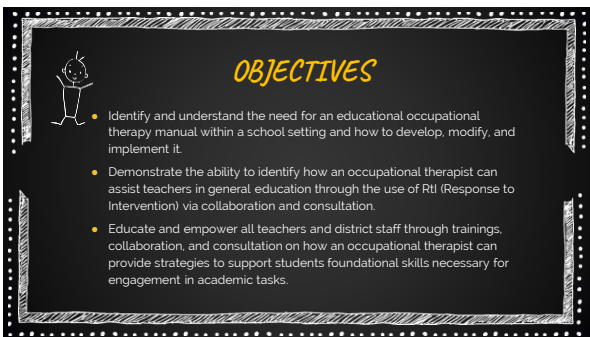


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EDUCATIONAL OCCUPATIONAL THERAPY




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4

Literature Review & Evidence Based Practice


Two main themes:

- Handwriting within the Common Core State Standards
- Response to Intervention (RTI)



5

Overview of the Problem




- Inappropriate referrals, large caseloads
- Maintaining a collaborative relationship between OT & teacher (Bayona et al., 2006; Villeneuve, 2009)
- Need for teacher education on RTI interventions
- Misunderstandings related to Educational OT
- Common Core expectation, but no guidelines (Villeneuve, 2009)

6

Handwriting Within The Common Core

- No curriculum for handwriting
- Decreased instruction time
- Lack of specifications
- "Cookie-cutter" curriculum
- Practice handwriting 2x/week for 20-30 minutes (Hoy, et al., 2011)
- Improvements in spacing, sizing, and placement (Peterson & Nelson, 2003)
- Strategies for carryover




7

Literature Review & Evidence Based Practice

Teachers benefit from specific guidelines (Cahill, et al. 2014)

Common core handwriting gap and RtI influence (Collette, et al. 2017)



8

Response to Intervention (RtI)

- Effectiveness of a 10-week tier 1 RtI program in improving the fine motor and visual motor skills in general education kindergarten students
- Quantitative pretest-posttest control-group design
- 30-minute lessons in collab with teacher
- OT implications

9



Response to Intervention (RtI)

- Effectiveness of a Handwriting Intervention With At-Risk Kindergarteners (Zylstra & Pfeiffer, 2016)
- Size Matters Handwriting Program (Moskowitz, 2009)
- Push-in vs. pull-out



10



Educational Occupational Therapy Manual

A DISTRICT-WIDE RESOURCE



11

Components of the Manual

- Contributions
- Purpose
- Mission Statement
- Goals
- OT in CA Public Schools
- Educational vs. Medical OT
- Guidelines to Determine Need for OT Referral
- Policies & Procedures
- OT-Educational Relevant Concerns
- EROTA
- Teacher Resource

12

Contributions

Contributing Staff from Rialto Unified School District 2018-2019
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Contributing Students from Stanbridge University
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A Special Thank You For The Ongoing Collaboration and Support from:
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Contributing Staff from Fresno Unified School District 2014/2019
 Michael Fletcher, MA, Program Manager III • Rosie Commons, OTR • Susan Kalpakoff, Special Education Manager
 Loshongsanh Mouanoutoua, OTR • Jo Paulina, OTR • Natalie Turner, OTR

Recognition Given To:
 Santa Clara County SELPAs • Tulare County Office of Education • Sonoma & Ventura County SELPAs
 American Occupational Therapy Association • Guidelines for Occupational Therapy in CA

13


Purpose

To create a district wide resource on all things occupational therapy
 Educate • Empower • Communicate



14

Goals



15



16




17

	<i>Educational</i>	<i>Medical</i>
Who Decides?	The IEP Educational Team (parents, educators, administrators, and OT) determine the student's educational needs and what support is required by the related service for the student to access their education.	The Medical team determines focus, frequency and duration of therapy. Insurance coverage may be a determining factor.
What?	Therapy focuses on adaptation and intervention to allow the student to participate, access their special education and school environment. Need for service is based on assessment, classroom observations, records review and input from the student's IEP team.	Therapy addresses medical conditions; works to get full potential realized. Need for service is primarily based on testing and clinical observations.
Where?	On school grounds, playground classroom, lunch room and within the educational environment and school hours.	In the clinic, hospital or within the home.
How?	The student's educational needs are individually met. Services may include direct 1:1 treatment, small groups, staff training, program development, collaboration with staff and student integrated therapy or consultation with the teaching staff.	Direct 1:1 treatment to accomplish self care and functional activities of daily living goals.
Eligibility?	Educational need as determined by the IEP team.	Medical needs as determined by medical professionals.
Cost?	No cost to student or family	Fee for service payment by family, insurance or government assistance.
Documentation?	Related to IEP with accessible, readable language guided by the setting and best practice.	Dictated by insurance requirements and guidelines of the setting. Emphasis on medical terminology.

18

OT-Educational Relevant Concerns (OT-ERC)



Education law mandates that emphasis must be placed on the context of the child's learning and activity.

The IEP team cannot consider a student's need for OT in isolation from an educational program.

Therefore, the IEP team should no longer ask, "Does the student need OT in school?"

The team should ask, "Does an OT knowledge and expertise provide a needed component of the student's program that will achieve identified educational outcomes?"


19

Referral Process

- *General Education*
- *Special Education*
- *Parent Concerns*

20

OT Teacher Handbook



21



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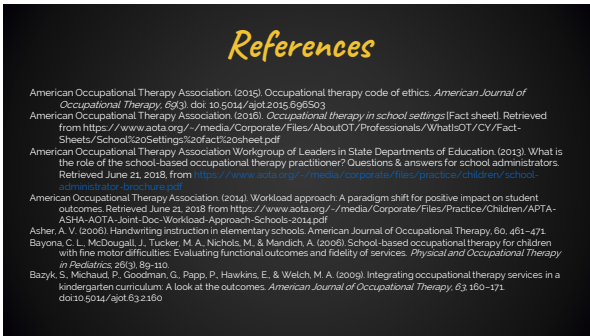
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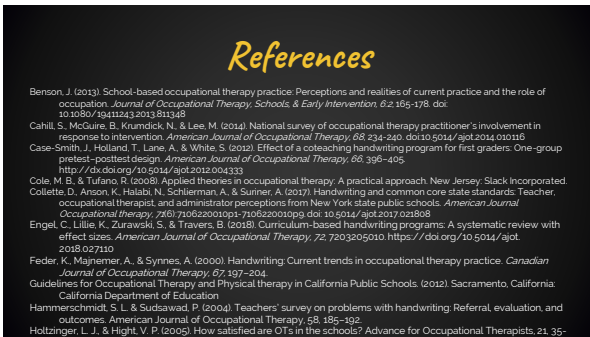
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28

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29