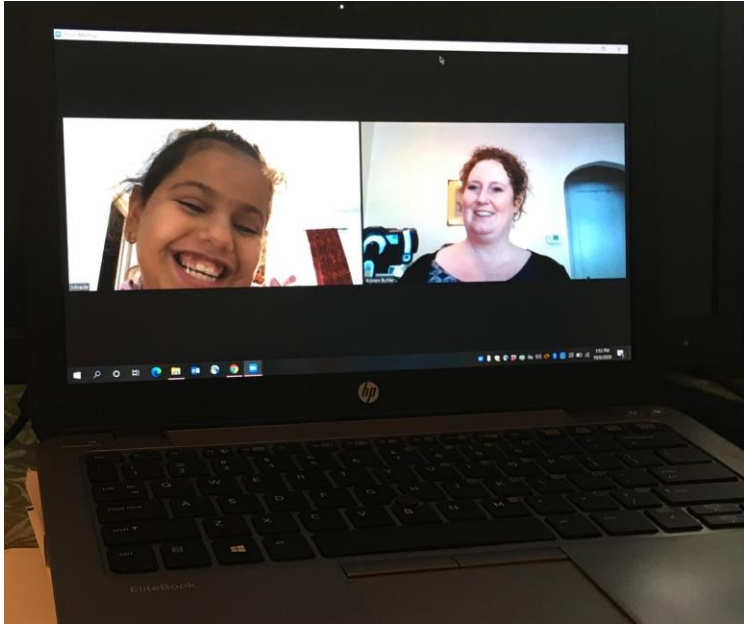


Regional Inclusive Services (RIS)

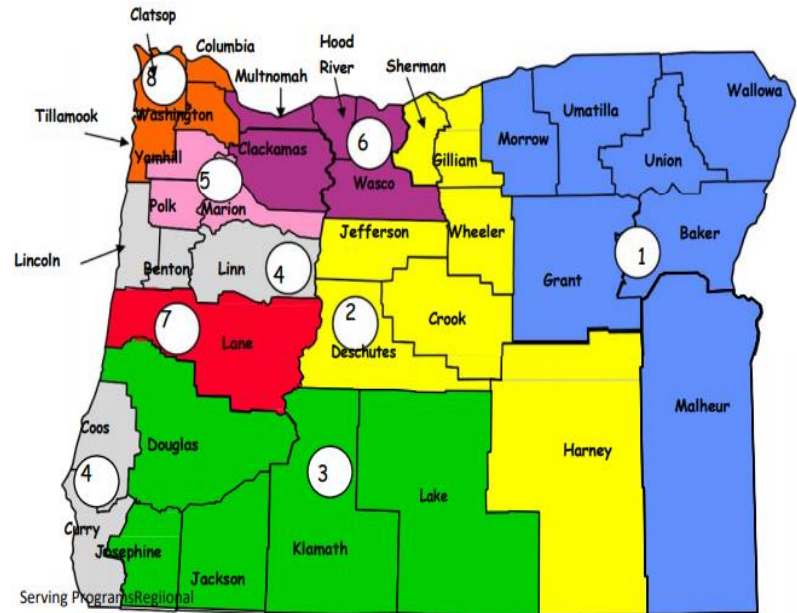
Statewide support for students with complex needs



Statewide Regional Inclusive Services

Over 12,000 students who experience visual impairment, orthopedic impairment, deafness or hard of hearing, traumatic brain injury and/or autism spectrum disorder need differentiated instruction so they can access a quality education in their home district regardless of ability. Regional Inclusive Services provides education, professional development, assistive technology and additional support to educators, students, and their families so that all schools, no matter their size or location, can deliver an inclusive education.

Oregon Regional Programs Serving Students with Low-Incidence Disabilities





Tyson



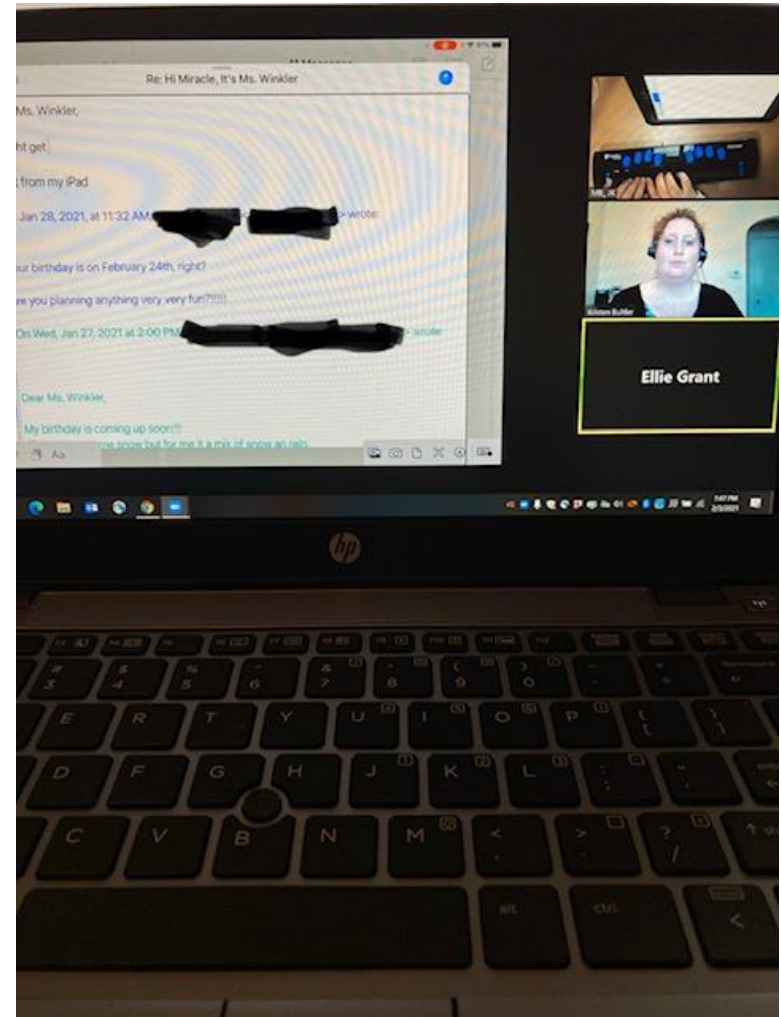
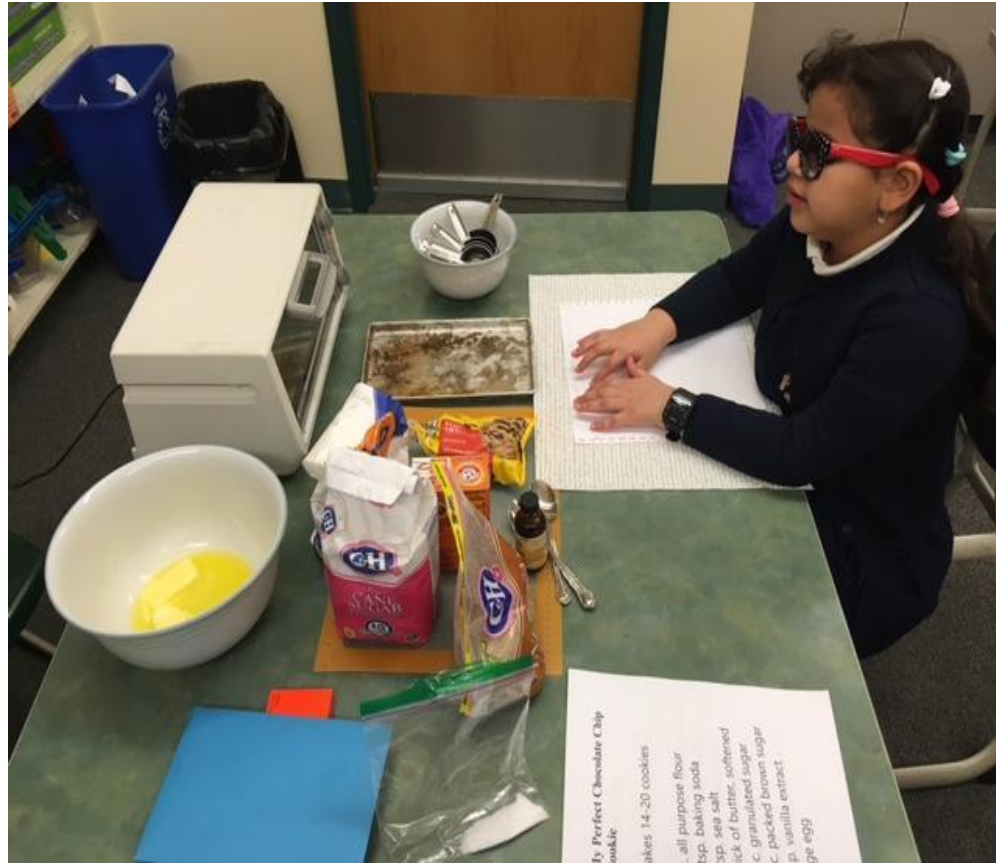
Tyson

Tyson lives in The Dalles. He receives services from an Assistive Technology Specialist, Augmentative Communication Specialist, and a Teacher of the Visually Impaired. Tyson is a 10th grader enrolled in the Dalles High School.

“My son Tyson suffered a traumatic brain injury at birth and is "non-verbal", uses a wheelchair, feeding tube, visually impaired and has the most beautiful set of eyes you've ever seen. One day, after driving hours in the awful weather and seeing dozens of kids along the way, one of Tyson's service providers, Ruth, made one last stop at our home. We tried several sites on the wheelchair over the years to put a communication switch in a location for Tyson to access and use a "Talking Device". On this particular day, she asked Tyson if he wanted to try his knee, he said "Yes" with a long blink. Ruth explained to him he would have to move his knee to activate it and he did! And now he uses the knee switch often. We made it a conversation button, he would ask questions, tell jokes and play music for people. For the first time ever...he was able to have "conversations" with all kinds of people. That was the moment my son's life had so many possibilities open up, because he was heard. Imagine the feeling of “being heard” when for over a decade you had not been.”

During CDL, RIS staff continue to work with Tyson to use switches to cook, to work on literacy (slides adapted for his cortical vision impairment, academics including science, language arts, leisure, and communication.

Miracle

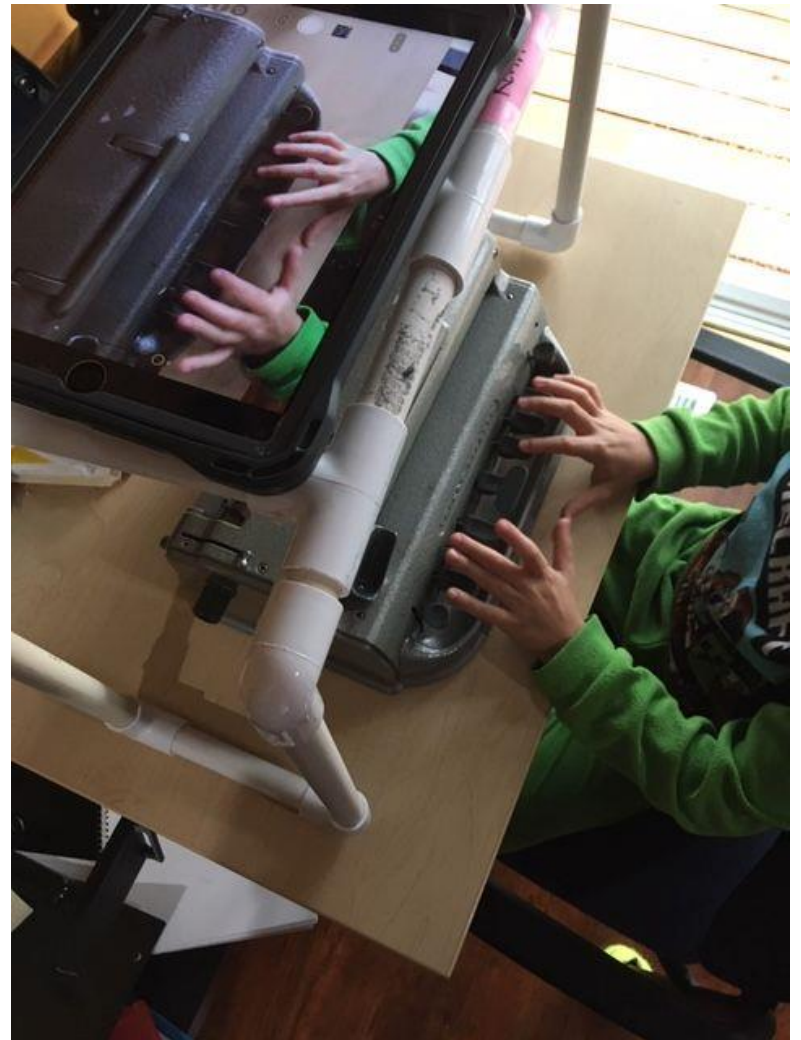


Miracle

We have been serving Miracle and her family since they were infants when her family moved here from Egypt. Miracle's brother also has a vision impairment.

Our Teacher of the Visually Impaired (TVI) collaborated with Reynolds OT and created this wonderful iPad stand with her assistant. Miracle can independently join the TVI Zoom meeting room on both her CRP iPad and Reynolds iPad. She doesn't connect the audio on the Reynolds one, sets it on top of the stand, and then independently shares the screen of her CRP iPad with me. She then independently connects her Focus 40 refreshable braille display, so I can see her braille writing in real-time, and also talk to her on the iPad.

Miracle's Perkins braillewriter also fits under the stand the TVI can see her braille Nemeth numbers when needed, as well as see her hand position when she reads braille to me.



Miracle

During CDL Miracle has improved her braille reading and echnology skills (keyboarding, Zoom shortcuts, braille display, iPad, VoiceOver! It's also been wonderful to get to know her parents so well during CDL. Even though Arabic is primarily spoken at home, her mother has done a great job communicating with me about scheduling, materials, and any concerns or positive comments she has. She's a great advocate for her kids.

A RIS trained Para Professional also works with Miracl. Since both Miracle and her brother Kevin have vision services, all 4 of us log on together to my Zoom meeting room, and then the TVI put everyone into different break out rooms so we can work 1:1 with the kids on their school work and direct service goals.

The biggest challenges of CDL have been trying to teach new concepts without being able to show manipulatives to Miracle in person (ex. explaining the concept of fractions) and keeping her desk area organized so she can find all her various braille books - there's not a lot of desk space.

Since school moved to hybrid on April 13th, I now see Miracle 3 days a week in person before her in person instruction and on the asynchronous day, and 2 days a week on Zoom.

"British Braille"



Comprehensive Distance Learning

Primary Initiatives

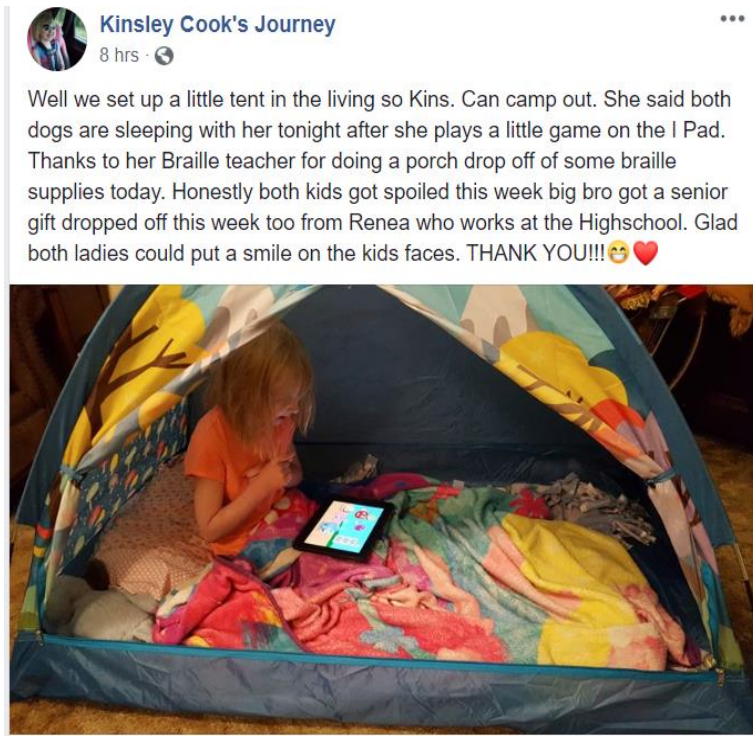
- Resources, professional development, and strategies for families.
- Specially Designed Instruction and Team consultation
- Professional Development for School Staffing
- Equipment and Access

Equipment and Access

When Schools closed in March, 2020, RIS mobilized to deliver equipment and access to students, families and community members.

- **Delivered & Provided:**

- Braille equipment
- FMs and accessible hearing devices
- Multiple computers for access
- Ipads
- Manipulatives, adapted curriculum, picture schedules, home supports.
- Audiology, new ear molds, loaner hearing aids, emergency visits to audiologists.



Specially Designed Instruction & Team consultation

- Specially Designed Instruction continued online
 - Braille
 - Orientation and Mobility
 - Self Advocacy
 - Independent living skills
 - Routines based instruction
 - Home visits for infants and toddlers
- Consultation for School & EI/ECSE Teams
 - Student specific consultation
 - Evaluation, assessment, planning



Professional Development for School Staff

Oregon's Extended School Closure Guidance, March 2020

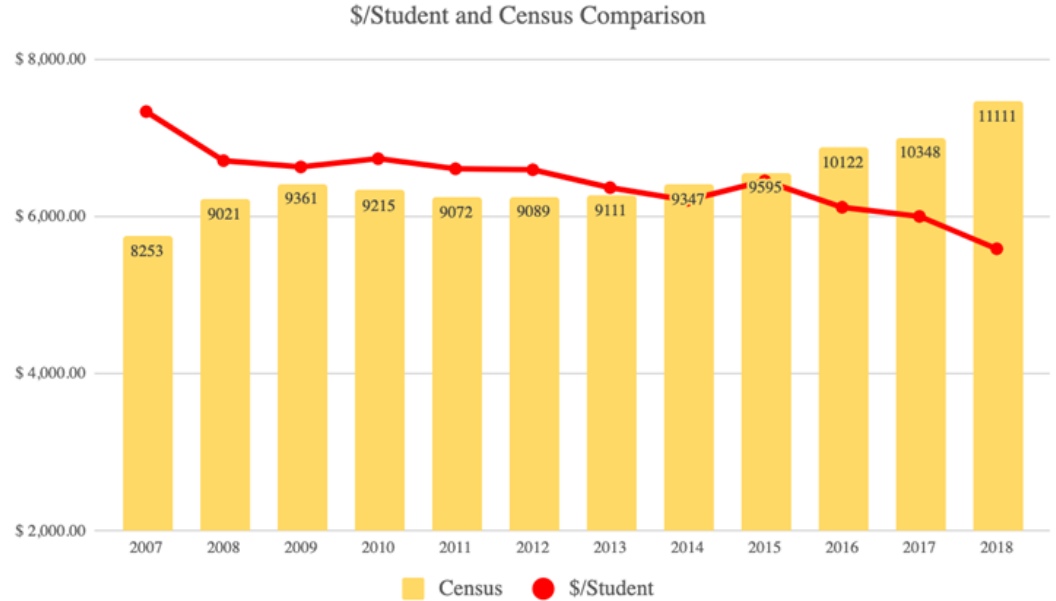
- Over 600 para educators across the state attended virtual professional development for children with autism.
- Over 3000 school district staff have been provided professional development:
 - Providing Emergent Literacy Instruction to Students with Significant Disabilities, Including Cortical Visual Impairment (CVI) and Complex Communication Needs (CCN)
 - Cognitive Behavioral Instructional Strategies for Students with ASD: *Enhancing Social Competence*
 - Returning to In-Person Learning: Tips, Tools and Strategies for Students with Autism
 - You've Got This! Teaching Learners with Complex Communication Needs Virtually

Resources, Professional Development, & Strategies for Families

- Over 300 Parents/Families/Caregivers of Children with
 - Autism Spectrum
 - Cortical Vision Impairment
 - American Sign Language StoryTime for Preschool
 - EI/ECSE Play Groups for Blind/Vision Impaired, Deaf/Hard of Hearing
- Staff delivered kits, tools, curriculum material prior to the zoom event.

Regional Inclusive Services Funding

2009-11 Total Funds: \$62,068,500
2015-17 Total Funds: \$58,009,947
2017-19 Total Funds: \$61,917,950
2019-21 Total Funds: \$62,099,109
2021-23 GRB \$64,000,000



Key Notes from the Quality Education Model Report:

- Adjusting for inflation, total funding fell by more than 20% since 2007-2009.
- When adjusted for inflation, per student funding fell by more than 33 percent.
- With expected funding for the 2021-23 biennium of \$64.0 million, just 0.3 percent above the prior biennium, funding per student is expected to continue to fall.

Legislative Request & Priorities

- Additional funding of \$10 million from the general fund for the 2021-23 biennium to begin to restore service levels reduced since 2009.
- Passage of SB 53 to examine Regional Inclusive Services and long-term adequate funding.
- To achieve adequate service levels, we estimate a need of an additional \$50 million in general fund dollars.

21-23 Priorities:

In order to begin restoring services to 2009 levels, RIS programs would prioritize the following:

- Recruit and retain Teachers of the Visually Impaired, Teachers of the Deaf / Hard of Hearing, and Deafblind consultants
- Restore Autism services to 2009 levels (decreasing caseloads, increasing direct service and evaluation services)
- Increase capacity to support and engage families
- Increase student technology access

Thank You

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