

Related Services Update

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Integrated therapy services

In recent years there has been a strong push for more inclusive therapy services and less traditional “pull-out” services from many school districts. The integrated or “push-in” service delivery model aims to keep students in their classrooms or “pushing-in” to general education classrooms when providing related services. With this approach, therapy goals are embedded into the curriculum and everyday classroom activities. As a related services provider, you direct your goals to support specific classroom-based activities that allow students to integrate the specific skills you are targeting.

This issue:

- Integrated services
- Technical assistance
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- Upcoming trainings

Integrated services allow you to provide services in the classroom, where the majority of learning and time at school is spent. This approach promotes a more naturalistic manner of learning, which also enables for better generalization of skills. Win win! When you are constantly engaged in the classroom environment you get a front row seat to assess each student’s immediate needs in a full circle and attack it. It also allows you to observe other environmental factors that may affect learning, such as learning barriers (i.e. sitting too far from teacher, not paying attention, other distractions). Not only do you provide intervention targeted to specific IEP goals, but you also help students implement and identify compensatory strategies to enhance their independence and self-learning.

As with everything else, there is more than one way to provide integrated services. Rotating stations, co-teaching, and therapist-led teaching to name a few. All of these approaches involve planning and collaboration with the classroom teachers. Depending on the approach the amount planning and collaboration with the teacher will vary. It may sound like more work on your plate, but once a routine is established this a very effective way to provide services.

| Push-In Services | |
|---|---------------------------------------|
| “are” | “are NOT” |
| Delivered in the classroom and/or other settings within school environment | Only takes place in your therapy room |
| Provided by teachers, paraprofessionals, other staff, related service providers | Led by therapist only |
| Take place anytime during school day | Specified time |
| Plentiful peer interaction | Limited peer interaction |
| Naturalistic learning opportunities | Therapy structured opportunities |
| Integrating functional therapy goals to support classroom curriculum | Targeting therapy specific only goals |

Stations can be used to break students into a variety of different groups. Students can be grouped based on their specific needs (e.g. articulation, fine motor, language), by the amount of support they need, or mixed into a combination of the two. You can set up mixed groups, where the teacher and therapist pair stronger students

with students who need more support. Mixed groups also allow you to popcorn students around to different groups depending on their skills and levels of mastery, specifically each day. This daily assessment helps to ensure students don't get "stuck" in a tier or group due to past performance, but can jump from station to station on the daily.

Co-teaching involves more planning and collaboration with the teacher. You and the teacher plan and implement the lesson together. It's important to determine what goals and skills you will be targeting as a team, as well as the intervention strategies you will be using. The classroom teacher will teach the lesson as you pop around to help, add input, and elaborate when needed.

Therapist-led gives you the floor to teach the whole class as the teacher provides support. This approach usually works best for skills the whole class can benefit from (i.e. social skills). Providing a variety of handouts, visuals, and/or props allows you to scaffold and provide the needed support for each student naturally. It also helps keep every student engaged throughout the lesson and doesn't single out those students who need more assistance.

There is no clear-cut manual or "how to" when delivering integrated services. Often times you may find yourself integrating multiple approaches at once without even thinking about it. So how do you figure out what approach to use? Talk to your teachers and spend some time in the classrooms to help you narrow down your plan. Get to know your teachers and figure out what would work best for the BOTH of you.

For more information on integrated therapy:

<http://leader.pubs.asha.org/article.aspx?articleid+1785883>

<https://theinspiredtreehouse.com/inclusion-how-to-provide-ot-services-in-the-classroom/>

<http://journals.sagepub.com/doi/abs/10.1177/153944929601600102?journalCode=otja>

Helpful Resources

Every Moment Counts – www.everymomentcounts.org

Every Moment Counts is a mental health promotion initiative developed to help all children and youth become mentally healthy in order to succeed in school, at home and in the community. This work focuses on reframing mental health as a positive state of functioning – it is more than the absence of mental illness. Positive mental health is associated with feeling good emotionally, doing well functionally, and coping with challenges in everyday life. For children and youth, this means doing well during academic (classroom) as well as nonacademic (recess, lunch, after-school extracurricular activities) times of the school day.

The purpose of this website is share practical resources that can be used by school personnel, children/youth, and families to promote positive mental health and well-being in all children and youth throughout the day.

Upcoming Trainings & Resources

December 1, 2017 (Enid, OK), December 4, 2017 (Tulsa, OK), December 5, 2017 (OKC, OK), December 7, 2017 (Lawton, OK), Summit Professional Education

The Essential Therapy Toolkit for Children with Autism, ADHD, and Sensory Processing Impairments

To register: <https://www.summit-education.com/course/CICEJT.1/the-essential-therapy-toolkit-for-children-with-autism-adhd-and-sensory-processing-impairments#/live/6-ceus/enid-ok-2017-12-01>

December 7, 2017, Oklahoma Autism Network

Oklahoma Statewide Autism Conference

To register: <http://okautism.org/AnnualConference.aspx>

December 8, 2017, Today's Consulting Solutions

The Impact of the Code: Understanding Ethics

To register: <http://todaysconsultingsolutions.com/conferences/training-conferences/>