



Bridging the Gap

The newsletter of

Regional and Statewide Services for Students with Orthopedic Impairments

December • 2007

VIEW from the BRIDGE

— *Diana Roberts*

TIES Conference Presenter Proposals



One of the special strengths of the TIES conference is the collegial sharing that occurs among occupational and physical therapists in education-based practice throughout the state. For the first time this year, TIES will feature a strand especially for OT's, PT's and others who are new to practice in educational settings. Topics may include IDEA, Special Education processes and procedures, the role of education-based therapists, or other issues related to practice in school or EI/ECSE settings. TIES 2008 is scheduled for April 14 & 15, in Eugene. Please

see the enclosed proposal form and consider whether you could present a session this year! One presenter per session receives a free registration for the conference. Contact Diana Roberts if you have any questions about presenting at TIES.

Feeding News

180 people, representing approximately 30 feeding teams attended the 2007 Seminar for Feeding Teams December 2-4 in Wilsonville. Dr. Kay Toomey and her team were very well-received. This year's seminar was hosted through a collaboration between RSOI and Providence Rehabilitation Center. News from the seminar:

- CDRC and Dornbecher Children's Hospital feeding teams have merged into a single combined feeding clinic. The contact number for new referrals to the feeding clinic is 503-494-8095. For children who are already a patient of the team, call 503-494-8086.
- Contact information for education-based and clinically-based feeding teams in Oregon is posted on the RSOI website under "Feeding Resources". These listings are intended to facilitate communication between clinical and educational providers and others in Oregon. Each year at the Seminar, teams give us new and additional contact information. These updates have been posted on the RSOI website.
- A manual and CD of Kay Toomey's therapy handouts and forms may be purchased by those who have attended the Toomey workshops. Manuals are \$35, CD's are \$20. Contact Toomey and Associates for ordering information.

Regional and Statewide Services for Students with Orthopedic Impairments • RSOI

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Revised Regulations on Physical Restraint and Seclusion

On December 8, 2006, the State Board of Education adopted new provisions on the use of physical restraint and seclusion in Oregon public schools. The revisions in OAR 581-021-0061 and 581-021-0062 require a number of policy and procedure changes that must be implemented in a short time frame. Effective September 1, 2007, school district boards must have established written policies and procedures on the use of physical restraint and seclusion. The regulations apply specifically to the use of physical restraints or seclusion used for the purpose of managing student behavior. The rules define "Physical restraint" as "the restriction of a student's movement by one or more persons holding the student or applying physical pressure upon the student". 'Physical restraint' does not include touching or holding a student without the use of force for the purpose of directing the student or assisting the student in completing a task or activity...". "Seclusion" is defined as, "the involuntary confinement of a student alone in a room from which the student is prevented from leaving" (OAR 581-021-0062). Under the rules, if restraint or seclusion is to be used with a student, and it is not considered an emergency situation, the IEP must include a behavior support plan specifying the planned interventions. The behavior support plan must place an emphasis on positive supports and cannot rely solely on the use of physical restraint or seclusion. When restraint or seclusion is implemented, the incident must be documented and parents notified. Four training programs have been reviewed by the Oregon Department of Education for training school personnel in the appropriate use of restraint and seclusion procedures that meet the requirements of the new rule. School districts select the program which is best suited to their needs.

What is the School Therapist's Role Regarding Physical Restraint and Seclusion?

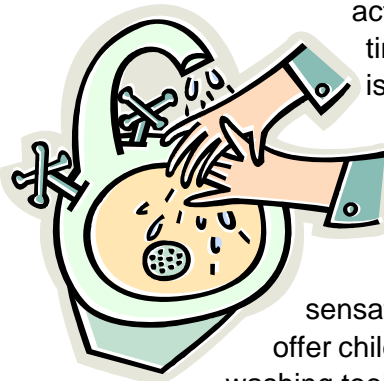
Therapists should train staff in restraint techniques only if they have themselves received training to become a trainer in the district's approved program. For a student who has

restraint or seclusion as a part of their IEP, the therapist may provide consultation to trained school staff on how the techniques may be applied when that student is on their caseload. The rules do not apply to supports or mechanical restraints implemented for the purpose of improving a child's access to their environment. Therapeutic interventions such as wheelchair restraints for bus travel, or wrapping as a calming strategy also do not fall under the rule. When in doubt about whether an intervention meets a district's policy, check with the district Special Education director or other knowledgeable district staff. A Technical Assistance Paper titled, "Use of Restraint and Seclusion", has been published by the Oregon Department of Education and is available on the ODE website at <http://www.ode.state.or.us/pubs/sped/tarestraintseclusion.doc>. The document includes the full text of the rules, Frequently Asked Questions, information about ODE-approved training programs, sample policies and procedures, and sample forms. Scott Hall is the contact person at ODE for questions about Restraint and Seclusion. Contact him at scott.hall@state.or.us or phone 503-947-5628.

Tactile Desensitization Strategy

Children wash their hands several times a day, before meals and snacks, after play or craft activities, and at bath time. Hand washing is a great time to give children multiple daily opportunities to practice experiencing new and different tactile sensations. To do this, offer children different hand washing tools each week in the home or classroom. Vary the type of soap, from bar soap to a foaming pump. Offer a rough or smooth wash cloth or sponge. Supplies may be corralled and presented in a plastic bin or basket. Rotate the baskets on a weekly basis to provide a new tactile experience from week to week.

(Thanks to Kay Toomey and Associates for this suggestion.)



Student-Directed IEP's Using Assistive Technology

IDEA '04 says that students should participate in their own IEP meetings "whenever appropriate" (IDEA § 300.321(a)(7)). Research shows that students who direct their own IEP meetings are viewed by teachers as more likely to achieve their IEP goals. (Branding et al, 2007.) For many students, directing their own IEP meeting has been considered to be out of reach, until now. Craig Miner, at Southern Illinois University, suggests using assistive technology to enable nonverbal students to participate more fully in their IEP meetings. Miner has developed a scripted process for Student-Directed IEPs titled, "10 Step Guide to the Student-Directed IEP: What I Need to Do to Self-Direct my IEP/Transition Planning Meeting". The script enables the student to lead the IEP team through greetings and introductions, identification of post-school goals, a review of how the student has been doing in school, requesting input from other meeting participants, identifying goals for the year, summarization of goals, a review of support needs, a finalization of the

program and concluding the meeting. Suggested prompts include, "Things that have worked well for me this year are _____", "Things that haven't worked very well for me are ____". Miner uses Power Point technology to enable students to lead the IEP team through the 10-step process via a single switch. Peers assist students to create their custom Power Point presentations. The slide show can include photos of the student participating in favorite activities. Alternatively, students can participate in IEP meetings using peer-assisted video to jointly communicate their goals, preferences and support needs. As a non-high-tech alternative, a student can create a poster to visually communicate their interests. If a student is not able to attend a meeting due to environmental issues, Miner suggests creating accommodations which allow the student to attend at least a portion of the meeting. Accommodations may include soft lighting, bean bag seating or meeting in a non-customary setting. Email Diana Roberts for a copy of the 10-Step Process and supporting materials. (Branding, D., Bates, P., and Miner, C. (2007) unpublished study, Southern Illinois University)

Handwriting Website Recommendations from the QIAT Listserv:

<http://sweb.uky.edu/~jszaba0/qiatlistserv.html>

Pencil Pete's Handwriting Programs:

<http://www.ijmdesigns.com/handwritingintro.html>

Chateau Meddybumps: Practice online then print out.

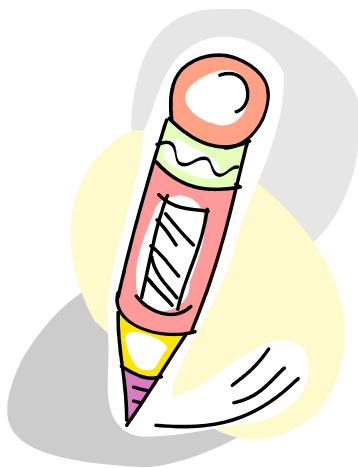
http://www.meddybemps.com/letterary/guide_and_archives.html

Mrs. Meacham's Classroom Snapshots. Not interactive but some great ideas for handwriting.

<http://www.jmeacham.com/handwriting.minilessons.htm>

Literacy Center Education Network: Great for a variety of topics, including early writing (English, German, Spanish, and French)

http://www.literacycenter.net/parents_teacher/writing_center.htm#



Read Write Think: International Reading Association, NCTE: www.readwritethink.org

Handwriting Without Tears: a website by Jan Olsen, OTR: A multi-sensory approach to handwriting for preschool to older students. <http://www.hwtears.com/>

OT Exchange: A resource for occupational therapists. <http://www.otexchange.com/>

Coming Events

TIES Conference: Therapy in Educational Settings April 14 & 15, 2008 • *Valley River Inn, Eugene*. Keynote presenter, Mary Muhlenhaupt, OTR/L, Pre-referral Intervention Approaches: Strategies for Therapists. \$125 for two days/\$100 for one day. Registration materials available in February from RSOI at www.rsoi.org.



Basic and 1/2 day Advanced Workshop on Issues of Children on the Autism Spectrum • January 25-27, 2008 • *Renton, WA*. Kay Toomey & Associates. To register, contact ERI at (508) 359-6533.

AAC & Assistive Technology Conference: Working Together to Achieve Success • January 31 & February 1, 2008 • *Shoreline Conference Center, Greater Seattle, Washington area*. Sponsored by Rehab Seminars. \$325 two-day conference, \$199 one-day. For a brochure, please call Vicki Dorman at 360-379-6994 or visit the website at www.rehabseminars.org.

Implementing Assistive Technology Across the Curriculum: Planning and Providing Services • February 12, 2008 • *Shilo Inn Suites Portland Airport, Portland, OR* • Kelly Fonner, Presenter. During this day-long workshop, participants are presented with a systematic way to address integrating assistive technology into the classroom. An enrollment form is included in this newsletter and available on the web at www.otap-oregon.org.

Pediatric Orthopaedics for Primary Care Providers • Feb 22, 2008 • *Shriner's Hospitals for Children*. For more information contact Medical Staff Office, 503-221-3424.

OPTA Annual Conference • March 14-16, 2008 • *Eugene, OR*. For more information check their website: www.opta.org.

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