

## **NSSEO Mission Statement- Related Services**

Occupational and Physical Therapy services provide specialized interventions that support students' independence and participation in their educational program and throughout the school environment. Determination of related services should be based on the team consensus of student need for educational benefit and implemented using the least restrictive intervention in the least restrictive environment.

### **Introduction**

These guidelines are designed to be a systematic decision-making process in order to promote consistency and appropriateness of school-based occupational therapy (OT) and physical therapy (PT) services for students with exceptional needs. It is dynamic and subject to revision, as changes in education and the profession dictate. Guidelines are divided into two parts: performance components and professional judgment factors; both of which require ***input from the student's educational team***. It also includes factors the therapist should consider when making recommendations to the educational team. (See Therapist Guidelines for Performance Components and Professional Judgment Factors.)

The performance components are ten areas in which the therapist assesses the student's motor ability, whether with standardized assessments, informal assessments, and/or functional observations. The results of this assessment(s) are then considered for each performance component and given a numerical value.

The professional judgment factors are five areas in which the therapist utilizes clinical reasoning, knowledge, team input, and additional evidence (e.g. student input, file review, work samples, curriculum based measures, existing data) to determine the student's ability to benefit from school based OT/PT services. As with the performance components, the results are considered and given a numerical value.

These two parts, including educational team input, yield a service minutes recommendation which the therapist presents to the educational team (e.g. IEP Meeting, Problem Solving Meeting) for consideration.

### **Multi-Tiered System of Supports (MTSS)**

[isbe 2019 RECOMMENDED PRACTICES FOR OCCUPATIONAL AND PHYSICAL THERAPY SERVICES IN ILLINOIS SCHOOLS](#)

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[AOTA Response to Intervention: MTSS Brochure](#)

[APTA FAQs on Response to Intervention \(RtI\) for School-based Physical Therapists](#)