Fall 2013

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News from the Coordinator!
Greetings! I hope everyone had a wonderful summer. As the school year unfolds, RSOI has been busy answering questions and providing support throughout the state. Our team has been planning two statewide conferences this year beginning with the Feeding Seminar on December 5 & 6 in Wilsonville.

In addition, we need a few volunteers to help with the Feeding Manual Revisions and updates. The Douglas County Feeding Team has contributed changes to our statewide Feeding Manual and we need a few more people to review and approve the updates before it goes to Oregon Department of Education for final approval. If you are interested in helping, please contact our office and we can make arrangements that will work around your busy schedules.

Feeding Seminar Registration NOW OPEN
The annual Seminar for Feeding Teams will take place on Thursday & Friday, December 5 & 6, 2013. This year the schedule is as follows:

Thursday | "From Diagnosis to Dinnertime: Learning to Meet the Unique Feeding Needs of Children with Severe Disabilities" by Judy Hopkins, OTR/L, CLE & Kimberly Carter, OTR/L, SWC, Children’s Hospital of Los Angeles.
Fridays Morning | Pediatric Feeding by Debra Beckman, MS, CCC-SLP
Friday Afternoon | Feeding Team Case Study, CDRC

For complete details about all the sessions, please visit our website www.rsoi.org and click on Feeding Seminar. Or, to view the complete registration packet and register online, click on the link below:

Click here to view and download registration materials

Regional OI Model Changes
As the new school year begins, I would like to begin by addressing questions regarding the Regional OI Model Changes. This includes the discontinuation of the category of “severe” for students with orthopedic impairments. Students will be made eligible for services using the OI Eligibility Forms and standardized testing that is appropriate to determine the impact of the disability. Even with the additional students, OI is still a Low Incidence Disability and all OI students may gain access to Regional OI services if
needed. Thus, please discontinue the use of the Oregon Regional Eligibility Screening Tool (OREST). The standardized motor test selected is up to your professional judgment based on the age and motor issues of the student. This should be included in the discussion at the eligibility planning meeting driven by the individualized needs of the student.

Regional funds will continue to support Capacity Building through district level training to assist in conducting evaluations and determining the impact of the disability. Under Capacity Building, Regional funding may be used to provide consultation/coaching to support implementation of evidence-based practices. Equipment bought with Regional dollars are to be used for short-term trials. It is the districts responsibility to purchase equipment necessary for long-term student use.

I hope that helps to clarify the changes made for the 2013-2015 biennium. If you need additional clarification, please contact our program.

Save the Date | TIES 2014
Mark your calendars! TIES 2014 will be held on Monday & Tuesday, April 14 & 15 at the Valley River Inn, Eugene, OR. Monday, will have a variety of breakout sessions presented by local and national presenters as well as an exhibit area. Tuesday will be keynoted by Patricia Laverdure, OTD, OTR/L, BCP, School System Liaison from Virginia. She will present “Using the Evidence to Guide Occupational and Physical Therapy Practice in the Educational Setting.” More details are available on our website.

Keynote Speaker: Patty Laverdure, OTD, OTR/L, BCP
Patty Laverdure earned her degree in Occupational Therapy from the University of New Hampshire and her post professional doctorate in occupational therapy from Creighton University. She is a Board Certified Pediatric Practitioner and has worked in neonatal intensive care, early intervention, pediatric rehabilitation, and school based settings throughout her career. Patty has presented at the local, regional, state and national levels on topics ranging from pediatric clinical practice; client and occupation focused school-based occupational therapy; mentorship and clinical practice change; and development of expert practitioner career trajectories. She has taught numerous practice courses on theories of disability and holistic systems (ICF Model); the Occupational Therapy Practice Framework; occupational therapy scope of practice in school based settings; occupational therapy innovation; and client-focused evidence-based evaluation. She has conducted research and published on pediatric evaluation and school based interventions.

Issues in School Practice
Each year, the RSOI staff develops training on Issues in School Practice. This workshop is available to your local program and may be customized to meet your needs and interests. This year’s topics include Secondary Transition Planning: From School to Adult Life, and School-based Physical and
Evaluation and Treatment of the Clumsy Child
November 21-22, 2013
Northwest Regional ESD, Hillsboro, OR
Instructor: Barbara Connolly, PT, ED.D, FAPTA

Seminar for Feeding Teams
December 5 & 6, 2013
Holiday Inn Wilsonville, OR
http://www.rsoi.org/Pages/FeedingSeminar.aspx

APTA Combined Sections Meeting
February 3-6, 2014
Las Vegas, NV
www.apta.org/csm/

AOTA 94th Annual Conference & Expo
April 3-6, 2014
Preconference Institutes, April 2
Baltimore, MD

Advanced Course: Combining NDT and SI for Optimal Function in Children with Neuromotor Challenges
Instructor: Lezlie Adler
April 5-6, 2014
Los Angeles, CA
www.educationresourcesinc.com

Therapy in Educational Settings | TIES
April 14 & 15, 2014
Eugene, OR
http://www.rsoi.org/Pages/TIESConference.aspx

Pediatric Vestibular Rehabilitation
Instructor: Gayle Cronin
October 10 – 11, 2014
Las Vegas, NV
www.educationresourcesinc.com

Occupational Therapy: Aligning Practice to IDEA and State Licensure. The second workshop is based on a national survey and development of a white paper through the APTA School Special Interest Group. To schedule a workshop on these or other topics of your choice, contact Connie Hector at connie.hector@douglasesd.k12.or.us.

Books & DVDs from our Statewide Loan Library
Our program has updated and added items in our statewide loan library. We recognize the increased access to electronic materials available to therapists around the state, thus the additions in the library are ones that you may not own or have access to in your busy schedules. All newly purchased materials are now available for checkout. For a complete listing of items and description, go to http://www.rsoi.org/Pages/LoanLibrary.aspx.

Happy Physical Therapy Month!
So in the month of October, let’s not forget to celebrate the physical therapists and physical therapist assistants and their profession. Thank you for helping so many children—you play a vital role in the past and future success of so many people. Thank you for all your hard work!

Innovations for Power Chair Drivers | JACO, The Robotic Arm by Kinova
Increased independence is an issue for many individuals using power chairs for mobility. Being able to reach objects, such as a glass of water, a jacket or holding a spoon can now be done using a robotic arm attached to a power chair. This revolutionary assistive robot arm called JACO, is made by Kinova, a Canadian company out of Montreal. The JACO robotic arm could potentially change the lives of many people with cerebral palsy, arthrogryposis, spinal cord injuries and many neuromuscular diseases who drive power chairs, but do not have fine or gross motor control of their arms. For more information and a video go to: http://www.kinovarobotics.com/products/jaco-research-edition/

Spina Bifida & NVLD
According to a 2010 study done for the American Academy of Pediatrics, the estimated number of US children between the ages of 0 - 19 born with spina bifida was 3.1 cases per 10,000. While this birth defect can range from spina bifida occulta with no exhibited symptoms to a meningocele or myelomeningocele, these students present with complex medical, physical and learning deficits that impact their education and ultimately their future lifestyle and employment.

Children with spina bifida struggle with educational, medical and physical issues contributing from their Chiari malformations, shunt, neurogenic bowel and bladder, paralysis, lack of sensation and learning difficulties. Encouragement of independence can come from adapting toys at an early
age, swimming, bike riding and assistance in learning self-help skills such as catheterization, dressing, feeding, grooming and independent mobility which will then decrease the possibility of learned helplessness.

In the school setting, this means being a part of a team to assist school staff understand when and how much to help the child. One area that is challenging for students with spina bifida may be a nonverbal learning disorder secondary to brain abnormalities. This may cause deficits in academics, neuropsychological and social-emotional/adaptation areas. Students may have a significant discrepancy between their performance and verbal IQ test scores manifesting itself through difficulty processing information, completion of assignments, time management, performing fine motor tasks which may include writing and self-help skills such as clothing management and self-catheterization. The student may struggle with significant visual-perceptual and sensori-motor deficits making the above mentioned tasks extremely difficult or impossible for the child to achieve.

As the student moves on in school, the challenges of the nonverbal learning disorder may become more apparent when academic tasks become more complex requiring longer attention and critical thinking skills. Copying from the board may be an impossible task in addition to difficulty with problem solving, task initiation and organizational skills. Since these students tend to have higher verbal skills, this disorder is frequently missed. Thus when serving students with spina bifida, it may be the therapist who brings in the information as it relates to the unique issues of these students including the possibility of a latex allergy which is well documented in the literature.

The website listed below has some great resources for educators, therapists and families regarding strategies that can help the student be more successful.


Ways to help families develop a transition plan may include:
- Building a coalition
- Developing a communication strategy
- Determining health care action steps
- Researching the Affordable Care Act
- Conducting outreach on competitive employment

The Spina Bifida Association website provides interventions and resources for children and families with spina bifida. Below is a link which includes an interactive tool to help children develop into successful and happy adults.

http://www.sbpreparations.org/
October is National Disability Employment Awareness Month

“The month of October finds people in America recognizing the value of persons with disabilities in employment. July of 2009 found the percentage of people with disabilities in the labor force at twenty-three, compared to the rate of seventy-one point eight for nondisabled persons in America. There is much to be done in relation to people with disabilities where employment is concerned, this much is plain, and awareness of disability issues in relation to employment is crucial.” Quote from Disabled World, Towards Tomorrow website at www.disabled-world.com

Helping Students Transition to the Adult World

Transition services are included in IDEA to help prepare youth with disabilities make the transition from the world of school to the world of adulthood. Therapists serving students with disabilities are important members of the transition team as related service providers under IDEA. Transition services start no later than the student’s 16th birthday (and younger as appropriate) after which the student must be invited to all IEP meetings discussing transition. The IEP must contain transition-related plans for the student as part of a coordinated service to help the student achieve their post-secondary goals.

I have included some resources for you to use or share with other IEP team members including websites and articles discussing the importance of the occupational and physical therapist’s role on the IEP team in helping meet the needs of students move from school to post-school activities, employment or vocational training.

Transition services as defined under IDEA:

IDEA’s provisions requiring transition statements in the IEP are found at §300.320(b) and read as follows:

(b) Transition services. Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and updated annually, thereafter, the IEP must include—
(1) Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and
(2) The transition services (including courses of study) needed to assist the child in reaching those goals. [§300.320(b)]

The IDEA definition of transition services:

§300.43 Transition services.
(a) Transition services means a coordinated set of activities for a child with a disability that—
(1) Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child’s movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community
participation;
(2) Is based on the individual child’s needs, taking into account the child’s strengths, preferences, and interests; and includes—
(i) Instruction;
(ii) Related services;
(iii) Community experiences;
(iv) The development of employment and other post-school adult living objectives; and
(v) If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.
(b) Transition services for children with disabilities may be special education, if provided as specially designed instruction, or a related service, if required to assist a child with a disability to benefit from special education.

As a related service provider under IDEA, therapists provide additional help to the student using their unique area of expertise. Participation in the team process is critical to the future success of the individual student. A good article to read and share with your IEP team is from the American Journal of Occupational Therapy, March/April 2005 titled, “The Role of the School-Based Occupational Therapist in Secondary Education Transition Planning: A Pilot Survey Study” written by Margaret Kardos, MS, OTR/L & Barbara Prudhomme White, PHD, OTR/L.

Kardos & Prudhomme list the following assessments sometimes used by occupational therapists for transition planning purposes:

**Commonly used assessments by Occupational Therapists in Secondary Transition Planning**

- Scoreable Self-Care Evaluation
- Test of Visual Motor Integration – 4th edition
- Transition Planning Inventory
- Sensory Profile
- Quick Neurological Screening Tool – 2
- Evaluation Tool of Children’s Handwriting
- School Functional Assessment
- Street Survival Skills Questionnaire
- Lowenstein Occupational Therapy Cognitive Assessment
- Bruininks Oseretsky Test of Motor Proficiency
- Assessment of Motor and Process Skills
- Test of Visual Perceptual Skills Revised
- Test of Visual Motor Skills Revised

The University of Oregon has developed an excellent on-line resource for students, educators, counselors and families dealing with secondary transition planning. Included are lesson plans, career planning information, student-led IEPs and a student guide for transition planning to name a few. For access to this website go to: http://projectaccess.uoregon.edu.

Another good site for secondary transition planning is through the University
of Montana in Missoula at
http://www.ruralinstitute.umt.edu/transition/art_ITAVschoolPT.asp

Links from the site include newsletters and factsheets, some that can be ordered including an excellent guide titled, “Planning for Your Transition from High School to Adult Life Workbook.” An article on physical therapy services during transition is included in this website titled, “Changing the Roles of Related Services Staff to Better Support Transition: The Role of a Physical Therapist Continues to Evolve” by Liz Couch, BS, RPT.

I have included transition planning resources below including information from Oregon Department of Education. These resources are beneficial in becoming more familiar with special education law and processes necessary to follow during transition planning.

Other Resources
- http://www.ode.state.or.us/gradelevel/hs/transition/postsecplanning.pdf
- http://www.ode.state.or.us/search/results/?id=266
- www.oregon.gov/dhs/vr/cep/youth-transition.doc
- http://nichcy.org/schoolage/iep/iepcontents/transition
- http://nichcy.org/schoolage/transitionadult/goals

Employment First Initiative in Oregon

On April 11, 2013, Governor Kitzhaber signed an Executive Order affirming a “commitment to offer integrated employment services to people with Intellectual and/or Developmental Disabilities.” Employment First in Oregon shows our state’s commitment to support employment for individuals with disabilities. Mike Maley, the Employment First Coordinator, Oregon Department of Human Services says in his first newsletter, “Today, in order to fully realize the vision of the Executive Order, the state will partner with a variety of stakeholders to develop a plan for successful implementation, and a major part of this plan will include statewide outreach and conversations with key partners. The result will include a significant reduction over time of state support of sheltered work and an increased investment in employment services.”

As therapists working with children from birth through adulthood, we have a major responsibility to help individuals with disabilities make their dreams come true knowing that people are happiest when they are given meaningful employment. See how you can become more involved in this important movement in Oregon, so our students can graduate and be hired based on their abilities. Below is the website for Employment First in Oregon.
http://www.dhs.state.or.us/dd/supp_emp/initiative.html.