

# Jackson Early Intervention/ Early Childhood Special Education Handbook



# MY JACKSON EI/ECSE CONTACTS:

Service Coordinator: _____

Primary Service Provider and Role: _____

Other Providers and Roles: _____

Main Number: _____

Administrator of Program: _____

LISTEN • LEARN • LEAD

DOUGLAS EDUCATION SERVICE DISTRICT

JACKSON COUNTY EI/ECSE

640 SUPERIOR CT. • MEDFORD, OR 97504

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# PARENT LETTER

We warmly welcome you to the Jackson County Early Intervention (EI)/Early Childhood Special Education (ECSE) Program! We are delighted to embark on this journey with you and your child as partners in their developmental achievements. As a program of Douglas ESD, our mission is centered around empowering you as parents and caregivers to be advocates and active contributors to your child's growth.

At Jackson County EI/ECSE, we believe in the power of collaboration and partnership. We recognize the invaluable role that families play in a child's life and development. Our commitment is to foster a relationship that respects and supports the hopes and dreams you have for your child. Together, we can create an experience where every child can thrive and are reminded that Early Intervention and Special Education is a service, not a place.

Our program provides Early Intervention (ages birth to 3) services through the Primary Service Provider approach. Under the Primary Service Provider (PSP) model, your family will first be assigned a Service Coordinator who will serve as your point of contact for scheduling meetings, questions around additional services, and community resources. Your family will also be assigned a Primary Service Provider (PSP) who will be your child's intervention services' main contact. The PSP is chosen based on your child's unique strengths and needs to best support their developmental progress. As a team, they will work closely with you to develop an Individualized Family Service Plan for your child, considering your goals, concerns, and priorities. They will collaborate with the other team members, such as speech therapists, occupational therapists, infant family teachers, and physical therapists, to ensure a comprehensive and coordinated approach to your child's early intervention.

Additionally, our Early Childhood Special Education (ages 3 to kindergarten age) services are built on evidence-based inclusive practices to help children be successful in their home, school, and community. Through a multidisciplinary teaming model, we work towards celebrating diversity and ensuring that every child, regardless of their abilities, feels a sense of belonging. Through these practices, we aim to provide a foundation for lifelong learning and success. ECSE services may be supported in a child's community-based preschool, our ECSE intervention classrooms, speech, and language groups, in the family's home, or wherever services can be provided within the least restrictive environment. This is to ensure that we promote your child's potential and support developmental progress.

EI/ECSE is extremely fortunate to have teams of highly skilled and dedicated staff who are passionate about making a positive difference in the lives of children. Our educators and specialists are committed to providing quality services that meet the unique needs of each child in our program.

As we embark on this journey together, please feel free to reach out to us with any questions, concerns, or ideas you may have. Your involvement is crucial, and we look forward to working hand in hand with you to create a nurturing and supportive learning environment for your child.
Thank you for entrusting us with the privilege of being a part of your child's early years. We are excited about the possibilities that lie ahead and look forward to a successful and rewarding partnership.

Warm regards,

Stacy Inman, Director of EI/ECSE
Darcy Larson, Program Administrator of Early Childhood Special Education
Ana Mannenbach, Program Administrator of Specialists and Evaluation

# EI/ECSE ACRONYMS

**EI**: Early Intervention (Birth until age 3)

**ECSE**: Early Childhood Special Education (ages 3-5, until kindergarten)

**IFSP**: Individualized Family Service Plan

**IEP**: Individualized Education Program (In most other states, when a child turns 3 they transition to an IEP. Oregon is one of the few states where children remain on an IFSP until kindergarten)

**ODE**: Oregon Department of Education

**ESD**: Educational Service District (oversees EI/ECSE programs In Oregon)

**IDEA**: Individuals with Disabilities Education Act

**FERPA**: Family Educational Rights and Privacy Act

**AEPS**: Assessment Evaluation Programming System (yearly curriculum-based assessment we are required to complete for each child in the state of Oregon).

**SV**: South Valley

**CV**: Central Valley

**NV**: North Valley

**PSP**: Primary Service Provider (Determined based on individual child's needs – can be a teacher or therapist)

**SC**: Service Coordinator (Each child has a service coordinator who ensures deadlines are met, families receive needed resources, and to facilitate meetings and referrals).

**IFT**: Infant Family Teacher (That our agency calls EI specialists. Have understanding of developmental information in all domains.)
SLP: Speech Language Pathologist (Specialist regarding speech, language, communication, and articulation. Some SLPs may have feeding knowledge as well).

**OT**: Occupational Therapist (Specialist in fine motor, sensory, and feeding).

**PT**: Physical Therapist (Specialist in gross motor).

**ABA**: Applied Behavioral Analysis (Outpatient therapy for some children identified with autism)

**PDHH**: Program of Deaf and Hard of Hearing (Through Southern Oregon ESD – SOESD)

**PVI**: Program of the Visually Impaired (Through Southern Oregon ESD – SOESD)

**AT/AAC**: Assistive Technology/Augmentative and Alternative Communication

**CCA**: Collaborative Center of Autism (some children are evaluated through the CCA when we put in referrals for autism evaluations)
Eligibilities:

**DD**: Developmental Delay

**DDps:** Physical or Mental Condition Likely to Result in Developmental Delay (often the eligibility for babies referred by physicians for diagnoses such as in-utero drug exposure or genetic disabilities)

**OI**: Orthopedic Impairment

**DHH**: Deaf or Hard of Hearing

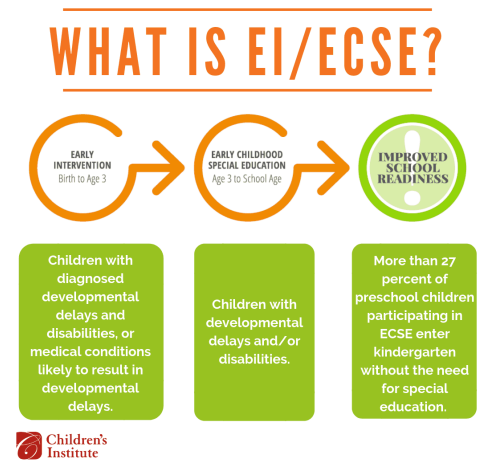
**VI**: Vision Impairment

**DB**: Deaf Blindness

**ASD**: Autism Spectrum Disorder

**CD**: Communication Disorder (ECSE)

**OHI**: Other Health Impairment (ECSE)



# WHO WE ARE

**General Information**

Douglas ESD administers the Jackson County EI/ECSE program. We serve children birth to three years (Early Intervention), and children 3 years to 5 years (or Kindergarten) (Early Childhood Special Education). We serve children and families living in all of Jackson County school districts: Ashland, Butte Falls, Central Point, Eagle Point, Medford, Phoenix-Talent, Pinehurst, Prospect, and Rogue River school districts. Our program is funded through the Oregon Department of Education (ODE).

**The mission of Douglas Education Service District** To assist school districts and the Department of Education in achieving Oregon's educational goals by providing equitable, high-quality, cost-effective, and locally responsive educational services at a regional level.

**Douglas Education Service District** is a mid-sized ESD and offers collaborative, high-quality, equitable, and locally responsive educational services to our regional community and thirteen component school districts. Some services extend to Jackson, Josephine, Klamath, Lake Counties, and beyond.By prioritizing diversity, equity, and inclusion, Douglas ESD is building a stronger organization that is innovative and of service to the community. More than 300 full- and part-time administrative, confidential, licensed, contracted, and classified professionals provide vital services to advance student achievement for all children.The agency offers special needs, nursing, speech and behavioral services, early learning, education services, information technology, and administrative and support services.Douglas ESD is governed by a seven-member Board of Directors elected to four-year terms by regional citizens. Five of the board members are elected based on geographical zones and the remaining two are elected "at-large" throughout the county.Douglas ESD is accountable to the Douglas ESD Board, public-at-large, component school districts, and the State Board of Education. There are opportunities for component school districts to participate in decisions about services and programs offered. In addition, the agency partners with area-wide organizations to enhance the services provided to youth and families.









# EQUITY



**The Douglas Education Service District's equity vision** encompasses its organizational culture and the community we are committed to serving. We envision that across Douglas ESD's geography and programs that people are thriving. We believe by prioritizing diversity, equity, and inclusion, we are building a stronger organization that is innovative, responsive, and in service to our current and next generation of leaders.

Our role is to:

- Ensure children and young people receive a safe, equitable, and joyous education.
- Meet families where they are and support them in ways that are relevant to their needs and aspirations.
- Prioritize people who experience the most barriers.
- Cultivate a diverse, welcoming, equitable, and inclusive workplace where everyone is valued for their unique contributions and can do their best work.
- Create a respectful environment where people work and engage cross-culturally.
- Approach our work with humility and expect challenging moments will be part of our journey.

**The Douglas ESD Board's Equity Goal**

Douglas ESD will be a leader in the region in diversity, equity, inclusion and accessibility in its hiring, operation, and commitment to serving marginalized and underserved people.

**EI/ECSE follows the Division of Early Childhood (DEC) and National Association for the Education of Young Children (NAEYC) definition of inclusion**: "Early childhood inclusion embodies the values, policies, and practices that support the right of every infant and young child and his or her family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society. The desired results of inclusive experiences for children with and without disabilities and their families include a sense of belonging and membership, positive social relationships and friendships, and development and learning to reach their full potential. The defining features of inclusion that can be used to identify high quality early childhood programs and services are access, participation, and supports."

# EI/ECSE (EARLY INTERVENTION/ EARLY CHILDHOOD SPECIAL EDUCATION)

Services are family centered and are provided for children ages birth through five. We believe families are responsible for meeting their child's developmental needs.

We provide services, information, and resources at no cost while supporting families in their roles as the primary decision makers regarding their child's early intervention experience.

- **Parent Participation**: Parents are integral members of our team, and we actively encourage your involvement. Together, we will collaboratively develop a program tailored to meet the specific needs of your child and family. Our team is readily available to address any questions or concerns you may have. Please feel free to reach out to your service coordinator at any time to discuss progress or share information about your child.

- If you still have questions after speaking with the service coordinator, we encourage you to contact the coordinator of the program where your child attends. An annual copy of the Procedural Safeguards Notice, outlining Parent Rights for Early Intervention (0 to 2 years) and Early Childhood Special Education (3 to 5 years), is provided to all families. Should you want an additional copy of the Procedural Safeguards Notice or have inquiries about its contents, please contact your child's service coordinator.

- **Local Interagency Coordinator Council (LICC)** comprised of parents, educators, and community partners dedicated to ensuring the quality and delivery of Early Intervention (EI) and Early Childhood Special Education (ECSE) services in each county. They offer direction to EI/ECSE programs, and its members are ready to listen to your comments, concerns, and suggestions. The LICC serves as a platform for collaboration and communication among public and private agencies serving children with special needs.

The LICC actively seeks new representatives who are committed to enhancing the special education system in each county. Public meetings are open, and parents of children in EI/ECSE programs are especially encouraged to attend and actively participate in shaping the educational landscape for the better. Please contact the program Administrator for more information.



# WHAT DO EARLY INTERVENTION SERVICES LOOK LIKE?

## What kind of model will be used for Early Intervention (EI)?

You know your child best and are your child's first teacher! Research has shown that the most effective form of early intervention is through home visiting using a coaching model. This means that your home visitor will act in a "coaching" role, providing you with information and strategies that will help your child meet their goals. Our program also supports the Primary Service Provider Model, meaning that you will have a Service Coordinator and a Service Provider as your main point of contact for services. You will also have access to a multidisciplinary team to support all your child's needs.

**What will the visits look like?**

- ***Reflection***: Discussion of what you tried since the last visit and what is planned for the current visit.
- ***Observation & Practice:*** Your Service Provider will join you and your child in what you are doing already or will start a chosen activity. Visits are focused on working on the IFSP goals and family goals within your daily routines.
- ***Planning***: You will create a plan with your Service Provider, including what you want to try with your child between visits and what you would like to focus on during your next visit. Next visit will be scheduled.

**Your Service Provider:**

- Will call or text if they are more than 5 minutes late. Providers travel and will try to be on time, however traffic can cause delays, so we ask that you please give a 5-minute window.
- Will answer questions you have regarding your child's development at any time.
- Will call or text if sick and will reschedule the visit.

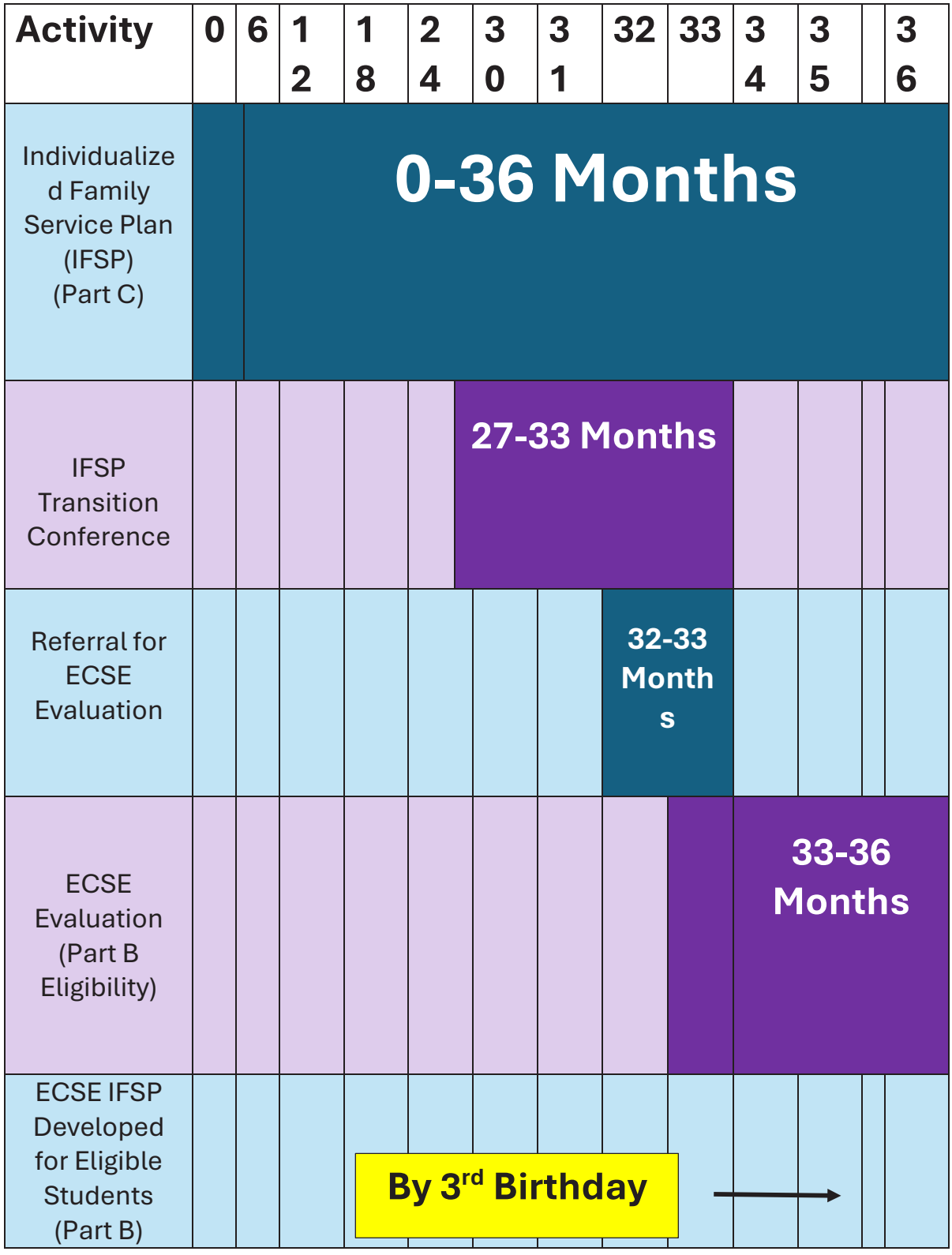
**Your Service Coordinator:**

- Will lead meetings and discuss EI services with you.
- Will provide you with needed resources and help you connect with community activities.
- Will check-in with you monthly regarding your home visits and to support you in accessing resources.
- Both Service Providers and Service Coordinators are mandated reporters, meaning they are required to report significant child safety concerns to DHS.

**As the Caregiver,**

- Please be ready to play and learn with your child and your Service Provider.
- Please turn off electronic devices that can be a distraction, such as a TV, tablet, or a computer.
- Reach out to your EI team with questions at any time! One goal of early intervention is to help you receive the information and resources you need to help your child meet their goals.
- Please call to cancel if your child or family member is sick! We work with some children who are medically fragile, and it is important that we stay in good health, so that needed services are provided to all families. Your Service Provider cannot always fit an additional make-up visit in if you or your family member is sick due to schedules, but they are happy to talk with you virtually or over the phone regarding strategies.

# TRANSITION TIMELINE EI TO ECSE



# WHAT DO EARLY CHILDHOOD SPECIAL EDUCATION SERVICES LOOK LIKE?



## What kind of model will be used for Early Childhood Special Education (ECSE)?

Our ECSE program is committed to providing comprehensive and individualized services to support the development and learning of young children with special needs and their families. Our approach is grounded in evidence-based practices and a collaborative model that values the expertise of parents, educators, and specialists.

**What models does ECSE follow?**

This will depend on your child and the unique needs, but the following summarizes the opportunities available to your child:

**Multidisciplinary Teaming**: Our program emphasizes the importance of multidisciplinary teamwork. We bring together professionals from diverse backgrounds, including early childhood educators, speech therapists, occupational therapists, and physical therapists, to provide holistic support to children and families. This collaborative approach allows us to address complex needs comprehensively and effectively.

**Consultation Model**: Our consultation model involves working closely with families and their preschool teacher to understand their child's unique needs and goals. We collaborate with parents and teachers to develop strategies that can be implemented at home, and in the classroom, to support their child's development. Our team of experts provides ongoing guidance, resources, and support to empower parents as partners in their child's education journey.

**Coaching Model**: We believe in the power of coaching to enhance learning and skill development. Our experienced teachers and specialists work directly with caregivers and teachers to build their capacity in supporting the child's development. Through coaching sessions, we focus on fostering positive interactions, implementing effective strategies, and promoting a supportive learning environment for children.

**Co-Planning with Teachers and Specialists**: We value collaboration among all participants involved in a child's education. Our team collaborates closely with teachers, therapists, and other specialists to create comprehensive and integrated plans that meet the unique needs of each child. Through co-planning meetings and ongoing communication, we ensure a coordinated approach to support children's development across all settings.

**Integration/Inclusion Supports**: We are committed to promoting inclusion and integration for all children. Our team works closely with community resources and educational settings to support seamless transitions and create inclusive environments where every child can thrive. We provide guidance and assistance in implementing inclusive practices and accommodations to ensure that all children have access to high-quality education and social experiences.

# INTERVENTIONS FOR CHALLENGING BEHAVIOR

Jackson County EI/ECSE's philosophy on behavior is based on a prevent-teach-reinforce model. Many young children engage in challenging behavior throughout early development. Safety is always our first concern, so children may not hurt themselves, hurt others, or hurt the environment. Challenging behaviors can interfere with the acquisition of new skills, and/or socially isolate the child. Jackson County EI/ECSE uses Positive Behavior Intervention and Support (PBIS) to assist children with challenging behaviors. These services and strategies may include:

- Designing environments and activities to prevent challenging behavior.
- Helping all children develop appropriate behaviors by teaching replacement skills.
- If needed, a behavior plan will be written to identify effective positive behavior interventions.
- Accessing behavior and/or mental health consultation or other resources for the child and family.

Given the family-focused nature of early childhood education, we believe that the family plays a critical role in addressing challenging behavior. A coordinated effort between family members and the staff is needed to ensure interventions are effective and efficient and address both the child's and family's needs and strengths. You will be included in conversations regarding your child's behavior and the impact it may be having on their learning. Decisions about interventions and behavior plans will be made in cooperation with you, through the Individualized Family Service Plan (IFSP) team process.



# INTERVENTION CLASSROOMS



**ECSE Services are provided at the following locations:**

a) 905 Stewart Ave, Medford OR (Stewart site classrooms 1, 2, 3, 4 and speech groups)
b) 2830 Maple Ct, White City, OR 97503 (White City modular site, speech groups)
c) 14235 Table Rock Rd, Central Point, OR 97502 (Sams Valley Elementary School #16)

- Community Preschools (such as Head Start or Preschool Promise sites)
- Speech Groups (located at the Stewart and White City sites)
- In-Home Services

**Definition: Multidisciplinary Intervention Classroom Model**

Model: This model employs a multidisciplinary team approach through consultation and coaching for preschool staff. It includes direct 1:1 interaction with children when appropriate and focuses on integrating interventions within the classroom routine. The approach encompasses coaching, consultation, direct 1:1 support, naturalistic play, routines-based interventions, and systematic embedded supports

**Service Provision**: Students attend class twice a week for 75-120 minutes (about 2 hours) each session. Each intervention class is staffed by a teacher and three instructional assistants (IAs). Specialists support this model by assisting school personnel, training specific students, and offering coaching and consultation. Direct 1:1 support is provided weekly to students with speech-language impairments (SLI) and articulation deficits. Intervention supports are embedded within the classroom times

**Community Preschools Integration:**

**Model**: This model employs a multidisciplinary team approach through consultation and coaching for preschool staff. It includes direct 1:1 interaction with children when appropriate and focuses on training and supporting community sites to integrate interventions within classroom routines.

**Service Provision**: Direct speech services in a small group setting (3-6 students) in 45 minute per week sessions. Students are grouped with similar speech delays (articulation, phonology, speech/language, speech readiness, cross linguistic, etc.). Parents receive consultation monthly (newsletter, packets, phone call, face to face, etc.)

# SPEECH GROUPS

Model: Small group direct support, with groups based on children's language needs. Monthly consultation provided to families.

Service Provision: Direct speech services are offered in small group settings (3-5 students) for 45 minutes per week. Students are grouped according to similar speech delays (articulation, phonology, speech/language, speech readiness, cross-linguistic, etc.). Parents receive monthly consultations through various methods (newsletter, packets, phone calls, face-to-face meetings, etc.).

# HOME SERVICES

Model: Direct 1:1 support to families, focusing on individualized areas of need

Service provision: Service providers visit your home, either in-person or virtually, to offer consultation and coaching to parents/families. This support aims to work on developmental goals and increase independence in the home setting. There are many reasons why the team may choose to provide services to a family in the home.

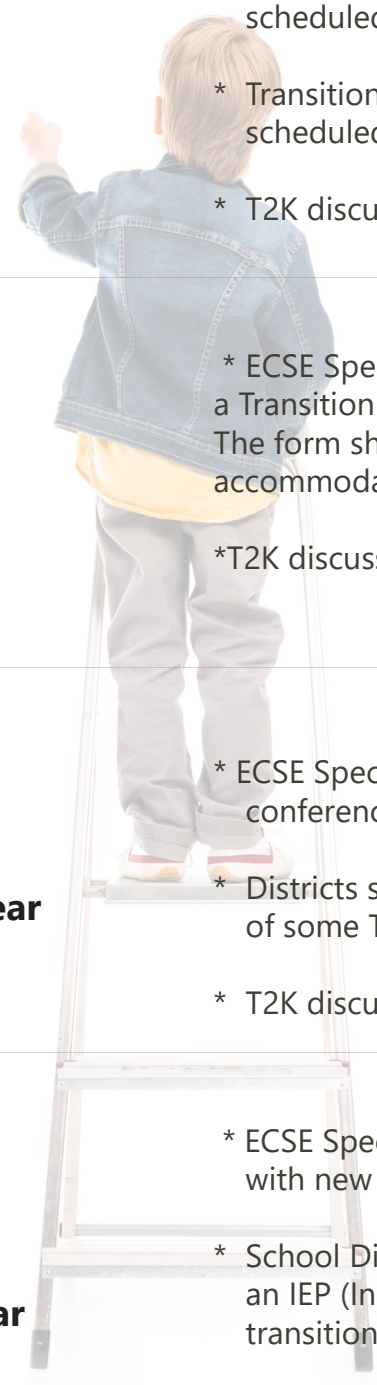
Examples include:

- A child being medically fragile or immunocompromised
- A family being committed to a home-school approach to learning
- A child not being able to attend a community preschool for varied reasons,
- A child's developmental progress indicates that a home setting may be a better fit for the child's continued growth and development.



# TRANSITION TIMELINE ECSE TO KINDERGARTEN

**Process and key dates for Transition planning**



**August of T2K year**

* Pre-transition meeting with district(s) scheduled
* Transition meeting with district (s) scheduled
* T2K discussed at IFSP

**October- December**

* ECSE Specialists collect data and complete a Transition form for school districts. The form shows placement as well as accommodations and modifications
*T2K discussed at IFSP

**December -Feb of T2K year**

* ECSE Specialists attend pre-transition conferences with the district(s)
* Districts schedule classroom observations of some T2K children
* T2K discussed at IFSP

**April-June of the T2K year**

* ECSE Specialists updates transition form with new progress
* School District invites parent to attend an IEP (Individualized Education Plan) transition conference with ECSE Specialists
* (April)Transition preparation packet sent to families

# AEPS (ASSESSMENT, EVALUATION, AND PROGRAMMING SYSTEM)



We utilize the AEPS assessment tool, mandated by the Oregon Department of Education. The AEPS ( Assessment, Evaluation, and Programming System) is a curriculum-based assessment that allows us to track your child's progress in all areas of development, including social-emotional, communication, fine motor, gross motor, cognitive, and adaptive skills.

Here is how the AEPS assessment benefits your child and family:

1. **Comprehensive Tracking**: The AEPS assessment provides a holistic view of your child's development across multiple domains. It helps us identify strengths, areas of growth, and individualized needs, guiding our interventions and programming.

2. **Individualized Goals**: Based on the AEPS assessment results, we collaboratively develop specific and measurable goals tailored to your child's unique abilities and challenges. These goals drive our interventions and support plans, ensuring targeted progress.

3. **Progress Monitoring**: We conduct AEPS assessments annually to monitor your child's progress over time. This ongoing monitoring allows us to track achievements, make data-informed decisions, and adjust strategies as needed to support continued growth.

4. **Family Engagement**: We value your insights and contributions as parents. The AEPS assessment process includes opportunities for family input and collaboration. Your observations and feedback help us gain a deeper understanding of your child's strengths and challenges, leading to more effective support strategies.

5. **Communication and Transparency**: We believe in open communication and transparency. We provide regular updates and reports based on AEPS assessments, keeping you informed about your child's progress, accomplishments, and areas for continued focus.

6. **Supportive Partnerships**: Our team works collaboratively with you to ensure that the AEPS assessment process is supportive, informative, and beneficial for your child and family. We are here to answer your questions, address concerns, and support you every step of the way.

# HEALTH GUIDELINES

The EI/ECSE staff is committed to providing high-quality services within a safe and healthy environment. Given the vulnerability of young children to viruses and infections, we want to create as many safeguards as possible to keep everyone healthy and safe.

For children enrolled in community preschools, Head Starts, and homes: If EI/ECSE staff observes signs of a communicable condition (such as head lice/nits or a skin rash), they will adhere to the policies of the respective community preschool and Head Start while continuing to provide services. EI/ECSE can assist in connecting you with a school nurse for resources in handling these situations.

For children attending ECSE intervention classrooms: If staff notice a potential communicable condition (such as live lice or a skin rash), you will be promptly informed of the situation.

Medical Protocols: If your child has health issues or a medical condition that may impact the teaching-learning process or require emergency intervention, please contact your Service Coordinator. Medical or emergency protocols can be developed by a registered nurse and reviewed with your team.

Immunizations: A record of immunizations and/or an educational module certificate is required from the Oregon Health Authority (OHA). The first report is due in January, and exclusion based on immunization status occurs in February. An immunization resources link is included below. Jackson County EI/ECSE will email or mail correspondence regarding immunization requirements for children in our program ages 3-5.

Website for OHA immunization resources are below:
https://www.oregon.gov/oha/ph/preventionwellness/vaccinesimmunization/gettingimmunized/pages/non-medical-exemption.aspx




Oregon law requires the following shots for school and child care attendance*

A child 2-17 months entering **Child Care or Early Education** needs*

Check with your child's program or healthcare provider for required vaccines

A child 18 months or older entering **Preschool, Child Care, or Head Start** needs*

4 Diphtheria/Tetanus/Pertussis (DTaP)
3 Polio
1 Varicella (chickenpox)
1 Measles/Mumps/Rubella (MMR)
3 Hepatitis B
2 Hepatitis A
3 or 4 Hib

# WHAT TO DO IF YOUR CHILD IS SICK OR NOT FEELING WELL?

Please keep your child home from class if they exhibit the following symptoms or conditions:

- Nausea or vomiting
- Fever (of 100 degrees or more)
- Unidentified rash
- Diarrhea
- Eye redness and discharge
- Thick and colored ear drainage
- Sore throat with an elevated temperature
- Open, draining sores
- Symptoms related to Covid-19: fever, unusual cough or shortness of breath, loss of taste or smell, fatigue




# RETURN TO EI/ECSE SERVICES SHOULD ADHERE TO THE FOLLOWING GUIDELINES

- Fever: A child should be fever-free for 24 hours before resuming participation in the program.
- Nausea, Vomiting, or Diarrhea: It is advisable for a child to be symptom-free for 24 hours before returning to the program.
- Colds: Children are encouraged to stay home if they feel uncomfortable or are not in a condition to actively participate in activities or play.
- Strep throat: In the case of a strep diagnosis, a child should wait at least 24 hours from the first dose of antibiotics before returning to the program.
- Communicable Diseases: If your child returns to the program after experiencing a communicable disease, kindly provide a note from your physician.

# REPORTING CHILD ABUSE:

All EI/ECSE employees are mandatory reporters. This means we are required to report, or cause a report to be made, when there is reasonable cause to believe that any child, we encounter has suffered abuse or that any person with whom we come in contact has abused a child. Oregon law (ORS 419.025) provides that anyone participating in good faith in making a report of child abuse and who has reasonable grounds for making the report will have immunity from any liability, civil or criminal, that might occur with respect to the making or content of such report.

# PARENT VOLUNTEERS/STAYING WITH YOUR CHILD.

Parents are welcome to stay with their children in class temporarily as your child gets used to the new setting. If your child would benefit from your continued presence in class, please speak with your service coordinator about completing the process to become a parent volunteer. Please note that this does include passing a background check.

# PROCEDURAL SAFEGUARDS AND PARENTS RIGHTS

Oregon Department of Education's Procedural Safeguards Notices below are aligned with the requirements of IDEA 2004, federal, and state regulations. You can find the full version online or request a copy from your EI/ECSE employee: https://www.oregon.gov/ode/rules-and-policies/pages/procedural-safeguards.aspx

Procedural Safeguards and Parent Rights in English

Procedural Safeguards and Parent Rights in Spanish

# COMMUNITY RESOURCE LIST

Speech, physical, and occupational therapists, dentists, ophthalmologists and optometrists who may have experience working with children who have developmental disabilities. This is not a comprehensive list of providers and those noted are not endorsed in any way by Jackson County EI/ECSE.

**FACT Oregon One Page Profile Guide:** https://factoregon.org/one-page-profiles

**Family Resources**

- 211 Informational Services for personal or community programs Dial 211 (or 866-698-6155)
- Developmental Disability Services: 541-774-8205
- Swindells Center: 541-732-5958\
- Child Care Resource Network: 541-776-8590 ext. 1125
- Bridging Communities: 541-690-8542
- Family Connection: 541-734-5150 x1050
- Family Nurturing Center: 541-779-5242

**Ophthalmologist:**

- Tina Rutar (Pediatric Ophthalmologist) Cataract and Laser Institute 541-779-2020

**Audiologist:**

- SoundStart: 503-567-2231
- Allison Schmidt, MA 541-779-9654

**Physical and Occupational Therapy:**

- Asante Outpatient Rehab Services: 541-798-4255
- Laury Lee-Tosh, OT Ashland 541-857-2888
- Jackson County Physical Therapy (multiple locations)
- Rogue Regional Medical Center: Pediatirc and Therapy Services Clinic 541-789-2847 Medford • •
- Children's Therapies: 541-613-6505
- Rogue Pediatric Therapies: 541-816-4747

**Speech/Language Pathologists:**

- Asante Outpatient Rehab Services 541-789-4225
- Sarah Lockhart: 541-708-3940
- Speech Center Plus, Inc. 541-773-8255
- Carrie Eskenazi: Ashland 541-261-0054
- Rogue Pediatrics 541-816-4747
- Chrissy Austin: 541-621-2890
- Megan Geil: Talent 541-499-9306
- Angela Barber: Ashland 541-625-9851
- Every Word Counts: 541-690-8037

**Feeding:**

- Asante Pediatric Feeding Clinic: 541-789-4522
- Angela Bender, OT: 541-229-8211

**Behavior:**

- Options: 541-476-2373
- Kairos: 541-772-0127
- Jackson County Mental Health: 541-774-8201

**JACKSON COUNTY EARLY INTERVENTION/**
**EARLY CHILDHOOD SPECIAL EDUCATION PROGRAM**

**640 Superior Court Medford, OR 97504**
**douglasesd.k12.or.us/jacksonei-ecse/**
**(541) 494-7800**

*a program of*
DOUGLAS
EDUCATION SERVICE DISTRICT
*LISTEN • LEARN • LEAD*