

Swinth, TIES 2010 Eugene, OR

Adapted From: Swinth, Shepherd & Frolek Clark. **The Nitty Gritty Of School-based Collaboration:**

**What It Is And How To Do It Effectively.** AOTA Institute, Houston TX 4-22-09

Power Point Slide References\*, Bibliography, Related Readings,  
and Resources

---

\*Note: The References supporting the Power Point Slides are sorted into this list to assist your use of this information in the future. **The following are the major topic headings into which this information has been sorted to assist your use of this information in the future:**

AOTA Documents    APTA Documents    Caseload/Workload    Collaboration    School-Based Intervention

**AOTA Documents**

American Occupational Therapy Association. (2007). *Occupational therapy services for children and youth under the Individuals With Disabilities Education Act (3<sup>rd</sup> ed.)*. Bethesda, MD: Author.

American Occupational Therapy Association. (2008). Occupational therapy practice framework: Domain and process.(2<sup>nd</sup> ed.). *American Journal of Occupational Therapy*, 62, 625–683.

American Occupational Therapy Association. (2003). Applying sensory integration framework in educationally related occupational therapy practice. *American Journal of Occupational Therapy*, 57, 652–659.

American Occupational Therapy Association. (2003). Guidelines for documentation of occupational therapy. *American Journal of Occupational Therapy*, 57, 646–649.

American Occupational Therapy Association. (2003). *Fact Sheet: Occupational therapy in educational settings under the Individuals With Disabilities Education Act*. Bethesda, MD: Author.

American Occupational Therapy Association. (2003). School System Special Interest Section: Frequently asked questions (FAQs). Bethesda, MD: Author.

American Occupational Therapy Association. (2004). *Evidence-based resource directory* (online AOTA Member service, [www.aota.org](http://www.aota.org), under Practice & Ethics link).

American Occupational Therapy Association. (2004). Guidelines for supervision, roles, and responsibilities during the delivery of occupational therapy services. *American Journal of Occupational Therapy*, 58, 663–667.

American Occupational Therapy Association. (2004). Occupational therapy services in early intervention and school-based programs. *American Journal of Occupational Therapy*, 58, 681–686.

American Occupational Therapy Association. (2004). Scope of practice. *American Journal of Occupational Therapy*, 58, 673–677.

American Occupational Therapy Association. (2005). Standards of practice for occupational therapy. *American Journal of Occupational Therapy*, 59 (November/December).

American Occupational Therapy Association. Evidence Briefs Series. Member benefit retrievable at [www.aota.org](http://www.aota.org) (click onto the Evidence-Based Practice Resources link).

**APTA Documents** [www.pediatricapta.org](http://www.pediatricapta.org)

Promoting Your Child's Development: Information Resources for Families of Children with Disabilities, Fact Sheet (2006)

Resources on Fitness for Young Children, Fact Sheet (2008)

The ABCs of Pediatric Physical Therapy , Fact Sheet (2009)

Providing Physical Therapy in Schools Under IDEA 2004, Fact Sheet (2009)

Promoting Social–Emotional Development: An Introduction for Families and Caregivers, Fact Sheet (2009)

Swinth, TIES 2010 Eugene, OR

Adapted From: Swinth, Shepherd & Frolek Clark. **The Nitty Gritty Of School-based Collaboration:**

**What It Is And How To Do It Effectively.** AOTA Institute, Houston TX 4-22-09

Evidence-based Practice in Pediatric Physical Therapy, Fact Sheet (2007)

Intervention for Youth Who Are in Transition from School to Adult Life, Fact Sheet (2006)

Assistive Technology and the Individualized Education Program, Fact Sheet (2007)

### Caseload/Workload

American Occupational Therapy Association. (2006). *Transforming caseload to workload in school-based and early intervention occupational therapy services*. Bethesda, MD: Author. Retrieved October 11, 2007 <http://www.aota.org/Practitioners/Resources/Docs/FactSheets/School/38519.aspx>

American Speech-Language-Hearing Association, 2002. *A workload analysis approach to establish speech-language caseload standards in schools*. Rockville, MD: Author

Annett, M. M. (2003). *Beyond school caseloads: Looking at total workload*. The ASHA leader online. Retrieved June 13, 2003 from <http://professional.asha.org/searchresults.cfm>.

Dunn, W. (2000). *Best practice occupational therapy: In community service with children and families*. Thorofare, NJ: Slack.

### Collaboration

Barrera, I., Corso, R., & Macpherson, D. (2003). *Skilled dialogue: Strategies for responding to cultural diversity in early childhood*. Baltimore: Brookes.

Blosser, J., & Kratcoski, A. (1997). PACs: A framework for determining appropriate service delivery options. *Language, Speech, and Hearing Services in Schools*, 2, 99–107.

Brownell, M., Adams, A., Sindelar, P., & Waldron, N. (2006). Learning from collaboration: The role of teacher qualities. *Exceptional Children*, 72, 169–185.

Case-Smith, J. (1998). Thinking out of the box. In J. Case-Smith (Ed.), *Occupational therapy: Making a difference in school system practice* (Unit 2). Bethesda, MD: American Occupational Therapy Association.

Deboer, A., & Fister, S. (1995–1996). *Working together: Tools for collaborative teaching*. Longmont, CO: Sopris West.

Dettmer, P., Dyck, N., & Thurston, L.P. (2005). *Consultation, collaboration, and teamwork for students with special needs* (5th ed.). Needham Heights, MA: Allyn & Bacon.

Fisher, R., & Shapiro, D. (2005). *Beyond reason: Using emotions as you negotiate*. New York: Penguin Books.

Friend, M. & Cook, L. (2007). *Interactions: Collaboration skills for school professionals*, 5<sup>th</sup> ed. Boston: Allyn & Bacon.

Frolek Clark, G. (2008). Getting into the collaborative routine. In Hanft, B. & Shepherd, J. (Eds.), *Collaborating for school success: A guide for occupational therapy*. Bethesda: AOTA.

Giangreco, M. F., Cloninger, C. J., Dennis, R. G., & Edelman, S. W. (2002). Problem-solving methods to facilitate inclusive education. In R. Villa & J. Thousand (Eds.), *Restructuring for caring and effective education* (pp. 254–291). Baltimore: Brookes.

Giangreco, M., Edelman, S., MacFarland, S., & Luiselli, T. (1997). Attitudes about educational and related service provision for students with deaf-blindness and multiple disabilities. *Exceptional Children*, 63, 329–342.

Hall, G., & Hord, S. (2006). *Implementing change: Patterns, principles and potholes* (2nd ed.). Boston: Pearson Education.

Swinth, TIES 2010 Eugene, OR

Adapted From: Swinth, Shepherd & Frolek Clark. **The Nitty Gritty Of School-based Collaboration:**

**What It Is And How To Do It Effectively.** AOTA Institute, Houston TX 4-22-09

Hanft, B. K., Rush, D. D., & Shelden, M. L. (2004). *Coaching families and colleagues in early childhood*. Baltimore: Brookes.

Hanft, B. & Shepherd, J. (Eds.). (2008). *Collaborating for school success: A guide for occupational therapy*. Bethesda: AOTA.

Hayden, P., Frederick, L., Smith, B., & Broudy, A. (2001). *Tasks, tips and tools for promoting collaborative community teams: Collaborative Planning Project for Planning Comprehensive Early Childhood Systems*. Denver: University of Colorado. Retrieved January 7, 2007, from <http://www.nectac.org/~pdfs/topics/inclusion/TaskTipsTools.pdf>

Kemmis, B. L., & Dunn, W. (1996). Collaborative consultation: The efficacy of remedial and compensatory interventions in school contexts. *American Journal of Occupational Therapy*, 50, 709–717.

Polichino, J. (2004). Elective Session 7: Moving out of the “Therapy room.” In Swinth, Y., *Occupational therapy in school-based practice: Contemporary issues and trends*. Bethesda, MD: AOTA. Online Course.

Rainforth, B., York, J., & Macdonald. (1997). *Collaborative teams for students with severe disabilities: Integrating therapy and educational services* (2nd. ed.). Baltimore, MD: Paul H. Brookes.

Rogers, E. (2000). *Diffusion of innovation* (5th edition). New York: The Free Press

Snell, M., & Janney, R. (2005). *Collaborative teaming* (2nd ed.). Baltimore, MD: Paul H. Brookes.

Swinth, Y. (2008). Collaboration in action: The nitty gritty. In Hanft, B. & Shepherd, J. (Eds.), *Collaborating for school success: A guide for occupational therapy*. Bethesda: AOTA.

Thousand, J., & Villa, R. (2000). Collaborative teaming: A powerful tool in school restructuring. In R. Villa & J. Thousand (Eds.), *Restructuring for caring and effective education* (pp. 254–291). Baltimore: Paul H. Brookes.

Ury, W. (2007). *The power of a positive no: How to say no and still get to yes*. New York: Random House.

Wiggins, K., & Damore, S. (2006). “Survivors” or “friends”? A framework for assessing effective collaboration. *Teaching Exceptional Children*, 38, 49–50.

### **School-Based Intervention\* See EBP references on C.A.T.**

Chandler, B. (2005). Anything changed around here lately? The change process in public education. *School System Special Interest Section Quarterly*, 12, 1–4.

David KS, McEwen IR. The Individuals with Disabilities Education Act: roles of physical therapists in educational environments. In: *Topics in Physical Therapy - Pediatrics: Lesson 3*. Alexandria, VA: American Physical Therapy Association; 2001.

Davies, P. L., & Gavin, W. J. (1994). Comparison of individual and group/consultation treatment methods for preschool children with developmental delays. *American Journal of Occupational Therapy*, 48, 155–161.

Drummond, C. W. (1996, September). Inclusion and school-based occupational therapy. *School System Special Interest Quarterly*, 3, 1–2.

Effgen SK. Factors affecting the termination of physical therapy services for children in school settings. *Pediatric Physical Therapy*.2000; 12:121–126

Effgen SK. Schools. In: *Meeting the physical therapy needs of children*. Philadelphia, PA: FA Davis; 2005:377-390.

Effgen SK. The educational environment. In: Campbell SK, Vander Linden DW, Palisano RJ, eds. *Physical therapy for children*. 3rd ed. Philadelphia, PA: Saunders Elsevier. 2006:955-982

Effgen SK. The educational environment. In: Campbell SK (ed). *Physical Therapy for Children*. 2nd ed.

Swinth, TIES 2010 Eugene, OR

Adapted From: Swinth, Shepherd & Frolek Clark. **The Nitty Gritty Of School-based Collaboration:**

**What It Is And How To Do It Effectively.** AOTA Institute, Houston TX 4-22-09

Philadelphia: WB Saunders Co; 2000:910-933

Fertel-Daly, D., Bedell, G., & Hinojosa, J. (2001). Effects of a weighted vest on attention to task and self-stimulatory behaviors in preschoolers with pervasive developmental disorders. *American Journal of Occupational Therapy, 5*, 629–640

Giangreco, M. F. (1986). Effects of integrated therapy: A pilot study. *The Association for Persons with Severe Handicaps, 11*, 205-208.

Giangreco, M. G., & Edelman, S. W. (1996). How to make decisions about related service delivery in schools. *School System Special Interest Quarterly, 3*, 7, 8.

Gould, P. O., & Sullivan, J. M. (1999, December). The inclusive early childhood classroom. *OT Practice*, pp. 23–24.

Griswold, L. A. S. (1994). Ethnographic analysis: A study of classroom environments. *American Journal of Occupational Therapy, 48*, 397–402.

Hanft, B., & Place, P. (1996). *The consulting therapist: A guide for occupational and physical therapists in schools*. Austin, TX: PRO-ED.

Irish, T. B. (2000, May). Does your therapy overlap and complement curriculum? *OT Practice*, pp. 25–26.

King, G., McDougall, J., Tucker, M. A., Gritzan, J., Malloy-Miller, T., Alambets, P., et al. (1999). An evaluation of functional, school-based therapy services for children with special needs. *Physical and Occupational Therapy in Pediatrics, 19*(2), 5–29.

Jackson, L. (Ed.). (2007). *Occupational therapy services for children and youth under IDEA* (3rd ed.). Bethesda, MD: AOTA Press.

Johnson, E., Mellard, D., Fuchs, D., & McKnight, M. (2006). *Response to Intervention (RTI): How to do it*. National Resource Center for Learning Disabilities. Available at [http://www.nrclid.org/rti\\_manual/](http://www.nrclid.org/rti_manual/)

Lachina, K. (2000, March). Including students with disabilities in the classroom. *OT Practice*, pp. 18–25.

McEwen I, ed. *Providing physical therapy services under Parts B & C of the Individuals with Disabilities Education Act (IDEA)*. Alexandria, VA: Section on Pediatrics, American Physical Therapy Association, 2009.

McEwen IR, Shelden, ML. Pediatric therapy in the 1990s: The demise of the educational versus medical dichotomy. *Occupational and Physical Therapy in Pediatrics, 15*:33-45, 1995.

McWilliam, R. A., & Scott, S. (2001, November). *Integrating therapy into the classroom*. Retrieved December 21, 2006, from <http://www.fpg.unc.edu/~inclusion/IT.pdf>

Muhlenhaupt, M. (2003). Enabling student participation through occupational therapy in the schools. In L. Letts, P. Rigby, & D. Stewart (Eds.), *Using environments to enable occupational performance* (pp. 177–196). Thorofare, NJ: Slack.

Nolet, V., & McLaughlin, M. J. (2000). *Accessing the general curriculum*. Thousand Oaks, CA: Corwin.

Orr, C., & Schkade, J. (1997). The impact of the classroom environment on defining function in school-based practice. *American Journal of Occupational Therapy, 51*, 64–69

Pivik, J., McComas, J., & LaFlamme, M. (2002). Barriers and facilitators to inclusive education. *Exceptional Children, 69*, 97–107.

Swinth, TIES 2010 Eugene, OR

Adapted From: Swinth, Shepherd & Frolek Clark. **The Nitty Gritty Of School-based Collaboration: What It Is And How To Do It Effectively.** AOTA Institute, Houston TX 4-22-09

Polichino, J. (2001, June). An education-based reasoning model to support best practices for school-based OT under IDEA 97. *School System Special Interest Quarterly*, 8, 1–4.

Polichino, J., Clark, G. F., & Chandler, B. (2005, February 21). Meeting sensory needs at Sschool: Supporting students in the natural environment. *OT Practice*. 11-15.

Priest, N., & Waters, E. (2007). “Motor magic”: An evaluation of a community capacity-building approach to supporting the development of preschool children (Part 2). *Australian Occupational Therapy Journal*, 54, 140–148.

Project Participate. (2001). Retrieved December 7, 2001, from University of Colorado Health Sciences Center at [www.projectparticipate.org/handouts-forms.asp](http://www.projectparticipate.org/handouts-forms.asp).

Rapport MJ. Laws that shape therapy services in educational environments. *Physical & Occupational Therapy in Pediatrics*. 1995;2:5-32.

Richardson, P. (2003, March). From roots to wings: Social participation for children with physical disabilities. *Developmental Disabilities Special Interest Section Quarterly*, 26(1).

Rourk, J. D. (1996). Roles for school-based occupational therapists: Past, present, future. *American Journal of Occupational Therapy*, 50, 698–700.

Schoenfeld, A. B., & Mesquiti, P. (2002, March). A collaborative partnership: Creating developmentally appropriate teaching practices for pre-K and kindergarten. *School System Special Interest Section Quarterly*, 9, 1–2, 4.

Sekerak, D. M., Kirkpatrick, D. B., Nelson, K. C., & Propes, J. H. (2003). Physical therapy in preschool classrooms: Successful integration of therapy into classroom routines. *Pediatric Physical Therapy*, pp. 93–104.

Stancliff, B. L. (1998, October). Do inclusion programs work? *OT Practice*, pp. 51–54.

Swinth, Y.L. (2009). Current issues and trends in school-based occupational therapy. Unpublished raw data.

Swinth, Y. (Ed.). (2004). *Occupational therapy in school-based practice: Contemporary issues and trends* (Online Course). Bethesda, MD: American Occupational Therapy Association.

Swinth, Y., Hanft, B., DiMatties, M., Handley-Moore, D., Hanson, P., Schoonover, J., & Rushing-Carr, C. (2002, September 16). School-based practice: Moving beyond 1:1 service delivery. *OT Practice*, pp. 12–20.

Swinth, Y., & Mailloux, Z. (Eds.). (2002, January). Addressing sensory processing in the schools. *OT Practice*, pp. 8–13.

Szabo, J. L. (2000). Maddie’s story, inclusion through physical and occupational therapy. *Teaching Exceptional Children*, 35, 12–17.

Winterman, K. G., & Sapona, R. H. (2002). Everyone’s included: Supporting young children with autism spectrum disorders in a responsive classroom learning environment. *Teaching Exceptional Children*, 35, 30–35.

### **Internet Resources for Related Service Personnel**

#### **Government Websites on IDEA**

#### **Public Law 108-446, Individuals with Disabilities Education Improvement Act of 2004.**

<http://www.copyright.gov/legislation/pl108-446.pdf> or

<http://www.ed.gov/policy/speced/guid/idea/idea2004.html>

#### **Special Education & Rehabilitation Services, IDEA 2004 Resources.**

<http://www.ed.gov/policy/speced/guid/idea/idea2004.html>

Swinth, TIES 2010 Eugene, OR

Adapted From: Swinth, Shepherd & Frolek Clark. **The Nitty Gritty Of School-based Collaboration: What It Is And How To Do It Effectively.** AOTA Institute, Houston TX 4-22-09

**Resources on IDEA and Related Issues**

**Consortium for Appropriate Dispute Resolution in Special Education (CADRE),** Eugene, OR.

<http://www.directionservice.org/cadre>

Article entitled Beyond mediation: Strategies for appropriate early dispute resolution in special education. Feinberg, Beyer, & Moses, (2002).

**Consortium for Citizens with Disabilities (CCD)**

[http://www.c-c-d.org/legislative\\_news.htm](http://www.c-c-d.org/legislative_news.htm)

**COUNCIL FOR EXCEPTIONAL CHILDREN (CEC), THE ERIC/OSEP SPECIAL PROJECT**

<http://ericec.org/osep-sp.html>

**Educational Resources Information Center (ERIC).**

<http://www.eric.ed.gov>

Many resources previously found on the ERIC/IT and AskERIC websites may be found at **The Educator's Reference Desk.** [www.eduref.org](http://www.eduref.org) and **The Gateway to Educational Materials (GEM)** [www.thegateway.org](http://www.thegateway.org).

**Exceptional Child Educational Resources (ECER).**

<http://ericec.org/ecer-db.html>

**EDLAW Inc.**

<http://www.edlaw.net/service/specialaw.html>

**IDEA Practices.**

<http://www.ideapractices.org>

**Individuals with Disabilities Education Act (IDEA). NECTAC.**

<http://www.nectac.org/idea/idea.asp>

**TASH. Inclusive Quality Education.**

<http://www.tash.org/inclusion/articles.htm>

**User's Guide to the 2004 IDEA Reauthorization (P.L. 108-446 and the Conference Report)**

<http://www.thearc.org/ideachanges/usersguide.doc>

**Wrightslaw.**

<http://www.wrightslaw.com>.

**Response to Intervention**

<http://idea.ed.gov>