

Considerations for Educationally Relevant Therapy

Occupational Therapy Summary Sheet

(adapted from Florida Department of Education, Bureau of Exceptional Education & Student Services by **OTKimWiggins LLC**)

Student: _____ DOB: _____ Date: _____

STUDENT PROFILE: To be completed at the meeting with input from the team

	Points	Sources of Information/Comments
Personal Care		
Body Mechanics		
Visual Skills		
Fine Motor		
Sensory Processing		
TOTAL POINTS		

THERAPY PROFILE: To be completed by therapist prior to the meeting

	Points	Sources of Information/Comments
# of Years Student Has Received Therapy		
Potential Response to Therapy		
Student's Learning Environment		
Standardized Testing (average points of all areas)		
Support Services provided to Staff/Parents		
TOTAL POINTS		

Student	5-8	9-11	12-14	15-17	18-20
Therapist					
18-20	R	R	R	I	I
15-17	P	R	R	R	I
12-14	N	P	R	R	R
9-11	N	N	P	P	R
5-8	N	N	P	P	R

Recommendation for Therapy Services

Place an X on the horizontal axis to reflect the score on the Student Profile. Place an X on the vertical axis to reflect the score on the Therapy Profile. The point where the axes intersect indicates a recommended frequency of therapy.

The recommended frequency of therapy is:

- No therapy (N) Periodic(P) (consult)
- Regular (R) (1-2x) Intensive (I) (3x)

Occupational therapy in the school setting is a related service which provides assistance to students in special education allowing them to benefit from specially designed educational programs. The occupational therapist supports the student's ability to gain access to the general education curriculum in accordance with his/her Individualized Education Plan (IEP) and to function across all educational settings. Federal and state laws mandate that occupational therapy services provided in the schools are educationally relevant.

Therapist Signature: _____

OT STUDENT PROFILE

*Adapted from the Florida CERT (Florida DOE) by **OTKimWiggins LLC**.

**Information was added from the "Matrix of OT Services" from Ionia School District

Personal Care - management of personal needs and equipment within the educational environment

1	2	3	4
Student demonstrates adequate dressing/undressing, hygiene self-feeding skills, or oral motor skills with/without present equipment or devices.	Student requires supervision/prompts for dressing/undressing, hygiene, self-feeding, or oral motor skills.	Student requires physical assistance or specific strategies for dressing/undressing, hygiene, self-feeding, or oral motor skills.	Student requires intensive training by therapist to facilitate emerging dressing/undressing, hygiene, self-feeding, or oral motor skills.
Student demonstrates adequate personal care skills using equipment devices.	Student requires supervision/prompts to use personal care equipment/devices.	Student requires multiple equipment/devices and needs physical assistance.	Student requires multiple equipment/devices and needs intensive training by therapist in use of devices.

Body Mechanics- body awareness, posture, strength, and muscle tone needed to navigate school building and participate in the classroom.

1	2	3	4
Able to participate in all activities/settings within the school with minimal needs.	Able to participate in all activities/settings within the school with accommodations.	Able to participate in all activities/settings within the school with adult prompts and modifications.	Not able to participate in all activities/settings within the school with minimal needs without physical assistance.
Average to minimally low muscle tone/strength compared to same aged peers.	Minimally to moderately low muscle tone/strength compared to same aged peers.	Significantly low muscle tone/strength compared to same aged peers.	Significantly low muscle tone/strength compared to same aged peers and requires intensive training by the therapist to support the student.
No concerns with posture or seating ability.	Minimal concerns with posture or seating ability.	Moderate with posture or seating ability and requires modifications.	Significantly poor posture and seating ability and requires adapted seating.
Age appropriate body awareness.	Age appropriate body awareness.	Struggles with age appropriate body awareness.	No or minimal body awareness.

Visual Skills- visual perception & visual motor skills needed to complete academic tasks within the educational environment.

1	2	3	4
Student demonstrates adequate visual perceptual and/or visual motor skills.	Student requires supervision / prompts to perform visual perceptual and/or visual motor skills.	Student requires physical assistance and/or specific strategies to perform visual perceptual and/or visual motor skills.	Student requires intensive training by therapist to perform visual perceptual and/or visual motor skills.
Slight to no difficulty discriminating shapes, letters or numbers.	Minimal difficulty discriminating shapes, letters, or numbers.	Moderate difficulty discriminating shapes, letters, or numbers.	Not able to discriminate shapes, letters, or numbers consistently without support.
Slight to no difficulty with visual tracking with or without accommodations.	Minimal difficulty with visual tracking.	Moderate difficulty with visual tracking.	Not able to visually track.

Fine Motor - fine motor skills needed to manipulate and manage materials within the educational environment.

1	2	3	4
<p>Student demonstrates adequate fine motor skills and has slight to no difficulty with drawing, coloring, tracing, cutting, etc.</p> <p>Student can manipulate objects / tools / adaptive devices.</p> <p>Exhibits functional handwriting mechanics (sizing, spacing, orientation, letter legibility, etc.)</p>	<p>Student requires supervision / prompts to perform fine motor skills and has minimal difficulty with drawing, coloring, tracing, cutting, etc.</p> <p>Student requires supervision / prompts to manipulate objects / tools / adaptive devices.</p> <p>Exhibits minimal difficulty with handwriting mechanics (sizing, spacing, orientation, letter legibility, etc.)</p>	<p>Student requires physical assistance and/or specific strategies to perform fine motor skills and has minimum to moderate difficulty with drawing, coloring, tracing, cutting, etc.</p> <p>Student requires physical assistance and/or specific strategies to manipulate objects / tools / adaptive devices.</p> <p>Exhibits moderate difficulty with handwriting mechanics (sizing, spacing, orientation, letter legibility, etc.)</p>	<p>Student requires intensive training by therapist to perform fine motor skills and has moderate to maximal difficulty with drawing, coloring, tracing, cutting, etc.</p> <p>Student requires intensive training by therapist to demonstrate emerging manipulation of objects/tools/adaptive devices.</p> <p>Exhibits illegible handwriting with extremely poor handwriting mechanics (sizing, spacing, orientation, letter legibility, etc.)</p>

Sensory Processing - body awareness and sense of movement, sensory perception, exploration, and interaction with others during play and work activities within the educational environment.

1	2	3	4
<p>Student tolerates movement, touch, textures, sights, sounds, and smells occurring in the educational environment. Student seeks appropriate sensory input.</p> <p>Student adequately uses suggested techniques for self-regulation.</p> <p>Student is able to make choices, organize, motor plan, and initiate tasks.</p>	<p>Student requires supervision / prompts to tolerate touch, textures, sights, sounds, and smells or to seek appropriate sensory input.</p> <p>Student require supervision / prompts to utilize suggested techniques for adequate self-regulation.</p> <p>Student requires supervision / prompts to make choices, organize, motor plan, and initiate tasks.</p>	<p>Student requires physical assistance and / or specific strategies to tolerate movement, touch, textures, sights, sounds, and smells or to seek appropriate sensory input.</p> <p>Student requires physical assistance and are specific strategies to utilize suggested techniques for adequate self-regulation.</p> <p>Student requires physical assistance and/or specific strategies to make choices, organize, motor plan, and initiate tasks.</p>	<p>Student requires intensive interventions by therapist to tolerate movement, touch, textures, sights, sounds, and smells or to seek appropriate sensory input.</p> <p>Student requires intensive training by therapist you suggested techniques for self-regulation.</p> <p>Student requires intensive training by therapist to make choices, organize, motor plan, and initiate tasks.</p>

COMMENT BELOW: Overall please describe your opinions about this student's need for Occupational Therapy. Also add any additional information that you may or may not be concerned about. Thank you for your collaboration!

OT THERAPY PROFILE

*Adapted from the Florida CERT (Florida DOE) by **OTKimWiggins LLC**.

**Information was added from the "Matrix of OT Services" from Ionia School District

Number of Years Student Has Received Educationally Relevant Therapy (Impact of Educational Relevant Therapy)

1	2	3	4
More than 8 years of therapy	6 to 8 years of therapy	3 to 5 years of therapy	Less than 3 years of therapy

Potential Response to Educationally Relevant Therapy

1	2	3	4
<p>Student is expected to function in the educational environment without therapy services.</p> <p>*Potential Factors:</p> <ul style="list-style-type: none"> ● Attendance 75% or less of school absences ● Low Cognitive Function ● Poor visual acuity 	<p>Student is expected to maintain current level of performance with periodic therapy Services in the educational environment.</p> <p>*Has had 50% or less of school absences</p>	<p>Student is expected to make progress towards educational goals with therapy Services.</p> <p>*Has had 25% or less of school absences</p>	<p>Student is expected to make significant progress towards educational goals with therapy Services.</p> <p>*Regularly attends school and has only had 10% or less of absences</p>

Student's Learning Environment

1	2	3	4
Student is able to access the learning environment with/without use of compensatory skills or modifications.	Periodic review (quarterly or marking period) or modification of the student's learning environment is necessary	Regular review (weekly or monthly) or modification of the student's learning environment is necessary.	Extensive review (consistent communication) or modification of the student's learning environment is necessary.

Standardized Testing - Review each assessment and determine the standard deviation below the mean for each area assessed. Allot the point value as indicated below for each area. Average the points to determine the total for this category on the Therapy Profile.

1	2	3	4
Student receives average score or 0 to 0.99 standard deviations below the mean.	Student receives below average score with 1 to 1.49 standard deviations below the mean.	Student receives below average score with 1.5-2 standard deviations below the mean.	Student receives significantly below average score with greater than 2 standard deviations below the mean.

Subtest/Deviation	Subtest/Deviation	Subtest/Deviation	Subtest/Deviation

Support Services to Be Provided to School Staff and/or Parents

1	2	3	4
Staff/parents do not require therapist involvement to establish a program in select adaptive equipment, techniques, or routines.	Staff/parents require periodic (quarterly or marking period) therapist involvement and/or training to establish a program in select adaptive equipment, techniques, or routines.	Staff/parents require regular (weekly or monthly) therapist involvement and/or training to establish a program in select adaptive equipment, techniques, or routines.	Staff/parents require regular (consistent communication) therapist involvement and/or training to establish a program in select adaptive equipment, techniques, or routines.