

Module 3: Considerations Tool Transcript

Training in the Use of the Occupational and Physical Therapy Tools: Considerations for Educationally Relevant Therapy Tool

As mentioned in the document “Characteristics of Educationally Relevant Therapy and Medical/Clinical Therapy Model”, occupational and physical therapy are related services as indicated under IDEA. The role of related services such as occupational and physical therapy is to enable a student with a disability to access their education in order to receive a free appropriate public education. A student who has an IEP can receive a related service if the IEP team thinks that it necessary to for the student to be able to achieve the goals and objectives on the IEP.

The next document that we will discuss is the “Considerations for Educationally Relevant Therapy” tool. While the choice to use the “Considerations” tool belongs to the district, it is the State’s position that the tool be used for all students when occupational and physical therapy is being considered. If the district chooses to use the tool, it must be used every time for every student when discussing occupational and physical therapy.

Therapy services provided for students with disabilities should be based on their educational need. The “Considerations” tool is a document used to assist therapist in determining a student’s need for occupational or physical therapy services in the school setting. The “Considerations” tool is not an assessment tool, but rather a summary of educational considerations based on a review of student records, evaluations, observations, progress notes, parent/teacher information and other data.

Therapy services in the education environment should be viewed as a continuum of services. At one end of the continuum are simple adaptations such as pencil grips or cut out tables and services such as consultation. At the other end are intensive services including personal assistants and multiple therapies and services. At all levels along the continuum, research has shown that interventions embedded in **classroom** routines increase the achievement of the IEP goals. The continuum should be flexible to accommodate a student’s changing needs. Working with teachers, parents and the student, school based therapist use available information to design intervention strategies that can be integrated into the student’s daily routine. The “Considerations” tool outlines the student’s need for educationally relevant therapy as determined by the school-based therapist in collaboration with the IEP team after the educational goals have been written. Annual review of goals will determine the necessity for

changes in service type, duration or intensity. Such reviews will guide the necessity for continuing, altering or discontinuing the related service.

As mentioned earlier, the use of the “Considerations” tool is a district decision. If the district chooses to use the tool, it must be used for all students when considering occupational or physical therapy and the tool must be used as directed. Remember when completing the sections of the tool all members of the IEP team **must** be part of the decision and discussion.

On behalf of the Department of Education, we would like to thank you for viewing these modules. We know that you will find the information beneficial to you as you serve students with disabilities in your district.