

Special Education Parent Advisory Committee

SEPAC

February 27, 2019

Related Services in Special Education – Lauri Barnes

OT/PT in the School Setting – Amy Collins (HCDE)

Assistive Technology – Winona Lincoln

STAAR Alt Qualifications – Karin Olsen

Career and Community Fair – please stop by the booths downstairs & gather information.

Special Education Related Services

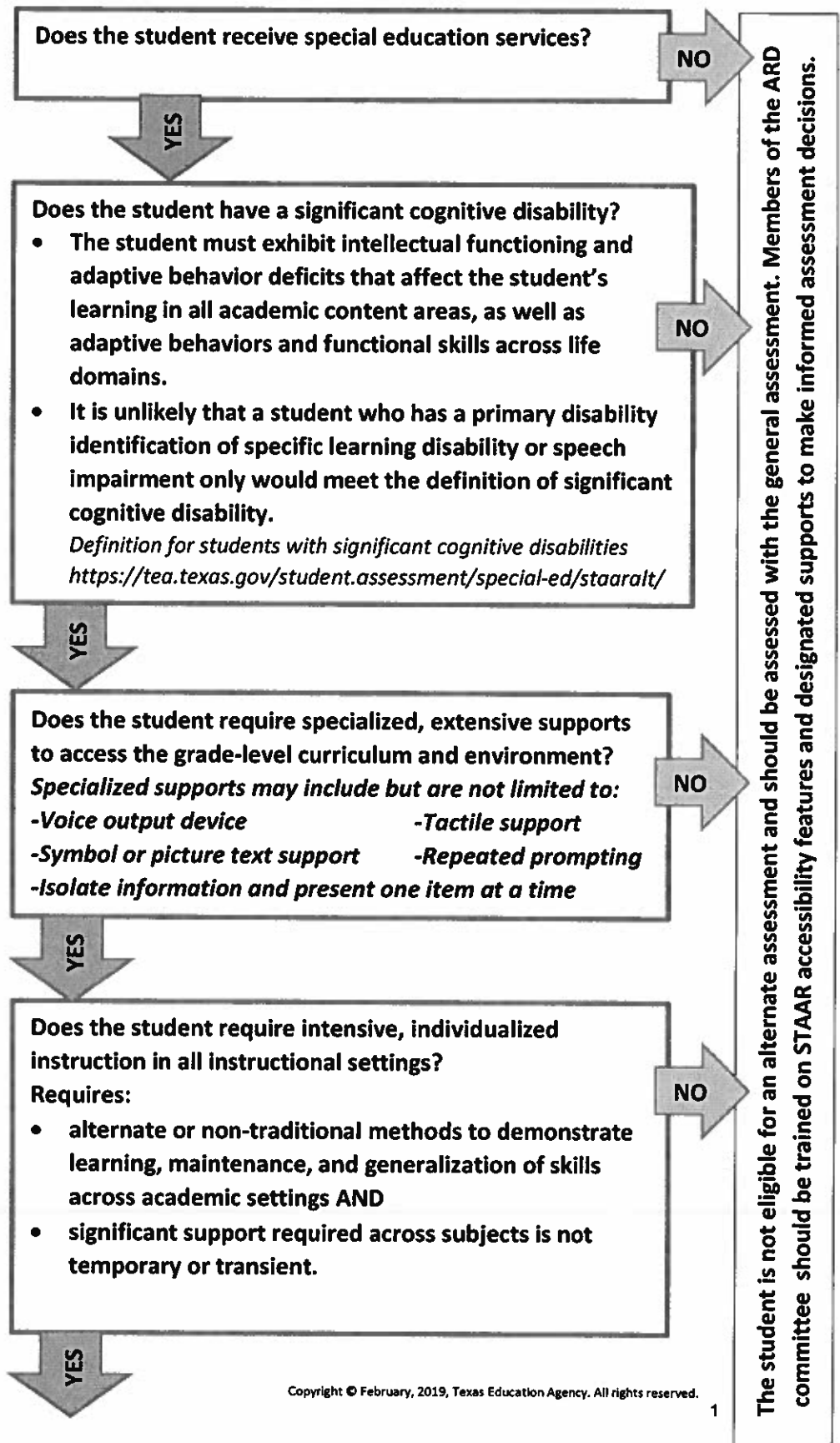
1. Occupational/Physical Therapy – These services are provided to students with physical needs which interfere with their ability to function in the school environment.
2. Orientation and Mobility Training – This training includes aids, methods, and services which enable students with visual impairments to move from place to place with confidence, safety and purpose.
3. Music Therapy – This service is provided to students who require music strategies to acquire skills in their educational program.
4. Psychological Services – These services provide consultation, evaluation or counseling at the recommendation of the Referral or ARD Committee.
5. Special Education Counseling Services – These services assist students in understanding their special needs and help them acquire appropriate behavioral skills.
6. Special Transportation – Buses are equipped with safety devices to minimize hazards. Assistants ride most special buses as an added safety precaution.
7. Student Health Services – These services are provided by school nurses to help the student function in the school environment.
8. Audiological Services – A staff audiologist provides assessment, hearing aid maintenance and consultation services.
9. In-Home/Parent Training – These services assist students in transferring learned skills from the school setting into the home and/or community environment. Parent training assists parents of children with disabilities with the on-going development and maintenance of skills and behaviors.

**STAAR Alternate 2 Participation Requirements
Companion Document**
Must be used in conjunction with the
STAAR Alternate 2 Participations Requirements.



Sources of Evidence

- Results of cognitive ability tests
- Results of adaptive behavior skills assessments
- Present Levels of Academic Achievement and Functional Performance (PLAAPF) statements
- Data from research-based interventions
- Progress monitoring data
- Results of informal assessments or teacher collected data and checklists
- Examples from student's goals/objectives
- Work samples from school or community-based instruction
- Post-school outcomes documented in the Transition Plan portion of the Individual Education Program (IEP)



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Does the student access and participate in the grade-level TEKS through prerequisite skills?

- elementary students may be 3-4 levels below grade-level TEKS
- middle school students may be 5-6 levels below grade-level TEKS
- high school students may be 7-9 levels below grade-level TEKS



The decision to administer STAAR Alternate 2 is NOT based on a student's

- racial or economic background,
- English learner status,
- excessive or extended absences,
- location of service delivery,
- anticipated disruptive behavior or emotional distress, or
- low performance on past state assessments.



This student is eligible for participation in the STAAR Alternate 2 assessment, upon completion of state required ARD assessment decision-making processes.

The student is not eligible for an alternate assessment and should be assessed with the general assessment. Members of the ARD committee should be trained on STAAR accessibility features and designated supports to make informed assessment decisions.

Assistive Technology In CFISD

Our department typically aids in providing access to the curriculum in the following areas:

Verbal Communication

Start with core vocabulary boards and classroom voice output devices and contact to explore other tools.



Computer Access



Environmental Control



***Writing**

Campus Chromebook carts, laptop carts, dedicated chromebooks/laptops
Google Read & Write - aides in spell check, word prediction, speech to text, text to speech.




Who We Are

- ▶ Harris County Department of Education (HCDE) provides educational resources to school districts and the general public throughout Harris County and beyond. Since 1889, HCDE services have evolved to meet the needs of the education community.
- ▶ A public agency dedicated to serving the community's educational needs.



Harris County
 Department of
Education






**Harris County
Department of
Education**


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One source for all learners.


#oneforall




Head Start




**CASE
for Kids**



**Therapy
Services**




Schools




**Adult Education
& Workforce
Development**


Operational support for Harris County schools




Teaching and
Learning Center




Center for Safe
and Secure Schools




Educator
Certification




Research




Grants




Facilities




Records
Management



Choice Partners



Business Services



Texas Virtual
School Network

HCDE Therapy Services


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Provides occupational therapy, physical therapy, and music therapy services to about 7,000 area schoolchildren each year

Serves 23 area school districts and charter schools

Provides over 50% of the OT, PT, and MT services in Harris County

Provides state-wide leadership through www.TxSpot.org



40 1978-2018
**School - Based
Therapy Services**
Harris County Department of Education
40 years of helping kids succeed

School Based Services VS Clinical Services

...Different Mandate, Different Focus 5

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	School Therapy Services	Clinical Therapy Services
Therapist's role defined by:	Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004) 20 USC 1401 602.26	Clinical model as defined by the setting (hospital, outpatient, home health, etc.)
Referred by:	ARD/IEP committee	Physician's prescription
Considerations:	Barriers that may exist limiting the child's current functional participation at school	Disability interfering with functional mobility or functional participation in a life activity.
Indicators of need:	Insufficient progress in the individualized educational program as designed by the ARD/IEP committee	Disability interfering with functional mobility or functional participation in a life activity
Evaluation process includes:	Contextually-based through observation, interview, and supplemental evaluation tools as indicated Analysis of ecological affordances and barriers	Normative data Standardized instruments data

Service provided:	Integrated/collaborative services supporting student and classroom personnel to address barriers limiting functional participation at school.	Direct intervention to remediate or rehabilitate impairment as a result of disability.
Evidenced based strategies:	Integrated classroom support Collaboration with teachers Environmental adaptations	Clinical modalities or interventions to address disability specific impairments
Location of services:	School classroom, cafeteria, gym, playground, etc.	*Clinic *Home
Sample Targeted Outcomes	Student's IEP objectives <ul style="list-style-type: none"> • Academic • Functional • Behavioral • Self-Help • Transition 	*Developmental Progression *Improve active range of motion *Reduce pain *Tone management *Increase strength/endurance *Improve
Service delivery model:	Support classroom personnel to accommodate, adapt or modify classroom activities and environments to support the child's access, active engagement in curriculum, and meaningful participation.	* One-on-one or small group intervention

Related Services

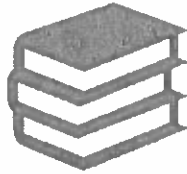
Related Services –

“transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education...”

20 U.S.C. 1402 (26)(A); 34 C.F.R. 300.34(a)

What do therapists do?

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OT, PT, and MT support students' Individualized Education Program (IEP) goals and objectives in collaboration with teachers and educational staff.

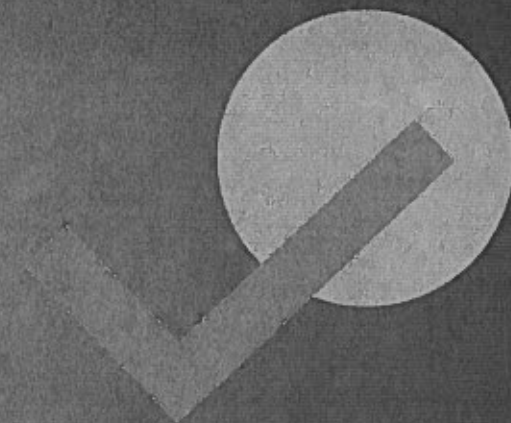


Typically, these include academic, functional, behavioral or self-help skills the IEP team has determined are of critical importance for the student's success at school.

When might a student be considered for services?

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- ▶ The need for therapy services should be considered by the IEP team when:
 - ▶ data indicate need for support for academic achievement and/or functional performance
 - ▶ a child is not progressing toward meeting designated IEP goals and objectives, *and*
 - ▶ lack of participation or progress is relevant to an area that OT, PT or MT would address (academic, functional, behavioral, or self-help needs).



Attempt Early
Intervening Strategies



Student Review



Evaluate

What happens when there is a concern about a student?

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What happens in a Student Review?

- ▶ The therapist meets with instructional team members to discuss concerns, view work samples if appropriate, and may provide general strategies, information/education, or recommend evaluation.
- ▶ Parents are contacted by the campus or the review is discussed at an IEP meeting.

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Evaluation Process - what information are we looking for?

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What does the student need to be able to do at school?



What is the student having difficulty with (i.e. participation & access)?



Are the difficulties in areas that OT, PT, or MT address?



Are there other suggestions/supports that can be offered?

Determining Time & Frequency

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Therapist considers how much time is needed to provide the information, strategies, interventions and monitor progress.



Therapist makes a recommendation to IEP team; the IEP team makes the final decision.



If provided with outside information (e.g. doctor's prescription, independent evaluation), the IEP team must consider the information, but is not required to follow the recommendations.

What might therapy look like?

- ▶ Working 1:1 with a student
- ▶ Working with a student in a small group
- ▶ Problem-solving with educational team
- ▶ Educating/Training educational team
- ▶ Providing tools/adapted equipment to student
 - ▶ Equipment to help position them for learning
 - ▶ Tools to help them with writing (e.g. pencil grip, special paper, apps, music-based strategies)
 - ▶ Equipment to help them access the campus (e.g. gait trainers, walkers, adapted toilets)

Per IDEA (Sec. 300.320) related services may be provided **to the child or **on behalf of** the child.*

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Where does therapy occur?

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Research across disciplines is clear that students learn best in context (time and place where challenges are occurring)

Strategies and interventions are incorporated into students' daily routines and activities

Occupational Therapy Assistants & Physical Therapist Assistants

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Occupational Therapy Assistants (COTA/OTAs) and Physical Therapist Assistants (PTAs) are highly skilled and licensed professionals who carry out the therapy Plan of Care, under supervision from the OT or PT.

They may provide information, suggestions, adaptations, equipment, and modeling to teaching staff, so they can help the student learn and participate.



Annual IEPs

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- ▶ Time & frequency of services may change as a student's needs change
- ▶ Prior to the Annual IEP, therapist assesses the need for therapy (is it still needed, how much, what areas) and makes a recommendation to the IEP team



When does IEP team consider discontinuing services?

- ▶ Data shows student has mastered IEP goals/objectives supported by that service.
- ▶ Data shows student is not benefitting from the services despite varied and lengthy attempts.
- ▶ Needed supports are now incorporated into student's routine and student is progressing towards mastery.
- ▶ Therapist makes the recommendation for the IEP team to consider.

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Thank you!