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Continued

Foundations for School Readiness:
Embedding School Based OT into Elementary (Day 5)

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Continued

Learning Objectives

- Identify historical perspectives and contemporary trends in school-based OT
- Describe benefits of contemporary OT practice supporting RTI/MTSS for all students, educators, and school districts
- Recognize when and how to apply OT to RTI/MTSS frameworks in schools
Overview

- Historical & Legislative Perspective
- Describe Response to Intervention (RTI) framework within A Multi-Tiered System of Support (MTSS)
- Review OT as RTI Practical Applications
- Discuss Significance to OT
- Learning Scenarios

Historical Perspective

Current legislation mandates OT practitioners can support all learners, with or without disabilities, in their occupations as students.

- Under Part B of IDEA 2004… as a related service
- Under NCLB… OT considered to be a pupil service
- Every Student Succeeds Act (ESSA)… OT named as specialized instructional support personnel
**Early Intervening Services = MTSS/RTI**

- Provided when occupational therapy practitioners support students in *general education* prior to special education referral.

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**OT Under the The MTSS Umbrella**

“OT practitioners provide services as a collaborative member of the team to students and on behalf of students through individual, group, whole classroom, and/or school-wide initiatives.”

(AOTA, 2016)
Contemporary School-Based Practice

- Evidence-Based Practice: Clinical Reasoning, Student/Family Centered, Support from Research
- AOTA endorses a paradigm shift from a medical model of caseload to an educational model of workload in schools
- Response To Intervention-RTI

The RTI Framework

1. Tier I: 80% of students
   - General Ed (GE)
   - Core Instruction
   - Proactive & Preventative

2. Tier II: 15%
   - Targeted Small Group Interventions within GE

3. Tier III 5%
   - Intensive Interventions;
   - May be Special Ed
OT Within RTI

Tier I-GE
OT/OTA provides teacher training/universal screenings
OT/OTA may use population based approach for GE students

Tier II-GE
OT/OTA Provides episodic interventions to support students & staff

Tier III
OT may Evaluate; May be Special Education

Tier 1 OT Strategies

- Gen ed parent & teacher trainings

- “Crayon Club” for all kindergartners-printing instruction using multisensory materials
Tier 1- KDG Crayon Club Model

- Permission from School Administrators
- OT/Kindergarten Teacher Collaboration
- Develop Content of 4 Whole Class Lessons with Teachers

Crayon Club Model Continued

- Fall Letter to all Kindergarten Parents/Guardians
- Schedule Four 30 Minute Class Lessons with each Kindergarten Teacher
- Collect Data via Student Work Samples/Observation
Additional Tier 1 Strategies

- Self regulation whole class activities
- Busy boxes embedded into school day
- Sensory motor whole class activities
  - Dynamic/Flexible Seating

Busy Boxes
More Busy Boxes

Whole Class Brain Breaks
GoNoodle
Flexible Seating
Tier 2 OT Strategies

- Episodic small groups for struggling students
- Could include motor, social, and self-regulation activities
- “Pencil Pals”

Tier 2- KDG Pencil Pals Model

- Post Crayon Club Fall Whole Class Lessons

- Request each Kindergarten teacher identify 2 students who continue to have challenges with printing/fine-motor class participation (typically in January/February)

- These Students DO NOT have an IEP
Pencil Pals Model Continued

- Parent Letter Home to Targeted Students
- Develop Content of Pencil Pals with Kdg Teachers
- Schedule Five 30 Minute Small Groups
- Collect Data via Work Samples/Observation
- Document Participation in Student’s Cum Folder

Tier 2 Strategies Continued

- Modified classroom seating
- Assistive technology, no tech to high tech
- Portable keyboarding/touch screen devices
Tier 3 OT Strategies

- Embedding OT into elementary via RTI typically decreases unnecessary referrals for OT screens & evaluations
- Allows OTs to support more students & teachers via a population-based approach
- Students may move freely between tiers

Important RTI Points
OT & RTI Evidence

- Dr. Denise Donica study Published in AJOT 2015
- Handwriting Without Tears®: General education effectiveness through a consultative approach
- Explored effectiveness of the HWT Kindergarten printing curriculum in GE via consultative approach with OT

OT & RTI Evidence

OT practitioners should advocate to embed themselves into elementary school building teams

This may include providing occupation-based input regarding evidence-based handwriting curriculums

OT collaboration with elementary school stakeholders, such as administrators and teachers can support implementation of whole building handwriting initiatives to support general education population
OT & RTI Evidence

Results

- Significant improvements in fine motor and literacy after participating in integrated OT
- Outcomes based on standardized pre- and post-testing results
- Study supports embedding OT into general education to align with principles of RTI.

Significance to OT

This shift expands OT’s role beyond direct service to include participating in curriculum development and supporting MTSS/RTI initiatives.

AOTA also endorses a paradigm shift from a medical model of caseload to an educational model of workload in schools.
Significance to OT

- OT practitioners should review state practice acts before providing RTI to be sure the language in their licensure laws aligns with providing RTI.

Learning Scenario 1

- You have multiple requests from kindergarten teachers in one building to screen numerous students for OT services related to printing/cutting challenges.

- Create three Tier I RTI strategies that apply to this scenario.
Learning Scenario 2

Two second grade teachers in a elementary school you cover are concerned that a few of their students (no IEP) are still having challenges with copying from the Smart Board in class and keeping written items organized in their “Writer’s Workshop” journal as well as math workbooks. What are three Tier 2 RTI strategies you could offer these students?

Learning Scenario 3

In the first few months of school, a first grade teacher asks you to complete an OT screen/observation on a student who does not have an IEP but is having significant challenges with her overall participation in classroom learning and writing occupations. You already know the student from your kindergarten Tier 1 “Crayon Club” whole class lessons and your Tier 2 “Pencil Pals” small groups. What are your next steps following a MTSS/RTI model?
References:


Questions?

- Email: mic106@psu.edu
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