



BRIDGING THE GAP

Regional and Statewide Services for Students with Orthopedic Impairments • RSOI

January, 2011

Networking for Improved Student Outcomes

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Good communication and coordination among educational settings, community settings and families can contribute to improved outcomes for students and young children with orthopedic impairments. Feedback from both educational and medical providers have told us that they value having contact information available for local and regional teams for the purpose of improved communication about the needs of the children served across settings. School teams have said that the information helps them to communicate with other school district and regional teams when students with special needs transfer from district to district. RSOI strives to support this interagency and intra-agency networking by providing contact information on our website for educational and community medical teams throughout Oregon. Contact lists for Feeding Teams, regional and community medical teams, and Regional OI programs are updated yearly to the best of our ability. Contact lists can be accessed at www.rsoi.org under Feeding Resources and Regional OI Programs. RSOI has received a request to also provide a list of Augmentative Communication Teams or local contacts. If you would like to contribute contact information for your team, please send information to terry.christenson@douglasesd.k12.or.us. Please include name and title, agency name, phone and email address.

Contact Us

Regional and Statewide Services for Students with Orthopedic Impairments

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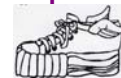
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Exemplary Therapist Award Nominations

Each year at the TIES Conference, we take time to honor Oregon therapists who are recognized for their outstanding achievements in the provision of education-based therapy services. The *Judy Rowe Exemplary Therapist Award* is named for an Oregon therapist who was known for her professional expertise and dedication. The award is presented in her name to honor Oregon therapists who are nominated by their peers in education-based practice. If you would like to recognize a colleague for the Exemplary Therapist Award, please submit a letter to Diana Roberts at the RSOI office (mail, fax or email) and include the following information:

TIES Request for Presenter Proposals



Are you interested in presenting a breakout session for the TIES Conference on Thursday, April 28? Click below to download an application.
http://www.rsoi.org/Documents/TIES_Presenter_Applic_2011.pdf

Coming Events

Current, Best Strategies for Speech-Language Pathologists Working with Students Needing Augmentative and Alternative Communication (Grades P-12)

Presented by Susan Berkowitz, M.S., M.Ed., CCC-SLP

January 21, 2011 – Portland

<http://www.iedseminars.org/bro.cfm?seid=XY11F1-PTO>

9th Annual Brain Injury Assn. of Oregon Conference: Living with Brain Injury: Thriving in Changing Times

March 3-5, 2011

Sheraton Airport Hotel, Portland, Oregon. For more information, visit <http://www.biaoregon.org/>

5th Annual Resource Fair 2011

March 8, 2011

Red Lion Convention Center
Portland. Offered by Columbia
Regional Program

Contact: 503.916.5570, x-78318

Clewis2@pp.k12.or.us or
dkomeiji@pps.k12.or.us or

www.crporegon.org

TIES Conference, 2011:

Standardized Pediatric Measurement, Making it Meaningful to Children, Families and Therapists

Donna Cech, PT, DHS, PCS

Valley River Inn, Eugene

April 28 & 29, 2011

Breakout Session Presenter

Proposals available at www.rsoi.org.

Click on TIES Conference.

Registration Materials available after February 15, 2011.

RISE Conference

April 29 & 30, 2011

Presented by ORPti in partnership with Oregon Department of

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

Nominations are due in the RSOI Office no later than **March 31, 2011**.

When Does Therapy Consultation Involve Direct Contact with the Student?

Therapy consultation is often misunderstood to mean that the EI, ECSE or school therapist provides information and recommendations to family or school staff about a child or student's needs, but does not spend time directly with the child. On the contrary, while consultation involves those activities, direct interaction with the child is necessarily a component of therapy consultation. Child-specific consultation requires that the therapist be familiar with the child's current level of functioning, individual goals, and learning environment. Only a licensed therapist can perform a discipline-specific evaluation, develop a plan of intervention and train the family or school staff to implement the intervention with the child (OARs 339-010-0050(4), 848-040-0135, 848-040-0100(8), 848-040-0125). Thus, any consultation about an individual child includes direct involvement with the child, both initially and periodically as progress is monitored. Therapy consultation in educational environments has been defined as, "Team support and, when appropriate, hands-on interaction with the child", (*Physical and Occupational Therapy under IDEA in Oregon*, page 43. www.rsoi.org). It most typically employs a triadic model in which the therapist interacts with both the child and the family or school staff with a focus on the child's needs. The therapist plans interventions and activities which are implemented by another person, such as the child's parent, teacher, or instructional assistant, who is trained and monitored by the therapist. Consultation often involves training or coaching school staff so that therapeutic activities and supports can be integrated throughout the activities of the child's day. For example, upon evaluating the child's ambulation in the learning environment, a therapist might recommend a program of instruction to be implemented by support personnel with a goal of improving the child's ambulation. The therapist devises a plan of instruction and trains support personnel in the safe and correct instruction of the child. Training continues until the therapist determines that the adult is able to safely instruct the student without the therapist present. Once this is achieved, the therapist maintains regular contact to monitor student progress. This integrated model of service delivery is supported by professional organizations such as the American Physical Therapy Association and the American Occupational Therapy Association, as well as by research from the field. For a brochure and more information about consultation in school therapy, go to, <http://www.rsoi.org/Pages/ConsultationResources.aspx> and click on *Consultation in School-Based Occupational and Physical Therapy*.

Education, Office of Student
Learning & Partnerships
Spirit Mountain Casino
<http://www.orpti.org/events/conferences.html>

2011 OPTA Annual Conference

April 29 – May 1, 2011
Sheraton Portland Airport Hotel
Portland, OR
Contact: www.opta.org

Take our RSOI Needs Assessment Survey

The Regional and Statewide Services for Students with Orthopedic Impairments (RSOI) of Oregon. The program's activities are designed to increase the capacity of educators, families and related service providers to provide quality educational services to children with physical disabilities. Each year, RSOI collects feedback from our constituents about the program and its' activities. Information collected is used in program planning and improvement. Please take a moment to participate in a brief, 5-question survey by clicking this link.

<http://www.surveymonkey.com/s/G3XGLWG>.

Thank you!

Websites for Switch Users

Switch Climber is a subscription-based website with a variety of activities for teaching computer (and communication device) access to individuals with disabilities. To learn more, see the website at www.switchclimber.com

OT Practice Article: How to Find and Make Simple Computer Books

See the November 29, 2010 issue of *OT Practice* for a great article by Gretchen Hanser, PhD, OTR, offering numerous simple-to-use resources for creating switch-accessible books. The article lists several programs and websites that offer time-saving templates and sample activities, many available for free download. Pictures, photos, sounds, animation and even video can be embedded to increase student engagement. Take a look at CAST UDL Book builder at <http://bookbuilder.cast.org>. Also listed are sites such as www.tarheelreader.org, and www.accessiblebookcollection.org which offer free downloads of books in accessible formats for pre-readers or beginning readers. Members of AOTA can read the article in full online at www.AOTA.org.

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Glossary of Special Education Terms

A glossary of Special Education Terms for parents or new therapists is available on the RSOI website. Go to www.rsoi.org and click on "Materials and Information" and then "Documents on Related Services".