

Physical *and*
Occupational
Therapy *under*
IDEA in Oregon

Early Intervention,
Early Childhood *and*
School Age Special
Education

Amended August, 2011

Distributed by
**Regional and Statewide Services for Students
with Orthopedic Impairments**

1871 NE Stephens
Roseburg, OR 97470

www.rsoi.org

Physical and Occupational Therapy under IDEA in Oregon: Early Intervention, Early Childhood and School Age Special Education

Amended August 2011

Revised and Edited by the following members of the Oregon Severe Orthopedic Impairments Working Group of the Oregon Regional Programs System:

Nancy A. Cicirello, PT, MPH, EdD
Professor, School of Physical Therapy
Pacific University

Paul Dressler, OT
Umatilla-Morrow ESD, Pendleton

Erin Enright, PT, DPT
Pediatric Physical Therapy Resident, 2008-09
Child Development and Rehabilitation Center
Oregon Health Sciences University

David Komeiji, PT, MMSc
Columbia Regional Services
Portland Public Schools, Portland

Lisa Protsman, PT, PhD
Northwest Regional ESD, Hillsboro

Diana Roberts, MEd, Coordinator
Lesley Steiner, MS, Editor
Gayl Bowser, MEd, Special Consultant
Terry Christenson, Program Support
Karen Daniels, Program Support
Regional and Statewide Services for Students with Orthopedic Impairments

Distributed by
Regional and Statewide Services for Students with Orthopedic Impairments
1871 NE Stephens, Roseburg, Oregon 97470
www.rsoi.org

Physical and Occupational Therapy under IDEA in Oregon may be published in whole or in part without permission. This manual may be accessed online at www.rsoi.org.

It is the policy of the State Board of Education and a priority of the Oregon Department of Education that there will be no discrimination or harassment on the grounds of race, color, sex, marital status, religion, national origin, age, sexual orientation, or disability in any educational programs, activities or employment. Persons having questions about equal opportunity and nondiscrimination should contact the State Superintendent of Public Instruction at the Oregon Department of Education, 255 Capitol Street NE, Salem, Oregon 97310; phone 503-947-5740; or fax 503-378-4772.

Preface

This manual is written as a guide for provision of occupational and physical therapy (OT and PT) services in educational programs in Oregon. It is intended for therapists who are new to the educational setting, as well as for those who are experienced in the field, but who are sometimes challenged to understand the role that OT and PT play in the broad spectrum of educational programs throughout the state. It is also intended as a resource for supervisors who may not have a background in the field of therapy, but who supervise and evaluate therapists.

This page intentionally left blank.

Acknowledgements

This guide was originally adapted from two manuals published by Project TIES: Therapy in Educational Settings, a three-year, grant-funded project conducted by the University Affiliated Program of the Child Development and Rehabilitation Center at the Oregon Health Sciences University, and the Oregon Department of Education's Regional and Statewide Services for Students with Orthopedic Impairments Program. The goal of the project was to develop training materials for physical therapists and occupational therapists working in educational programs. We are indebted to the original writers of the TIES manuals for their vision, and the high quality and durability of their work. They are Nancy Cicirello, PT, MPH, EdD; Sandra Hall, OTR; Judith Hylton, MS; and Penny Reed, PhD.

When the original TIES manuals were re-examined in 1999, representatives from school programs throughout the state reported that they were still in use after more than ten years. This endorsement of the continued need and the high utility of the original documents led to the decision to update the manuals and combine them into a single guide. The resulting document, published in 2001, retained much of the information found in those original manuals.

In the spring of 2008, the Orthopedic Impairment Working Group re-evaluated the 2001 edition of the manual and agreed that it was still a highly-used resource in programs throughout the state and that it was again in need of updating. This resulting edition has been reformatted and updated to include the 2004 reauthorization of the Individuals with Disabilities Education Improvement Act (herein referred to as IDEA) and revisions of the Oregon Administrative Rules for both physical and occupational therapy. It has also been edited to align with philosophical advances in the fields of physical and occupational therapy, as well as in practice in Oregon. In addition, the new manual includes separate chapters for early intervention, early childhood special education, and school-aged special education, in recognition of the important distinctions among each of those settings.

We are grateful to the members of the statewide OI Working Group, who, along with former RSOI Coordinator Gayl Bowser, collaborated with us to write substantial new quantities of text, and to revise and edit this updated edition of the manual. Their partnership and ongoing leadership are vital to the integrity of this work, and to the work of therapists working in educational settings throughout Oregon. We would also like to thank the staff of the Oregon Department of Education's Office of Student Learning and Partnerships for assisting to ensure compliance with IDEA 2004 in this amended edition.

Diana Roberts
August, 2011

This page intentionally left blank.

Physical and Occupational Therapy under IDEA in Oregon: Early Intervention, Early Childhood and School Age Special Education

Contents

Preface	iii
Acknowledgements.....	v
Contents.....	vii
Introduction	1
Chapter 1: A Theoretical Framework for Therapy Services under IDEA 2004	3
Chapter 2: Delivery of Therapy Services under IDEA 2004 – EI/ECSE	9
Chapter 3: Delivery of Therapy Services under IDEA 2004 – School Age.....	27
Chapter 4: Modes of Service Delivery under IDEA 2004	45
Chapter 5: Documenting Therapy Services under IDEA 2004.....	49
Chapter 6: Supervision, Evaluation, and Mentorship of Therapists Employed by Educational Agencies	55
Chapter 7: Regional Services for Students with Severe Orthopedic Impairment in Oregon	65
Bibliography	69
Appendix Table of Contents	71
Appendix A: Oregon Documents	
Appendix B: Regulations Relating to Therapy in Educational Settings	
Appendix C: Resources	

This page intentionally left blank.

Introduction

The United States Department of Education was established to promote student achievement and prepare for global competitiveness by fostering educational excellence and ensuring equal access. The Department is dedicated to establishing policies on federal financial aid for education, distributing as well as monitoring those funds, focusing national attention on key educational issues and prohibiting discrimination and ensuring equal access to education. To meet these intentions the Department of Education has been given mandates from Congress. The Elementary and Secondary Education Act (ESEA) and the Individuals with Disabilities Education Improvement Act of 2004 (IDEA or IDEA 2004) are but two of the laws which apply to the educational system.

Federal special education law, IDEA 2004, specifically states that educational programs are responsible to provide occupational and physical therapy services to children with disabilities who need them in order to benefit from his/her instructional program. The law indicates that therapy provided in educational settings is designed to enhance the child's ability to participate in the educational process.

The Oregon Administrative Rules (OARs) for the Oregon Department of Education interpret the Oregon Revised Statutes, which include many statutes based on federally enacted laws. The OARs have requirements which each school district or educational agency must follow. However, each district or agency has the latitude to implement the rules as the district or agency determines. The OARs for special education and occupational and physical therapy inform practice in educational environments.

The educational preparation of occupational therapists (OTs) and physical therapists (PTs) strives to prepare graduates for employment in any number of practice environments. As medical professionals, OTs and PTs typically have more familiarity with predominant medical environments such as hospitals and outpatient clinics. Practice in an educational environment, such as a public school, may be given less emphasis in their respective professional educational preparation. Consequently, therapists may experience some confusion regarding their role in the educational programs of children with disabilities within the parameters of IDEA 2004. This manual is a guide for Oregon therapists embarking on provision of therapy services to children under this federally mandated legislation.

It is intended as a guide or reference for therapists who are new to the field of therapy in Kindergarten through 12th grade education, as well as for supervisors of therapists working in educational environments. It discusses the therapist's primary role of providing services that help a child with a disability to benefit from his/her educational program. It contains information about the therapist's role in the Individualized Education Program (IEP) or Individualized Family Service Plan (IFSP) process, types of services provided by therapists in educational settings, and supervision and evaluation of licensed therapists and licensed or certified therapist assistants. This information should be of help to administrators, teachers, parents and therapists in understanding the unique role and scope of service of therapists working in educational settings.

This page intentionally left blank.