

**PT and OT under IDEA in Oregon:
Early Intervention, Early Childhood and School Age Special Education:
The Revised Manual !!**

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Update from RSOI of Oregon

Objectives

- Present new manual
- Review reformatting and 2004 reauthorization and updates
- Revision of Oregon Administrative Rules (OARs)
- Align with current theoretical framework of APTA and AOTA using the International Classification of Function and Disability (ICF) from World Health Organization (WHO)

General changes and reformatting

- Chapter reorganization (7)
- Separation of EI/ECSE from school age
- Separate chapter for Regional Services
- Update of appendices

Chapter 1: Theoretical Framework

- Introduction and incorporation of the ICF framework
- Age categories under IDEA and Comparison of Parts B and C

Chapter 2: Delivery of Therapy Services EI/ECSE

- Separated out Parts B (3-5) & C (0-3) from school age
- Delineate differences between the programs
 - Eligibility Criteria and role of OT / PT
 - Team membership and roll of the team
 - Services
 - Transition between programs and role of OT / PT
 - Address specific models of service delivery
 - Natural environments
 - Preferred provider model
 - Collaboration with non-IDEA providers

Chapter 3: Delivery of Therapy Services School Age (5-21)

Basic Information and Role of OT/PT

IEP team

Related services under IDEA 2004

Pre-referral – Response to Intervention (RTI)

Eligibility Criteria

Students transferring from other districts

Section 504

Transition from school to community (18-22)

Collaboration with non-educational settings

Chapter 4 - Modes of Service Delivery

Reorder the wording/definitions

1. Consultation

Consultation with direct child contact

Consultation as support for school personnel

2. Direct

3. Indirect

Chapter 5: Documenting Therapy Services under IDEA 2004

Documenting services on the IFSP

Documenting services on the IEP

Permission to share information

Included FERPA & HIPAA regulations

Chapter 6: Supervision, Evaluation, and Mentorship of Therapists Employed by Educational Agencies

Mentorship in educational settings

Evaluation of OT/PT

Preparing for evaluation

Peer review

Monitoring of contracted therapy

Supervision of licensed assistants

Evaluation of OTAs and PTAs

Assigning responsibilities to classroom assistants

Determining work assignments for therapists and therapist assistants

Billing Medicaid

Chapter 7: Regional Services

Regional PT and OT Services in Oregon

Pulled out this unique Oregon entity

Improve explanation of Regional Services and the classification of Severe Orthopedic Impairment (SOI)

Map of Oregon Regions

Appendices

- A. Oregon Specific Documents
- B. Laws related to IDEA
- C. Resources

2004 Reauthorization and updates
Priorities

Transition age and emphasis

Revision of Oregon Administrative Rules (OARs)

OT and PT Practice Acts

PT: aligned practice act to be more inclusive of therapists working under IDEA

IEP is Plan of Care

Reassessment every 60 school days (60 calendar days)

OT: IEP does serve as plan of care but more documentation is required as well

GO to your respective practice acts to insure you are in compliance with your licensing boards!

World Health Organization (WHO) International Classification of Functioning, Disability, and Health (**ICF**).

APTA & AOTA introduced usage in 2002

APTA formally endorsed in 2008

AOTA formally endorsed in 2002

What is the ICF?

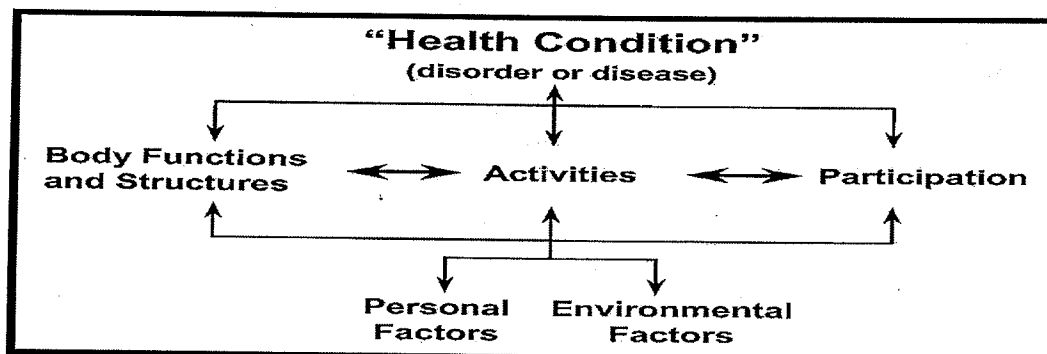
World Health Organization's framework for health & disability

Emphasizes health in the presence of disability

Focus is on enablement perspective rather than a deficit model

Shifts focus from *cause to impact*

Therefore inclusive of environmental barriers



Health condition (disorder or disease)

ICF Components relating to IDEA

Participation is essential in one's life roles

Age specific settings

Natural environments of home, preschool, daycare, school, supported employment,
leisure/recreation, living

Future oriented (transitions)

Activity is central & specific to participation

Developmental when appropriate

Academic

Life Skills

Contextual Factors

Personal

Age

Family configuration

Culture

Environmental

Access

Barriers

ICF: Health Condition

Diagnosis/Disease

ICF: Body Function and Structure

Physiologic/Body systems

Neuromotor

Musculoskeletal

Anatomic/Body Parts

Bones, joints, muscles

Body Function and Structure

Pathological movement patterns, dis-coordination

Muscle tone

Impaired balance

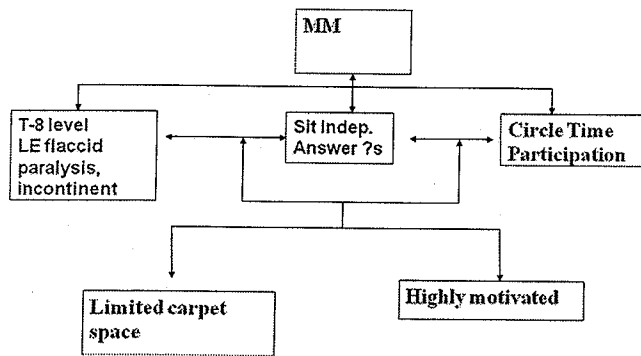
Weakness

Contractures

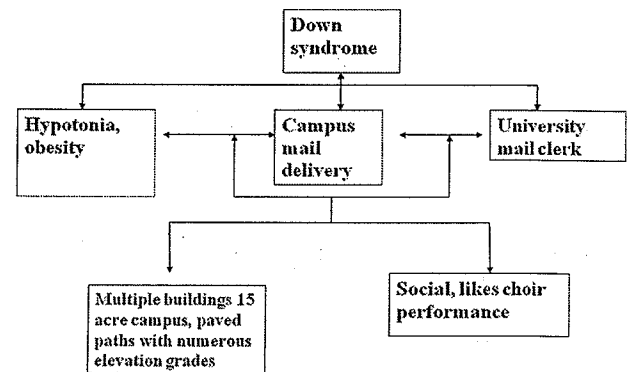
Orthopedic impairments

Cardiopulmonary restrictions

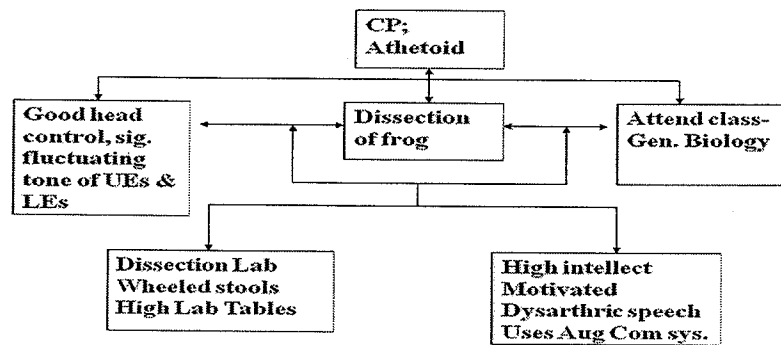
ICF: EI Preschool example



ICF Employment Transition Example



ICF High School Example



SOI Working Group

What is it?

Emphasis

Current projects

Oregon Regional Programs

The purpose of the Regional Programs is to provide specialized expertise to assist the school district to provide for the educational needs of their students with low incidence conditions.

In Oregon, the term, "Regional Program" "means direct or consultative services funded through the Department, provided on a single or multi-county basis that assist school districts and early intervention/early childhood special education providers in meeting the unique needs of eligible children." (OAR 581-015-2540(7))

Severe Orthopedic Impairment (SOI) Working Group

Did you know:

- you can share your concerns and have them addressed on a state-wide stage?
- you can have an impact on our practice in the educational setting?
- that your voice is important to us?

Purpose of SOI working group

- *Serve as task groups of the Regional Management Team to address issues and undertake projects approved and assigned by the Regional Management Team and the Oregon Department of Education*
- *Provide a network for the exchange of information and evidence based practices in assessment/evaluation, curriculum, technology, and service delivery systems.*
- *Address issues and undertake projects approved and assigned by the Regional Management Team and the Oregon Department of Education*
 - *Review and give input on OT and PT under IDEA 2004*
- *Assist in identification of in-service training needs and planning statewide in-services.*
 - *Annual TIES conference*
 - *Annual Seminar for Feeding Teams*
- *Identify issues to be brought to the attention of the Regional Management Team for discussion, recommendations, and action.*
 - *OREST Study group*
- *Assist with dissemination of information as approved and directed by the Regional Management Team and ODE.*

What Does This Mean to You?

What do you think makes a difference?

How Can You Get Involved?

Contact your Regional Severe Orthopedic Impairment working group representative and share concerns and/ or questions