

Goals for the Session Participants will experience a variety of tools and resources for successful school based practice. • Participants will identify constraints of school based practice. \bullet Participants will identify resources for questions, problems and opportunities.

School Based OT

What is the role of an occupational therapy practitioner in school settings?

The role of the occupational therapy practitioner in school settings involves supporting engagement in the occupations that comprise the school experiences of children and youth. The focus of occupational therapy is on participation. Occupational therapy interventions are designed to help children and youth participate successfully in the daily occupations that occur within their relevant learning environments (e.g., home, daycare, school, community), depending on the age of the child. Services may include working with children with and without disabilities, training school supporting district initiatives such as positive behavior intervention supports (PBIS), response to intervention (RTI), healthy schools, and antibullying campaigns.

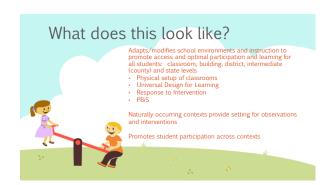


AOTA's FAQ About Practice in the Schools



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

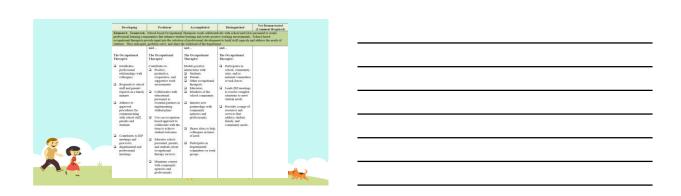
Effective OT Practice in the Schools Builds relationships and work collaboratively and flexibly with all stakeholders Assess access, participation and occupational performance needs Prioritize and make decisions based on the strengths and weakness of the student, data progress, expectations of the environment and expected outcomes after school Interventions are embedded in everyday routines and occupations Facilitate capacity of stakeholders to promote student engagement



	What does this look like in your practice?	
TherapyOnly the	Poesn't It Look Like? y only occurs in therapy room or contrived setting erapist directed interventions and activities one in isolation without input from other team members	
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Understa Influen licensir Understa Data bass and prog	Does It Look Like unds regulatory, guidance and policy requirements ce of legislation and regulation such as IDEA, ESSA, Section 504 and ng unds and can explain the unique value of OT in the schools ed decision making (should be reviewed more frequently than IEP ress report periods) based assessment and intervention	

Assessment and Intervention Thorough Background Analysis Collaboration to design evaluation process looking at strengths in various settings, environments and contexts Understands the factors that influence access, participation and occupational performance Addresses meaningful school roles, routines and activities and how a students strengths and needs impact these Intervention Should not be the same for everyone May include: Direct • Group • Push-in ConsultationCollaboration School-based Occupational Therapists demonstrate leadership, advocacy, and collaborative and ethical practice. Element a. Leadership. School-based Occupational Therapists support and promote high professional standards for themselves and for their colleagues. They are knowledgeable of and actively implement school, department, LEA, State, and professional goals and provide guidance to others in doing likewise.

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School-based Occupational Therapists demonstrate leadership, advocacy, and collaborative and ethical practice.

Element c. Vision. School-based Occupational Therapists embrace, communicate, and contribute to the strategic vision of the local district, department and assigned schools to help ensure that all students are equipped and prepared with life skills for the 21st century. School-based occupational therapists articulate core beliefs and values of the profession, department and local district. They establish standards of excellence to create a professional learning community.



	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
	district, department and as School-based occupations	signed schools to help ensu I therapists articulate core b create a professional learni		sped and prepared with life fession, department and loca	skills for the 21" century.
	The Occupational Therapist:	and The Occupational Therapist:	and The Occupational Therapist:	and The Occupational Therapist:	
	☐ Is aware of the department/school/ LEA vision that all students are prepared for the 21st century ☐ Is aware of national professional vision, core values, and beliefs.	Participates in implementing the department/school/ LEA vision. Articulates a vision for: Students Occupational therapy department/program EC department	Monators progress toward achieving the department/school/ LEA vision Assists others in: Adhering to professional standards and values. Achieving	Participates in developing the department/school/ LEA vision. Instills in others a desire to improve student outcomes. Articulates and develops goals for the desurtment and	
A.P.		School/District.	professional goals. Adjusts programs in order to address local trends and issues.	LEA. Anticipates and prepares for current and future professional trends on state or national level.	
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School-based Occupational Therapists demonstrate leadership, advocacy, and collaborative and ethical practice.

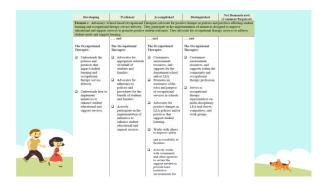
Element d. Ethics. School-based Occupational Therapists exhibit high ethical standards. School-based Occupational Therapists demonstrate honesty, integrity, fair treatment, and respect for others. They uphold relevant codes of ethics and standards of professional practice.





Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)	
		upusts exhibit high official is pect for others. They uphol			
The Occupational Therapist: Abulias by: AOTA Code of Ethics AOTA Standards of Practice The Code of Ethics for State Educators The Code of Professional Practice and	The Occupational Therapist: References applicable local, state, and professional standards to guide ethical decision making in school-based practice.	and The Occupational Therapist: Eacourages colleagues to uphold haip ethical standards. Models respect for the digarity, pervacy, and confidentality of others suthan the work environment.	The Occupational The Occupational Therapist: Models the profession's ethical principles and one values when accessing, clarifying, and resolving potential ethical and/or regulatory conflicts.		
Conduct for State Educations (Size Apparation A). Accepts responsibility for attents and affect sideden outcomes. Respects the dignity, pricy, granting, pricy, granting, granting, of students, families, and other professionals. Partriguints in ethic's instaining and/or otheration.	Reports usuasfe or unorthinal sistentials to appropriate unorthinal sistentials to appropriate unity. Conceils with supervisor or ethics exceeds with supervisor or ethics exceeds ethical sustain.		Contributes to the development of departmental professes and protocols related to ethics. Provides professional development on ethics.		

positive of	 Advocacy. School-based Occupational Therapists advocate for hanges in policies and practices affecting student learning and snal therapy service delivery. They participate in the implementar
of initiative promote	es designed to improve educational and support services to positive student outcomes. They advocate for occupational them o address student needs and support learning.



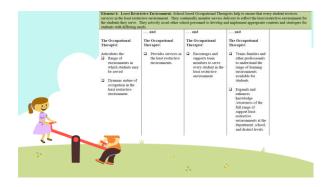
School-based Occupational Therapists demonstrate leadership, advocacy, and collaborative and ethical practice. • Element f. Supervision and Oversight. School-based Occupational Therapists value supervision that provides support, education, monitoring of service delivery, and creates a safe forum to reflect on professional practice to positively impact student learning outcomes.

monitoring outcomes.		ery, and creates a safe foru	am to reflect on profession	al practice to positively impa	ct student learning
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The Occu Therapist		The Occupational Therapist:	The Occupational Therapist:	The Occupational Therapist:	
impor superi	visory	Participates in the supervisory process to increase professional knowledge and skills. Supervises and provides feedback to assigned staff fieldwock students, and volunteers.	Provides education and training of staff, fieldwork students, and volunteers. Positively impacts the work of colleagues by sharing best practice strategies.	Develops and oversees fieldwork student and/or mentoring program. Supervises/oversees occupational therapy-generated programs. Assists other staff in identifying professional goals.	

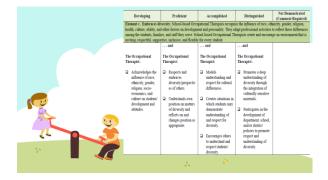


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The O Thera	Accupational opist: ses active steming strategies soes self clearly countely:	The Occupational Therapist: Adapts communication to the unsigne characteristics and backgrounds of the audience.	and The Occupational Therapist: Actively engages others in work that supports students' unaque learning and developmental needs.	and The Occupational Therapist: Works at the state and national level to promote engagement of indivoduals from diverse backgrounds in the	
00 E	twiting, tilizes electronic minimication proporately and this regard to curity.		☐ Facilitates effective communication between and among students, families, educators, and other professionals	profession. Communicates permavavely to a variety of sufferices. Assists in development of profess and practices that improve effective communication regarding occupational services.	

School-based Occupational Therapists promote a respectful environment for diverse populations - Element b. Least Restrictive Environment. School-based Occupational Therapists help to ensure that every student receives services in the least restrictive environment. They continually monitor service delivery to reflect the least restrictive environment for the students they serve. They actively assist other school personnel to develop and implement appropriate contexts and strategies for students with differing needs.



School-based Occupational Therapists promote a respectful environment for diverse populations Element c. Embraces diversity. School-based Occupational Therapists recognize the influence of race, ethnicity, gendler, religion, health, culture, ability, and other factors on development and personality. They adapt professional activities to reflect these differences among the students, families, and staff they serve. School-based Occupational Therapists create and encourage an environment that is inviting, respectful, supportive, inclusive, and flexible for every student.



Standard 3: School-based Occupational Therapists apply the skills and knowledge of their profession within educational settings. - Element a. Program Administration and Management. School-based Occupational Therapists effectively structure work tasks in accordance with local, state, and federal requirements and best practice guidelines. School-based occupational therapists assume professional responsibility for safe, effective, and timely delivery of occupational therapy (OT) services; and the oversight and/or improvement of occupational therapy systems and services.

Element 1. Trop pran Administration and Management. School housed Corepational Deepwork effectively structure work tasks as professional responsibility for safe, effective, and many content of completions of the comparison of completions of the corepational Therapiet. Pretruiters and charactery of completions of completions of the corepational Therapiet. Pretruiters and charactery of completions of the core particular of the corepational Therapiet. Pretruiters and charactery of completions of the core particular of the core particular of the completions of the comple		Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
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Standard 3: School-based Occupational Therapists apply the skills and knowledge of their profession within educational settings. - Element b. Policies and Laws. School-based Occupational Therapists are knowledgeable and skillful regarding state and federal legislation, professional standards, best practice guidelines, and local policy.

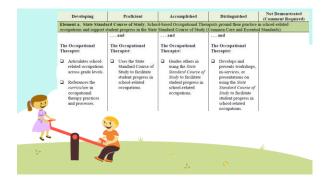
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	Ensures program compliance with state licensure board, AOTA, IDEA, SEA, and local policies, standards, and best practice guidelines.	☐ Shares knowledge of current legislative and procedural issues that affect students and school- based practice.	Participates on state or national task forces to develop best practice guidelines for school-based occupational therapy.	_			
			Participates in policy revision and/or development at local, state, or federal level.	_			

Standard 3: School-based Occupational Therapists apply the skills and knowledge of their profession within educational settings. • Element c. Work behaviors. School-based Occupational Therapists are flexible, efficient, timely, reliable, and competent. They are engaged and responsive team members, as evidenced by adhering to deadlines, setting priorities, and setting appropriate limits. They are productive and complete assigned work with a positive attitude. They demonstrate safe, healthy, and ergonomically correct work practices.

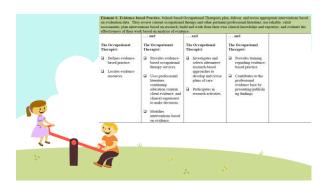
	engaged and responsive are productive and comp	Proficient viors. School-based Occupa team members, as evidenced lete assigned work with a po	by adhering to deadlines, s	etting priorities, and setting	appropriate limits. The
2	Practices. The Occupational Therapist: Demonstrates: Safe work practices. A positive professional approach to the work. Healthy and ergonomically corner work. Eageness to learn.	and The Occupational Therapsit: Completes assigned work with a positive attinude. Is self-directed. Uses time and resources efficiently.	and The Occupational Therapist: Demonstrates flexibility, adaptabulity and aginty in approach promotes a positive attitude in colleagues	and The Occupational Therapist: Is viewed by peers, colleagues, and leadership as being excellence with respect to attitude, skills, and professionalism.	

Standard 4: School-based Occupational
Therapists facilitate student learning for
optimal student performance and functional
independence.

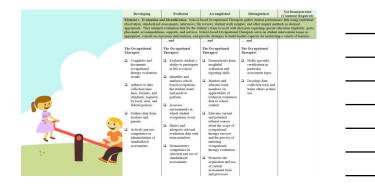
- Element a. State Standard Course of Study. School-based Occupational
Therapists ground their practice in school-related occupations and support
student progress in the State Standard Course of Study (Common Core and
Essential Standards).



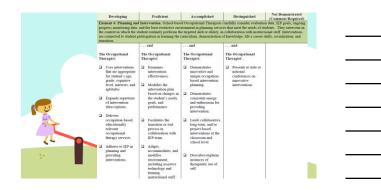




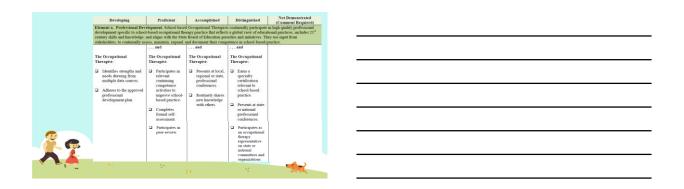








available o	5: School-based Occupational Therapists use all data to examine their effectiveness and to adapt ve professional practice.
	 Element a. Professional Development. School-based Occupational Therapists continually participate in high quality professional development specific to school-based occupational therapy practice that reflects a global view of educational practices, includes 21st century skills and knowledge, and aligns with the State Board of Education priorities and initiatives. They use input from stakeholders, to continually assess, maintain, expand, and document their competence in school-based practice.
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Standard 5: School-based Occupational Therapists use all available data to examine their effectiveness and to adapt and improve professional practice. - Element b. Outcomes. School-based Occupational Therapists systematically and critically evaluate the effectiveness of comprehensive occupational therapy services on student performance. They collect and interpret data from a variety of sources to assess student response to intervention and progress, plan future services, and adapt practice to best meet the needs of students, staff, and families.

	Developing	Proficient	Accomplished	Distinguished	(Comment Required)
	Element b. Outcomes, School comprehensive occupational if assess student response to inte- and families.	erapy services on stude	nt performance. They co	llect and interpret data fr	om a variety of sources to
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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//Pricessonals/WhatSOT/CV/Tactres/Schools/ScOSettings/scOsettings/scOsheet.pdf



BOOKS Collaborating for Student Success: A Guide for Occupational Therapy, 2nd Edition Edited by Barbara Hanti, M.A. OTR. J. and Jayne Shepherd, MS, OTR Best Practices for Occupational Therapy in Schools Edited by Gloria Froels, Card., Figh. OTR, LE FROM And Barbara E. Chandler, Ph.D., OTR/L FAOTA Brown Street Card., Ph.D. OTR/L, SCSS, BCF, FAOTA, and Dottie Handley-More, MS, OTR/L

