



Regional *and* Statewide Services for Students with Orthopedic Impairments

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School-Based Occupational Therapists Recommended Performance Standards

At the request of the Regional Management Team of the Oregon Department of Education's Office of Special Education the following recommended performance standards were developed for school-based occupational therapists. The standards were developed by the Orthopedically Impaired working group which included occupational therapists and physical therapists from throughout the state of Oregon. The working group compiled this list from information gleaned from competency lists from a variety of sources. They include Cascade Regional Programs, Mid Oregon Regional Programs, Willamette ESD, Portland Public Schools, Central Oregon Regional Programs, Douglas ESD, Eugene 4J Schools, the Florida Department of Education, and the American Occupational Therapy Association.

The goal of the working group was to develop a list of specific indicators of attainment for each standard which would adequately describe the role of the school occupational therapist without being so specific as to require extensive documentation. This list is intended for use as a guide for school administrators who supervise school occupational therapists.

1.0 Planning & Preparation

- 1.1 Develops expectations and goals appropriate for position and responsibilities, based upon identified needs.
- 1.2 Designs a process and identifies and organizes resources for achieving expectations and goals.

Specific Indicators of Standards Attainment:

- a) Plans, develops and follows schedule based upon student IFSP's/IEP's.
- b) Displays knowledge of, or is able to research, etiology, characteristics and prognosis of major handicapping conditions.
- c) Displays knowledge of normal developmental sequences and learning patterns in the areas of sensory, motor, psychosocial and cognitive development.
- d) Displays knowledge of current laws, regulations and procedures effecting Occupational Therapy services in educational settings.

2.0 Implementation & Management

2.1 Carries out plans and uses strategies and resources, adapting as needed to achieve desired goals.

Specific Indicators of Standards Attainment:

- a) Develops and implements motor and sensory activities, accommodations, and modifications that support IEP/IFSP goals, in areas such as, but not limited to, the following: fine motor functioning, (e.g., grasp, coordination of two-handed activities and eye-hand coordination); motor planning, body scheme, visual and spatial perception, attention to sequencing, task and problem-solving; academic readiness and pre-vocational skills, play/leisure skills and activities of daily living, (e.g., feeding/eating, dressing skills; handwriting, keyboarding, using and managing educational materials).
- b) Selects, acquires, manages, designs and/or constructs adaptive devices, equipment or other assistive technology to enhance independence in the educational setting, in areas such as, but not limited to, handwriting, keyboarding, self-help, feeding, positioning, communication boards.
- c) Provides assistance and/or recommendations to families and school districts regarding selection, ordering, and funding of appropriate equipment and materials.
- d) Develops and implements intervention strategies using direct, monitoring, consultation, and/or other models of service delivery.
- e) Works cooperatively and communicates appropriately with students/children using effective behavior management skills.
- f) Works with students/children using effective instructional practices appropriate to developmental level.

3.0 Assessment & Use of Assessment Information

3.1 Selects or develops methods of collecting information, and uses these methods appropriately.

3.2 Interprets, analyzes, and acts upon information to make decisions, guide improvement, and report results.

Specific Indicators of Standards Attainment:

- a) Develops, selects and uses appropriate assessment tools and methods, and interprets results effectively to determine appropriate therapy intervention services.
- b) Uses assessment data to establish appropriate goals and objectives.
- c) Writes necessary assessment summaries and recommendations.
- d) Monitors, evaluates and modifies student performance using observation, data and/or pre-post testing.

4.0 Communication

- 4.1 Conveys information and ideas in modes, forms and in a style that is appropriate to audience, purpose, and context.
- 4.2 Listens and responds respectfully to information and ideas conveyed by others.

Specific Indicators of Standards Attainment:

- a) Participates collaboratively on a team to develop an integrated IEP/IFSP.
- b) Writes goals which are appropriate and measurable, reflecting students' functional needs, preferences and expected outcomes, relevant to curricular goals, in cooperation with teachers.
- c) Provides effective and collaborative consultation.
- d) Maintains confidentiality.
- e) Instructs, collaborates with, trains and monitors teachers, instructional assistants, families or other appropriate personnel to implement motor activities and safe physical management relevant to school-related performance.
- e) Participates knowledgeably and collaboratively on an IEP/IFSP team to determine eligibility.
- f) Communicates effectively with community, medical, and other agencies on behalf of the student/child, family and/or IEP/IFSP team.
- g) Communicates clearly and effectively with students/children, parents, colleagues and other service providers with consideration for culture and background; is sensitive to listener's level of understanding when using medical terminology.

5.0 Leadership, Professional Service & Conduct

- 5.1 Envisions future needs and opportunities appropriate for position and program.
- 5.2 Acts on the basis of professional principles and generally accepted norms of professional behavior.
- 5.3 Contributes to the advancement of the profession and the agency as a whole.

Specific Indicators of Standards Attainment:

- a) Adheres to a code or professional ethics as identified by agency, professional organization or licensing commission.
- b) Fosters effective inter- and intra-agency collaboration.
- c) Participates in continuing education essential for provision of appropriate and current intervention strategies.
- d) Supervises fieldwork/intern students, COTA's as assigned, and in accordance with state statute and licensing board requirements.