* Other team members may provide interventions with regular support from the occupational therapist
* Adapt or modify the environment to support IEP goals

Indirect service can be as beneficial to the student as direct service; the intent of indirect service is to consult with and train other staff, and adapt or modify materials and the environment to help the student meet their IEP goals.

***Occupational Therapy Expertise***

* Visual motor skills
* Fine motor skills
* Sensory processing skills
* Activities of daily living
* Environmental adaptations and modifications

Compiled by ISD 199 OT staff and adapted from the Minnesota State Manual for Therapy Service Department of Education

For more information contact:

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Occupational Therapy

in the School Setting

for

Special Education Students

The mission of the Inver Grove Heights Community Schools is to provide a challenging education through which all learners achieve success in a diverse society.

***Occupational Therapy (OT) is a Related Service***

The Individuals With Disabilities Improvement Act (IDEIA) continues to support the requirement that public schools provide special education and related services for children with disabilities. A related service is defined as a "support service required to assist a child with a disability to benefit from special education." Occupational therapy in a school setting is considered a "related service" only for those children who are eligible for special education. This means the occupational therapist is not a "primary service provider" for children receiving special education and having an Individual Education Plan (IEP). Therapists become involved only when it is demonstrated that the child is unable to meet his/her educational goals on the IEP without the related services of occupational therapy.

Educational needs determine therapy in the school setting, not physicians, psychologists, or therapists in clinical settings. Low scores on developmental tests or the severity of the child's disability do not automatically determine the need for therapy services in an educational system. A medical/clinical model identifies deficits and addresses them directly through rehabilitative activities.

***Minnesota State Guidelines for Occupational Therapy in the Education Setting***

Educational occupational therapists follow federal and state educational requirements and are certified by the National Board for Certification in Occupational Therapy and licensed by the MN Department of Health.

In order for a student to receive occupational therapy services, they must have a current IEP and demonstrate a need for supplementary support services related to their primary educational goals. In other words... occupational therapy services cannot stand-alone. The occupational therapist supports the educational goals written by the IEP team.

Adapted from Occupational Therapy and Physical Therapy in Educational Settings: A Manual for MN Practitioners

***Service Delivery***

Indirect and direct services are both effective means to meet goals and objectives. Typically, the younger the student, the more likely needs will be met by direct service. As students get older they often need less direct service and more indirect service in order to participate in a more inclusive setting. Based on the recommendation by the occupational therapist, the team will decide the type and amount of occupational therapy services related to the areas of need on the (IEP).

The occupational therapy support can be delivered by either a Registered Occupational Therapist (OTR) or a Certified Occupational Therapy Assistant (COTA).

***Direct Services***

* The occupational therapist or certified occupational therapy assistant works directly with the student throughout the school environment.
* A direct level of occupational therapy services consists of services that "only" an occupational therapist or certified occupational therapy assistant can perform.

***Indirect Services***

* The occupational therapist meets with team members and/or the student to observe, plan, monitor and provide additional support for students
* Trains and/or collaborates with team on strategies that can be implemented by others