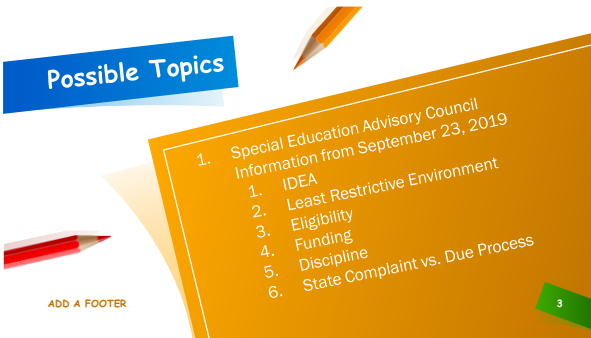




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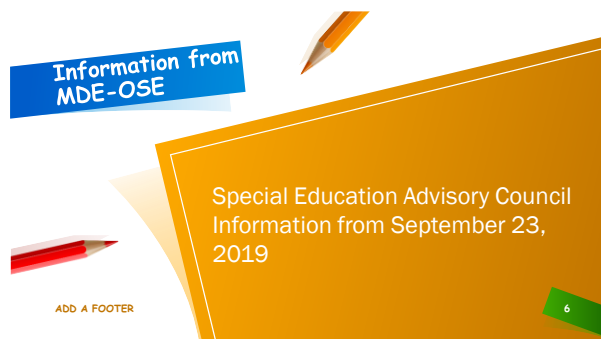
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## IDEA is a Federal Civil Rights Law

1. Federal law establishes students with disabilities are not to be discriminated against regarding their right to a public education
2. Least Restrictive Environment is the defining piece of IDEA
  1. 300.114...To the maximum extent appropriate, children with disabilities, are educated with children who are nondisabled
  2. 300.116... **the child is educated in the school that he or she would attend if nondisabled**; the child with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general education curriculum

## Basic Principles of IDEA

### 1. ALL means...ALL

- a. ALL students are general education students first
- b. Students with disabilities are provided for in the same manner as all students consistent with state funding requirements
- c. IDEA funds are for the excess costs associated with a student's disability

## Least Restrictive Environment

1. LRE is NOT a placement
2. LRE is understanding the impact a disability has on the individual student
3. LRE is finding the balance between
  - a. Meeting the educational needs of the student with
  - b. Protecting their individual civil right to be educated in the classroom they would be in if they didn't have a disability
4. LRE is a set of considerations which ultimately informs decisions about services and supports in the appropriate placement

## Least Restrictive Environment continued

A student's category of eligibility does **NOT** determine placement

1. A student with a cognitive impairment is not automatically placed in a program for cognitive impairment
2. A student with a hearing impairment is not automatically placed at the Michigan School for the Deaf
3. A student with an emotional impairment is not automatically placed in a program for emotional impairment

## Determination of Eligibility

Special Education **eligibility** is not intended to be for the duration of a school career

- a. Identifying a student with a disability can put them at risk in multiple ways
  - i. *increased suspension*
  - ii. *reduced academic rigor and expectation*
  - iii. *increased dropout*
  - iv. *reduced graduation rate*
- b. MTSS/PBIS ensures to a greater extent, students are being appropriately identified and supported in the general education setting

## 13 Categories of Eligibility

- Cognitive Impairment
- Emotional Impairment
- Hearing Impairment
- Visual Impairment
- Physical Impairment
- Other Health Impairment
- Speech & Language Impairment
- Early Childhood Developmental Delay
- Specific Learning Disability
- Severe Multiple Impairment
- Autism Spectrum Disorder
- Traumatic Brain Injury
- Deaf-blindness

## Discipline

- Suspensions for Students with Disabilities (SWDs) are disproportionate –**
- a. Behaviors are not to be a barrier to a student’s educational access
  - b. Teaching expected behaviors to students with disabilities is necessary to their academic success –Think POSITVIE Behavior Interventions & Supports (PBIS)
  - c. Two sets of data are considered when addressing student behavior
    - i. Classroom removal patterns
    - ii. Disciplinary action related to office referrals
  - d. Focus on “*behavior*” not discipline...we can TEACH behavior

## Funding

1. Generally, “3 Pots of Funding”
  - a. Federal IDEA funds
  - b. State aid (foundation allowance)
  - c. Public Act 18 (ISD Millage)& Local millage funds
    - i. Additional costs for Special Education are not intended to be fully funded through the federal IDEA grant
2. There may be additional reimbursement from Medicaid School Based Services funds for
  - a. Medicaid eligible students with disabilities for
  - b. Specific services (i.e. speech, PT, OT, etc.)

## Role and Responsibilities

1. The MDE is the “**recipient**” of the IDEA grant and must ensure the provision of a free appropriate public education (FAPE) in the LRE for eligible students with disabilities across Michigan
2. The 56 ISDs are the “**sub-recipients**” of these funds and must, through an aligned system with the MDE, ensure a FAPE in the LRE for eligible students disabilities within their jurisdiction
  - a. Member districts include all locals, PSAs...charter schools, including cyber schools

## State Complaints vs. Due Process

State Complaint
Anyone can file a state complaint
MDE OSE and ISD Representative Investigate
Investigation will look at issues 1 year back from date of receipt.
Can investigate any issues related to: The Michigan Administrative Rules for Special Education (MARSE) or The Individuals with Disabilities Education Act (IDEA)
Mediation is optional
Final decision must be issued within 60 days
There is no appeal process for a state complaint

Due Process Complaint
Only the parent or public agency can file a due process complaint
Administrative Law Judge(ALJ) hears a due process case
A due process hearing will hear issues 2 years back from the date the complaint is determined to meet requirements.
Will hear cases regarding matters regarding: Identification, Evaluation, Educational placement of child with a disability, or Or the provision of Free Appropriate Public Education (FAPE)
A 30 day resolution period is required
A hearing decision must be issued within 45 days of the end of the resolution period.
A hearing decision can be appealed

## Request for Due Process Complaint Model Forms

The IDEA requires State Education Agencies, in this case MDE, to develop model forms in order to assist parents and public agencies in filing a due process complaint.

The MDE **cannot require the use of model forms** and must accept other forms and methods of filing a request for due process complaint, so long as it meets the content requirements.

[https://www.michigan.gov/documents/mde/DueProcess\\_Complaint\\_Procedures\\_340126\\_7.pdf](https://www.michigan.gov/documents/mde/DueProcess_Complaint_Procedures_340126_7.pdf)

## Who can File?

Only the **parent or public agency** can file a due process complaint.

### Public Agency:

- **May** file a complaint to request a due process hearing **in order to override a parent's refusal to consent or failure to respond** to requests for consent for an initial evaluation or re-evaluation for a child enrolled in a public school, including public school academy.
- **May NOT** file a complaint to request a due process hearing in order to override consent for the provision of initial special education and related services.
- **Shall** file a complaint to request a due process hearing, when declining the request for an Independent Education Evaluation (IEE), in order to show that an evaluation previously conducted by the district is appropriate.
  - If final decision is the agency's evaluation is appropriate, the parent still has the right to an IEE but not at public expense.
  - If the final decision is the agency's evaluation is not appropriate, the parent has the right to an IEE at public expense.
- **May** file a complaint to request an expedited due process hearing if the District believes maintaining a student's current placement is substantially likely to result in injury to the child or to others.



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## Filing a Due Process Complaint

### Delivery:

- Shall be delivered either by hand, by mail, or by fax
- **Must be delivered to:**
  - MDE Office of Special education
  - The other party or parties
    - The Superintendent, or
    - The Director of Special Education, or
    - An administrator of the public agency, or
    - Chief administrative officer of a public school academy
- **Must include** a Statement of Delivery describing the facts of delivery to the other party.

### Receipt:

- Deemed received on the day it is received, excluding weekends, federal and state holidays, and days that the OSE is closed.
- If the complaint is received after 5:00PM, it will be deemed to be received on the next business day.



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## Sufficiency and Starting the Timeline

1. **Once received, the Office of Special Education determines if the complaint was properly filed**
  - Properly filed means the Office of Special Education and the other party received the complaint and it means all the requirements of the IDEA
    - Identifies the student's name;
    - Identifies the party (or parties) that are the subject of the complaint;
    - Is signed by the complainant; and
    - Contains a Statement of Delivery
2. **The request for due process hearing is delivered to Michigan Office of Administrative Hearings and Rules (MOAHR) to determine sufficiency.**
3. **Due process timelines begin the day after a complaint is deemed sufficient by MOAHR.**
  - Student name
  - Address of residence of the student, unless homeless
  - The name of the school child is attending
  - A description of the nature of the problem to the extent known
  - The complainant's signature
  - A Statement of Delivery



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## Administrative Law Judges

### Administrative Law Judges(ALJ) hear due process cases and:

- Are employed by Michigan Office of Administrative Hearings and Rules (MOAHR) **NOT the MDE;**
- Do not have a personal or professional interest that conflicts with objectivity in the hearing;
- Possess knowledge of and ability to understand the provisions of the IDEA, Federal and State regulations pertaining to the IDEA and legal interpretations of the IDEA by Federal and State courts;
- Possess the knowledge and ability to conduct hearings in accordance with appropriate, standard legal practice; and
- Possess the knowledge and ability to render and write decisions



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## Resolution Period

**Purpose:** to promote a prompt resolution of a parent's due process complaint in order to avoid the need for a costly, adversarial, and time-consuming due process hearing and the potential for civil litigation.

**Required by IDEA only if the parent** is the complaining party



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## Resolution Session

### Time frame:

- **Within 15 days** of receipt of a parent's due process complaint the district or intermediate school district must convene a resolution session with the parent and relevant members of the IEP Team.
- If the issues are not resolved **within 30 days of receipt** of the due process complaint, the due process hearing may occur.
- Adjustments are allowed if resolution waived by both parties, parties agree in writing resolution is not possible, if parties agree in writing to extend mediation and then one party withdraws.
- Includes days when schools are closed due to breaks and holidays

**Participants:** Parent and district determine relevant members of the IEP Team who have specific knowledge of the facts to be discussed.

- All members of the IEP Team are not required to attend
- **Must include:**
  - District representative who has decision-making authority on behalf of that district.
- **May NOT include:**
  - An attorney of the district UNLESS the parent is accompanied by an attorney.



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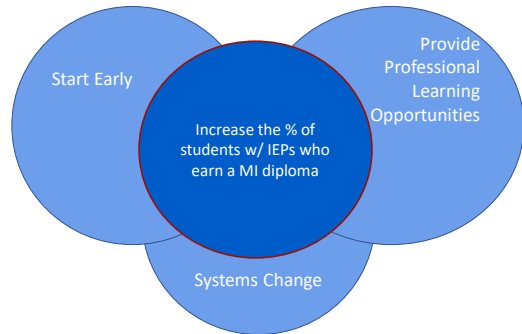
## After the Final Decision is Issued

- **MDE Office of Special Education must** ensure the public agency involved in the due process hearing implements the administrative law judge's decision in a timely manner.
  - Unless in the case of an appeal
- **MDE Office of Special Education must** share the findings and decisions with SEAC, its state advisory panel.

## Expedited Due Process

- When a due process complaint request for hearing involves a **disciplinary matter**, it is subject to shorter timelines.
  - Disagreement with any decision regarding:
    - Placement
    - Manifestation determination
  - District believes maintaining current placement is substantially likely to result in injury to the child or to others
- Expedited due process hearing must be held within **20 school days** of the date the request is filed.
- The resolution session must be held within 7 days of receipt of the complaint unless both parties agree to waive the resolution session.
- The Administrative Law Judge must issue a final decision within **10 school days** after the hearing.

## SEAC Priorities for 2019/29



## SEACs Annual Priorities

- In order to increase the percentage of students with IEPs who earn a Michigan diploma.
1. **Start early** in identifying students at risk regarding their likelihood of being able to earn a Michigan diploma, and intervene early to keep diploma options open.
  2. **Provide professional learning** opportunities regarding effective strategies likely to increase the likelihood of more students with IEPs developing the skills necessary to be able to earn a diploma
  3. Systems change: **Explore diploma options** that might allow additional students with IEPs to graduate with diplomas and explore the implications of each option for students and other key stakeholders.

## Added Value

- Provide input to Family Matters re: priority topics & key content per topic [https://www.michigan.gov/mde/0,4615,7-140-6598\\_88187\\_81739--,00.html](https://www.michigan.gov/mde/0,4615,7-140-6598_88187_81739--,00.html)
- Analyze existing state data to provide perspective about possible considerations for MDE/SBE as they implement new programs/laws
- Provide feedback to the MDE re: proposed implementation of federal requirements such as SPP targets, significant disproportionality measures
- Prepare a list of possible causes and related solutions for the MDE re: the first steps in responding to last year's determination
- Develop high impact infographics (See sample on next slide)

### Sample Infograph

**Too many losing hope ...**

100,000+	1,300
Michigan students suspended	in One Year

**Michigan Suspensions**

22,000+	African American elementary students are 5.6 times more likely than their white peers to be suspended.
407,000+	Chronically Absent Michigan Students
11,000+	Michigan High School Dropouts

**... but Student Advocacy Center is opening doors**

We work collaboratively with underserved students, and their families, to stay in school, realize their right to a quality public education, grow and experience success. We focus on students experiencing homelessness.

MICHIGAN Office of Special Education

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### Effective OT in Schools

What does or should this look like?

<https://ajot.aota.org/article.aspx?articleid=2652590>

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



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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

### Determining Treatment for Students

Determining amount of therapy the student should receive



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### OT and PT Service Needs Checklist

#### Occupational and Physical Therapist SERVICE NEEDS CHECKLIST A Guide for Service Providers

This document provides the list of occupational and physical therapy services that are available to students in the state of Michigan. It is intended to be used by school personnel to determine if a student needs occupational or physical therapy services. The document is intended to be used by school personnel to determine if a student needs occupational or physical therapy services. The document is intended to be used by school personnel to determine if a student needs occupational or physical therapy services.

Item	Yes	No
1. Therapist services are provided to students who are eligible for special education services.		
2. Therapist services are provided to students who are eligible for special education services.		
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20. Therapist services are provided to students who are eligible for special education services.		



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### OT and PT Service Needs Checklist

Item	Yes	No
1. Student is at risk for failure in ordinary classroom.		
2. Student appears to have a learning disability.		
3. Student is unable to read or write.		
4. Student is unable to write.		
5. Student is unable to write.		
6. Student is unable to write.		
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20. Therapist services are provided to students who are eligible for special education services.		



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### 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



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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?

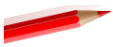


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## Best Practice

- 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



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- [https://drive.google.com/file/d/1pywYKdA5eTPlyCyZynxYA1nxzQ3bahG/\\_view?ts=5b8744e5](https://drive.google.com/file/d/1pywYKdA5eTPlyCyZynxYA1nxzQ3bahG/_view?ts=5b8744e5)



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## Essential Elements Science

Preschool/Early Elementary

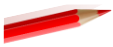
Year 1

### 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)



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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. Imitation: 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, twigs, green pipe cleaner, sensory washcloth/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

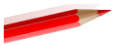
21. Visual-Motor skills
- c. I can Fingerprint with the whole hand.



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## What do you do?

- Please share how you do therapy



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## I Can Statements

- Learning Targets



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# 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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# Interoception

<https://www.youtube.com/watch?v=A0zbCiakjaA&t=2s>

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# Interoception

- **Interoception** is a lesser-known sense that helps you understand and feel what's going on inside your body. Kids who struggle with the **Interoceptive** sense may have trouble knowing when they feel hungry, full, hot, cold or thirsty. Having trouble with this sense can also make self-regulation a challenge.



[https://www.google.com/search?q=interoception&rlz=1C1CHBF\\_enUS853US853&oq=interoception&ags=chrome:0.01516161.9944j0j7&sourceid=chrome&ie=UTF-8](https://www.google.com/search?q=interoception&rlz=1C1CHBF_enUS853US853&oq=interoception&ags=chrome:0.01516161.9944j0j7&sourceid=chrome&ie=UTF-8)

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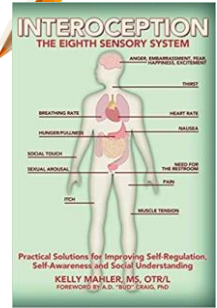
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# Interoception

<https://www.kelly-mahler.com/what-is-interoception/>



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# Interoception

**What is INTEROCEPTION?**

Hunger	Fat	Stomachs	Arms	Cold
Fatigue	Bliss	Stomach	Arms	Stomach
Heat	Relief/Refreshment			

**Differences in Interoception**

- are very common and can lead to challenges in identifying exactly how one feels. Common signs of interoception differences can include: difficulty with social interaction
- Recognizing when hungry, full or thirsty
- Identifying when sleepy
- Identifying when uncomfortable or in pain
- Identifying when hot or cold
- Identifying when itchy
- Identifying when in distress
- Recognizing the signs of stress (before a full meltdown)
- Identifying when in pain
- Identifying when in distress
- Identifying when in pain
- Identifying when in distress

**Can interoception be improved?**

Yes! Research shows that interoception can be improved. There are many strategies that can be incorporated into your daily routine that can improve your interoception.

**Strategies:**

- Use **Interoception Talk**. Label the way your various body parts feel during daily activities. Be sure to name when you feel it. My back hurt, and when you touch my shoulder, I feel warm (and so on).
- Encourage your child's **Interoception Attention**. Encourage your child to notice their various body parts during daily activities (e.g., "How do your hands feel when you are holding a glass of water? How do your feet feel when you are standing?").
- Use all the senses to notice how the way you feel in your body is connected to your thoughts and feelings.

**For more information visit: [www.kelly-mahler.com](http://www.kelly-mahler.com)**

**For even more free information, join the Interoception Community: [www.kelly-mahler.com](http://www.kelly-mahler.com)**

**Interoception: The Eighth Sensory System**

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# Interoception

**THE VAST INFLUENCE OF INTEROCEPTION**

Interoception is a sense that connects us with our internal body sensations such as heart rate, and muscle tension.

Research shows that interoception has a lasting influence on many different aspects of life.

**Interoception: The Eighth Sensory System**

If you don't know about interoception, it's time to learn more. [www.kelly-mahler.com](http://www.kelly-mahler.com)

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The Zones of Regulation

# THE ZONES OF REGULATION®

• <https://www.youtube.com/watch?v=JVtBWiy-VKo>  
ADD A FOOTER

55

Zones of Regulation

• The **ZONES** is a concept designed by Leah Kuypers, licensed occupational therapist, to help a student gain skills in the area of self-regulation.

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## The ZONES of Regulation

It is a systematic, cognitive behavioural approach to teach self-regulation.

The ZONES of Regulation® Reproducible © The Zones of Regulation Visual

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
 Sad Sick Tired Bored Moving Slowly	 Happy Calm Feeling Okay Focused Ready to Learn	 Frustrated Worried Silly/Wiggly Excited Loss of Some Control	 Mad/Angry Terrified Yelling/Hitting Elated Out of Control

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This page may be copied for the purpose of educating students.

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The Zones of Regulation

# THE ZONES OF REGULATION®

• <http://www.zonesofregulation.com/index.html>  
ADD A FOOTER

59

The **ZONES** are designed to help the students recognise when they are in different zones as well as learn how to use strategies to change or stay in the zone they are in.

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Strategies to teach students to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts.

# ZONES

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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 so use it with a timer for a planned end time
  - Offer movement breaks throughout day such as walks alternated with pushing cart
  - All-10:55 prior 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 bin
  - Utilize fine motor play with tasks, play dough, etc to build small muscles in hands
  - Walk or desk push-ups for deep pressure
  - Carrying items for heavy work such as stacks of paper
  - Offer air cushion seat or ball chair
  - Offer quiet time with calming music, rhythmic drum beats, bean bag, quiet corner, dim lights
  - Make sensory kit
  - Use weighted backpack to go for walks in building (approximately 5 pounds)

### Free Gym

- Use Scooter board for vestibular input
- Try all activities such as pushing large therapy ball or playing catch
- Therapy ball activities may be alternated with assistance such as controlled bouncing on ball or slow rolling on tummy
- Encourage movement opportunities such as walking and use of the swing

### Outside

- Swings for vestibular input
- Rubbers
- Encourage movement, use of bouncing bethere or slow turns on merry go round
- Encourage walking basketball or playing catch
- Climbing up stairs

Provided by Carrie Parks MS OTRL

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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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## Job Opening

I will be retiring from Cooke School January 01, 2020. Cooke is looking for a fulltime Occupational Therapy Practitioner beginning in January.

<https://www.applitrack.com/resa/onlineapp/1BrowseFile.aspx?id=368831>



ADD A FOOTER

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## Questions?



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