

## Module 4: Considerations Tool Components Transcript

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

The “Considerations” tool consists of four pages. The first page is the form, which contains the student profile, the therapy profile and the summary section. The **second and third** pages contain the rubric used to complete the student profile section and the **fourth** page is the rubric used to complete the therapy profile section. If the student is to receive services from an occupational therapist and a physical therapist, each one should complete a separate “Considerations” tool; filling in all of the sections based on their specific discipline and expertise.

Filling out the “Considerations for Educationally Relevant Therapy” summary sheet involves a **three-step** process. **The first step in the process is** the completion of the student summary profile; **the second step is** the completion of the therapy profile **and the last step is the completion of the** lower portion. The completion of the lower portion of the “Considerations” tool contains the recommendations for therapy and this is completed after all the other sections of the tool are done. Remember, the IEP team together determines whether the expertise and intervention of an occupational or physical therapist is needed. The tool provides the IEP team with a recommendation from which the decision concerning the intensity of services and duration **based on the goals and objectives** is made. The final decision is always with the IEP team.

Now let’s take a look at the student profile section. The student profile section of the “Considerations” tool summarizes the student’s performance in five areas of school related functions (Personal Care, Mobility, Gross Motor, Fine and Visual Motor, and Sensory Processing). These five areas are more fully described on pages 2 and 3 of the “Considerations” tool.

Personal Care refers to the management of personal needs and equipment within the educational environment. Examples of personal care include, but are not limited to:

- Obtaining food from the cafeteria or lunch box,
- Use of utensils for feeding,
- Toileting,
- Hand washing, and
- Dressing and undressing, as appropriate for school.

Mobility refers to safe and adequate movement, with or without equipment or devices, within the educational environment. Examples of this include, but are not limited to:

- Boarding, riding or exiting a school bus,
- Ascending or descending stairs,
- Maneuvering throughout the school campus or other places in the community in a safe and efficient manner that may be used for educational purposes. (This movement may include even and uneven surfaces with or without assistive devices)
- Carrying school materials such as back packs and books,
- Opening and closing doors,
- Transferring to and from the floor
- Use of chairs or toilet seats, and
- **Accessing** age appropriate equipment.

Gross Motor skills are developmental motor skills, positioning equipment, and/or static/dynamic balance needed to participate within the educational environment. Examples of gross motor skill include, but are not limited to:

- Changing or maintaining appropriate positioning,
- Static and dynamic sitting balance,
- Static and dynamic standing balance,
- Participation in physical education activities, and
- Bilateral integration and coordination.

Fine Motor/Visual Perception includes visual motor and the fine motor skills need to manipulate and manage materials within the educational environment. Examples of gross motor skill include, **(but are not limited to):**

- Grasping and the use of tools,
  - such as writing instruments or scissors,
- Manipulation of objects
- Management of fasteners
  - such as buttons, snaps and zippers that may be on clothes that the student is wearing.
- Coordinated bilateral hand use, and
- Visual/motor integration or eye hand coordination.

Sensory Processing deficits may be observed in situations where the student is asked to:

- explore various stimuli by touching or smelling,
- walk in line,
- Play with other students
- Tolerate sound, or
- Tolerate movement

Now let's walk through the steps involved in completing the student profile section of the "Considerations" tool. The student profile is completed using information obtained from your student records, evaluations, observations, parent/teacher input and other data along with the therapist's professional knowledge. **Script** For each of the five areas of the student profile, the "Considerations" tool contains a description of four levels of student ability along a continuum. The therapist must read each descriptor carefully before choosing the level which best describes the present level of performance and support. The therapist then integrates these descriptors within the context of the student's educational environment and the goals and objectives in the IEP. The descriptor does not have to match the student completely in order to be selected. Rather, the score should reflect the best description of the overall functioning ability of the student in that category. There are no half scores. **There's 1, 2, 3 or 4.** A double asterisk (\*\*) in the area indicates that the student's needs are being address through the classroom curriculum or other existing services, including assistance by the school staff or one or more paraprofessionals and no additional services are needed.

Scores from each of the five areas are recorded in the student profile section of the summary sheet, as you can see in the slide above. **Then** the totals are added at the bottom. In the "Sources of Information and Additional Comments" column, specific tools used for evaluation should be identified and written down. Discussing **other** sources and **other** needs **to be considered** may affect the needed frequency of the services. In addition, general information that may be given that reflects the reason for the scores or something that may be considered by the therapist can also be written here. The therapist completing the student profile should sign and date this section, leaving no section blank.

The next section that the occupational and/or physical therapist will complete is the therapy profile section of the summary sheet. It is important for the entire IEP team to provide input for completion of this tool. Remind every team member that their input is important.

The next section of the "Considerations" tool, the therapy profile, describes factors in five areas that commonly influence the effectiveness of therapy services. Before completing this section, the therapist should record the goals and objectives from the IEP that require their support based on the information in the student profile. Then the therapist, with **input** from the team, should thoroughly read each area and choose the number from the therapy rubric that best describes the following information:

- **The** number of years the student has received educationally relevant therapy.
  - This does not include private therapy outside of the school system.
- **The** student's potential response to educationally relevant therapy.
  - In determining the potential response, the team must consider the student's current performance level and determine if therapy services are needed to support the current IEP goals and objectives.
- **The** student's ability to access their learning environment.
  - **This should include the consideration** for community-based instruction with or without modifications or accommodations and any recommended assistive technology.
- **The therapy services to be provided to the Student.**
  - In determining the Therapy Services the IEP team should to consider the amount for support needed to meet the student's current educational goals recognizing that no one service delivery model is better than the other.
  - The IEP team should keep in mind that therapy works towards an outcome that meets the student's **IEP** goals.
- **The** Support Services to Be Provided to School Staff and/or Parents
  - This includes the amount of training needed by teachers and/or parents to follow through on the student's educational programs, and
  - whether or not the trained school personnel can assist with adaptive equipment and techniques throughout the school day.

The scores from each of the five areas in the therapy profile are then recorded on the summary sheet in the therapy profile section. The scores are added together and the total recorded in the appropriate box. In the "Sources of Information and Additional Comments" **column**, the therapist should include parent **and/or** teacher input and other information shared at the IEP meeting. The therapist completing the therapy profile should sign and date this section ensuring that no section is left blank. The IEP team, including the occupational **and/or** physical therapist can proceed with a recommendation for therapy services.

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.