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Adams Wells Special Services Cooperative

RELATED SERVICES REEVALUATION PROCEDURES

1. Teacher of Record completes the Consideration of Need for Assistive Technology form, Consideration of Need for Social Work Services form or the OT/PT Screening form (available, upon request, from OT or PT).
2. Teacher schedules case conference and considers related service(s) within the case conference meeting. If possible, the teacher should consult with and invite the AT Coordinator, therapist or social worker to the case conference.
3. TOR finalizes the IEP that indicates a need for reevaluation to consider related service(s).
4. After finalizing the IEP, TOR generates the Notice of Reevaluation and secures parent signature.
5. The Teacher of Record sends the completed Consideration of Need for Assistive Technology Services Form or OT/PT Screening Form, the signed Notice of Reevaluation Form, and all other necessary case conference and IEP documents to the AWSSC office.
6. Related service provider completes evaluation with input from parents, teachers and other personnel as needed and prepares a report which includes recommendations for goal subject areas, equipment and/or specific trial periods.
7. All members of the re-evaluation team have information entered into the IIEP system within 30 instructional days of parent permission for the re-evaluation.
8. The TOR schedules the case conference, coordinating with all relevant participants, to schedule a conference to review the re-evaluation information on or about the 40th instructional day of the 50 day timeline.

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CONSIDERING AND DOCUMENTING THE NEED FOR ASSISTIVE TECHNOLOGY

The Teacher of Record is responsible for ensuring proper consideration and documentation of Assistive Technology into the IEP. It is important to consider critical questions that address the definition and uses of assistive technology, as well as how to carefully consider it for every student.

IDEA defines assistive technology device as “any item, piece of equipment or product system, whether acquired commercially, modified, or customized, that is used to *increase, maintain or improve* functional capabilities of children with disabilities.”

Some examples of AT devices are:

- a) Pencil grips
- b) Picture schedule boards
- c) Switches
- d) Alternative keyboards
- e) Voice output devices
- f) Software that improves a student’s ability to learn
- g) OT/PT, OI, VI, and HI equipment

Considering AT in the IEP:

IDEA 2004 requires that every child must be “considered” for assistive technology.

- Is it useful for the student?
- Is it needed for the student to meet goals?
- What tasks are difficult or impossible in the educational setting that the use of AT might be an option?

Outcomes of consideration:

Outcome A - Student is fine, no AT needed

Outcome B - Student is using AT and is working

~ Document in IEP

~ Add AT to related services page 5 (zero minutes)

~ Add AT device:

- accommodations, supplemental aids and/or services
- if accommodation for state testing
- supports to personnel for implementing the IEP
- write goals for AT device (don’t use specific name brands)

Outcome C - not enough information to make a decision

- fill out AT referral and send to AWSSC

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ASSISTIVE TECHNOLOGY DEFINITIONS AND RESOURCES

Definitions:

Augmentative Communication System:

An augmentative communication system is any system that increases or improves communication of individuals with receptive or expressive communication impairments. The system can include speech, gestures, sign language, symbols, synthesized speech, dedicated communication devices, microcomputers, and other communication systems.

Assistive Technology Device:

An assistive technology (AT) device includes any item, piece of equipment, or product system that is used to increase, maintain, or improve the functioning of individuals with disabilities. It may be purchased commercially off the shelf, modified, or customized. The term does not include a medical device that is surgically implanted, or the replacement of such a device.

NIMAS

National Instructional Materials Accessibility Standard (NIMAS) refers to a collection of consistent and valid XML-based source files created by K-12 curriculum publishers. From these well structured source files, accessible, student-ready alternate-format versions of textbooks and core materials (e.g., Braille, e-text, Digital Talking Book, etc.) can subsequently be created and distributed to qualified students with disabilities. NIMAS files are not student ready versions. IDEA 2004, P.L. 108-446, establishes the NIMAS as a national standard and requires states and local districts to adopt the NIMAS for providing textbooks and instructional materials to students who are blind or print disabled.

Promoting Achievement through Technology and Instruction for all Students (PATINS) and the Indiana Educational Resource Center (IERC) under the direction of the Indiana Center for Exceptional Learners coordinate the Indiana Center for Accessible Materials (ICAM). Coordinating agencies are those state and local agencies that have chosen to coordinate with the NIMAC by directing publishers to provide NIMAS-conformant files to the NIMAC.

Persons with Print Disabilities

Article 7 defines a "student with a print disability" as students served under this article who may qualify to receive books and other publications produced in specialized formats in accordance with U.S.C. 135a. This includes students with visual, perceptual, or other physical limitations. Students who have a print disability may receive specialized formats via the Indiana Center for Accessible Materials (ICAM).

Resources:

PATINS (Promoting Achievement through Technology and Instruction for all Students)

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The PATINS Project is an Indiana Department of Education/Center for Exceptional Learners assistive technology systems change initiative. The project is designed to impact both the organizational capacities of local public schools and the professional capabilities of school staff in the delivery of assistive technology services and the implementation of Universal Design for Learning Principles.

PATINS has established lending libraries at each of our five operational sites. Equipment, software, videos, and print materials are available to public school staff for preview and evaluation purposes. In addition, PATINS offers workshops, both onsite and offsite, and offers technical assistance to local school personnel on specific devices.

PATINS also provides refurbished computer technology to qualifying public schools for use with disabled, disadvantaged, and/or at-risk students.

The Mission of PATINS is to provide access to technology tools and instruction on Universal Design for Learning, so every student can participate and progress within the general curriculum.

www.patinsproject.com

CONSIDERATION OF NEED FOR ASSISTIVE TECHNOLOGY SERVICES

Date Sent: _____ Date Received: _____ (by Assistive Tech Evaluator)

GENERAL INFORMATION:

Student Name: _____ STN: _____ DOB: _____ Age: _____

Parent Name: _____ Phone: _____

School: _____ Teacher of Record: _____ Grade: _____ School Year: _____

School Contact/Email: _____ School phone: _____

Hours/Days of Attendance: _____

Student's Area(s) of Eligibility: _____ (If MD, list all)

Student's OT: _____ PT: : _____ SLP: _____ (if applicable)

STUDENT'S LEVELS: (Please use back of this page to continue if not enough space is available below.)

Math: _____ Reading: _____ Written Language: _____

Listening Comprehension (if available and pertinent): _____

Student's Speech and Language Information: _____

Adaptive Behavior Scores/information: _____

Hearing and/or Vision information (if applicable): _____

STUDENTS ASSISTIVE TECHNOLOGY CONCERNS: (Please use back of this page to continue if not enough space is available below.)

What current IEP goals/benchmarks do you feel should be augmented by Assistive Technology?

What other student issues or concerns do you feel might be addressed with Assistive Technology?

What other (if any) Assistive Technology solutions are in place currently? Describe their effectiveness.

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CONSIDERATION OF NEED FOR SOCIAL WORK SERVICES

Date _____

Student Name _____ DOB _____ Grade _____

Parent Name _____ Phone _____

Address _____

School _____ Eligibility Area(s) _____

Date Discussed with Parent _____ Method of Contact _____

Pertinent Background Information _____

Completed by (Teacher of Record) _____

FAX COMPLETED FORM TO ADAMS WELLS SPECIAL SERVICES OFFICE 260-824-8654

Date Received by Social Worker _____

Date Social Worker Contacted TOR _____

WHAT IS SCHOOL BASED OCCUPATIONAL THERAPY?

In its simplest terms, occupational therapists and occupational therapy assistants help students participate in the things they want and need to do through the therapeutic use of everyday activities (occupations). Occupational therapy services typically include: an individualized evaluation, customized intervention to improve the student's ability to perform daily activities and reach the goals; and an outcomes evaluation to ensure that the goals are being met and/or make changes to the intervention plan.

School-based occupational therapy is designed to enhance the student's ability to fully access and be successful in the learning environment.

This might include working on handwriting or fine motor skills so the child can complete written assignments, helping the child organize himself or herself in the environment (including work space in and around the desk), working with the teacher to modify the classroom and/or adapt learning materials to facilitate successful participation.

Occupational therapy (OT) is a related service under Part B of the Individuals with Disabilities Education Act (IDEA), and is provided to help a student with disability to benefit from special education. As such, OT is a supportive service.

If your student has a disability, as defined by IDEA, and needs special education and related services to meet unique learning needs, then he/she might be eligible for OT services. Your student must be eligible for special education before being considered for OT services in the schools under IDEA.

Eligibility for special education does not mean automatic eligibility for related services, including OT. The final determination is made by the multidisciplinary team in concert with the OT evaluation (www.aota.org).

OCCUPATIONAL THERAPY CONSULT WEEK DUTIES

- Reports services to GoClaim
- Report on student progress
- Assessments and evaluation
- Data collection and interpretation
- Intervention planning
- Signing documentation
- Attend case conferences and annual case reviews
- Continuing education courses
- Attend staffing meetings
- Fabrication and maintenance of adaptive equipment
- Acquire, deliver, and maintenance of therapy materials, equipment, and supplies
- Develop therapeutic materials for sessions
- Collaborate with multi-disciplinary teams
- Collaborate with other team members (Physical, Occupational, and Speech Therapists)
- Collaborate with teachers, staff, school psychologists, and administration
- Collaborate with parents and physicians
- Education staff, students, and families on adaptive equipment and safety procedures
- Make up sessions
 - Therapy sessions are not made up: if the student is absent, sent home early, suspended or if the student misses due to convocations, parties, or special activities.

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PHYSICAL THERAPY AND OCCUPATIONAL THERAPY SCREENING CHECKLIST

Student: _____ Elig.: _____ Teacher of Record: _____
Date: _____ School: _____ Grade: _____

Teacher Instructions: Please check all items in which the student shows difficulty beyond the majority of his/her peers. Please return the completed screen to Courtney at AWSSC.

OCCUPATIONAL THERAPY

Fine Motor Skills:

- ___ difficulty opening containers
- ___ slow/difficult manipulation of objects
- ___ poor hand/finger/arm strength
- ___ awkward/unusual grasp/pinch
- ___ lack of integrated hand preference
- ___ poor or illegible handwriting
- ___ difficulty with computer use
- Other _____

Visual Motor Skills:

- ___ awkward pencil/crayon grip
- ___ difficulty copying material
- ___ difficulty using scissors
- ___ unable to attend to tasks requiring visual motor coordination
- Other _____

Sensory Processing:

- ___ does not like to touch certain textures
- ___ exhibits self stimulating behavior
- ___ poor motor planning
- ___ sensitive to sounds
- ___ inattentive
- Other _____

Self Care Skills in School Environment:

- ___ difficulty with independent feeding
- ___ difficulty with dressing/clothing fasteners
- ___ difficulty accessing items in environment
- ___ difficulty with toileting
- Other _____

PHYSICAL THERAPY

Gross Motor Skills:

- ___ poor sitting balance in chair, on floor
- ___ fatigues easily/shortness of breath
- ___ weak/poor posture
- ___ complaints of pain
- ___ stiff/inflexible
- ___ difficulty on playground equipment
- ___ difficulty with transfers (toilet, floor, bus/car)
- Other _____

Gait:

- ___ awkward gait, difficulty walking
- ___ difficulty with stairs or curbs
- ___ frequent falls
- Other _____

Equipment:

- ___ difficulty propelling wheelchair
- ___ difficulty transferring in/out of wheelchair
- ___ uses walker, crutches, and orthotics
- ___ requires equipment for standing/walking
- ___ requires equipment for support/positioning
- ___ equipment in need of repair
- Other _____

Additional Comments Related To Items Checked:

Results

___ Screening Information does not warrant further evaluation. Screener to be placed in file.

___ Screening information indicates the need for further evaluation for Occupational therapy services.

Therapist Signature: _____ Date: _____

___ Screening information indicates the need for further evaluation for Physical Therapy Services.

Therapist Signature: _____ Date: _____

___ Recommendation for referral to other specialist(s.) List: _____

Therapist(s) Signature(s): _____ Date: _____

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Permission for Short Term Social Worker Intervention

If after observation/consultation has occurred and short term individual sessions with a social worker are recommended:

___ Yes, I give permission for short term individual sessions with a social worker.

___ No, I do not give permission for short term individual sessions with a social worker.

(Parent/Guardian Signature)

(Date)

Student Name: _____ DOB: _____ Grade: _____

Corporation of Legal Settlement: _____ Corporation of Service: _____

Send completed form to _____ by _____
(name) (date)

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INSTRUCTIONAL CURRICULA AND MATERIALS FOR STUDENTS WITH A PRINT DISABILITY POLICY AND PROCEDURES

Policy:

Adams Wells Special Services Cooperative (AWSSC) is committed to supporting the participating school corporations in providing students with disabilities instructional materials and supplies comparable to those provided non-disabled students. This is done using the following process:

Procedures:

1. During each student's case conference, the case conference committee (CCC) must determine whether the student needs instructional materials, including print instructional materials in an accessible format in order to receive a Free and Appropriate Public Education (FAPE).
2. An "**accessible format**" means an alternate approach to presenting information to a student with a disability. Accessible formats may be purchased ready for use by students with disabilities, developed for use by students with disabilities, or modified from existing materials in accordance with federal and state copyright laws.
3. Accessible formats include, but are not limited to, the following:
 - a) Braille.
 - b) Audio.
 - c) Digital text.
 - d) Large type.
 - e) Tactile graphics.
 - f) Video.
 - g) Captions.
 - h) Audio descriptions.
4. If a student's CCC determines that a student needs print instructional materials in an accessible format, the school corporation must provide the materials to the student in a timely manner. A "**timely manner**" means that the school corporation will take all reasonable steps to ensure that students who need print instructional materials in accessible formats are provided those materials at the same time as other students receive instructional materials. Reasonable steps include, but are not limited to, the following:
 - a) Requiring publishers or other contractors to, at a minimum, provide the National Instructional Materials Access Center (NIMAC) with electronic files containing the content of the print instructional materials using the National Instructional Materials Accessibility Standard (NIMAS).
 - b) Having a means of acquiring print instructional materials in accessible formats for all students, including those who may transfer into the public agency after the start of

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the school year.

- c) Reasonable steps do **not** include withholding print instructional materials from other students until print instructional materials in other formats are available.
- 5. When a student needs print instructional materials in an accessible format, the school district must determine whether the student is a student with a **print disability**. This term refers to students who are **Chaffee qualified**. This refers to the 1931 Act to Provide Books for the Adult Blind which was expanded in 1952 to include blind children, and again in 1966 to include persons with physical impairments that prevent the reading of standard print. The current eligibility criteria are:
 - A. Blind persons whose visual acuity, as determined by competent authority, is 20/200 or less in the better eye with correcting lenses, or whose widest diameter of visual field subtends an angular distance no greater than 20 degrees.
 - B. Other physically handicapped persons are eligible as follows:
 - 1) Persons whose visual disability, with correction and regardless of optical measurement, is certified by competent authority as preventing the reading of standard printed material.
 - 2) Persons certified by competent authority as unable to read or unable to use standard printed material as a result of physical limitations.
 - 3) Persons certified by competent authority as having a reading disability resulting from organic dysfunction and of sufficient severity to prevent their reading printed material in a normal manner.

The TOR notifies the district DRM of the accessible materials request and assists in the collection of information needed for the ICAM registration. In completing these forms a written certification statement from a competent authority may be required. A **competent authority** is a recognized expert who attests to the physical basis of the visual, perceptual, or other physical disability that limits the student's use of standard print as follows:

- a) In cases of blindness, visual disability, or physical limitations "competent authority" is defined to include doctors of medicine, doctors of osteopathy, ophthalmologists, optometrists, registered nurses, therapists, professional staff of hospitals, institutions, and public or welfare agencies (e.g., social workers, case workers, counselors, rehabilitation teachers, and superintendents).
- b) In the case of a reading disability from organic dysfunction, competent authority is defined as doctors of medicine who may consult with colleagues in associated disciplines.

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6. If the student has a print disability, these required forms are sent to the School District Digital Rights Manager (DRM) to submit requests to the ICAM and the Indiana Educational Resource Center (IERC). Once the DRM receives the digital NIMAS files, they are converted to a student ready format by the school district personnel.
7. Regardless of the outcomes, the school corporation must ensure that the following students, who need print instructional materials in accessible formats, receive those materials in a timely manner:
 - a) A student who is not a student with a print disability as defined in 511 IAC 7-32-93.
 - b) A student who needs print instructional materials that cannot be produced from NIMAS files.
8. Charges to the parent for textbook rental, incidental fees, or any other fees permitted by state statute or rule do not violate the no cost requirement, and students who need accessible formats will still be charged accordingly.

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Section P

DIGITAL RIGHTS MANAGERS FROM MEMBER SCHOOL DISTRICTS

North Adams: Miriam Hopkins

Adams Central: Cheryl Leichty

South Adams: Myra Moore

Northern Wells: Jeff Miller or Drew Markley

Bluffton-Harrison: Scott Ribich

Southern Wells: Chris Hartman

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Occupational Therapy Consult Week Duties

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- Signing documentation
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