

A COMPARISON OF PHYSICAL AND OCCUPATIONAL THERAPY IN NON-EDUCATIONAL  
AND EDUCATIONAL SETTINGS

Therapy in Non-Educational Settings	Therapy in Educational Settings
Intent	
<p>Patient goals are primary</p> <p>To treat acute conditions or for short-term intense interventions in chronic conditions.</p>	<p>Educational goals are primary</p> <p>To reduce effects of chronic or newly diagnosed conditions so the student can benefit from the educational program.</p>
Characteristics	
<p>Smaller caseloads and patients generally come to the clinic to see the therapist</p> <p>Services tend to be discipline-based with 1:1 therapy time</p> <p>Parents are instructed in physical management. Few responsibilities are delegated except to parents.</p> <p>Focus is on developmental milestones and components of movement within functional skills</p> <p>Documentation is based on clinical progress for insurance/third party reimbursement</p>	<p>Services are primarily provided through consultation and collaboration.</p> <p>The therapist goes to the students who are in many different educational settings spread over a large geographic area</p> <p>Services are integrated; much time is spent communicating with school and district personnel as well as outside providers</p> <p>More responsibilities are shared collaboratively with the educational team</p> <p>Focus is on functional skills and adaptations that promote the attainment of educational objectives</p> <p>State and federal laws for special education direct documentation based on specific eligibility</p>

Adapted from *The Role of the Physical and Occupational Therapist in the School Setting* (Hylton, Reed, Hall, Cicirello). Oregon Regional and Statewide Services for Students with Orthopedic Impairments, 2001 (web site: [douglasses.k12.or.us/rsoi](http://douglasses.k12.or.us/rsoi)).