

# MODELS OF SERVICE

Orange County Department of Education  
OT and PT Focus Day  
School-Based Practice

*Newport-Mesa Unified School District (NMUSD)*

## MODELS OF SERVICE

UNIFIED SCHOOL DISTRICT	District Size (According to the CA Dept. of Education)	# of OT In-House vs. Contracted Out	# of PT In-House vs. Contracted Out	COTA PTA	Average Caseload FTE: Full-Time Employee PTE: Part-Time Employee
Anaheim City	Total: 19,164 SpEd: 2318	In-House: 6 NPA: 1	In-House: 1	COTA: 0 PTA: 0	OT: 35-40 students per FTE
Greater Anaheim SELPA	Total: 58,849 SpEd: 6059	In-House: FTE: 3 PTE: 3	NPA: 1 (PTE: 3 days/week)	COTA: 2 PTA: 2 Hired/supervised by NPA PT	OT: 20 students per FTE (Includes students supervised for COTA) COTA: 40 students per FTE PT: 15 students per PTE
Irvine	Total: 31,392 SpEd: 2822	In-House: 11	In-House: 3	COTA: 5 PTA: 0	OT: 60-65 students per FTE
Newport- Mesa	Total: 21,905 SpEd: 2309	In-House: FTE: 7 (4 PTE= 2 FTE)	NPA: 2	COTA: 0 PTA: 0	OT: 40-50 students per FTE
OCDE	SpEd: 5306	In-House: 5	In-House: 1	COTA: 1 PTA: 0	OT: depends on site No cap on number of students on therapist's caseload

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Placentia-Yorba Linda	Total: 25,595 SpEd: 2977	In-House: FTE: 9 PTE: 4	In-House: 2	COTA: 0 PTA: 0	OT: 40-45 students per FTE PT: 40-50 students per FTE
Tustin	Total: 24,059 SpEd: 2090	In-House: 11	In-House: 1	COTA: 3 PTA: 0	OT: 50-55 students per FTE PT: 65-70 students per FTE
WOCCSE	Total: 48,025 SpEd: 5129	In-House: 8	In-House: 3 7% NPA	COTA: 1 (OT Aides per district) PTA: 0	OT: 30-70 students per FTE PT: 30-50 students per FTE
San Diego	Total: 129,779 SpEd: 14,605	In-House: 84 NPA: 33	In-House: 18 NPA: 3	COTA: In-House: 24 NPA: 13 PTA: In-House: 2 NPA: 0	OT: <b>Elementary Schools:</b> 60-75 students per FTE 36-60 students per PTE <b>Secondary Schools:</b> 80-100 students per FTE 48-80 students per PTE

## CONTINUUM OF SERVICES

### *Examples of Service Models*

- **Individual** (one-on-one direct intervention): emphasis is on new skill acquisition for students identified with significant needs  
*Location: (Push-In):* Classroom or academic setting  
*Location: (Pull-Out):* Academic setting or therapy room
- **Small Group** (2-4 students) // **Large Group** (5-8 students): emphasis is on specialized skill-building  
*Location: (Push-In):* Classroom or academic setting  
*Location: (Pull-Out):* Academic setting or therapy room

## CONTINUUM OF SERVICES

### *Examples of Service Models*

- **Enrichment & Fine Motor Groups**

**Infused Direct Therapy:** therapeutic activities utilized in the educational environment via activity-based intervention

*Example:* The Alert Program, Zones of Regulation, Go Noodle, Brain Gym

**Integrated Direct Therapy:** therapeutic activities/strategies embedded into classroom routine and curriculum

*Example:* Handwriting Without Tears, Visual/Perceptual motor activities integrated within reading lesson

## CONTINUUM OF SERVICES

### *Examples of Service Models*

- **Collaboration:** Staff and parent collaboration through interactions to help create better access to a “therapy rich” classroom environment

*Location:* Classroom, academic setting, or therapy room

- **Consult:** an IEP intervention service between adults that focuses on training and advising other academic related personnel (e.g. teachers, aids, resource specialists, speech pathologist, etc.) on the identified needs of the student

*Location:* Classroom, academic setting, or therapy room

- *Example :* developing accommodations, revising strategies, modifying classroom activities, customizing equipment/technology

# CONTINUUM OF SERVICES

## *Examples of Service Models*

- **In-Service:** Provide workshops and training in OT related topics that support student learning, performance, and participation

*Location:* Classroom, academic setting, therapy room, or other media

	Individual	Push-In	Pull-Out	Sensory Integration Clinic	In-Service	Enrichment and Fine Motor Groups (e.g. Handwriting Without Tears, Alert Program)	Consult	Collaboration
Anaheim City	+	+	+	+ 3 Clinics	+	+	+	+
Greater Anaheim SELPA	+	+	+	+ 6 Clinics (one per district serviced)		+	+	+
Irvine	+	+	+	N/A Specialized Equipment	+	+	+	+
Newport-Mesa	+	+	+	+ 4 Clinics	+	+	+	Changed model of services
OCDE	+	+	+	+	+	+	+	+
Placentia-Yorba Linda	+	+	+	+ 7 out of 22 school locations			+	+
San Diego	+	+	+	N/A Action Based Learning (ABL)—motor labs used by a variety of disciplines	+	+	+	+
Tustin	+	+	+	+ Pre-K School Site	+	+ Pre-K Sensorimotor Group	+	+
WOCCSE	+	+	+	+	+	+	+	+

## CONCLUSION

- Districts prioritize a **push-in model** to assist students in the context of a *least restrictive environment* in their natural setting.
- **Pull-out sessions** are geared for students with identified significant needs.
- Occupational Therapist using **Ayres® Sensory Integration** is for students with evidence-based identified needs relating to processing of sensory input directly affecting access to their educational curriculum.

## CONCLUSION

- **Collaboration Model** includes: direct and indirect services depending on the district. Additionally, some districts no longer list collaboration on their IEP service lines and instead refer to this as a direct push-in service.
- **“Response to Intervention”** Models are implemented in the *Pre-K to early Elementary school years* for students needing additional support as a first step and not yet requiring special education services to support the access to the classroom/educational setting.
  - Typically used informally prior to assessment based on teacher reported difficulties in areas that relate to occupational therapy.

## References

- California Department of Education Search Engine:
  - <http://dq.cde.ca.gov/dataquest/>