

**GEORGIA DEPARTMENT OF EDUCATION
DIVISION FOR SPECIAL EDUCATION SERVICES AND SUPPORTS
CONSIDERATIONS FOR EDUCATIONALLY RELEVANT THERAPY**

Student: _____ D.O.B.: _____ School District: _____
 Special Ed. Program: _____ Related Service(s): Occupational Therapy Physical Therapy

| | Points | Sources of Information and Additional Comments |
|------------------------|-------------------------|--|
| Student Profile | Personal Care | |
| | Mobility | |
| | Gross Motor | |
| | Fine Motor/Visual Motor | |
| | Sensory Processing | |
| | Total Points: | Completed by: |

According to 34 CFR 300.24, related services such as occupational and physical therapy are provided to assist the student with a disability to benefit from special education. The student's priority educational needs, goals and objectives identified on the IEP that require the support of an occupational therapist or physical therapist are:

| | Points | Sources of Information and Additional Comments |
|------------------------|---|--|
| Therapy Profile | Number of Years Student Has Received Educationally Relevant Therapy | |
| | Potential Response to Educationally Relevant Therapy | |
| | Student's Learning Environment | |
| | Therapy Services to Be Provided to Student | |
| | Support Services to Be Provided to School Staff/Parents | |
| | Total Points: | Completed by: |

Student Profile

| | 5-8 | 9-11 | 12-14 | 15-17 | 18-20 |
|------------------------|-------|------|-------|-------|-------|
| Therapy Profile | 18-20 | | | | |
| | 15-17 | | | | |
| | 12-14 | | | | |
| | 9-11 | | | | |
| | 5-8 | | | | |

Recommendation for Therapy Services

Place an **X** on the horizontal axis to reflect the score on the Student Profile. Place an **X** on the vertical axis to reflect the score on the Therapy Profile. The point where the axes intersect indicates a recommended frequency of therapy.

Therapist Signature

Printed Name

The IEP team recommendation is:

| | | | | |
|--------------------------|--|--------------------------|--|-----------------|
| <input type="checkbox"/> | Occupational therapy is not indicated | <input type="checkbox"/> | | Not recommended |
| <input type="checkbox"/> | Physical therapy is not indicated | <input type="checkbox"/> | | Periodic |
| <input type="checkbox"/> | Occupational therapy is indicated | <input type="checkbox"/> | | Regular |
| <input type="checkbox"/> | Physical therapy is indicated | <input type="checkbox"/> | | Intensive |

The recommended frequency of therapy is:

Comments: _____

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Student Profile

| Personal Care – management of personal needs and equipment within the educational environment | | | |
|---|---|---|--|
| 1 | 2 | 3 | 4 |
| <p>Student demonstrates adequate dressing/undressing, hygiene, self-feeding skills, or oral motor skills with/without present equipment or devices.</p> <p>Student demonstrates adequate personal care skills using equipment/devices.</p> <p>**</p> | <p>Student requires supervision/ prompts for dressing/undressing, hygiene, self-feeding, or oral motor skills.</p> <p>Student requires supervision/ prompts to use personal care equipment/devices.</p> | <p>Student requires physical assistance or specific strategies for dressing/undressing, hygiene, self-feeding, or oral motor skills.</p> <p>Student requires multiple equipment /devices and needs physical assistance.</p> | <p>Student requires intensive training by therapist to facilitate emerging dressing/undressing, hygiene, self-feeding, or oral motor skills.</p> <p>Student requires multiple equipment/devices and needs intensive training by therapist in use of devices.</p> |
| Mobility – safe and adequate movement, (e.g., transfers, transitions between positions or locations, the ability to navigate architectural barriers) within the educational environment | | | |
| 1 | 2 | 3 | 4 |
| <p>Student demonstrates adequate mobility with present equipment or devices.</p> <p>Student demonstrates adequate mobility without equipment or devices.</p> <p>Student demonstrates adequate transfer and transition skills.</p> <p>**</p> | <p>Student uses equipment or devices for mobility with supervision/prompts.</p> <p>Student requires supervision/ prompts for safe and adequate mobility.</p> <p>Student requires supervision/ prompts to complete transitions/transfers.</p> | <p>Student requires physical assistance or specific strategies to use equipment for mobility.</p> <p>Student requires physical assistance or specific strategies for safe and adequate mobility.</p> <p>Student requires physical assistance or specific strategies to complete transitions/transfers.</p> | <p>Student requires intensive training by therapist in specific strategies for new equipment.</p> <p>Student requires intensive training by therapist to demonstrate emerging mobility skills.</p> <p>Student requires intensive training by therapist to demonstrate emerging transition/transfer skills.</p> |
| Gross Motor – developmental motor skills, positioning equipment, and/or static/dynamic balance needed to participate within the educational environment | | | |
| 1 | 2 | 3 | 4 |
| <p>Student can assume, maintain, or change positions needed for participation.</p> <p>Student demonstrates adequate gross motor skills needed for participation.</p> <p>Student demonstrates adequate use of equipment/ positioning devices for gross motor skills.</p> <p>**</p> | <p>Student requires supervision/ prompts to assume, maintain, or change positions.</p> <p>Student requires supervision/ prompts to perform gross motor skills.</p> <p>Student requires supervision/ prompts to use equipment/ positioning devices for gross motor skills.</p> | <p>Student requires physical assistance and/or specific strategies to assume, maintain, or change positions.</p> <p>Student requires physical assistance or specific strategies to perform gross motor skills.</p> <p>Student requires physical assistance and/or specific strategies to use equipment/ positioning devices for gross motor skills.</p> | <p>Student has emerging skills and requires intensive training by therapist to assume, maintain, or change positions.</p> <p>Student requires intensive training to perform gross motor skills.</p> <p>Student requires multiple trials of positioning equipment to access the educational environment.</p> |

** Student's needs are addressed through classroom curriculum or other existing services, which may include total assistance by school staff.

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Student Profile

Fine Motor/Visual Motor– visual perception, visual motor, and fine motor skills needed to manipulate and manage materials within the educational environment

| 1 | 2 | 3 | 4 |
|--|--|--|--|
| <p>Student demonstrates adequate visual perceptual and/or visual motor skills.</p> <p>Student can manipulate objects/tools/adaptive devices.</p> <p>**</p> | <p>Student requires supervision/ prompts to perform visual perceptual and/or visual motor skills.</p> <p>Student requires supervision/ prompts to manipulate objects/tools/adaptive devices.</p> | <p>Student requires physical assistance and/or specific strategies to perform visual perceptual and/or visual motor skills.</p> <p>Student requires physical assistance and/or specific strategies to manipulate objects/tools/adaptive devices.</p> | <p>Student requires intensive training by therapist to perform visual perceptual and/or visual motor skills.</p> <p>Student requires intensive training by therapist to demonstrate emerging manipulation of objects/tools/adaptive devices.</p> |

Sensory Processing– body awareness and sense of movement, sensory perception, exploration, and interaction with others during play and work activities within the educational environment

| 1 | 2 | 3 | 4 |
|--|---|---|--|
| <p>Student tolerates movement, touch, textures, sights, sounds, and smells occurring in the educational environment. Student seeks appropriate sensory input.</p> <p>Student adequately uses suggested techniques for self-regulation.</p> <p>Student is able to make choices, organize, motor plan, and initiate tasks.</p> <p>**</p> | <p>Student requires supervision/ prompts to tolerate touch, textures, sights, sounds, and smells or to seek appropriate sensory input.</p> <p>Student requires supervision/ prompts to utilize suggested techniques for adequate self-regulation.</p> <p>Student requires supervision/ prompts to make choices, organize, motor plan, and initiate tasks.</p> | <p>Student requires physical assistance and/or specific strategies to tolerate movement, touch, textures, sights, sounds, and smells or to seek appropriate sensory input.</p> <p>Student requires physical assistance and or specific strategies to utilize suggested techniques for adequate self-regulation.</p> <p>Student requires physical assistance and/or specific strategies to make choices, organize, motor plan, and initiate tasks.</p> | <p>Student requires intensive interventions by therapist to tolerate movement, touch, textures, sights, sounds, and smells or to seek appropriate sensory input.</p> <p>Student requires intensive training by therapist to use suggested techniques for self-regulation.</p> <p>Student requires intensive training by therapist to make choices, organize, motor plan, and initiate tasks.</p> |

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Therapy Profile

| Number of Years Student Has Received Educationally Relevant Therapy | | | |
|---|---|--|--|
| 1 | 2 | 3 | 4 |
| More than 8 years of therapy | 5 to 8 years of therapy | 3 to 5 years of therapy | Less than 3 years of therapy |
| Potential Response to Educationally Relevant Therapy | | | |
| 1 | 2 | 3 | 4 |
| Student is expected to function in the educational environment without therapy services. | Student is expected to maintain current level of performance with periodic therapy services in the educational environment. | Student is expected to make progress towards educational goals with therapy services. | Student is expected to make significant progress towards educational goals with therapy services. |
| Student's Learning Environment | | | |
| 1 | 2 | 3 | 4 |
| Student is able to access the learning environment with/without use of compensatory skills or modifications. | Periodic review or modification of the student's learning environment, including community-based instruction sites, is necessary. | Regular review or modification of the student's learning environment, including community-based instruction sites, is necessary. | Extensive review or modification of the student's learning environment, including community-based instruction sites, is necessary. |
| Therapy Services to Be Provided to Student | | | |
| 1 | 2 | 3 | 4 |
| Student does not require intervention by the therapist once suggested modifications are in place. Student does not require intervention by the therapist to access and benefit from special education. | Student requires periodic support from the therapist with regular support from staff and parents to benefit from special education. | Student requires regular support from the therapist to benefit from special education. | Student requires extensive support from the therapist to benefit from special education as student's educational needs are frequently changing. |
| Support Services to Be Provided to School Staff and/or Parents | | | |
| 1 | 2 | 3 | 4 |
| Staff/parents do not require therapist involvement to establish a program and select adaptive equipment, techniques, or routines. | Staff/parents require periodic therapist involvement and/or training to establish a program and select adaptive equipment, techniques, or routines. | Staff/parents require regular therapist involvement and/or training to establish a program and select adaptive equipment, techniques, or routines. | Staff/parents require intensive therapist involvement and/or training to establish a program and select adaptive equipment, techniques, or routines. |

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