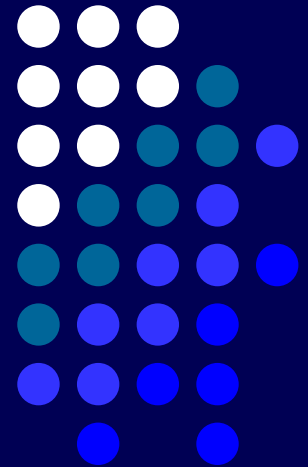


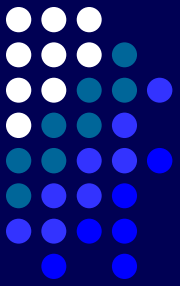
# Occupational Therapy

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In the educational setting



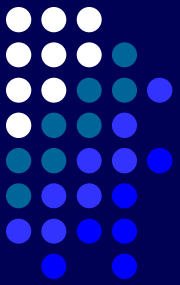
# Goals of In-service



- Review CT State Guidelines for Occupational Therapy in Educational Setting
- Historic Changes in Delivery of Services-Inclusion
- Team Building
- Families as Partners
- Questions and Answers



# Historical Perspective



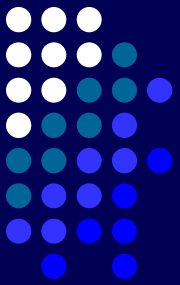
## Past view

- Pull out, isolated treatments
- Medically based model of intervention
- Limited carryover of skill into the educational setting

## Present View

- Inclusive service delivery
- Collaborative education based service model
- Shared responsibility
- Increased carry over of skills in varied of settings

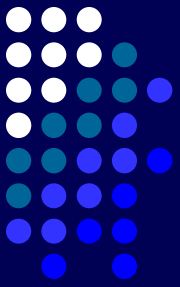
# Laws and Regulations



**“In order for a student to receive OT services under IDEA part B, federal law requires that the student be eligible for special education and that the related service (occupational therapy) be necessary to assist the students with disabilities to benefit from special education.”**

***In this manner, OT’s serve in a supportive role, helping students participate in and benefit from special education***

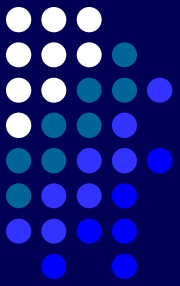
# Occupational Therapy in the School Setting



- Occupational therapist help remove barriers, adapt tools-environment, educate school personnel for carryover of skills and help students to develop underlying skills for academic learning
  - hand function
  - visual perceptual skills
  - sensory processing
  - self help skills
  - oral motor



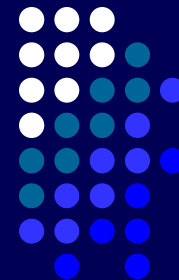
# Roles and Responsibilities of OT in School



- Screen referrals
- Evaluations
- Participate in team meeting and assist in development of IEP.
- Provide direct and indirect OT
- Staff training



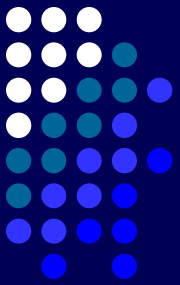
# School Based OT Evaluations



- Standardized Measures
- Skilled Observations
- Environmental Assessments
- Transdisciplinary approach

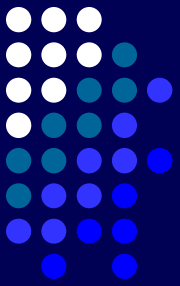


# Evaluation Process



- Educational Intervention
- Screening
- Referral
- Evaluation/ Assessment
- Reevaluation





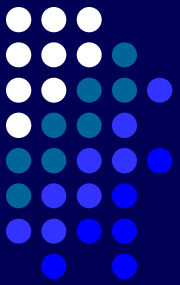
# Educational Intervention

- Provide Classroom Adaptations and Suggestions for Common Referral Complaints

-See attached chart for suggestions

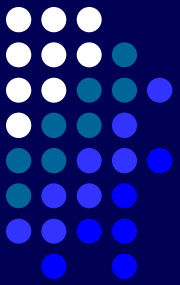
-RTI





# Screening

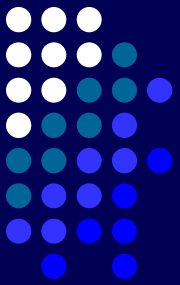
- Observation in educational environment
- Review work samples
- Interview with school personnel
- Teacher Questionnaire
- Provide screening results to team members and teacher with suggestions as needed



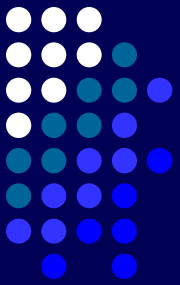
# Referral

- The team may make referrals for occupational therapy services when a student demonstrates educationally related dysfunction-student not making gains towards IEP goals
- After reviewing referral information, the evaluation team selects performance focus-area. Including components and context to create a profile of strengths and concerns
  - Identify conditions that limit performance in education activities and
  - Formulate efficient evaluation plan

# Evaluation/Assessment

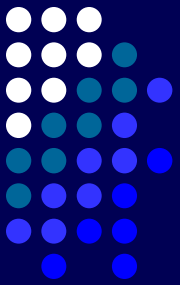


- Parental Permission
- Assessments should include:
  - Skilled observation*
  - Teacher interview*
  - Work sample Review*
  - Standardized or criterion-referenced tests



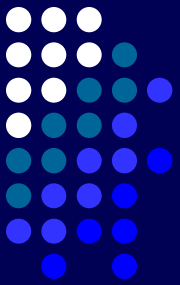
# Reevaluation

- Annual Reassessment- To monitor students progress, annual reassessments can be formal or informal.
- Re-evaluation Triennial-every 3 years, to determine continued eligibility



# Entrance Criteria

- Problem significantly interferes with students' abilities to participate in their educational program
- Problem appears to be caused by limitations in the performance components
- Previous attempts to alleviate the problem have not been successful
- Potential for change in students problems through intervention appears likely
- Unique expertise of therapist is required to meet students' identified needs

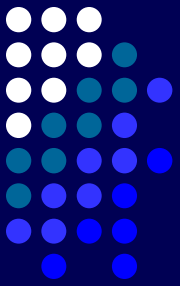


# Exit Criteria

- Goals or outcomes requiring therapy have been met and no additional goals are appropriate
- Potential for further change from therapy services appears unlikely
- Problem ceases to be educationally relevant
- Therapy is contraindicated due to medical, psychological, or social complications.

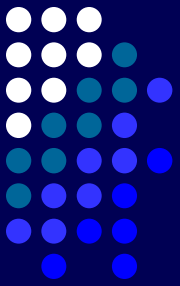
# Service Delivery Models

- Direct Service
- Consultative
- Integrative service
- Monitor –Shared responsibility



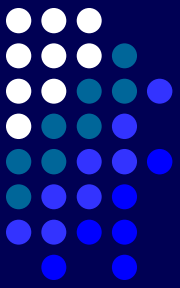


# Benefit of Inclusive Service Delivery



- Carry over of skill into classroom, apply skills and strategies to academic activities
- Train teacher and para educator to implement strategies for greater carry over
- *Examples*
  - Whole class sensory movement breaks
  - Fine motor work station in class
  - Positioning Books
  - Children stay in class and do not miss out on learning experiences or have additional transitions

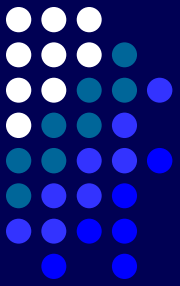
# What Does an OT treatment session look like?



- Occupational Therapist use meaningful activities to help students work on goal areas.
- Multi-sensory approach to learning
- Modifications to the task, tools and environment
- Carryover of skills to classroom



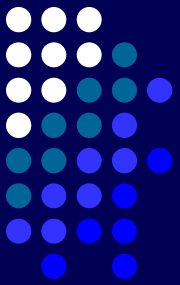
# Additional Services Provided



- Handwriting skill development packet for Kindergarten classes
- Incorporate Sensory Integration Strategies into the Classroom. Consult for sensory motor development

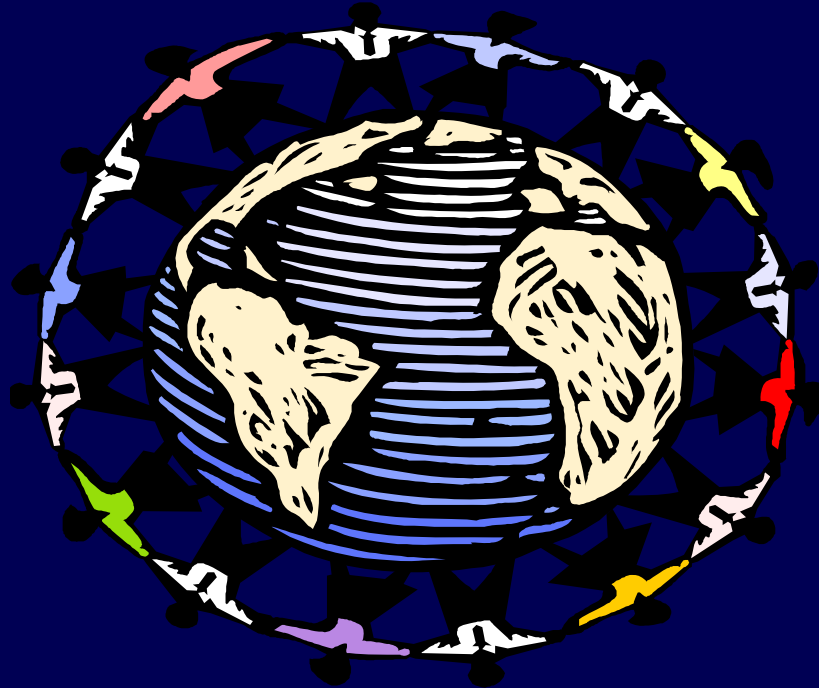
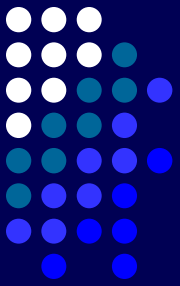


# Trends in School Based Occupational Therapy



- Early Intervention
- Integrative service delivery-emphasis on Inclusion  
Meeting the needs of the students in the least restrictive environment-Small group instruction
- Response to Intervention
- Collaboration with Curriculum Design and general Health Awareness to benefit all students

# Questions and Answers



*Parents as Partners*