Occupational Therapy

Guidelines for Occupational Therapy in Connecticut Schools

2017

Strategic Planning Committee

Sharon M McCloskey, MBA, OTR/L

Joyce E Rioux, EdD, OTR/L, SCSS

Sarah Harvey, Esq., OTR/L

Amy Burton, OTD, OTR/L

Laura Evangelist, MS, OTR/L

Tara J Glennon, EdD, OTR/L, FAOTA

Heather Miller Kuhaneck, PhD, OTR/L, FAOTA

Tracy Stead, MPH, OTR/L

Donna Sweeney, MEd, OTR/L

Contributors

Alena Duffy, MS, OTR/L

Patricia Kronk, MS, CAGS, OTR/L

Karen Majeski, OTD, OTR/L

Meghan Spielman, COTA/L

Leslie Wolfenden, OTR/L

Laurie Zimmerman, MA, OTR/L

Special Thanks to Our Supporters

Anne Louise Thompson, Bureau Chief for the Bureau of Special Education (2008-2013)

Isabelina Rodriguez, Bureau Chief for the Bureau of Special Education (2015-2017)

Jim Moriarty, Consultant for the Bureau of Special Education

Donna Merritt, Consultant for the Special Education Resource Center

Connecticut Occupational Therapy Association

Community Search

Enter search criteria...

- Home
- Join or Renew Today
- About Us ▶
- Members ▶
- Special Interest Section
- Upcoming Events
- Conferences/Mentors
- Licensure/Legislative
- OT in CT Schools
- Career Center

OT Guidelines in CT Schools

Share | 🅿 f 🐦 ✉

Occupational Therapy in Connecticut Schools

School occupational therapy practitioners support students' academic achievement and social participation through the engagement in meaningful and important occupations. In school settings, occupations are those activities that occupy a student's day including learning, participating in school activities, and preparing for adulthood.

Explore this section for resources about occupational therapy in Connecticut schools.

Practice Resources

NEW Guidelines for Occupational Therapy in Connecticut Schools (2017)

SIGN IN

🔒 Sign In securely

Haven't registered yet?

Latest News   more

5/7/2017
Building Blocks for Sensory Integration - June 10,11 - Boston Area- Learn more at www.vitallinks.com

Calendar   more

5/25/2017
SIS Series - Guidelines for Occupational Therapy in Connecticut Schools

6/21/2017
ConnOTA Monthly Board Meeting

7/19/2017
ConnOTA Monthly Board Meeting

Occupational Therapy

Guidelines for Occupational Therapy in Connecticut Schools

2017

Guidelines

* Orientation
  * Learning Objectives for each section
  * Topics/Subtopics
  * FAQs
  * Active links in electronic version
  * School ~~based~~ Occupational Therapy
  * Occupation emphasis

* Purpose
  * Concise, comprehensive reference manual
  * Practitioners, Administrators, Families
  * Emphasize best practice and define role of school occupational therapy

Overview

Occupational Therapy
School Occupational Therapy

Education vs Medical Model

IDEA
SRBI
Section 504

Overview

Occupational Therapy
School Occupational Therapy

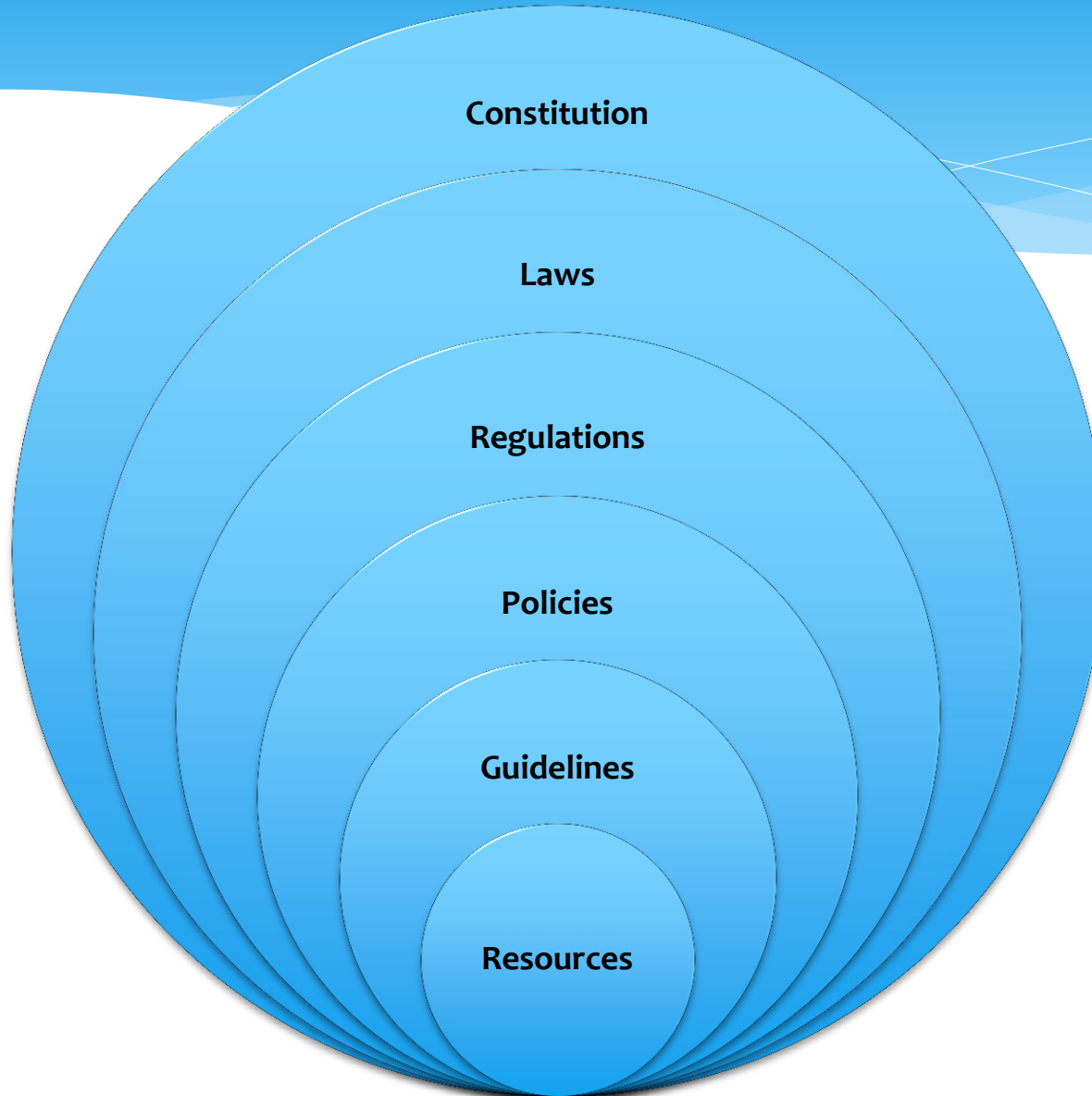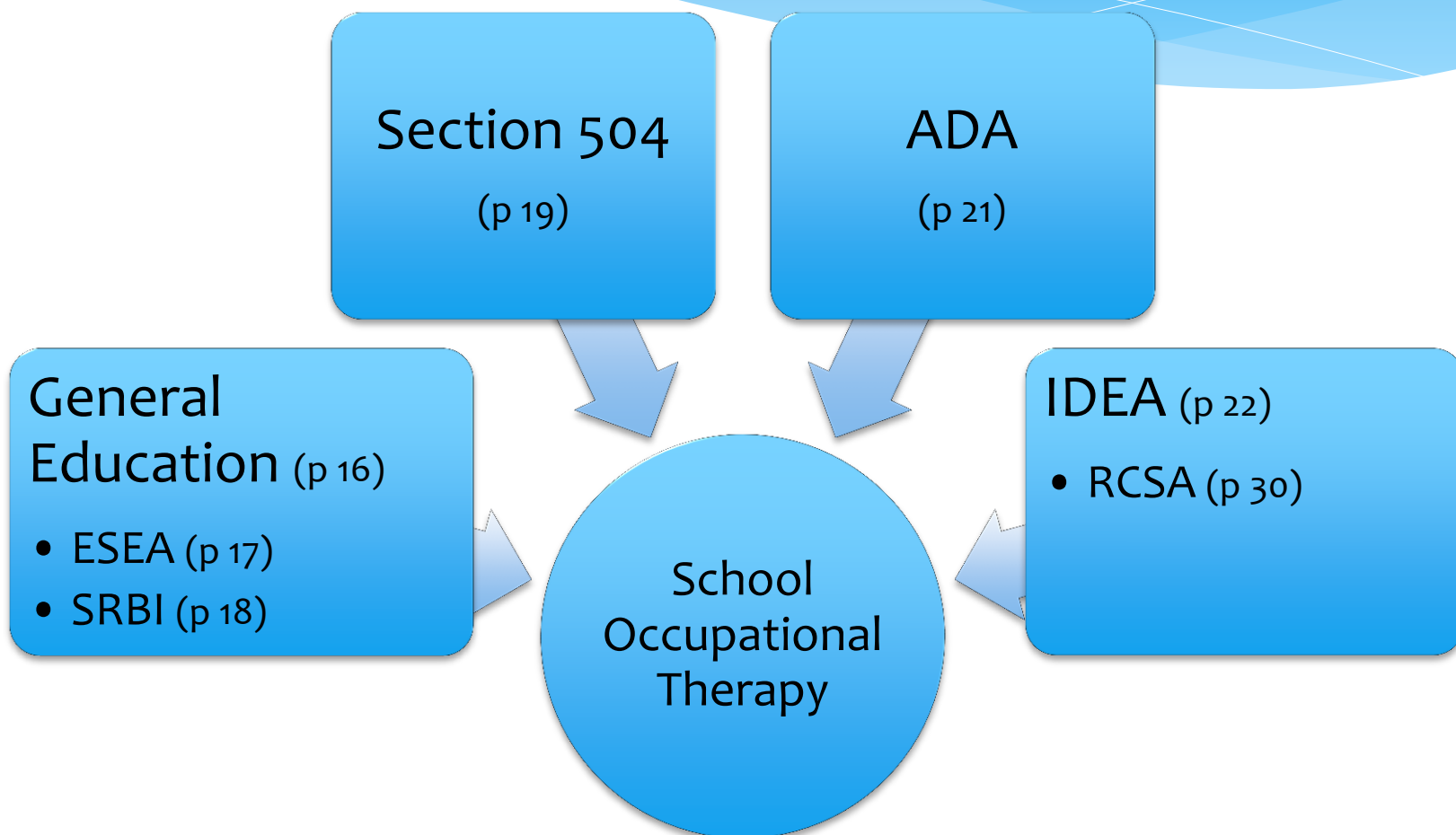Education vs Medical Model

IDEA
SRBI
Section 504

Laws & Policies

Constitution

Laws

Regulations

Policies

Guidelines

Resources

Laws and Policies

and more ...

* FERPA

* Medicaid Reimbursement

* Seclusion and Restraint

Evaluation

* Determine whether a child is a child with an educational disability and requires special education and related services

* Gain a comprehensive look at a student's present level of performance

* Gather information to revise a student's IEP

* NOT required to exit from OT services

* Eligibility or Qualification vs Need

* Screening vs Evaluation

Evaluation
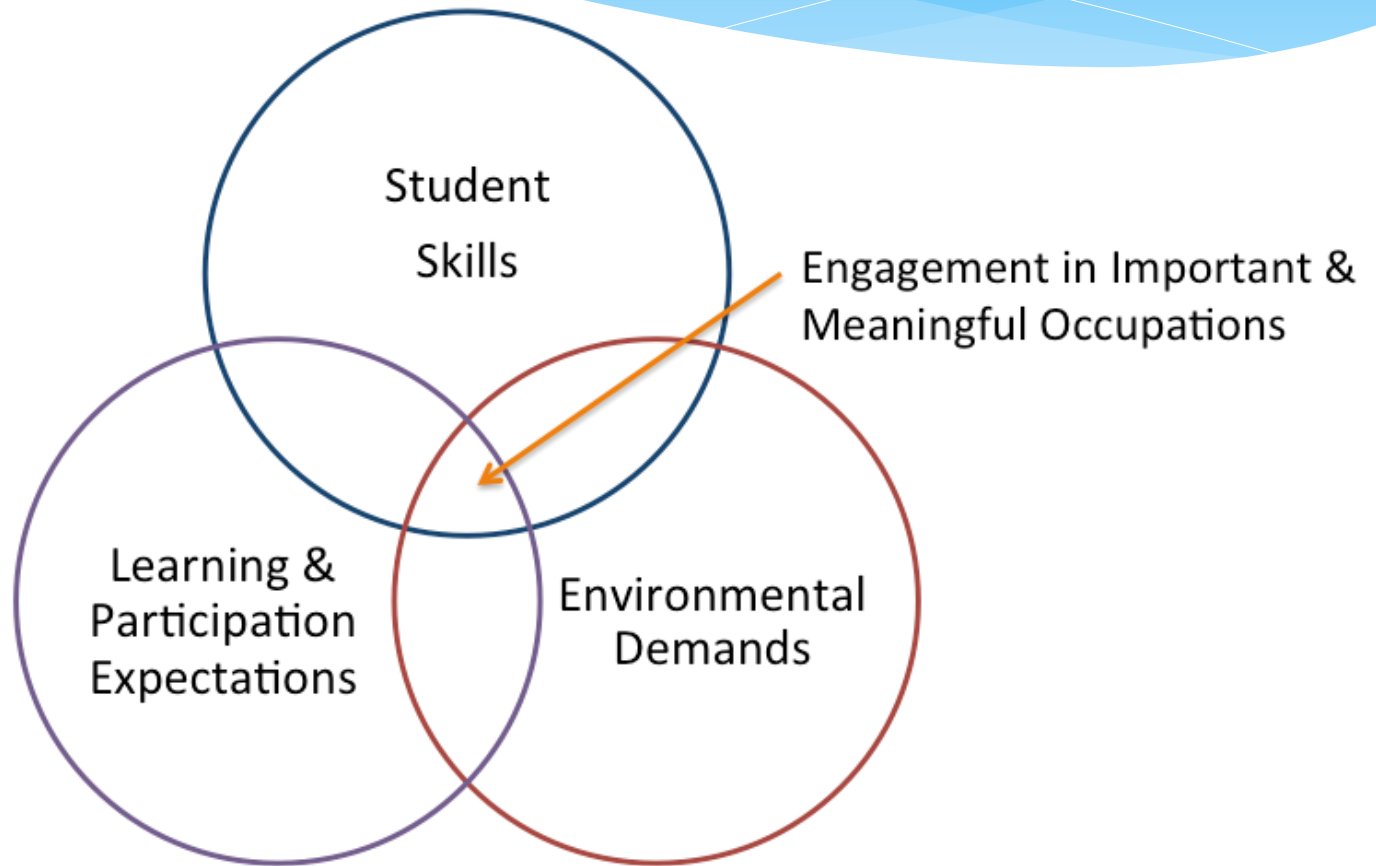
Evaluation

* Referral
  * Parental Consent
  * Referral Questions

TEST/EVALUATION PROCEDURE	AREA OF ASSESSMENT	EVALUATOR
Individual Administration	Motor	Occupational Therapist
Interview, Observation		

- Occupational Performance
- Activities of Daily Living
- Vocational
- Play
- Leisure

- Development
- Motor
- Perceptual
- Sensory
- Social Participation

Evaluation

* Occupational Profile
  * Educational Records
  * Health Records
  * Determine Settings to Observe
    * In learning environment to document academic performance and behavior in area of difficulty
  * Interviews
    * Teacher, parent, student, nurse
    * Curriculum, instruction, expectation

Evaluation

* Occupational Performance
  * Observation
  * Analyze activities in context that align with referral concerns
  * Identify supports and barriers to learning & participation
  * Determine whether additional information is required
  * Administer assessment tools that will provide meaningful information

Diagnostic ◆ Program Planning ◆ Monitoring Progress

Evaluation

* Document Results

  * Answer referral questions

  * Explain strengths and barriers to learning & participation

  * Write so others can draw meaning from results

  * Complete in a timely manner

    * Parents can request a copy before the IEP meeting

Evaluation

* Share Results
  * At a parent meeting
    * Review in detail the evaluation results
    * Invite questions
    * Provide information
    * Actively listen to parent as they share their perspective
  * At an IEP meeting
    * Summarize evaluation results
    * Focus on components that answer referral questions & assist team in developing the IEP

Evaluation

Section 504

Student Level

Program Level

FAQs

1. Can COTAs perform evaluations?
2. On average, how long does an OT evaluation take?
3. Does an evaluation have to include individual administration of standardized assessment tools?
4. What if a medical provider or outside consultant prescribes OT services to be delivered in the school setting?
5. Can OT services be provided without an evaluation?
6. When does a screening become an evaluation?
7. Can an IEP team direct which assessment tool be administered in an OT evaluation?

Intervention

Broad range of Interventions

- ∗ Everyday school occupations
- ∗ Continuum across the grades and ages
- ∗ Inclusive definition of client

Student

Participation and Outcomes

Occupation

Context & Environment
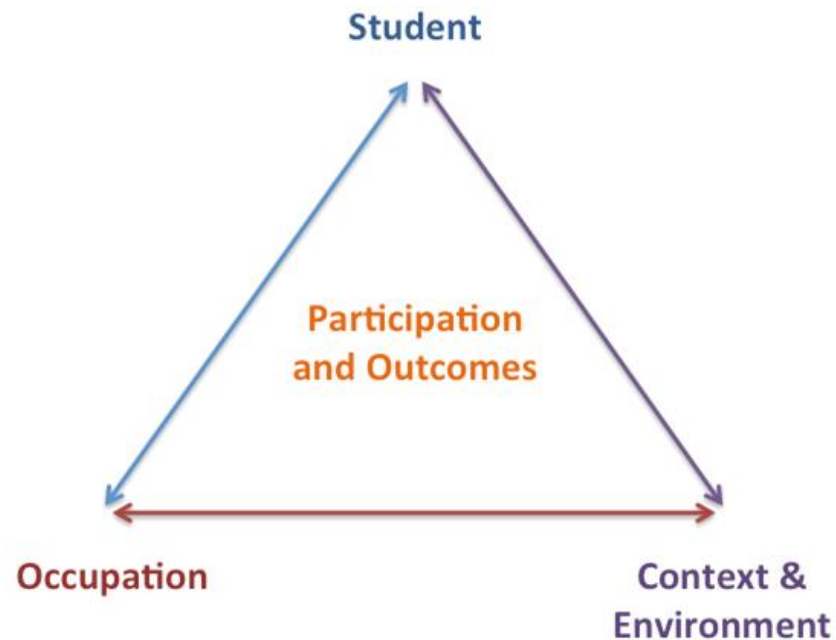
Intervention

The Connecticut Context

Common Core State Standards

Shifts in Instructional, Assessment, and Accountability Practices

* Research-based education curriculums
* Differentiated instruction
* Promotion of a physically, social-emotionally, and intellectually safe and respected climate
* Comprehensive system of social-emotional learning and behavioral supports
* Data Driven Decision Making

Student and Educator Support Service... Effective Service Delivery...

* Learning Environment, Student Engagement, & Commitment to Learning
* Planning for Active Learning
* Service Delivery
* Professional Responsibilities & Leadership

Intervention

Occupational Therapy

* OTPF-3
  Occupation of Education
  Academic, Non-academic, Extracurricular, Vocational

* Evidence Based Practice
  Best Available Evidence
  Clinician's Knowledge & Skills
  Client's Needs & Desired Outcomes

* Theories, Models, and Frames of Reference
  Multiple Sources of Information
  Client-Centered & Occupation-Centered Approach

Intervention

Educationally Relevant

* Proposed service can be explicitly linked with a component of the student's educational program

Educationally Necessary

* Believe that the student will not have access to an appropriate education, or experience educational benefit, without the proposed related service
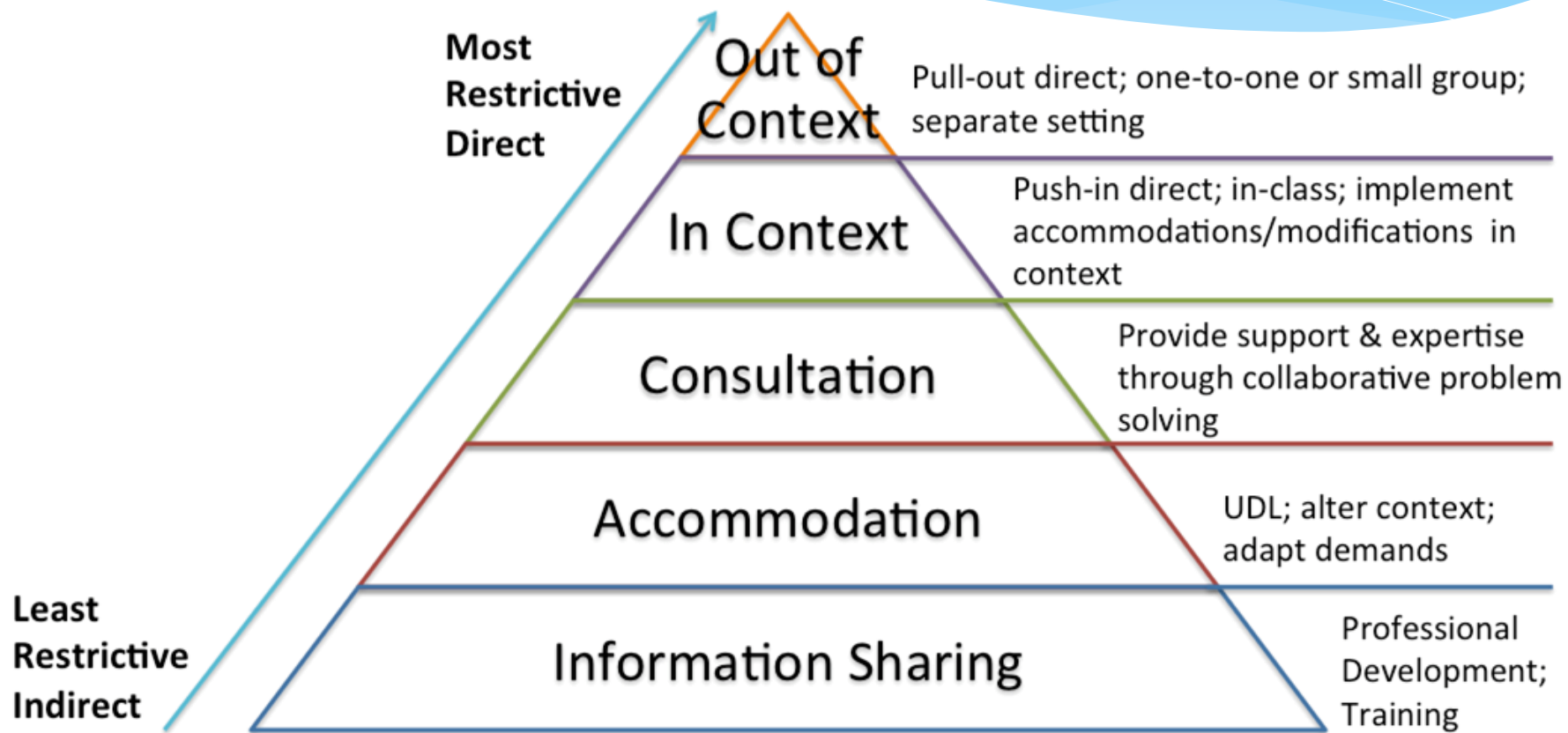
Intervention

Process & Components

Determine Need (Team)

* OT provides professional input for the team to consider in IEP development or revision

* Team creates IEP with educational goals and objectives

* Using information gathered, team determines need for related service

Intervention Plan (OT)

* Integrates data from evaluation

* Creates intervention plan with therapy goals and approaches that will yield mastery of IEP educational goals and objectives

* Determine action for collaboration, training, supports, and resources to implement plan

Intervention

Intervention

Process & Components

Intervention Implementation (OT/OTA)

* Determines & follows through with planned interventions
* Monitors student's response to intervention and collects data

Intervention Review (OT/OTA)

* Reports progress on IEP educational goals/objectives
* Re-evaluates the intervention plan based on data collected
* Modifies intervention plan as needed
* May request and IEP review meeting when student will not make expected progress on IEP educational goals/objectives
* At an IEP meeting, provides information to team to determine whether OT needed for student to benefit from education

Intervention

SRBI

Tier III
Individual Students
Assessment-based
High intensity

Tier II
Targeted Groups – Some Students
Greater support
Rapid response

Tier I
All Students – All Settings
Universal screenings
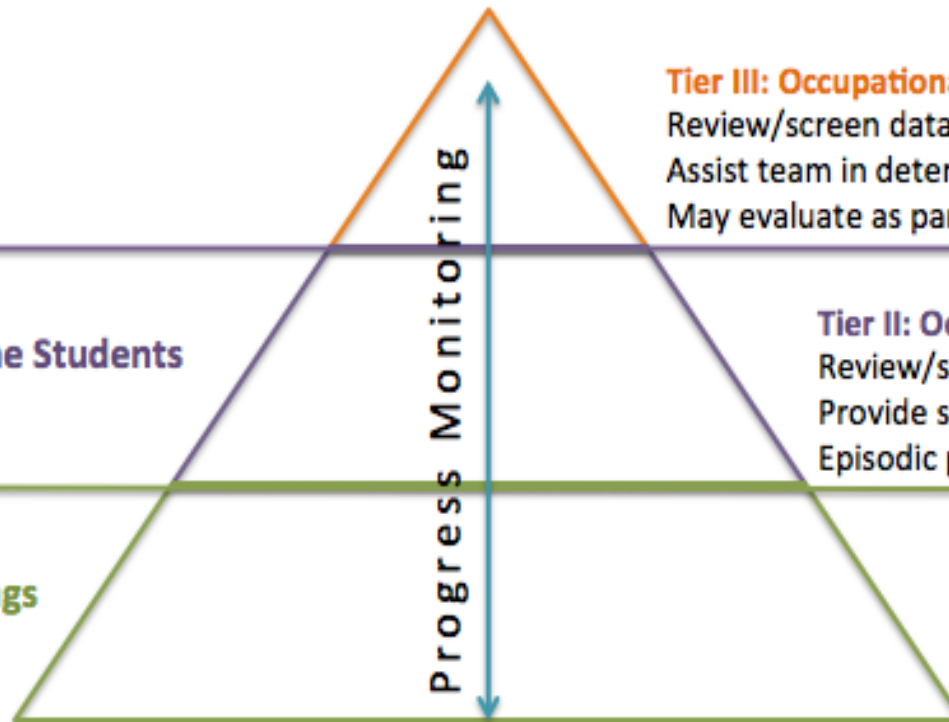Program enrichment

Progress Monitoring

Tier III: Occupational Therapy
Review/screen data collected by GE
Assist team in determining suspected disability
May evaluate as part of SE referral

Tier II: Occupational Therapy
Review/screen data collected by GE
Provide suggestions for GE staff
Episodic problem solving with GE staff

Tier I: Occupational Therapy
Educate/Train GE staff
Universal screening assist
Universal design for learning

Intervention

FAQs

1. What is the difference between interventions in the clinical setting versus the school setting?
2. Can therapeutic equipment be used without prior training by the student's assigned occupational therapist?
3. Can occupational therapy practitioners work with a student on feeding, eating, and swallowing skills?
4. What if an outside clinical provider makes specific intervention recommendations? Is the school occupational therapy provider required to implement those interventions in the school setting?
5. How is frequency of occupational therapy service best determined?
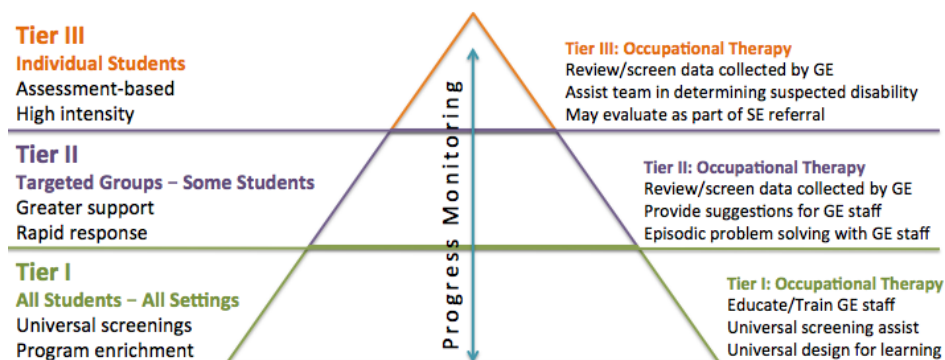6. What is the occupational therapist's role in supporting students with mental health concerns?

Collaborative Teaming & System Supports

Mutual & Interactive Process

* Educationally-related functional activities
* Assistive technology
* Adapting materials
* Instructional methods
* Education
* Training

Systems of Collaboration

* Individual Student Supports
* Classroom Supports
* School-wide Supports
* District-wide Supports

Tier III
Individual Students
Assessment-based
High intensity

Tier III: Occupational Therapy
Review/screen data collected by GE
Assist team in determining suspected disability
May evaluate as part of SE referral

Tier II
Targeted Groups – Some Students
Greater support
Rapid response

Tier II: Occupational Therapy
Review/screen data collected by GE
Provide suggestions for GE staff
Episodic problem solving with GE staff

Tier I
All Students – All Settings
Universal screenings
Program enrichment

Tier I: Occupational Therapy
Educate/Train GE staff
Universal screening assist
Universal design for learning

Progress Monitoring

Collaborative Teaming & System Supports

Workload Considerations

* Planning
* Implementation
* Review
* Documentation

Documentation

* Observation
* Team Meeting Worksheet
* Action Plan

Documentation

Direct Services

- Observations
- Screenings
- Evaluations
- Implement IEPs
- Establish student skills

Indirect Activities

- Pre-referral strategies
- Adapt task demands
- Modify environment
- Prevent anticipated problems
- Alter context to support student
- Create opportunities

Indirect Services

- Contribute to IEP development
- Design intervention plans
- Coordinate with community providers
- Plan & prepare intervention
- Provide staff development
- Train teachers & staff
- Consultations
- Attend meetings

Compliance Activities

- Collect & analyze data
- Compliance paperwork
- Contact logs
- Parent communication logs
- IEP documentation
- Supplemental reports
- 3rd party billing activities
- Write LMN for equipment
- OTA supervision
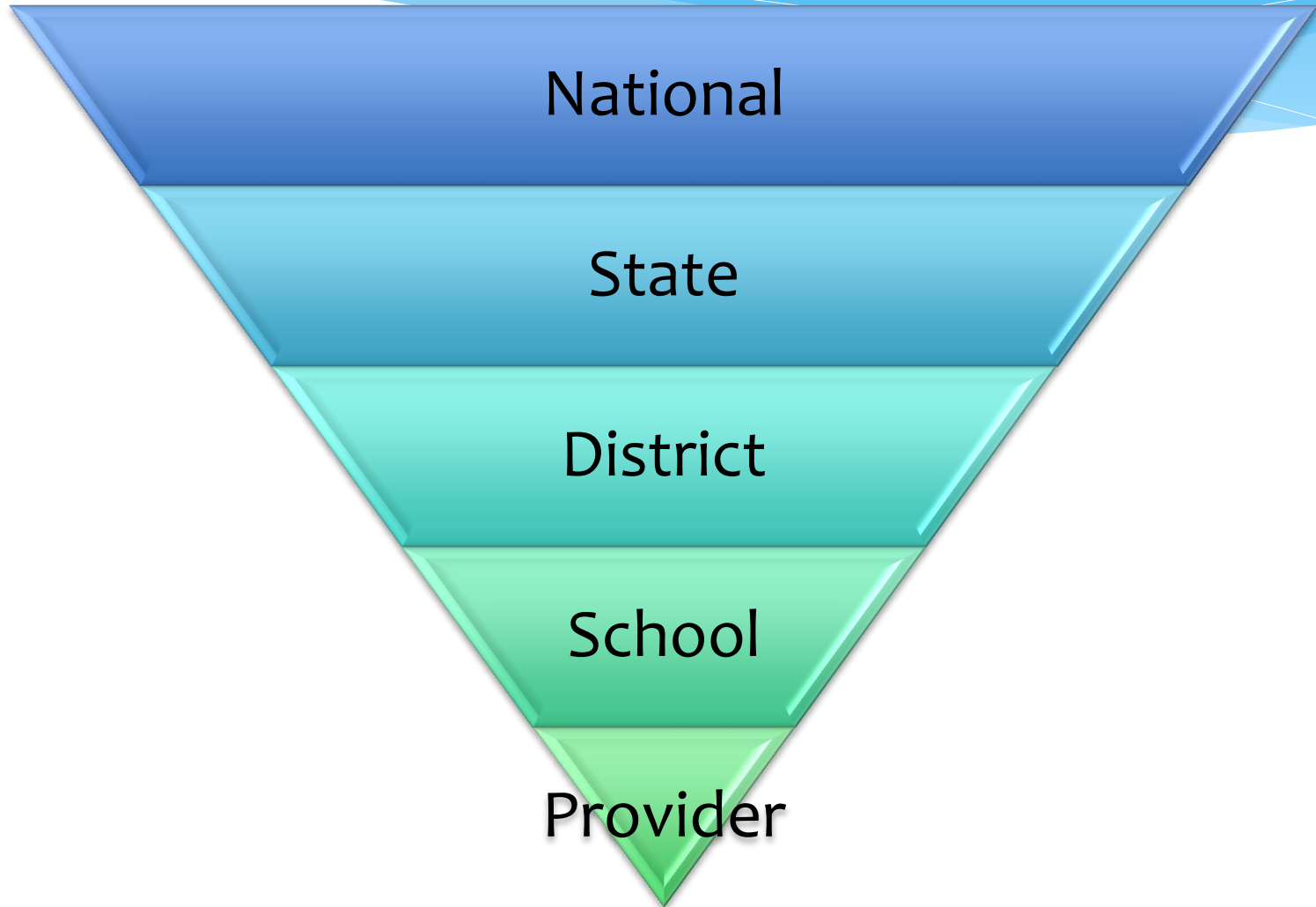
Documentation

Screening

* Universal Screening
* Individual Screening

Evaluation/Re-evaluation

IEP

Intervention Plan

Service Contact Notes

Progress Summary

Transition Plan

* Transition goals and objectives at age 15 years
* Transition to another practitioner

Discontinuation Plan

Other Documents

Documentation

Legal Liability

* Education/Special Education Records
* Confidentiality
* Records Retention

Professional Practices

* Quality of Documentation
* Privacy and Security
* Parent Friendly

Administrative Considerations

* Time for documentation
* Access to technology
* Training for management systems
* Materials and supplies
* Support for peer review practices
* Site-specific policies and procedures for documentation

Administration

Traditional Employment vs Contract Staff

* Traditional Employment
  * Contract Employee
* Independent Contractor
  * Business Entity
    * Package of Services
    * Staffing Only
  * Private Practitioner
    * Connecticut's Independent Contractor Classification

Supervision

* Supervision of OTAs
* Supervision of Limited Permit Holder
* Supervision of Paraeducators

Roles of OTR and OTA

Administration

Medicaid Reimbursement

Workload vs Caseload

* Direct Service
  * Required to implement IEP service with student
* Indirect Services
  * Required to implement the IEP
* Indirect Activities
  * Required to promote LRE & participation in GE
* Compliance Activities
  * Required to adhere to laws & regulations
* Other
  * Required to sustain productivity & energy levels

Professional Responsibility

Professional Licensure, Certification, & Continuing Competence

* Licensure Requirements
    * Department of Public Health
    * CT OT Practice Act
* Professional and National Certifications
    * American Occupational Therapy Association
        * Code of Ethics
    * National Board for Certification in Occupational Therapy
        * Code of Conduct
* Continuing Competence
    * AOTA's Standards for Continuing Competence
    * School or District-Wide Trainings
    * Restraint and Seclusion
    * Behavior Management Training
    * Professional Development Resources

Wrap Up & Questions

* Next Steps
* Community of Practice
  * Building Capacity
  * Resources

Joyce Rioux jrioux@crec.org
Sharon McCloskey mccloskeys@sacredheart.edu