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FISCAL NOTE

STATE OF ALASKA
1992 LEGISLATIVE SESSION

BILL NO. SB331

Revision Date: _____
Title: An Act Extending Special Education
Service Agency _____

Department Affected: Education
BRU: Educational Program Support
Component: Office of Special and Supplemental Services

Sponsor: Senator Zharoff

Requestor: (S) HESS

COMPONENT SERIAL NO.

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EXPENDITURES/REVENUES: (Thousands of Dollars)

OPERATING	FY 93	FY 94	FY 95	FY 96	FY 97	FY 98
PERSONAL SERVICES						
TRAVEL						
CONTRACTUAL						
SUPPLIES						
EQUIPMENT						
LAND & STRUCTURES						
GRANTS, CLAIMS						
MISCELLANEOUS						
TOTAL OPERATING	-0-					

CAPITAL	-0-					
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REVENUE FUND SOURCE:	-0-					
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FUNDING: (Thousands of Dollars)

GENERAL FUND						
FEDERAL FUNDS						
OTHER FUND SOURCE:						
TOTAL	-0-					

POSITIONS:

FULL-TIME	-0-					
PART-TIME						
TEMPORARY						

Estimate of current year impact: _____

ANALYSIS: (Attach a separate page if necessary.)

See attached.

Prepared By: *Kevin Rasmussen* Phone: 465-2970
 Division: EDUCATIONAL PROGRAM SUPPORT Date: 1/16/92
 Approved by Commissioner: *Jerry Covey* Jerry Covey
 Agency: Education Date: 2/9/92

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ANALYSIS:

SESA's funding is based on \$85 for each special education student in average daily membership, or the equivalent of 2% of the funds appropriated for special education, whichever is greater. The FY93 count to determine SESA's funds is 18,903 which results in an entitlement of \$1,602,608. An increment of \$87,975 would be required to fully fund SESA in FY93 per AS 14.30.650. If special education enrollment continues to increase annually, as it has done historically, there will be additional fiscal implications.

Tom. Panamart



SENATOR FRED F. ZHAROFF

ALASKA STATE LEGISLATURE

P. O. BOX 405, KODIAK, ALASKA 99615 (907) 486-5250

DURING SESSION:

P. O. BOX V, JUNEAU, ALASKA 99811 • (907) 465-3473 • 465-3474

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DISTRICT N

ALASKA PENINSULA • ALEUTIAN CHAIN • BRISTOL BAY • KODIAK ISLAND • LAKE CLARK/LAKE ILIAMNA • PRIBILOF ISLANDS • IUMAQIN ISLANDS

MEMORANDUM

TO: Senator Arliss Sturgulewski, Chair
Senate HESS Committee

FROM: Senator Fred F. Zharoff *[Signature]*

DATE: February 10, 1992

SUBJ: Scheduling of SB 331

D.O.E.

Budget request

Low income district sunset

from Long General -

4th D.O.G. -

Schools for

have been offered

This memo is to request the scheduling of SB 331, "An Act extending the Special Education Service Agency; and providing for an effective date."

This bill simply extends the Special Education Service Agency (SESA) for another three years and would make the sunset date for the agency June 30, 1995.

The SESA was created in 1986 and, in my opinion, has proven itself to be a valuable tool in the delivery of special education services to school districts throughout the state. This will be the third sunset review and extension consideration since the creation of SESA.

I would also like to request that SESA's executive director, Chris Robinson, be allowed to participate in the hearing via teleconference from Anchorage.

Back-up information is attached. Thank you for your consideration of this request.

Attachments

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POSITION PAPER: DEPARTMENT OF EDUCATION

Division Educational Program Support Bill Number SB 331

Bill Title An Act extending the special education service agency; and providing for an effective date.

Sponsor Senator Zharoff

Position Statement: Explain briefly what the bill does, its impacts and Department's position, i.e., a) support, b) do not support, c) neutral or d) oppose.

SB 331 extends the Special Education Service Agency (SESA) through June 30, 1995. This will enable SESA to continue to provide school districts with the outreach services necessary to ensure that low incidence handicapped children receive an appropriate special education program.

The Department of Education supports the continuation of the Special Education Service Agency.

APPROVED:

Director Edwin E. Westlund Division Educational Program Support

Signature *Ed Westlund* Date 2-12-92

Commissioner/Deputy *Jerry Covey*

Signature *Miss Melba J.C.* Date 2/12/92

SPECIAL EDUCATION SERVICE AGENCY

2217 EAST TUDOR ROAD, SUITE 1 / ANCHORAGE, ALASKA 99507 / PHONE (907) 562-7372 / FAX (907) 562-0545

INTRODUCTION AND REFERRAL INFORMATION

Special Education Service Agency (SESA), a public agency authorized by legislation AS 14.30.600, provides outreach special education services for students experiencing the following handicapping conditions as defined in AS 14.30.350.

- Deaf/Hearing Impairments
- Deaf-Blind
- Serious Emotional Disturbance
- Blind/Visual Impairments
- Autism
- Orthopedic Handicaps
- Other Health Impairments
- Multihandicap
- Severe Mental Retardation
- Traumatic Brain Injury

Services are available to school districts that serve children whose special education needs occur infrequently in the district, who require specialized services not normally available in the school district, and who cannot be easily served by local school district personnel because of the low number of students in the district experiencing those particular needs.

SESA's outreach staff provide technical assistance to the local school district personnel and parents to develop and implement an educational program based on student and local staff needs. Types of assistance available include:

- Evaluation of Student Progress
- Intervention Strategies
- IEP Development
- Training of On-Site Instructional Staff
- Parent/Liaison Training
- Transition Strategies
- Orientation/Mobility Training
- Loan of Specialized Materials/Equipment

Technical assistance can be provided in a number of ways:

- On-Site Visits
- Telecommunication/Technology Systems
- Topical Workshops
- Interagency Coordination

Why Low Incidence Handicap Outreach Services (LIHO)?

It is the philosophy of the LIHO project that local service providers and families can provide on-site quality educational programs with technical assistance from trained specialists.

Who Is Eligible for Services?

Students experiencing low incidence handicaps are those who qualify under the categories listed above. In order for a district to qualify for SESA assistance with students in these categories, it must be unfeasible for the district to provide the service itself because of the small number of such students.

Who Can Refer?

Local school district Special Education Director/Coordinator

How is a Student Referred?

A referral requires the completion and forwarding to SESA of a packet for each student which includes:

- (1) "Initial Student Referral" form, approved and signed by the district Special Education Director/Coordinator or designee.
- (2) "Authorization for Mutual Exchange of Information" form signed by parent or guardian.
- (3) Diagnostic information supporting eligibility as indicated on the referral form.

What Next?

Qualification for assistance will be determined by the program supervisor. An assigned SESA specialist will contact the Special Education Director to make arrangements for developing a plan of service based on student and local staff needs. This Technical Assistance Agreement will delineate the objectives, activities, timelines and responsibilities for service delivery throughout the school year.

How Much Does It Cost?

The Low Incidence Handicap Outreach Program provides services to qualifying students at no cost to school districts or families.

How Do I Find Out More?

For additional information, please contact:

Betty Barats, Program Supervisor
Special Education Service Agency
2217 E. Tudor Road, Suite 1
Anchorage, Alaska 99507
(907) 562-7372

ALASKA SERVICES TO CHILDREN AND YOUTH WITH DUAL SENSORY IMPAIRMENTS**What is Alaska Services to Children and Youth with Dual Sensory Impairments?**

Alaska services for children with dual sensory impairments is federally funded under Public Law 91-230, Title VI-C, to provide services to children and youth, birth through 21 years of age who experience both vision and hearing impairments. These services are in addition to those provided by schools and other state and local agencies.

Why Alaska Services to Children and Youth with Dual Sensory Impairments?

Impairment in sight and hearing deprives children of the two primary senses by which most children learn about their surroundings. Children and youth with both sensory impairments have unique needs in the areas of communication, mobility and other daily activities.

The purpose of Alaska Services for Children and Youth with Dual Sensory Impairments is to provide opportunities for individuals who experience a vision/hearing impairment to live and work as independently as possible by providing training, education, and support to consumers, parents, and service providers.

Who Is Eligible for Services?

Those children and youth (birth through 21 years of age) eligible to receive services through this project funded under Federal CFDA 84.025, "Services for Children and Youth with Dual Sensory Impairments," should meet the following definition:

"The term 'deaf-blind children' means children who have auditory and visual handicaps, the combination of which causes such severe communication and other developmental and educational problems that they cannot be properly accommodated in special education programs solely for the hearing handicapped child or for the visually handicapped child."

How is a Child/Youth Referred for Service?

Referrals may be received from parents as well as educational, medical or social service agencies.

What Happens Next?

Once the referral is received, the Coordinator of Alaska Services for Children and Youth with Dual Sensory Impairments will make contact to arrange for a visit during which a needs assessment will be conducted to identify services which are needed for the individual who is deaf-blind. Subsequent contacts will be conducted to provide these identified services and meet individualized objectives.

How Much Does it Cost?

Children and youth who are registered with this program as having a combination of vision and hearing impairments are eligible for the services described above at no cost to themselves, their parents, or their school districts. Services are designed to supplement services already being provided by school districts and other service agencies.

What Areas are Served?

Services to children and youth experiencing dual sensory impairments are provided throughout the State of Alaska.

How Can I Find Out More?

For additional information regarding services to deaf-blind children in Alaska please contact:

Brenda Jager, Program Coordinator
Special Education Service Agency
2217 E. Tudor Rd., Suite 1
Anchorage, Alaska 99507
(907) 562-7372

BLIND/VISUALLY IMPAIRED - INFANT LEARNING PROGRAM

What Is the Blind/Visually Impaired - Infant Learning Program?

The Blind/Visually Impaired - Infant Learning Program (B/VI-ILP) is an early intervention and parent training program for children who experience blindness/visual impairment, ages birth to three years.

Why B/VI-ILP?

The basic philosophy of the Infant Learning Program is that early attention to delays in development can set a strong foundation to prevent further delays and encourage sequential development.

Who Is Eligible for Screening?

A child is eligible for screening if he/she exhibits one or more of the following conditions:

- (1) Unable to perform visual tasks appropriate to age or development level;
- (2) Higher than normal chance of developing impaired vision due to such factors as prematurity, heredity, birth trauma;
- (3) Abnormal appearance of the eyes; and
- (4) Known damage to the optical system such as cataracts, optic nerve damage, glaucoma.

How Is a Child Referred?

Referrals can be received from parents as well as local Infant Learning teachers, physicians, social workers, public health nurses and day care centers.

What Happens Next?

A teacher of the visually impaired who is trained in early childhood development will visit the home with the local Infant Learning Program teacher. At this time, an initial functional vision screening will be made. If the child demonstrates a delay in visual functioning, an educationally based intervention program will be planned. Home visits will be made and anyone involved in the care of the child including parents, grandparents and/or babysitters will be shown activities to enhance the child's development. Assistance will also be provided in contacting any other agency who may need to be involved to provide educational or medical assistance.

How Much Does It Cost?

The Blind/Visually Impaired - Infant Learning Program is free to all families regardless of income.

What Areas are Served?

B/VI-ILP provides services throughout the State of Alaska.

How Can I Find Out More?

If you suspect a child, age birth to three years, to have a visual impairment, please contact:

Tanni L. Anthony, Program Coordinator
Special Education Service Agency
2217 E. Tudor Rd., Suite 1, Anchorage, Alaska 99507
(907) 562-7372

ASSISTIVE TECHNOLOGY SERVICES

What are Assistive Technology Services?

During the 1991-92 program year, SESA will begin offering two programs in assistive technology, funded through the State Division of Vocational Rehabilitation and its Assistive Technologies of Alaska project.

SESA's Assistive Technology Equipment Lending Library will loan equipment and devices for use in home, school, and work settings. The Library will also offer consumers and service providers consultation, information and referral to others who may be able to help meet specific needs. The intent of most equipment loans will be to experiment with a device or adaptation to determine its usefulness before purchase. In those instances, the item would be returned and made available for another recipient as soon as its usefulness is determined. In some cases longer term loans may be arranged.

SESA's Augmentative Communications Project will provide additional services to individuals who might benefit from assistive communications technology. For individuals referred, SESA will arrange communications assessments, recommend assistive strategies and devices, and consult with individuals and service providers regarding the use of any equipment obtained. Trial loans from the Equipment Lending Library will be available to individuals served through the Augmentative Communications Program, if the needed equipment is available.

These assistive technology services will utilize and expand upon existing SESA programs and staff and will emphasize interagency cooperation in the delivery of services. A consumer-majority project advisory board will oversee the development and implementation of the project.

Why Assistive Technology services:

SESA's assistive technology services are part of a state-wide effort to identify consumer needs for assistive technology and to improve its availability and effectiveness. SESA has been provided supplemental federal funds by the Alaska Division of Vocational Rehabilitation to offer these services and to work toward needed changes in the state's response systems.

Who is eligible for services?

SESA assistive technology information, consultation, and referral services are available to Alaskans of all ages. Equipment loans are available to all Alaskans who would benefit from assistive technology. In most cases, equipment loans will be made through an individual's existing service provider.

How can I find out more about Assistive Technology services?

Referrals for equipment loans or requests for information may be made by any individual or service provider. Persons desiring service or information should contact the agency directly, or any SESA Education Specialist.

What happens next?

The person requesting service will be contacted regarding needed information and service options. Where possible, SESA's staff of itinerant consulting and training specialists will be used to provide local assistance to individuals in rural Alaska.

How much does it cost?

At this time, information and lending services will be at no cost to the recipient. However, one of the activities of the project is to study the feasibility of some type of fee system in order to sustain services after the supplemental funds are no longer available.

Although no funds are available to help individuals or service providers purchase equipment for individual ownership, SESA will assist in identifying and soliciting funds from other sources.

What areas of Alaska are served?

SESA assistive technology services are available to all Alaskans.

How can I find out more?

For additional information regarding the SESA assistive technology lending library and augmentative communications services, please contact:

Christopher L. Robinson, Executive Director
Special Education Service Agency
2217 E. Tudor Rd., Suite 1, Anchorage, Alaska 99507
(907) 562-7372

STATEWIDE EVALUATION TRAVEL TEAM**What are Statewide Evaluation Travel Team Project services?**

The Statewide Evaluation Travel Team (SETT) Project services are funded through the Alaska Department of Health and Social Services.

The purpose of the project is to provide comprehensive child evaluations and program planning for children enrolled in rural Infant Learning Programs. In addition, consultation and support is offered to local service providers and families of identified children. The statewide team coordinates with local and regional agencies in order to offer the best in early intervention services. Six sites are currently targeted for such service delivery. They include Dillingham, Barrow, Cordova/Valdez, Nome, McGrath and Kotzebue.

The statewide travel team includes a pediatric physical therapist, occupational therapist, and speech/language pathologist. The team travels to the target communities to coordinate with the child's parents, local Infant Learning Program teacher, public health nurse, pediatrician, and other professionals as needed to provide comprehensive child evaluation and program planning.

Following the model for team interaction in early intervention, the family is a full member of the collaborative transdisciplinary team.

Why SETT Project Services?

The philosophy of the SETT Project is that local service providers and families can build quality intervention services with technical assistance from trained specialists.

Who Is Eligible for Services?

Families of special needs children who are enrolled in the Infant Learning Program at one of the identified rural sites are eligible for on-site services.

Eligibility requirements are the same as those for enrollment in an Infant Learning Program according to the Alaskan Health and Social Service eligibility regulations. [Section 47.20.005, AAC 23.080]

How Is a Child/Family Referred for Services?

The local Infant Learning Program teacher makes referrals prior to a clinic. A referral constitutes completing and forwarding to SESA, a packet for each child/family which includes:

- (1) Completed "clinic" forms.
- (2) "Authorization for Mutual Exchange of Information" form signed by parents.
- (3) Diagnostic/educational information, as possible, supporting the concern areas in the child's medical and developmental history.

What Happens Next?

Upon receipt of the referral, the child will be officially scheduled for a clinic assessment.

How Much Does It Cost?

Statewide Evaluation Travel Team Project services are provided at no cost to local Infant Learning Programs and families.

What Areas of Alaska are Served?

Services are provided at priority level to the communities of Barrow, Cordova/Valdez, McGrath, Kotzebue, Nome and Dillingham.

How Can I Find Out More:

For additional information, please contact:

Jeanne Meinert, Program Coordinator
Special Education Service Agency
2217 E. Tudor Road, Suite 1
Anchorage, Alaska 99507
(907) 562-7372

SERVICE TO LOW-INCIDENCE HANDICAP STUDENTS

What the Law Requires

Since 1975, children experiencing disabilities, whether physical, emotional, cognitive or perceptual, have been guaranteed the right to an appropriate education as a result of Public Law 94-142, the Education of the Handicapped Act. It is difficult to define *appropriate* since each individual's needs are different; but an *appropriate* education for any student is one from which that student has an opportunity to benefit.

As a result of PL 94-142, any student who meets the criteria for a specific identified handicapping condition is entitled to special treatment from the education community in order to achieve his/her potential to the same extent as a non-handicapped peer. Special Education is not simply the provision of additional teachers or tutors to try and help those students learn the same things that are being presented in the general education classroom. Depending on the severity of the disabling condition, that general information may not be (and frequently is not) appropriate to helping them become successful adults. And that, after all, is what education is all about. Special Education implies different content, approaches and/or materials/equipment to meet the needs and challenges presented by the special needs student.

Professional Availability

The predominant training in Special Education teacher preparation classes addresses the needs of mildly involved students, primarily learning disabled. This makes sense since most of the students in Special Education are mildly involved and experience a learning disability of some kind. Most large schools are able to hire the personnel necessary to provide appropriate educations for these students. Most large schools are even able to hire the personnel necessary to work with the more involved students, even though they are rarer and more difficult to find. However, here in Alaska, we have many small rural/remote schools that do not have the luxury of being able to hire specialists for all the disabling conditions that occur, particularly those that occur infrequently; and no one teacher, even if s/he is trained in addressing the needs of students with low incidence conditions, can possibly know what to do in all situations. That is why the Special Education Service Agency came into being.

As a public, non-profit agency, SESA can hire education specialists with expertise in specific low incidence handicap areas to provide the needed assistance across school district lines. This service model helps assure that all eligible students and staff have access to needed professional knowledge and methods of assistance. It is also a more efficient use of scarce economic and professional resources than would be the case if each district were left to acquire such staff on their own. Education Specialists are exposed to a broad base of needs, situations and collaborative opportunities across the state. By continuously expanding their own skills, they are better able to assist teachers, administrators, paraprofessionals and parents in the local schools and communities. By training local staff in effective techniques and practices, they allow even remote schools to provide the appropriate programs necessary to meet the needs of our very special students.

The Referral Process

*A primary teacher in a remote village in western Alaska has ten children in her classroom ranging from Kindergarten to third grade. Nine of the students are Yup'ik Eskimo and one is the child of a Caucasian teacher. Two of the students are functioning significantly below the performance level of their peers and have been identified as *Learning Disabled*.

There is a family in the village with a child who is moderately involved with cerebral palsy and is about to turn three years old. The child is as yet unable to speak but does make vocal sounds in an attempt to communicate. He has little motor control, but some muscle tone and appears alert with eyes following activity within close range.

The primary teacher has never had training to work with special needs students. There is a special education teacher in the school who also teaches secondary math and history half time. Although he is certified in the state of Alaska to teach special education preschool through adult, most of his experience has been at the intermediate and secondary level with mildly impaired students. Not only has he had no experience with more severe disabilities, he has never worked with such young children.

Since this child's birth, the family has received assistance from the Infant Learning Program(ILP). In order to help facilitate a smooth transition into the school system, the ILP teacher has requested a meeting with the school staff and the family to discuss the child's abilities and needs. During the

*This is not a case study, but rather a representation of a typical situation in rural remote Alaska.

SERVICE TO LOW-INCIDENCE HANDICAP STUDENTS

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As a result of PL 94-142, any student who meets the criteria for a specific identified handicapping condition is entitled to special treatment from the education community in order to achieve his/her potential to the same extent as a non-handicapped peer. Special Education is not simply the provision of additional teachers or tutors to try and help those students learn the same things that are being presented in the general education classroom. Depending on the severity of the disabling condition, that general information may not be (and frequently is not) appropriate to helping them become successful adults. And that, after all, is what education is all about. Special Education implies different content, approaches and/or materials/equipment to meet the needs and challenges presented by the special needs student.

Professional Availability

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lack of knowledge of the educational needs of this child, but also the time requirements in developing and carrying out a suitable program for him. During a discussion of the types of support systems that will be necessary and available, the ILP teacher suggests that the school contact SESA for training, on-going technical support and program monitoring. A phone call is made and the process has begun.

The teacher is sent a referral packet which consists of a description of the SESA services that are available, a referral form with pertinent information and identified needed support data (medical information, reports from the occupational and physical therapists, etc.), and the authorization for exchange of information with other agencies that must be signed by the parents. Once this information is received by SESA, it is given to an appropriate education specialist who will then contact the school to arrange for a visit. During the first visit, the specialist will spend time observing the child in the school setting and perform a functional assessment of the child's abilities in order to establish a baseline ability from which to work. At that time, the specialist will also meet with the staff and the special education director to develop a Technical Assistance Agreement (TAA) outlining the responsibilities of both the SESA specialist and the school district and to determine the number of SESA visits or other types of technical assistance that will be necessary during the school year. Observations, activity summaries and recommendations are written following each site visit through a formal Student Service Report (SSR). Samples of TAAs and SSRs are available in Appendix C.

As the year progresses, the SESA specialist provides individual and group training for the school professional and paraprofessional staffs; provides materials and equipment to be tried out for effectiveness so the district can make well-selected purchases appropriate to the student's educational needs; assists with the development of IEP goals and objectives; and helped the school connect with outside agencies and funding sources to supplement their programs. As a result, the student can become a participating member of the school community to the greatest extent possible.

On the following pages are listed the types of assistance available to school district personnel and parents under the Low Incidence Handicap Outreach Program.

SESA Low Incidence Outreach Program

CURRENT CASELOAD
June 30, 1991

Students Served During 1990-91 School Year

DISTRICT	B/VI	HI	SED	MH/OH	TOTAL
*Adak Region					
Alaska Gateway			5	8	13
Aleutian Region				1	1
Aleutians East				2	2
*Anchorage					
Annette Island		1			1
Beving Strait	2	2	10	11	25
Bristol Bay				1	1
Chatham	1	1	2	3	7
*Chugach					
Copper River			9	6	15
Cordova	1		1		2
Craig	1		3	1	5
Delta/Greely		2	3	4	9
Dillingham			2	11	13
Fairbanks North Star	1				1
Galena		1			1
Haines				8	8
Hoonah				3	3
Hydaburg		2		1	3
Iditarod	1	1		4	6
Juneau		3	1		4
Kake			2	1	3
Kashunamiut	1		2	13	16
Kenai Peninsula	2			1	3
Ketchikan Gateway	1		1	10	12
Klawock			2	3	5
Kodiak Island		2		7	9
Kuspuk	1		1	7	9
Lake & Peninsula		3	1	4	8
Lower Kuskokwim	5	9			14
Lower Yukon	1		4	3	8
Matanuska-Susitna				1	1
*Nenana					
*Nome					
North Slope			6	6	12
Northwest Arctic		1	1	9	11
Pelican				1	1

Petersburg				1	1
Pribilof				1	1
Railbelt			1	3	4
St. Mary's				1	1
Sitka	3	1	9	2	15
Skagway		1	1	2	4
Southeast Island	1			1	2
Southwest Region	1	1	5	5	12
Tanana			1	1	2
*Unalaska					
Valdez	1	1	1		3
Wrangell		1	2	6	9
Yakutat			3		3
Yukon Flats				5	5
Yukon/Koyukuk			4	7	11
Yupit	2		1	4	7
	<i>B/VI</i>	<i>HI</i>	<i>SED</i>	<i>MH/OH</i>	<i>TOTAL</i>
TOTALS	26	33	84	169	312

*During the past year SESA has not provided technical assistance to these school districts either because they have not requested it or because they have sufficient qualified staff to meet student needs.

Discontinuations

FY 91

First Quarter

Blind/Visually Impaired	Hearing Impaired	Seriously Emotionally Disturbed	Multihandicapped/Orthopedically Handicapped
7	1	25	30

TOTAL = 63

Second Quarter

Blind/Visually Impaired	Hearing Impaired	Seriously Emotionally Disturbed	Multihandicapped/Orthopedically Handicapped
1	3	14	19

TOTAL = 37

Third Quarter

Blind/Visually Impaired	Hearing Impaired	Seriously Emotionally Disturbed	Multihandicapped/Orthopedically Handicapped
1	-0-	1	8

TOTAL = 10

Fourth Quarter

Blind/Visually Impaired	Hearing Impaired	Seriously Emotionally Disturbed	Multihandicapped/Orthopedically Handicapped
5	5	5	13

TOTAL = 29

1990-91 Expenditures

Budget Information on Table

Personnel: Includes all personnel costs: administrative staff, certificated staff, classified staff, and fringe benefits. Fringe Benefits include: Life and Health Insurance, Employment Security Compensation, Workmen's Compensation, Medicare, TRS, and PERS.

Travel: Includes all travel and per diem costs. Covers costs of employees traveling to rural sites in Alaska to provide service to school districts. This category covers out-of-state travel for travel that is directly related to grant activities. Also includes necessary board and administrative travel.

Contractual: Includes costs for professional, technical, and legal services.

Rent/Maintenance: Includes costs for the Class B office facility leased by SESA.

Equipment: Includes furniture and major equipment expenditures. Covers the costs of buying new office furniture when needed and any major equipment needed by the grant.

Commodities: Includes communication, insurance, office equipment, equipment maintenance, printing, educational materials, office supplies and materials and professional materials.

Personnel	FTE	Salaries	Fixed Cost / Benefits	Total	% of Total Expenses
Admin	1.47	75,981.	16,248.	92,229.	6.4%
Certified	14.75	597,226.	127,840.	725,066.	50.1%
Classified	8.00	160,927.	34,460.	195,387.	13.5%
	24.22	\$834,134.	\$178,548.	\$1,012,682.	70.0%

Other	Amount	% of Total Expenses
Travel	240,579.	16.6%
Contractual	54,182.	3.7%
Rent/Maintenance	58,071.	4.0%
Equipment	2,317.	.2%
Commodities	79,464.	5.5%
	434,613.	30.0%

Average Cost Per Student Served:

Total Served During 1990-91	312
Total Program Cost.....	\$1,447,295.
Average Total Cost Per Student.....	\$4,638.
Specialist Travel Costs	\$191,813.
Adjusted Program Cost (Total less specialist air fare and per diem)....	\$1,225,482.
Average Cost Per Student Exclusive of Air Fare and Per Diem.....	\$4,024.

Expenditures by District

FY 91

DISTRICT	ENROLLED	NON-TRAVEL	AIR & PER DIEM	TOTAL COST
Adak Region	0	0	0	0
Alaska Gateway	13	\$52,312.	\$3,649.	\$55,961.
Aleutian Region	1	4,024.	1,116.	5,140.
Aleutian East	2	8,048.	3,122.	11,170
Anchorage	0	0	0	0.
Annette Island	1	4,024.	789.	4,813.
Bering Strait	25	100,600.	28,665.	129,265.
Bristol Bay	1	4,024.	1,126.	5,150.
Chatham	7	28,168.	1,400	29,568.
Chugach	0	0	0	0.
Copper River	15	60,360.	4,863.	65,223.
Cordova	2	8,048.	619.	8,667.
Craig	5	20,120.	7,823	27,943.
Delta/Greely	9	36,216.	3,021.	39,237.
Dillingham	13	52,312.	3,588.	55,900:
Fairbanks North Star	1	4,024.	3,099.	7,123.
Galena	1	4,024.	1,697.	5,721.
Haines	8	32,192.	3,738.	35,930.
Hoonah	3	12,072.	1,400.	13,472.
Hydaburg	3	12,072.	2,312.	14,384.
Iditarod	6	24,144.	3,193.	27,337.
Juneau	4	16,096.	pass through	16,096.
Kake	3	12,072.	4,554.	16,626.
Kashunamiut	16	64,384.	2,623.	67,007.
Kenai Peninsula	3	12,072.	347.	12,419.
Ketchikan Gateway	12	48,288.	4,556.	52,844.
Klawock	5	20,120.	5,822.	25,942.
Kodiak	9	36,216.	6,474.	42,690.
Kuspuk	9	36,216.	6,449.	42,665.
Lake & Peninsula	8	32,192.	1,126.	33,318.
Lower Kuskokwim	14	56,336.	2,923.	59,259.
Lower Yukon	8	32,192.	1,631.	33,823.
Matanuska-Susitna	1	4,024.	personal car	4,024.
Nenana	0	0	0	0.
Nome	0	0	0	0.
North Slope	12	48,288.	8,100.	56,388.
Northwest Arctic	11	44,264.	8,585.	52,849.
Pelican	1	4,024.	628.	4,652.
Petersburg	1	4,024.	7,768.	11,792.
Pribilof	1	4,024.	1,460.	5,484.
Railbelt	4	16,096.	2,995.	19,091.

St. Mary's	1	4,024.	758.	4,782.
Sitka	15	60,360.	10,970.	71,330.
Skagway	4	16,096.	3,638.	19,734.
Southeast Island	2	8,048.	2,265.	10,313.
Southwest Region	12	48,288.	6,251.	54,539.
Tanana	2	8,048.	1,478.	9,526.
Unalaska	0	0	0	0.
Valdez	3	12,072.	1,022.	13,094.
Wrangell	9	36,216.	7,656.	43,872.
Yakutat	3	12,072.	702.	12,774.
Yukon Flats	5	20,120.	3,739.	23,859.
Yukon/Koyukuk	11	44,264.	9,887.	54,151.
Yupit	7	28,168.	2,186.	30,354.
	312	\$1,255,488.	\$191,813.	\$1,447,301

SPECIAL EDUCATION SERVICE AGENCY

FY 92 Programs and Revenues

<u>Program</u>	<u>FY92 Budget</u>	<u># FTE's</u>	<u>Funding Source</u>
Low Incidence Handicap Outreach	1,518,775	23.5	AS 14.30.600 (via AK Dept. of Ed.)
Infant Learning Blind & Visually Impaired	207,453	4	AK Dept. Health & Social Services
Infant Learning Statewide Evaluation Travel Team	315,000	4	AK Dept. Health & Social Services
AK Services to Dual Sensory Impaired Children & Youth	134,995	1.5	U.S. Office of Ed. (via AK Dept. of Ed.)
Assistive Technology Equipment Library	49,875	0	AK Div. Voc. Rehab.
Assistive Technology Augmentative Commun.	<u>24,984</u>	<u>0</u>	AK Div. Voc. Rehab.
	2,251,082	33	

PROPOSED AASB RESOLUTION

Subject: Continuation of the Special Education Service Agency

Submitted By:

PROPONENT:

WHEREAS the State of Alaska has established the Special Education Service Agency for the purpose of providing services for low incidence special education students in school districts; and,

WHEREAS these services are necessary to those districts who have limited numbers of students in this category; and,

WHEREAS the State of Alaska has a legal responsibility for the provision of services to the students; and,

WHEREAS these state-funded services as provided through the Special Education Service Agency will cease upon the scheduled sunset of the Agency;

THEREFORE BE IT RESOLVED that the Association of Alaska School Boards support the continued funding of these services through the Department of Education; and,

THEREFORE BE IT FURTHER RESOLVED that the Association of Alaska School Boards support the continuation of the Special Education Service Agency.

10/07/91

SPECIAL EDUCATION SERVICE AGENCY (SESA)

Board of Directors

KEITH ANDERSON (SECRETARY)

Department of Education
Division of Vocational Rehabilitation
P. O. Box F
Juneau, AK 99811

465-2814 (WK)

ASSA

TOM BROWN

Sitka School District
Box 179
Sitka, AK 99835

747-8622 (WK)

MARY CATTANACH (TREASURER)

2103 Sortus Way
Anchorage, AK 99508

278-2287 (WK)

P

BOB LOCKE (PRESIDENT)

4133 Aspen Avenue
Juneau, AK 99801

789-9026 (HM)

DAVID MALTMAN (EX OFFICIO)

Governor's Council for the Handicapped
and Gifted
DHSS/Commissioner's Office
P.O. Box 240249
Anchorage, AK 99524-0249

561-5335 (WK)

JIM RICH (VICE PRESIDENT)

Office of Special Services & Supplemental Programs
Department of Education
P. O. Box F
Juneau, AK 99811

465-2970 (WK)

*AAASE
(director)*

TERRY ROVIG

2531 Linda Lane
Fairbanks, AK 99709

P

BRENDA TRUMBLE

Box 136
Klawock, AK 99925

755-2278 (HM)

NEA

BECKY WILBANKS

1194 Holmes Road
North Pole, AK 99705

479-4221 (WK)
488-9726 (HM)

Audit Report

DEPARTMENT OF EDUCATION
SPECIAL EDUCATION SERVICE AGENCY

November 13, 1991



Audit Control Number

05-1397-92

Division of Legislative Audit
P.O. Box W, Juneau, Alaska 99811-3300

LEGISLATIVE BUDGET AND AUDIT COMMITTEE

DIVISION OF LEGISLATIVE AUDIT

The Legislative Budget and Audit Committee is a permanent, interim committee of the Alaska Legislature. The bipartisan committee is made up of five senators and five representatives, with one alternate from each legislative chamber. The chairmanship of the committee alternates between the two chambers every legislature.

The committee is responsible for providing the legislature with audits of state government agencies. The programs and activities of state government now cost more than \$4 billion a year. Legislators and administrators strive diligently to ensure that state revenues effectively and make government work more efficiently. They need information to evaluate the work of governmental agencies. The audit work performed by the Division of Legislative Audit helps provide that information.

As a guide to all their work, the Division of Legislative Audit complies with generally accepted auditing standards established by the American Institute of Certified Public Accountants and with government auditing standards established by the U.S. General Accounting Office.

Audits are performed at the direction of the Legislative Budget and Audit Committee. Individual legislators or committees can submit requests for audits of specific programs or agencies to the committee for consideration. Copies of all completed audits are available from the Division of Legislative Audit's offices in either Anchorage or Juneau.

BUDGET AND AUDIT COMMITTEE

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Representative Pat Carney
Representative Eileen MacLean
Representative Terry Martin
Representative Fran Ulmer
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DIVISION OF LEGISLATIVE AUDIT

Randy S. Welker, CPA
Legislative Auditor
Merl R. Jensen, CPA
Deputy Legislative Auditor

P.O. Box W
Juneau, Alaska 99811-3300

(907) 465-3830, Juneau
(907) 561-1445, Anchorage

ALASKA STATE LEGISLATURE

LEGISLATIVE BUDGET AND AUDIT COMMITTEE

Division of Legislative Audit



P. O. Box W
Juneau, AK 99811-3300
(907) 465-3830
FAX (907) 465-2347

November 18, 1991

Members of the Legislative Budget
and Audit Committee:

According to the provisions of Titles 24 and 44 of the Alaska Statutes, the Division of Legislative Audit is required to conduct a "Sunset" review of the Special Education Service Agency.

Since fiscal year 1988, the sunset review function has been assigned to the Division of Legislative Finance.

As a result, the audit of the Special Education Service Agency was conducted and this report has been prepared by the Legislative Finance Division. We feel this report discharges the Committee's responsibility under Titles 24 and 44. The report is submitted for your review.

A handwritten signature in cursive script that reads "Randy S. Welker".

Randy S. Welker, CPA
Legislative Auditor
Division of Legislative Audit

STATE OF ALASKA

THE LEGISLATURE

BUDGET AND AUDIT COMMITTEE

FINANCE DIVISION
P.O. BOX WF
SITKA, ALASKA 99811
PHONE: (907) 465-3795

November 18, 1991

Members of the Legislative Budget
and Audit Committee:

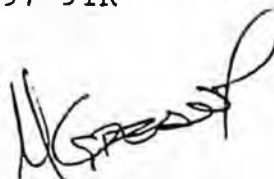
In accordance with the provisions of Titles 24 and 44 of the Alaska Statutes (sunset legislation), the attached report is submitted for your review.

A REPORT ON THE
DEPARTMENT OF EDUCATION
SPECIAL EDUCATION SERVICE AGENCY

November 13, 1991

Audit Control Number

05-1397-91R



Mike Greany, Director
Legislative Finance Division

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PURPOSE AND SCOPE OF THE REPORT

Purpose

In accordance with the provisions of AS 24.20.271(1) and AS 44.66.050, a review of the Special Education Service Agency (SESA) was conducted to determine whether there is a demonstrated need to continue delivery of educational programs for low-incidence handicapped students in the form it is presently provided.

Alaska Statute 44.66.010(a)(13) specifies that SESA will terminate on June 30 1992, and have one year from that date to conclude its affairs. This report shall be considered during the legislative oversight function to determine whether SESA should be reestablished and, if so, in what form.

Scope

The functions reviewed included board activity, administration, and program delivery. Our review consisted of analyzing and evaluating the following:

1. Applicable statutes and regulations.
2. Interviews with staff members.
3. Agency policies and procedures.
4. Quarterly and annual statistical reports.
5. Interviews with related service providers.
6. Interviews with Department of Education personnel.
7. Discussions with Board members.
8. Minutes of Board meetings.
9. Revenue and expenditure reports.

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ORGANIZATION AND FUNCTION

The Special Education Service Agency (SESA) was created by CH. 112, SLA 1986 and formed as a private, not-for-profit corporation in August 1986. It is governed by a board of directors comprised of five to seven members of the Governor's Council for the Handicapped and Gifted and three members appointed by Alaska Association of Administrators of Special Education, National Education Association, Alaska, and the Alaska Association of School Administrators.

The purpose of SESA's creation was threefold: to assist districts and REAAs to make more special education and related services available to exceptional children; to encourage cooperation between districts and education agencies in making special education programs and services available; and to ensure that qualified specialists are available to assist districts in provision of services to exceptional children.

SESA is providing these services through the following programs:

Low-Incidence Handicapped Outreach Project

SESA aids rural school districts in providing special education needs through itinerant education specialists. SESA's primary target group has been students, ages 3-21 years, with low incidence handicaps: i.e., mentally retarded, hard of hearing, deaf, visually handicapped, blind, seriously emotionally disturbed, orthopedically impaired, other health impaired, and multi-handicapped.

Blind/Visually Impaired Infant Learning Program

This is an early intervention and parent training program for children throughout the State, from birth to three years, who have visual impairments. This is accomplished by providing specialists for parents and infant learning teachers to assist them in the provision of services to infants who are blind or are at risk of a visual impairment.

Services to the Deaf/Blind

SESA has obtained federal funds to provide special services to deaf/blind (vision and hearing impaired) children and youth ages 0-21. Services include assistance in obtaining qualified evaluators, coordination of service providers, counselling families and teachers, and individual and group inservice training for staff and family members.

Transition Services

In fiscal year 1991 the Department of Education and the Division of Vocational Rehabilitation provided grants to assist school districts and adult service providers in improving the transition of severely handicapped secondary youth into adult living and work settings in rural Alaska. Previously funding was provided from the federal government for this program. No additional funds will be available for this program in FY 1992, but transition services will continue to be provided under the low-incidence handicapped program.

Statewide Evaluation Travel Team

This is an early intervention project that provides comprehensive evaluation and program planning for children in rural Infant Learning Programs. It also provides consultation and support to service providers and families of those children. These services are available to the families of special needs children in Dillingham, Barrow, Cordova, Nome, McGrath and Kotzebue.

Although SESA has only been in existence since September 1986, some of the programs described above were provided prior to that time. Provision of services began in 1971 when federal funding was received by the Easter Seal Society of Alaska for the Alaska State Deaf/Blind program. In 1972, that program helped develop classrooms for Alaska's deaf/blind and severely handicapped students within the Anchorage School District and an outreach model for deaf/blind students in rural communities. The Anchorage School District program has continued providing classroom services as the Alaska State School for the Deaf and outreach services until 1986.

A blind/visually impaired program was established within the South Central Regional Resource Center (SCRRC) in 1977. The next year the Alaska State Deaf/Blind Program was transferred to SCRRC and its name changed to Alaska Resources for the Moderately/Severely Impaired (ARMSI). Services were expanded to include multi-handicapped students statewide. SCRRC closed in 1980 and ARMSI was transferred to the Employment and Training Center of Alaska (ETCA). In 1982, ARMSI received a three-year grant from the Alaska Department of Education to operate an outreach program for all low-incidence handicapped students thus adding severely emotionally disturbed, orthopedically impaired and other health impaired to those students previously served. ARMSI was disbanded and SESA was created in 1986.

SESA is staffed by 30 employees, including an executive director, program supervisor, 16 education specialists, and 5 support positions. In FY 1991, SESA received \$1,447,295 in state Low-Incidence Handicapped Outreach Project funding. Other state and federal grant funds totaled \$604,436 for a total FY 1991 budget of \$2,051,731.

REPORT CONCLUSION

In our opinion, the Special Education Service Agency should continue to provide itinerant resource services for low-incidence handicapped students in Alaska. The public need which prompted the enactment of CH. 112, SLA 1986, the creation of the Special Education Service Agency, remains unchanged. SESA provides these services through a staff of specialized professionals who perform formal education assessments, evaluate student's progress and recommend intervention strategies, instruct district staff on teaching methods, and perform other duties necessary to assure an appropriate education to this target group.

The Findings and Recommendations Section describes areas where weaknesses exist. We have made recommendations which, if implemented, will improve the efficiency and effectiveness of SESA.

FINDINGS AND RECOMMENDATIONS

Recommendation No. 1

The Department of Education and SESA should work together to develop formal procedures to identify when a school district is no longer eligible to receive SESA services and to provide a proper transition for its students.

Alaska Statute 14.30.285 requires the Department to institute a statewide program for the education of exceptional children. It is therefore the Department's responsibility to assure that the basic educational needs of those exceptional children are being met. Alaska Statute 14.30.640 provides the eligibility requirements for receiving SESA services. School districts may receive services from SESA if it serves children with specific disabilities that occur infrequently, that need specialized services not normally found in the school district, and can not easily be provided because of the low number of students in the district requiring those services. The basic rationale in creating SESA was to provide itinerant services where it is not cost effective for the district to provide services in-house. There is a point once the district has certified enough students of a given disability category to make it more expensive and less practical for SESA to provide the services than for the district.

SESA has had to work with school districts in this manner, to identify a point when a school district should be taking on the responsibility of the services to one or more categories of students, encourage and assist the district in hiring its own staff, and provide for adequate services to the students during any transition periods. No formal process has been established that puts together the skills of SESA staff and authority of the Department of Education in dealing with such situations. We recommend the Board and the Department develop a policy to assure proper assignment of responsibilities for the provision of services.

Recommendation No. 2

The SESA Board of Directors should amend the agency's by-laws to make the Administrator of Special and Supplemental Services within the Department of Education a permanent member of the Board.

20 United States Code section 1412(6), states that each state is required to have a single state agency that is ultimately responsible for assuring that each handicapped child in the state receives a free and appropriate public education. It further requires that programs of special education administered by other agencies will be under the general supervision of the persons responsible for educational programs for handicapped children in the state educational agency. The Alaska statutes provide no

administrative authority to the Department of Education over the services that SESA provides.

Ambiguities in the statutes prevents the Department from exercising any type of supervision over SESA. We have previously recommended, and continue to recommend, that an amendment to the statutes be sought which would specify the Department's responsibilities in relation to the administration of SESA. Those responsibilities were suggested to include monitoring of program files, establishing reporting requirements to the Department, comparing planned to actual service levels, and evaluating SESA's operations to assure that they are functioning according to established program standards. The Department agreed to seek such clarification through regulations. No such regulations have been promulgated. As an interim measure, we recommend that the Board make the Administrator of Special and Supplemental Services in the Department a permanent member of the Board to assure oversight and a continued working relationship between the Department and SESA.

Recommendation No. 3

The Department of Education and the SESA Board should continue to look at more efficient methods of providing related services to low-incidence handicapped students.

Alaska Statute 47.80.100 requires that all handicapped students are entitled to comprehensive special education services either through a state-operated program or from an independent agency, dispersed geographically, designed to minimize institutionalization and provided in the least restrictive setting. It is therefore necessary that those services should be provided within the school districts where that student is enrolled. Past sunset reviews have shown that the most cost effective means of providing those services is on an itinerant basis to the rural areas of the state.

SESA was created to provide stability in outreach and consultation assistance to school districts servicing low-incidence handicapped students. Although SESA has provided a great deal more stability, there still may be potential for a more efficient means of using the state's resources. A cursory review of similar services in other states has shown that a form of state agency providing these services to rural areas on a regional basis has been effective. There are various alternatives of program administration that have not been fully explored that could provide a better link with other similar service groups and agencies within the state. Those linkages could be through the Department of Education or through some other type of consortium agreement. We therefore recommend that the Department and the SESA Board review other means of providing these services that may be more efficient and effective in program delivery. We also recommend that the Department prepare a report to the Legislature with its findings.

ANALYSIS OF PUBLIC NEED

Limited Analysis

The following analyses of SESA activities indicate both positive and negative factors as they relate to public need as defined in the "sunset" law. These analyses are not intended to be comprehensive, but address those areas pertinent to our review.

- I. The extent to which the board, commission, or program has operated in the public interest.
 - A. SESA attempts to meet the needs of low-incidence handicapped students through an itinerant outreach program as well as through special education instructional support and training to local school district special education personnel. Although program standards defining acceptable minimum services have not been developed, the Department of Education reviewed SESA in fiscal year 1990 providing assurances that the agency is fulfilling its statutory responsibilities.

- II. The extent to which the operation of the board, commission, or agency program has been impeded or enhanced by existing statutes, procedures, and practices which it has adopted, and any other matter, including budgetary, resource, and personnel matters.
 - A. Our review did not find SESA legislation restrictive or overly broad. There have been incidences where years have transpired between the time SESA determined that a school district is no longer eligible for its services and when that school district has assumed that responsibility. A clarification of procedures and responsibilities is needed to alleviate confusion and expedite the process (see Recommendation No. 1).
 - B. Since the last sunset review SESA has had difficulties in accounting for the finances of the agency. SESA has worked with their CPA firm in establishing an in-house accounting system and documenting financial policies and procedures. The past financial difficulties appears to have been dealt with in an adequate manner.
 - C. In February 1990 the certified staff requested affiliation with the American Federation of Teachers (AFT). This action has resulted in more representation by staff at board meetings, stability and equality among the certified staff, additional administrative time spent in negotiations, and increasing budgetary needs to meet growing salaries.

D. Data collection problems have continued to plague SESA. No annual reports were prepared for FY89 or FY90 due to a lack of confidence in the statistical reports. Both the Department of Education and SESA are working on revamping data collection procedures in an attempt to rectify the situation.

III. The extent to which the board, commission, or agency has recommended statutory changes which are generally of benefit to the public interest.

A. No statutory changes have been recommended regarding SESA.

IV. The extent to which the board, commission, or agency has encouraged interested persons to report to it concerning the effect of its regulations and decisions on the effectiveness of service, economy of service, and availability of service which it has provided.

A. Annually consumer satisfaction ratings surveys are sent to administrators, teachers, paraprofessionals, parents and related services personnel at each site served by SESA. The results of the most recent survey are included in Appendix D to this report. Additionally, the executive director participates in the Alaska Association of Administrators of Special Education and the Alaska Association of School Administrators in an effort to receive feedback on SESA from special education directors and school superintendents.

V. The extent to which the board, commission, or agency has encouraged public participation in the making of its regulations and decisions.

A. No state regulations have been promulgated as a result of SESA action. Agency personnel have been involved in reviewing proposed Department of Education regulations affecting either SESA or the special education system. All meetings of the board of directors are noticed and open to the public. Board meetings agendas include a time for public comment.

- VI. The efficiency with which public inquiries or complaints regarding the activities of the board, commission, or agency filed with it, with the department to which a board or commission is administratively assigned, or with the Office of the Ombudsman have been processed and resolved.
- A. There has been one complaint that was presented to the Board. A letter of apology was sent to the school district that made the complaint and SESA administration is developing guidelines that will avoid any similar incidents in the future. SESA is not within the jurisdiction of the Office of the Ombudsman, therefore complaints would be referred to DOE. DOE has received no complaints concerning SESA and its board.
- VII. The extent to which a board or commission which regulated entry into an occupation or profession has presented qualified applicants to serve the public.
- A. This point of analysis is not applicable to SESA as it does not regulate entry into an occupation or profession.
- VIII The extent to which state personnel practices, including affirmative action requirements, have been complied with by the board, commission, or agency to its own activities and the area of activity or interest.
- A. SESA employees are not in the State service and are not subject to the State Personnel Act. Hiring, termination and grievance procedures are enumerated in the SESA procedures manual and are in compliance with EEO guidelines.
- IX. The extent to which statutory, regulatory, budgeting, or other changes are necessary to enable the agency, board, or commission to better serve the interests of the public and to comply with the factors enumerated in this subsection.
- A. Please refer to the previous section, Findings and Recommendations.

APPENDIX

APPENDIX A

DEPARTMENT OF EDUCATION
SPECIAL EDUCATION SERVICE AGENCY
SCHEDULE OF REVENUES AND EXPENDITURES
For the Period July 1, 1990 through June 30, 1991
(Unaudited)
(Note 1)

Revenues (Note 2)

State Grants (received to date)	\$1,882,712
Federal Grants (including receivables)	<u>155,773</u>
<u>Total Revenues as of 6/30/91</u>	<u>\$2,038,485</u>

Expenditures (Note 2)

State Grants	\$1,882,508
Federal Grants	<u>155,773</u>
<u>Total Expenditures as of 6/30/91</u>	<u>\$2,038,281</u>

Note 1

The information included in this schedule was obtained from SESA records. This information has not been audited by us and accordingly, we express no opinion on it.

Note 2

SESA has been authorized to receive and expend \$2,051,731 in Federal and State grants for FY 1991.

APPENDIX B

DEPARTMENT OF EDUCATION
SPECIAL EDUCATION SERVICE AGENCY
SCHEDULE OF ESTIMATED REVENUES

For the Period July 1, 1991 through June 30, 1992
(Note 1)

State Contract	\$1,518,780
Infant learning Program	207,453
Deaf/Blind	134,995
SETT - ILP	315,000
Assistive Technology Grants	<u>74,859</u>
Total Estimated Revenues for FY 1992	<u>\$2,251,087</u>

Note 1

The information included in this schedule was obtained from SESA records.

APPENDIX C

SPECIAL EDUCATION SERVICE AGENCY
LOW-INCIDENCE OUTREACH PROGRAM
CURRENT STUDENT CASELOAD BY DISTRICT

June 30, 1991

(Note 1)

<u>DISTRICT</u>	<u>B/VI</u>	<u>HI</u>	<u>SED</u>	<u>MH/OH</u>	<u>TOTAL</u>
Alaska Gateway					
Aleutian Region				1	1
Aleutians East				2	2
Annette Island		1			1
Bering Strait	2	2	10	11	25
Bristol Bay				1	1
Chatham	1	1	2	3	7
Copper River			9	6	15
Cordova	1		1		2
Craig	1		3	1	5
Delta/Greely		2	3	4	9
Dillingham			2	11	13
Fairbanks North Star	1				1
Galena		1			1
Haines				8	8
Hoonah				3	3
Hydaburg		2		1	3
Iditarod	1	1		4	6
Juneau		3	1		4
Kake			2	1	3
Kashunamiut	1		2	13	16
Kenai Peninsula	2			1	3
Ketchikan Gateway	1		1	10	12
Klawock			2	3	5
Kodiak Island		2		7	9
Kuspuk	1		1	7	9
Lake & Peninsula		3	1	4	8
Lower Kuskokwim	5	9			14
Lower Yukon	1		4	3	8
Matanuska-Susitna				1	1
North Slope			6	6	12
Northwest Arctic		1	1	9	11
Pelican				1	1
Petersburg				1	1
Pribilof				1	1
Railbelt			1	3	4
St. Mary's				1	1
Sitka	3	1	9	2	15
Skagway		1	1	2	4
Southeast Island	1			1	2
Southwest Region	1	1	5	5	12
Tanana			1	1	2
Valdez	1	1	1		3
Wrangell		1	2	6	9

<u>DISTRICT</u>	<u>B/VI</u>	<u>HI</u>	<u>SED</u>	<u>MH/OH</u>	<u>TOTAL</u>
Yakutat			3		3
Yukon Flats				5	5
Yukon/Koyukuk			4	7	11
Yupiit	2		1	4	7
TOTALS	26	33	84	169	312

Note 1

All information obtained from SESA "Annual Report Fiscal Year 1991".

LEGEND

B/VI Blind/Visually Impaired
 HI Hearing Impaired
 SED Seriously Emotionally Disturbed
 MH/OH Multihandicapped/Orthopedically Handicapped

APPENDIX D

SPECIAL EDUCATION SERVICE AGENCY
CONSUMER SATISFACTION RATINGS
July 1, 1990 through June 30, 1991
(Note 1)

	<u>AVERAGE RATING</u>
A. The contact by this Education Specialist prior to each on-site visit was helpful to establish why the person was coming	3.57
B. The assistance provided was helpful in meeting the needs established	3.54
C. Assistance provided was helpful to the CST for establishing goals and objectives for the IEP	3.57
D. Student service reports sent to me after each visit were:	
1. Clear, concise and easy to follow	3.72
2. Received within an appropriate time span after each visit	3.68
3. Helpful to my working with the student	3.53
E. Materials or other follow-up activities agreed to during the visits were delivered within a reasonable amount of time	3.61
F. This Education Specialist:	
1. was sensitive to student and district needs	3.62
2. maintained useful contact between on-site visits via _____	3.53
3. was available for contact between visits	3.58
4. was an effective resource for the educational program(s) for the student(s) served	3.64
5. is someone with whom I have, or expect to develop a good working relationship	3.72

AVERAGE
RATING

G. Overall, the assistance provided by this
Education Specialist met my needs to
better serve the student(s) 3.59

Note 1

Data was obtained from SESA "Annual Report Fiscal Year 1991". Various consumers were asked to rate SESA services on a 4 point scale, with 4 being the highest rating. Those consumers responding to the survey included administrators, teachers, paraprofessionals, parents, speech/learning specialists, psychologists and counselors. 151 responses were received.

CST = Child Study Team

IEP = Individualized Education Program

WALTER J. HICKEL, GOVERNOR

GOLDBELT PLACE
801 WEST 10TH STREET, SUITE 200
JUNEAU, ALASKA 99801-1894

DEPARTMENT OF EDUCATION

OFFICE OF THE COMMISSIONER

January 7, 1992

Randy S. Welker
Division of Legislative Audit
P.O. Box W
Juneau, AK 99811-3300

RECEIVED
JAN 7 1992

LEGISLATIVE AUDIT

RE: Audit Control Number 05-1397-92

Dear Mr. Welker:

This is a reply to your confidential preliminary audit report for the Department of Education Special Educational Service Agency dated November 13, 1991. The department has reviewed the findings and recommendations and provides the following response:

Recommendation No. 1

The Department of Education and SESA should work together to develop formal procedures to identify when a school district is no longer eligible to receive SESA services and to provide a proper transition for its students.

The department concurs with Recommendation No. 1. The department will work with the State Board of Education and SESA to develop a policy to assure proper assignment of responsibilities and formalize the process for providing services.

Recommendation No. 2

The SESA Board of Directors should amend the agency's by-laws to make the Administrator of Special and Supplemental Services within the Department of Education a permanent member of the Board.

The department concurs with Recommendation No. 2. The department will take the necessary steps in working with SESA to appoint the Administrator of Special and Supplemental Services within the Department of Education permanent membership on the SESA Board.

Recommendation No. 3

*Notify Committee
will get
info to us by
August.*

*OK being
done*

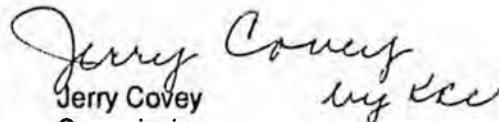
*3 weeks ago
Jen Rich
State Ed. Director
Policy authority
Linnis*

Randy S. Welker
Page 2
January 7, 1992

The Department of Education and the SESA Board should continue to look at more efficient methods of providing related services to low-incidence handicapped students.

The department concurs with Recommendation No. 3. The Administrator of Special and Supplemental Services has been assigned to work with the SESA Board to review the current methods of providing services, explore alternatives and prepare a report of findings and recommendations to the Legislature.

Sincerely,


Jerry Covey
Commissioner

cc: Brenda O'Donnell, Assistant Director, Administrative Services
Mike Maher, Special Assistant

SB331

SPECIAL EDUCATION SERVICE AGENCY



ANNUAL REPORT

FISCAL YEAR 1991

**Special Education Service Agency
2217 E. Tudor Road, Suite 1
Anchorage, Alaska 99507**



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Sample Student Service Report



Section I

SPECIAL EDUCATION SERVICE AGENCY

INTRODUCTION

Purpose

The Special Education Service Agency (SESA) is a public non-profit agency authorized and funded by the Alaska State Legislature under AS 14.30.600. The intent of the legislation is to provide assistance to school districts and rural educational attendance areas throughout the state of Alaska in making more special education and related services available to students experiencing severe, low incidence handicapping conditions. SESA specifically provides itinerant low incidence outreach and consultation assistance to:

- Deaf/Hearing Impaired
- Multihandicapped
- Orthopedically Handicapped
- Seriously Emotionally Disturbed
- Dually Sensory Impaired
- Blind/Vision Impaired
- Severely Mentally Retarded
- Other Health Impaired
- Preschool Developmentally Delayed

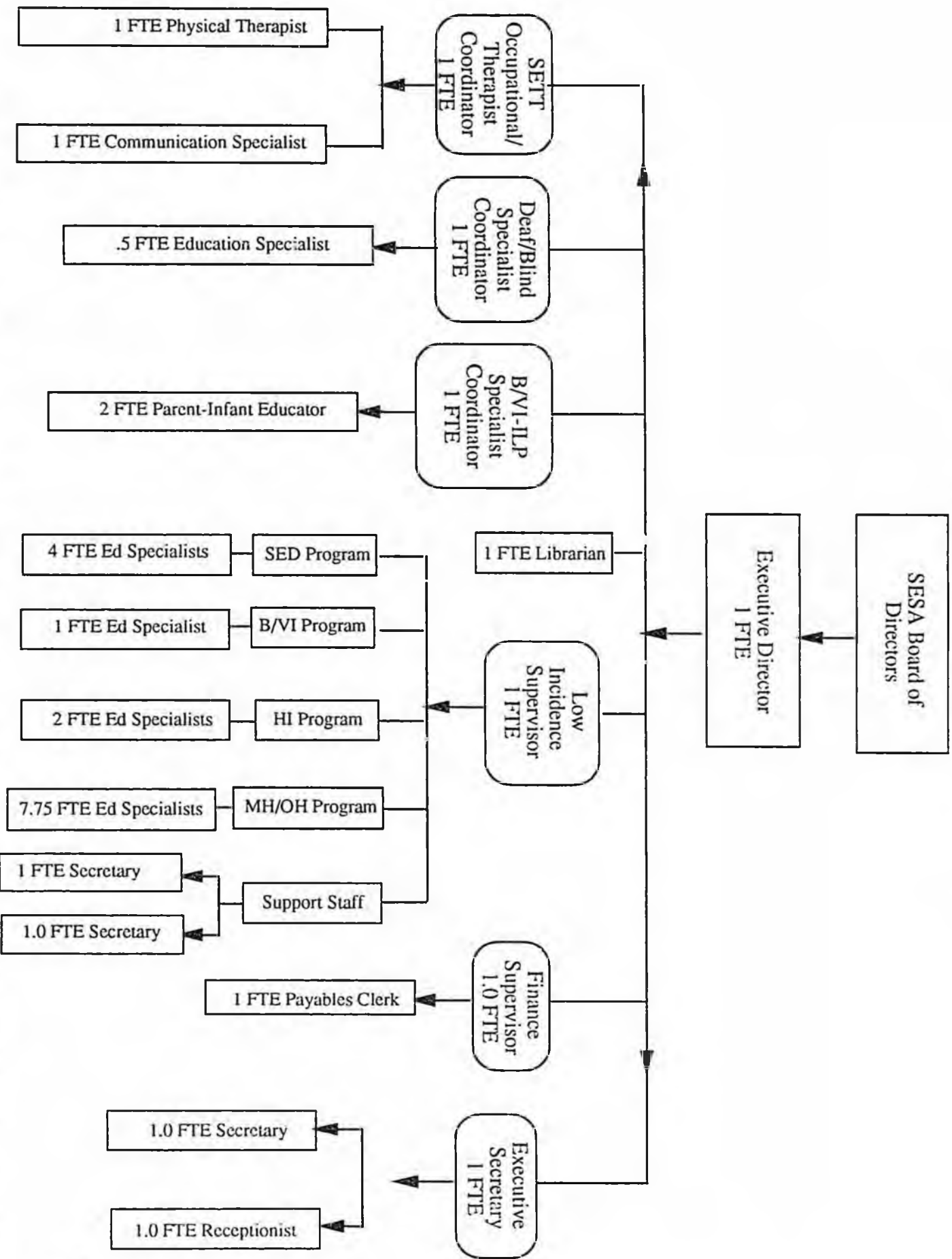
In addition to providing Low Incidence Handicap Outreach Services as above, SESA also offers a number of other programs funded by additional state or federal grants as described on pages 3-4.

Organization

SESA is governed by a Board of Directors that is currently comprised of six members of the Governor's Council on the Handicapped and Gifted (GCHG), and one representative each from the Alaska Association of Administrators of Special Education, the National Education Association of Alaska, and the Alaska Association of School Administrators. In addition to being GCHG representatives, board members also represent the Division of Vocational Rehabilitation, the Department of Health and Social Services and the Department of Education. The Executive Director of the GCHG is included as an ex officio member on the SESA Board.

Directly responsible to the SESA Board is the Executive Director who plans, coordinates and administers the DOE State Contract and other grant programs. He is assisted in this task by an executive secretary, finance staff, low incidence program supervisor and part-time grant coordinators.

SESA Organizational Chart



Special Education Service Agency Grants and Contracts

1990-91

DOE State Contract For Low Incidence Handicapped Outreach Services: The primary responsibility of the DOE State Contract is to provide itinerant special education consultation and technical assistance to school districts that serve students with low incidence disabilities, ages three through twenty-one years. Low Incidence Outreach staff members are certified special education teachers with advanced skills and specialized training who provide assistance to school districts throughout the state. They work with school administrators, teachers, paraprofessionals, related services personnel, parents and others in developing appropriate Individual Education Programs (IEPs) for students who experience the following low incidence disabilities:

- Deaf/Hearing Impaired
- Multihandicapped
- Other Health Impaired
- Seriously Emotionally Disturbed
- Blind/Vision Impaired
- Severely Mentally Retarded
- Preschool Developmentally Delayed
- Orthopedically Handicapped

Objectives and services of the various Low Incidence Outreach Program areas are listed in Section III.

Alaska Services for Infants, Children, and Youth with Dual Sensory Impairments: This is a federally funded program through the Alaska Department of Education and the United States Office of Education. Its purpose is to provide supplemental technical assistance to school districts and other public or private agencies that serve persons with both vision and hearing impairments.

Blind/Visually Impaired - Infant Learning Program: This early intervention program is funded by the Alaska Department of Health and Social Services. Its purpose is to assist parents and infant learning teachers throughout the state in providing services to infants ages birth to three years who are at risk of a visual impairment.

Infant Learning Program Statewide Evaluation Travel Team: This second early intervention program funded by the Alaska Department of Health and Social Services has just completed its first year with SESA. Its purpose is to provide comprehensive evaluations and assistance with program planning for children ages birth through three years who are enrolled in rural Infant Learning Programs.

Alaska Consortium for Transition Services: This was a three-year federal project funded by the Office of Special Education and Rehabilitation Services of the U. S. Department of Education through the 1989-90 school year. However, a special extension was granted to continue training activities during this 1990-91 school year. To help SESA continue to offer statewide training and technical assistance in transition planning, the Alaska Division of Vocational Rehabilitation and the Alaska Department of Education have also made funds available. This collaboration of state and federal funding has allowed SESA to continue the dissemination of ACTS materials and strategies to interested districts and personnel. SESA transition training is truly a partnership, involving school districts, state agencies, local and private groups, parents and employers.

Section II



SERVICE TO LOW-INCIDENCE HANDICAP STUDENTS

What the Law Requires

Since 1975, children experiencing disabilities, whether physical, emotional, cognitive or perceptual, have been guaranteed the right to an appropriate education as a result of Public Law 94-142, the Education of the Handicapped Act. It is difficult to define *appropriate* since each individual's needs are different; but an *appropriate* education for any student is one from which that student has an opportunity to benefit.

As a result of PL 94-142, any student who meets the criteria for a specific identified handicapping condition is entitled to special treatment from the education community in order to achieve his/her potential to the same extent as a non-handicapped peer. Special Education is not simply the provision of additional teachers or tutors to try and help those students learn the same things that are being presented in the general education classroom. Depending on the severity of the disabling condition, that general information may not be (and frequently is not) appropriate to helping them become successful adults. And that, after all, is what education is all about. Special Education implies different content, approaches and/or materials/equipment to meet the needs and challenges presented by the special needs student.

Professional Availability

The predominant training in Special Education teacher preparation classes addresses the needs of mildly involved students, primarily learning disabled. This makes sense since most of the students in Special Education are mildly involved and experience a learning disability of some kind. Most large schools are able to hire the personnel necessary to provide appropriate educations for these students. Most large schools are even able to hire the personnel necessary to work with the more involved students, even though they are rarer and more difficult to find. However, here in Alaska, we have many small rural/remote schools that do not have the luxury of being able to hire specialists for all the disabling conditions that occur, particularly those that occur infrequently; and no one teacher, even if s/he is trained in addressing the needs of students with low incidence conditions, can possibly know what to do in all situations. That is why the Special Education Service Agency came into being.

As a public, non-profit agency, SESA can hire education specialists with expertise in specific low incidence handicap areas to provide the needed assistance across school district lines. This service model helps assure that all eligible students and staff have access to needed professional knowledge and methods of assistance. It is also a more efficient use of scarce economic and professional resources than would be the case if each district were left to acquire such staff on their own. Education Specialists are exposed to a broad base of needs, situations and collaborative opportunities across the state. By continuously expanding their own skills, they are better able to assist teachers, administrators, paraprofessionals and parents in the local schools and communities. By training local staff in effective techniques and practices, they allow even remote schools to provide the appropriate programs necessary to meet the needs of our very special students.

The Referral Process

*A primary teacher in a remote village in western Alaska has ten children in her classroom ranging from Kindergarten to third grade. Nine of the students are Yup'ik Eskimo and one is the child of a Caucasian teacher. Two of the students are functioning significantly below the performance level of their peers and have been identified as *Learning Disabled*.

There is a family in the village with a child who is moderately involved with cerebral palsy and is about to turn three years old. The child is as yet unable to speak but does make vocal sounds in an attempt to communicate. He has little motor control, but some muscle tone and appears alert with eyes following activity within close range.

The primary teacher has never had training to work with special needs students. There is a special education teacher in the school who also teaches secondary math and history half time. Although he is certified in the state of Alaska to teach special education preschool through adult, most of his experience has been at the intermediate and secondary level with mildly impaired students. Not only has he had no experience with more severe disabilities, he has never worked with such young children.

Since this child's birth, the family has received assistance from the Infant Learning Program(ILP). In order to help facilitate a smooth transition into the school system, the ILP teacher has requested a meeting with the school staff and the family to discuss the child's abilities and needs. During the

*This is not a case study, but rather a representation of a typical situation in rural remote Alaska.

lack of knowledge of the educational needs of this child, but also the time requirements in developing and carrying out a suitable program for him. During a discussion of the types of support systems that will be necessary and available, the ILP teacher suggests that the school contact SESA for training, on-going technical support and program monitoring. A phone call is made and the process has begun.

The teacher is sent a referral packet which consists of a description of the SESA services that are available, a referral form with pertinent information and identified needed support data (medical information, reports from the occupational and physical therapists, etc.), and the authorization for exchange of information with other agencies that must be signed by the parents. Once this information is received by SESA, it is given to an appropriate education specialist who will then contact the school to arrange for a visit. During the first visit, the specialist will spend time observing the child in the school setting and perform a functional assessment of the child's abilities in order to establish a baseline ability from which to work. At that time, the specialist will also meet with the staff and the special education director to develop a Technical Assistance Agreement (TAA) outlining the responsibilities of both the SESA specialist and the school district and to determine the number of SESA visits or other types of technical assistance that will be necessary during the school year. Observations, activity summaries and recommendations are written following each site visit through a formal Student Service Report (SSR). Samples of TAAs and SSRs are available in Appendix C.

As the year progresses, the SESA specialist provides individual and group training for the school professional and paraprofessional staffs; provides materials and equipment to be tried out for effectiveness so the district can make well-selected purchases appropriate to the student's educational needs; assists with the development of IEP goals and objectives; and helped the school connect with outside agencies and funding sources to supplement their programs. As a result, the student can become a participating member of the school community to the greatest extent possible.

On the following pages are listed the types of assistance available to school district personnel and parents under the Low Incidence Handicap Outreach Program.

Objectives

School/District-Wide Training/Assistance

- 101 Conduct inservice/workshop on education strategies.
- 102 Conduct low vision inservice/workshop.
- 103 Conduct vision screening inservice/workshop.
- 104 Conduct orientation and mobility inservice/workshop.
- 105 Conduct inservice/workshop on the use of specialized equipment/materials.
- 106 Conduct inservice/workshop on compensatory skills.
- 107 Conduct inservice/workshop on career, vocational and transition issues.
- 108 Assist in development of B/VI classroom/program.
- 109 Assist in development of orientation and mobility program.
- 110 Provide school/district-wide pre-referral consultation.
- 111 Provide consultation of professional materials and specialized equipment/materials.
- 112 Assist districts in obtaining specialized services not available directly through SESA.
- 113 Assist in special training requests.
- 114 Provide technical assistance to district B/VI teacher(s).

Staff Training and/or Assistance

- 130 Assist in classroom design and procedures.
- 131 Recommend and provide professional materials and specialized equipment/materials.
- 132 Provide ongoing consultation in B/VI educational strategies.
- 133 Provide ongoing consultation in orientation and mobility techniques.
- 134 Provide information and resources on specific B/VI issues.
- 135 Provide handicap awareness activities.
- 136 Provide inservice in Model Demonstration Training (MDT) program.

Ancillary Assistance

- 150 Assist in coordinating ancillary services.
- 151 Assist in coordinating ancillary communications.
- 152 Provide home instruction in compensatory skill areas.
- 153 Assist and advise in Child Study Team (CST) meetings.

Education Program Development and Implementation

- 160 Provide educational/compensatory assessments with recommendations.
- 161 Introduce specific instructional interventions in Compensatory Skills.
- 162 Introduce specific instructional interventions in academic areas.
- 163 Introduce specific instructional interventions in career/vocational/transition areas.
- 164 Introduce specific instruction interventions in the use of specialized equipment/materials.
- 165 Assist in development of IEP goals related to Compensatory Skills.
- 166 Assist in development of IEP goals related to academic areas.

- 167 Assist in development of IEP goals related to career/vocational/transition areas.
- 168 Assist in development of IEP goals related to specialized equipment/materials.
- 169 Develop mainstream goals and strategies,.
- 170 Develop transition goals for upcoming school year.
- 171 Provide direct instruction to student relative to Compensatory Skills.
- 172 Provide direct instruction to student relative to academics.
- 173 Provide direct instruction to student in career/vocational/transitional areas.
- 174 Provide direct instruction to student in the areas of specialized equipment and materials.
- 175 Provide functional vision assessment with recommendations.

HEARING IMPAIRED (HI) PROGRAM

Objectives

School/District-Wide Training/Assistance

- 201 Assist in development of hearing impaired program.
- 202 Advise and facilitate resource materials.
- 203 Provide training to staff in manual communication.
- 204 Provide training to staff in the function and proper use of amplification systems.

Staff Training

- 230 Assist in classroom design and procedures.
- 231 Recommend and provide resource materials.
- 232 Provide information and resources on hearing impairment.
- 233 Provide ongoing consultation to develop/implement intervention strategies.
- 234 Provide consultation for educational interpreting techniques and procedures.
- 235 Monitor students and staff needs through telephone contacts on an ongoing basis.
- 236 Use available technologies to provide distant delivered staff training.

Ancillary Assistance

- 250 Assist in coordinating ancillary services.
- 251 Assist home/school communication.
- 252 Assist and advise in Child Study Team (CST) meetings.

Education Program Development

- 260 Assist in assessing student's current level of functioning.
- 261 Assist and advise in Child Study Team (CST) meetings.
- 262 Assist in development of IEP goals and objectives for vocational programming.
- 263 Assist in development of IEP goals and objectives for language programming.
- 264 Assist in development of a speech program.
- 265 Assist in development of an auditory training program.
- 266 in development of a communication language program.
- 267 Assist in development of academic academics program.
- 268 Assist in development of a program.
- 269 Develop mainstream goals and strategies.
- 270 Assist in adapting the regular education program for student participation.
- 271 Develop transition goals for upcoming school year.

MULTIHANDICAPPED/ ORTHOPEDICALLY HANDICAPPED (MH/OH) PROGRAM

Objectives

School/District-Wide Training/Assistance

- 401 Provide inservice/workshop on functional assessment.
- 402 Provide inservice/workshop on selecting and implementing appropriate curriculum.
- 403 Provide inservice/workshop on IEP development.
- 404 Provide inservice/workshop on community-based education.
- 405 Provide inservice/workshop on vocation training.
- 406 Provide inservice/workshop on leisure/recreation.
- 407 Provide inservice/workshop on transition planning.
- 408 Provide inservice/workshop on mainstreaming.
- 409 Provide inservice training on disability awareness.
- 410 Provide inservice training on the utilization of adaptive equipment.

Staff/Parent Training

- 430 Assist in conducting ecological inventories and functional assessments.
- 431 Assist with the development and implementation of instructional programs.
- 432 Provide assistance and training in functional assessment/curriculum content.
- 433 Provide assistance and training in community-based instruction.
- 434 Provide assistance and training in social skills instruction.
- 435 Provide assistance and training in home programs.
- 436 Provide assistance and training in communication skills programming.
- 437 Provide assistance and training in integration programs.
- 438 Provide assistance and training in behavior management programs.
- 439 Provide assistance and training in lifting and transfer techniques.
- 440 Provide assistance and training in disability awareness programming.
- 441 Provide assistance and training in Individual Transition Plan (ITP) development.
- 442 Provide assistance and training in leisure/recreation programming.
- 443 Provide assistance and training in feeding programming.
- 444 Facilitate staff/parent participation in inservices and workshops.
- 445 Assist staff/parents to implement skills/knowledge from training.

Ancillary Assistance

- 450 Act as a liaison between student/family/school and ancillary service providers.
- 451 Assist district with networking.
- 452 Review student history and provide eligibility and placement consultation.
- 453 Assist in securing medical and educational documentation.

Educational Program Development and Implementation

- 460 Assist in the development of the Individual Education Plan (IEP)..
- 461 Assist in the implementation of IEP goals and objectives in independent living skills.
- 462 Assist in the implementation of IEP goals and objectives in vocation training/job placements.
- 463 Assist in the implementation of IEP goals and objectives in leisure/recreation.
- 464 Assist in the implementation of IEP goals and objectives in integration activities.
- 465 Assist in the implementation of IEP goals and objectives in social skills.
- 466 Assist in the implementation of IEP goals and objectives in home programming.
- 467 Assist in the implementation of IEP goals and objectives in communication skills.
- 468 Assist in the implementation of IEP goals and objectives in functional academics.
- 469 Assist in the implementation of IEP goals and objectives in fine/gross motor skills.
- 470 Assist in the development of IEP goals and objectives in behavior management.
- 471 Assist in the implementation of IEP goals and objectives in community-based instruction.
- 472 Assist in the development of an Individual Transition Plan (ITP).
- 473 Assist in the implementation of the Individual Transition Plan (ITP).
- 474 Assist in classroom/school accessibility and design.
- 475 Assist in development of a disability awareness program.
- 476 Assist in development of feeding skills training program.
- 477 Incorporate adaptive equipment into program as needed.
- 478 Assist in monitoring student progress to determine interventions or modifications to the educational program.
- 479 Recommend and provide resource materials.

Objectives**School/District-Wide Training/Assistance**

- 301 Conduct behavior management inservice/workshop.
- 302 Introduce social skills curriculum to staff through inservice/workshop.
- 303 Assist in development of school-wide discipline program (workshop).
- 304 Conduct Stress Management workshop.
- 305 Assist in development of SED classroom/program.
- 306 Provide school/district-wide pre-referral consultation.
- 307 Provide consultation on resource materials.
- 308 Assist district in obtaining specialized services.

Pre-Referral Assistance

- 320 Review student history/give placement consultation.
- 321 Recommend early-intervention strategies.
- 322 Assist in implementing early intervention strategies.
- 323 Monitor progress of high-risk student.

Staff Training and/or Assistance

- 330 Assist in classroom design and procedures.
- 331 Recommend and provide resource materials.
- 332 Provide on-going consultation in behavior management techniques.
- 333 Introduce relaxation techniques in classroom.
- 334 Increase social skills and peer interaction.
- 335 Provide information and resources on specific mental health issues.
- 336 Facilitate staff participation in Model Demonstration Training (MDT).

Ancillary Assistance

- 350 Assist in coordinating ancillary services.
- 351 Assist home/school communication.
- 352 Instruct home in behavior management techniques.
- 353 Assist and advise in Child Study Team (CST) meetings.

Educational Program Development and Implementation

- 360 Design individual behavior management program.
- 361 Introduce specific behavioral interventions (ongoing).
- 362 Monitor and refine behavior management strategy.
- 363 Assist in development of behavioral IEP goals.
- 364 Assist in development of academic IEP goals.
- 365 Assist in development of vocational IEP goals.
- 366 Develop mainstreaming goals and strategy.
- 367 Refine regular education academic program for student.
- 368 Develop out-of-classroom behavior program for student.
- 369 Develop transition goals for upcoming school year.
- 370 Provide direct instruction to student.

- 371 Provide information and feedback on functioning of academic program and make suggestions for program revision.
- 372 Provide information and feedback on functioning of behavioral program and make suggestions for program revision.
- 373 Provide information and feedback on functioning of vocational program and make suggestions for program revision.
- 374 Assist in securing appropriate academic materials.
- 375 Assist in securing appropriate social skills curriculum.
- 376 Assist in securing appropriate coping skills curriculum.

SPECIAL EDUCATION SERVICE AGENCY

Low Incidence Outreach Technical Assistance

During this 1991 fiscal year, fifteen SESA Education Specialists provided technical assistance to 392 students experiencing low incidence handicapping conditions in 50 districts throughout the state of Alaska. The following pages provide current caseload information as well as data on student referrals and discontinuations throughout the year.

This data reflects a number of students for whom services were discontinued early in the year. This occurred because in those districts, the handicapping conditions described ceased to be low incidence and the districts currently employ their own specialists; or, as in at least one situation, the special education teacher felt confident enough with past assistance that she could meet the educational needs of her students on her own. Changes in caseload numbers and district staff will always affect SESA's contact with those districts from year to year. Even though a specific population may be discontinued, phone contact continues for a time to ensure a smooth transition of services.

SESA Low Incidence Outreach Program

CURRENT CASELOAD
June 30, 1991

Students Served During 1990-91 School Year

DISTRICT	B/VI	HI	SED	MH/OH	TOTAL
*Adak Region					
Alaska Gateway			5	8	13
Aleutian Region				1	1
Aleutians East				2	2
*Anchorage					
Annette Island		1			1
Bering Strait	2	2	10	11	25
Bristol Bay				1	1
Chatham	1	1	2	3	7
*Chugach					
Copper River			9	6	15
Cordova	1		1		2
Craig	1		3	1	5
Delta/Greely		2	3	4	9
Dillingham			2	11	13
Fairbanks North Star	1				1
Galena		1			1
Haines				8	8
Hoonah				3	3
Hydaburg		2		1	3
Iditarod	1	1		4	6
Juneau		3	1		4
Kake			2	1	3
Kashunamiut	1		2	13	16
Kenai Peninsula	2			1	3
Ketchikan Gateway	1		1	10	12
Klawock			2	3	5
Kodiak Island		2		7	9
Kuspuk	1		1	7	9
Lake & Peninsula		3	1	4	8
Lower Kuskokwim	5	9			14
Lower Yukon	1		4	3	8
Matanuska-Susitna				1	1
*Nenana					
*Nome					
North Slope			6	6	12
Northwest Arctic		1	1	9	11
Pelican				1	1

Petersburg				1	1
Pribilof				1	1
Railbelt			1	3	4
St. Mary's				1	1
Sitka	3	1	9	2	15
Skagway		1	1	2	4
Southeast Island	1			1	2
Southwest Region	1	1	5	5	12
Tanana			1	1	2
*Unalaska					
Valdez	1	1	1		3
Wrangell		1	2	6	9
Yakutat			3		3
Yukon Flats				5	5
Yukon/Koyukuk			4	7	11
Yupit	2		1	4	7
	<i>B/VI</i>	<i>HI</i>	<i>SED</i>	<i>MH/OH</i>	<i>TOTAL</i>
TOTALS	26	33	84	169	312

*During the past year SESA has not provided technical assistance to these school districts either because they have not requested it or because they have sufficient qualified staff to meet student needs.

New Enrollment

FY 91

First Quarter

Blind/Visually Impaired	Hearing Impaired	Seriously Emotionally Disturbed	Multihandicapped/Orthopedically Handicapped
2	1	4	11

TOTAL = 18

Second Quarter

Blind/Visually Impaired	Hearing Impaired	Seriously Emotionally Disturbed	Multihandicapped/Orthopedically Handicapped
2	3	14	6

TOTAL = 25

Third Quarter

Blind/Visually Impaired	Hearing Impaired	Seriously Emotionally Disturbed	Multihandicapped/Orthopedically Handicapped
3	2	10	5

TOTAL = 20

Fourth Quarter

Blind/Visually Impaired	Hearing Impaired	Seriously Emotionally Disturbed	Multihandicapped/Orthopedically Handicapped
3	1	-0-	2

TOTAL = 6

Referral by District

FY 91

First Quarter

Total = 18

DISTRICT	B/VI	HI	SED	MH/OH
Adak Region				
Alaska Gateway				
Aleutian Region				
Aleutians East				
Anchorage				
Annette Island				
Bering Strait			2	
Bristol Bay				
Chatham				
Chugach				
Copper River				1
Cordova				
Craig				
Delta/Greely				
Dillingham			1	
Fairbanks North Star				
Galena				
Haines				2
Hoonah				1
Hydaburg				
Iditarod				
Juneau				
Kake				
Kashunamiut				2
Kenai Peninsula	1			
Ketchikan Gateway				
Klawock				
Kodiak Island		1		
Kuspuk				
Lake & Peninsula				
Lower Kuskokwim				
Lower Yukon				
Matanuska-Susitna				
Nenana				
Nome				
North Slope				
Northwest Arctic				1
Pelican				

Petersburg				
Pribilof				1
Railbelt				
St. Mary's				
Sitka	1		1	
Skagway				
Southeast Island				
Southwest Region				
Tanana				1
Unalaska				2
Valdez				
Wrangell				
Yakutat				
Yukon Flats				
Yukon/Koyukuk				
Yupit				
	<i>B/VI</i>	<i>HI</i>	<i>SED</i>	<i>MH/OH</i>
TOTALS	2	1	4	11

*Second Quarter**Total = 25*

DISTRICT	B/VI	HI	SED	MH/OH
Adak Region				
Alaska Gateway			1	
Aleutian Region				1
Aleutians East				
Anchorage				
Annette Island		1		
Bering Strait			1	
Bristol Bay				
Chatham			1	2
Chugach				
Copper River			3	
Cordova				
Craig			1	
Delta/Greely				
Dillingham			1	
Fairbanks North Star				
Galena		1		
Haines				
Hoonah				
Hydaburg				
Iditarod				
Juneau				
Kake				
Kashunamiut	1			
Kenai Peninsula				
Ketchikan Gateway				
Klawock				
Kodiak Island				
Kuspuk	1			1
Lake & Peninsula				
Lower Kuskokwim		1		
Lower Yukon			3	
Matanuska-Susitna				
Nenana				
Nome				
North Slope				
Northwest Arctic				
Pelican				
Petersburg				
Pribilof				
Railbelt				
St. Mary's				
Sitka			1	
Skagway				

Southeast Island				
Southwest Region				
Tanana				
Unalaska				
Valdez				
Wrangell			1	1
Yakutat			1	
Yukon Flats				
Yukon/Koyukuk				
Yupit				1
	<i>B/VI</i>	<i>HI</i>	<i>SED</i>	<i>MH/OH</i>
TOTALS	2	3	14	6

*Third Quarter**Total = 20*

DISTRICT	B/VI	III	SED	MH/OH
Adak Region				
Alaska Gateway				
Aleutian Region				
Aleutians East				
Anchorage				
Annette Island				
Bering Strait			1	
Bristol Bay				
Chatham				
Chugach				
Copper River				
Cordova	1			
Craig			2	
Delta/Greely				
Dillingham				
Fairbanks North Star				
Galena				
Haines				
Hoonah				
Hydaburg				
Iditarod		1		1
Juneau				
Kake				
Kashunamiut			1	
Kenai Peninsula				
Ketchikan Gateway				
Klawock				
Kodiak Island				
Kuspuk				
Lake & Peninsula				
Lower Kuskokwim				
Lower Yukon				
Matanuska-Susitna				
Nenana				
Nome				
North Slope				1
Northwest Arctic				
Pelican				
Petersburg				
Pribilof				
Railbelt				
St. Mary's				
Sitka	1		2	
Skagway			1	1

Southeast Island				
Southwest Region		1	1	
Tanana				
Unalaska				
Valdez				
Wrangell				
Yakutat			1	
Yukon Flats				1
Yukon/Koyukuk			1	1
Yupit	1			
	<i>B/VI</i>	<i>HI</i>	<i>SED</i>	<i>MH/OH</i>
TOTALS	3	2	10	5

*Fourth Quarter**Total = 6*

DISTRICT	B/VI	HI	SED	MH/OH
Adak Region				
Alaska Gateway				
Aleutian Region				
Aleutians East				
Anchorage				
Annette Island				
Bering Strait	1		2	
Bristol Bay				
Chatham				
Chugach				
Copper River				
Cordova				
Craig				
Delta/Greely				
Dillingham				
Fairbanks North Star				
Galena				
Haines				
Hoonah				
Hydaburg				
Iditarod	1			
Juneau				
Kake				
Kashunamiut				2
Kenai Peninsula				
Ketchikan Gateway				
Klawock				
Kodiak Island				
Kuspuk				
Lake & Peninsula				
Lower Kuskokwim		1		
Lower Yukon				
Matanuska-Susitna				
Nenana				
Nome				
North Slope				
Northwest Arctic				
Pelican				
Petersburg				
Pribilof				
Railbelt				
St. Mary's				
Sitka				
Skagway				

Southeast Island				
Southwest Region				
Tanana				
Unalaska				
Valdez				
Wrangell				
Yakutat				
Yukon Flats				
Yukon/Koyukuk				
Yupit	1			
	<i>B/VI</i>	<i>HI</i>	<i>SED</i>	<i>MH/OH</i>
TOTALS	3	1		2

Discontinuations

FY 91

First Quarter

Blind/Visually Impaired	Hearing Impaired	Seriously Emotionally Disturbed	Multihandicapped/Orthopedically Handicapped
7	1	25	30

TOTAL = 63

Second Quarter

Blind/Visually Impaired	Hearing Impaired	Seriously Emotionally Disturbed	Multihandicapped/Orthopedically Handicapped
1	3	14	19

TOTAL = 37

Third Quarter

Blind/Visually Impaired	Hearing Impaired	Seriously Emotionally Disturbed	Multihandicapped/Orthopedically Handicapped
1	-0-	1	8

TOTAL = 10

Fourth Quarter

Blind/Visually Impaired	Hearing Impaired	Seriously Emotionally Disturbed	Multihandicapped/Orthopedically Handicapped
5	5	6	13

TOTAL = 29

Discharge by District

FY 91

First Quarter

Total = 63

DISTRICT	B/VI	HI	SED	MII/OH
Adak Region				
Alaska Gateway			3	2
Aleutian Region				
Aleutians East				
Anchorage				
Annette Island				
Bering Strait			1	
Bristol Bay				
Chatham				
Chugach				
Copper River				2
Cordova				
Craig	1			
Delta/Greely				
Dillingham				
Fairbanks North Star				
Galena				
Haines				
Hoonah				
Hydaburg				
Iditarod			1	
Juneau				
Kake				
Kashunamiut				
Kenai Peninsula	1			
Ketchikan Gateway		1		
Klawock				
Kodiak Island				
Kuspuk				1
Lake & Peninsula			1	
Lower Kuskokwim			8	17
Lower Yukon				1
Matanuska-Susitna	5			1
Nenana				
Nome				
North Slope				2
Northwest Arctic				
Pelican				

Petersburg				
Pribilof				
Railbelt				
St. Mary's				
Sitka			11	
Skagway				1
Southeast Island				1
Southwest Region				
Tanana				
Unalaska				1
Valdez				
Wrangell				
Yakutat				
Yukon Flats				
Yukon/Koyukuk				1
Yupit				

	<i>B/VI</i>	<i>HI</i>	<i>SED</i>	<i>MII/OH</i>
TOTALS	7	1	25	30

*Second Quarter**Total = 37*

DISTRICT	B/VI	III	SED	MH/OH
Adak Region				
Alaska Gateway			1	1
Aleutian Region				
Aleutians East				
Anchorage				
Annette Island				
Bering Strait		1		1
Bristol Bay				
Chatham			1	
Chugach				
Copper River				
Cordova				
Craig				
Delta/Greely				1
Dillingham				1
Fairbanks North Star				
Galena				
Haines				
Hoonah				
Hydaburg				1
Iditarod				
Juneau		2	1	2
Kake				
Kashunamiut			1	1
Kenai Peninsula				
Ketchikan Gateway				
Klawock				
Kodiak Island				
Kuspuk			1	
Lake & Peninsula				
Lower Kuskokwim	1		7	1
Lower Yukon				
Matanuska-Susitna				
Nenana				
Nome				
North Slope				
Northwest Arctic				
Pelican				
Petersburg				
Pribilof				
Railbelt				2
St. Mary's				
Sitka			1	4
Skagway				
Southeast Island				

Southwest Region			1	
Tanana				
Unalaska				2
Valdez				
Wrangell				
Yakutat				
Yukon Flats				1
Yukon/Koyukuk				1
Yupiit				
	<i>B/VI</i>	<i>HI</i>	<i>SED</i>	<i>MH/OH</i>
TOTALS	1	3	14	19

*Third Quarter**Total = 10*

DISTRICT	B/VI	HI	SED	MH/OH
Adak Region				
Alaska Gateway				
Aleutian Region				
Aleutians East				
Anchorage				
Annette Island				
Bering Strait				
Bristol Bay				
Chatham				
Chugach				
Copper River				
Cordova				
Craig				
Delta/Greely				1
Dillingham				
Fairbanks North Star				
Galena				
Haines				
Hoonah				1
Hydaburg				
Iditarod				
Juneau				
Kake			1	
Kashunamiut				
Kenai Peninsula	1			
Ketchikan Gateway				
Klawock				
Kodiak Island				1
Kuspuk				
Lake & Peninsula				
Lower Kuskokwim				
Lower Yukon				2
Matanuska-Susitna				3
Nenana				
Nome				
North Slope				
Northwest Arctic				
Pelican				
Petersburg				
Pribilof				
Railbelt				
St. Mary's				
Sitka				
Skagway				

Southeast Island				
Southwest Region				
Tanana				
Unalaska				
Valdez				
Wrangell				
Yakutat				
Yukon Flats				
Yukon/Koyukuk				
Yupit				
	<i>B/VI</i>	<i>HI</i>	<i>SED</i>	<i>MH/OH</i>
TOTALS	1		1	8

*Fourth Quarter**Total = 29*

DISTRICT	B/VI	HI	SED	MH/OH
Adak Region				
Alaska Gateway				
Aleutian Region				
Aleutians East				
Anchorage				
Annette Island				
Bering Strait				1
Bristol Bay				
Chatham	1	1		
Chugach				
Copper River			2	
Cordova				
Craig				
Delta/Greely		1		
Dillingham				1
Fairbanks North Star				
Galena				
Haines				1
Hoonah				
Hydaburg				
Iditarod				
Juneau		1		
Kake				
Kashunamiut				
Kenai Peninsula				
Ketchikan Gateway			1	
Klawock				
Kodiak Island		1		2
Kuspuk				1
Lake & Peninsula				2
Lower Kuskokwim	3			1
Lower Yukon				1
Matanuska-Susitna				
Nenana				
Nome				
North Slope				1
Northwest Arctic				
Pelican				
Petersburg				
Pribilof				
Railbelt				1
St. Mary's				
Sitka			2	
Skagway				
Southeast Island				

Southwest Region				
Tanana				
Unalaska				
Valdez	1	1		
Wrangell				
Yakutat				
Yukon Flats				
Yukon/Koyukuk			1	1
Yupit				
	<i>B/VI</i>	<i>HI</i>	<i>SED</i>	<i>MH/OH</i>
TOTALS	5	5	6	13

Low Incidence Outreach Program

Consumer Satisfaction Survey

1990-91 Summary

In February 1991, satisfaction ratings surveys were sent to administrators, teachers, paraprofessionals, parents and related services personnel at each site served by SESA. The responses were very positive with many of the respondents taking time to comment on the effectiveness of SESA services.

The types of assistance that were particularly appreciated and well received included:

- Programmatic recommendations for IEPs
- Availability of an outside professional with whom to brainstorm ideas (counteracting feelings of professional isolation)
- Provision of materials
- Practical/workable solutions to programmatic problems
- Staff training with focus on individual students as well as school-wide systems
- Ideas for Transition Planning
- Liaison work with families and community agencies
- Functional student evaluations
- The consistency and follow-up by someone who is familiar with the students and the district

Concerns were expressed about the following:

- Not enough specialist time on-site
- Facilitation of communication among school district personnel with SESA specialist
- Need for a broader scope of services to include other than low incidence

In addition to the written comments on the surveys, requests have come from larger school districts, which do not qualify for SESA services, for assistance in staff training and the provision of specialized student specific information.

CONSUMER SATISFACTION SURVEY RESULTS

Distribution/Return:

Total number of surveys sent.....	250
Total number of surveys returned.....	151
Return rate.....	59%

Respondent breakout:

Administrators.....	42
Teachers.....	74
Paraprofessionals.....	11
Parents.....	11
Other (Speech/Language, Psychologist, Counselors, etc.).....	13

The survey was comprised of thirteen statements with a scaled rating from 1 to 4 (1 = strongly disagree; 4 = strongly agree).

Distribution of ratings from a total of 1,846 responses:

<u>RATING</u>	<u>NUMBER OF RESPONSES</u>	<u>PERCENTAGE OF TOTAL</u>
1	48	3%
2	85	5%
3	393	21%
4	1320	71%

Percentage breakdown and average rating by item

<u>ITEM</u>	<u>RATING 1 AND 2</u>	<u>RATING 3 AND 4</u>	<u>AVERAGE RATING</u>
A	7%	92%	3.57
B	9%	91%	3.54
C	11%	89%	3.57
D1	3%	97%	3.72
D2	4%	96%	3.68
D3	9%	91%	3.53
E	6%	94%	3.61
F1	7%	93%	3.62
F2	9%	91%	3.53
F3	9%	91%	3.58
F4	6%	94%	3.64
F5	8%	92%	3.72
G	7%	93%	3.59

Overall Rating Average: 3.61

The Satisfaction Survey may be seen in Appendix A

Section III



Low Incidence Outreach Program
1990-91 Revenues and Expenditures

Statutory Funding Formula

As 14.30.650 establishes alternative formulas for the low incidence outreach service:

Each fiscal year the department shall allocate to the agency not less than \$85 for each special education student in the state in average daily membership or the equivalent of two percent of the funds appropriated for special education for that fiscal year, whichever is greater. The amount allocated to the agency shall be reduced each fiscal year by the amount contributed by the department to the Teachers' Retirement System (AS 14.25) or the Public Employees' Retirement System (AS 39.35) on behalf of employees of the agency.

Using the \$85 per child method, revenue provided for the 1990-91 program was \$1,447,295. It is important to note that though the SESA funding calculation does use the statewide handicapped child count as submitted by school districts, SESA funds do not come from the foundation program. The low incidence outreach services provided by AS 14.30.600 are in addition to the school districts' programs, as funded through the school foundation program.

1990-91 Low Incidence Outreach Program Staffing

SESA staffing assignments as funded through AS 14.30.600 in FY 91 included:

Administrative Staff

Agency Executive Director.....	.47	FTE
Low Incidence Supervisor.....	<u>1.00</u>	FTE
	1.47	FTE

Certified Staff

Education Specialists

Multihandicapped Program	7.75	FTE
Serious Emotional Disturbance Program.....	4.00	FTE
Deaf/Hearing Impaired Program	2.00	FTE
Blind/Visually Impaired Program.....	<u>1.00</u>	FTE
	14.75	FTE

Finance Staff

Accountant.....	1.00	FTE
Accounting/Payroll Clerk.....	<u>.66</u>	FTE
	1.66	FTE

Support Staff

Secretarial.....	3.44	FTE
Reception/Clerk.....	.90	FTE
Librarian	<u>1.00</u>	FTE
	5.34	FTE

1990-91 Expenditures

Budget Information on Table

Personnel: Includes all personnel costs: administrative staff, certificated staff, classified staff, and fringe benefits. Fringe Benefits include: Life and Health Insurance, Employment Security Compensation, Workmen's Compensation, Medicare, TRS, and PERS.

Travel: Includes all travel and per diem costs. Covers costs of employees traveling to rural sites in Alaska to provide service to school districts. This category covers out-of-state travel for travel that is directly related to grant activities. Also includes necessary board and administrative travel.

Contractual: Includes costs for professional, technical, and legal services.

Rent/Maintenance: Includes costs for the Class B office facility leased by SESA.

Equipment: Includes furniture and major equipment expenditures. Covers the costs of buying new office furniture when needed and any major equipment needed by the grant.

Commodities: Includes communication, insurance, office equipment, equipment maintenance, printing, educational materials, office supplies and materials and professional materials.

Personnel	FTE	Salaries	Fixed Cost / Benefits	Total	% of Total Expenses
Admin	1.47	75,981.	16,248.	92,229.	6.4%
Certified	14.75	597,226.	127,840.	725,066.	50.1%
Classified	8.00	160,927.	34,460.	195,387.	13.5%
	24.22	\$834,134.	\$178,548.	\$1,012,682.	70.0%

Other	Amount	% of Total Expenses
Travel	240,579.	16.6%
Contractual	54,182.	3.7%
Rent/Maintenance	58,071.	4.0%
Equipment	2,317.	.2%
Commodities	79,464.	5.5%
	434,613.	30.0%

Average Cost Per Student Served:

Total Served During 1990-91	312
Total Program Cost.....	\$1,447,295.
Average Total Cost Per Student.....	\$4,638.
Specialist Travel Costs	\$191,813.
Adjusted Program Cost (Total less specialist air fare and per diem)....	\$1,225,482.
Average Cost Per Student Exclusive of Air Fare and Per Diem	\$4,024.

Expenditures by District

FY 91

DISTRICT	ENROLLED	NON-TRAVEL	AIR & PER DIEM	TOTAL COST
Adak Region	0	0	0	0
Alaska Gateway	13	\$52,312.	\$3,649.	\$55,961.
Aleutian Region	1	4,024.	1,116.	5,140.
Aleutian East	2	8,048.	3,122.	11,170
Anchorage	0	0	0	0.
Annette Island	1	4,024.	789.	4,813.
Bering Strait	25	100,600.	28,665.	129,265.
Bristol Bay	1	4,024.	1,126.	5,150.
Chatham	7	28,168.	1,400	29,568.
Chugach	0	0	0	0.
Copper River	15	60,360.	4,863.	65,223.
Cordova	2	8,048.	619.	8,667.
Craig	5	20,120.	7,823	27,943.
Delta/Greely	9	36,216.	3,021.	39,237.
Dillingham	13	52,312.	3,588.	55,900.
Fairbanks North Star	1	4,024.	3,099.	7,123.
Galena	1	4,024.	1,697.	5,721.
Haines	8	32,192.	3,738.	35,930.
Hoonah	3	12,072.	1,400.	13,472.
Hydaburg	3	12,072.	2,312.	14,384.
Iditarod	6	24,144.	3,193.	27,337.
Juneau	4	16,096.	pass through	16,096.
Kake	3	12,072.	4,554.	16,626.
Kashunamiut	16	64,384.	2,623.	67,007.
Kenai Peninsula	3	12,072.	347.	12,419.
Ketchikan Gateway	12	48,288.	4,556.	52,844.
Klawock	5	20,120.	5,822.	25,942.
Kodiak	9	36,216.	6,474.	42,690.
Kuspuk	9	36,216.	6,449.	42,665.
Lake & Peninsula	8	32,192.	1,126.	33,318.
Lower Kuskokwim	14	56,336.	2,923.	59,259.
Lower Yukon	8	32,192.	1,631.	33,823.
Matanuska-Susitna	1	4,024.	personal car	4,024.
Nenana	0	0	0	0.
Nome	0	0	0	0.
North Slope	12	48,288.	8,100.	56,388.
Northwest Arctic	11	44,264.	8,585.	52,849.
Pelican	1	4,024.	628.	4,652.
Petersburg	1	4,024.	7,768.	11,792.
Pribilof	1	4,024.	1,460.	5,484.
Railbelt	4	16,096.	2,995.	19,091.

St. Mary's	1	4,024.	758.	4,782.
Sitka	15	60,360.	10,970.	71,330.
Skagway	4	16,096.	3,638.	19,734.
Southeast Island	2	8,048.	2,265.	10,313.
Southwest Region	12	48,288.	6,251.	54,539.
Tanana	2	8,048.	1,478.	9,526.
Unalaska	0	0	0	0.
Valdez	3	12,072.	1,022.	13,094.
Wrangell	9	36,216.	7,656.	43,872.
Yakutat	3	12,072.	702.	12,774.
Yukon Flats	5	20,120.	3,739.	23,859.
Yukon/Koyukuk	11	44,264.	9,887.	54,151.
Yupit	7	28,168.	2,186.	30,354.
	312	\$1,255,488.	\$191,813.	\$1,447,301

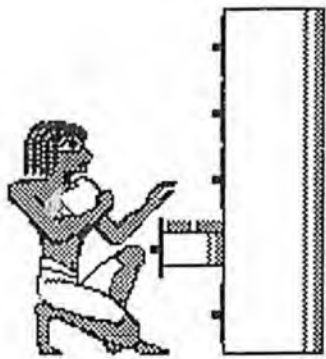
Travel Expenditures Per District FY 91

DISTRICT	AIRFARE	PER DIEM	TOTAL
Adak Region			
Alaska Gateway	1,444.00	2,205.30	3,649.30
Aleutian Region	1000.00	116.25	1,116.25
Aleutians East	2,166.00	955.50	3,121.50
Anchorage			
Annette Island	632.19	156.95	789.14
Bering Strait	20,420.27	8,244.50	28,664.77
Bristol Bay			
Chatham /Hoonah*	1,824.00	975.49	2,799.49
Chugach			
Copper River	753.00	4,110.30	4,863.30
Cordova	194.00	425.16	619.16
Craig *			
Delta/Greely	1,410.00	1,610.52	3,020.52
Dillingham	1,845.00	1,743.00	3,588.00
Fairbanks North Star	1,050.00	2,048.78	3,098.78
Galena	984.00	712.72	1,696.72
Haines	1,664.00	2,074.00	3,738.00
Hydaburg	1,100.00	1,211.75	2,311.75
Iditarod	2,282.00	910.60	3,192.60
Juneau			
Kake	2,552.00	2,001.95	4,553.95
Kashunamiut	2,077.00	546.00	2,623.00
Kenai Peninsula		347.10	347.10
Ketchikan Gateway	3,082.20	1,473.38	4,555.58
Klawock	6,811.09	6,834.24	13,645.33
Kodiak Island	2,104.00	4,370.01	6,474.01
Kuspuk	4,769.00	1,679.64	6,448.64
Lake & Pen/Bristol Bay*	1,430.00	822.00	2,252.00
Lower Kuskokwim	1,844.64	1,078.02	2,922.66
Lower Yukon	1,267.00	364.00	1,631.00
Matanuska-Susitna			
Nenana			
Nome			
North Slope	4,252.00	3,847.50	8,099.50
Northwest Arctic	6,158.00	2,426.64	8,584.64
Pelican	504.00	123.80	627.80
Petersburg	4,005.20	3,762.76	7,767.96
Pribilof	978.00	482.00	1,460.00
Railbelt	1,486.00	1,509.21	2,995.21
St. Mary's	558.00	200.25	758.25
Sitka	5,757.00	5,213.00	10,970.00
Skagway	2,218.00	1,420.29	3,638.29

Southeast Island	1,185.20	1,079.99	2,265.19
Southwest Region	3,099.29	3,152.19	6,251.48
Tanana	1,200.00	278.22	1,478.22
Unalaska			
Valdez	558.00	464.00	1,022.00
Wrangell	4,339.94	3,315.71	7,655.65
Yakutat	312.00	390.00	702.00
Yukon Flats	2,439.00	1,299.68	3,738.68
Yukon/Koyukuk	6,664.80	3,222.57	9,887.37
Yupiit	1,486.00	700.27	2,186.27
	<i>AIRFARE</i>	<i>PER DIEM</i>	<i>TOTAL</i>
TOTALS	\$111,905.82	\$79,905.24	\$191,811.06

**These sites are served simultaneously and no breakdown was available.*

Section IV



Blind/Visually Impaired - Infant Learning Program

The following material describes SESA's Blind/Visually Impaired - Infant Learning Program (B/VI-ILP) as operated during FY 91. This project offers assistance to families and regional ILP staff statewide.

PROGRAM DESCRIPTION

Goals Statement

The project goals for the B/VI-ILP for FY 92 are as follow:

1. To maintain and enhance a statewide service delivery system which provides free specialized services to infants with blindness/visual impairments and their parents/families, and which is coordinated with local service providers.
2. To develop public awareness of the needs of young children who are blind/visually impaired in the State of Alaska.
3. To provide professional staff development to the B/VI-ILP staff.
4. To assure quality services are provided which meet the identified needs of the families of infants with blindness/visual impairments, and of the local service providers.

Progress Made in Current Year

The following progress has been made during the summer, fall and winter quarters of 1980-91 in respect to the goals and objectives of the FY 91 grant proposal:

GOAL I: To maintain and enhance a statewide service delivery system which provides specialized services to infants with blindness/visual impairment and their parents/families, and which is coordinated with local service providers.

Objective 1.1 An on-going child identification will be conducted to identify students with blindness/visual impairment.

The B/VI-ILP Information Packet was updated and sent out to all new local Infant Learning teachers. This packet was also sent to any individual or agency requesting information about the program.

Information was sent to the Diabetes Control Program for inclusion in the Alaska Resource Manual for Services for Visually Impaired. This directory was originally done by a statewide task force on Vision Impaired and is being updated by the Diabetes Control Program.

Program brochures were given to all newly referred B/VI-ILP families.

Information for the identification of infants who are blind/visually impaired was included in the Child Find Activities of the Low Incidence Handicapped Outreach Project of SESA.

Presentations were made to the following professional groups regarding the services of the Blind/Visually Impaired Infant Learning Program.

- Bethel ILP, ILP aide (August 1990)
- Kodiak ILP, local respite workers, etc. (August 1990)
- Public Health Nurses (October 1990, March 1991)
- Our Lady of Compassion Care Center (January 1991)

Objective 1.2 The program shall maintain a referral system.

The child location activities discussed above have resulted in 63 referrals to the program between July 1, 1990 and March 31, 1991. All referrals were tracked using the 'Tracking of Referrals' log. Referrals were received from parents, local ILP teachers, public health nurses, ophthalmologists and pediatricians.

Objective 1.3 Each child referred will receive an appropriate screening and follow-up assessment(s), which are coordinated with other service providers.

Between July 1, 1990 and March 31, 1991:

- 31 children were "screened only" by the B/VI-ILP teacher
- 23 children were assessed and enrolled into B/VI-ILP
- 2 children are currently on a "referral pending" status

Note the Geographical Distribution chart on page 8 which further details caseload activity specific to each service site.

After the receipt of each new referral, the necessary parent permission forms were completed with the assistance (as appropriate) of the local ILP teacher. Medical information, i.e., an eye report, was obtained as available. Whenever possible a home visit to complete a Functional Vision Screening or Assessment on the child was made within 30 days of the initial referral. Exceptions were made in order to best coordinate with the local ILP teacher, or due to cancellation of visits because of family situations, or bad weather or due to time restrictions imposed by the staff's high caseload status. In areas outside of Anchorage all of these initial home visits were made jointly with the local ILP teacher unless a decision otherwise was agreed upon.

In Anchorage the initial home visits were independent or joint depending upon the referral circumstances. Since the Anchorage ILP and Project TEACH program have large waiting lists, it was

mutually agreed that the B/VI-ILP teacher would independently screen (and provide follow-up services as necessary) the new referrals from these programs' waiting list for whom vision problems had been identified, as well as to those families directly referred to the B/VI-ILP. The resulting information was then shared with the appropriate persons from each program. Joint screening visits occurred when the referrals were made for children already enrolled in the Anchorage ILP and Project TEACH program. In participation with the Transdisciplinary (TD) model, children suspected as having a visual impairment were evaluated, as possible, within a team assessment situation. The B/VI-ILP teacher completed the functional vision assessment portion of the evaluation.

An in-depth functional visual assessment was completed with the parents' assistance for those children identified as having a visual problem, and suspected of being developmentally delayed or at risk. The comprehensive assessments were generally done jointly with the local ILP teacher or using the TD model. Whenever possible the B/VI-ILP teacher participated directly in the transdisciplinary team evaluations of the Infant Learning Program Support Services (ILPSS). Thus far in FY 90, the B/VI-ILP teachers has participated in the following outreach ILPSS or multidisciplinary clinics:

- Kodiak
- Kenai
- Anchorage
- Dillingham
- Chugiak
- Matanuska-Susitna
- Barrow
- McGrath
- Juneau

The B/VI-ILP is currently scheduled to attend and participate in the following clinics which will occur in the spring quarter of FY 91:

- ongoing Anchorage, Mat-Su ,Chugiak, and Juneau clinics

Based on assessment results and parent request, an enrolled child was placed on a specified "level of service." An explanation of service levels is included in Appendix B.

B/VI ILP staff have been involved with assessment and child specific programming at Our Lady of Compassion Care Center, Providence Hospital and the Alaska Native Medical Center. The staff have also participated in care conferences at these three sites.

GEOGRAPHICAL DISTRIBUTION

of

Infants With Visual Impairments
Receiving Services from B/VI-ILP

from

July 1, 1990 - March 31, 1991

LOCATION	REFERRALS		SERVED		
	PROCESSED	PENDING	ENROLLED ON-GOING	NEW	SCREENED ONLY
Anchorage	17	4	11	8	9
Barrow	1				1
Bethel Area	1	1	1	1	
Chugiak/Eagle River	3		2	2	1
Cordova	1			1	
Dillingham Area	1		1		1
Fairbanks	12	1	5	4	8
Homer			1		
Juneau	4		1	2	2
Kenai	1		2		1
Ketchikan		1			
Kodiak Area	8		2	2	6
Matanuska-Susitna	4		3	3	1
McGrath Area			2		
Nome Area	1				1
Sitka		2			
TOTAL	54	9	31	23	31

NOTE: Referral candidates were reviewed with the local ILP teachers from Anchorage, Barrow Bethel and Aleutian Region during FY 91 and subsequently cancelled due to a variety of reasons.

Objective 1.4 B/VI-ILP will assist the local ILP in developing and updating appropriate Individual Family Service Plans (IFSP) for all infants identified as having a visual impairment and their families.

Following the assessment of each child, the B/VI-ILP teacher provided verbal and written information about the child's level of functioning, and provided goals, objectives and activities to the local ILP teacher and the family to incorporate into the child's IFSP. The B/VI-ILP teacher re-assessed each child on an on-going basis so as to provide updated information for the IFSP.

Objective 1.5 B/VI-ILP will assist the implementation of the children's IFSPs.

Between July 1, 1990 and March 31, 1991 the following visits were made:

• Home Visits	190
• Clinic Visits.....	33
• Center Based Child Activities	49
• Child Specific Consultations	199

On-going visits and services were coordinated with the local ILP teacher (as necessary) prior to each visit. All contacts between visits were recorded on the contact record in each child's file. Home Visit Summaries of each trip were written and sent to the local ILP teacher and parents within two weeks of the visit. A Lesson Plan duplicate form was typically used with Anchorage families who received more frequent contact than rural families.

In addition to coordinating services with the local ILP teachers, joint home visits or center based child activities occurred with private practice therapist who were also involved with the families enrolled in the B/VI ILP.

The B/VI ILP teachers were available to accompany families to their child's ophthalmological evaluation. Medical findings were explained both to parents and local service providers following such examination appointments by the B/VI ILP teachers.

Additional strategies of this objective section included dissemination of parent education information.

- a. The B/VI-ILP Parent Packets which were designed during FY (86) and updated during FY 91 have continued to be disseminated to the newly enrolled families.
- b. Parents were apprised as to the contents of the agency library which houses books on all disability areas, parent specific topics, and medical resources.

Objective 1.6 The program will provide parents with networking opportunities within the community, state and country.

Resource information was routinely provided to parents about national, statewide, and local resources. This included information such as Advocacy Services of Alaska, Alaska Genetics Clinics, Providence Hospital technology services, Communication Disorders Program, private practice therapists etc.

Parents who were interested signed a "Parent Network Release" form. A file of these forms is housed in the B/VI-ILP office. Parent to parent contact is arranged based on parent permission to do so. Both in-state and out-of-state parent networking situations have been facilitated.

The Program Coordinator corresponded with the regional representative of the National Association for Parents of Visually Impaired regarding the possibility of an Alaska site visit.

The B/VI-ILP staff is currently working on transition information packets for parents of children turning three years of age. The purpose of such a packet is to assist the family in the transition process from ILP to the school district. The materials for the packets were gathered by May 1989 and disseminated in FY 91.

Whenever possible, the B/VI-ILP introduced the family to the local school age B/VI specialist during the transition process. This occurred in the Anchorage and MatSu areas, as well as one rural site with a education specialist from the SESA LIHOP's Blind/Visually Impaired Program.

The Program Coordinator wrote to the new director the the Washington Program for Deaf-Blind Children to establish a contact for state to state services.

Objective 1.7 B/VI-ILP staff will participate in and facilitate the development of the Transdisciplinary (TD) approach in the delivery of services.

As previously noted, the B/VI-ILP teachers have participated in team assessments both within the Anchorage ILP and during the outreach Infant Learning Program Support Service Clinics. In addition, the B/VI-ILP teachers have occasionally attended team meetings at the Anchorage ILP office. They have contributed to the development of the team through team meetings and assessment participation.

In addition to transdisciplinary activity with the local ILPs, team effort of this nature has occurred on a regular basis with the pediatric therapy staff at Providence Hospital and the private practice therapists involved with many of the B/VI-ILP families.

Objective 1.8 The program will participate in the Federal Annual American Printing House Registration of legally blind children.

Fifteen families enrolled in the B/VI ILP participated in the APH registration process for the calendar year of 1990.

GOAL II: To develop public awareness of the needs of very young children who experience blindness/visually impairment in the State of Alaska.

Objective 2.1 B/VI-ILP staff will be available to make presentations about the unique needs of infants who are visually impaired.

The following inservices have been given by staff:

- a. In August, the Parent-Infant Educator gave an inservice presentation in Kodiak on the subject of what service are providing by the B/VI ILP, and an overview of visual impairments and the young child. Participants included local respite care providers, a speech therapist, and the Kodiak ILP teacher.
- b. In September, October, and March, the Program Coordinator presented a training session on "Vision Screening Methodologies for Young Children" to groups of EPST Public Health Nurses. A final training session of this fiscal year will occur in May.

In September, the Parent-Infant Educator gave an inservice to the Bethel ILP staff on visual impairment and the young child, as well as the **Erhardt Developmental Vision Assessment**.
- c. In September, the Program Coordinator participated in a two person UAA distance delivery video entitled "The Practice of Team Collaboration." This video will be used as a part of the Early Childhood/Special Education coursework.
- d. In October, the a Parent -Infant Educator gave an inservice on "Visual Screening" to a small group of health aides.
- e. In October 1990 and January 1991, the Program Coordinator gave a lecture entitled "The Special Needs Child and the Family" at UAA.
- f. In November, the Parent-Infant Educator and an Education Specialist from the Deaf-Blind Program gave a dual inservice on "Communication" for the parents of the Juneau ILP.

The B/VI-ILP teachers are in the process of finalizing a slide presentation of photographs which depict Alaskan urban and rural communities, B/VI-ILP families, and program activities. Currently slides are being gathered of these subject areas.

Objective 2.2 Parent and professional materials about young children who are blind/visually impaired will be loaned from the library collection housed with the SESA Depository.

A variety of materials have been loaned to parents and to other personnel serving families enrolled in B/VI-ILP. The program staff are continually evaluating and ordering materials which are determined to be of value to families and service providers involved with the B/VI-ILP.

Objective 2.3 B/VI-ILP will provide information for dissemination in existing print communication channels.

The Program Coordinator co-edited the fall and spring SESA newsletter which included a great deal of information and items related to infants with blindness/visual impairment. This Newsletter has statewide mailing circulation. Both staff members contributed articles to the newsletters. Copies of FY 91 newsletters can be found in Appendix C.

In addition to the SESA newsletters, the Program Coordinator wrote and disseminated (bi)quarterly InSights Memorandum letters to parents and professionals. These letters provide information pertinent to young blind/visually impaired children and their families. Copies of FY 91 InSights Memorandums can be found in Appendix C.

GOAL III: To provide professional staff development to the B/VI-ILP staff.

Objective 3.1 The B/VI-ILP staff will participate in inservice activities designed to met staff development needs.

The B/VI-ILP teachers attended both all-staff SESA meetings and all-B/VI-staff meetings during FY 91 so as to remain current on agency and field discipline business.

Development of a Professional Growth Plan is part of the annual staff evaluation process within the agency. These are on file in the agency personnel files. As a result of these personal growth plans and participation in agency wide staff development activities, the B/VI-ILP teachers have participated in the following inservice activities thus far in FY 91.

- a. In July, the Program Coordinator was one of two Alaskan representatives to attend a training session in Lincoln City, Oregon. The subject was on statewide personnel training development. the training was sponsored and funded by the Western Regional Resource Center.
- b. In July, both staff attended the **Biennial International Association of the Education of the Blind/Visually Impaired** conference held in Washington, D.C. With state approval, the a stipend of \$650.00 per person was provided

through the B/VI-ILP grant. The remaining costs were paid by the staff members individually.

- c. In September - October, both staff were enrolled in an UAA continuing education course entitled "The Language of Play." Tuition fees were paid for by the staff.
- d. In September, both staff attended portions of the week long work shop on Down Syndrome which was sponsored in part by the State Infant Learning Program.
- e. In November, both staff attended the State Infant Learning Program workshop which was held during the week of November 12-15. The Program Coordinator participated in a panel discussion on "Case Management."

The Program Coordinator is a member of the Early Childhood Ad-hoc subcommittee of the CSPD Committee. She is currently the chair-person of the work group on administration oriented training needs.

The Program Coordinator is a member of the Advisory Committee for the Early Childhood Special Education program at UAA.

Both staff participated in a field testing project with the revision of the OREGON Project, an assessment and curriculum tool used with infant-preschool children who experience a sight loss.

Both staff are involved in the planning of an upcoming Alaska Chapter of AER conference. It has been scheduled for late April.

The B/VI-ILP staff have continually secured (funds permitting) pertinent resource materials such as professional journals, texts, audio tapes, etc. which are relevant to families and service providers of young children with blindness/visual impairments.

The Program Coordinator has continually compiled a resource collection of information on Alaskan Native cultures. This has been an ongoing project since FY 89.

GOAL IV: To assure quality services are provided which meet the identified needs of the infant with blindness/visual impairment, of their parents and of local service providers.

Objective 4.1 B/VI-ILP will implement the statewide ILP compliance evaluation (the Alaska Infant Learning Program Evaluation) within their student recording systems.

The Technical Assistance Agreement from last year's evaluation is presently being implemented by the staff. This year each program was asked to write an independent evaluation of the TAA. The report will be submitted to the State ILP Coordinator by mid-April. A copy of the report will be included in the End-of-the-Year Report.

The most recent On-Site Review by the Division of Public Health occurred in late March 1988. The review was highly favorable. The report is housed in the program's files.

Objective 4.2 The B/VI-ILP staff will evaluate on-site services.

End-of-the-Year Evaluation/Questionnaires for both service providers and for parents will be prepared and mailed in late April. Parent Evaluations for the "screened only children" have been mailed and returned throughout the first three quarters of this fiscal year. Compilation and analysis of the results of these evaluations will be reported in the End-of-the-Year report. The tallied evaluations for FY 90 can be found in Appendix A.

Objective 4.3. The B/VI-ILP staff will be evaluated by their SESA supervisor.

Staff evaluations will occur in early May of this fiscal year.

Objective 4.4 The B/VI-ILP staff will develop collaborative written agreements with the five Alaskan School District Programs for Blind/Visually Impaired on transition procedures.

This project has been put on "temporary hold" due to the high caseload activity of this fiscal year. The mechanics behind the proposed agreement have been, however, happening smoothly throughout the first three quarters of this fiscal year.

ASSESSMENT AND PROPOSED RESOLUTION OF NEEDS

Identification and proposed resolution of needs which the Blind/Visually Impaired - Infant Learning Program will address over the course of FY 92 include the following items:

- A. Need for a specialized ILP service delivery program for infants who are blind/visually impaired.

In the fourteen years that B/VI-ILP has been operating, the number of infants identified as being blind/visually impaired has remained constant. Over 100 families are typically impacted by the program over the course of one fiscal year.

In FY 90, a total of 106 families received B/VI-ILP services. During the first three quarters of FY 91, 63 new families have been referred to the program. Thus far in this fiscal year, 85 families have received B/VI-ILP services. Currently 41 families are actively enrolled and 2 children have been referred with screenings pending.

Blindness/visual impairment impacts a young child's total being. Depending on the amount of visual loss, the young child will present differences in his/her (1) developmental rate and scope, (2) parent/child communication, (3) ego development, (4) awareness of and interaction with his/her environment, (5) ability to get about (mobility), and (6) development of other senses. This all requires the application of principles specifically designed in dealing with blind/visually impaired children.

In addition to the developmental needs of the child, the family encounters medical diagnostic information which is often overwhelming. The staff of the B/VI-ILP are specifically trained in the anatomy and disorders of the visual system. These staff members act as a liaison to the eye care specialists and the family. Specific responsibilities involve (1) an explanation of the functional implication of the visual disorders, (2) environmental modification needed (e.g., to reduce glare effects), and (3) assistance with medical treatment strategies such as eye patching, wearing of glasses, etc.

Most of the presently identified children are served by local Infant Learning Programs and other appropriately related personnel such as physical and occupational therapists. These service providers are typically trained to work with young children in general and often have no specific training to deal with children with visual impairments (low vision and blind), and the resulting development and medical problems. Feedback from annual Program Evaluation surveys mailed to ILP and private practice professionals support specific consultative services for their work with families of young children who experience a sight loss. (Appendix A)

It is imperative that the child and his/her parents have access to personnel trained in the education of young children who are blind/visually impaired to help them meet the unique needs of the child and his/her family.

Resolution:

Continue and upgrade the existing specialized B/VI-ILP service delivery system which interfaces with the local Infant Learning Programs.

B. Need for a statewide service delivery system.

A review of the B/VI-ILP current teaching caseload shows 16 ILP sites have received services throughout FY 91. Families of infants who are blind/visually impaired reside in all areas of the state. A review of geographical locations over the past thirteen years reveal an increase in the number of geographical areas served. It also indicates that the amount of service varies of each area from year to year. This is due in part to the high turnover of rural site teachers and the need for new teachers to become fully acquainted with the ILP services etc..

Resolution:

Continue to provide the service on a statewide basis to all ILP's and other programs serving young children who are blind/visually impaired and their families.

C. Need for professional development to ensure that B/VI-ILP staff remain current in their area of expertise.

The child who experiences a sight loss demonstrates unique developmental needs which can be best met by a pediatric specialist who is trained in the education of the blind/visually impaired, it is imperative that these specialists maintain a high standard of professional awareness and competency. Supplemental course work, workshops, and/or conference related information is necessary to provide an updated account of the research and clinical practices within the field of early intervention for the blind/visually impaired.

To be abreast of current research and programmatic advancements, B/VI-ILP teachers must pursue information and training in the following types of supplemental areas:

- medical advancements of diagnoses and treatment,
- assessment tools and practices,
- educational and related therapeutic procedures,
- developmental considerations,
- parent oriented issues, and family styled intervention techniques
- child directed and/or programmatic research.

Resolution:

Actively provide specialized staff development activities for B/VI-ILP staff which include administrative leave for attendance of appropriate in-state and out-of-state inservice activities.

D. Need to evaluate and change, as needed, the type of service delivery which is currently being provided to local blind/visually impaired infants.

During FY 86 the three B/VI-ILP staff joined with the Anchorage ILP staff to develop a Transdisciplinary Team (TD) approach. Initial involvement indicated that B/VI-ILP teachers would become primary service providers for some blind/visually impaired children - thus moving away from being a solely 'consultant' model. The B/VI-ILP staff have participated in the team assessment component of the TD Model with both Anchorage and rural Infant Learning Program Support Services Clinic children during FY 87-91.

Resolution:

Continue on-going evaluation of the total service delivery style and overall service efficiency in order to develop a dynamic plan of service that meets both local and rural needs.

- E. Need for up-to-date parent packet to assist parents in the transition from the Blind/Visually Impaired - Infant Learning Program to public school services.

A transition packet was developed over the course of FY 90. The content of the packets are selected according to family needs. Examples of information include parent rights, the IFSP process, advocacy guidelines, tips for the classroom teacher on the blind/low vision child, classroom modification suggestions, etc.

The materials files for building these files should continually be updated and expanded.

Resolution:

Continue to update/expand transition packets and to disseminate them to parents.

- F. Need to complete "working agreements" between the Blind/Visually Impaired - Infant Learning Program and the five Alaskan School District Programs for Blind/Visually Impaired students on transition procedures when a B/VI-ILP child becomes eligible for school district enrollment.

Currently the B/VI-ILP has a procedure on what happens "from our end" of the transition. (See Appendix B) It is necessary, however, to have an actual working agreement between B/VI-ILP and the five school districts in the state who have programs for blind/visually impaired students.

Resolution:

"Working agreements" will be made in written form between the blind/visually impaired programs in the Anchorage, Matanuska-Susitna, Kenai, Fairbanks, and Juneau school districts on the transition procedures for children who exit the B/VI-ILP and enter one of the previously mentioned school districts.

- G. Need for continued parent-to-parent networking opportunities for Alaskan families with young blind/visually impaired children.

During FY 87 a B/VI-ILP parent group was established for families residing in the Anchorage, Chugiak, and Matanuska-Susitna areas. This parent group did not meet in FY 91, due to restrictions of families to get together. Families outside of the greater Anchorage area are less able to physically make contact with one another. For these families, written or telephone connection has been an alternative solution. Since February of FY 88, interested B/VI-ILP parents were provided a Network Listing of all B/VI-ILP families in the state. The Parent Network form has continued to be used in FY 91. Rural families are encouraged to contact other families. The positive feedback from these activities has reinforced the belief that parents of children with blindness/visual impairments want to talk to other parents of children with blindness/visual impairments.

During FY 89, two families were provided financial assistance to attend the Pathways Conference. While funds were not available to accommodate families during FY 90, the B/VI-ILP staff has actively encouraged families to attend the second annual Pathways Conference.

Resolution:

Continue to provide B/VI-ILP families with local or outreach opportunities to make contact with one another.

- H. Need for staff orientation materials which examine "rural Alaskan etiquette" in view of the many different Native cultures within Alaska.

As new staff are hired, it will be important to provide them with resource materials, i.e., books, films, literature, which discuss the various Alaska Natives' cultures. Such resource information should highlight cultural traditions, household practices of child birthing and raising, foods, communication information, etc. This information will be utilized to develop staff sensitivity and respect to the cultures so that home assessment and programming will be in-tuned with any cultural differences and/or practices. This manual and material collection was begun during FY 88, and has continued throughout FY 89 to 91

Resolution:

Continue to develop and utilize a staff orientation tool which includes a compilation of information on the Alaskan Native population.



Section V

Statewide Evaluation Travel Team (SETT)

The SETT project was in its first year during FY 91. The following material from the FY 91 grant proposal and state and End-of-Year report describe the nature and outcome of the project.

Project Abstract

The purpose of this project is to provide comprehensive child evaluations and program planning for children enrolled in rural Infant Learning Programs. In addition, training information, consultation and support will be provided to local service providers and families of identified children. The statewide team will coordinate with local and regional service providers in order to best provide early intervention services.

The statewide travel team will include a physical therapist, occupational therapist, and speech and language therapist. The team will travel to the target communities to coordinate with the child's parents, local Infant Learning Program teacher, public health nurse, pediatrician and other professionals as needed to provide comprehensive child evaluations and program planning.

The communities to be served the first year are Barrow, Dillingham, Kotzebue, Nome, McGrath and Cordova. All are rural communities with Infant Learning Programs. Two clinics and one on-site follow-up will be conducted in each community each year. Families residing in outreach areas may schedule a team evaluation with the Statewide Evaluation Travel Team staff during their Anchorage visits. During the second year of the project, outreach services will be expanded, funds permitting, to other sites. The intention of the first year is to provide a quality service model for later service expansion.

The team will follow the model for team interaction in early intervention. The family is a full member of the collaborative transdisciplinary team. This model best meets the needs of young children and their families and will serve to educate local Infant Learning Program teachers, parents and other service providers in the child's multifaceted developmental needs. It will enhance the provision of integration services. An Individualized Family Service Plan will be developed by the team for each child enrolled.

It is essential that Infant services be provided in a culturally relevant manner with rural emphasis and philosophy. The statewide travel team should be based in an environment which emphasizes rural issues and is familiar with rural service delivery. In addition, the services will be designed to embrace a family centered approach with further emphasis on community involvement.

The project is designed to be implemented at a cost of \$270,890. The sole funding source will be the Department of Health and Social Services.

Work Plan and Methodology

Three pediatric therapists will be hired to implement the Statewide Evaluation Travel Team Project. Brief definitions of the professional expertise required of these positions is as follows:

A **Physical Therapist** works to facilitate or restore sensory-motor function, minimize postural deviations and maximize independence of children who demonstrate motor limitations/impairment. Evaluation of gross motor skills, muscle strength and tone, reflex development, posture, mobility, range-of-motion and need for adaptive equipment are areas of expertise of a physical therapist.

An **Occupational Therapist** works to facilitate or restore sensory-motor function, minimize postural deviations, prehension patterns, and maximize independence with children who demonstrate motor limitations/impairment. Evaluation of fine motor skills, upper extremity muscle strength and tone, reflex development, posture, range-of-motion, activities of daily living, feeding skills, and need for adaptive equipment are areas of expertise of an occupational therapist.

A **Speech and Language Therapist** works to facilitate or restore sensory-motor function, oral motor skills, communication capabilities, and maximize independence of children who demonstrate oral motor and/or communication limitation/impairment. Evaluation of muscle tone influences on oral motor structure, oral motor pathology, reflex development, articulation skills, communication skills, feeding skills, auditory responsiveness, and need for adaptive equipment are areas of expertise of a speech and language therapist.

Actual job descriptions of the project staff may be found in Appendix B. The Program Coordinator position will involve project implementation responsibilities as a contributing therapist, as well as administrative duties.

The Transdisciplinary (TD) Model will be used as a guiding style for the clinic assessments and post-assessment activities. This model involves the collaborative use of professionals from all disciplines needed for a child with special needs, and hails the parents as key members of the decision making team. The actual assessment will be completed in "circle" format with all team members present in the testing setting and one primary testing facilitator. Parents are involved with the testing process as contributing members.

The results of the team assessment are coupled with parent/professional input to develop an Individual Family Service Plan for each family. Information concerning child specific and family specific strengths and needs are used to guide the goals and objectives of this plan. Intervention strategies are built around the identified needs of the child and family.

Clinics will be structured based on input from the local "on-site" (parents and local service providers) team. Actual scheduling will occur once key information has been gathered from these sites. The on-site team will be encouraged to utilize local resources for the clinic.

The project goals and objectives for FY 91 and FY 92 are recorded in chart format on the following pages. The chart includes the strategies of each major objective, target staff to accomplish each strategy, the target date of accomplishment, and the criteria of evaluation of accomplishment of each strategy. Project goals and objectives will be reviewed with the State Child Development Service office so that full cooperative collaboration may occur on the completion of these goals and objectives.

STATEWIDE EVALUATION TRAVEL TEAM

END-OF-YEAR REPORT - FY 91

July 1, 1990 to June 30, 1991

Following are the events that highlight the activities of the Statewide Evaluation Travel Team (SETT) for FY 1991 (see Appendix A for clinic schedule):

- The Special Education Service Agency (SESA) began recruitment efforts for an Occupational and Physical Therapist and a Communication Disorder Specialist in July, 1990. Advertisements were placed in local, state and national publications relevant to all these professions. Resumes were reviewed and interviews begun. Sharon Murphy, was hired for the Occupational Therapy position and as coordinator for the program. She moved to Alaska from Montana. Karen Hansen was hired as the Communication Disorders Specialist and returned to Alaska from Seattle. Both began working at SESA in September, 1990. SESA transferred Ronni Schmidt from a clerical position to fill the SETT Project half-time secretarial position and hired a replacement for Ronni's previous position. In October, 1990 national advertisements were placed in the PT BULLETIN and PT FORUM. Several children's hospitals and early intervention programs around the country were notified about the PT position opening. In December, Jeanne Meinert accepted the position and began working at SESA on January 3, 1991.
- Karen, Sharon, Thelma Robinson and Mary Lou Hanson began working together to develop clinic forms in October, 1990. The SETT team assumed responsibility for developing a letterhead, form design and completion of the forms. A preliminary packet was shared with the project ILP teachers while they were in Anchorage in November for the ILP Conference. The teacher's comments were integrated into the forms and the completed forms were used for the Dillingham clinic in December. These forms have been sent to each site prior to clinics. (A set of the forms is included in Appendix B.)
- Karen and Sharon visited several area ILP Programs to meet the teachers and therapists, observe their evaluation process, and obtain information about their forms and reports. The programs that were visited include:
 - * Programs for Infants and Children - Anchorage
 - * FOCUS - Chugiak
 - * Mat-Su Services for Children and Adults - Wasilla
 - * Blind/Visually Impaired Program - Anchorage
 - * LIFE Program - Anchorage
 - * Neonatal ICU Providence Hospital - Anchorage
 - * Cleft Lip and Palate Program - Anchorage
 - * Handicapped Children's Program - Anchorage
 - * Communicative Disorders Program - Anchorage
 - * Alaska Native Medical Center - Anchorage
- Karen and Sharon attended a statewide teleconference at 1231 Gambell.
- Karen and Sharon attended portions of the week long conference on Down Syndrome in October in Anchorage.

- Sharon traveled to New York to visit an early intervention program that offers comprehensive services to young children (birth to three year olds) and their families. Information was obtained regarding forms, evaluation tools, evaluation styles, reference materials, support services and intervention options.
- Karen, Sharon, Thelma, and Mary Lou participated in a one day team building seminar with Bill Dann, Professional Growth Services, on October 31, 1990. They spent a second day planning for the level three clinics (i.e., forms, evaluation style, communication styles, and assignment of responsibilities).
- In November, arrangements were made to contract with Jane Taylor for Physical Therapy services for the Barrow and Dillingham clinics.
- A family receiving ILP services in McGrath brought their child to Anchorage for an evaluation in preparation for transitioning into the school system. This evaluation was completed and recommendations were made to the family and the ILP Teacher. Follow-up support services have continued and further assistance with transitioning will occur during our clinic in McGrath in February, 1991.
- Karen and Sharon attended the State ILP Conference held in Anchorage November 12 - 15. Karen, Sharon, Thelma and Mary Lou sponsored a dinner/in-service at SESA for the project ILP teachers. The purpose was to introduce the SETT team, meet the teachers, provide the preliminary forms for their review, discuss clinic style and needs, and answer their questions. This in-service was a great success and began a working relationship between the SETT Team/ILP Support Services and the ILP teachers.
- Karen attended the American Speech/Language and Hearing Association conference in Seattle, November 16 - 19.
- Sharon attended a film preview at 1231 Gambell. Four of these tapes were purchased and will be shared with the program teachers as part of in-service training.

Level III Clinic - Barrow - November 26-30, 1990

The Traveling Team Members Included:

- Bill Miner, Pediatrician
- Thelma Robinson, Pediatric Nurse Practitioner
- Tanni Anthony, Blind/Visually Impaired Specialist
- Jane Taylor, Physical Therapist
- Karen Hansen, Communication Disorders Specialist
- Sharon Murphy, Occupational Therapist

In Barrow We Were Joined By:

- Annie Rayburn, ILP Teacher
- Tom Yeager, Pediatrician
- Rose Marie Haydn, Public Health Nurse
- Connie Ozmont, Public Health Nurse

Activities in Barrow Included:

- Evaluation of eleven children (eight were complete team evaluations and three were limited to evaluations by one or two specialists at parent request).

- The team established a framework for evaluation that included a family centered approach from pre-conference to wrap-up. An Evaluation Summary Sheet was used in Barrow and Dillingham and has now been revised. (A copy of current form is included in Appendix C.) The team is not using a strict transdisciplinary approach. Instead, the evaluation style is determined by the needs of the family, child and overall team.
- The team worked to develop a report style that was family friendly and reflected the family goals.
- Community care providers were included in the team whenever possible. At different times the PHNs, a preschool teacher from the ECE program, a social worker from DFYS, the local pediatrician, and a Physician's Assistant Intern participated in the evaluations.
- Informal inservices were provided to staff of the local day care center, the ECE preschool, and the hospital. Formal inservice training was provided to the ILP Teacher.
- The team attended a presentation by representatives of the Handicapped Children's Program at the Barrow Hospital.
- The team participated in a local radio show. The purpose was community education about ILP and related services and public relations.

Follow-up Activities Included:

- Follow-up support has been provided to Annie Rayburn and the clinic families on an on-going basis. This support has included Sharon attending orthotic fittings in Anchorage for one of the children seen in Barrow. (These orthotics were prescribed during the evaluation.) Another child is now in the hospital in Seattle with a serious illness. Team members have been able to help the family through professional contacts in Seattle. Annie has called many times asking for information or ideas. We have provided catalogs, reference materials and brochures. Referrals have been made and coordinated with other agencies. One child was referred to the Hearing Impaired Program and one child was transitioned to the Anchorage ILP Program when the family moved to Anchorage. We consult regularly with Tanni Anthony and Andrea Story of the Blind/Visually Impaired - Infant Learning Program, Thelma Robinson and Bill Miner.

Level III Clinic - Dillingham - December 10-13, 1990

The Traveling Members Included:

- Bill Miner, Pediatrician
- Thelma Robinson, Pediatric Nurse Practitioner
- Tanni Anthony, Blind/Visually Impaired Specialist
- Jane Taylor, Physical Therapist
- Karen Hansen, Communication Disorders Specialist
- Sharon Murphy, Occupational Therapist
- Barb Penrose, Hearing Impaired Specialist

We Were Joined in Dillingham By:

- Miriam Olson, ILP Teacher
- Jeanie Timmerman, Public Health Nurse
- Jan Ilutsik, Public Health Nurse
- Kathy Finn, Public Health Nurse

Activities in Dillingham Included:

- Comprehensive evaluation of five children.
- Further refinement of the evaluation process and report writing. (Parent's report mailed one week after clinic.)

Follow-up Activities Included:

- The SETT team has provided follow-up support to Miriam Olson. Program plans have been sent along with catalogs, reference materials, specific program suggestions, and equipment brochures. We remain in contact with Miriam by phone.
- Post-clinic assessment forms sent to Miriam Olson for distribution (see Appendix D for summary of parent and support services post-clinic assessment forms for FY 91).

Level II Clinic - Adak - January 9-15, 1991The Traveling Team Members Included:

- Jeanne Meinert, Physical Therapist
- Karen Hansen, Communication Disorders Specialist
- Terri Kyle, PIC Infant Learning Teacher

Activities in Adak Included:

- Evaluation of 14 children
 1. Meeting with school personnel (Speech Therapist, Special Education Director) to discuss services for children close to age three years and transitioning
 2. Meeting with new nurse in Adak to discuss and explain ILP program and services.
 3. Session with pediatrician in Adak to discuss children we saw that she followed up.

Follow-up Activities Included:

- Shoe shopping trip with Terri Kyle to purchase shoes for family in Adak.
- Phone calls to discuss report status and get copies of reports for SETT files
- Periodic discussions with Theresa (nurse in Adak who coordinated ILP schedule and clinic) concerning results of our evaluations and obtaining background information.
- Speech pathologist from Adak called regarding evaluation reports from trip in January.

Level II Clinic - Kotzebue - January 21-24, 1991

The Traveling Team Members Included:

- Sharon Murphy, Occupational Therapist
- Jeanne Meinert, Physical Therapist
- Karen Hansen, Communication Disorders Specialist

Activities in Kotzebue Included:

- Evaluation of two children
- IFSP Planning session with Angie Rawls (ILP teacher)
- Attempted to do day long inservice in Nome both teachers were weathered out in villages

Level III Clinic - McGrath - February 4-8, 1991

The Traveling Team Members Included:

- Bill Miner, Pediatrician
- Thelma Robinson, Pediatric Nurse Practitioner
- Tanni Anthony, Parent/Infant Educator Blind/Visually Impaired-ILP Program
- Sharon Murphy, Occupational Therapist
- Jeanne Meinert, Physical Therapist
- Karen Hansen, Communication Disorders Specialist

Activities in McGrath Included:

- Comprehensive evaluation of four children. In addition, one child received an Occupational and Physical Therapy Evaluation in preparation for transition to public school.
- Transition meeting with Iditarod Area School District personnel regarding two children.
- IFSP planning session with Betha Lefebvre, ILP teacher.

Follow-up Activities Included:

- Videotaped program for a specific child.
- Phone call to Betha regarding program and equipment for child.
- Phone call to Dr. Miner regarding prescription for equipment.
- Phone call to Geneva Woods regarding purchasing equipment for child.
- Prepared and sent out requested information to Betha.
- Phone call from Betha reporting equipment ordered.
- Video to Betha.
- Sent speech program to school district for transitioned three-year-old.
- Betha called regarding two-year-old in Shageluk with a speech delay who is highly unintelligible.
- Sent copy of Cleft Palate Clinic scheduled for 1991.
- Betha requested tapes for village inservices for general early childhood development.
- Library materials to parents/teachers.

Level III Clinic - Nome - February 25 - March 1, 1991

The Traveling Team Members Included:

- Bill Miner, Pediatrician
- Mary Lou Hanson, Pediatric Nurse Practitioner
- Sharon Murphy, Occupational Therapist
- Jeanne Meinert, Physical Therapist
- Karen Hansen, Communication Disorders Specialist

Activities in Nome Included:

- Comprehensive evaluation of 10 children.
- Inservice to Lani and Rita by Sharon and Jeanne. Subject included use of special adaptive equipment and positioning techniques for special needs children.
- IFSP planning session with Lani Brown and Rita Smith (ILP teachers) and families.
- Phone call to Lani regarding additional information on child.
- Phone calls to Anchorage PT who sent materials for family in Nome.

Follow-up Activities Included:

- SIDS/Compassionate Friends follow-up
- Sent packet of information regarding SIDS/grief to Rita
- Met with Jill Duthie regarding three cleft palate children in Nome.

Level II Clinic - Barrow - March 11-15, 1991

The Traveling Team Members Included:

- Sharon Murphy, Occupational Therapist
- Jeanne Meinert, Physical Therapist
- Karen Hansen, Communication Disorders Specialist

Activities in Barrow Included:

- Comprehensive evaluation of 4 children, follow-up evaluation of four children and assessment by communication disorders specialist for two children.
- Inservice presentation for the National Association for the Education of Young Children (NAEYC).
- IFSP planning session with Annie Rayburn (ILP teacher)

Follow-up Activities Included:

- Phone calls to Annie.
- Session with Barrow child and social worker at SESA.
- Session with child at orthotic fitting.
- Shared information with Susan Gregg.
- Phone calls to Margaret Piggott, PT, regarding Barrow child.
- Phone call to Barrow Early Childhood special education teacher regarding child.
- Mailed program suggestions to Barrow special education teacher regarding child.
- Phone call to parent regarding diarrhea.
- Phone calls to Dr. Miner and Thelma regarding child with chronic diarrhea.
- Spoke with speech pathologist (contract with NSBSD) regarding child in Anaktuvuk Pass with speech disorder.

Level II Clinic - Dillingham - March 25-29, 1991The Traveling Team Members Included:

- Sharon Murphy, Occupational Therapist
- Jeanne Meinert, Physical Therapist
- Karen Hansen, Communication Disorders Specialist

Activities in Dillingham Included:

- Evaluation of seven children
- IFSP planning sessions with Miriam Olson, ILP teacher.

Follow-up Activities Included:

- Calls to Jane Taylor, PT, regarding child seen in Dillingham.

Level II Clinic - Nome - April 15-18, 1991The Traveling Team Member:

- Karen Hansen, Communication Disorders Specialist

Activities in Nome Included:

- Evaluation of four children

Follow-up Activities Included:

- Review (via video tapes) and program suggestions for ILP families

Level II Clinic - Cordova - April 29-May 1, 1991The Traveling Team Members Included:

- Sharon Murphy, Occupational Therapist
- Jeanne Meinert, Physical Therapist
- Karen Hansen, Communication Disorders Specialist

Activities in Cordova Included:

- Evaluation of three children
- Videotaping of three children
- IFSP planning session with Mary Tirrell (ILP Teacher)

Level III Clinic - Kotzebue - May 13-16, 1991The Traveling Team Members Included:

- William Miner, Pediatrician
- Mary Lou Hanson, Pediatric Nurse Practitioner
- Sharon Murphy, Occupational Therapist
- Jeanne Meinert, Physical Therapist
- Karen Hansen, Communication Disorders Specialist

Activities in Kotzebue Included:

- Evaluation of six children
- Meeting with Public Health Nurse
- IFSP planning session with Angie Rawls (ILP Teacher)

Level II Clinic - McGrath - May 27-30, 1991The Traveling Team Members Included:

- Jeanne Meinert, Physical Therapist
- Karen Hansen, Communication Disorders Specialist

Activities in McGrath Included:

- Evaluation of one child
- Inservice provided to ILP teacher, preschool teachers, and Headstart aides on sensory-motor development

Follow-up Activities Included:

- Assisted ILP teacher when ordering equipment and supplies for state library system

Level III Clinic - Valdez (held in Anchorage) - June 5-6, 1991The Team Members Included:

- Patty Olmstead, ILP Teacher
- Mary Lou Hanson, Pediatric Nurse Practitioner
- Sharon Murphy, Occupational Therapist
- Jeanne Meinert, Physical Therapist
- Karen Hansen, Communication Disorders Specialist

Activities Related to Valdez Clinic:

- Evaluation/program suggestions of three children

Follow-up Activities Included:

- Jeanne Meinert traveled to Glennallen with Patty Olmstead for follow-up

Level II Clinic - Homer - June 10-13, 1991The Traveling Team Member:

- Jeanne Meinert, Physical Therapist

Activities in Homer Included:

- Evaluation of 11 children
- Attended workshop on Russian culture
- Consulted with ILP teacher regarding ordering equipment

Activities in Anchorage

Activities Included:

- SESA Newsletter - contribution of articles
- Board meeting presentation in April, 1991
- Monthly board updates provided in writing
- Anchorage based services for program children
- Initial steps taken to start equipment lending library
- End-of-year surveys sent to parents and teachers (see Appendix E)

Continuing Education - April-June, 1991

Activities Included:

- "Manual Therapy for the Pediatric Patient," Anchorage, Alaska - attended by Jeanne Meinert
- NDT Conference, Atlanta, Georgia - attended by Jeanne Meinert
- ILP Conference, Anchorage, Alaska - attended by Sharon Murphy, Jeanne Meinert, Karen Hansen
- Jeanne Meinert participated in presentation at ILP Conference
- Feeding/Nutrition Conference, Anchorage, Alaska - attended by Sharon Murphy, Jeanne Meinert, Karen Hansen
- Alaska Speech, Language, Hearing Association Conference, Juneau, Alaska - attended by Karen Hansen
- Pre-Natal Substance Abuse Conference, Anchorage, Alaska - attended by Sharon Murphy



Section VI

Alaska Services for Children With Dual Sensory Impairments

SESA contued to operate this federal project in Alaska during the 1990-91 program year. The following narrative describes the project, its activities and its outcomes.

ABSTRACT

The Alaska State Department of Education through the Special Education Service Agency proposes continuation of a single state service program for all identified infants, children, and youth with dual-sensory impairments and their families residing in Alaska. This project is currently in its second year of a three year grant award period. This proposal addresses the third year of funding.

The project provides technical assistance to local educational agencies and others responsible for education of children with dual-sensory impairments throughout the State of Alaska. This assures that children with dual-sensory impairments receive effective special education and related services as well as vocational and transitional services.

The primary services provided by the project are: technical assistance on-site in communities to assure appropriate teaching and vocational training strategies; consultation, training, and counseling to parents; consultation and training to staff; interagency planning for transition; services to ensure diagnosis/evaluation; dissemination of information; replication of successful, innovative approaches and coordination of services from public, private, local, state, and national resources. In addition, the project maintains a registry on infants, children, and youth with dual-sensory impairments in Alaska.

Services under this program are provided to children with dual-sensory impairments, 0 through 21 years of age. This project operates twelve months. Training affects all families and children (20) with dual-sensory impairments, approximately 75 professionals and related service providers and 10 paraprofessionals.

Services proposed in this project will be accomplished through a sub-contract with the Special Education Service Agency (SESA). SESA is a public agency providing educational technical assistance services to students with low incidence handicaps throughout the State of Alaska. It is anticipated that this funding will provide the State of Alaska with appropriate services for all infants, children, and youth with dual-sensory impairments and their families.

PROJECT OBJECTIVES

Goal 1

To assure appropriate educational, vocational, and related services for Alaskan infants, children, and youth with dual-sensory impairments.

Objective 1.1: To assure appropriate educational, vocational, and related services for Alaskan infants, children, and youth with dual-sensory impairments.

Timeline: Ongoing Activities 1.1-4

Objective 1.2: To assure interagency planning for youth who are dual-sensory impaired and transitioning from home to school or from school to adult living.

Timeline: Ongoing Activities 1.1-4

Goal 2

To assure comprehensive and continuing diagnostic and evaluative services for Alaskan infants, children, and youth with dual-sensory impairments.

Objective 2.1: To coordinate comprehensive diagnosis and continuing evaluation of Alaskan infants, children, and youth with dual-sensory impairments.

Timeline: Ongoing Activities 2.1-3

Goal 3

To assure Alaskan infants, children, and youth with dual-sensory impairments the benefit of trained professional, paraprofessional, and ancillary personnel.

Objective 3.1: To coordinate training of local administrators, teachers, teaching assistants, and ancillary staff.

Timeline: Ongoing Activities 3.1-4

Goal 4

To provide consultative, training, and counseling services to families with infants, children, and youth with dual-sensory impairments.

Objective 4.1: To provide individualized training, consultation and counseling to families with infants, children, and youth with dual-sensory impairments in their home communities.

Timeline: Ongoing Activities 4.1-3

Objective 4.2: To provide needed training, consultation, and counseling to parents with infants, children, and youth with dual-sensory impairments in conjunction with yearly statewide educational activities for parents.

Timeline: September/October Activities 4.4-6

Goal 5

To replicate successful, innovative approaches to providing educational or related services to infants, children, and youth with dual-sensory impairments.

Objective 5.1: To provide inservice training and follow-up for Local Education Agencies and other educational/vocational service providers serving infants, children, and youth with dual-sensory impairments.

Timeline: Ongoing Activities 5.1-2

Objective 5.2: To disseminate best practices and procedures related to developed and refined teaching techniques and other information relevant to infants, children, and youth with dual-sensory impairments.

Timeline: Ongoing Activities 5.3-4

Goal 6

To maintain data on Alaskan infants, children, and youth with dual-sensory impairments.

Objective 6.1: To coordinate the location of Alaskan infants, children, and youth with dual-sensory impairments.

Timeline: Ongoing Activities 6.1-3

Objective 6.2 To maintain a state registry for all Alaskan infants, children, and youth with dual-sensory impairments.

Timeline: Ongoing Activity 6.4

Objective 6.3: To coordinate project evaluations.

Timeline: December Activities 6.5-6

Goal 7

To provide services to infants, children, and youth with dual-sensory impairments in Alaska which are coordinated with services provided by Local Education Agencies and other state, regional, and federal agencies.

Objective 7.1: To participate in state planning for the development of comprehensive educational services for young children and their families.

Timeline: Ongoing Activities 7.1-2

Objective 7.2: To participate in state planning activities for preservice and inservice training for personnel responsible for teaching students with special needs.

Timeline: Ongoing Activities 7.1-2

Objective 7.3: To coordinate with all public and private service providers to assure the provision of services to infants, children, and youth with dual-sensory impairments.

Timeline: Ongoing Activities 7.3-4

Objective 7.4: To assure a continuation of effective direct and indirect services to Alaskan infants, children, and youth with dual-sensory impairments and their families.

Timeline: Ongoing Activities 7.5-6

SUMMARY OF ACCOMPLISHMENTS

The following is a brief summary of the accomplishments during the first two years of the Deaf/Blind project. These figures include the projections for the remainder of the second project year. Following this brief summary is a detailed narrative of the progress made and the problems encountered by the project. The numbers included within this section are based on projections through September 30, 1991.

October 1, 1989 to September 30, 1991

1. Number of children receiving educational, vocational, and related services:

During this reporting period, 16 (year 1) and 20 (year 2) students received educational, vocational, and related services. In addition, 4 (year 1) and 6 (year 2) students received ongoing assessment.

2. Number of children by age receiving comprehensive and continuing diagnostic and assessment services by project staff. These numbers do not include diagnostic and evaluation information services completed by health care providers and local education agencies.

	0-2	3-4	5-11	12-13	14-21	Total
(year 1)	1	1	2	0	0	4
(year 2)	2	1	3	0	0	6

3. Number of professionals, paraprofessionals, and ancillary personnel who received training.

Twenty-eight (year 1) and 62 (year 2) professionals, paraprofessionals, and ancillary personnel served by the Special Education Service Agency (SESA) deaf-blind project received training.

4. Number of families who received consultative, training and counseling services.

During this period, 14 (year 1) and 20 (year 2) families received consultative, training, and/or counseling services.

5. During this reporting period, information was disseminated to 68 (year 1) and 200 (year 2) professionals, para-professionals, and families by the project.

6. During this period, 55 Local Education Agencies (LEAs) and 19 statewide Infant Learning Programs (ILP) were contacted regarding child find. Seven state or private agencies were contacted. The State Registry listing all children with dual sensory impairments was updated as necessary.

7. During this period, the number of interagency coordinating activities included 10 (year 1) and 23 (year 2) meetings.

NARRATIVE OF ACCOMPLISHMENTS

PROGRESS, OBSERVATION, PROBLEMS ENCOUNTERED

The project was able to address all of its goals, objectives, and activities during the first two years of its grant cycle. All of the infants, children, and youths with dual sensory impairments listed on the Alaska State Registry were impacted by the project, either through direct or indirect technical assistance by project staff.

During this time period, the project placed an emphasis on training and consultation for family members. Family members were impacted by the project through direct individualized training, a workshop, retreats, and advocacy.

Likewise, the project worked closely with local, state, federal, and private sources to assure access to technical assistance and training to professionals and families of infants, children, and youth with dual sensory impairments.

Problems encountered during the first year of the project included the inability to fill the well advertised position for the Project Coordinator during the first ten and one-half months of the project. Because of this shortage in personnel, consultants had to be hired to meet the project's goals. Through securing consultants the project's goals were met. During the second year of the grant the unexpected and large increase in the cost of air travel is impacting the percentage of monies used for travel.

Goal 1

To assure appropriate educational, vocational, and related services for Alaskan children and youth with dual sensory impairments.

Activities:

- 1.1 To write Technical Assistance Agreements with all school districts and other agencies serving children with dual sensory impairments based on individualized needs.

Status: During this reporting period, 16 (year 1) and 20 (year 2) Technical Assistance Agreements have been written and signed off for students with dual sensory impairments, based on their individual needs.

- 1.2 To assist Local Education Agencies and other educational vocational service providers in conducting Child Study Team activities for children and youth with dual sensory impairments.

Status: Each student with dual sensory impairments is served through an IEP (students), or IFSP (infants), which is compiled by the Child Study Team. SESA project staff are included in the Child Study Team, and as a team member participate

in the planning and implementation of the IEPs and IFSPs. At the present time, 19 infants, children, and youth with dual sensory impairments in Alaska have current IEPs or IFSPs. The twentieth student is receiving vocational services through the Division of Vocational Rehabilitation. Assistance to LEAs, Infant Learning Programs and vocational programs was provided to 8 (year 1) and 11 (year 2) Alaskan infants, children and youths with dual sensory impairments during this reporting period.

- 1.3 To assist Local Education Agencies and other educational service providers in developing effective prescriptive instruction in integrated settings.

Status: Project staff assist and encourage LEAs and other service providers to furnish integrated settings to each infant, child, and youth with dual sensory impairments. Project staff provided current integration information from the TASH conference to 4 coordinators of special education and have provided 33 teachers of students with dual sensory impairments with materials and ideas for integration.

Prescriptive instruction was provided to 5 (year 1) and 8 (year 2) students with dual sensory impairments.

- 1.4 To provide staff of Local Education Agencies and other educational/vocational service providers with required direct individualized technical assistance and follow-up.

Status: Through the use of consultants and one half-time position, the project has directly served 7 students with dual sensory impairments outside of Anchorage and 4 students with dual sensory impairments within Anchorage during the first year of the grant. During the second year, direct technical assistance was provided by project staff to 11 students outside of Anchorage and 4 students within Anchorage.

- 1.5 To coordinate individualized transition planning for children and youth with dual sensory impairments.

Status: Individualized transition planning was conducted on 1 (Year 1) and 2 (year 2) students with dual sensory impairments.

- 1.6 To complete and update Individualized Transition Plans for youth who are 16-21 years old with dual sensory impairments.

Status: Project staff completed one Individual Transition Plan meeting for one student during Year 1 and one Individual Transition Plan meeting for another student during this reporting period.

Goal 2

To assure comprehensive and continuing diagnostic and evaluative services for Alaskan children and youth with dual sensory impairments.

Activities:

- 2.1-3 To assure initial assessment and review of data of all suspected children with dual sensory impairments.

Status: To date, project staff have regularly participated in initial and annual assessments, Child Study Team meetings, Interdisciplinary Team meetings, Individualized Family Service Plans, and Individual Transition Plan meetings. Reviews of diagnostic and assessment reports were regularly completed by project staff to assure proper diagnoses of all infants, children and youth with dual sensory impairments in Alaska. Data to document a vision and hearing loss was collected on all referrals, as well as continued collection of data to support services the individuals listed on the registry.

Goal 3

To assure Alaskan children and youth who have dual-sensory impairments the benefit of trained professional, paraprofessional, and ancillary personnel.

Activities:

- 3.1 To conduct individualized needs assessment with teachers, teaching assistants, and ancillary staff.

Status: A needs assessment was conducted through talking to parents, teachers, specialists, and special education coordinators to determine needs. Behavior management techniques and deaf-blind awareness and support were identified as needs for identified students with dual-sensory impairments and their families during the first project year. During the second project year, communication/integration techniques and ongoing information access were identified as needs.

- 3.2 To conduct on-site training sessions in each community in which infants, children, and youth with dual sensory impairments reside.

Status: Students with dual sensory impairments are located in eleven communities throughout the state. During the first two years of the project, training was provided in each of these communities as determined and documented in the Technical Assistance Agreements.

- 3.3. To provide consultation to administrators, teachers, paraprofessionals, related services providers, and ancillary personnel.

Status: During this reporting period, project staff provided consultative services to 28 (year 1) and 62 (year 2) personnel and professionals. Project staff arranged for Dr. Frank Marone of San Francisco, California to provide an inservice at the annual Pathways Conference. Project staff have also completed an inservice in the Matanuska-Susitna School District on the education of students with dual-sensory and multiple handicaps, in addition to an inservice in Juneau on language strategies that can be used by parents. Communication and integration will be the primary focus of future workshops. Information and materials from the past two national TASH conferences have been disseminated to service providers and parents. This information involved transition planning, integration, programming for individuals with dual sensory impairments, the use of tactile aids, communication techniques, and the use of interveners.

- 3.4 To assure access to technical assistance and training available through state, federal, and private sources to those teaching children and youth with dual sensory impairments.

Status: Project staff have worked closely during the last two years with the TRACES (formerly TASH) project and the TRACES project to assure access to training and technical assistance to those teaching children and youth who are dual-sensory impaired. On January 19-20, 1990, project staff in conjunction with TASH TA sponsored one (1) Anchorage School District Deaf-Blind Specialist to attend a workshop in Wilsonville, Oregon entitled, "Communication Options and Opportunities for Individuals With Deaf-Blindness." This individual works directly with 8 identified individuals with dual-sensory impairments. This project year, TRACES and Helen Keller Technical Assistance helped provide training through a Residential Living Options workshop to a parent/residential service provider team. Project staff attended the Project Directors' meeting in 1989 and 1990. As a result of this participation, information has been shared with service providers working with children and youth with dual sensory impairments and their parents as appropriate. Technical assistance and training will occur through the planning of speakers for PATHWAYS, scheduled to occur October 1991, and LEA inservices as defined previously.

Goal 4

To provide consultative, training, and counseling services to families with infants, children and youth with dual-sensory impairments.

Activities:

- 4.1-6 To provide consultive and referral services, counseling, and training to families.

Status: Consultative services, training, and counseling service were provided to 11 families and 1 individual with dual sensory impairments (year 1) and 19 families and 1 individual with dual sensory impairments (year 2) during this reporting period. Individualized training was provided to 10 families (year 1) and 4 families (year 2) during this reporting period. The Deaf/Blind project has sponsored 9 families to the Washington family retreat during the first two years of the project. This year, one family will be sponsored in conjunction with the TRACES project. Consultation, counseling, and training will be a part of the Retreat experience for these families. The project has supported all families to attend the PATHWAYS conference in April, 1990. The 1991 PATHWAYS conference was rescheduled to fall, 1991 which will be in the third project year.

The project has worked very closely with the TRACES project during the last two years to provide training, consultation, and counseling to parents through their sponsorship of Frank Marone, Ph.D. to present at PATHWAYS. All families and the residential facility with children and youths with dual sensory impairments were invited to attend. Training and information dissemination has occurred on an ongoing basis with each site visit. Information is also disseminated through a twice yearly SESA newsletter and a twice yearly Deaf/Blind newsletter.

Goal 5

To replicate successful, innovative approaches to providing educational or related services to children and youth with dual sensory impairments.

Activities:

- 5.1-2 Provide consultation and inservice training by specialists to professionals and para-professionals and provide follow-up on-site training by specialists.

Status: In the first year of the project, staff and professionals who work with students with dual sensory impairments have attended 4 major meetings in which innovative approaches were discussed. These were as follows: the Projects Directors' meeting, the pre-conference Deaf-Blind Day at TASH, the TASH Conference and the Wilsonville, OR workshop on communication options. Strategies to replicate these best practices occurred through on-site visits and consultations. In the second year of the project 3 major meetings were attended: the Project Directors Meeting, the National TASH Conference and the Residential Living Options Meeting sponsored by Helen Keller TAC and TRACES. Follow-up visits to appropriate sites throughout the state have helped disseminate the best practices encountered.

- 5.3-4 To offer for publication and presentation those best practices and procedures identified and to disseminate information regarding children and youth with dual sensory impairments monthly through the mail, SpecialNet, parent/teacher newsletters or personal contact.

Status: Information regarding deaf-blind was disseminated to 34 (year 1) and 150 (year 2) parents, professionals, and para-professionals through specific mailings, handouts and materials. Project staff acts as a central clearing house for appropriate information and materials. A Deaf/Blind newsletter was produced and disseminated to parents and professionals working with individuals with dual sensory impairments during the second year of the project. No official publications or presentations have occurred during this reporting period.

Goal 6

To maintain data on Alaskan children and youth.

Activities:

- 6.1-3 To coordinate location activities with state and Local Education Agencies' child find projects. To provide school districts and other potential service providers with information. To screen institutions and state facilities for the mentally and physically handicapped and Infant Learning Programs for infants, children and youth with dual sensory impairments.

Status: During this reporting period, child find activities occurred during the State Directors of Special Education Meeting in Anchorage in November. Project Staff also presented to 18 audiologists who work within the State of Alaska regarding child find and project services provided by the project staff. Project staff also presented to a conference of statewide Infant Learning Specialists.

- 6.4 To maintain a registry of children and youth with dual sensory impairments identified in Alaska including age, etiology, degree of vision and hearing loss, other handicapping conditions and P.L. 94.142 or P.I. 89-313 reporting.

Status: Project staff maintains a state/federal registry for all infants, children and youths with dual sensory impairments in the state. Current information on each infant, child and youth with dual sensory impairments was updated during this reporting period as necessary. The current Alaskan deaf-blind registry includes 20 infants, children and youths with dual-sensory impairments. Four children are now in the referral process. Yearly child count information is submitted to the proper agencies as required.

- 6.5-6 To coordinate annual project evaluations. To submit required reports to the project officer.

Status: Reports are submitted to the project officer in compliance with the established federal deadlines.

Goal 7

To provide services to children and youth in Alaska which are coordinated with services provided by Local Education Agencies and other state, regional, and federal agencies.

Activities:

- 7.1-2 To participate in Interagency Coordinating Council activities. To participate in planning and implementation of the state Comprehensive System for Personnel Development

Status: Members of the SESA Board of Directors participate in the statewide Interagency Coordinating Council (ICC). Participation in the ICC occurs by invitation only. Presently, one (1) SESA staff member participates by invitation on the Comprehensive System for Personnel Development.

- 7.3 To provide information on applicable local, state, and federal service providers to all families, professionals, and other personnel serving children and youth with dual sensory impairments.

Status: Information about various services available to infants, children and youth with dual sensory impairments by local, state, and federal service providers was provided to 12 (year 1) and 20 (year 2) families, professionals, and other personnel serving children and youth with dual sensory impairments during this reporting period.

- 7.4 To coordinate with all public and private service providers to assure the provision of services to children and youth with dual sensory impairments.

Status: Coordination has occurred with all public and private service providers to assure the provision of services to children and youth with dual sensory impairments.

- 7.5 To advocate for the needs of children and youth with dual sensory impairments with applicable local, state, and federal service providers.

Status: Advocacy for the needs of children and youth with dual sensory impairments is and will continue to be an ongoing process of the project as necessary.

- 7.6 To participate in planning activities with appropriate adult service agencies for the provision of effective services to youth with dual sensory impairments as they become adults.

Status: Participation in planning activities with adult service agencies has occurred for two youths with dual sensory impairments during this reporting period.

APPENDIX A



Consumer Satisfaction Rating Form

Please circle one choice for each item. If the item does not apply to your situation or relationship to the specialist, circle N/A.

		<u>Strongly</u> <u>Disagree</u>		<u>Strongly</u> <u>Agree</u>	
A. The contact by this Education Specialist prior to each on-site visit was helpful to establish why the person was coming.....	1	2	3	4	N/A
B. The assistance provided was helpful in meeting the needs established.....	1	2	3	4	N/A
C. Assistance provided was helpful to the CST for establishing goals and objectives for the IEP....	1	2	3	4	N/A
D. Student Service Reports sent to me after each visit were:					
• Clear, concise and easy to follow	1	2	3	4	N/A
• Received within an appropriate time span after each visit.....	1	2	3	4	N/A
• Helpful to my working with the student.....	1	2	3	4	N/A
E. Materials or other follow-up activities agreed to during the visits were delivered within a reasonable amount of time.....	1	2	3	4	N/A
F. This Education Specialist:					
• was sensitive to student and district needs..	1	2	3	4	N/A
• maintained useful contact between on-site visits via _____	1	2	3	4	N/A
• was available for contact between visits.....	1	2	3	4	N/A
• was an effective resource for the educational program(s) for the student(s) served.....	1	2	3	4	N/A
• is someone with whom I have, or expect to develop a good working relationship.....	1	2	3	4	N/A
G. Overall, the assistance provided by this Education Specialist met my needs to better serve the student(s).....	1	2	3	4	N/A

if you marked (1) or (2) to any of the above items or if you have any additional comments, please use the column on the right or use the back of this form to describe your thoughts.

Additional Questions:

What types of assistance received from this SESA Education Specialist helped you in your job?

What was most beneficial from the SESA visit(s)?

What was least beneficial and how would you like to see it changed?

APPENDIX B



Low Incidence Handicap Outreach Project

Professional Staff 1990-1991

<u>NAME</u>	<u>DEGREE</u>	<u>POSITION</u>
Betty Barats	M.A.	LIHOP Program Supervisor
Doyle Burnett	M.S.	Education Specialist, MH/OH
Sharon Cannon	B.A.	Education Specialist, MH/OH
Elva Cerda	M.Ed.	Education Specialist, HI
Margaret Cisco	M.S.	Education Specialist, OH/MH
Debra Evensen	M.A.	Education Specialist, SED
Rebecca Forbes	M.A.	Education Specialist, SED
Susan Gregg	M.Ed	Education Specialist, MH/OH
Rebecca Mead	M.A.	Education Specialist, HI
William McIver	M.A.	Education Specialist, B/VI
Cam Mocarski	B.A.	Education Specialist, SED
Andrea Morrison	M.Ed.	Education Specialist, MH/OH
Kathrine Osinski	M.A.	Education Specialist, MH/OH
Deborah Spira	Ph.D.	Education Specialist, SED
Gordon Ward	Ed.D.	Education Specialist, MH/OH
Michael Young	M.A.	Education Specialist, MH/OH (.75 FTE)

Additional SESA Professional Staff in Other Grants and Contracts

Chris Robinson	M.S.	Executive Director
Tanni Anthony	Ed.S.	Coordinator, B/VI-ILP
Karen Hansen	M.S.	Speech/Language Pathologist
Brenda Jager	M.A.	Coordinator, Deaf-Blind
Jeanne Meinert	M.A.	Physical Therapist
Sharon Murphy	M.S.	Coordinator, SETT
Marilyn Stack	B.S.	Education Specialist, Deaf-Blind (.5 FTE)
Andrea Story	B.S.	Parent-Infant Educator

PROFESSIONAL DEVELOPMENT

Over the course of the year, staff has been encouraged to pursue areas of interest that would enhance their professional performances. In part, this was done through attendance at conferences such as:

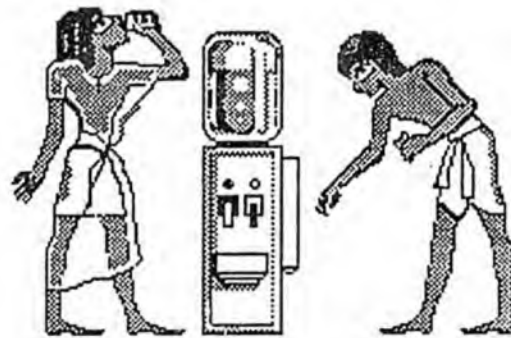
- The Association for the Severely Handicapped
- Alaska Speech and Hearing Association
- International Fetal Alcohol Syndrome Conference
- CEC International (Council for Exceptional Children)
- National Association of Childhood Deafness
- Downs Syndrome
- American Printing House for the Blind
- Teacher Education Division of CEC
- Alaska Association of Administrators of Special Education

In addition, training and up-dating was provided on:

- SSI Requirements and Eligibility
- State and Federal Education Funding
- Alternative Sources of Funding for Schools and Individuals
- Advocacy Services of Alaska
- Hope Cottage Programs and Services
- Child Abuse Reporting Laws
- Computer Networking for Children With Disabilities
- Safety Procedures/Requirements for Small Plane Travel

It is the philosophy of the SESA administration that on-going professional development is extremely important for consultant/trainers and those who provide them with technical, clerical and program support. Special education practices are ever evolving and in order to keep current on best practices in such a diverse yet specialized field, both staff and administration must be committed to continual upgrading of professional knowledge and skill levels.

APPENDIX C



SPECIAL EDUCATION SERVICE AGENCY

2217 EAST TUDOR ROAD, SUITE 1 / ANCHORAGE, ALASKA 99507 / PHONE (907) 562-7372 / FAX (907) 562-0545

SERVICE REPORT

CONFIDENTIAL

SERVICE RECIPIENT:

DATE OF SERVICE:

DATE OF BIRTH:

CHRONOLOGICAL AGE:

GRADE:

SCHOOL/DISTRICT:

ED SPECIALIST:

DATE OF REPORT:

Planned Purpose of On-Site Visit:

This was the first and only planned on-site visit for the 90/91 school year. The main purpose of this visit would be to meet with the special education teacher and special education director, and discuss (student's) educational needs. The discussions would be based on observations of (student's) school day and staff input. Written recommendations would be sent to the staff, in hopes that the district would implement suggested strategies or additions to existing programming.

Progress/Changes Since Last Visit:

(Student), according to staff accounts, has made wonderful progress in all areas of her academics as well as fine and gross motor development. The past SESA multihandicapped specialist to visit the site and (student's) school program, had nothing but praise for the school and their efforts to provide quality educational services for (student). The quality of (student's) school program continues.

On-Site Activities:

Observations:

Student was observed over a three-day period. When she is not working with the special education teacher, she is integrated into the regular fourth grade classroom with her teacher. When in the regular classroom, the special education instructional aide helps (student) participate at appropriate educational levels. In the areas of reading/language and motor activities, the special education instructional aide delivers these programs. In viewing (student's) total program, it seems well balanced with respect to integration and peer interaction, there is a nice flow of transitioning from one activity to the next and there is a very workable schedule that (student) has come to learn.

MATH:

In the area of math, (student) is working on some basic addition and subtraction concepts. For the most part, (student) is able to add sums to five (5), but with some difficulty. She was observed to have a difficult time distinguishing between the number four and five. When it came to the sums

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1, 2, 3, she was able to perform these functions "in her head" and did not need help or have to use her fingers. When using worksheets, (student) will tend to perceive the next answer to be the same as the one that proceeded it, this seemed to be especially true when the sums are in the four and five range.

(Student) is able to write her numbers, but again has problems writing the numbers four and five. During times when (student) had to be corrected and asked to erase a number or make other changes to her work, she was in total compliance and made necessary changes as requested. She is an easy student with whom to work.

COLOR MATCHING:

Part of (student's) daily program requires her to match colors and place wooden color tiled rectangles into a box which exhibits the matching colors of the tiles next to a slot in the box. During the times observed, (student) seemed to have mastered this activity. There were a few observed errors and they had more to do with (student) not paying attention as opposed to errors made because she could not match the colors.

LUNCHROOM:

(Student) eats her lunch with her peers in the school cafeteria. There were no observed problems or inappropriate behaviors in this important school setting. (Student) is quiet, but very social at the same time. She appears to sit with friends at lunch and has no problem with all aspects of this school environment.

THIRD AND FOURTH GRADE CLASSROOM:

(Student) is integrated into this third/fourth grade combination classroom throughout a large portion of her school day. In almost all cases, (student's) aide helps (student) participate to the greatest extent possible in this setting. The classroom is well organized, the educational activities are fun and most importantly they are being somewhat adapted so that (student) can work with her peers and regular classroom teacher with the most independence possible. Observations conclude that (student) feels very much a part of this classroom and the other students treat her as such. It is a positive atmosphere for (student) and all other students in (teacher's) classroom.

During the first part of (student's) day she is in the combination classroom where all students were participating in "Positive Action"...a program being used by the school district to help students learn respect for others, sharing and working together to meet common goals. (student) was called upon to participate as a member of the classroom and other students will help her when appropriate. It was noted that other students will only help (student) get started and do not tend to do all the work for her. This is something not usually observed in other classroom settings.

(Student) also attends the regular classroom for silent reading and during times when lessons are appropriate for her participation (art, music, gym and other similar times).

In gym class with her peers, (student) was observed to put out a great deal of effort to participate at her highest possible level. (Student) was observed playing, a baseball type game, parachute activities, jumping rope and running. She performed all activities, followed directions and smiled throughout all class sessions.

READING/LANGUAGE:

At the present time, (teacher) is using a few types of approaches to help instruct (student) in the area of reading. (Teacher) works in the morning with (student) using Distar Reading and following that session with language and some activities on the computer. (Student) seemed to have pretty good word attack skills at least in terms of pronouncing the words.

When (student) completes her reading, she is allowed to work on the computer. (Student) was observed holding her thumb in between her middle and index finger throughout most of the computer activity. (Teacher) would verbally cue or physically assist (student) to move her finger into a proper position for striking the computer keys. Indications were that the occupational therapist had made a splint for (student) to wear during this type of activity.

Related to the language activity observed on the computer (use of prepositions), (student) had a difficult time looking at the pictures on the screen and making decisions as to whether something was inside the box or inside the house. But, when she was asked to actually put something into something else, she had no apparent problem. The computer appeared to be too abstract for (student) to grasp and visualize what was made very easy in "real life" circumstances.

MOTOR ACTIVITIES (fine and gross):

(Teacher) helps (student) through a repertoire of fine and gross motor activities. Exercises that have been recommended by the physical therapist have been copied onto large sheets of paper, laminated and (student) follows a daily routine of working on these activities with Ursula's help. Although the activity takes place in an isolated one on one atmosphere, (student) seems to get pleasure in performing her exercises. On the occasions observed, (student) did all of the planned exercises with good speed and quality in performance.

In the area of fine motor, one of the observed activities consisted of (student) putting wooden pegs of different lengths in their appropriate hole on a peg board. This activity was being run to encourage the use of a pincer grasp. (student) has a difficult time getting her thumb to move to the outside.

Consultation With School Staff:

Time was spent in a meeting with the special education staff and (student's) parents, discussing (student's) educational program as it now exists and recommending ways to possibly improve some of the activities within the present format. The items covered in the meeting will be discussed in the recommendation section of this report.

Recommendations:

1. Above all recommendations that I might make, I encourage (teacher) and the special education staff to continue with their wonderful teaching strategies that I am sure are benefiting not only (student), but all other special needs students. My hat is also off to (teacher) and the role she is playing as (student's) regular classroom teacher. The recommendations in this report will be minimal as the work everyone is doing meets well the needs that (student) should be having met.
2. In the area of motor activities, there might be some thought given as to how the present activities could take place with other students participating with (student). It seems that if (teacher) knew of the exercises (student) performs on a daily basis, he might be able to have the students in gym do her exercise routine in some form of relay or other group activity. This would not need to happen on a daily basis, but it could serve as an alternate way to provide services in a functional way and allow (student) to participate with her peers.

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3. "Chip Trading" was mentioned as a method to use to help get (student) accustomed to counting in unit measures and ultimately make change. (Teacher) mentioned that he had a chip trading game and that he would show (teacher) how that system works. If (teacher) could not find the chip trading game, (teacher) should be encouraged to give me a call and I will be more than glad to send a full explanation of the games use and plans for making a homemade version.
4. To help (student) get her thumb moved to a good position a small ball large enough for her to get her hand around can be used. A good size ball would be one the size of a racquet ball. If the ball is soft, this will allow her to squeeze while she is holding the ball. It would be a good idea to have a ball such as this at her home so she can work on this activity away from school.
5. Where possible, make (student's) lessons functional and try to see that they happen in their natural context. It was noted that (student) does not do well when presented with abstract work as is often the case with workbook sheets and some of the computer programs she is now using.
6. It is recommended that the special education staff look at the present programming for (student) and see where these same activities might already happen with other students. An example might be: the students are going to count candies in the regular classroom and if part of (student)'s programming is to work on this type of fine motor activity she may well have the same objectives met in this classroom setting.

Materials Sent To Site:

(Teacher) was sent an ECHO II Speech Syntheizer to use with the Apple IIe computer.

Plans for Next Visit:

A visit next year may be scheduled at the district's convenience. A special thanks goes to the entire school staff for making this one of my most memorable (in a positive sense) trips. Keep up the wonderful work!

Education Specialist
Multihandicapped/Orthopedically Impaired Program