Best Practices: Occupational, Physical, and Speech Therapy

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Learning Objectives

• Gain familiarity with AZTAS documents guiding the provision of OT, PT, and ST services in the school setting

• Identify benefits of OT, PT, and SLP collaboration

• Define “top of the license” practices for OT, PT, and ST
Arizona Technical Assistance System (AZ-TAS)

Speech-Language Services in Arizona’s Schools: Guidelines for Best Practices - revised February 2019

Occupational Therapy and Physical Therapy: Processes and Procedures for Best Practices in Arizona’s Schools - revised 12/01/2018
OT… PT… SLT… SLP with CCC…
COTA… PTA… SLPA… SDI… HUH?!?

Barkley wasn’t feeling the connection. It was like he and his feline prospect were speaking a different language.
Arizona Technical Assistance System (AZ-TAS)

Arizona Department of Education
Diane M. Douglas, Superintendent of Public Instruction

Exceptional Student Services
Arizona Technical Assistance System (AZ-TAS)

Occupational Therapy and Physical Therapy: Processes and Procedures for Best Practices in Arizona’s Schools
What’s New?

Emphasis on **collaborative** practices

Participation based- **assessment**

Service delivery in authentic, **natural environment**
Arizona Technical Assistance System (AZ-TAS)
Purpose

Clearly define the **roles** and **responsibilities** of OTs, PTs and SLPs in the **educational** setting.
Requirements for OT and PT

• Graduate from an accredited university/program

• Maintain a current license with the appropriate board
Support Personnel for OT
Support Personnel for PT
Requirements for SLP

• Master’s Degree from an accredited university/program
  AND
• Maintain a current AZDHS license, and ADE certification
Requirements for SLT

• (Renewals only) Bachelor’s Degree from an accredited university/program

AND

• Maintain a current AZDHS license, and ADE certification
Support Personnel for SLP
Documentation Requirements (per licensure)

- Evaluation of objective findings
- Plan of Care
- Treatment Record
- Discharge Plan/summary

Arizona Revised Statutes §§32-2044 and 32-3401
Documentation (per IDEA)

Essential for keeping the focus on **EDUCATIONALLY** relevant interventions, providing **CONTINUITY OF CARE** between therapists, and providing data on **PROGRESS**.
Occupational, Physical and Speech Therapy Providers

What do we REALLY do?
School Based Occupational Therapists

What people think we do…
School Based Occupational Therapists

Experts in activity and environmental analysis and modification, with a goal of reducing the barriers to participation

Support the following areas:

Students’ Roles and Responsibilities (cognitive, motor, sensory, behavior)

Social Skills and Emotional Development

Activities of Daily Living
Assess and provide equipment (including AT)

Postsecondary transition assessments

Contributions to transition plans

Facilitate development of functional fine motor skills

• Use of schools tools
• Self feeding
• Clothing management
• Personal care and hygiene
In the Classroom

Following routines and schedules, sensory preferences, organizing materials, completing classroom assignments, etc.

Observing personal space, transitioning between learning activities, etc.

Organization, following directions

Independence with life skills
Occupational Therapists are the OCCUPATION Experts

Occupational therapy in the schools supports students’ abilities to achieve their maximum potential in their jobs as students.
School Based Physical Therapists

Experts in movement analysis and environmental task analysis to allow students to participate in school activities

Support the following areas:

- Physical Access & Participation
- Posture and Movement Skills
- Mobility Skills
- Assessment & Maintenance of Physical Health
- Preparing for Transition
School Based Physical Therapists

What people think we do...
Impact in the Classroom

Set up organization of classrooms, assess and provide equipment (including AT), promote playground accessibility, etc.

Transfer or change positions to engage in activities, identify alternative seating options, etc.

Supporting post-secondary outcomes and pre-vocational outcomes
Physical Therapists are the MOVEMENT Experts

Physical therapy in the schools support student ability to move and perform functional activities throughout the school day.
OT and PT can look like…

Playing with students
- Observation
- Skill development and practice

Crafting
- Adaptive materials, equipment, or AT

Doing paperwork
- Session notes, IEP, Medicaid billing, equipment procurement

Talking with, AT, transfers, etc.
Collaborate teachers, parents, assistants, students
- Training on strategies
But Wait… There’s even more!!

Support school-wide initiatives such as:
- Recess Promotion
- Childhood Obesity
- Backpack Awareness
- Bullying Prevention
- Social Skills Programs
- Literacy Programs
- Get Moving!
- MTSS/RTI
- Character Counts
- Be Kind

Providing school and district-wide professional development

Participating on district specialty teams and committees

Contributing to community outreach
Create a healthy school environment conducive to learning.
School Based SLPs

What people think we do…
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School Based Speech-Language Pathologists

SLPs/Ts work with school children who have communication problems that affect success in:

Classroom activities
Social interaction
Literacy
Learning
Impact in the Classroom

Impairments in communication lead to difficulties with:

- Understanding classroom instruction
- Participating in the classroom
- Reading and writing
- Developing and maintaining relationships
Speech-language Pathologists are the COMMUNICATION Experts

Thinking
Listening
Speaking
Reading
Writing
Language
Voice
Fluency
Articulation
Swallowing
Language
Voice
Fluency
Articulation
Swallowing
Language
Voice
Fluency
Articulation
Swallowing
Language
Voice
Fluency
Articulation
Swallowing
Shared Roles/Collaboration/Blurred lines

OT/PT
OT/ST
PT/ST
OT/PT/ST
Shared Roles/Collaboration/Blurred lines

Occupational and Physical Therapy

METs/IEPs/Transition Plans
Seating and positioning
Transfers
Activities of Daily Living
Environmental Access
Shared Roles/Collaboration/Blurred lines
Speech and Physical Therapy
METs/IEPs/Transition Plans
Co-treatment
Breath support for speech
Shared Roles/Collaboration/Blurred lines

Occupational and Speech Therapy

METs/IEPs/Transition Plans
Co-treatment
Executive function
AAC implementation
Social thinking/social skills
Shared Roles/Collaboration/Blurred lines

OT PT SLP

METs/IEPs/Transition Plans

AAC

Mobility
OT and PT Role in Assistive Technology

- Evaluation of specific skill sets (motor)
- Observation and task analysis
- Matching device features with needs
- Acquisition or fabrication
- Implementation
- Training
SLP Role in Assistive Technology

- Evaluation for AAC, voice amplification
- Observation and task analysis
- Matching device features with needs
- Implementation
- Training
Related Services

Occupational Therapy and Physical Therapy and sometimes Speech Therapy= Related Services

“... assists a child with a disability to benefit from special education...”
Who does which service?

- Special Education Teacher
- Specially Designed Instruction
- Speech Therapist
- Related Service
- Physical and Occupational Therapist
Purpose of OT/PT Assessment

Provide information to the team regarding special education eligibility determination AND information for educational planning

1. Developmental Delay
2. Speech/Language Impairment
3. Specific Learning Disability
4. Emotional Disability
5. Autism
6. Hearing Impairment
7. Visual Impairment
8. Multiple Disabilities (MD)
9. MD-with Sensory Impairment
10. Intellectual Disability
11. Orthopedic Impairment
12. Other Health Impairment
13. Traumatic Brain Injury
Assessment Framework

Participation-based approach

- How the student participates in essential school tasks and why.

Focus on student’s ABILITY and STRENGTHS, not just the weakness

Identify supports and strategies to increase participation
Assessment Framework

From Silos, Lack of Communication, Multiple Handoffs

To

Cross Functional Roles, High Collaboration, Results Oriented
“When a flower doesn’t bloom, you fix the environment in which it grows, not the flower.”

— Alexander Den Heijer
Components of Assessment

**Data Collection**
- Review of records
- Observation
- Interview
- Performance skills and body structures/functions

**Data interpretation**
- Strengths and weakness
- Educational impact

**Data Reporting**
- Multidisciplinary Report

* occupational profile
How do I “qualify” for related services?

There is no magic score or number.

Any student with an IEP can receive related services (including OT or PT) IF
the need is identified **AND**
the related service provider has completed an evaluation.
When are Related Services Determined?

Present Levels $\rightarrow$ **Goals** $\rightarrow$ Services
Wait…what about the related service goals?

Student’s Goals

Each student goal should be supported by specially designed instruction and may ALSO need the support of OT and PT.
No Related Services Goals

Ensures educational relevance of goals which promotes:

- Increased opportunities to practice skills
- Increased generalization of learned skills
- Increased time in general education setting
- Improved access to the curriculum, which leads to:

STUDENT PROGRESS
No OT/PT Goals

If OT/PT are the ONLY ones who can support the goal, the goal may not be educational relevant.

Goal objectives may be components that only the OT/PT addresses.
What not to do?

John will independently hold writing tools with a functional digital grasp in 3 out of 4 opportunities observed over a 2 month period.

**WHY** does John need to be able to hold writing tools with a functional digital grasp?

**How** is not using a functional grasp impacting John’s participation at school?

**What is the educational relevance of this goal?**
Example of Student Goal

John will independently write his first and last name on 70% of classroom assignments opportunities as documented by student work turned in.

Objective:
- John will demonstrate a functional grasp when using writing tools.
Occupational, Physical, and Speech Therapy Services in the School
● OT/PT/ST Edition
Myth or Fact?

Occupational Therapy and Physical Therapy services can only be provided when the student is present. 

Myth
OT/PT Service Delivery

Direct services

Indirect services

Consultative services

It’s ALL considered Occupational Therapy or Physical Therapy IF the unique expertise of the OT or PT is needed to provide the service.
No reference to direct, indirect, or consultative.

Does state that the Individualized Education Program (IEP) must include a statement of the special education and related services ... to be provided to the child or on behalf of the child... 300.320(a)(4)(i).
Direct Services

Therapist works directly with the student
- Individually
- in a small group, or
- Whole class activity.

Consult with team members to ensure carryover into the classroom’s activities and daily routines!
Therapy Service Location

Where can we provide service:

- Hallways
- Cafeteria
- Playground
- Classroom
- Specials
- Bus
- Bathroom

ANYWHERE!!!
Indirect and Consult Services

Student may or may not be present:

- General training
- Observing student performance
- Monitoring performance data
- Fabricating and modifying materials
- Managing equipment as indicated in the IEP.
Consultation Services

Involves the exchange between team members of ideas and skills related to the educational program for a specific student.
Myth or Fact?

Direct services are better than indirect and consult services.
Direct Service versus Indirect Service

Both service delivery methods are of equal importance. Delivery model is determined by student need identified in the IEP. Present Levels → Goals → Services
Service Frequency and Duration

- Driven by the unique identified needs
- Frequency = how long a student will receive services, the number of times per day/week/month/year
- Duration = how long each session will last, the number of minutes and when services begin and end on the current IEP.
Service Frequency and Duration

- Things to think about…
Fun Fact

School based OT’s and PT’s spend ___% of time providing **direct** and **indirect** services to students.

AOTA (2002): 52%

APTA (2013): 46%

Williams & Cecere AOTA (2013): 47%
Fun Fact

Nationally, the median caseload size of a full-time SLP is 48 students. Nationally, the mean salary for school-based SLPs is $80,000.
Evaluation of School Therapists

APTA:
- Performance Appraisal of School Based Physical Therapists: The Link to Student Outcomes
- Updated Competencies of School Based Therapists
  https://insights.ovid.com/pubmed?pmid=18004193

AOTA:
- Guidance for Performance Evaluation of School Occupational Therapists
Evaluation of School Therapists

ASHA:

PACE: Performance Assessment of Contributions and Effectiveness of Speech-Language Pathologists

The PACE is an evaluation system for speech-language pathologists (SLPs) who practice in school-based setting. It is comprised of three components

1) a portfolio assessment form,
2) self-reflection form, and
3) evaluator observation form.

https://www.asha.org/Advocacy/state/Performance-Assessment-of-Contributions-and-Effectiveness/
What questions can we answer?

Information is power, but only if people are able to:
- access
- understand
- apply it
Please share with us contact info for your:

Lead SLP
Lead Motor
Lead Related Services
Contact Information:

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