

### **How do you distinguish between a student's sensory processing deficits and bad behavior?**

- If sensory diet is not effective then behavior is the issue
- If student's actions are harmful to self or others then it's behavior
- Behavior specialist involvement is requested by the teacher
- Look at what is occurring before the behavior occurs
- Therapists work closely with behavioral specialists/LSSPs'
- Careful observation and evaluation
- Use MAS (motivational assessment scale)

For more information on the MAS:

[www.monacoassociates.com/mas/index.html](http://www.monacoassociates.com/mas/index.html)

[www.disabilitytraining.com/mas.html](http://www.disabilitytraining.com/mas.html)

[www.ssisd.net/specialservices/downloads](http://www.ssisd.net/specialservices/downloads)

### **How do you evaluate sensory issues?**

- Observation
- Sensory profile, School Companion, Adolescent & Adult Questionnaire
- Teacher interview
- Sensory Processing Measure (SPM)
- Preschool sense
- Informal checklist
- MAS
- Sensory checklist for developmental disabilities

### **How do you implement inclusion?**

- See them wherever they are
- When possible schedule therapy time during classes that address IEP goals
- Try to schedule when they are in spec. ed classroom

### **Do you use standardized assessment for students with Autism?**

- Sensory profile
- School Function Assessment
- Functional Classroom Assessment (based on FAST)

Most districts are not receiving request for specific testing.

### **Who does APE in your district?**

- Full time APE teachers
- Part time APE teacher
- Contract with Reg 10 ESC for APE evals then PE teachers or Spec Ed teacher work on objectives
- PT works with General Ed. PE teacher to modify activities as needed

### **How do you handle IEP paperwork for students who receive equipment but do not need OT or PT services?**

- OT or PT evaluation and then continue to address equipment needs through consult OT or PT services, list equipment under AT as appropriate. (8)
- Place needs on the accommodations page of IEP, no service time (6)
- Document equipment under modifications (1)
- Document on student support page (1)
- AT on accommodations page with no service time (6)

**Do You provide OT or PT services to “speech only” students? How do you document this?**

- Yes, if they qualify based on OT or PT evaluation. Document needs in the assessment and in the IEP
- Integrate IEP with speech if possible, otherwise separate IEP for related services
- Encourage testing for additional appropriate eligibilities

**What do you put on schedule page of IEP to load more minutes at the beginning of the year and less after that?**

- use specific dates ie. 90 minutes, 9/10/07 – 12/10/07
- minutes per semester or 18 weeks, may change service in between semesters
- minutes per \_\_\_weeks, then minutes per \_\_\_weeks the remainder of IEP period
- 2 responses– do not front load minutes at all
- 2 use “Encore” and put service by year or 6 weeks. Then note in ARD minutes – minutes per \_\_\_ weeks for 1<sup>st</sup> 6 weeks then minutes per \_\_\_weeks for rest of year

**Do you address PE in the OT and/or PT evaluation?**

- PT Yes – address general gross motor skills (mobility, ball skills, ambulation and advanced walking skills, play activities and transitions) and refer to APE if indicated
- Evaluate access to the gym and refer to APE for specific P.E. skills
- OT No, one OT response indicated that they address strength, ROM and self-care that may relate to PE

**Does your school district include previous work experience in medical settings for pay scale purposes?**

- No – 8
- Yes – 7, contract is negotiated

**How are work duties assigned?**

- Workload - # of students / #schools / # minutes / location and other duties assigned all taken into account
- Only one therapist in district
- By student numbers and location
- By campus and classes

The topic of workload verses caseload was also addressed by Jean Polichino, OTR last February in “How Evidence is Changing Practice, New Challenges for OT’s and PT’s. Jean’s handouts included information on the shifting from a caseload to workload rationale and an example of a time study which may also be helpful. There is an article titled Transforming Caseload to Workload in School Based and Early Interventions OT Services available on the AOTA website. (<http://www.aota.org/Practitioners/Resources/Docs/FactSheets/School/38519.aspx>)

**Recommendations for emergence evacuation chairs?**

- Stryker Stair-Pro was suggested
- Contacting the locate fire department for recommendations was recommended

**How often should a student with Down’s syndrome be evaluated for atlanto-axial instability?**

information available at:

<http://www.downs-syndrome.org.uk/pdfs/dsa-medical-series-3.pdf>

<http://www.he.net/~altonweb/cs/downsyndrome/index.htm?page=aiscreen.html>

<http://pediatrics.aappublications.org/cgi/content/abstract/96/1/151>