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**AUTHOR** Reed, Penny; And Others  
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**ABSTRACT**

This paper describes efforts in Oregon to improve school services for students with orthopedic impairments. A state technical assistance team was created which worked with regional coordinators. The team established the following goals: providing physical and occupational therapy that is delivered by a team, is directly related to the child's special education goals, includes therapists in the development of a single comprehensive individualized education program, involves give and take between disciplines, provides information necessary for parents and staff to implement carry-over activities between therapy sessions, and is monitored and evaluated on a regular basis by a responsible administrator. To reach these goals, the team developed action strategies that included inservice training, collaboration, networking, and technical assistance. Target audiences were administrators, therapists, teachers, parents, and preservice training programs. The technical assistance team's efforts have resulted in significant change in the quality of occupational therapy/physical therapy in Oregon schools. The paper includes a list of inservice presentation topics and a list of resource materials available from a lending library. (JDD)

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[It's Time for the Metamorphosis: Integrating Occupational and Physical Therapy into Programs for Students]

Penny Reed  
Nancy Cicirello  
Sandra Hall

Paper presented at the Annual Conference of the Association for the Severely Handicapped (14th, Chicago, IL, October 29-30, 1987)

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2

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In 1985 the Oregon legislature provided funding to improve school services to students with orthopedic impairments. This funding was in response to nearly ten years of lobbying by school districts. As a component of these services, a state technical assistance team was established. This team is made up of Penny Reed, Special Educator and Coordinator, Nancy Cicirello, Physical Therapist, and Sandra Hall, Occupational Therapist. The rest of the funds went to direct services through the existing Regional Program structure. Regional Programs had been established several years earlier, dividing the state into six regions. (See map.) State operated programs were already providing services to students with visual or hearing impairments.

The initial task was to work with the Regional Coordinator in each region to identify children and to develop an implementation plan for their region. Throughout this process, formal and informal needs assessments were conducted to determine the most effective way to utilize the "new" state money and to develop a "plan of attack" for the state technical assistance team.

The problem area that stood out as clearly the most critical area of need was that of the related services of physical and occupational therapy. Specific problems identified included:

1. Therapy services were fragmented. Many areas were without therapy services or had pieced together contracting systems where therapists did not function as a team or as part of the school system.
2. Therapy goals were isolated, discipline specific, and rarely integrated into a functional IEP.
3. School districts were finding it extremely difficult to locate and recruit therapists.
4. Many of the therapists serving districts had little or no specific training. (On a formal survey 74% indicated they felt unprepared for their school position.)
5. Therapists were often isolated and unsupported with few peers and little opportunity for contact.
6. "Therapy" was regarded as only the "hands on" direct contact provided by the therapist with little recognition of the importance of consulting with and training the classroom staff.
7. Special education administrators were not evaluating and monitoring therapy programs, especially in situations where therapy services were contracted.

The state technical assistance team then undertook an intensive assault upon these seven problems. The strategy includes inservice training, networking and technical assistance. Target audiences are administrators, therapists, teachers, parents and pre-service training programs. The goals are listed in Table 1.

### Inservice Training

Administrators became the first target of training because they set the tone for programs they supervise. The state team met with administrators in each of the six regions. Initially the new program was explained and the problems that had been identified were highlighted. In the second year of the program, a specific workshop was developed on Evaluating and Supervising Occupational and Physical Therapy Services in the Schools. This workshop with its accompanying manual was presented at major administrative conferences. The specific content of the workshop is listed in Table 2.

The state team also provided packets of information to assist the administrators in recruiting and hiring therapists. The contents of those packets are listed in Table 3.

In addition, on-site consultation was provided to administrators to help them better supervise the therapists employed by their district or to better monitor contracted therapy services. The use of therapy consultants to help in these two processes is essential when the administrator is not a therapist.



## WHERE ARE WE GOING?

- Therapy delivered by a team
  - Therapy directly related to the child's special education goals
- Therapy which includes therapists in the development of a single, comprehensive IEP
  - Therapy involving give and take between disciplines
  - Therapy which provides information necessary for parents and staff to implement carry-over activities between therapy sessions
- Therapy monitored and evaluated on a regular basis by responsible administrator

TABLE 1

**Evaluating and Supervising  
Occupational and Physical Therapy Services  
in the Schools**

**Related Services under PL 94-142 and Oregon statutes**

**Relationship of OT and PT to education program**

**Qualities of good school therapy**

**Areas of consideration**

**Monitoring therapy services**

**Purpose of evaluation/supervision process**

**Sample observation/evaluation forms**

**Use of consultants in supervision**

TABLE 2

## ADMINISTRATOR'S INFORMATION

1. Sample Notice of Vacancy
2. Sample Job Description - Occupational Therapist
3. Sample Job Description - Physical Therapist
4. Sample Job Description - Certified Occupational Therapy Assistant
5. Sample Job Description - Physical Therapy Assistant
6. Sample General Interview Questions for OT's, PT's, COTA's, and LPTA's
7. Where to Advertise for a Physical Therapist
8. Where to Advertise for an Occupational Therapist
9. Recruitment and Retention of Pediatric Physical and Occupational Therapists
10. Providing Special Education Related Services
11. Eligibility for Regional Orthopedically Impaired Services
12. Malpractice Insurance Information
13. Continuing Education Credits
14. Equipment and Supplies for Physical Therapy
15. Material and Equipment for Occupational Therapy
16. Toys for Occupational Therapy
17. Pacific Northwest Equipment Providers
18. Manufacturers and Distributors of Adaptive Equipment for Children
19. Funding Sources for Equipment

TABLE 3

Table 4 shows the areas where therapists are needed to assist the non-therapist administrator.

The therapy consultant can:

1. Determine if therapist has appropriately assessed all areas of a given child's orthopedic difficulties.
2. Determine if treatment for a given child is appropriate.
3. Suggest alternative assessment and treatment techniques.
4. Provide feedback to therapist concerning the appropriateness of their assessment and treatment.
5. Demonstrate appropriate assessment and treatment techniques.
6. Determine if the amount and nature (i.e., direct treatment, regular consultation, minimal consultation) of service for a given child is appropriate.
7. Determine if therapist is providing appropriate and adequate information to educators, parents, and medical community.

There are several sources of consultation:

1. Intra program - schedule therapists to observe and consult with each other.
2. Inter program - arrange with other programs to trade consultative visits.
3. Contract - contract with another school program to pay their therapist to consult.
4. State Consultants - utilize State OI Technical Assistance Team if available.

The second major target for inservice training were the physical and occupational therapists working in the schools. There were a variety of topics identified as necessary for therapists working in the schools. Some topics needed to be provided just for therapists and others needed to include other disciplines. The training that was specifically for therapists began with an "Introduction to NDT" course in January of the first year. It was followed by a two week summer institute which covered a broad range of topics appropriate for therapists in the schools. Table 5 lists the specific topics. Sessions were provided both by our team and by other presenters. Table 6 shows the participants self-rating of their entry and exit levels on each of the competencies covered in the summer institute. Future inservice training will include an eight week certification course in Neurodevelopmental Treatment and beginning and advanced Mobilization courses.

Teachers and parents were also included in many of the inservice training activities. We have provided a total of 42 workshops and conferences which have reached over 1300 parents, educators, administrators, and therapists. These have included a variety of topics. Two of the most popular are the Doing More With Less Workshop and the Collaborative IEP.

The Doing More With Less Workshop included triwall construction, adapting toys, microswitch construction, wheelchair maintenance, and adaptives for the classroom.

The collaborative IEP workshops focused on a process for integrating related service goals and objectives into a functionally oriented IEP. The full day workshop includes participants in a series of small group activities to help them:

1. Determine the various domains in which the child must function.
2. Assess the skills needed to function in those various environments/domains.
3. Assess the skills the child has currently mastered.
4. Prioritize the skills needed.
5. Collaborate on most functional and effective ways to teach the needed skills.
6. Develop IEP indicating the skills to be taught and the professionals responsible for those skills.

Table 7 shows the complete list of topics presented.

### Collaboration

In order to accomplish some of the overall goals, it was necessary to collaborate with a variety of entities both outside of and within the Oregon Department of Education. The first collaborative effort was TIES. TIES: Therapy in Educational Settings is a collaborative effort conducted by the Crippled Children's Division-University Affiliated Program at the Oregon Health Sciences University and the Oregon Department of Education, Regional Services for Students with Orthopedic Impairments. Project TIES was funded by the U.S. Department of Education, Office of Special Education and Rehabilitative Services, Grant No.G008630055. The goal of this three year project is to develop training materials for physical therapists and occupational therapists who work in Oregon schools with students who have orthopedic impairments.

The training materials are being developed primarily for therapists who are new to the unique demands of the school setting or who have had little experience with children who have orthopedic impairments. Other people such as administrators, teachers, aides, and parents will find these materials helpful in understanding what therapists do and the rationale behind their efforts to integrate students' therapy programs into the larger context of their educational programs.

The titles of the manuals and videotapes planned for completion by May 1989 are listed below. The titles are subject to change if similar materials become available through sources outside Project TIES. Those with an asterisk are completed and now available.

- . Adapting Materials, Equipment and Environments in the School (V)
- . Adaptive Physical Education (V)
- . \*Considerations for Feeding Children Who Have a Neuromuscular Disorder with videotape
- . Implementing Functional Programs in a Collaborative Manner
- . Developing Functional IEPs in a Collaborative Manner
- . Positioning and Handling for Non-Therapists (V)
- . Promoting Acceptance of Students Who Have a Handicapping Condition
- . \*Role of the Physical Therapist and Occupational Therapist in School Settings
- . Role of Teachers, Aides, and Parents in Enhancing Therapy
- . \*Selected Articles on Feeding Children Who Have a Neuromuscular Disorder
- . Self-Help Skills (V)
- . Therapists as Consultants
- . Tri-Wall Construction (V)
- . Supervision and Evaluation of Therapy in Educational Settings

An order form for the TIES manuals is at the end of this packet. Often collaborative efforts include the Equipment Funding Task Force and the

Assistive Devices Planning Committee. Table 8 explains these two endeavors.

SAMPLE  
THERAPIST OBSERVATION FORM

<p><b>A. <u>Organization</u></b></p> <p><input type="checkbox"/> 1. Assessment completed</p> <p><input type="checkbox"/> 2. I.E.P. written</p> <p><input type="checkbox"/> 3. Follows daily schedule</p> <p><input type="checkbox"/> 4. Prescription for treatment is on file</p>	<p><b>D. <u>Adapted Equipment</u></b></p> <p><input type="checkbox"/> 1. Adapted equipment facilitates student's needs</p> <p><input type="checkbox"/> 2. Modifications to existing equipment are:</p> <p style="margin-left: 40px;"><input type="checkbox"/> being considered</p> <p style="margin-left: 40px;"><input type="checkbox"/> planned</p> <p style="margin-left: 40px;"><input type="checkbox"/> funding is being pursued</p> <p style="margin-left: 40px;"><input type="checkbox"/> district personnel will construct</p>
<p><b>B. <u>Implementation</u></b></p> <p><input type="checkbox"/> 1. Activity appropriate to short and long term objectives on I.E.P.</p> <p><input type="checkbox"/> 2. Materials/equipment assembled and ready for use</p> <p><input type="checkbox"/> 3. Activity appropriate for student's developmental level</p> <p><input type="checkbox"/> 4. Activity reflects functional needs of student</p>	<p><b>E. <u>Parent and Community Contact</u></b></p> <p><input type="checkbox"/> 1. Contact with outside agencies is maintained for this student e.g., CCD, MDA</p> <p><input type="checkbox"/> 2. Routine contact is maintained with parents</p>
<p><b>C. <u>Treatment Technique</u></b></p> <p>* <input type="checkbox"/> 1. Positioning and handling appropriate for student</p> <p>* <input type="checkbox"/> 2. Facilitation and inhibition techniques appropriately used</p> <p><input type="checkbox"/> 3. Treatment technique positively impacts progress to I.E.P. goals</p>	<p><b>F. <u>Student Data</u></b></p> <p><input type="checkbox"/> 1. Student responses recorded</p> <p><input type="checkbox"/> 2. Data is up-to-date</p> <p><input type="checkbox"/> 3. Programmatic changes made as necessary</p> <p><input type="checkbox"/> 4. Regular contact is maintained with student's physician:</p> <p style="margin-left: 40px;"><input type="checkbox"/> annual Rx for treatment</p> <p style="margin-left: 40px;"><input type="checkbox"/> annual therapy summaries</p>

\* Note: These cannot be adequately determined by non-therapist supervisor.

## SUMMER INSTITUTE TOPICS

Related Services Requirements for PL 94-142

Pediatric Therapy in the School Setting

Collaborative IEP Writing

Caseload Prioritizing / Scheduling

School Supervision and its Impact on the PT and OT

Forum on Liability and Responsibility in School Therapy

Consultation Process

Formal and Informal Assessment

Motor Development

Principles of Treatment and Positioning

Language Development and Communication

Appropriate Positioning through Equipment Selection

TABLE 5



## Inservice Presentations

### Presented by us:

#### Feeding Inservice - Hall

11/85	Klamath Falls	4/87	LaGrande
12/86	Bend		

#### Oregon Conference

2/86	"Therapy Interventions: Their Timing and Application for Life Long Planning" Hall and Cicirello
	"Developing Appropriate Therapy Services" Reed

Supervising and Evaluating OT/PT Services in the School - 11/13/86 Reed

An Overview of Inhibitive Casting- 5/11/86, Bend Hall, Cicirello

PT/OT in the Schools (Summer Institute)- 6/23 - 7/3/86, Portland

"Requirements of PL 94-142"	Reed
"Clinical vs. School Therapy"	Hall
"Developing Appropriate Related Service Goals and Objectives"	Reed
"Monitoring Student Progress"	Hall
Slide-Tape Presentation: "Related Services"	
"Caseload Prioritizing"	Cicirello
"Caseload: Formulas for Computing"	Hall
"Supervising a COTA, LPTA, or Aide"	Reed
Forum: Liability, Responsibility, etc.	Hall
"Translating PT/OT Recommendations into Classroom Activities"	Cicirello
"Behavior Management"	Hall
Slide Presentation of Normal Development	Cicirello
"Abnormal Development and Basic Positioning"	Hall and Cicirello
"Positioning and Handling"	Hall and Cicirello
"Head and Trunk Control, Weight Bearing, Symmetry, Inhibitive Casting"	Cicirello and Hall

Doing More With Less Workshops - 1/23/87 Salem, 3/6/87 Bend, 4/17/87 Coos Bay  
 "Toys: Adaptations for Instruction and Play" Hall, Cicirello, Reed

Developing a Collaborative IEP - Cicirello, Hall, and Reed

10/10/86	Eugene	5/18/87	Coos Bay
10/30/86	Portland	8/14/87	Salem
1/13/87	Klamath Falls	9/1/87	LaGrande
2/16/87	Roseburg	9/11/87	Newport
2/26/87	Grants Pass	9/16/87	Albany
3/13/87	Eugene	10/1/87	Portland
4/10/87	Klamath Falls	10/15/87	Bend
4/14/87	Pendleton		

Oregon Conference - 2/12-14/87

"Supervising and Evaluating OT and PT Services in the School" - Reed
"Management of the Student with a Closed-head Injury and Implications of the Disorder and Their Relationship to Educational Planning" - Hall

TABLE 7

**Contracted:**

1/16-18/86 Introduction to NDT Merry Meek, Timmy Wallace, LPT  
10/11/85 Regional Conference: "Adapting Computers for Children with Disabilities" - Vicki Cassella

Adapted PE Workshops - 4/3/86 Coos Bay, 3/28/86 Salem - Mary Davison

An Overview of Augmentative Communication - Melanie Fried-Oken, Ph.D.

11/15/85 Salem 4/4/86 Pendleton  
12/13/85 Bend 5/2/86 Albany  
2/21/86 Medford

Follow-up Augmentative Communication - 5/9/86 Salem, Melanie Fried-Oken, Ph.D.

**PT/OT Summer Institute**

6/86 "Consultation" Don Phalen, Special Ed Director  
"Role of Therapist as Consultant" Pat Tangeman, LPT  
"Assessment Tools" Marilyn Rich, LPT  
"Appropriate Positioning Through Equipment Selection" Judy Rowe, OTR

Doing More With Less Workshops - 1/23/87 Salem, 3/6/87 Bend, 4/17/87 Coos Bay

Triwall Construction Beth Brown, RPT  
Making Simple Switches Gayi Bowser  
Wheelchair Maintenance Sue Jones  
PVC Adaptations David Ross

Transdisciplinary Teaming - 1/22/87 Jennifer York

**TIES Conference**

2/13/87 "Making the Transition from Clinical to School Therapy" - Eugene Dr. Budden, Pediatrician, CCD  
5/15/87 "Developing a Data Base for for Your Computer" - Eugene Bill Miller, RPT  
"Developmental Assessment" Dawn Calhoun, OTR  
"Adaptive Physical Education" Ann Vogel, RPT, Julie Speck, RPT  
Designing a Research Project: Sally Atwater and Deborah O'Neill  
"Efficacy of Various Therapy Interventions"

**SIPAC**

2/11/76 Speaking About Non Speaking Melanie Fried-Oken, Ph.D.  
4/24/87 Issues in Positioning Relative to Vision Impairment - Nancy Fieber, Ph.D.  
Positioning the Child with Cerebral Palsy - Merry Meek, Ph.D, Cicirello  
6/29-7/2/87 Augmentative Communication Assessment Delivery; Determining Candidacy for Direct Selection; Equipment Construction; Determining Candidacy for Scanning; Switch Mounts for Wheelchairs - Carol Goosens', Ph.D.  
7/6-8/87 Comprehensive Educational Assessment of Students who are Severely Multiply Disabled - Jan Writer, Ph.D.  
7/9/87 Assessment to Determine Communicative Forms and Functions - Louise Greene  
10/23-24/87 Implementing Augmentative Communication Instruction - Sarah Blackstone

**Future Inservice:**

4/88 Developing a Collaborative IEP Cicirello, Hall, Reed  
Doing More With Less Workshop Cicirello, Hall, Reed  
5/88 NDT Course Janice Bragg, Hall  
8/88 Mobilization Course Sandra Brooks, RPT

## Equipment Funding Task Force

### Purpose:

Obtain better funding and availability of equipment for individual children (and adults)

### Activities:

Obtain specific information about funding resources

Set up statewide equipment bank/data base

Fund raising

### Membership:

Representatives of private and public agencies from Portland area, many of who serve the entire state

Representatives who can do direct fund raising and lobby legislature

Oregon Department of Education, CCD, UCP, Easter Seal, AFS, DUR, American Cancer Society

## Assistive Device Committee

### Purpose:

To develop a coordinated program of assessing, prescribing, and maintaining assistive devices; to enhance/increase effective utilization by school personnel

### Activities:

Develop plan for state

Provide inservice training

Improve cooperation/collaboration between school district personnel (i.e., ESD, region, etc.)

Liaison between existing groups

Coordinate activities related to assistive devices/adaptive equipment

### Membership:

Representatives from all geographic areas of state

Representatives from related disciplines (OT, PT, speech/language)

Representatives who can write grants/seek funds within system

Representatives who can provide networking with other agencies/groups

Oregon Department of Education, CCD, local school districts, Regional Programs, Fairview, Easter Seals, UCP

TABLE 8

Most recently a cooperative effort has been undertaken with Oregon Research Institute to provide vocational training. Materials will be developed and then used to train educators who work with students experiencing severe and multiple handicaps. The training will focus on preparing students for the transition from school to community based work.

In addition to specific collaborative projects, it has been very effective to liaison with existing and developing efforts. Being involved in such areas as early intervention, post-secondary training programs, the OT and PT licensing boards, and other groups has proven very effective.

A third component of the collaboration effort has been support for the therapists in the schools. A monthly newsletter (see Appendix A) is sent to all identified school therapists, as well as many teachers and administrators.

A lending library has been established to provide resources for therapists in the schools. The library consists of books, handouts, videotapes, slide-tape presentation, kits, and equipment. A list is in Appendix B.

### Networking

As part of an overall networking effort, we have scheduled a strand of sessions at the Oregon Conference, the major special education conference of the year. In addition, special workshops have also been held in conjunction with the TIES grant which includes funds to bring therapists together to review and critique the TIES manuals. These sessions have provided excellent opportunities for therapists to get to know each other better and to begin to develop a support network across the state.

### Technical Assistance

One of the most rewarding things we do is to provide on-site technical assistance to therapists, teachers, parents and administrators upon request. When contacted, we arrange a site visit to address the stated concerns. We do not provide formal assessments, but rather observe the child in the school setting, and then meet with staff and parents to problem solve.

Often there are simple solutions to the problem that has been identified. Other times, it becomes an ongoing process of trial and error to find a workable solution. We work with the parents and staff until an acceptable program has been worked out.

### Summary

As a direct result of the state technical assistance team, there has been tremendous change in the quality of OT/PT in Oregon Schools. While not all goals have been achieved 100% in every school district, we are moving toward the time when therapy will be:

- delivered by an integrated team
- directly related to and part of an integrated, functional program
- provide information necessary for parents and staff to implement carry-over activities between therapy sessions which enhance the effects of therapy
- monitored and evaluated on a regular basis by a responsible administrator

# Bridging the Gap

A monthly  
newsletter by:

STATEWIDE SERVICES  
FOR STUDENTS WITH  
ORTHOPEdic  
IMPAIRMENT

Oregon Dept. of Education  
mailing address:  
1871 NE Stephens St.  
Roseburg, OR 97470

Penny Reed Ph.D.  
Coordinator  
Sandy Hall  
O.T.R. Specialist  
Nancy Cicirello  
L.P.T. Specialist  
440-4791



11/86 8087

December, 1987

Volume III

Number 4

## OI Strand at Oregon Conference

Again this year, we are organizing a strand at the Oregon Conference for those of you who are interested in students with orthopedic impairments. The conference will be February 12 and 13, 1988, at the Eugene Hilton.

We are hoping to have a full strand of five sessions. We currently have the following sessions planned:

### **Increasing Parental Involvement in the IEP Process**

Joyce Hennes, OTR, Mid-Oregon Regional Program

### **Working with Disabled Children in Groups: Presentation and Participation**

Bill Miller, PT, Umatilla ESD, and Kathleen Hogan, PT, Private Practice

### **The Role of Adaptations in the Employment of Persons with Severe Multiple and Physical Disabilities**

Laurie Powers, Project Coordinator, Inservice Training for Preparing Students with Multiple and Physical Disabilities for Transition to Work, Oregon Research Institute

### **Functioning as an Integrated Team in Planning and Implementing Functional IEPs**

Penny Reed, Coordinator, Nancy Cicirello, PT Specialist, and Sandra Hall, OT Specialist, Oregon Department of Education, Services for Students with Orthopedic Impairments

### **Pediatric Neuromuscular Education; Interdisciplinary Approach to Neuromotor Training**

Jan Gallenstein, MA, LPT, and Dean Inman, Ph.D., Neuromuscular Education and Research Center, Eugene

Watch for the complete list in the Oregon Conference brochure which will be out in January.

## TIES Conference

Through the Therapy in Educational Settings (TIES) grant, we will again sponsor a one day workshop for OTs and PTs on Thursday, February 11, 1988. We will be reviewing the five TIES manuals currently in process: Constructing Equipment Inexpensively with Tri-wall; Training Non-Therapists about Positioning and Handling; Adapting Materials, Equipment and Environments in the School; Developing Functional IEPs in a Collaborative Manner; and Supervision and Evaluation of Therapy in Educational Settings.

We will also have speakers during the day, including Dr. Al Browder and Susan Hanks from Portland CCD and Ann Pelligren, Social Worker, from Shriners' Hospital in Portland. Look for more details in January.

## It's Worth A Try

Lay plastic tubing over protruding edges of wheelchair to cut down on the damage done when the chair runs into a door or wall.

From Helen Kramer, PT, Eugene School District

## Wanted: Power Wheelchair

If you know of a child's power chair that is for sale at a reasonable price, please contact Bill Miller at Umatilla ESD, 276-6616.

## NDT Course Update

Application requests are being accepted by our office for the NDT Course to be held in Portland May 30-July 22, 1988. The completed applications must be postmarked by January 30, 1988. We have received over 90 requests from out of state therapists and only 12 requests for applications from Oregon school therapists. We are holding 12 slots for Oregon school therapists and encourage you to apply.

### Single Switch Software

If you are looking for something to use in training your students to access the computer with a single switch, here it is! Early and Advanced Switch Games by R.J. Cooper and Associates. The double-sided disk contains 14 games which progress from cause and effect through initial training tasks to more complex matching and manipulation tasks. The software can be used in any Apple computer (Ile, II+, IIc and IIGS). It is available from R.J. Cooper and Associates, 24843 Del Prado, Suite 283, Dana Point, CA 92629. Telephone: (714) 240-1912. The cost is only \$30.

(P.S. Our thanks to Mary Baker, Joseph School District, for the information on this great software.)

### Coming Events

**January 29** "Music Therapy for Preschoolers with Special Needs", 9:00 am - 4:00 pm at Pringle Community Hall, 606 Church St. SE, Salem, 370-8990. In-service fee: \$25.

**January 22, 23** Oregon Society for Augmentative Communication Conference, Valley River Inn, Eugene. Cost is \$60. Presenters: Caroline Ramsey Musseiwhite, "Introducing Augmentative Communication Through Adaptive Play Strategies", and David Yoder, "Interactive Strategies for Augmentative Communication Users". Contact: 222-5465

**January 22, 23** "Meeting the Needs of Multihandicapped Children in your Classroom". A weekend workshop for teachers, PTs, and OTs. University of Washington, EEU. Pip Campbell, OTR, presenter. No charge. Registration is due by January 5. Contact: Patricia Oelwein, EEU, WJ-10, University of Washington, Seattle 98195. Telephone: (206)543-4011. This is the first in a series of three workshops.

**February 11** TIES Conference, Eugene Hilton, Eugene

**February 12, 13** Oregon Conference, Eugene Hilton, Eugene. Multi-session.

REGIONAL SERVICES FOR STUDENTS  
WITH ORTHOPEDIC IMPAIRMENTS  
DOUGLAS ESD  
1871 NE STEPHENS ST  
ROSEBURG OR 97470

ITEMS AVAILABLE FROM LENDING LIBRARY  
REGIONAL SERVICES FOR STUDENTS WITH ORTHOPEDIC IMPAIRMENTS

BOOKS

- 100.00 *At Arm's Length, Goals for Arm and Hand Function*, by Laura Sahlin Siegling, OTR and Marilyn Click, CCC-SP
- 100.01 *Adaptive Play for Special Needs Children, Strategies to Enhance Communication and Learning*, by Caroline Ramsey Museiwhite
- 100.02 *Children with Spina Bifida, Early Intervention and Preschool Programming*, by G. Gordon Williamson
- 100.03 *Activities Catalog, An Alternative Curriculum for Youth and Adults with Severe Disabilities*, by Barbara Wilcox and G. Thomas Bellamy
- 100.04 *Attitudes and Attitude Change in Special Education, from the Council for Exceptional Children*
- 100.05 *Augmentative Communication Assessment and Resource*, by Carol Goossens' and Sharon Crain
- 100.06 *Augmentative Communication Intervention Resource*, by Carol Goossens' and Sharon Crain
- 100.07 *The Celler-Aasen Scale*, Robert Stillman, Ph.D., editor, et. al.
- 101.00 *Communication Skills from The Ground Floor*, by Marilyn Click, CCC-SP
- 101.01 *Community Based Curriculum*, by Mary A. Falvey
- 101.02 *Community Based Educational Programs*, from Greasent High School, La Mesa, Ca Ifarnia
- 102.00 *The Components of Normal Movement During the First Year of Life and Abnormal Motor Development*, by Lois Bly, Neuro-Development Treatment Association, Inc.
- 102.01 *Developing and Improving Your Total Education System*, from Minnesota Department of Education
- 103.01 *Designing and Constructing Adaptive Equipment on Your Desktop*, by Mary Cadect, Kris Clark, Martha Cocklin, Pamela Harris, and Patricia M. Killoran
- 103.02 *Education of Learner's with Severe Handicaps, Exemplary Services Strategies*  
Edited by Robert M. Horner, Luanna H. Meyer, M.D. Bud Fredericks.  
Forwarded by Lou Brown
- 103.03 *Everybody's Technology*  
by Christiane Charlebois-Meris
- 103.04 *Educating Children with Multiple Disabilities, A Transdisciplinary Approach*, by Fred P. Orelove and Dick Sobsey
- 103.05 *Developmental Toys and Equipments: A Practical Guide to Selection and Utilization*, by Ellen Lederman
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- 120.03 **Related Services for Handicapped Children**, edited by Morton M. Esterson and Linda F. Bluth
- 120.04 **A Resource Manual for the Development and Evaluation of Special Programs for Exceptional Students, Vol. III-L**, Florida State Department of Education
- 120.05 **The Role of the Physical Therapist and Occupational Therapist in the School System (TIES manual)**
- 121.00 **Teaching the Young Child with Motor Delays: A Guide for Parents and Professionals**, by Marci J. Hanson and Susan R. Harris
- 121.01 **Teaching with Toys, Making your Own Educational Toys**, by Sally Goldberg
- 122.00 **Trainings: Occupational Therapy Educational Management in Schools, (1980)** by Einora M. Gilfoyle
- 123.00 **Young Children in Action**, by Mary Hohmann, Bernard Bonet, and David P. Weikert

## HANDOUTS

- 200.00 Calendar Program
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- 202.00 Compute Ability
- 203.00 Compute Able News
- 204.00 K-12 Micromedia (catalog)
- 205.00 Nonverbal Prelinguistic Communication Sequence
- 206.00 One-Handed Typing
- 207.00 Talking Book Information

### Introduction to Augmentative Communication (to accompany videotape presentation)

- 207.01 Augmentative Communications Where Do We Start?

### Follow-up to Augmentative Communication (to accompany videotape presentation)

- 208.00 Augmentative Communication Checklist
- 209.00 Augmentative Communication Evaluation and Instructional Strategies
- 210.00 Communication Boards
- 211.00 INCH (International Checklist for Augmentative Communication)
- 212.00 Utilization of the Communication System to Achieve the Curriculum Goals
- 213.00 Preliminary Communication Strategies for the Young Non-Speaking Child
- 214.00 Reference Lists: Assessment and Treatment
- 215.00 Symbol Systems and Sets for Augmentative Communication
- 216.00 What is Disymbolics?
- 217.00 Augmentative Communication System
- 218.00 Overview of Augmentative Communication

## VIDEOS

- 300.00 CP: Independence for the Child in the Classroom, created by the University of Washington, Health Sciences Center for Educational Resources
- 301.00 Augmentative Communication (Introductory Workshop, December 1985)  
by Melanie Fried-Oken, Ph.D.
- 302.00 Follow-up to Augmentative Communication, (Follow-up Workshop, May 1986)  
by Melanie Fried-Oken, Ph.D.
- 303.00 Children with Motor Impairments, Home Oriented Programs Essentials, Inc. (HOPE, Inc.)  
(Two tapes, 60 min. each)
- 304.00 PT/OT Consultation, by Pat Tangeman (30 minutes)
- 305.00 Co-Active Movement, by Pat Brush, Western Oregon State College
- 306.00 Broken Rhymes (55 minutes)
- 307.00 Beginning with Bong, (and Viewer's Guide), by PT Dept., University of Maryland (55 minutes)
- 308.00 Rachel, Being Five, (and Viewer's Guide), by PT Dept., University of Maryland
- 309.00 Rachel's Team, (and Viewer's Guide), by PT Dept., University of Maryland
- 310.00 Like a Person, United Cerebral Palsy Assc. (16 minutes)
- 311.00 Lessons That Last, High/Scope Press

## SLIDE - TAPE PRESENTATIONS

- 315.00 Hawaii Department of Education, Model T Program, Staff-Centered Consultation, Child-Centered Planning

## MISCELLANEOUS

### Resource Kits

- 400.00 What If You Couldn't?  
401.00 We Did It.....So Can You  
402.00 Small Wonder Program  
403.00 Zygo Switch Kit  
404.00 Adaptive Fixtures Kit  
405.00 **Accepting Individual Differences**, a curriculum from New York Department of Education which includes a book on motor impairments, visual impairments, mental retardation, hearing impairments, an overview, and cassette tape.

### Photo Albums

- 500.00 Equipment  
501.00 Adapting Instructional Materials

### Computer Aides

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- 700.00 Disappearing Easel Notebook

# TIES: Therapy In Educational Settings



Sandra Hall, Nancy Cicirello,  
Penny Read and Judith Hytko

Physical therapists, Occupational Therapists and Speech-Language Pathologists who have responsibility for training others to conduct feeding activities will find this manual a valuable adjunct to their training and demonstrations. Written in nontechnical language, the manual discusses feeding procedures as they relate to general nutrition, socialization and communication. It deals with such topics as selecting food textures and consistencies, positioning the child for feeding, selecting equipment for feeding and precautions that must be exercised during feeding. This manual is a companion to the one entitled, "Selected Articles on Feeding Children who have a Neuromuscular Disorder."



Sandra Hall, Merry Meek,  
Nancy Cicirello, Penny Read  
and Judith Hytko, Editors

Intended for physical therapists, occupational therapists and speech-language pathologists who assess and treat feeding disorders, this manual contains a selection of technical articles on feeding. The articles cover normal and abnormal oral-motor development, anatomy and physiology of the oral-pharyngeal mechanism, normal feeding patterns, the complications that cerebral palsy presents to oral-motor functioning, procedures for promoting jaw control and guidelines for feeding children who have an oral-motor dysfunction. Together, these articles present the background needed for a sophisticated and practical approach to diagnosing and managing abnormal feeding patterns.



Judith Hytko, Penny Read  
Sandy Hall and Nancy Cicirello

This manual was prepared particularly for therapists who are new to the school setting but it contains information that will be useful to anyone who has an interest in the quality of therapy services offered in school programs. Therapists, as well as therapy assistants, teachers, administrators and parents can gain a better understanding of the mission of therapy in the schools and the laws, policies and principles that guide the execution of that mission. The manual discusses the therapist's primary role of providing services that help the child who has a handicapping condition to benefit from his educational program. It contains information about supervising therapy assistants, the therapist's role in each step of the Individual Education Program (IEP) process, types of services provided by therapists in schools, guidelines for matching services with student needs, survival strategies for therapists, an overview of a functional approach to intervention, and a formula for determining the size of caseloads.

A collaborative project conducted by Crippled Children's Division - University Affiliated Program, the Oregon Health Sciences University and the Oregon Department of Education, Regional Services for Students with Orthopedic Impairment. Funded by the U.S. Department of Education, Office of Special Education and Rehabilitation Services, grant number 2008430055.

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