



Intermediate District 287

SPECIAL EDUCATION DIVISION – PROGRAM DESIGN

Itinerant Service

Physical / Health Disabilities (P/HD) Traumatic Brain Injury

Target Population

The target population includes students, ages 0 – 21, who have met special education criteria under the categories of Physical Impairment (PI). If educational needs of a student, who has met the criteria for Other Health Disabilities (OHD) or Traumatic Brain Injury (TBI) are complex and significantly interfere with educational performance, support from a PH/D teacher will be provided for district staff. However, for those students who qualify under OHD as a result of an Attention Deficit Hyperactivity Disorder (ADHD) diagnosis or whose health needs are stable and/or are not progressive, OHD services would be provided by their district staff.

Mission/Goals

Itinerant Services are designed to support students in their least restrictive environment. The services are customized to provide disability specific support within the local district curriculum, policies, and due-process procedures.

Components

Pre-Referral/Evaluation:

- Consultation to child-study team to determine appropriateness of a referral
- Conduct evaluations for eligibility determination
- Write evaluation reports in a collaborative manner with other evaluation team members

Participation in Individual Education Plan (IEP)/Individualized Interagency Intervention Plan (IIIP)

Development/Team Meetings:

- Participate in IEP meetings, providing information as it relates to the student's disability and respective needs/strengths, adaptations etc.
- Participate in the writing of the IEP, including goals/objectives, adaptations, and/or accommodations
- Participate in team meetings to address ongoing needs and issues related to curriculum, learner behaviors, environment, technology, etc.

Full Continuum of Service Delivery:

- Indirect service to student, including specialized curriculum modifications, environmental adaptations; consultation to staff and parents; in-servicing, training, maintenance and provision of assistive technology; paraprofessional support as it relates to meeting student needs
- Direct service to students, when educational needs are directly related to the physical impairment, are instructional in nature, and relate to utilizing modified curriculum, technology, or strategies
- Disability specific expertise as it relates to current research and practices

Vocational Skills:

- Assist student, family, and educational team in transition planning, including the development of appropriate goals/activities.

Family/Interagency Collaboration:

- Serve as a liaison between agencies, i.e., school, medical, county, local community as it relates to the student disability and needs in current and future settings
- Assist student in connecting with community resources as relates to disability
- Provide information to family regarding school/community/disability resources

Service Core

Licensed Ratio: 1:36
Non-Licensed Ratio: N/A

Staffing Includes:

- Licensed/Highly Qualified Instructor
- Program Facilitator

For further information contact Deb Williamson, Program Facilitator.