

Section H

Regional Programs and Services

Introduction

The San Luis Obispo County SELPA members provide a wide range of special education service options to meet the unique needs of individuals with disabilities. For specific information regarding special education services, contact your local school district special education department or the SELPA at (805)782-7301 or visit the website at www.sloslepa.org.

ADAPTED PHYSICAL EDUCATION

Description:

The Adapted Physical Education related service provides assessment, instruction, consultation and intervention for eligible special education students ages 3 through 22 years in gross motor, perceptual motor performance, and/or physical fitness. Services are provided to eligible special education students using an inclusion model in the most appropriate and least restrictive setting: i.e., infants and toddlers in the natural environment and for school-aged students assigned to a special education case manager at the local school site. Adaptive Physical Education is not a stand-alone service and is provided as a related service to students.

Eligibility:

1. Exhibits impairments in gross motor skills, perceptual motor performance, and/or physical fitness as defined by the CDE in their publication, "Program Guidelines for Adapted Physical Education."
2. Is unable to participate in general or modified P.E. or in specially designed motor activities through the curriculum as indicated on the student's IEP.
3. Requires more intensive services despite previous documented adaptations and modifications within the existing educational program.
4. A student also qualifies for service if he/she scores:
 - a. At least 1.5 standard deviations below the mean for his/her chronological age.
 - b. Below the 7th percentile for his/her chronological or developmental age on a standardized (norm referenced) test.
 - c. At, or below, 705 of his/her chronological age level in the area of motor skills on a criterion based assessment.
5. Additional considerations include:
 - a. Students who have severe developmental delay should have their performance compared to their assessed developmental/mental age rather than their chronological age.
 - b. Two measures must be used to qualify the student, one of which must be standardized. If standardized tests are invalid for a specific student, skills will be measured by alternative means as specified on the assessment plan.
 - c. The assessment report includes information from the formal evaluation as well as the informal methods; e.g., documentation of modifications and

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other interventions, functional evaluation through observation and/or teacher and parent report, present level of functioning, and recommendations.

AUTISM SERVICES

Description:

Each Regional Program Provider designs services for students with Autism Spectrum Disorder. These services may include assessment, instruction and consultation.

Individual programming is determined by the IEP team. On-going staff training is provided by qualified specialists. Service providers are trained in various methodologies and interventions which may include but are not limited to Applied Behavior Analysis (ABA), Discrete Trial Training (DTT), social groups, Picture Exchange Communication (PECS), Pivotal Response Training (PRT), Treatment and Education of Autistic and Related Communication Handicapped children (TEACCH), behavior management techniques, social-thinking skills and sensory intervention. Staff trained in Autism Spectrum Disorder may provide consultation and/or support to classroom teachers in the placement determined by the IEP team.

Students are assessed by an educational team who has training, experience and knowledge of Autism Spectrum Disorders. The purpose of the assessment is to determine the functioning level of the child in the major areas of development such as cognitive ability, communicative ability, adaptive behavior and social skills.

Eligibility:

1. Consideration for placement and services for students with autistic-like behaviors as outlined by Education Code Article 3.1.1 3030 (g) include:
 - a. An inability to use oral language for appropriate communication.
 - b. A history of extreme withdrawal or relating to people inappropriately and continued impairment in social interaction from infancy through early childhood.
 - c. An obsession to maintain sameness.
 - d. Extreme preoccupation with objects or inappropriate use of objects or both.
 - e. Extreme resistance to controls.
 - f. Peculiar motoric mannerisms and motility patterns.
 - g. Self-stimulative, ritualistic behavior.

BEHAVIOR INTERVENTION SERVICES

Description:

Behavior Intervention Services may be provided to any special education student when behavioral/social goals cannot be met without additional interventions beyond those recommended by the IEP team. Behavior Intervention services may include:

1. Classroom observation.

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2. Direct service to a student who requires additional supervision or specific skill training unique to the child's needs.
3. Assistance to the IEP team in developing a Behavior Support Plan.
4. Consultation with the classroom teacher and other service providers.
5. Consultation with partner agencies such as Behavior Health Services, Department of Social Services and Tri-Counties Regional Center.
6. Training and support of classroom para-educators.
7. Recommendations for curricular and environmental modifications.
8. Oversight on the implementation of behavior management techniques.
9. Parent consultation.

Behavior Intervention Services are not a stand-alone service and is provided as a related service to students.

Eligibility:

1. The IEP team has determined that the student requires systematic implementation of procedures designed to promote lasting, positive changes in the student's behavior which results in greater access to a variety of community settings, social contacts and least restrictive environment.

DEAF/HARD OF HEARING

Description:

Related services for students who are deaf or hard of hearing include assessments, instruction, consultation, and support services for all children 3 through age 22.

The following services are provided:

1. Consultation with parents, classroom teacher, speech therapists, audiologists, other professionals and agencies.
2. Direct academic instruction.
3. Remediation of language impairment.
4. Maintenance of specialized amplification equipment.
5. Monitoring of hearing aide functioning.
6. Instruction in auditory training, speech reading, etc.
7. Recommendations and implementation of classroom modifications or accommodations.
8. Monitoring for cochlear implants.
9. Auditory training specific to hearing impairment.

Services are provided to eligible students, using an inclusion model in the most appropriate and least restrictive setting: i.e., infants and toddlers in the natural environment, for school-aged students assigned to a special education teacher at the local school site, and adults in their work setting. Students often benefit from the use of amplification, which may include hearing aids, cochlear implant, classroom FM system, or soundfield system. Students may benefit from a variety of services such as speech

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therapy, auditory training, and sign language interpreter services.

Eligibility:

1. Students who qualify for the program have a documented hearing loss which adversely affects their receptive and/or expressive communication or educational performance.

EMOTIONALLY DISTURBED

Description:

ED classes are for K-12 students who have a severe emotional disturbance condition and a direct, observable connection between the emotional disturbance and poor educational performance. The curriculum in these classes has an academic focus with intensive instruction on development of behavior management and appropriate interpersonal skills. The classes are taught by teachers with a special education credential. The classes may be augmented by services from school counselors, psychologists, mental health and other social services staff as appropriate. Referrals for placement into ED classes shall be brought to the LEA's Advisory Committee prior to the IEP meeting. Secondary students enrolled in these classes may be referred to the Vicente Intensive School Linked Mental Health Services Program (VISLMHSP), jointly operated by the SLOCOE and Mental Health, when the IEP team, in conjunction with the Vicente Advisory Committee, determines it to be the most appropriate placement for a student with severe emotional disturbance who meets both educational and mental health eligibility criteria.

Eligibility:

1. An inability to learn which cannot be explained by intellectual, sensory, or health factors.
2. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
3. Inappropriate types of behavior or feelings under normal circumstances.
4. A general pervasive mood of unhappiness or depression.
5. A tendency to develop physical symptoms or fears associated with personal or school problems.
6. One or more of the characteristics listed above must exist:
 - a. over a long period of time,
 - b. to a marked degree, and
 - c. adversely affects educational performance.

INFANT DEVELOPMENT PROGRAM

Description:

The SLOCOE operates the Infant Development Program for infants and toddlers, 0-3 years old, who have medical or developmental concerns, including solely low incidence disabilities. The Tri-Counties Regional Center (TCRC) acts as the single point of entry

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for infants. Referrals into the Infant Development Program are made to the TCRC Early Start Program. The Infant Development Program provides a variety of services including group activities and continuous parent training, home based services for infants with a severe medical condition, parent support and discussion groups, home visits and multidisciplinary assessment. Center programs operate in North County, San Luis Obispo and South County.

Bright Start is a vendored program with Tri-Counties Regional Center. This program serves the 0-3 year old population of children with Autism. This program provides in home or center based intense intervention, which may include Speech and Language, parent education, Occupational Therapy services and Behavior Intervention Services.

Eligibility:

1. An established risk condition exists when an infant or toddler has a condition of known etiology which has a high probability of resulting in developmental delay; or
2. An established risk condition exists when an infant or toddler has a solely low incidence disability.
3. When a multidisciplinary team determines prior to 24 months that an infant or toddler has one or more factors resulting in a high risk for a developmental delay of 33% of his/her chronological age.
4. When a multidisciplinary team determines after the age of 24 months that an infant or toddler has a combination of two or more factors resulting in a high risk for a developmental delay of 33%-49% of his/her chronological age.

High risk for a developmental disability also exists when a multidisciplinary team determines that the parent of the infant or toddler is a person with a developmental disability and the infant or toddler requires early intervention services based on an evaluation and assessment.

MEDICALLY FRAGILE OR PROFOUND DISABILITIES

Description:

Services include an intensive program for students 3-22 years of age who are medically fragile or have profound developmental delay. Key program components include utilization of a team approach incorporating health services, mobility enhancement, and a functional life skills curriculum. The primary focus is to develop an individualized education program that maximizes each student's abilities and level of independence. In order to facilitate the student's mobility, the designated specialized curriculum is incorporated. The program also includes a home/hospital component for students who are unable to participate in an on-site classroom.

Eligibility:

1. In general, individuals with cognitive, adaptive, and academic (standard scores) below 60, and who require intensive staff assistance and individualized physical

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- care.
2. When scores are reported in age levels, scores that are less than half of the student's chronological age.
3. Student requires a specialized curriculum emphasizing assisted care, mobility enhancement, and a functional life skills curriculum.

MODERATE/SEVERE DISABILITIES

Description:

Services include intensive instruction for students with moderate to severe disability. An overall focus of the program centers on striving to improve functional life skills and maximize independence. The program has both child and adult components. For students in the 3-22 year range, the most severely disabled students attend regionally operated classes on integrated school sites throughout San Luis Obispo County. For students between the ages of 18-22 years, an Independent Skills Program (ISP) located in the north and the south county is available to maximize the student's independence and prepare them for transition to adult life. A special education credentialed teacher and support staff comprise the educational team.

Eligibility:

1. In general, individuals with cognitive, adaptive, and academic (standard scores) below 60 and/or,
2. When scores are reported in age levels, scores that are less than half of the student's chronological age and,
3. Student requires a functional life skills curriculum.

OCCUPATIONAL THERAPY

Description:

Occupational Therapy Services provide assessment, instruction, consultation and support for students ages 3 through 22 years in the areas of fine and gross motor skills, postural stability, sensorimotor processing, coordination, organizing and using materials appropriately, and/or self-care skill development appropriate to the learning environment. Services are provided to eligible special education students using an inclusion model in the most appropriate and least restrictive setting, i.e., infants and toddlers in the natural environment, for school-aged students assigned to a special education teacher at the local school site, and adults in their work setting. Occupational Therapy is not a stand-alone service and is provided as a related service to students.

Eligibility:

1. Exhibits impairments in fine and gross motor skills, postural stability, sensorimotor development, coordination, organization and use of materials, and self-care skill development as defined by the CDE in their publication, "Guidelines for Occupational and Physical Therapy."

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2. Requires more intensive services despite previous documented adaptations and modifications within the existing educational program.
3. Eligibility determined on an individual basis.
4. Eligibility based on therapist's clinical reasoning, standardized testing (if appropriate), and functional performance within the educational environment.
5. Additional considerations include:
 - a. Students who have severe developmental delay should have their performance compared to their assessed developmental/mental age rather than their chronological age.
 - b. If standardized tests are invalid for a specific student, skills will be measured by alternative means as specified on the assessment plan.
 - c. The assessment report includes information from the formal evaluation as well as the informal methods: e.g., documentation of modifications and other interventions, functional evaluation through observation and/or teacher and parent report, present level of functioning, and recommendations.

ORIENTATION AND MOBILITY

Description:

Orientation and Mobility Instruction includes assessment, instruction, consultation and support services for all eligible children 3 through age 22. The following services are provided:

1. Direct instruction enabling independent travel that includes: concept development, body imagery, laterality, directionality, environmental concepts, fine and gross motor skills, sensory awareness, sighted guide and protective techniques, use of residual vision, cane travel, methods of traveling a route, mapping skills, use of public transportation, emergency procedures, self-help skills, and appropriate behavior.
2. Instruction and incorporation of terminology for O & M.
3. Environmental modifications and adaptations for the home and school.
4. Consultation with teachers of the visually impaired, parents, classroom teachers, and other professionals and agencies.

Eligibility:

1. Typically, a student is eligible for Orientation and Mobility services by having been identified as legally blind (visual acuity of 20/200 or worse) although certain students with restricted visual fields or difficulties with depth perception may also be eligible.
2. In some circumstances, students who experience difficulty detecting and avoiding obstacles, drop-offs, making street crossings, and using public transportation may be determined eligible.

ORTHOPEDICALLY IMPAIRED

Description:

Orthopedically Impaired Services include assessment, instruction, intervention, consultation, modification, and adaptations to eligible students ages 3 through 22 years. Services are provided to eligible students using an inclusion model in the most appropriate and least restrictive setting, i.e., infants and toddlers in the natural environment, for school-aged students at their local school site, and adults in their work setting.

1. Authentic assessments are used which may include, but are not limited to observation, checklists, portfolio assessment, interviews with the student and staff and developmental standards.
2. Consultation with parents, teachers, and other professional staff and agencies.
3. Provision of adapted work materials.
4. Direct academic instruction using standard approaches and/or adaptive technology.

Eligibility:

1. Students ages 3 through 22 years old who have a severe, persistent orthopedic impairment that impacts their ability to access their curriculum.
2. The orthopedic impairment significantly restricts normal physical development, movement, and activities of daily living.

Regional Special Day Class (SDC) Integrations

Many students served in regional classes spend part of their day in general education settings. Typically, arrangements are made between the site staff regarding opportunities for mainstreaming the students. When a student is mainstreamed, a regular education teacher will be a part of the IEP team. All students have the opportunity to participate in school-wide assemblies, lunch, and recess activities as appropriate. Some regionally-placed students spend part of their day in a general education or LEA special education classroom alongside their peers with adapted curriculum. Creative team teaching approaches have been established at many school sites. Whenever a student receives services from a Regional Program Provider, it is important that representatives from the district of residence participate in the IEP team meeting. It is also required that the student receive services in accordance with the IEP. Therefore, the IEP must reflect how the student's time is spent and what services are received in both settings.

Special Education Services-Juvenile Services Center/Community School

Description:

Special education services are provided to eligible students per their IEP. The following services are provided:

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1. Consultation with the classroom teacher, other professionals and agencies.
2. Direct academic instruction.
3. Implementing classroom modifications or accommodations.

Eligibility:

1. Services are provided to students identified with one of thirteen (13) disabilities if the IEP team determines the service is educationally appropriate.
2. Students at Juvenile Services Center have been placed there by the Juvenile Court. Students in Community Schools have been referred to the Community School by their local school district or have been placed by the Juvenile Court.

SPEECH AND LANGUAGE SERVICES

Description:

Speech and language pathologists provide evaluation, collaboration, consultation, and direct services to students (3-22) who are eligible under specific eligibility criteria for speech and language disorders. Speech and language pathologists provide services to students in regional programs and to the smaller school districts in the county.

Eligibility:

A student has a language or speech disorder if it is determined that the pupil's disorder meets eligibility in one or more of the following areas and adversely affects their education:

1. Articulation Disorder.
2. Abnormal Voice.
3. Fluency Disorder.
4. Language Disorder.

VISUALLY IMPAIRED

Description:

Programs and services for students who have a visual impairment provide assessments, instruction, consultation, and support services for all children 3 through age 22. The following services are provided:

1. Consultation with parents, classroom teachers, other professionals and agencies.
2. Specialized materials and strategies for direct academic instruction.
3. Keyboarding and Braille instruction.
4. Improvement of skills in daily living and other areas of development as they relate to academics.
5. Operation of specialized equipment such as Braillewriters, magnifiers, monoculars, adaptive computer software, and audiotapes.

Services are provided to eligible students using an inclusion model in the most appropriate and least restrictive setting; i.e., infants and toddlers in the natural environment, for school-aged students at their local school site, and adults in their work

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setting.

Eligibility:

1. Students who qualify for the program are considered blind or have low vision as determined by an ophthalmologist.
2. Legally blind is defined as having a visual acuity of 20/200 or less in the better eye corrected or a visual field of no greater than 20 degrees.
3. Low vision is defined as having a visual acuity of 20/70 or less in the better eye corrected.

Approved by SEOC on August 24, 2006

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