Expanding Roles for OT and PT in School-Based Practice: Understanding the Legislative Process

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Learning Objectives

● Describe the history and current roles of OT in the schools.

● Describe the organizational structure in schools.

● Understand stakeholders and the legislative process.

● Identify current needs of the profession based on 2018 recent survey.

● Identify expanded roles for OT to impact student success in schools.
# History of OT in the Schools

Transition of school-based OT services over the years involving two state agencies

<table>
<thead>
<tr>
<th>Year</th>
<th>Agency</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>1970 -</td>
<td>Department of Health: California Children’s</td>
<td><a href="http://www.dhcs.ca.gov/services/ccs/Pages/default.aspx">http://www.dhcs.ca.gov/services/ccs/Pages/default.aspx</a></td>
</tr>
<tr>
<td>Current</td>
<td>Services</td>
<td></td>
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<tr>
<td>1990-</td>
<td>California Department of Education</td>
<td></td>
</tr>
<tr>
<td>Current</td>
<td>Designated Instruction and Service/Related Service</td>
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</tbody>
</table>
Related services means transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education, and includes speech-language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy...
Current Role of OT in the Schools

- Prevention
- Assessment and intervention
- Training/professional development

Code of Federal Regulation
34 CFR 300.34

6) Occupational therapy—(i) Means services provided by a qualified occupational therapist; and (ii) Includes—(A) Improving, developing, or restoring functions impaired or lost through illness, injury, or deprivation; (B) Improving ability to perform tasks for independent functioning if functions are impaired or lost; and (C) Preventing, through early intervention, initial or further impairment or loss of function.
Current Role of OT in the Schools
Multi-Tiered System of Support

Focus Areas Come Together Under CA MTSS
Current Role of OT in the Schools
Multi-Tiered System of Support

Designing Schoolwide Systems for Student Success

Academic Instruction
- Tertiary Interventions (for individual students)
  - Assessment-based
  - High Intensity
  - 1-5%
- Secondary Interventions (for some students)
  - High Efficiency
  - Rapid Response
  - 5-10%
- Universal Interventions (for all students)
  - Preventive, Proactive
  - 80-90%

Behavioral Instruction
- Tertiary Interventions (for individual students)
  - Assessment-based
  - Intense, durable procedures
  - 1-5%
- Secondary Interventions (for some students: at-risk)
  - High Efficiency
  - Rapid Response
  - 5-10%
- Universal Interventions (for all students)
  - All Settings
  - Preventive, Proactive
  - 80-90%
Current Role of OT in the Schools
Universal Design for Learning

Universal Design for Learning Guidelines

AFFECTIVE NETWORKS: THE WHY OF LEARNING

Engagement
For purposeful, motivated learners, stimulate interest and motivation for learning.

REC�ONITION NETWORKS: THE WHAT OF LEARNING

Representation
For resourceful, knowledgeable learners, present information and content in different ways.

STRATEGIC NETWORKS: THE HOW OF LEARNING

Action & Expression
For strategic, goal-directed learners, differentiate the ways that students can express what they know.

Curricula and Standards

- California State Standards (https://www.cde.ca.gov/be/st/ss/)
- CDE Standards for areas not covered in Common Core
- Alternate Curriculum e.g. Unique Learning Systems (https://www.n2y.com/unique-learning-system/)
- Creative Curriculum (Preschool)
  https://teachingstrategies.com/solutions/teach/preschool/
Special Education Curricula - Meeting Standards

SEACO
Special Education Access Guide to State Standards

IEP Goal Writing and Implementation Guide for Students with the Most Significant Disabilities

ELA
Reading Standards for Literature (RL): Standard 1

| RL.K.1.a | With prompting and support, orient/reach towards text | By (MM/DD/YYYY), when given 2 pictures representing characters in a text, the student will orient or reach toward the named character with gestural prompts in 4 out of 5 trials for 10 trial days as measured by staff observation and data collection. |

<table>
<thead>
<tr>
<th>Access Point</th>
<th>Sample Goal</th>
<th>Strategies for Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL.K.1.b</td>
<td>By (MM/DD/YYYY), during a group reading activity, (student)</td>
<td>• Provides a variety of books with pictures/objects</td>
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## OT Role in Curricula and Standards

<table>
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<tr>
<th>Examples of Kindergarten State Standards</th>
<th>Body Functions, Structures, and Performance Skills Addressed by OT</th>
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</thead>
<tbody>
<tr>
<td><strong>English Language Arts</strong></td>
<td></td>
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<tr>
<td>1.0 Writing Strategies</td>
<td>Postural ocular control</td>
</tr>
<tr>
<td>Students write words and brief sentences that are legible.</td>
<td>Visual motor integration (eye, hand, and visual perception)</td>
</tr>
<tr>
<td>1.3 Write by moving from left to right and from top to bottom.</td>
<td>Fine motor (in hand manipulation skills, hand strength, finger dexterity, motor precision)</td>
</tr>
<tr>
<td><strong>Penmanship</strong></td>
<td>Motor planning the direction of the hand and fingers motion to form letters</td>
</tr>
<tr>
<td>Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters.</td>
<td>Muscle and joint body awareness (kinesthesia) regarding appropriate pressure used with the writing tool</td>
</tr>
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</table>

Guidelines for OT and PT in the CA Public Schools, Chapter 7, Draft 2015
OT Supporting Language Arts
Co-Teaching Example

Spatial awareness & organization

Body Awareness, sequencing, Visual Perceptual Motor - Link to a story or generate a story and write &/or illustrate.
Case Example

- 2nd grade
- Difficulty with attention
- Disorganized - good ideas but not able to get onto paper to show knowledge.
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Educational Benefit:
Linking Goals to CA State Standards

Suspected area of disability → present levels of performance → goal linked to standard → standard → OT support/link

Talking Point: What is a Tier 1 or Tier 2 strategy that can support the following?

RI.1.7: Use the illustrations and details in a text to describe its key ideas.
Understanding the Organizational Structure

Why is this important?

- Budget
- Positions (hierarchy of power, decision-making, change)
- Resources
- Roles and responsibilities
- Dissemination of knowledge
Stakeholders and Legislative Process

**Advocacy**
Advance legislation and regulations -protect the scope of practice in CA

**Collaboration**
Key partners and decision-makers (legislators, regulatory boards, insurers, corporate decision-makers)

**Resources**
Quality comprehensive professional resources needed for advocating effectively.
Key Stakeholders School-Based Setting

- California Commission on Teacher Credentialing (CTC)
- Association of California School Administrators (ACSA)
- California County Superintendents Educational Services Association (CCSESA)
- California School Boards Association (CSBA)
- Physical Therapy Association of California (CPTA)
- California Teachers Association (CTA)
- California Speech-Language Hearing Association (CASHA)
- California School Employees Association (CSEA)
- California Department of Education (CDE) - **Formal letter of support!**
- SELPA Administrators (SELPA)

**NOTE:** Overall support and encouragement except CSEA
Advocacy can occur in many places/ways...

- Membership (e.g. AOTA, OTAC)
- On-site (e.g. playground, cafeteria)
- Active within your Community
Advocacy in Everyday OT Practice

Advocacy can occur many ways... Take a minute - take responsibility.

- Advocate for school-based OT goals (advance the profession)
  Who do you know on Boards, CTC, Legislature, Unions etc.?

  Connect with powerful friends, colleagues, family, community legislators.
  NOTE: Legislators need to hear from constituents - Reach out locally!

- Contribute Resources: Membership (e.g. AOTA, OTAC)

- Advocate on site at school district level e.g. join committees, meet with administrators
“Occupational therapist” means an individual who meets the minimum education requirements specified in Section 2570.6 and is licensed pursuant to the provisions of this chapter and whose license is in good standing as determined by the board to practice occupational therapy under this chapter. The occupational therapist is responsible for the occupational therapy assessment of a client, and the development of an occupational therapy plan of treatment. and directs the evaluation process and develops the intervention plan.
Legislative Process

2015-2018  Last Year AB 2386 and where we are now

OTAC recommends a bill to form a CTC workgroup
Purpose: To study the impact of a services credential for OT (and PT).

Fall 2018
✓ Create a Bill
✓ Find a sponsor and submit the bill
Legislative Process

Spring 2019

✓ Assembly Education Committee Hearing
https://aedn.assembly.ca.gov/membersstaff
Patrick O’Donnell Chair, Assembly Education Committee
http://aedn.assembly.ca.gov/

✓ Assembly Appropriations Hearing

✓ Senate Education Committee Hearing
Senator Ben Allen-Chair, Senate Education Committee
http://sd26.senate.ca.gov

✓ Senate Appropriations Hearing
Legislative Process

Summer/Fall 2019
✓ Assembly vote
✓ Senate vote
✓ Governor signs the bill
OT in the CA Schools Now...

- Credentialing initiative
- Expanding roles of OT
- Practice regulations
- Our responsibilities: data driven, evidence based, contextually appropriate practice...
OTAC Credentialing Survey
OT School-Based Practice
What would you like to see?

Individual
School
District
Community

Dreams and Wishes
Barriers
Solutions
OT School-Based Practice
What would you do?

Opportunities
Dream, imagine, create …..what do you like about current practice and what would you like to do more of…..co-teaching, MTSS, new models etc
California Department of Education, Curriculum and Instruction  https://www.cde.ca.gov/ci/

Desired Results for Children and Families  https://www.desiredresults.us

Guidelines for OT and PT in the CA Public Schools  https://www.bot.ca.gov/forms_pubs/otpot_guidelines_2012.pdf

Legislative Process  https://www.senate.ca.gov/sites/senate.ca.gov/files/legislative%20process%20booklet.pdf

Multi-tiered System of Support  https://www.pbis.org/school/mtss


Unique Learning System: Special Education Curriculum | n2y  https://www.n2y.com/unique-learning-system/


For more information on the Credentialing Initiative you may contact:

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Lisa Test, OTD, OTR/L, otlat@earthlink.net
### Examples of Occupational Therapy Interface with Common Core Curriculum

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<tr>
<th>Standards Involving Handwriting</th>
<th>Body Functions, Structures, and Performance Skills Addressed by OT</th>
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<tbody>
<tr>
<td>CCSS.ELA-Literacy.L.K.1a Print many upper- and lowercase letters.</td>
<td>• Postural ocular control to track letters/numbers across the page and maintain posture during writing/reading.</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.RF.K.1a Follow words from left to right, top to bottom, and page by page.</td>
<td>• Visual motor integration (eye, hand, and visual perception)</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.RF.K.1c Understand that words are separated by spaces in print.</td>
<td>• Fine motor (in hand manipulation skills, hand strength, finger dexterity, motor precision)</td>
</tr>
<tr>
<td>CCSS.Math.Content.K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</td>
<td>• Motor planning the direction of the hand and fingers motion to form letters/numbers</td>
</tr>
<tr>
<td>• Postural ocular control to track letters/numbers across the page and maintain posture during writing/reading.</td>
<td>• Muscle and joint body awareness (kinesthesia) regarding appropriate pressure used with the writing tool</td>
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<tr>
<th>Standards Involving Sensory, Motor and Praxis</th>
<th>Body Functions, Structures, and Performance Skills Addressed by OT</th>
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<tbody>
<tr>
<td>CCSS.ELA-Literacy.L.K.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</td>
<td>• Discrimination of sensations (auditory, tactile, visual, vestibular, proprioception)</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.L.K.5d Distinguish shades of meaning among verbs describing the same general action (e.g., <em>walk, march, strut, prance</em>) by acting out the meanings.</td>
<td>• Fine motor strength, dexterity, and object manipulation</td>
</tr>
<tr>
<td>CCSS.Math.Content.K.G.B.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</td>
<td>• Body awareness in relation to space</td>
</tr>
<tr>
<td>CCSS.Math.Content.K.OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</td>
<td>• Body awareness of muscles and joints in space</td>
</tr>
<tr>
<td>CCSS.Math.Content.K.G.A.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <em>above, below, beside, in front of, behind</em>, and next to</td>
<td></td>
</tr>
<tr>
<td>• Sequencing praxis: the ability to sequence a series of motor actions</td>
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<tr>
<td>• Postural praxis: the ability to follow directions using imitation of a visual demonstration</td>
<td></td>
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<tr>
<td>• Praxis on verbal command: translating a verbal direction to a motor action</td>
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<tr>
<td>• Constructional praxis: the ability to assemble smaller components into larger configurations</td>
<td></td>
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<th>Standards Involving Social Participation</th>
<th>Body Functions, Structures, and Performance Skills Addressed by OT</th>
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<tr>
<td>CCSS.ELA-Literacy.SL.K.1 Participate in collaborative conversations with diverse partners about <em>kindergarten topics and texts</em> with peers and adults in small and larger groups.</td>
<td>• Social and adaptive developmental readiness</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.SL.K.1a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</td>
<td>• Sustained, shifting, and divided attention; concentration, distractibility</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.SL.K.1b Continue a conversation through multiple exchanges</td>
<td>• Appropriate level of arousal, energy level and impulse control during social interactions</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</td>
<td>• Coping and emotional/behavioral regulation</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly</td>
<td>• Control and content of thought, awareness of reality, and logical/coherent thought</td>
</tr>
<tr>
<td>• Short-term, long-term, and working memory</td>
<td></td>
</tr>
<tr>
<td>• Following individual and group directions</td>
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<tr>
<td>• Initiating, maintaining and concluding conversations appropriately</td>
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</table>
MATH

Classify objects and count the number of objects in each category.

CCSS.Math.Content.K.MD.B.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.¹

Count to tell the number of objects.

CCSS.Math.Content.K.CC.B.4a When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

CCSS.Math.Content.K.CC.B.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

Describe and compare measurable attributes.

CCSS.Math.Content.K.MD.A.2 Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.

Analyze, compare, create, and compose shapes.

CCSS.Math.Content.K.G.B.6 Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”

Understand addition, and understand subtraction.

CCSS.Math.Content.K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

CCSS.Math.Content.K.OA.A.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).

CCSS.Math.Content.K.OA.A.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.

Work with numbers 11-19 to gain foundations for place value.
CCSS.Math.Content.K.NBT.A.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

Compare numbers.

*CCSS.Math.Content.K.CC.C.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.

CCSS.Math.Content.K.CC.C.7 Compare two numbers between 1 and 10 presented as written numerals.

**LANGUAGE ARTS**

Craft and Structure
CCSS.ELA-Literacy.RL.K.4 Ask and answer questions about unknown words in a text.

CCSS.ELA-Literacy.RL.K.5 Recognize common types of texts (e.g., storybooks, poems).

Craft and Structure
CCSS.ELA-Literacy.RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.

CCSS.ELA-Literacy.RI.K.5 Identify the front cover, back cover, and title page of a book.

Vocabulary Acquisition and Use
CCSS.ELA-Literacy.L.K.5c Identify real-life connections between words and their use (e.g., note places at school that are colorful).

Conventions of Standard English
CCSS.ELA-Literacy.L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-Literacy.L.K.2a Capitalize the first word in a sentence and the pronoun I

CCSS.ELA-Literacy.L.K.2b Recognize and name end punctuation.

CCSS.ELA-Literacy.L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes).

Print Concepts

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**Text Types and Purposes**

**Presentation of Knowledge and Ideas**

CCSS.ELA-Literacy.SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

CCSS.ELA-Literacy.SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

**Comprehension and Collaboration**

CCSS.ELA-Literacy.SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

**Range of Reading and Level of Text Complexity**

CCSS.ELA-Literacy.RL.K.10 Actively engage in group reading activities with purpose and understanding.

**Production and Distribution of Writing**

CCSS.ELA-Literacy.W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

**Research to Build and Present Knowledge**

CCSS.ELA-Literacy.W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).