




Strengthening Connections:

Occupational Therapy Practitioners Role and Interdisciplinary Team Collaboration

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Objectives

- ❖ Discuss the role of OT
 - ❖ Explain interdisciplinary collaboration in the school system
 - ❖ Identify potential gaps and overlaps in assessment and interventions in the school system
 - ❖ Analyze ways interdisciplinary teams can provide holistic transition plans that promote successful transition outcomes
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MY STORY



Initially thought....

Transition services for middle and high school students was:

- Not necessary; discharged most students in elementary school
- Education focused- to graduate
- Monotonous
- Scary

Scary

Scary!




My “Ah” Moment



- Adolescents and young adults need just as much support as elementary students
- Students have a voice and need their interests, desires, & dreams for the future heard
- Students want to be active participants in society & rely upon us to prepare them
- Working with adolescents & young adults is fulfilling as observe students succeed



What is Occupational Therapy?

- ❖ Occupational therapy is an evidence-based practice that adds distinct value to medical fields and services and to community programs by enhancing the physical and mental health and well-being of individuals throughout the life span through guided engagement in meaningful occupations (i.e. work, play, sleep, education, activities of daily living).
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Occupational therapy practitioners ask,
"What matters to you?"
not, "What's the matter with you?"

Ginny Stoffel, AOTA

What Do OT Practitioners Do?

- ❖ Occupational therapy practitioners (OTP) work with people of all ages who need specialized assistance to lead independent, productive, and satisfying lives due to physical, developmental, social, or emotional problems.





Occupational Therapy Practitioners Role in School-Based Settings

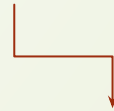
- OT Focus: to support student engagement in occupation in order to provide the student with a Free and Appropriate Public Education (FAPE) in least restrictive environment (LRE)
- Occupational therapy is a related service under IDEA in the public schools.
- IDEA-04 defines related services as developmental, corrective, and other supportive services that are required to assist a student with a disability to benefit from special education.



Service Provision

LRE: Setting

Whole classroom



Small groups




Individual -1:1

LRE: Delivery of Services:

Reach all children

More individualized student focused

Individualized services can be out of context




OT Provisions for Transition Teams

- ❖ **Develop self-determination and self-advocacy skills**
- ❖ **Use prevocational modalities**
- ❖ **Enhance development** of functional life skills
- ❖ **Conduct activity analysis** for academic and community-based requirements
- ❖ **Provide job carving** and job coaching
- ❖ **Collaborate** in curriculum development and instruction for life skills or transition classes
- ❖ **Conduct assessments:** transition, life skills, self-determination, interests, job matching
- ❖ **Develop portfolios** of skills, abilities, recreational and community interests



Interdisciplinary Collaboration


- Interdisciplinary collaboration is “an interpersonal process through which members of different disciplines contribute to a common product or goal” (Berg-Weger and Schneider, 1998,p. 698).
 - Inter-professional processes among one or more professionals from different disciplines engaged in work-related activities should represent five core components:
 - (1) interdependence
 - (2) newly created professional activities
 - (3) flexibility
 - (4) collective ownership of goals
 - (5) reflection on process (Bronstein, 2003).
- 




Why talk collaboration?

- We are all striving towards the same goal!

Youth and young adult success in daily living,
employment, and engagement in community



Students with a Disability are:

- often unemployed or underemployed
 - often living with their parents instead of moving out living independently
 - often socially isolated
 - often lack transportation resources and skills
 - rarely enrolled in post-secondary education
 - struggling throughout their lives to escape poverty
- 



Strategies for Collaboration



❖ School Districts:

1. pool resources to achieve common goals
2. Cost sharing
3. Work as a consortium

❖ ODE/OVRS:

1. Interagency Agreements
2. Shared training
3. Collaborative efforts to secure additional monies

(Rees & Burr, 2015)



Barriers to Interdisciplinary Collaboration

- Change over of key stakeholders
- Academic vs vocational & community readiness training
- Lack of resources
- Lack of TIME



Who's Doing What???

- ❖ Lack of clarity on what needs to be accomplished
- ❖ Lack of knowing each transition member's role
- ❖ Streamlining & planning between schools, students, and families
- ❖ No point of contact between school personnel and other community agencies

Who's running the show?




School Process for Post-Secondary Transition Services

Each school district varies in terms of:

- school team knowledge and participation
- Process for delineating:
 - student classroom assignment
 - program focus (academic or transition track)
 - availability of transition services offered




What Can We Do?

- Network
 - Coordinate
 - Cooperate
 - Collaborate
 - Advocate & Understand the laws impacting transition programming and services
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Successful groups are....

- Clear about their team's missions and goals;
 - Clear about a time limit to the service requested.
 - Clear – and accurate – about the time commitment involved;
 - Clear – and accurate – about the work commitment involved;
 - Clear about what kinds of characteristics they wish to add to their team;
and
 - Clear in developing guidelines for the team and what team members can do.
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Transition Assessments



- ❖ The Division on Career Development and Transition (DCDT) of the Council for Exceptional Children defines transition assessment as an

“...ongoing process of collecting data on the individual’s needs, preferences, and interests as they relate to the demands of current and future working, educational, living, and personal and social environments.

Transition Assessment Areas and Measures

Assessment Areas

Education

Employment

Assessment Measures

- Stanford-Binet, WAIS (IV)
- Sixteen Personality Factor Questionnaire (16PF, Fifth Edition)
- Myers-Briggs Type Indicator® (MBTI®) Instrument
- Student Styles Questionnaire (SSQ)

- Differential Aptitude Test (DAT)
- Armed Services Vocational Aptitude Battery (ASVAB)
- Inventory of Work-Relevant Abilities (IWRA)
- ONET Ability Profiler, MAPP



Independent Living

- The Scales of Independent Behavior - Revised (SIB-R)
- The Vineland Adaptive Behavior Scales
- Casey Life Skills Assessment
- The Inventory for Client and Agency Planning (ICAP)
- Self-Care Checklists


Self-Determination

- Air Self-Determination
- ARC Self-Determination Scale
- Choicemaker



Examples of Interdisciplinary Collaboration with Vocational Rehabilitation Specialists

- ❖ School Team Collaboration
 - A. Transition Coordinators, educators, and DDS-VR
 - B. ACIL and Community Leaders

 - ❖ Co-teaching Sessions on Vocational Readiness & Community Resources
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Resources

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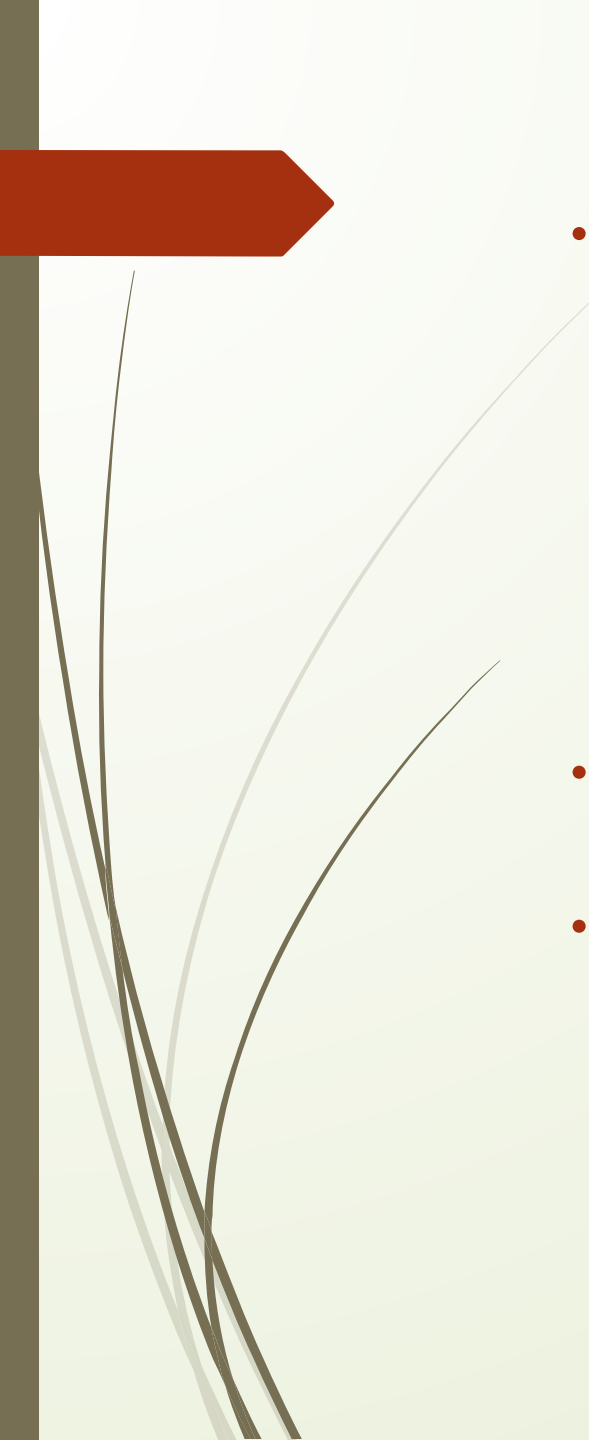
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