Occupational Therapy in Epping Schools

Leading to success in “occupational roles” of:

Daily Living, Community Engagement, & Career

What is OT?

Building a solid foundation with:
Movement, Perceptual-Cognitive, & Sensory Motor Adaptive Responses

Framing a learning structure with:
Handwriting & Written Work Production, Curricular Adaptations & Access Enablers

Leading to success in "occupational roles" of:

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What is OT?
Epping’s Occupational Therapy Program...

- is an integral part of the Epping RtI Approach to General Education
- Mirrors the RtI model in its targeted interface with special needs student education.

RtI – Response to Intervention – is a nationally recognized multi-tiered approach to general education that focuses on helping ALL students, identifies students who are at risk for learning concerns, provides targeted instruction and intervention strategies for students who are at risk for learning gaps.

Tier 3: Intensive Intervention
(5% of students)
Occupational Therapy Treatment Programs

Tier 2: Targeted Intervention
(15% of students)
OT assists educator teams to foster special needs students success with assistive technology for listen-to-read or sensory-motor learning environmental adaptation for challenges

Tier 1: Universal intervention for All Epping Students!
OT provides consultation, training, and mentoring to regular education in such areas as Universal Design for Learning and all-student educational programs like Handwriting.
Tier 3: Occupational Therapy
Direct Services:

Motor Skill Therapy programs: gross to fine motor strength, control, coordination, bilateral integration, visual-motor integration/eye-hand coordination, tone & postural management programs and supports

Tier 2: Special Education/504

PE, recess, backpack weight, cafeteria adaptations, postural/seating choices

Tier 1: Regular Education

Accessibility, positioning, fatigue considerations in homework and class schedule, wellness, PE: fitness versus athletic, healthy toy & play choices

Great video links on motor skills:

- Motor Skill Foundations
- Motor Skill Fundamentals
- Motor Development Principles
- Fine Motor Skills

Great videos from Australia: kidsatplaycanberra:
- tummy time
- Age 1 to 2 play
- Age 2-3 Play
- Age 3-5 play
Epping OT tiered approach to Perceptual - Cognitive Skills

Some of our favorite tools to “exercise”:

- **Puzzles**
- Itunes apps:
  - PotSmash:
  - Attention Train:
  - Grasshopper.com puzzle apps:
    - Letter reflex by Dexteria:

**Tier 1: Regular Education:**
Foster problem solving, planning and organization through skill in patterning, attention to detail, multi-sensory activities, gross motor activity (body awareness, relationship to space).

**Tier 2: Special Education/504:**
Provide strategies to accommodate for challenges: highlighting, blocking, simplifying, decreasing clutter, 2-d vs. 3-d construction, manipulation of objects, graphic organizers, timers, planners. *(ADHD)*

**Tier 3: Occupational Therapy Direct:**
Remediation in area of concern: visual discrimination, spatial relationships, visual closure, visual memory, oculo-motor skills

Perception refers to how our brain interprets the world around us and impacts our ability to organize, sequence, attend, initiate or sustain work, copy, analyze, plan and problem solve - skills which influence our cognitive skills and success in math, reading and writing.
Please note: Sensory Processing Disorder (SPD) is not a medically recognized disorder at this time. Epping OT recommends that many different factors be considered, with a problem-solving approach.

Our goal is for students to ADAPTIVELY RESPOND to problems/stimuli in their environment - NOT to react explosively or withdrawal/avoid. The goal is be aware of_THRESHOLDS and employ SELF REGULATORY STRATEGIES to manage/reduce overload/under-stimulation and to adaptively move or touch to solve the problem that the stimuli or learning demand presents.

Learn more: Video 1 Video 2

**Tier 3: Occupational Therapy**

Direct Services:
Adapt environment to optimize sensory self regulation for those that are "fidgety", sensory seekers, or under-responsive /“low engine” (ALERT®) colors, lighting, visual clutter, noise, movement opportunities, heavy muscle work, “sheltering” including routines, task breakdown & organizational supports.

**Tier 2: Special Education/504**:
Common threshold /reaction patterns & corresponding environmental / task demand/ movement and touch “diet” strategies to boost self control.

**Tier 1: Regular Education**:
Adapt environment to optimize sensory self regulation for those that are “fidgety”, sensory seekers, or under-responsive /“low engine” (ALERT®) colors, lighting, visual clutter, noise, movement opportunities, heavy muscle work, “sheltering” including routines, task breakdown & organizational supports.
Epping OT tiered approach to Writing

Tier 3: Occupational Therapy Direct Services:
Perceptual Motor Skill Handwriting remediation, Keyboarding/Mouse skills, Assistive Technology (AT) for spelling, writing organization, & “jump-starting” generative writing.

Tier 2: Special Education/504:
Handwriting, Keyboarding, AT fluency programs & accommodations
Graphic organizer/essay maps
Task segmentation supports for disorganized “I hate to write” students

Tier 1: Regular Education:
Daily Explicit Instruction: Handwriting without Tears® & apps
Literacy/writing support: Universal Design for Learning (pg 10) which features campus-wide text-to-speech/audio/phonetic word prediction software & choices for student expression of concepts.
Epping OT tiered approach to Curricular Adaptations & Enablers

**Tier 1: Regular Education:**
Training & consultation in Universal Design for Learning (UDL) planning lessons from step 1 for variety of student needs. [UDL chart](#)

**Tier 2: Special Education/504:**
Task Analysis & Planning to students’ levels...access-enablers for AIM -- read-aloud text [Read:OutLoud®6 Bookshare®](#)

**Tier 3: Occupational Therapy**
Direct Services: Focus on profound “bridge out” access challenges--Academic Activity Analysis & breakdown...Access Assessment ...Tool-Kit problem-solving

What is your learning style? Take the “test”: [Vark Learning](#)

Helpful videos:
- AIM simply said
- AIM’s Impact on students
- AIM & NIMAC

IDEA—Federal regulation on public education mandates schools provide for any students who are unable to access print/text materials for learning, impacts many students who read below grade level.
Epping OT tiered approach to Activities of Daily Living, Community & Work Skills

**Tier 1: Occupational Therapy**

**Direct Services:**
Task analysis of individual’s level of skills (motor or cognitive abilities & limits). Remediation or accommodation for limitations (many direct life skills programs are based on the Life Centered Career Education: Modified Curriculum for Individuals with Moderate Disabilities., Lloyd & Brolin, Council for Exceptional Children, 1997.

**Tier 2: Special Education/504:**
Task analysis & supports needed (too much, too little, verbal vs. visual vs. gestural vs. environmental context), Training & supervision of direct daily staff in practice programs to improve daily living skills independence for community and work-ready.

**Tier 1: Regular Education:**
Integration assistance to support their challenged classmates, EHS OT job shadowing and class assistance coaching to guide career choice in special education/therapy & expand citizenship /advocacy toward our community’s disabled.

For a more detailed list of skills helpful for structuring transition planning, search LCCE Competency Chart.