

Effective Coordination of Services In Primary & Secondary Educational Settings

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Overview of Barriers associated with delivery of services:

1. Lack of familiarity.
2. Unique circumstances of injury.
3. Successful coordination & implementation of special supports & related services.
4. Availability of Funding.



Identifying the Problem:

1. Proper classification



2. Inappropriate cognitive evaluation and access to services (medical & non-medical)



3. Inappropriate grade placement or classroom environments (in violation of LRE & FAPE).

Need for Effective Service Coordination

- ISP & ITP used in conjunction with IEP to coordinate successful participation in & transition within the learning process.
- Related services help to maximize benefits of education.
- Help to facilitate transitions.



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Barriers in Service Coordination:

- Limited Knowledge

1. Administrator's Role

2. Teacher's Role

3. Parent's Role



Potential Solutions

- Administrator: provide local & state support. Provide funding support for teacher training.
- Teacher: pre-service & in-service training.
- Parents: if school supports parent, parent supports child, which increases child's self-reliance.

Discussion

Service delivery needs to be:

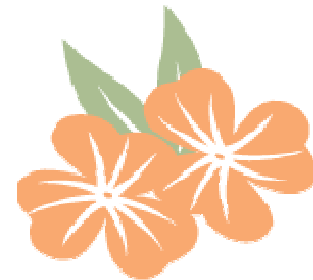
1. Individualized
2. Flexible
3. Allowed to change and evolve with the student's needs.



Elements of Coordination

- The key to effective & appropriate service delivery is communication.
- Services should be coordinated in educational setting, not isolated from student's educational goals.

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Four Policy Recommendations

- 1: Reduce Isolation & Improve Teacher Skills.
2. Change Perceptions About Brain Injury.
3. Clarify the Role of the Service Coordinator.
4. Solve Funding Barriers.



Conclusion

- Fundamental systemic policy change in education needs to occur.
- Just as schools promote learning, recovery is a re-learning process.
- Service Coordination teaches skills and provide opportunities for student's to improve their overall quality of life.

Figure 1.1: The Conceptual Framework¹⁰

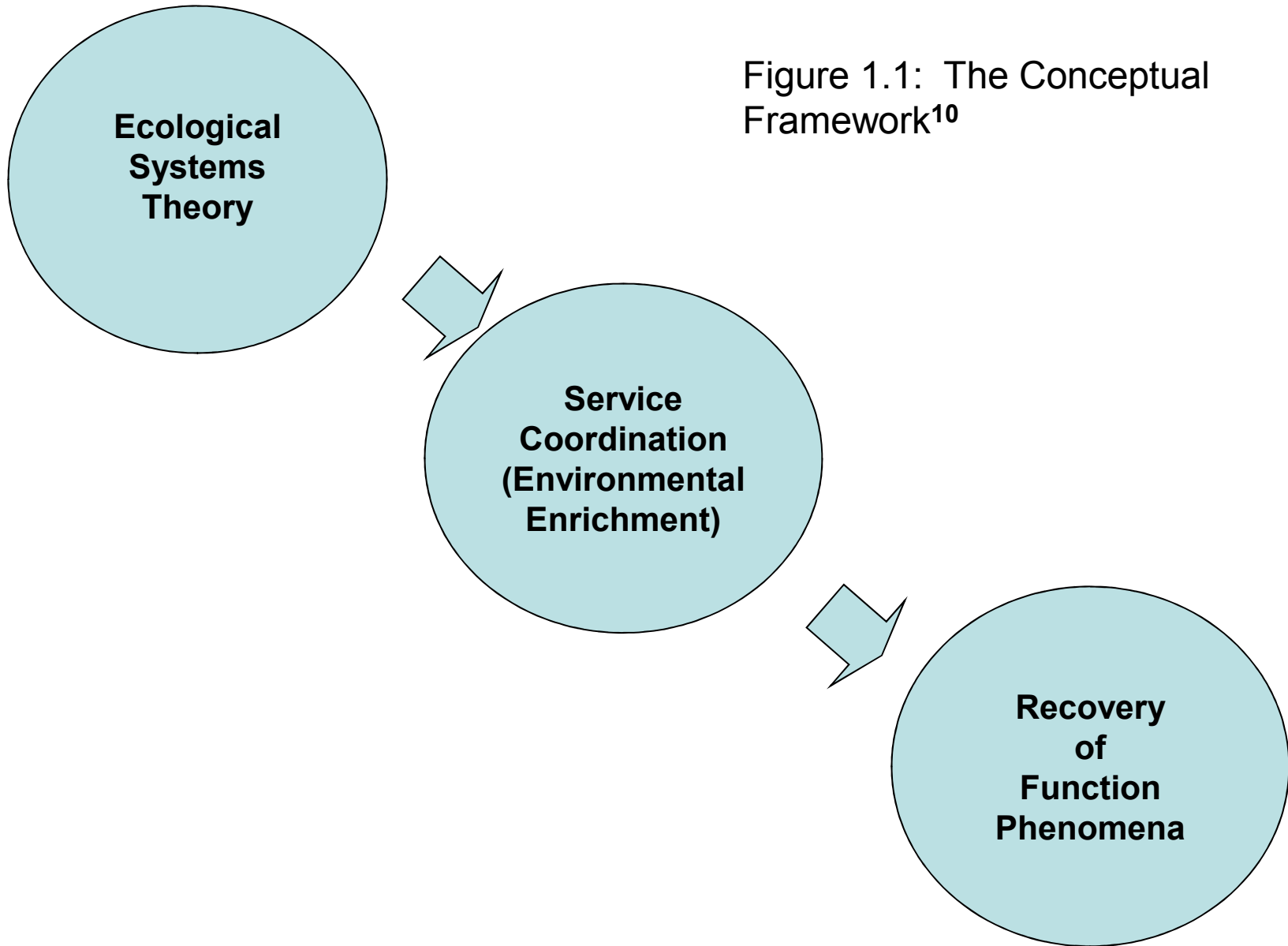
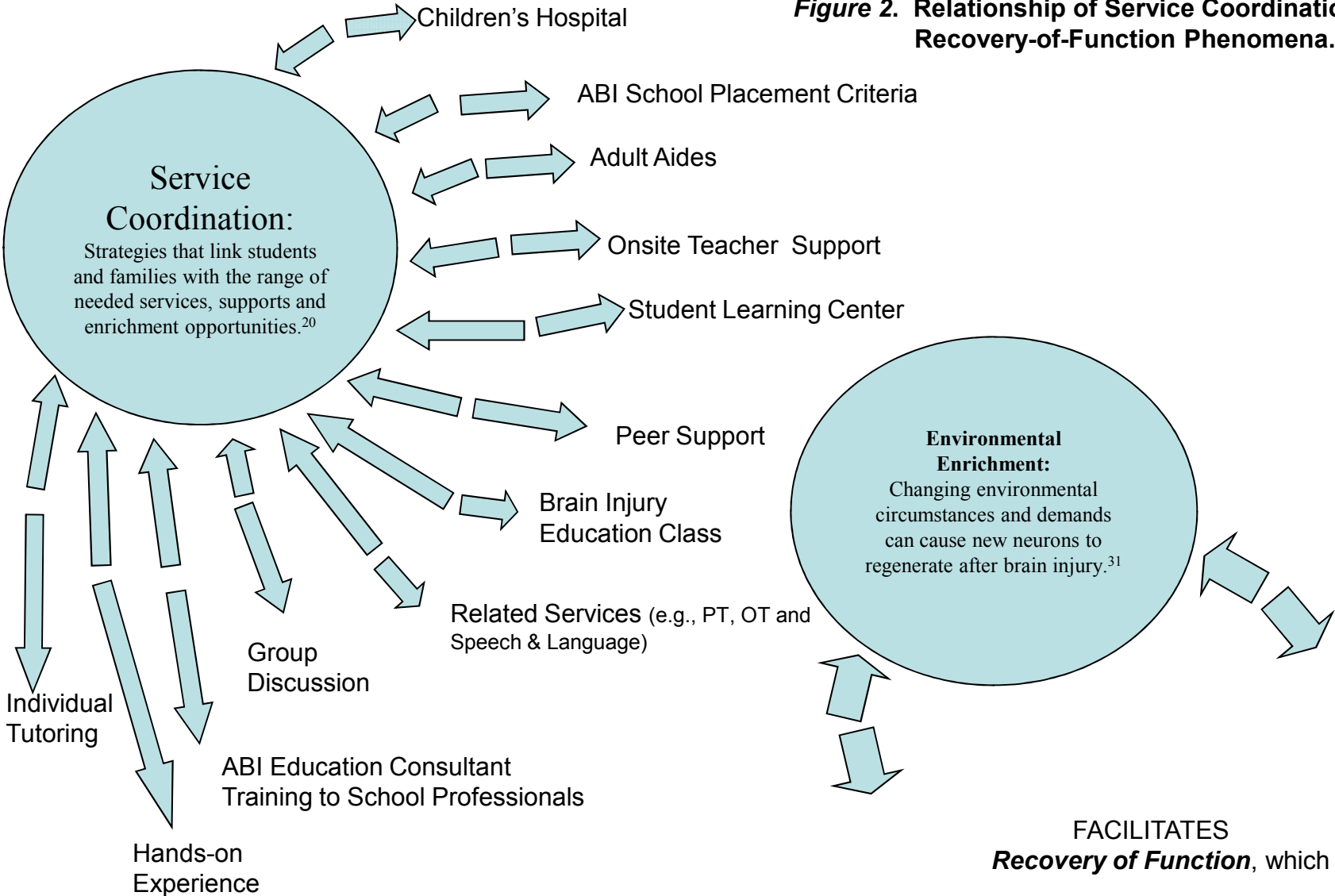


Figure 2. Relationship of Service Coordination to the Recovery-of-Function Phenomena.¹⁰



“Enhancing the potential for functional neural [improvement] of deficits that diminish in severity or disappear entirely after injury.”³⁵

References

¹Kimes, K. *From Service Coordination to Recovery-of-Function Phenomenon: A Paradigmatic Case Study of One School District's Efforts to Improve Outcomes for Students With Brain Injury*. (Doctoral Dissertation, The George Washington University, 2009). UMI Dissertations Publishing. (UMI No. 3359749).

²Individuals with Disabilities Education Act of 2004, P.L. 108-446, 20 USC §1400 et seq.

³Peterson D. Stem cells in brain plasticity and repair. *Current Opinion in Pharmacology*. 2002; 2(1):34-42.

⁴Finger S. Margaret Kennard on sparing and recovery of function: A tribute on the 100th anniversary of her birth. *Journal of the History of Neurosciences*. 1999;8(3):269-285.

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