





- Funding for Special Education in MI
 Federal Funds
 State Funds
 Local Funds

https://www.aota.org/~/media/Corporate/File s/Secure/Practice/Children/State-Guidelines-School-Based-Practice-20170513.pdf



Determining Caseloads https://www.aota.org/practice/children-youth/caseload-workload.aspx#sthash.8Kzuu0cD.dpuf Determining Caseloads <u>casedo@northvilleschools.org</u> - request copy of Wayne RESA Service Delivery Model Transforming Caseload to Workload • It promotes utilizing one's full scope of practice in schools, including prevention, promotion as well as intervention strategies http://www.aota.org/practice/children-youth/caseload-workload.aspx#sthash.8Kzuu0cD.dpuf

Caseload vs.			
Caseload vs. Workload			
Caseload	Workload		
Staffing is determined by specific of students assigned in Individual Education Programs (IEPs), Indiv	activities required to be performed by idualized Related Service Providers/Specialized		
Family Service Plans (IFSPs), and Plans.	addresses the range of demands on the OT including educational initiatives		
The amount of time that is requi each student's needs or OT's oth responsibilities are not addresse	er school (UDL), Positive Behavioral Intervention		
Caseload vs. Workload			
Workload			
Caseload	Workload		
Looks at the number of students IEPs/IFSPs/504 Plans the thera	pist serves		
Formula: how many students an many intervention services are re			
Workload			
children need the	exibility for the OT to be where and w m, applying strategies and techniqu	vhen les to	_
classroom or hom perform them.	e activities and tasks as students		

	or			
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Using a workload approach facilitates using your time efficiently, providing appropriate and effective services that encourages the child's learning and education, and are safeguarding proper implementation of IDEA and other legal requirements.





Workload

- Advocate for additional occupational therapy staff positions
- Clearly define the role of occupational therapy in your school
- Facilitate discussions to address therapy roles and responsibilities
- Determine occupational therapy service needs and program capacity.

fransforming Caseload to Workload in School-Based and Early Intervention Occupational Therapy Services





12

	I DT SerVICE
OT and	1 PT Service
	Checklist
Needs	CHOO

Occupational and Physical Thorago	Maker: their Completed		
SERVICE NEEDS CHECKLIST	Completed by China	Per	Dot 4
A Guide to Service Delivery for	500000000000		
Ages 3 - 21 years	Principle		
EXPLANATION OF THE TOOK			
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13

OT and PT Service Needs Checklist

 Student is at risk for loss of function or deformally, OR. Potential for change union in success. 	1 1	
 Student appears to have the potential for unias flavough intervention. 	19	
Continues to make significant progress, OR Student has experienced recent and significant loss of function.	15	
3. Therapy Need in Relation to Total Developmental Program	Proof Value	Posts
a. Intervention is not relative to undert's educational needs at this time.		
 Previous intervention instruction has addressed the besic fraction of the student, staff requires some momentum for generally me able to handle immage the student's needs to allow bet lumin features in learning environment. 	3	L
 Daterwarken is seeded to presente active understanding and involvement of staff to enhance function and development of staffest, nanamed direct intervention medial. Constitutes. 	31	
d. Intervention is needed for direct instruction and/or program implementation, enterwarden, equipment fibrication modification, etc.	- 15	
4. Provibility of Student's Needs Bring Met by Others	Prest Value	Presh
 Needs can be adequately met by P.E. teacher, teacher, porset, community recovers, student 		
 Teachers, pursus, and/or student could meet upon meets without much input from therapy stell, e.g. periodic contribution. 	- 5	
 Teachers, purent- and/or other trained personnel and/or student could need needs, but receive regular mass and support from thereby stuff. 	19	
 Therapy staff intervention is required in order for student to work toward meeting IFSP IFP goals. 	15	
5. Staff Concerns	Point Value	Prietr
s. Staff has no carner concerns	0	
 SME acknowledges impact influence of disability upon school performance but has marked concern. 	2	
c. Staff has questions concerns and is requesting support.	19	
6. Transition	Post Value	Posts
 System is funding with sentenment ag is very functional in the environment(s). 		
 System is comented funding with environment ag relatively functional box could use come intervention to increase function. 	3	
 Stadest is preparing to eater a new environment or flore are new decaration the owners environment. Stadest useds timespeets; 	14	

OT and PT Service Needs Checklist

THERAPY SERVICE STEPS		
B. Motor Econo in Metalasa to Development of Program		
1. Neuromoute tisto	Point	Poges 43
NO NEED - Secremental and obtained does not not shake at	.0.	1,000
mk Noveal		
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consteady absented or does are greatly suffernor fraction.		
HECE NEED: - Progressive deliasary, deaven, or per elucting residence and	30	
mode in Southfrom. Abdate to material degree of relatings materials in question		
organizated. Neuroscoular states or todaybothy risedy juterfero mid function	-	-
2. Equipment Nords Environmental Nords	Post	Poem KI
NO NEED - New amded	0.	-
LOF NEED: Two-ton or wheel school services is not dependent in an or a manufact dependent on according to according	1	1
HICK SEED - Francisco and coulds of fraction is needlessely	10	
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15



Best Practice		
Students learn more and	retain skills when lessons are tied into	
previous and future learn • I frequently tie into essen	ing tial elements for science – sometimes	
math and ELA	dal clements for science sometimes	
https://drive.google.com.	/file/d/1pywYKdA5eTPlyCYzYnxYA1nxzQ3	
bahG_/view?ts=5b8744e		
	20	
Essential Elements	Preschool/Early Elementary	
Science	Year 1	
	Senses (Sept – Jan) • I see with my eyes (Sept 10, 17, 24, Oct 1)	
	 I touch/feel with my hands (Oct 8, 15, 22, 29) I taste with my mouth (Nov 5, 12, 26) 	
	 I hear with my ears (Dec 3, 10, 17) I smell with my nose (Jan 7, 14, 21) 	
	Motion (Feb – June) • What's my shape? (Jan 28, Feb 4, 11, 18)	
	 What's my size? (Feb 25, Mar 4, 11, 18) What's my weight? (Mar 25, April 8, 15) How do I move? (Apr 22, 29, May 6) 	
	How do objects move? (May 13, 20, 27)	

• <u>https://bahG_/</u>	'drive.google.com/file/d/1pywYKdA5eTPlyCYzYnxYA1nxzQ3 view?ts=5b8744e5	
	22	
Weekly parents	note to	
parents	OT GROUP (MONDAY AND FRIDAY 1PM) OT GROUP (MONDAY AND FRIDAY 1PM) OT GROUP (MONDAY AND FRIDAY 1PM) Green, yellow paint and white paper/Science concept: I see with my eyes / I can look at the apple painting. Thematic Unit: Apples	
	ERIE MOTOR J. Initiation: Motor b. I can continue movement if it is imitated by caregiver. Friday: PAPER PLATE APPLE HANDPRINT CRAFT (paper plate, red paint, green paint, green paper, bridg, green packers, soay; veshoftsbubbs yviges. Namestamps). Students can make choices and	
	heigs, gener piec cleaner, soup; valantichtwisholy vijes, Namestamps). Students can make choloes and select vihat color hely vanit to paint in what order. Science concept. I see with my eyes / I can look at my painting. Thermatic Unit. Apples FINE MOTOR 2.3 Visual	
What do	you	
• Please :	share how you do therapy	
	24	





• Learning Targets

I can use a switch











I can hold a tool or









How to Differentiate? - Team Approach

- Can the student contain the behavior for preferred activities?
 Yes behavioral

 - No sensory
- Does the behavior change as a result of sensory input?
 Yes sensory or behavioral
 No behavioral
- Does the change continue for a period of time after sensory input is removed?

 - Yes sensory
 No behavioral



Practitioner		
Evaluation		
Adapts/modifies school environments and instruction to promote access and optimal participation and learning for all students: classroom, building, district, intermediate (county) and state levels Physical setup of classrooms Universal Design for Learning Response to Intervention PBIS		
 PBiS Naturally occurring contexts provide setting for observations and 		
interventions		
Promotes student participation across contexts		
https://www.aota.org/~/media/Corporate/Files/Practice/Children/Performance -Evaluation-School-based-Therapists 10-31-13.pdf	31	
What Doesn't It Look Like? • Therapy only occurs in therapy room or contrived setting • Only therapist directed interventions and activities • Work done in isolation without input from other team members		
Resources • https://www.michigan.gov//mde/0,4615,7-140-6598 81739-425428-,00.html	33	

week.	
AOTA Resources	
 FAQ About Practice in the Schools https://www.aota.org/~/media/Corporate/Files/Secure/Practic e/Children/Member-Questions-about-Schools-20170413.pdf 	
Guidance for Performance Evaluation of School Occupational Therapists	
https://www.aota.org/~/media/Corporate/Files/Practice/Childr en/Performance-Evaluation-School-based-Therapists10-31- 13.pdf	
Occupational Therapy in the Schools https://www.aota.org/~/media/Corporate/Files/AboutOT/Profe ssionals/WhatlsDT/CY/Fact- Sheets/School%20Settings%20fact%20sheet.pdf	
ssionals/WhatIsOT/CY/Fact- Sheets/School%20Settings%20fact%20sheet.pdf	
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AOTA Resources	
 OT and PT State Guidelines for School Based Practice https://www.aota.org/~/media/Corporate/Files/Secure/Practice/ Children/State-Guidelines-School-Based-Practice-20170513.pdf 	
Unitately State dutaeniles School-baseur Lactice 2017 0515, pur	
35	
Facebook Group	
Pediatric Occupational Therapy Group	
Over 31,000 members	
36	

MASPOT	
Michigan Alliance of School Physical and Occupational Therapists	
http://www.maspot.org/	
37	
Tools and Resources for Successful School-Based	
AOTA Resources	
https://www.aota.org/~/media/Corporate/Files/Practice/Children/ HowToUseAOTAsChildhoodOccupationsTipSheets.pdf	
https://www.aota.org/About-Occupational-Therapy/Patients- Clients/ChildrenAndYouth.aspx#school	
https://www.aota.org/Practice/Children-Youth/Evidence-based.aspx	
Tools and Resources for Successful School- Based Practice	
CEU's – AOTA has a full series from Best Practices for Occupational Therapy in Schools	
CE Article: Providing Collaborative and Contextual Service in School Contexts and Environments	
39	

Books	
Collaborating for Student Success: A Guide for Occupational Therapy	
Collaborating for Student Success: A Guide for Occupational Therapy, 2nd Edition Edited by Barbara Hanft, MA, OTR/L, and Jayne Shepherd,	
MS, OTR • Rest Practices for Occupational Therapy in Schools Edited by Gloria	
 Best Practices for Occupational Therapy in Schools Edited by Gloria Frolek Clark, PhD, OTR/L, BCP, FAOTA and Barbara E. Chandler, PhD, OTR/L FAOTA 	
 Occupational Therapy Services for Children and Youth Under IDEA, 3rd Edition Leslie L. Jackson, MEd, OT, Editor 	
Best Practices for Documenting Occupational Therapy Services in Schools By Gloria Frolek Clark, PhD, OTR/L, SCSS, BCP, FAOTA, and Dottle Handley-More, MS, OTR/L 40	
Dottie Handley-More, MS, OTR/L	
Dlans	
Future Plans	
Through MiOTA:	
webinars for school based practitioners focused on specific skills	
requested by the school based OTs in Michigan	
 Facebook group or list serve group through MiOTA 	
41	
Future Plans	
 Develop list of questions, problems and opportunities for future MiOTA support 	
Other ideas of how to continue the conversation forward	
2 Adda of from the domained and dollmoroution for many	
42	

