

Low Incidence, High Needs Regional Programs

Oregon Department of Education
Regional Management Team



COSA Special Education Directors
November 5, 2019

Oregon's Eight Regional Programs and Contract Holders

Region 1
Eastern Oregon
Regional Program



Region 2
Central Oregon
Regional Program



Region 3
Southern Oregon
Regional Program



Region 4
Cascade
Regional Program



Region 5
Willamette
Regional Program



Region 6
Columbia
Regional Program



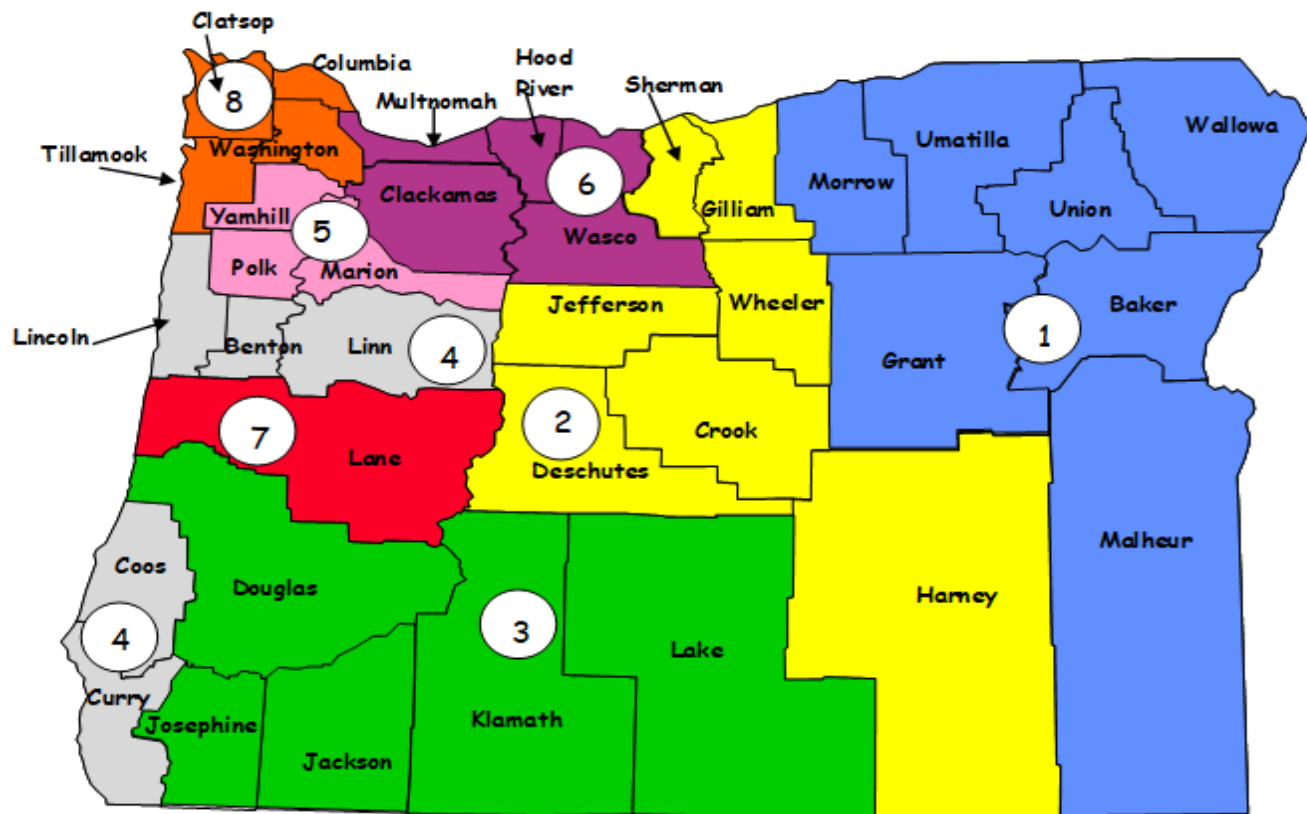
Region 7
Lane
Regional Program



Region 8
Northwest
Regional Program



Oregon Regional Programs Serving Students with Low-Incidence Disabilities



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Oregon Department of Education

Linda Brown,

Regional Programs Established by Legislation

- “The Superintendent of Public Instruction may provide special education on a local, county or regional basis without regard to county boundaries in all areas of the state for children who have:
 - A visual impairment;
 - A hearing impairment;
 - Blindness or deafness, or both;
 - An orthopedic impairment;
 - Autism; or
 - Traumatic brain injury.”

Regional Program Funding

Funding established to:

- Provide equity for access to specialized services for students with low incidence disabilities, regardless of location within the state.
- Provide mechanism to acquire and retain highly specialized staff.
- Maximize taxpayer dollars by capitalizing on economy of scale for providing services for students experiencing a low incidence disability.
- Funding is a combination of General Fund (Grant in Aid) and IDEA District Contribution

District IDEA Contribution

- Yearly IDEA disbursement based on ADMr & poverty calculations
 - Determined by ODE
- Districts decide additional set asides through the IDEA Assurances From
 - Regionals, LTCT, OSD
- You can calculate your Regional Contribution
 - Base Award minus Award with Regional Set Aside
- If districts opt to retain funds, you do not receive the general fund matching
 - Districts retaining their funds must serve all regional services

Regional Referral and December 1 Census Count

- All students who qualify for Regional Services should be identified as “33” on the December 1 Census.
 - Participation is all or none, the number of regional students does not impact your IDEA contribution
- Census numbers are used to distribute funding among the 8 regional programs.

Eligibility for Deaf or Hard of Hearing

Birth - Three-Early Intervention Eligibility

The child meets the following criteria:

The child must have hearing thresholds in at least one ear of 25 dBHL or greater at two or more consecutive frequencies at 500 Hz, 1000 Hz, 2000Hz, 4000 Hz, 6000 Hz and 8000 Hz; OR

The hearing loss is due to auditory neuropathy spectrum disorder (ANSD) or aural microtia/atresia, as determined by an audiologist or physician, respectively; AND

The loss is either sensorineural, or is a conductive loss that has been determined to be untreatable.

Eligibility for Deaf or Hard of Hearing

3-21 Years-ECSE and School Age Eligibility

The child meets the following criteria:

The student has a pure tone average loss of 25 dBHL or greater in the better ear for frequencies of 500 Hz, 1000 Hz, and 2000 Hz; OR

The student has a pure tone average loss of 35 dBHL or greater in the better ear for frequencies of 3000 Hz, 4000 Hz, 6000 Hz; OR

The student has a unilateral hearing impairment with a pure tone average loss of 50 dBHL or greater in the affected ear for the frequencies 500 Hz to 4000 Hz; AND

The loss is either sensorineural or conductive if the conductive loss has been determined to be currently untreatable by Physician, Nurse Practitioner, or Physician Assistant.

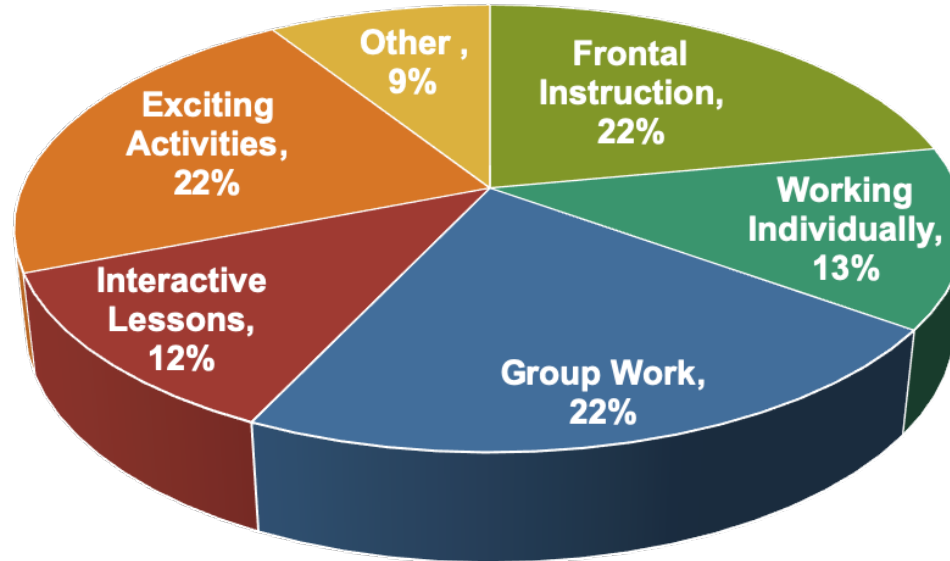
****Revisions to this eligibility is currently undergoing the process for change. It will be presented to the State School Board in Oct., 2019**

Deaf or Hard of Hearing

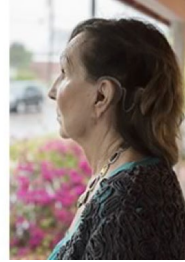
- Over 1200 children and students across Oregon experience a hearing loss including profound deafness.
- Each child is unique based on their unique etiology and severity of hearing loss.
- Services range from academic direct instruction to consultative support for children and students with significant and complex needs.
- Specialized personnel including Teachers of the Deaf/Hard of Hearing, and Audiologists who provide assessment, direct instruction & coaching/consultation for district personnel.
- Specialized equipment is available for student trial and usage within the classroom.

Deaf or Hard of Hearing

The Importance of FM and Soundfield Systems



Deaf or Hard of Hearing-Specialized Equipment



Additional Supports for Deaf or Hard of Hearing Students



ASL Interpreters
Visual Transcription

Students who are Blind/Visually Impaired

- Over 800 children and students across Oregon experience a vision loss including blindness.
- Each child is unique based on their unique etiology and severity of vision loss.
- Services range from academic braille instruction to support for children and students with significant and complex needs.
- Specialized personnel including Teachers of the Visually Impaired and Orientation & Mobility Specialists provide direct instruction & coaching/consultation for district personnel.

Eligibility for Vision Impairment

"Visual Impairment" means an impairment in vision that, even with correction, adversely affects a child's educational performance. The term visual impairment includes low vision, total blindness, limited visual acuity after correction, restricted visual field, and progressive eye conditions.

Vision Impairment Eligibility Continued

581-015-2180 Visual Impairment

(1) If a child is suspected of having a vision impairment, the following evaluation must be conducted:

(a) **A vision examination** by a person licensed to practice optometry under ORS chapter 683 or by the appropriate authority in another state or a physician who specializes in ophthalmology and who is licensed under ORS 677 or by the appropriate authority in another state. The vision examination should indicate whether:

(A) *The child has a visual impairment that is uncorrectable by medical treatment, therapy or lenses; or*

(B) The vision examination results are inconclusive, and the child demonstrates inadequate use of residual vision;

(b) A functional vision assessment conducted by a teacher of the visually impaired to identify the child's educational and compensatory needs, including a functional assessment of the child's residual visual acuity or field of vision; and

(c) Any additional assessments determined by the evaluation team to be necessary to determine the impact of the suspected disability:

(A) On the child's educational performance for a school-age child; or

(B) On the child's developmental progress for a preschool child.

Education, Access, The Expanded Core Curriculum

- Braille Instruction
- Magnification and low vision access
- Assistive Technology - text to speech, enlarged text, audio texts
- Curriculum accommodations & modifications
 - Access for students with cortical vision impairment
- Orientation and Mobility Instruction
- Daily Living Skills
- Social Emotional Skills
- Career and Technical Education

Children and Students who are DeafBlind

- The rarest IDEA eligibility
- In Oregon over 100 students qualify for deafblind
- Deafblind is a unique disability :

Federal Definition of Deafblindness

Deafblindness, or dual sensory impairment, refers to the concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational problems that the individual cannot be accommodated in programs solely for individuals who are **D**eaf or blind.

(IDEA, 2004)

Children & Students who are Deafblind

Nationally 90% of the 10,000 children identified as deafblind have additional disabilities and 40% have 4 or more additional disabilities (Shalock, 2015)

Many are served and supported as students with multiple disabilities with the full impact of the sensory loss on learning and on environmental and communication access goes unrecognized. (Parker & Nelson, 2016)

There is no single profile of a learner who is
Deafblind
EVERY CHILD IS UNIQUE!



Eligibility for Deafblind

To be eligible for deafblind the student must:

- meet the criteria for both hearing and vision impairment OR;
- meet the eligibility criterias for **either** hearing or vision impairment but demonstrate ***inconclusive or inconsistent responses*** in the other sensory area OR;
- meets the minimum criteria for either hearing or vision impairment and has a degenerative disease or pathology that affects the acuity of the other sensory area.

Eligibility for Deafblind

Assessments to determine eligibility/educational impact:

- **Teacher of the Visually Impaired**
 - Functional Vision Assessment
 - Learning Media Assessment
- **Teacher of the Deaf/Hard of Hearing**
 - Functional Listening Evaluation
 - Delaware Assessment
- **Medical/Health Assessments**
 - Audiologist
 - Optometrist or Ophthalmologist

Regional Services

- Teachers of the Visually Impaired & Teachers of Deaf/Hard of Hearing Collaborate
- Each region has a consultant who specializes in deafblindness & provides technical assistance and support to teams

Oregon Deafblind Project



- Oregon is federally funded
- Main task is SUPPORT to educational and other teams serving these children, and to families
 - Introduction to deaf-blindness
 - Techniques to use – especially communication
 - Child-specific strategies
- Highlights include:
 - Technical assistance and dissemination grant (not direct service)
 - Work closely with NCDB; in-state/out-of-state partners
 - Annual parent training retreat
 - State Child Count

Definition of OI

Orthopedic impairment OAR 58-015-2000

“a motor disability that adversely affects the child’s educational performance. The term includes impairments caused by an anomaly, disease or other conditions (e.g., cerebral palsy, spina bifida, muscular dystrophy or traumatic injury).”

- medical diagnosis alone is not a criteria for service
- assures students have access to their education and are able to learn unique skills related to their disability
- some children with disabilities are independent and able to participate in the general education environment without therapy services to provide modifications or accommodations

Role of Regional OI Support

Support to children and students, birth-to-21, with an orthopedic impairment eligibility who require equipment to meet their educational goals includes a short-term lending library of adaptive equipment and assistive technology



Taken from: https://www.oregon.gov/ode/students-and-family/SpecialEducation/RegPrograms_BestPractice/Pages/OrthopedicImpairment-Education-Services.aspx

RSOI- Regional and Statewide Services for Students with Orthopedic Impairments

- ODE grant to [Douglas ES](#))
- consultation and technical assistance to teachers, therapists, administrators and parents to support implementation of federal and state mandates for OI services to sc-aged children and youth eligible under IDEA 2004.



For further information about RSOI, including contact information and resources, please visit [Regional and Statewide Services for Students with Orthopedic Impairments](#)

Capacity Building Activities for our Regional Therapists

- Orthopedic Impairment Professional Learning Team (OI PLT)
- Focus Groups
- AT-TIES Conference April 2022, 2020 <https://www.smores.com/ek6wb>
- ECHO TIES <https://www.smores.com/aeb94>
- Feeding Conference November 14/15, 2019
<https://www.smores.com/ps26w>
- Manuals:
 - [Feeding Students in Educational Programs 2015 Manual](#)
 - [Adapted Physical Education” The Role of Physical and Occupational Therapist in PE for Students with Disabilities](#)
 - [Physical and Occupational Therapy under IDEA in Oregon: Early Intervention, Early Childhood and School Age Special Education](#)

Traumatic Brain Injury

Low incidence **Regional Programs** provide a collaborative comprehensive model of support for students with TBI and the educators that support them. Trained regional staff in partnership with experts from the University of Oregon provide expert assistance.



Low Incidence, High Needs Regional Programs

Incidence of Brain Injury In Oregon for School Age Children

Each year an average of 800 children (0-19) are hospitalized for TBI

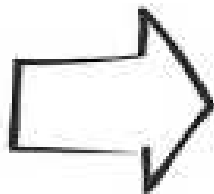
1200 children treated in Emergency
Departments

400 children/youth living with long-lasting
impairment from TBI=5200 kids in Oregon
Schools

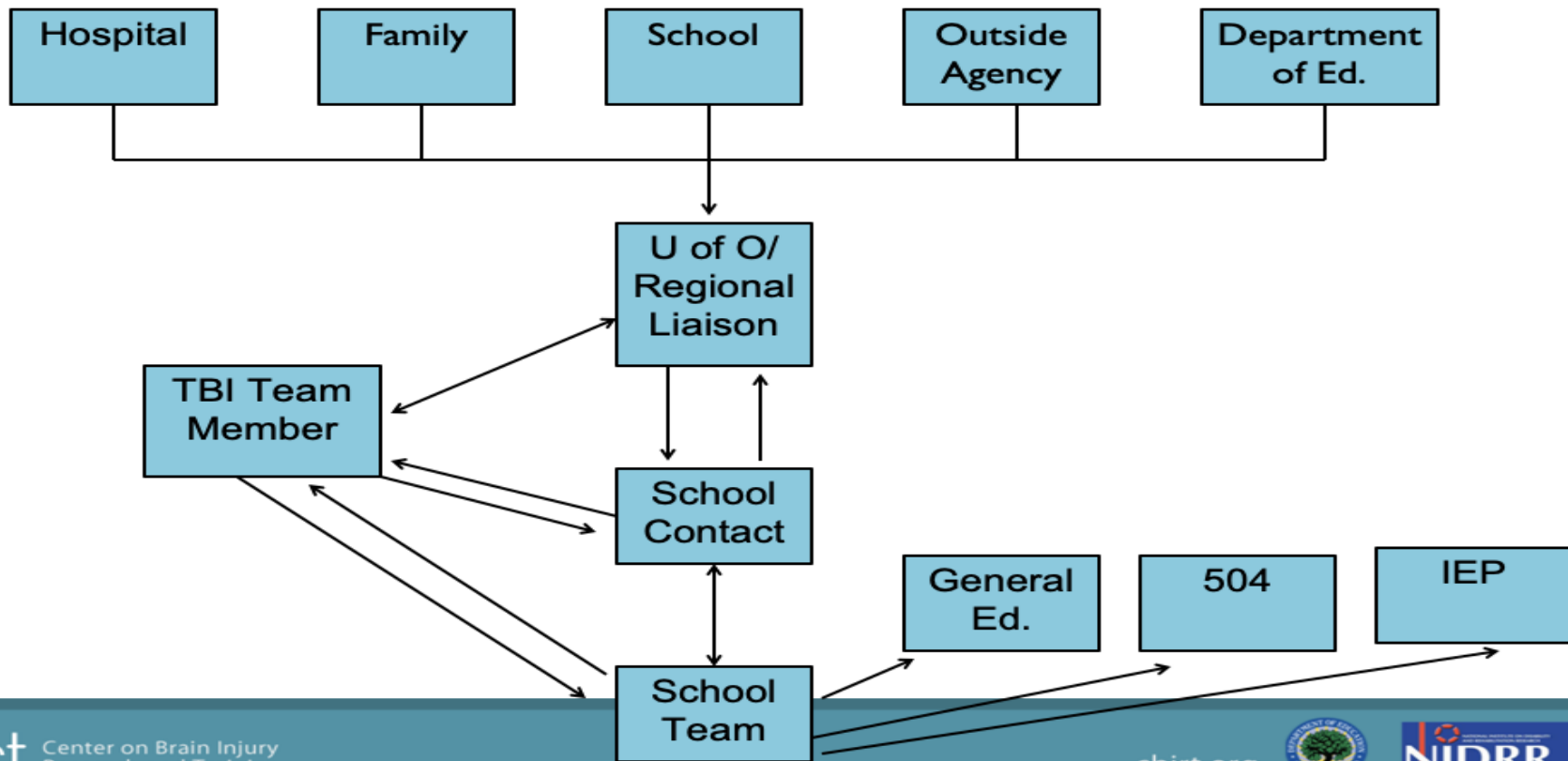
Students regionally eligible under the TBI category receive...

- Facilitated collaboration with the students medical and rehabilitation team.
- Site based support
- Access to TBI team member and liaisons
- Identification, screening and evaluation support and assistance
- IEP support
- Technical Assistance
- Direct coaching
- Web-based materials
- Statewide conferences, webinars, site based training and consultation

IF A CHILD EXPERIENCES A TBI



TBI Team Model





564,000 children and adolescents visit emergency rooms for traumatic brain injury every year.

”

I believe all teachers and teaching staff could benefit from this program

THE CENTER ON BRAIN INJURY RESEARCH AND TRAINING PRESENTS

In the Classroom After Concussion: Best Practices for Student Success

The **Center on Brain Injury Research and Training** offers comprehensive, web-based training for classroom teachers.

- **Discover** how brain injury differs from other disabilities
- **Create** a classroom that supports student success
- **Learn** simple, practical strategies to use in your classroom

[Learn More](#)



Structure of Regional Autism Services

Approximately 8000 students with ASD rely upon the services and support provided by Regional Programs

Our programs focus on building capacity through consultation, coaching, and professional development

Each regional program provides a core set of ASD services while being responsive to the unique needs of each region and their component districts

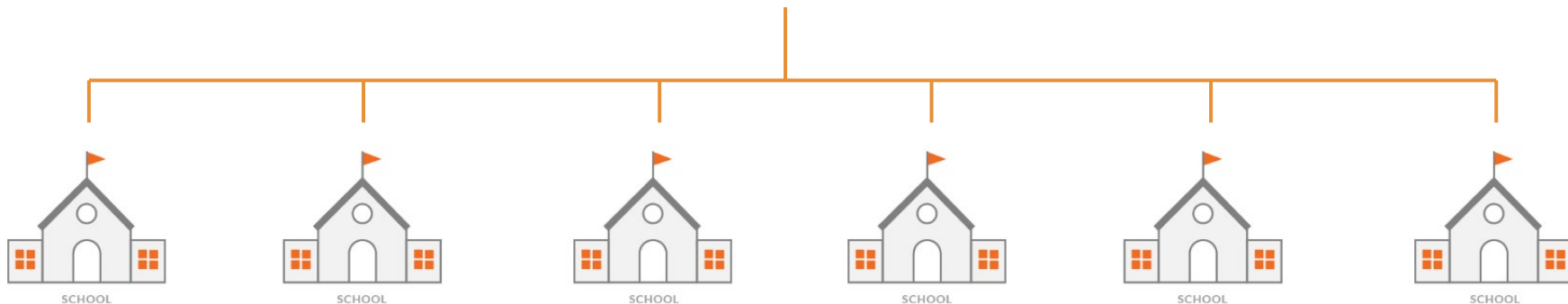
The ASD Professional Learning Team convenes regularly to share resources and develop technical assistance around assessment and service delivery for students with ASD

Advantages of Regional Autism Services

Professional development that leverages expertise
to benefit all districts



Professional
Development



Advantages of Regional Autism Services

Networked professionals with specialized expertise in ASD evaluation, co-morbidity and complexity of ASD, and evidence-based practices

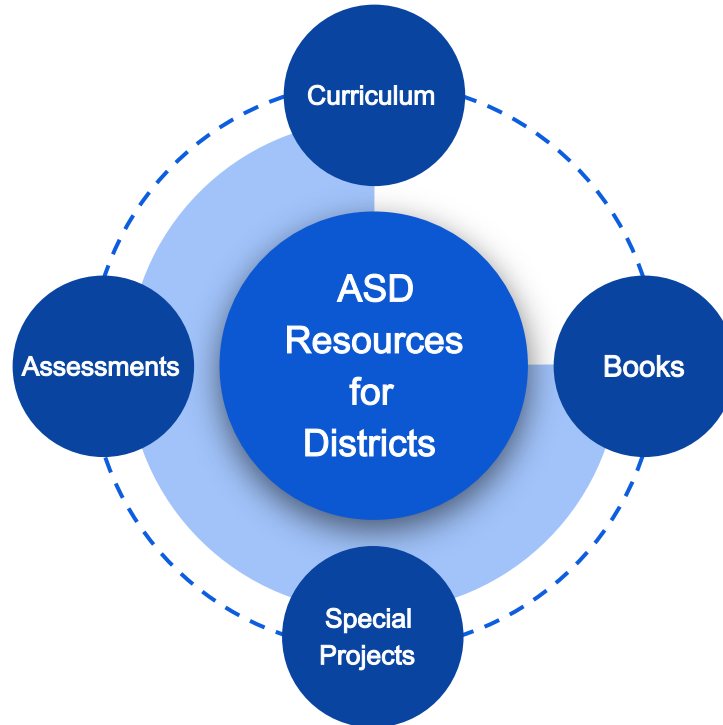
Connection among staff permit knowledge and expertise to flow across classrooms, schools, and districts within a region (e.g., regional ASD PLCs)

Regional autism staff are also linked together statewide (ASD PLT) to ensure our districts are up-to-date, to cross pollinate special projects projects, and to share expertise

Collectively, regional ASD staff are aware of and responsive to latest developments (e.g., coordination of school-based services and private ABA), with representation on state boards and commissions.

Advantages of Regional Autism Services

Centralized sharing of resources across districts including assessments, curricula, books, assistive technology - and more!



Advantages of Regional Autism Services

Projects and services that “make sense” for a regional program to lead, scaling to ensure equitable access



Special Projects and Initiatives

Advantages of Regional Autism Services

Promote inclusive practices and systems change at the school and classroom level using UDL, PBS, and high leverage practices



Advantages of Regional Autism Services

Improved outcomes for children and youth with ASD



Building Capacity:

Understanding ASD, training and coaching staff to implement EBPs

Peer Training and Disability Awareness:

creating social connections, fostering inclusion



Positive Behavior Supports:

Lens of functional analysis, therapeutic teaching response

Evaluation and Eligibility:

accurate differential identification, comprehensive planning, IFSP/IEP development

REGIONAL AUTISM SERVICES:

Working collaboratively with districts to ensure children and youth with ASD maximize their potential and live connected, productive and fulfilling lives as adults.

A word from our students...



Voices of students served by Oregon Regional Programs

Thank you!

Questions?

https://www.oregon.gov/ode/students-and-family/SpecialEducation/RegPrograms_BestPractice/Pages/Regional-Programs.aspx

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