



09/18/18
MIOTA

Best Practice in Schools

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Learning Objectives

- Participants will experience a variety of tools and resources for successful school-based practice.
- Participants will identify constraints of school-based practice.
- Participants will identify resources for questions, problems and opportunities.



Determining Caseloads

Does Michigan have maximum guidelines for caseloads?

- No
- Funding for Special Education in MI
 - Federal Funds
 - State Funds
 - Local Funds

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

Determining Caseloads

Does Michigan have maximum guidelines for caseloads?

- Case load versus workload

<https://www.aota.org/practice/children-youth/caseload-workload.aspx#sthash.8Kzuu0cD.dpuf>



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Determining Caseloads

Does Michigan have maximum guidelines for caseloads?

- Wayne RESA Service Delivery Model
 - Need for unique expertise of OT to access educational program
- Modified Oregon Service Model

caselo@northvilleschools.org - request copy of Wayne RESA Service Delivery Model



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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. Workload



Caseload	Workload
Staffing is determined by specific numbers of students assigned in Individualized Education Programs (IEPs), Individualized Family Service Plans (IFSPs), and 504 Plans.	Staffing is determined by looking at all activities required to be performed by Related Service Providers/Specialized Instructional Support Provider and addresses the range of demands on the OT including educational initiatives such as Universal Design for Learning (UDL), Positive Behavioral Intervention Supports (PBIS), and Response to Intervention (RTI)
The amount of time that is required to meet each student's needs or OT's other school responsibilities are not addressed.	

Caseload vs. Workload



Caseload	Workload
Looks at the number of students with IEPs/IFSPs/504 Plans the therapist serves	looks at how the therapist's time is spent
Formula: how many students and how many intervention services are required	helps in the development of work patterns (workflow) that optimize effectiveness and impact.

Workload



- Workload gives flexibility for the OT to be where and when children need them, applying strategies and techniques to classroom or home activities and tasks as students perform them.



Workload

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.

From *Transforming Caseload to Workload* in School-Based and Early Intervention Occupational Therapy Services

Determining Treatment for Students

Determining amount of therapy the student should receive



OT and PT Service Needs Checklist



II. THERAPY SUPPORT SERVICES CONSIDERATIONS

Many services need to be carefully applied or completed through it exists an environment which supports a robust program in all aspects of worker education programs. These include program staff, personnel, staff owners, management, supervisors, coordinators, community coalitions, structured observation, etc. Identified as the ITP or "Supplementary Add-Service Modifications & Accommodations," or "Support for Selfed Personnel" in the ITP or "Supplementary Services Adaptation/Accommodations," or "Modifications to Support Program Personnel," they can be referred to as Therapy Support Services. If each Therapy Support Service are needed, those additional forms of service should be included on the ITP/SPD. When writing this tool, each child's need for Therapy Support Services should be noted as follows:

Date: _____

[illegible]

Adapted from the Office of Special Education Programs of the Oregon Department of Education
http://www.ode.state.or.us/Documents/Services/2006wdr/2006wdr.htm#2006wdr_Apend3-05.pdf

Best Practice



- Models of Treatment:

- Hands On
 - Pull Out
 - Push In
 - Individual
 - Group

Hands Off (Consulting)

Individual
Classroom
Schoolwide
District wide

Collaborative

- Team Teaching
- Academic, Non-academic
- Extracurricular, prevocational
- Professional Development
- Task Forces
- Program Evaluation
- Curriculum Committees
- OT Supervision or Mentoring



Collaborating for Student Success: A Guide for School-Based Occupational Therapy Edited by Barbara Hanft and Jayne Shepherd

Determining Treatment for Students

Does every session look different or do you modify the same lesson?



Best Practice

- Students learn more and retain skills when lessons are tied into previous and future learning
- I frequently tie into essential elements for science – sometimes math and ELA

- https://drive.google.com/file/d/1pywYKdA5eTPlyCYzYnxYA1nxzQ3bahG_/view?ts=5b8744e5

Essential Elements Science

Preschool/Early Elementary

Year 1

Senses (Sept – Jan)

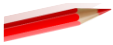
- I see with my eyes (Sept 10, 17, 24, Oct 1)
- I touch/feel with my hands (Oct 8, 15, 22, 29)
- I taste with my mouth (Nov 5, 12, 26)
- I hear with my ears (Dec 3, 10, 17)
- I smell with my nose (Jan 7, 14, 21)

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)



- <https://drive.google.com/file/d/1pywYKdA5eTPlyCYzYnxYA1nxzQ3bahG/view?ts=5b8744e5>



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Weekly note to parents

OT GROUP (MONDAY AND FRIDAY 1PM)

Monday: Bubble Wrap Print Apple Painting - (Donna has bubble wrap, Room 12 provides red, green, yellow paint and white paper) Science concept: *I see with my eyes / I can look at the apple painting.* Thematic Unit: Apples

FINE MOTOR

17. Initiation: Motor

b. I can continue movement if it is initiated by caregiver.

Friday: PAPER PLATE APPLE HANDPRINT CRAFT (paper plate, red paint, green paint, green paper, higgs, green pipe cleaner, scopy washcloths/baby wipes, Namestamps). Students can make choices and select what color they want to paint in what order. Science concept: *I see with my eyes / I can look at my painting.* Thematic Unit: Apples

FINE MOTOR

21. Visual-Motor Skills

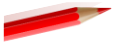
c. I can Fingerprint with the whole hand.



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What do you do?

- Please share how you do therapy



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I Can Statements

• Learning Targets

I can use a switch



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I Can Statements

• Learning Targets

I can hold a tool or utensil



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Sensory Vs. Behavior

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



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Sensory Vs. Behavior



How to Differentiate? - Team Approach

- Sensory Assessments:
 - Sensory Profile 2 Child and School Companion
 - Sensory Profile for Adolescents and Adults

Behavioral

- Functional Behavioral Analysis
- Zones of Regulation Pilot Program

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Sensory Vs. Behavior



Sensory Diets or Sensory Tips

Sensory Tip Sheet

Classroom:

- Compression vest can be worn throughout day as tolerated.
- Music dancing: this can be alternating as well as a timer for a planned end time
- Offer movement breaks throughout day such as walks alternated with pushing cart
- All-10:10 push-ups to lunch go for walk/ push cart
- Offer opportunities for other movement throughout day such as use of scooter.
- Offer opportunities for sensory play such as bean bin or other sensory bin.
- Utilize fidgets, sensory box
- Allow for motor play with blocks, play dough, etc to build small muscles in hands.
- Wall or desk push ups for deep pressure.
- Carrying items for heavy work such as stacks of paper
- Offer an outdoor seat or ball chair
- Offer "head down" with coloring mats, rhythmic drum beats, bean bag, quiet corner, dim lights
- Use "sensory fly"
- Use weighted backpack to go for walks in building (approximately 5 pounds)

Free Gym

- Use scooter board for vestibular input
- Try wall activities such as pushing large therapy ball or playing catch
- Heavy bag activities may be attempted with assistance such as corrected bouncing on ball or slow rolling on tummy
- Encourage movement opportunities such as walking and use of the swing

Outside

- Swing for vestibular input
- Bubbles
- Encourage movement, use of bouncing benches or slow turns on merry go round
- Encourage dribbling basketball or playing catch
- Climbing up stairs

Provided by Carrie Parks MS OTR/L

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How do we determine Effective School Based Occupational Therapy?

Look at Best Practice - Values

- continuing competency
- performance assessment
- outcome measurement
- coupled with explicit, systematic, and intentional professional development opportunities

- AOTA (2013) Performance Evaluation School Based Therapists

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
- Naturally occurring contexts provide setting for observations and interventions
- Promotes student participation across contexts

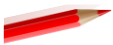
<https://www.aota.org/-/media/Corporate/Files/Practice/Children/Performance-Evaluation-School-based-Therapists10-31-13.pdf>

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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

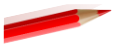


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Resources



- https://www.michigan.gov//mde/0,4615,7-140-6598_81739-425428--,00.html



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AOTA Resources

- FAQ About Practice in the Schools
<https://www.aota.org/~media/Corporate/Files/Secure/Practice/Children/Member-Questions-about-Schools-20170413.pdf>
- Guidance for Performance Evaluation of School Occupational Therapists
<https://www.aota.org/~media/Corporate/Files/Practice/Children/Performance-Evaluation-School-based-Therapists10-31-13.pdf>
- Occupational Therapy in the Schools
<https://www.aota.org/~media/Corporate/Files/AboutOT/Professionals/WhatsOT/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>

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Facebook Group

- Pediatric Occupational Therapy Group
- Over 31,000 members

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MASPO



- Michigan Alliance of School Physical and Occupational Therapists

<http://www.maspot.org/>



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Tools and Resources for Successful School-Based Practice



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>



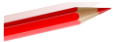
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Tools and Resources for Successful School-Based Practice



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



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Books

- **Collaborating for Student Success: A Guide for Occupational Therapy, 2nd Edition** Edited by Barbara Hanft, MA, OTR/L, and Jayne Shepherd, MS, OTR
- **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 Dottie Handley-More, MS, OTR/L

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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

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Future Plans

- Develop list of questions, problems and opportunities for future MiOTA support
- Other ideas of how to continue the conversation forward

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Questions?

