Consultation/Coaching Model for
Occupational Therapists
High Plains Educational Cooperative

Collaboration systems exhibit practices for interaction between at least two co-equal parties voluntarily engaged in shared information, expertise and decision-making as they work towards a common goal. OT will be part of the Educational Team. The team will develop a shared vision of the educational needs of the student.

Conducive conditions for consultation
- Mutual goals
- Input equally valued
- Shared accountability
- Shared resources
- Voluntary participation

Team will collaborate on:
- Planning for additional assessments
- Service type
- Delivery of services
- Selecting outcome measures
- Designating responsible persons
- Timelines for delivery of services

Responsibilities of OT—Areas in which the OT may provide services.

Activities for daily living: (ADL)
ADL consists of:
- Eating,
- Dressing,
- Toileting,
- Riding the Bus
Indirect service: supervise/train the teachers and paras who will carry out the activities on a daily basis.
Direct service: Teaching directly; modeling or demonstrating specialized skills

Oral Motor Skills and Feeding
Students with severe disabilities
OT intervention includes
- Responsiveness to textures, taste, temperature
- Motor performance, chewing, lip closure, swallowing, and self feeding
- Behavioral response; pleasure or aversion

Potentially life-threatening issues such as choking and nutritional intake necessitate the schools obtain medial authorization for feeding students who have
- Frequent respiratory illness
Weight loss or poor weight gain
Crying or resistance when food approaches the mouth
History of dehydration
Frequent gagging, choking or coughing from food, liquid or their own secretions.

Play: Another primary performance area is an important means of learning by: exploring the environment, interacting with others, and developing sensory motor and social interactions skills. Collaborating with other educators, OT will assess components of student play and leisure in physical education classes, extracurricular activities and recess. Intervention examples include
- Collaborating with PE teacher
- Teaming with sped teacher to explore adult leisure activities and modify them for successful performance
- Developing specific skills, which enable the student to play along with typical peers.

Handwriting/written communication
Handwriting quality affects how well students organize information and communicate knowledge. As a reaction to handwriting difficulties, students may produce written materials that do not reflect their true capabilities. (Unable to discern or interpret the physical quality and characteristics of the student’s writing.)
- Postural control in the pelvis, trunk shoulder and neck
- Level of arousal attention span sequencing and other cognitive components
- Visual perception
- Perception of touch, body position and movement
- Motor planning and motor control
- Hand preference
- Visual motor integration
- Basic function of the hand including wrist stability, arch formation and finger dexterity
- Remedial and preventive interventions include collaborating with others to modify students seating, designing or procuring assistive technology devices, and training teachers student and families to use them.
  (OT may use handwriting samples for documentation and data collection on the above listed interventions.)

Sensory integration: is the neurological process of receiving information from any of the senses and organizing it for use. Learning is based on tone’s ability to filter, integrate and response to sensory information.
- Visual and auditory—the far or distal senses most frequently used in the classroom
- Tactile proprioceptive the near or proximal senses of touch and body movement involved in kinesthetic learning
- Vestibular or sense of head movement and head position
- Olfactory and gustatory the sense of smell and taste which are closely related to alertness and emotions.
Service delivery model

Intervention/MTSS:
Do not typically provide services in intervention
If team /ape see a need they will call in an OT to consult.
Look to other options for people doing interventions
  Class teacher
  Sensory
  APE

Evaluation:
  Narrow focus of evaluation
  Functional and standardized assessment
  Interpret evaluative data and enter it on the IEP
  Play-based Assessment

Training:
  Model; demonstrate, (paras, teachers)
  Data collection
  Inservice all staff on general OT interventions

Direct service
  • Front end loading for training and getting a student started well. 2-4 frequent visits. Then move to consult with periodic observations.
  • Periodic check-in observation of student to make sure activities/recommendations are being carried out accurately and appropriately. (once a quarter after front end loading, with consultation on a 3-4 week basis)

Indirect Service:
Consultation:
  • Work with teachers and paras/support personnel to provide continuous daily progress
  • Assist teachers with finding ways to embed activities throughout the day into established routines.
  • Trouble shoot problems with delivery of service and/or data collection
  • Provide feedback on how the child is doing; what the data tells.
  • May be carried out:
    • By telephone
    • Email
    • Other written forms of communication
    • Video conferencing
    • In person

Meetings:
• Provide information for annuals in written form.
• Attend annuals by conference call
• Team meetings-(See primary coach)
• Attend initials meetings to discuss placement or nonplacement

Primary Coach (Early Childhood)
• Transitions from part C—If transitioning child already has service—Do we need to continue services or evaluate to make that determination?
• If determined the child needs services work as consultive member of primary coach team.
• May need some front end loading, then consult only with periodic check.
• Enter evaluative data on the IEP, updates as needed.
• May need to do training with the primary coach for specialized skills.

Support of the OT
• Paras designated that will be trained.
• Cota if one can be found and hired to help with specific areas within the coop. Supervision will be determined.
• Technical support: use of video conferencing, video taping of students, phone conferencing.
• Keep them off the road as much as possible through reduction of direct services, use of technology, fewer meetings.