student's response to interventions.

Within the RTI model, some aspects of a related service provider's role are the same, such as participation in teams, engaging in problem solving, using evidence-based methods, collecting data, monitoring progress and using data to make decisions. However, some aspects of the therapist's role could be different. RTI will involve an increased need for flexibility, more collaborative consultation, and planning which is less driven by regulations and more driven by

student need. As schools and school districts adopt an RTI approach, motor teams will be challenged to redefine their roles and responsibilities within the new paradigm. Most importantly, according to Barbara Chandler, writing for the AOTA's School System Special Interest Section Quarterly,

"...therapists should be aware of change processes occurring in the educational institutions in which they work. If one understands the process, one can anticipate how to participate most effectively for the profession and the students we serve. The role of occupational (or physical) therapy practitioners in the schools related to educational change processes is one of anticipation and participation. Change is inevitable. Be prepared for it by being knowledgeable about theories and models of educational change. Participate in it by having occupational (or physical) therapy be an integral part of the educational process. In these ways, occupational therapy practitioners can most effectively serve the individual and collective needs of the students. That's what education is all about." (Chandler, B., "Anything Changed Around Here Lately? The Change Process in Public Education", from AOTA School System Special Interest Section Quarterly, March, 2005)

For more information, check out the following resources:

"Four Pillars of NCLB" at <http://www.ed.gov/nclb/overview/intro/4pillars.html>

"Responsiveness to Intervention" at <http://www.asha.org/members/slp/schools/prof.consult/Rtol.htm>

"Response to Intervention" at <http://www.therapytimes.com/content>

Coming Events - 2009

7th Annual Pacific Northwest Brain Injury Conference • March 5-7 • *Sheraton Portland Airport Hotel, Portland OR.* Presenter, Harvey E. Jacobs, Ph.D. Contact www.biaoregon.org.



Assessing and Working with Children with Common Pediatric Conditions." Registration materials included in this newsletter or at www.rsoi.org.

Pain Management Symposium: Current Concepts in the Treatment of Chronic Pain • March 8 • *Smullen Health Education Center, Rogue Valley Medical Center, Medford, OR.* Contact www.dptseminars.com/425.html.

Multi-Sensory Handwriting Workshop • May 3 • *San Diego, CA.* Presenter Jan Goins-McCleskey. Contact www.FirstStrokesHandwriting.com.

Annual OPTA Conference • March 13-15 • *Sheraton Portland Airport Hotel, Portland OR.* Contact www.opta.org.

Oregon Disability Mega Conference: Educating, Empowering, Inspiring, Connecting • May 30-31 • *Riverhouse Resort and Conference Center, Bend, OR.* Contact Swindells Center, 503.215.2429.

The Alert Program for Self-Regulation "How Does Your Engine Run?" • March 14-15 • *Tacoma, WA.* Contact www.AlertProgram.com.

Linking Play to Function: Using NDT and Sensory Integration Strategies to Facilitate Functional Skills Through Play • June 5-6 • *Renton, WA.* Presenter, Lezlie Adler, \$425. Contact <http://www.educationresourcesinc.com>.

United Cerebral Palsy 2009 Conference "San Francisco: The Bridge and Beyond!" • April 22-25 • *The Westin St. Francis at Union Square, San Francisco, CA.* Contact www.ucp.org.

Physical Therapy 2009 • June 10-13 • *Baltimore, MD* Presenters, Susan Cecere, PT, MHS; Susan Effgen, PT, Ph.D.; Tody Long, PT, Ph.D; Donna Metzger, PT. Contact: www.apta.org.

Pain Management Workshop • April 25 • *South Coast ESD, Coos Bay, OR.* Contact Helen Case Clinton, 541-269-4522, helenc@scesd.k12.or.us.

Special Topics in Pediatric Feeding and Swallowing: Intermediate-Advanced • September 25-26 • *Sheraton Renton, WA.* Presenter, Joan C. Arvedson. Contact www.educationresourcesinc.com.

TIES Conference: Therapy in Educational Settings • April 27 & 28 • *Valley River Inn, Eugene.* Keynote presenter: Michelle Linehan, MSPT, PCS, M.Ed., "Getting the PIQ-ture:

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Douglas ESD

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