

APPENDIX A

PHYSICAL THERAPY AND EXIT CRITERIA FORM

| | Entrance Criteria | | | | | Exit Criteria | | | |
|--|--|--|--|--|--|---|---|--|---|
| Student's Name: _____ _____ Birth Date: _____ Therapist: _____ Entrance Date: _____ Review Date: _____ | Problem interferes with student's ability to benefit from his/her educational program. | Problem appears to be primarily motor or sensorimotor based. | As documented, previous attempts to alleviate problems have not been successful. | Therapist's unique expertise is required to meet the student's identified needs and goals. | Potential for change in student's goal through intervention appears likely (change unrelated to maturity). | Goals and objectives requiring PT have been met and no additional goals requiring PT are appropriate. | Potential for further change as a result of PT intervention appears unlikely. | Problem ceases to be educationally relevant. | Therapy is contraindicated due to change in medical or physical status. |
| I. Mobility | | | | | | | | | |
| 1. Functional Movement Skills | | | | | | | | | |
| 2. Ability to Handle Arch Requirements | | | | | | | | | |
| 3. Utilizing Assistive Devices | | | | | | | | | |
| 4. Transfers | | | | | | | | | |
| 5. Other (Specify) | | | | | | | | | |
| II. Positioning | | | | | | | | | |
| 1. Independent Sitting/Standing | | | | | | | | | |
| 2. Assisted Alternative Positions | | | | | | | | | |
| 3. Transportation | | | | | | | | | |
| 4. Other (Specify) | | | | | | | | | |
| Rationale: This form is to be used to assist in the decision-making process for determining the appropriateness of identifying physical therapy as a support service on a student's IEP or IFSP. It does not delineate which model or amount of service would be most appropriate to help the student benefit from his/her educational program. Those are separate decisions that are made after it is decided that physical therapy is an indicated resource to meet a specific student's goals and objectives. Keep in mind that traditional therapy concerns such as range of motion, strengthening, improving balance, and prevention of contractures may be a means of accomplishing a student's educational goals but are not the goal themselves. Parts of this form will rely on professional judgment following a complete physical therapy assessment. | | | | | | | | | |

APPENDIX A

USE OF ENTRANCE AND EXIT CRITERIA FORM

Directions for Entrance:

Following the therapist's evaluation, the student's educational problem(s) should be identified in the categories listed. State educational relevance for every problem area by marking the first column with a *yes* for relevance, *no* if not relevant, or *NA* when it is not an area of concern. Then, for problem areas marked with a "yes," check those additional entrance criteria statements across the row that apply to the student. If ALL five entrance criteria are marked with a *yes*, then physical therapy should be considered as a resource to meet the student's IEP or IFSP goal or objective. Information from both the entrance and exit forms should be discussed at the student's IEP or IFSP meeting. The final decision regarding the need for physical therapy to help a student meet his/her goal is made by the IEP or IFSP team. See full description of this process in the guidelines.

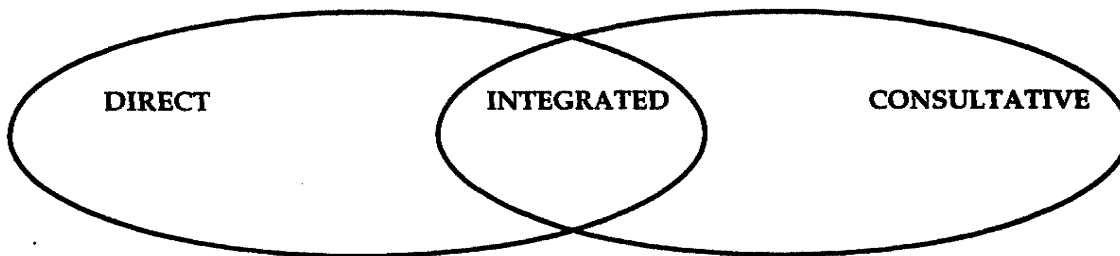
Directions for Exit:

Following student reevaluation, check any exit criteria items that apply to previously identified problem areas. When one or more of the exit criteria have been met, the physical therapy service may no longer be the appropriate resource to meet the student's IEP or IFSP goal or objective. If new problem areas are identified during this process, complete a new criteria form updating the problem areas.

APPENDIX B

MODELS OF PHYSICAL THERAPY SERVICE DELIVERY

| | DIRECT | INTEGRATED | CONSULTATIVE |
|---|---|---|--|
| THERAPIST'S PRIMARY CONTACT | ◀ student | ◀ student, teacher, parent, associate | ◀ teacher, parent, associate, student |
| ENVIRONMENT FOR SERVICE DELIVERY | ◀ distraction free environment (may need to be separate from learning environment) ◀ specialized equipment needed | ◀ learning environment with support of others within that setting ◀ may include a separate environment at times | ◀ learning environment with support of others within that setting |
| METHODS OF INTERVENTION | ◀ specific therapeutic techniques which cannot be safely delegated ◀ emphasis on acquisition of new motor patterns | ◀ educationally related functional activities ◀ emphasis on practice of newly acquired motor skills in the daily routine | ◀ educationally related activities ◀ assistive technology ◀ adaptive materials ◀ emphasis on accommodations to learning environment |
| IMPLEMENTER OF ACTIVITIES | ◀ PT, PTA | ◀ PT, PTA ◀ teacher, parent, associate, other school personnel | • teacher, parent, associate, other school personnel |



APPENDIX C

Factors to Consider When Deciding on Amount of Physical Therapy

| Factors | 1 | 2 | 3 | 4 |
|--|---|---|---|--|
| Potential to benefit with therapeutic intervention | Student demonstrates minimal potential for change | Student appears to have potential for change but at a slower rate | Student appears to have a significant potential for change | Student appears to have a high potential to improve skills |
| Critical period of skill acquisition or regression related to development or disability | Not a critical period | Minimally critical period | Critical period | Extremely critical period |
| Amount of motor program that can be performed by others in addition to therapist intervention | Motor program can be carried out safely by others with periodic intervention by therapist | Many activities from the motor program can be safely performed by others in addition to intervention by therapist | Some activities from the motor program can be safely performed by others in addition to intervention by therapist | A few activities can be safely performed by others but most of the motor program requires the expertise of the therapist |
| Amount of training provided by therapist to others carrying out the program | Teacher, staff and/or parents highly trained to meet student's needs. No additional training needed | Teacher, staff and/or parents trained by some follow-up needed | Teacher, staff and/or parents could be trained to carryout some activities | Teacher, staff and/or parents could carryout some activities with extensive training |
| Amount motor problem plus environment interferes with educational program | Environment is accommodating and motor difficulties are minimal | Environment is accommodating and motor difficulties are moderately interfering | Environment is accommodating but motor difficulties are significant | Environment is not accommodating; or environment is accommodating but problems are severe |