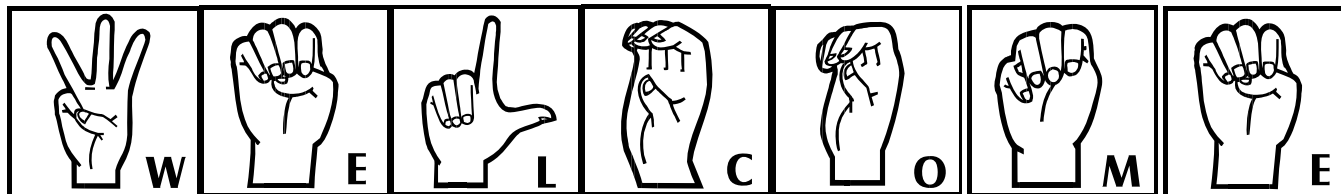


Oregon's Regional Programs

Serving infants, preschoolers and school age children with low incidence disabilities



Regional Programs

→Created by 1981 Oregon Legislature; formally began in 1983

→Funding established to:

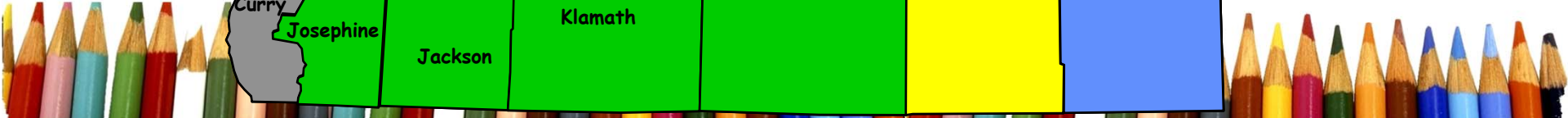
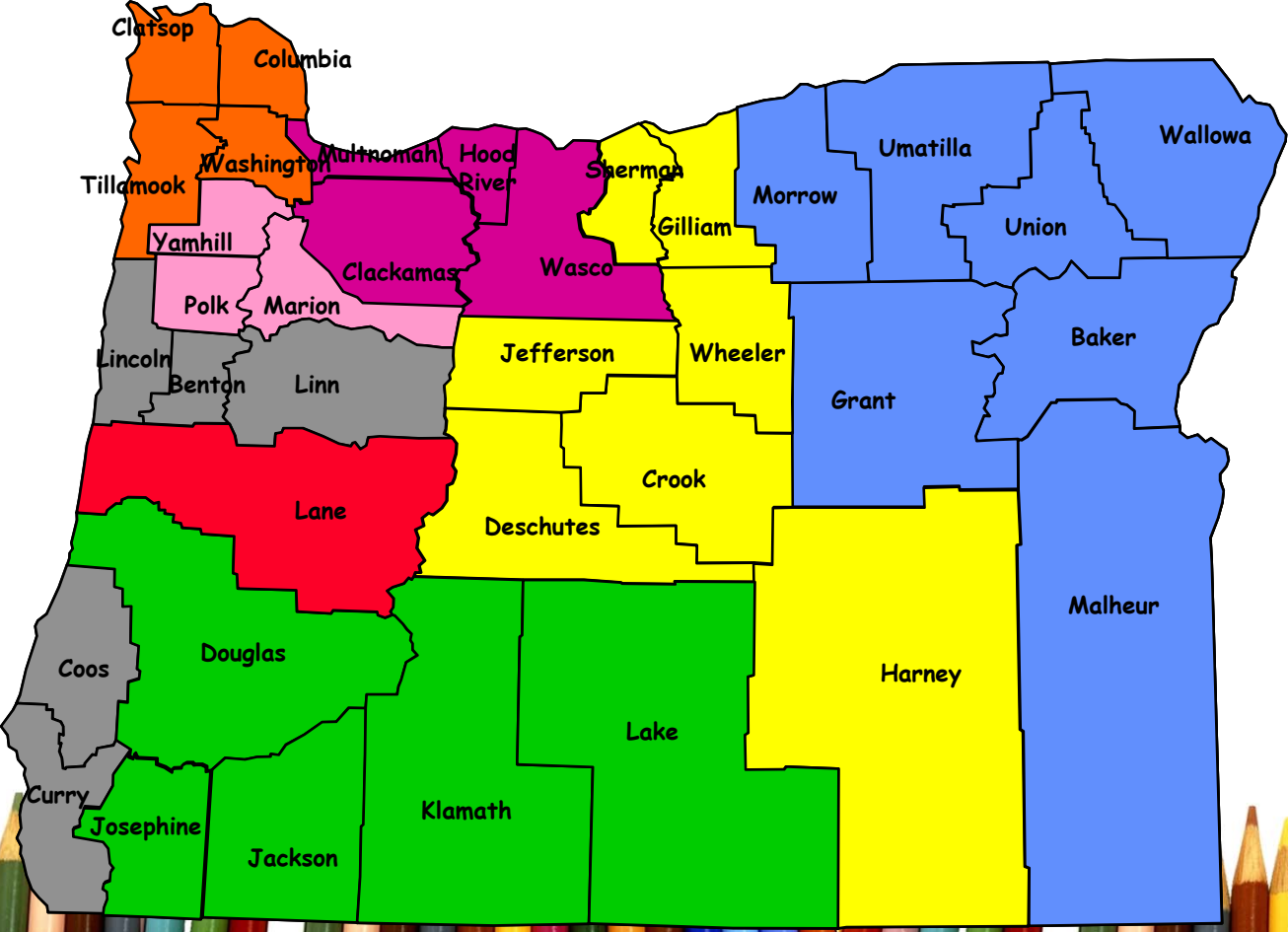
Provide equity for access to specialized services for students with low incidence disabilities, regardless of location within the state

Provide mechanism to acquire and retain highly specialized staff

Maximize taxpayer dollars by capitalizing on economy of scale for providing services for low incidence disabilities



Regional Programs

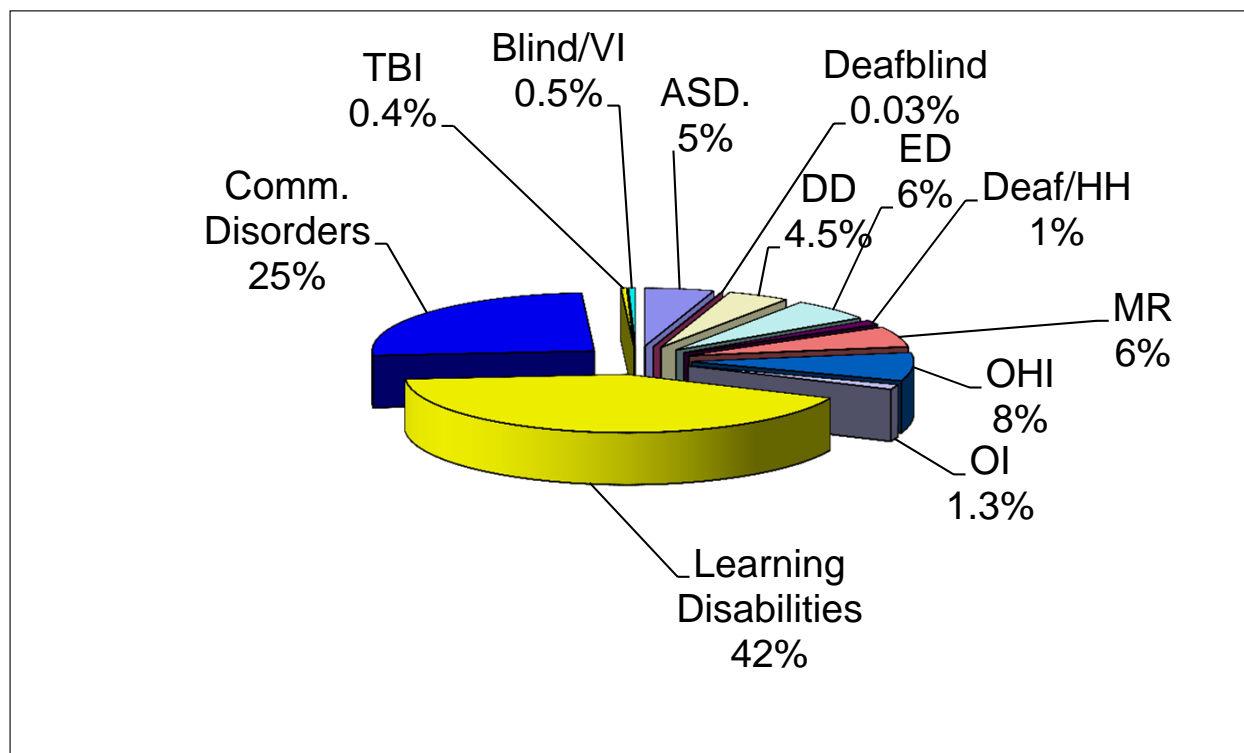


Regionally Eligible Disabilities

- Deaf and Hard of Hearing (Hearing Impairment)
- Blind and Vision Impaired (Vision Impairment)
- Deafblind
- Autism Spectrum Disorders
- Severe Orthopedic Impairment
- Traumatic Brain Injured (TBI)



Disability Distribution in Oregon Birth-21 (2004)



Statistics

		VI	HI	SOI	ASD	DB
WESD 2010	B-2	13	31	20	15	3
	3-5	27	35	38	115	4
	K-12	107	228	125	1012	10
	Total	147	294	183	1142	17

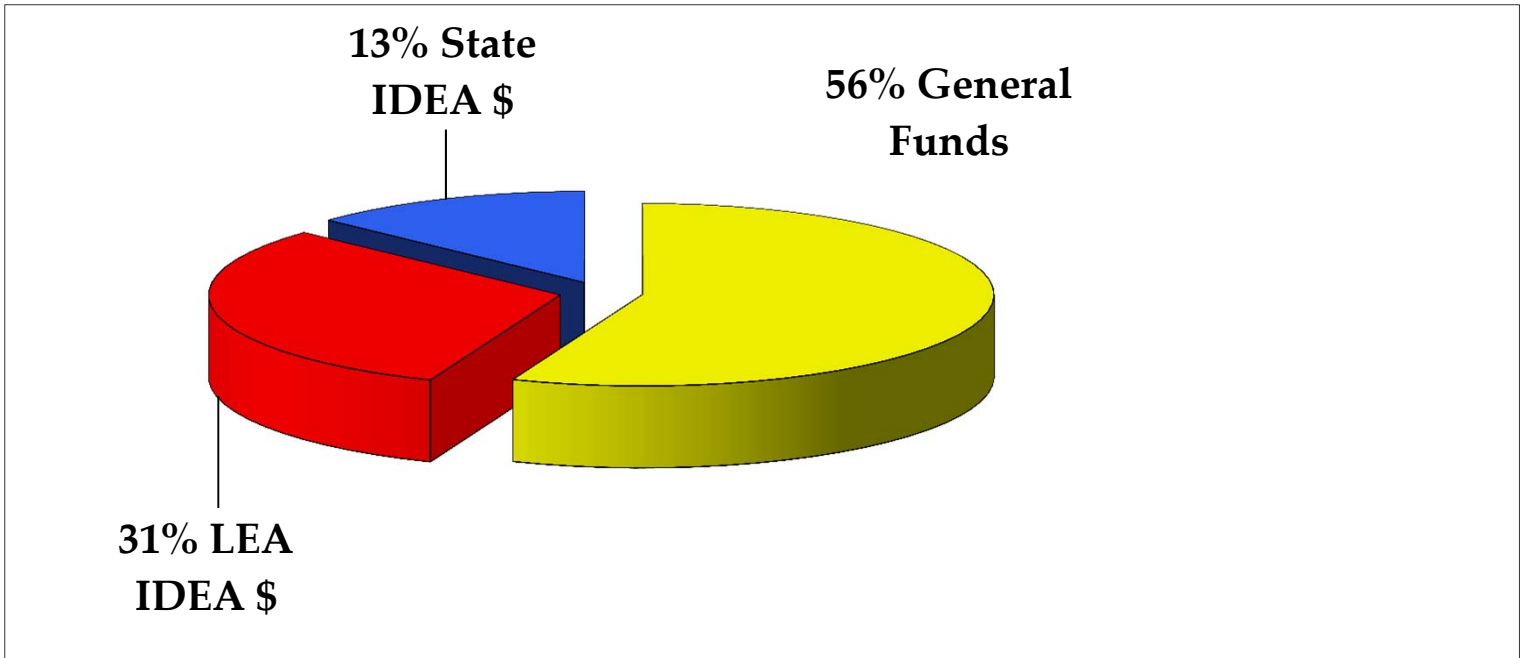
		VI	HI	SOI	ASD	DB
Statewide	B-2	92	149	79	70	4
	3-5	108	171	146	600	11
	K-12	661	1022	824	5787	41
	Total	861	1342	1049	6457	56



Current Funding

- Funding is supported through a combination of state and federal revenue (IDEIA)
- Funding is formula-driven for each region; formula is currently based on SECC data





Services for Deaf/Hard of Hearing Students Includes...

- Provide specialized educational support
- Consultation and Training
- Communication
- Audiological Services
- Specialized Equipment/Technology
- Magnet Programs



Educational Settings of Children with Hearing Loss in the 50 states served under IDEA

Children Ages 3 – 5

- In regular early childhood program more than 80% of time

32.9%

Children Ages 6 – 21

- In regular classroom more than 80% of time

53.3%

Data from Fall 2008



Educational Settings of Children with Hearing Loss in Oregon served under IDEA

Children Ages 3 – 5

- In regular early childhood program more than 80% of time

32-50%

Children Ages 6 – 21

- In regular classroom more than 80% of time

70-96%

Data from February 2012



Early Identification and Intervention



- Collaboration with EHDI, county EI/ECSE programs; OHSU and other hospital programs
- Meeting with the 1-3-6 guidelines
- New proposed OARs
- Training of staff to work with new advances in technology
- Staff working with birth-21 years
- Home-based model

EHDI Program

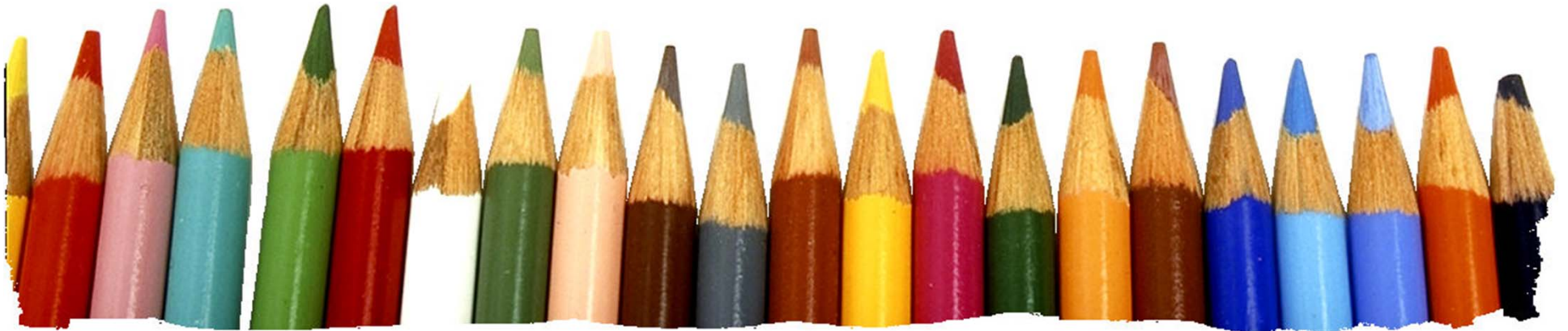
February 2012 Data Update

ONE: Screening

THREE: Diagnostic Evaluation

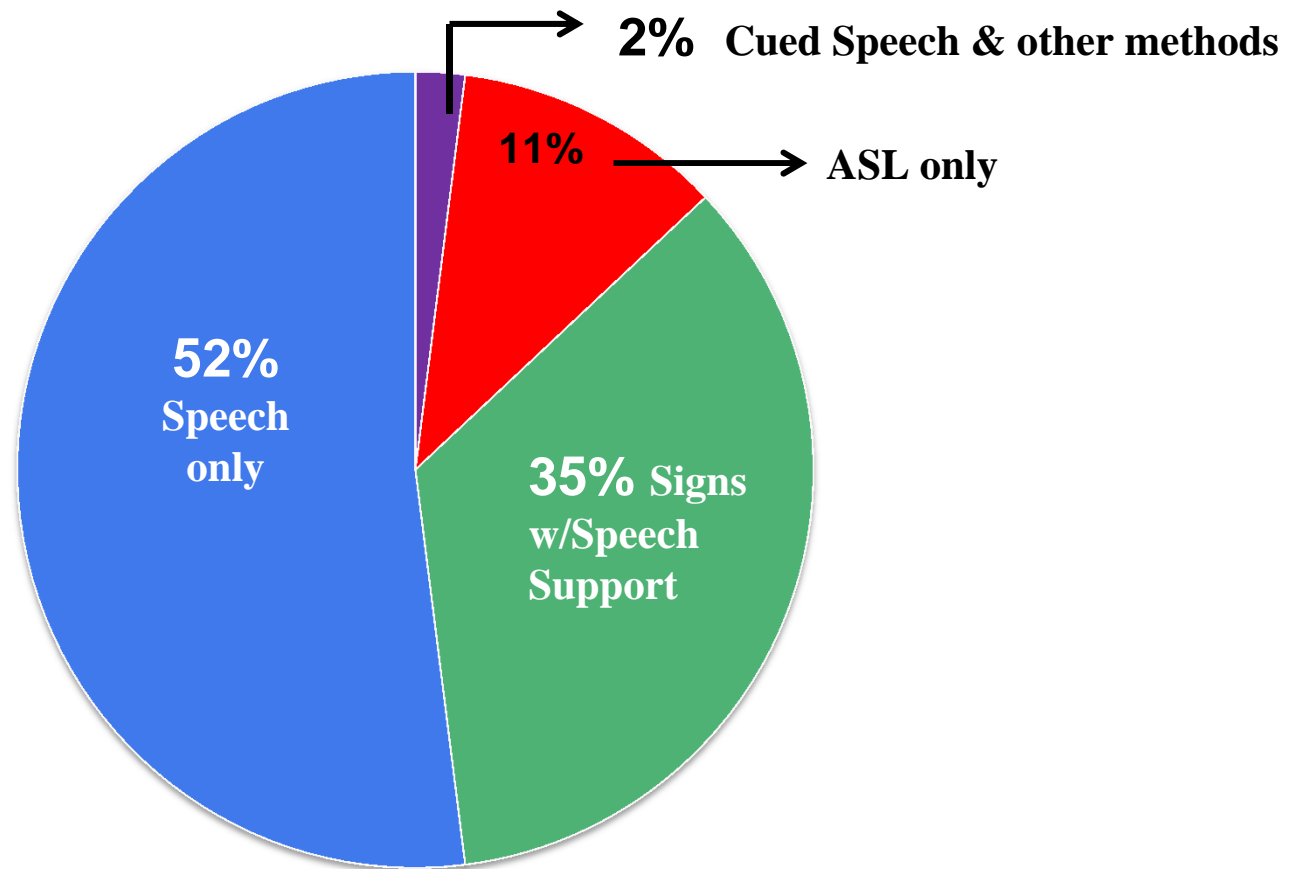
SIX: Early Intervention

PLAN: Statewide Outreach Plan



Communication Mode

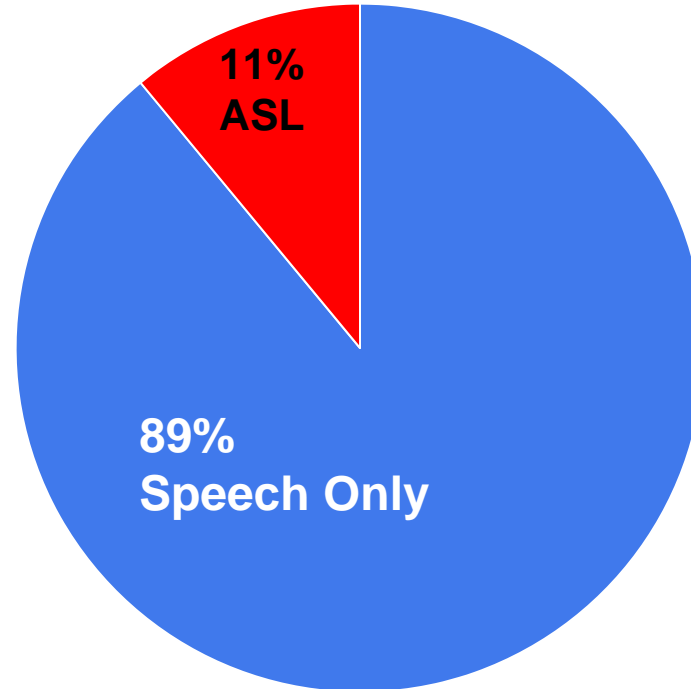
National Percentage of Deaf and Hard of Hearing Students by Primary Communication Mode Used for Instruction



Source: Gallaudet Research Institute (Nov. 2008). Regional and National Summary Report of Data from the 2007-2008 Annual Survey of Deaf and Hard of Hearing Children and Youth. Washington, DC: GRI, Gallaudet University.

Communication Mode

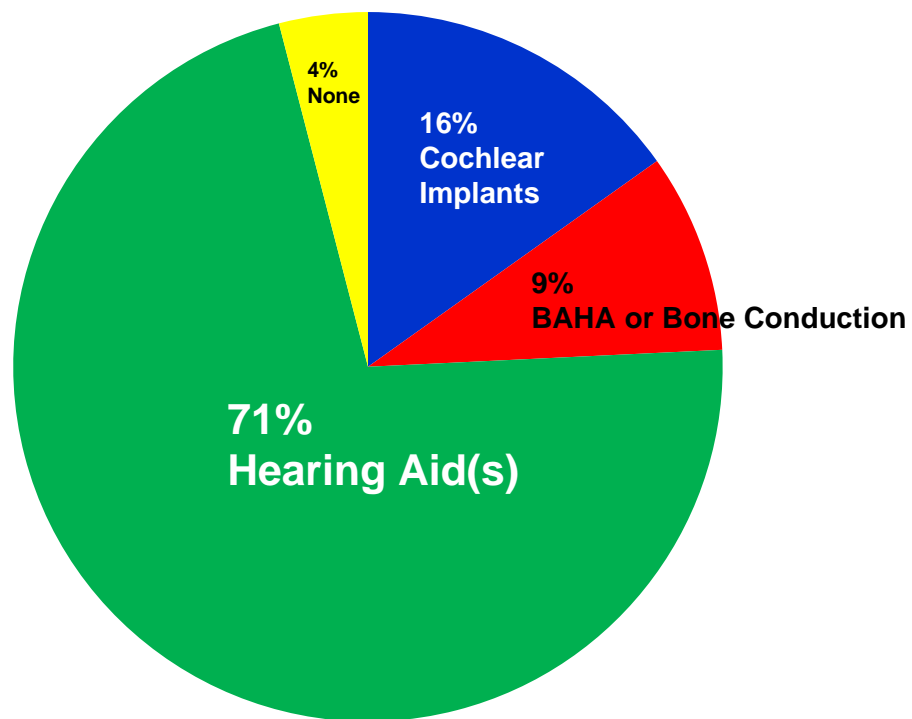
Oregon Percentage of Deaf and Hard of Hearing Students by Primary Communication Mode Used for Instruction



Data from February 2012

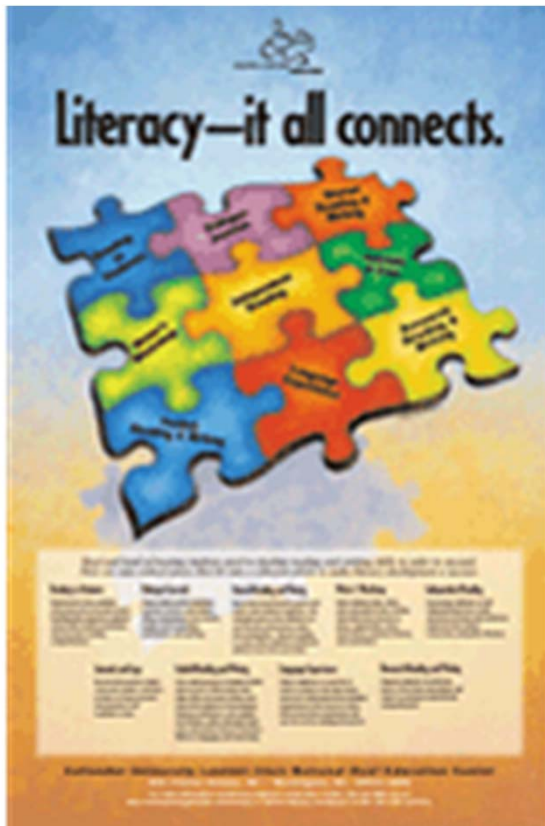


Amplification Devices



Data from February 2012

Communication, Language and Literacy



- Assessment
- Building Capacity
- Continuum of Service Delivery
- Appropriate Curricula/Materials
- Collaboration with SLPs
- Technology for Access
- Access Options
 - Transcription
 - Interpreting
 - Other Technology

Accountability, High Stakes Testing, Standards Based Environments, Diploma Options

- Certification Requirements
- Provide expertise on unique needs
- Assess language, literacy, interpreter needs
- Knowledge of appropriate accommodations and modifications for access to standardized assessment, general education curricula
- Participate as an Eligibility/IEP/IFSP team member
- Smarter Balance
- Statewide Assessments / Formative: Assessments/Essential Skills



Collaborative Partnerships

- Collaboration with General Education, ODE, Oregon School for the Deaf and other educational options
- Collaboration with other regional programs, districts
- Collaboration with transition programs, brokerages, Vocational Rehabilitation, post-secondary programs
- Common Core Standards, Diploma Options
- Governmental/community resources such as: DHS, 211, Wrap Around Services, medical services



Placement and Programs



- Continuum of Services and Options
- Least Restrictive Environment
- Accessible environments
- Coaching and training; building capacity within the districts

Technology



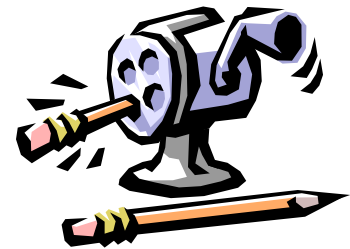
- Collaboration with EHDI, OHSU, other community technology companies
 - Stay current with latest advances through professional development, staff training
 - Expertise/knowledge shared with IEP/IFSP teams, parents; hearing loss, impact, technology, accessibility issues
 - Use of technology to support learning
- Provide input regarding communication tools to enhance learning





Changes/Trends since the availability of Cochlear Implants and the advanced auditory technology

- Higher demand for an auditory/oral approach
- Increased need for specific accommodations in general education
- Sign Language status
- Speech/Language therapy
- In-class accommodations and modifications



How are we addressing these needs

- Professional development
- Materials and assessments
- Mainstream support for SLP, classroom teachers, case managers, parents
- Development of training materials
- Coaching model
- Consultation with audiology, CI companies

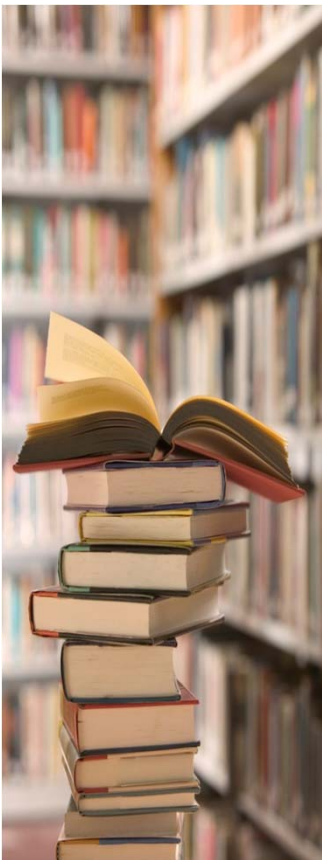
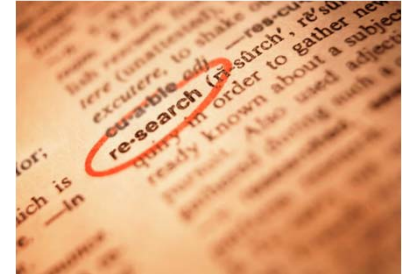


Professional Standards and Personnel Preparation

- Teacher Preparation Programs
- TSPC
- 1040 hours
- Teacher Retention
- Ongoing Professional Development
- 49% of D/HH teachers to retire within the next 5 years; 34% within the next 3 years
- Rapid changes in technology and educational reform
- Interpreter Guidelines, 2013



Evidence Based Practices and Research



- Lack of timely research in the field
- Norms are not the same
- Reliance on general education/ESL research and practices
- Few curricula specific for deaf students
- Cultural vs. technological advances
- Technology trends vs. research based

Challenges Ahead



- Work force
- Keeping up with technology
- Cultural divide
- Adequate funding to maintain and provide technology for access
- Throwing away the cookie cutter
- Keeping current with district, state and federal regulations
- Challenges with rural/urban, impact of budgets
- Continuing to raise communication and literacy competencies, attending post-secondary programs, and higher employment status