

12A

SERVICES PROVIDED BY THERAPISTS IN SCHOOLS

Therapeutic intervention as applied in the school is typically divided into eleven functional areas as outlined on the following three pages. The terms used to designate these areas will be similar to most therapists. However, the services provided in the school setting may differ somewhat from those provided in the clinical setting.

Often the student will receive intervention in more than one functional area simultaneously. For example, a student who is learning to become independent in toileting may receive services in the following functional areas:

- Communication: To signal when he has to leave the room to go to the bathroom.
- Functional Mobility: To ambulate from the classroom to the bathroom and back. To transfer from a walker to the toilet and back.
- Environmental Adaptations: To use grab bars, an adapted bathroom stall and adapted faucet.
- Self Help: To clean self, unfasten and fasten clothing and to wash and dry hands.

School therapists are constantly challenged to apply therapies to relate to the school environment. The next two pages contain descriptions of some of the services that can be provided within each of the eleven functional areas and notes about their relationship to education.

FUNCTIONAL AREA	SERVICES PROVIDED	RELATIONSHIP TO EDUCATION
Self Help	Mobility and transfer skills, feeding, adaptive equipment wheelchairs, splints, braces, Artificial limbs, PT/OT.	To permit the student to manage personal needs in the classroom and school with minimum of assistance.
	Adaptive equipment for grooming, toileting, and feeding, adaptive clothing, OT.	

FUNCTIONAL AREA

SERVICES PROVIDED

RELATIONSHIP TO
EDUCATION

Sensory Processing

Equilibrium and protective reactions, muscle tone, integration of touch, visual auditory proprioceptive, and kinesthetic input, motor planning, coordinating of the two sides of the body, PT/OT.

To facilitate the student's ability to process and respond to sensory and motor information as a foundation for developing gross and fine motor skills and for organizing attention and behavior. To help bridge the gap between underlying sensory processing abilities and developing higher level language and learning skills.

Adaptive Equipment

Evaluate, recommend and construct positioning devices modify existing devices, OT/PT.

To provide the student with a stable postural base to allow him to focus attention on educational tasks.

Provide devices to facilitate fine motor tasks, e.g., improve pencil grip, OT.

Provide the student with alternative means to accomplish functional activities such as writing, turning pages and manipulating learning materials.

Fine Motor

Evaluate and improve fine motor functions such as reach, grasp object manipulation and dexterity, OT.

To facilitate the student's ability to manipulate classroom objects and tools such as writing implements, puzzles and art materials.

To enhance Participation in manual classes such as shop and home economics.

FUNCTIONAL AREA**SERVICES PROVIDED****RELATIONSHIP TO EDUCATION**

Functional Mobility

Equilibrium and balance reactions, transfer skills, PT/OT.

To permit the student greatest freedom of movement within the educational setting.

Gait and pre-gait evaluation and training with or without ambulation aids, PT.

Environmental Adaptations

Recommend modification of school's or student's equipment, removal of architectural barriers, OT/PT.

To permit the student access to and mobility within the educational environment.

Positioning

Positioning with adaptive devices, handling methods, range of motion, skin care, splints and braces, OT/PT.

To maintain the student in the best position for learning and functional use of hands.

Neuromuscular and Musculoskeletal Systems

Muscle strength, endurance, range of motion, gross and fine motor coordination, motor planning, oral-motor control, control of muscle tone and integration of developmentally appropriate reflexes and reactions as the basis for more normal movement, PT/OT.

To enable the student to participate maximally in school activities, and remain in school a full school day. To increase speed, accuracy and strength in manipulative skills in pre-academic and academic tasks.

Adaptive equipment to improve eye-hand control, OT.

Musculoskeletal deformities And deviations, PT.