

OT & PT in General Education

~ RtI, RtI², EIS, MTSS ~

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OT Practice Framework


How can we be involved?

- Activities of Daily Living
- Education
- Work
- Play
- Leisure
- Social Participation



PT Areas of Practice

How can we be involved?


- Safe school access
 - Playground access
 - Physical participation
 - Consult re: equipment needs for school use
 - Teacher/support staff training or inservices
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What is Response to Intervention (RtI)?

“...a multi-tiered approach to general education that focuses on helping all students, identifies students who are at-risk for academic or behavioral concerns, and provides targeted instruction and intervention strategies for students whose rate of progress is behind the classroom norm.”


(Clark, Brouwer, Schmidt, & Alexander, 2008, p.9)



- Rtl is preventative, proactive strategies aimed at minimizing the occurrence of behavior and learning problems as early as possible, thereby reducing the need for more intensive services later
 - OTs and PTs implement strategies that can be used throughout a school
 - This is a growing topic of interest and states are in various stages of implementing Rtl frameworks.
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Tier 1: Primary Prevention (80-90%) - universal, proactive, and preventative intervention including enrichment and accommodations.

Activities may include:

- In-service trainings or provision of resources
 - Accommodations allowing children to gain access to curriculum, classroom, and campus, including modifications to tools, tasks, materials, and/or environment
 - Seating and/or positioning of desk
 - Sensory-enriched classroom and curriculum design
 - Adaptations to support fine and gross motor development
 - Activity analysis/demonstration/universal screening
 - Universal design
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Tier 2: Secondary Prevention (5-10%) - targeted group intervention (Strategic) short-term in duration.

Activities may include:

- Review teacher data and Tier 1 outcomes
 - Consultation with parents, teachers, or other school staff
 - Review group work samples, curriculum, and proposed modifications
 - Follow-up screening and intervention as appropriate
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Tier 3: Tertiary Prevention (1-5%) - Individual consultation (Intensive)

Activities may include:

- Participation in SST or other GenEd processes for RtI²
 - Develop and monitor measurable goals
 - Assist SST in systematic monitoring of progress by data review and determination of suspected disability
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What is RtI²?

Response to *Instruction* and Intervention (California Department of Education adds “Instruction” to emphasize the full spectrum of instruction, from general to intensive)


“...a systematic, data-driven approach to instruction that benefits every student. RtI² integrates resources from general education, categorical programs, and special education through a comprehensive system of core instruction and tiered levels of interventions to benefit every student.”

California Department of Education website

Core Components


- High-quality classroom instruction
 - High expectations
 - Assessments and data collection
 - Problem-solving systems approach
 - Research-based interventions
 - Positive behavioral support
 - Fidelity of program implementation
 - Staff development and collaboration
 - Parent/family involvement
 - Specific Learning Disability Determination
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What is EIS?

- Early Intervening Services - IDEA allows school districts to use up to 15% of their federal IDEA funds to provide EIS to students from Kindergarten to 12th grade who are at risk for school failure due to learning or behavioral concerns
 - Districts whose Special Education population includes an overrepresentation of minority students related to district population composition must use 15% of their federal IDEA funds to provide academic and behavioral support to GenEd students through 3rd grade specifically
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What is MTSS?

Multi-Tiered System of Supports

- “...provides a basis for understanding how California educators can work together to ensure equitable access and opportunity for all students to achieve Common Core State Standards (CCSS)”
 - Includes RtI² as well as additional, distinct philosophies and concepts
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CA MTSS

Rtl²

- Universal screening
 - Multiple tiers of intervention
 - Data-driven decision making
 - Problem solving teams
 - Focus on CCSS
- Addresses the needs of **ALL Students**
 - Aligns the **entire system** of initiatives, supports, and resources
 - Implements continuous improvement processes **at all levels** of the system

| | Involved in Rtl | Referral/ Consult form | Provides general strategies | Provides written feedback | Who implements? | Duration? | Next steps if concerns still present? |
|---------|-----------------|------------------------|-----------------------------|---------------------------|---------------------|-----------|---------------------------------------|
| ACSD | X | X | X | Tier 2, 3 | Teachers | | |
| IUSD | X | X | X | | Teachers | 6 weeks | Ax Plan |
| NMUSD | X | X | X | X | Teachers | | |
| OCDE | | | X | | | | |
| PYLUSD | X | X | X | Occasionally; handouts | Teachers | 6 weeks | SST, Ax Plan |
| TUSD | X (OT) | X | X | X | Teachers | | |
| GASELPA | X | | X | | RSP, TK teacher, OT | 60 mins | SST |
| WOCCE | Starting | | | | | | |

How is everyone doing it?

Most districts identify involvement in RtI

Majority of OC districts utilize a pre-referral/consultation form

More OTs involved in RtI than PTs

Parents typically informed about the general process but consent is not required



References

American Journal of Occupational Therapy, March/April 2014, Vol. 68, S1-S48. doi:10.5014/ajot.2014.682006

American Journal of Occupational Therapy, November/December 2014, Vol. 68, S34-S40. doi:10.5014/ajot.2014.686S04

Clark, G. F. , Brouwer, A., Schmidt, C., & Alexander, M. (2008). Response to Intervention (RtI) Model: Using the print tool to develop a collaborative plan. *OT Practice*, 13(14), 9–13.

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Reeder, D. L., Arnold, S. H., Jeffries, L. M., & McEwen, I.R., The Role of Occupational Therapists and Physical Therapists in Elementary School System Early Intervening Services and Response to Intervention: A Case Report, *Phys Occup Ther Pediatr*, 2011 31(1), 44-57.

Multi-Tiered System of Supports (CA Dept of Education)

<http://www.cde.ca.gov/ci/cr/ri/mtsscompri2.asp>

<http://www.cde.ca.gov/ci/cr/ri/rticorecomponents.asp>

<http://www.cde.ca.gov/ci/cr/ri/rtiphilosphydefine.asp>

