

Henry-Stark Counties Special Education District #801

Guidelines for School-Based Occupational and Physical Therapy

Today's Date: _____ Therapist _____ OT _____ PT _____

Student Information

Student Name: _____ School: _____

DOB: _____ Date Enrolled OT _____ Date Enrolled PT _____

Classroom Type: ECE _____ Regular Education _____ Special Education _____

Other _____ PE Reg. _____ PE Sp _____

Student Profile

Skill Area	Score	Comments
1. Fine Motor (OT)		
2. Visual Motor (OT)		
3. Self-Help (OT)		
4. Sensory Processing (OT)		
5. Curriculum and Learning (OT/PT)		
6. Physical Functioning (OT/PT)		
7. Gross Motor (PT)		
8. Functional Mobility (PT)		
9. Positioning and Posture (PT)		
Total		

Clinical Judgment Factors

Clinical Judgment Factors	Score	Comments
Extent of Student's Needs		
Response to Previous Interventions		
Anticipated Response to Therapy		
Total		

Suggested Time Guide for Therapeutic Intervention (Minutes per Week) OT ___ PT ___

Student Profile

Clinical Judgment Factors

	OT 0-4 PT 0-3	OT 5-9 PT 4-7	OT 10-4 PT 8-11	OT 15-18 PT 12-15
8-9	15-30	30-45	45-60	60-75
6-7	0-consult	15-30	30-45	45-60
4-5	0	0-15	15-30	30-45
0-3	0	0-consult	0-15	15-30

Amount of direct therapy intervention: _____ min/week _____ min/month _____ min/semester

Amount of consultation (Student not necessarily present): _____ min/month _____ min/semester

Comments: _____

STUDENT PROFILE

Performance Components within the Educational Environment

1. Fine Motor Completed by Occupational Therapist (Developmental motor skills used to manipulate and manage the materials needed within the students educational environment)				
0 - Independent	1	2	3	0 - School-based Services may not be needed
Performs functional fine motor tasks with or without accommodations or modifications Needs are addressed by classroom curriculum or through other services, such as assistance from an aide.	Performs functional fine motor activities with supervision or cues. Requires ongoing development of accommodations/strategies for successful manipulation of materials.	Performs functional fine motor activities with physical assistance Requires training/intervention in this area Demonstrates emerging ability to manipulate materials. Verbal/physical cues are needed to complete tasks	Requires physical assistance to demonstrate emerging fine motor skills Requires extensive training/intervention in this area	Student's functioning in the area remains unchanged despite multiple efforts by the therapists to remediate or to assist the student in compensating.
Comments:				

2. Visual - Motor Completed by Occupational Therapist (Visual-motor integration, written communication and coordination skills necessary to participate within the education environment)				
0 - Independent	1	2	3	0 - School-based Services may not be needed
Performs functional visual-motor tasks consistent with classroom performances requirements Needs are addressed by classroom curriculum or through other services Demonstrates functional written communication within curricular expectations with or without modifications, accommodations and/or including assistive devices.	Students perform functional visual-motor activities with supervision or cues. Requires ongoing development of accommodations or strategies for functional written communication, such as low-tech devices (pencil, grips, special paper, slant board, etc.)	Performs functional visual-motor activities with physical assistance Demonstrates emerging writing skills (Verbal/physical cues are needed to complete tasks) Requires training/intervention in written communication using assistive technology devices	Requires physical assistance to demonstrate emerging visual-motor activities Requires extensive training/intervention in written communication Requires high-intensity training and/or support to use assistive technology devices	Student's functioning in the area remains unchanged despite multiple efforts by the therapists to remediate or to assist the student in compensating.
Comments:				

3. Self-Help Completed by Occupational Therapist

(Management of personal needs within the educational environment)

0 – Independent	1	2	3	0 - School-based Services may not be needed
<p>Demonstrates with/without modifications or accommodations, developmentally appropriate:</p> <ul style="list-style-type: none"> • Clothing management for school; • Hygiene (hand-washing, toileting, cleaning self); • Eating and drinking (set-up, used of utensils, clean up) <p>Needs are addressed by classroom curriculum or through other services</p>	<p>Requires supervision, cues, or set up for:</p> <ul style="list-style-type: none"> • Clothing management for school; • Hygiene (hand-washing, toileting, cleaning self); • Eating and drinking (set-up, used of utensils, clean up) <p>May use equipment/devices for completion of self-help tasks with supervision/set-up</p>	<p>May need physical assistance or demonstrates beginning skills for:</p> <ul style="list-style-type: none"> • Clothing management for school • Hygiene (hand-washing, toileting, cleaning self); • Eating and drinking (set-up, used of utensils, clean up) <p>May use equipment/devices and physical assistance to complete self-help tasks</p>	<p>Requires extensive training, assistance and/or interventions to facilitate emerging:</p> <ul style="list-style-type: none"> • Clothing management for school • Hygiene (hand-washing, toileting, cleaning self); • Eating and drinking (set-up, used of utensils, clean up) <p>Requires equipment/devices and needs extensive training/assistance for completion of self-help tasks</p>	<p>Student's functioning in the area remains unchanged despite multiple efforts by the therapists to remediate or to assist the student in compensating.</p>

Comments:

4. Sensory Processing Completed by Occupational Therapist

(Registration, organization, interpretation and response to stimuli from the educational environment)

0 – Independent	1	2	3	0 - School-based Services may not be needed
<p>Interprets and organizes stimuli occurring in the educational environment</p> <p>Needs are addressed by classroom curriculum or by other existing services</p> <p>Demonstrates adequate sensory motor functioning for school performance</p>	<p>Interprets and organizes all movement, exploration, and contract occurring in the educational environment with specific strategies.</p> <p>Demonstrates mild deficits in sensory processing which impacts student learning and performances of functional activities</p>	<p>Inconsistently interprets and organizes movement, exploration, and contract occurring in the educational environment</p> <p>Demonstrates moderate deficits in sensory processing, which more frequently impacts student performance or impedes development of higher-level skills</p>	<p>Unable to interpret and organize movement, exploration, and contact occurring in the educational environment</p> <p>Demonstrates severe deficits in sensory processing which significantly interferes with student's learning and performance of functional activities</p>	<p>Student's functioning in the area remains unchanged despite multiple efforts by the therapists to remediate or to assist the student in compensating.</p>

Comments:

5. Curriculum and Learning Completed by Occupational and Physical Therapists

(Adaptations of classroom strategies, materials, equipment and assistive technology (AT) in the educational environment)

0 – Independent	1	2	3	0 – School-based Services may not be needed
<p>Independent once the tasks, tools and/or environment are in place and/or has compensatory skills to access the educational environment</p> <p>Able to independently participate in activities</p> <p>Attends to and follows directions to task completion</p> <p>Needs are addressed by classroom curriculum or through other services</p>	<p>Requires periodic (less than weekly) review, modification, and/or changes to the tasks, tools or environment</p> <p>Participates in activities when given verbal or physical cues and/or appropriate tools</p> <p>Attends to and follows directions to task completion with minimal redirection</p>	<p>Requires regular (weekly) review, modifications, and/or changes to the tasks, tools or environment</p> <p>Able to participate in activities with maximum physical assistance, using appropriate tools</p> <p>Attends to and follows directions to task completion with moderate redirection</p>	<p>Requires extensive (more than once per week) review, modifications, and/or changes to the tasks, tools or environment</p> <p>Able to participate in activities with verbal cues and/or minimal to moderate physical assistance, using appropriate tools</p> <p>Attends to and follows directions to task completion with maximum redirection</p>	<p>Student's functioning in the area remains unchanged despite multiple efforts by the therapists to remediate or to assist the student in compensating.</p> <p>Requires total physical assistance by staff</p> <p>Requires total assistance by staff to attend and follow directions</p>

Comments:

6. Physical Functioning (Performance Components)

Completed by Physical and Occupational Therapists

(Includes postural control, proximal stability, bi-manual coordination, manual dexterity and the impact of strength and endurance on the student's physical functioning in the educational environment)

0	1	2	3	0
<p>Demonstrates adequate physical functioning with or without accommodations for school performance</p> <p>Demonstrates adequate strength and endurance with or without accommodations for school performance</p>	<p>Deficits in physical functioning mildly impact student's performance at school.</p> <p>Deficits in strength and endurance mildly impact student's performance at school.</p>	<p>Deficits in physical functioning moderately impacts student's performance at school.</p> <p>Deficits in strength and endurance moderately impacts student's performance at school.</p>	<p>Deficits in physical functioning severely impacts student's performance at school.</p> <p>Deficits in strength and endurance severely impacts student's performance at school.</p>	<p>Student's functioning in the area remains unchanged despite multiple efforts by the therapists to remediate or to assist the student in compensating.</p>

Comments:

7. Gross Motor Completed by Physical Therapist

(Developmental motor skills, posture and static balance needed to function in the educational environment)

0	1	2	3	0
<p>Demonstrates adequate gross motor skills needed for functioning in the school environment</p> <p>Independent and functional with present equipment/devices needed for gross motor skills</p> <p>Needs are addressed by classroom curriculum or through other services</p>	<p>Able to perform gross motor skills needed for educational activities with supervision or cues</p> <p>Deficits in gross motor functioning mildly impact student's performance</p>	<p>Able to perform gross motor skills needed for educational activities with minimal to moderate physical assistance</p> <p>Deficits in gross motor functioning moderately impacts student's performances or impedes development of higher level skills</p>	<p>Has skills that are emerging and/or is able to perform gross motor activities with maximal assistance</p> <p>Deficits in gross motor functioning severely impacts student's performances or impedes development of higher level skills</p>	<p>Student's functioning in the area remains unchanged despite multiple efforts by the therapists to remediate or to assist the student in compensating.</p>

Comments:

8. Functional Mobility Completed by the Physical Therapist

(Functional movement, dynamic balance, and the ability to navigate architectural barriers within the educational environment)

0 - Independent	1	2	3	0 - School-based services may not be needed
<p>Self-reliant and functional with present equipment or devices for mobility</p> <p>Mobility is safe and functional in the educational environment</p> <p>Transfers independently</p> <p>Demonstrates independent mobility with or without accommodations</p> <p>Needs are addressed by classroom curriculum or through other services.</p>	<p>Uses equipment or devices for mobility in the educational environment with verbal/physical prompts</p> <p>Requires supervision for safe and functional mobility in the educational environment</p> <p>Transfers with supervision/prompts</p>	<p>Requires physical assistance with equipment or devices for mobility in the educational environment</p> <p>Requires physical assistance with safe mobility/dynamic balance</p> <p>Transfers with physical assistance</p>	<p>Requires training in specific strategies for new equipment or devices</p> <p>Requires physical assistance for emerging mobility skills</p> <p>Requires extensive assistance for facilitating transfer skills</p>	<p>Student's functioning in the area remains unchanged despite multiple efforts by the therapists to remediate or to assist the student in compensating.</p> <p>Requires total assistance by staff for transfers</p> <p>Requires total assistance by staff for mobility</p>

Comments:

9. Positioning/Posture Completed by Physical Therapist

(Adequate positioning/posture for participation in educational activities)

0	1	2	3	0
Demonstrates adequate positioning/posture with or without accommodations or modifications for school performance Posture is appropriate Able to maintain posture and balance necessary for participation in educational activities	Requires monitoring or accommodations/modifications for adequate positioning/posture Assume or maintains expected postures necessary in the educational environment with supervision or cues.	Requires moderate to maximal physical assistance for adequate position/posture Requires maximal physical assistance to demonstrate emerging positioning skills	Demonstrates emerging skills and/or requires moderate assistance to <i>actively</i> maintain a position/posture Able to maintain or change position for educational activities with minimal to moderate physical assistance	Student's functioning in the area remains unchanged despite multiple efforts by the therapists to remediate or to assist the student in compensating. Student is dependent with all positioning

Comments:

OT and PT Clinical Judgment Factors

Extent of Student's Needs for School-Based Therapy			
0	1	2	3
<p>Student is able to access and benefit from the general curriculum without therapy services</p> <p>Student's needs are addressed by classroom curriculum without therapy services</p>	<p>Student requires periodic school-based therapy to access and benefit from the classroom curriculum</p> <p>Student requires therapist's involvement to establish a program, select adaptive equipment, techniques, routines and/or to train parent and staff in its implementations</p>	<p>Student requires frequent school-based therapy to access and benefit from the classroom curriculum</p> <p>Student is in a transactional period (a move from one school setting to another, vocational life planning, or other issues that may require short term therapy intervention)</p>	<p>Student requires extensive school-based therapy to access and benefit from the classroom curriculum</p> <p>Student's current therapy needs are changing rapidly, which requires constant input from the therapist.</p> <p>Student's situation requires extensive training to establish a program or use of adaptive equipment</p>
Comments:			

Response to Previous School-Based Therapeutic Interventions			
0	1	2	3
<p>Response not seen with interventions</p> <p>Response previously seen in therapy, but no longer relevant</p>	<p>Slow but steady progress seen with current interventions</p>	<p>Consistent progress seen with current interventions</p>	<p>Significant progress seen with current interventions</p> <p>OR</p> <p>Student has not had previous therapeutic interventions</p>
Comments:			

Student's Anticipated Response to School-Based Therapy			
0	1	2	3
<p>Student is expected to improve/maintain functioning in the educational environment without therapist's input</p>	<p>Student is expected to maintain or make minimal improvement in the educational environment with therapist's input</p>	<p>Student is expected to continue to improve or make improvement in the educational environment with therapy</p>	<p>Student is expected to make significant progress in the educational environment with therapy</p>
Comments:			

STUDENT PROFILE	
1. FINE MOTOR	2. VISUAL MOTOR
3. SELF-HELP	4. SENSORY PROCESSING
5. CURRICULUM & LEARNING	6. PHYSICAL FUNCTIONING
7. GROSS MOTOR	8. FUNTIONAL MOBILITY
9. POSITIONING/POSTURE	

OT AND PT CLINICAL JUDGMENT FACTORS
EXTENT OF STUDENT'S NEEDS FOR SCHOOL-BASED THERAPY
RESPONSE TO PREVIOUS SCHOOL-BASED THERAPEUTIC INTERVENTIONS
STUDENT'S ANTICIPATED RESPONSE TO SCHOOL-BASED THERAPY