

## Occupational Therapy Services

**Direct Services:** Individualized pull-out services to children with disabilities in school settings. Students are removed from the classroom and taken to a therapy room with intervention focusing on discrete skill training.

**Integrated Services:** Occupational therapy services are provided within the classroom and other natural school contexts. Integrated services involve the provision of both education and therapeutic strategies within the child's natural environment to assess, plan, and implement intervention on common goals. Emphasizes integration of skills into actual school activities. Integrated services require team collaboration and a combination of teacher education, consultation with various team members, and direct service that is skillfully embedded in the natural context.

Example: The Occupational Therapist (OT) assists in art class with modifications needed for the student to use a paintbrush and scissors effectively.

**Consultation Services:** The therapist collaborates with classroom/school staff and parent/guardian to develop and monitor intervention that will be carried out by these individuals in the school and at home. Therapist must identify the appropriate individuals who will implement strategies. This intervention may take the form of specific classroom strategies, home exercise/activity programs, task modifications or environmental adaptations. It may also include staff training and provision of additional resources. This intervention ensures carry-over of skills learned under the integrated and direct methods

*The number, frequency, and length of consultation therapy sessions can be flexible based on changes in the student's needs. For example, a new teacher, a new school, or the beginning of the school year may require more assistance and therapist time for modeling, training, and sharing. As the accommodations and strategies become part of the everyday program, the support may change to more consultative sessions for planning and monitoring.*

\*Integrated and consultation services promote the shift towards a workload approach. The workload model encompasses all of the work activities occupational therapists perform that benefit students directly and indirectly, including activities directed toward groups of students, whole classrooms, or school wide populations. The workload approach supports IDEA, which requires that supports be provided in the child's natural environment.

**Resources:**

Bazyk, S., Michaud, P., Goodman, G., Papp, P., Hawkins, E., & Welch, M. A. (2009). Integrating occupational therapy services in a kindergarten curriculum: A look at the outcomes. *American Journal of Occupational Therapy*, 63, 160–171.

American Occupational Therapy Association, American Physical Therapy Association, American Speech-Language-Hearing Association. (2014). *Workload Approach: A Paradigm Shift for Positive Impact on Student Outcomes*.

American Occupational Therapy Association. (2014). *Frequently Asked Questions (FAQ): Transforming Caseload to Workload in School-Based Occupational Therapy Services*.