Integrating Occupational Therapy within Secondary Education Outcomes

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Statewide Professional Development to Support the Workforce and Low Incidence Disability Areas

1

IDEA and Occupational Therapist School-Based Role

IDEA legislation and *Related Special Education Service* requires Occupational Therapists to provide support that is educationally relevant, or is required to assist a child with a disability to benefit from special education following due process to aim at helping children learn and perform school tasks (MN Low Incidence Project, 2014).

Occupational Therapy Best Practice

MN Low Incidence Projects (2014) define the occupational therapist role as providing a least restrictive environment, client-centered services, function-based intervention related to occupational roles, episodic care, and evidence-based practice.

RTI/MTSS Occupational Therapy Process in General Education
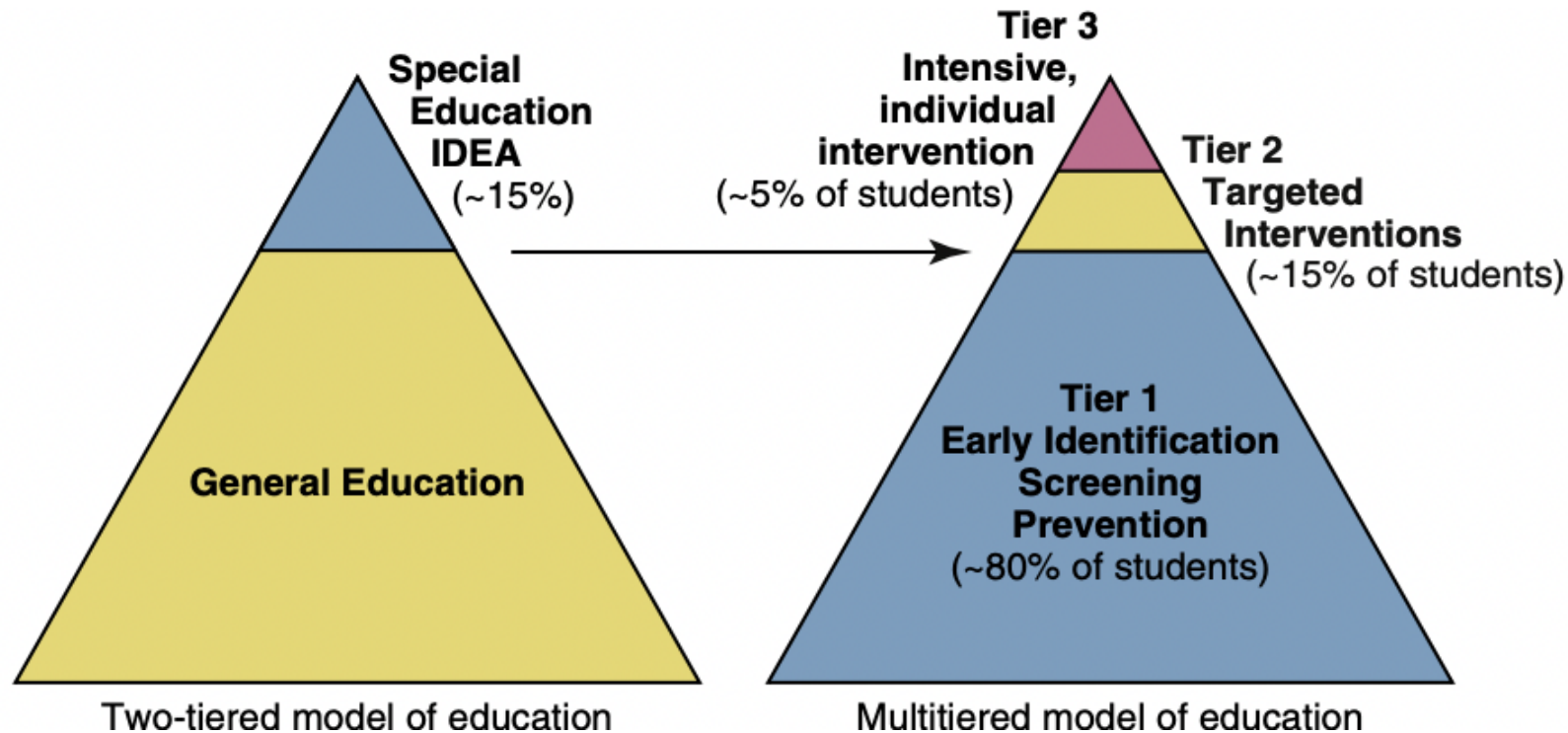
(Cahill & Beisbier, 2020)

Occupational Therapist Role in Low-Incidence Students

Functional outcomes in education matter now over the long term.

Functional Outcomes

1. Improved Academic Performance
2. Enhanced Social and Emotional Well-being
3. Assistance for Students with Special Needs
4. Adaptations for Physical Disabilities
5. Transition Planning
6. Collaboration with Educators and Families
7. Promotion of Healthy Lifestyles

(Cahill & Bazyk, 2020)

Integrating Occupational Therapy in Secondary Education

- Instrumental in supporting students' overall development, independence, and lifelong success.

- Focus on challenges that may impact a student's ability to engage in everyday activities, both academic and non-academic.

Now:

1. Skill Development

2. Productivity

3. Research and Development

In 20 Years:

1. Career Opportunities

2. Economic Impact

3. Innovation and Progress

How do we Integrate a Functional Goal?

Involve Students and Parents

Accommodation and Supports

Generalize Skills

Self Advocacy

Conduct a Functional Assessment

Functional Assessment

Set MEASURABLE and REALISTIC functional goals related to:
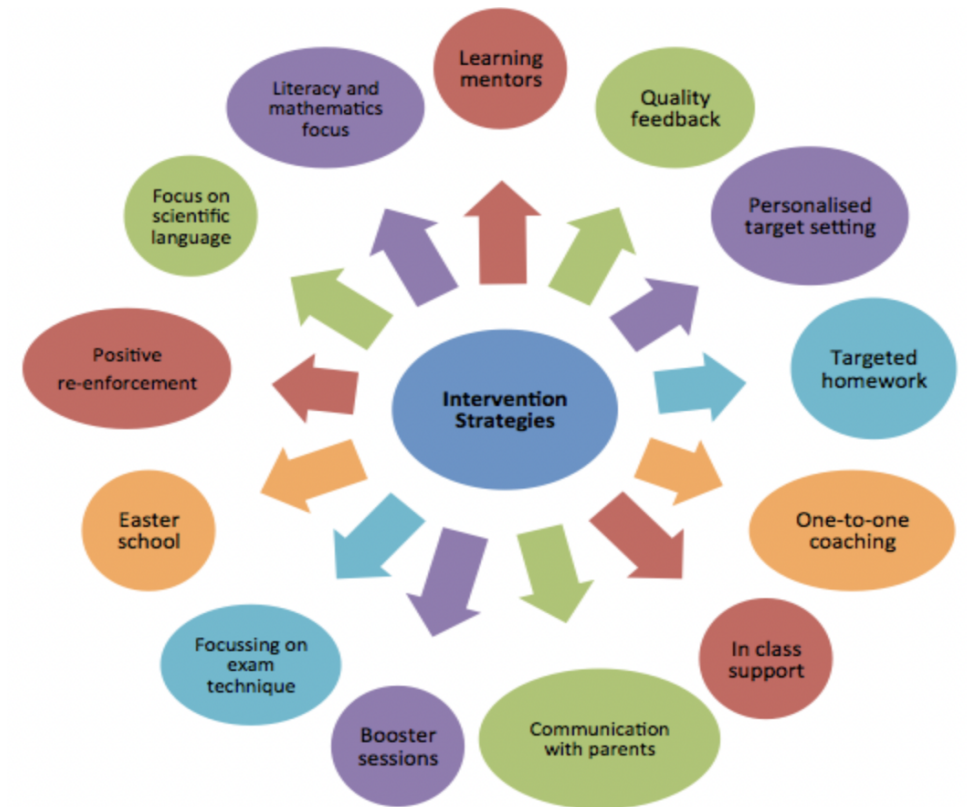

Independent Living

Vocational Skills

Community Engagement

Intervention Strategies Examples

- Reframe the teacher's perspective
- Improve the student's skills
- Adapt the task
- Adapt the environment
- Adapt the routine

What are the types of services?

Direct Services

In-person interaction between a professional and the student.

Indirect Services

Support students through collaboration, consultation, or support to other individuals. Indirect services can include direct intervention.

Are Services a Continuum or Separate Paths?

Indirect OT Services on behalf of students
Planning time with school personnel
Educational in-service sessions
Participation in school-wide leadership teams
Consultation with teachers and other school staff, and parents
Advocacy for students with disabilities and families
Planning for innovative services and new programs

Direct OT Services
Individual or group
Coteaching
Coaching
Embedded OT programs

(Cahill & Bazyk, 2020)

What is *Indirect* Service?

Consultation: provide guidance and support to general education teachers, parents, or other service providers to implement effective strategies.

Professional Development: Training on inclusive practices, differentiated instruction, or strategies

*Direct Services can be included within Indirect Programming.

Parent Training and Support: Providing resources, workshops, or information to parents to help them support their child's learning and development.

Collaborative Planning: Working with a team to develop and implement accommodations or/and modifications within the education setting.

Accommodations vs Modifications

Occupational Therapy Considerations

Occupational Therapy Considerations

- Activities of daily living

- Cognitive-based interventions

- Technology-based interventions

- Instrumental activities of daily living

- Safety, driving, and communication management

- Play and leisure

(Cahill & Beisbier, 2020)

Accommodations

Accommodations are ***adjustments made to the way tasks are presented or completed*** without altering the content or learning expectations. They help students access information and demonstrate their knowledge without changing the fundamental nature of the task.

(Keptner & McCarthy, 2020)

Modifications

Modifications involve ***changing the content, curriculum, or expectations*** of what a student is taught or expected to learn. Modifications are more substantial adjustments that may alter the curriculum to meet the student's individual needs.

(Keptner & McCarthy, 2020)

18

What is "Functional"?

Providing a student with dyslexia access to audiobooks:

Functional   Non-Functional

Accommodation

Adapting a science experiment to simplify procedures for a student with motor coordination difficulties:

Functional   Non-Functional

Modification

Assistive Technology

Tools and devices that are used to support students with disabilities in an educational setting. These technologies are designed to help students participate ***more fully*** in classroom activities, access curriculum materials, and enhance their overall learning experience.

(Keptner & McCarthy, 2020)

Determining Functional Accommodations and Modifications

1. Individualized approach

2. Assessment-based

3. Adherence to curriculum standards

4. Goal of independence

Free Google Extension Tools

- Read & Write for Google Chrome
- Grammarly
- Google Keep

- SpeakIt!
- EquatIOMercury Reader
- Kami

Free Apple Tools

- VoiceOver
- Speak Screen (iOS)
- Speech (macOS)
- Dictation (iOS and macOS)

- Guided Access (iOS)
- Text Replacement (iOS)
- Accessibility Shortcut (iOS)

Free Educational Organization Support

- National Center on Accessible Educational Materials (AEM Center)

- Understood.org

- TechMatrix

- Bookshare

- Assistive Technology in Education (ATE) Community

- Infinitec

- Center on Technology and Disability (CTD)

- SETC (Special Education Technology Center)

- Edutopia – Assistive Technology

Practice Examples of Potential Occupational Therapy Supports in the Secondary Environment

Osteogenesis Imperfecta

Osteogenesis Imperfecta (brittle bone) is a genetic or heritable disease in which bones fracture (break) easily, often with no obvious cause or minimal injury to severe with many medical complications

Environmental Needs:

Assistive Technology:

Staff Education:

Student Direct and Indirect Services:

Osteogenesis Imperfecta Support Ideas

Environmental Needs: *Raised Desks for wheelchair, bathroom equipment, reachers and pointers, etc.*

Assistive Technology: *Often depends on past and current bone breaks and hardware in body, voice to text, text to speech, ergonomic tools, etc*

Staff Education: *ADL needs, transfer training, safety, and environmental considerations, etc.*

Student Direct and Indirect Services: *Dependent on student medical need, AT and DME exploration, etc.*

Muscular Dystrophies

Muscular Dystrophies are a group of muscle diseases caused by mutations in a person's genes. Over time, muscle weakness decreases mobility, making everyday tasks difficult.

Environmental Needs:

Assistive Technology:

Staff Education:

Student Direct and Indirect Services:

Muscular Dystrophies Support Ideas

Environmental Needs: **Elevated desks, bathroom devices, Hoyer lift, alternative locker space, table-level access, etc.**

Assistive Technology: **Ergonomic tools with energy conservation, Laptop/Ipad Tech, tools for feeding, etc.**

Staff Education: ***ADL needs, transfer training, education, safety, and environmental considerations, etc.***

Student Direct and Indirect Services: **Increasing direct and indirect support with the progression of the disease for Activities of Daily Living and adaptions/modifications**

Epidermolysis Bullosa

Epidermolysis Bullosa that causes fragile, blistering skin. The blisters may appear in response to minor injury, even from heat, rubbing or scratching.

Environmental Needs:

Assistive Technology:

Staff Education:

Student Direct and Indirect Services:

Epidermolysis Bullosa Support Ideas

Environmental Needs: **Depends on needs- wheelchair/visual supports, needing needs, bathroom equipment, etc.**

Assistive Technology: **iPad/Computer based apps, Voice to Text, Tactile Tools with soft grip, etc.**

Staff Education: **One-to-one support for writing and fine motor needs, education, alternative testing options instead of writing, etc.**

Student Direct and Indirect Services: *Modify and Accommodate Paperwork, safety awareness training, etc.*

Traumatic Brain Injury

Traumatic Brain Injury (TBI) usually results from a violent blow or jolt to the head or body. An object that goes through brain tissue, such as a bullet or shattered piece of skull, also can cause traumatic brain injury.

Environmental Needs:

Assistive Technology:

Staff Education:

Student Direct and Indirect Services:

Traumatic Brain Injury Support Ideas

Environmental Needs: *Lighting, Decrease Environmental Stimuli, Visual Considerations, Fatigue Inducing Tasks, etc.*

Assistive Technology: *Explore Computer-Based Calendars, Apps, and internal tools of School-device, Check Lists, Handouts, etc.*

Staff Education: *All staff working with student on memory/safety awareness, visual perception considerations, behavioral/personality changes, etc.*

Student Direct and Indirect Services: *Modify and Accommodate Paperwork, safety awareness training, visual supports, etc.*

Transition to Postsecondary Education

- Special education needs look more similar to a 504 plan within postsecondary education.

- Understanding a students needs through accommodations and modifications is essential for their successful transition to postsecondary education.

Considerations for Transitions into Postsecondary

- ***Students*** seek out support

- Accommodations and modifications will vary

- The college's disability services office works with students and faculty to assess needs and support

Best Practices for the Transition to Postsecondary Education

- Early planning

- Advocacy skills

- Collaboration between high school and college

- Understanding differences for academic and social changes

- Use of technology and universal design

Potential Supports for Transition for Post-Secondary

- Extended Time on Exams

- Note-Taking Assistance

- Assistive Technology

- Flexible Attendance Policies

- Accessible Learning Materials

- Flexible Attendance Policies

- Accessible Learning Materials

- Priority Seating

- Alternate Exam Formats

- Breaks During Class

- Modified Attendance Requirements

- Flexible Deadlines

- Communication Plans

- Accessible Campus Facilities

Key Elements

- By integrating occupational therapy within secondary education outcomes, schools can create a more inclusive and supportive environment that addresses the diverse needs of students, promoting their overall well-being and success in both academic and life skills.

- Occupational therapy practitioners consistently collaborate with families and caregivers and provide services in the natural context of the desired occupation.

Key Elements Continued

- The evidence also supports group service models and models that include peer mediation; these models can promote participation across areas of occupation.

- Skills-based training and therapeutic practice in the context of valued occupations are recommended over isolated sensorimotor approaches.

- Technology, manualized programs, and sports activities can be effective but should be evaluated and matched to age, diagnosis, and outcomes as guided by the evidence.

Questions…..

Additional Handout Resources:

Additional Assistive Technology Organizational Supports Documents:

- [Assistive Technology- School-Based - Google Docs](https://docs.google.com/document/d/1zuX_z7CG8xmLGJJYCoZD-Pc64PryLoyQQiVV6jLdILk/edit)

  https://docs.google.com/document/d/1zuX_z7CG8xmLGJJYCoZD-Pc64PryLoyQQiVV6jLdILk/edit

- [Assistive Technology Organizations - Google Docs](https://docs.google.com/document/d/1vcYk2g2h9bsEdqCi3RywSU46IN601ytYhcdVNt1KRQc/edit)

  https://docs.google.com/document/d/1vcYk2g2h9bsEdqCi3RywSU46IN601ytYhcdVNt1KRQc/edit

Web References

- MN Department of Education-Secondary Education: https://education.mn.gov/MDE/dse/sped/sec/

- 5 Valuable Transition Programs: https://www.transitionsusa.org/developmental-disability-awareness-month-5-valuables-resources-transitions-usa-offers-to-its-students/

- Ideas that Work: Transition Resources for Practitioners: https://osepideasthatwork.org/federal-resources-stakeholders/topical-issues/transition-resources-practitioners

- NTACT: Transition Planning: https://transitionta.org/topics/secondary-education/transition-planning/

- OSER: Transition Activities: https://www2.ed.gov/about/offices/list/osers/transition/index.html

- Occupational Definitions: https://www.mnlowincidenceprojects.org/Projects/otpt/index.html

- MN Low Incidence Project: The revised 2014 version of Occupational Therapy and Physical Therapy in Educational Settings: A Manual for MN Practitioners - Third Edition (2014).

- AOTA Practice Advisory on Occupational Therapy in Response to Intervention https://www.aota.org/practice/practice-settings/-/media/e7371c748756467ba101d6966bb98eb2.ashx#:~:text=More%20than%2020%25%20of%20the,districts%20(AOTA%2C%202010).

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Thank you!

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