

## Module 2: Differences between Educational and Medical Model Transcript

### Characteristics of Educationally Relevant Therapy and Medical/Clinical Therapy Model Guidance

The first tool we will discuss is the “Characteristics of Educationally Relevant Therapy and Medical/Clinical Therapy Model Guidance”

This guidance was created by a team of Georgia school-based occupational therapists, physical therapists and Special Education Directors. Upon its completion it was reviewed by other school based OTs, PTs and directors from around the state for additional input. This guidance was approved and was put into use in August of 2010.

The state **requires** that every district train their therapists, teachers and administrators in the content of this guidance. It is very important that the parent be given a copy of this guidance when they come to the IEP meeting. Members of the IEP team should review the document thoroughly with parents particularly when determining the amounts of therapy **the** student will receive. We also suggest, very highly, that you provide this document to medical providers to help have a seamless transition from medical services to the educational services in the school system. Please allow time for parents to ask questions. We want to make sure that the determination of **occupational and physical therapy** is presented clearly to parents, and they feel that they are truly participating in the process.

The guidance starts with a description of what is considered educationally relevant therapy and the difference between what happens in the medical facility and in the school systems. It also talks about the difference in the focus of the therapy in the school system, as well as in the medical facility. While school based OTs and PTs are licensed in the same manner that they are licensed in private practice and can provide all of the same types of treatment. A lot of the treatment that goes on in the medical facility **may not be needed for a student to access their education.**

In this document, you will see that it is divided into three portions. First, you have a question, such as, “what are the rules or provisions for providing the services?” **Then** you have what the rules are for the educationally relevant therapy model and then it shows the contrasting medical/clinical based model. If you continue through the document, you will see that it also talks about how services are started in the educational facility as oppose to the medical facility.

The next question talks about who decides, how do we determine the need; what is the scope of the training in the educational facility and then again in the medical facility. It also **discusses**

the delivery model, which is very different in the educational facility than it is in the medical facility. In the educational model delivery of services can be almost any place the child is provided educational services, which is not always the case in the medical/clinical model.

It also talks about how the goals and objectives of the therapy are determined. This is a **unique** situation in the school system. Under the educational model, the goals and objectives are about the student's educational goals and objectives that are in the IEP. These are the goals and objectives that the **team has** determined will fit the needs of the student so that they can participate successfully in their education. In the medical facility, the goals and objectives are **based** on some type of physical impairment or a medical need. This is **important** because this is how we determine what the difference is between an educational model and a medical model.

**Finally**, it talks about discontinuation of services. In the medical model, there is truly a discontinuation of services. At whichever point that the practitioner feels that the patient has reached their potential or that the patient has been given all of the services that are necessary, that service **discontinues** until another need arises. In the educational facilities, services are not necessarily discontinued. Services ebb and flow in and out for that child depending on the goals and objectives that are written in the IEP. In one year there may be goals and objectives that a teacher is working on that requires the support of an occupational or physical therapist. In the following year, the goals and objectives may not require an **occupational or physical therapist's support**. It may not change the fact that the student **might need therapy to address a medical need**, but they may not need **therapy in order to meet those goals and objectives on the IEP**.

The Characteristics of Educationally Relevant Therapy and Medical/Clinical Therapy Model guidance can be found on the [Related Services webpage](#). Thank you for viewing this training module. Remember that a transcript of the module is available on the website where you accessed this training video. If you have any questions, please feel free to contact us. I'm sure that you will find this process very beneficial to your staff and to the students.