

## **Therapist Guidelines for Professional Judgment Factors**

**Areas to be considered as related to school tasks within the educational environment:**

### **Student factors that impact his/her participation throughout the school day.**

- This factor rates how much the student's area(s) of need impacts his/her ability to access and benefit from the curriculum, and other aspects of the school day (eg. lunch, recess, extra-curricular).
- Including student input to meet or advocate for his/her needs.
- Therapist needs to consider input from **ALL** pertinent members of student's educational team (including the family).

### **Immediacy of need**

- This factor rates the timeliness and urgency of intervention. Considerations which can impact areas of need include change in medical status, acute trauma, post surgical, significant medication change, developmental readiness and change of placement.

### **Potential for change in the student's performance through evidence based interventions**

- This factor rates: a) the documentation of improvement given past and/or current evidence based interventions and/or b) the documentation of negative change which has occurred when past evidence based interventions were not provided.
- Information should be gathered through a review of student records and team input to determine previous interventions (by whom, how much, what type) and student response.
- Data should be gathered through indirect or direct participation in the Multi-Tiered System of Supports (MTSS) process.
- Therapist needs to consider the age of the student, other areas of need such as cognition and language, and the nature of the medical diagnosis and/or self-determination (intrinsic or extrinsic motivation).

### **Extent to which needs can be met by others/programmatic supports**

- This factor rates the degree to which specialized therapeutic involvement is needed.
- Therapist should consider input from team members, the individual student's curriculum, duplication of services, and least restrictive environment.
- Therapist should consider the extent to which coaching and/or training of team members can support student needs.

- Therapist should consider the extent that programmatic supports (i.e. curriculum, MTSS, etc.) can meet/address student needs.

**Environmental impact on student needs.**

- This factor rates barriers in the educational setting that may increase demands to meet student needs.
- Therapist should consider the sensory quality of student’s surrounds as well as the build surrounds such as buildings, furniture, tools, and devices.
- Building size, layout/classroom location, schedule cluster, equipment availability / community, field trip & work setting (vocational placement).
- Potential for placement change / transition year.

**OT/PT Professional Judgment Factors**

	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b><i>Student factors that impact his/her participation throughout the school day.</i></b>	Fully participates without limitations.	Area(s) of need influence participation.	Area(s) of need interfere with participation.	Area(s) of need prevent participation.
<b><i>Immediacy of need</i></b>	Area(s) of need are not currently impacting educational performance.	Area(s) of need may impact educational performance but are not immediate at this time.	Area(s) of need impact educational performance. Intervention is needed.	Area(s) of need are critically impacting educational performance. Immediate intervention is needed.
<b><i>Student growth potential based upon history of performance (i.e. file review, IEP goal progress, MTSS interventions)</i></b>	Student demonstrates minimal potential for change.	Student appears to have the potential for change but at a slower rate.	Student appears to have the potential for change.	Student has a high potential to improve skills.

<b><i>Extent to which needs can be met by others/programmatic supports</i></b>	Needs can be met by other staff and/or curriculum	Needs can be met through cooperative minimal interventions with staff and/or parent involvement	Needs can be met through cooperative moderate interventions with staff and/or parent involvement	Needs can only be met by unique intense involvement of therapist(s) in addition to cooperative staff/parents
<b><i>Environmental impact on student needs.</i></b>	Environment fully supports student needs.	Minimal environmental modifications/support are needed to support student participation.	Frequent environmental modifications/supports are needed to support student participation.	Significant environmental modifications/supports are needed to support student participation.