

Table of Contents

Introduction

	Introduction	i
Chapter 1	The Integrated Therapy Model: School Based Treatment in an Inclusive Setting.....	1
Chapter 2	The Therapist's Role in Schools: Using the Integrated Therapy Model	9
Chapter 3	Assessing Students in an Inclusive School.....	19
Chapter 4	The Integrated IEP	27
Chapter 5	Teamwork in an Inclusive School	37
Chapter 6	Implementing the Integrated Therapy Model	47
Chapter 7	Program Monitoring	63
Chapter 8	Using the Integrated Therapy Model in Community-Based Programs for Young Children	73
Chapter 9	Special Topics	81
Chapter 10	Putting an Action Plan in Place	87
	Bibliography	99

The Integrated Therapy Model: *School Based Treatment in an Inclusive Setting*

What you know

- How to determine deficits in children which require medically necessary treatment
- How to provide clinical treatment to children with disabilities

What's new

- How to distinguish between deficits which are *educationally related* and those which are strictly *medical*
 - How to provide treatment within the context of the regular education curriculum
-

Overview

Inclusive schools emphasize each student's right to participate in age appropriate regular education classes and routines. Teams of therapists, educators and parents are developing a new service delivery system that promotes the participation of all students in the educational process. This integrated therapy model infuses typical activities with the clinical support students with disabilities need to successfully participate.

The success of the integrated therapy model is determined less by the number of treatment hours delivered than by the school environment's increased capacity to involve students with disabilities in regular classes

Using the Typical Environments for Achieving Priority Goals

Another goal of the ecological assessment is to determine how existing school activities and routines can be used to treat students. Modifying naturally occurring environments can reduce the need for direct treatment by therapists.

Task analysis is a technique used to achieve this goal. Task analysis starts with identifying the component steps in a typical age appropriate activity. The team determines the specific learning objectives contained in each step. If these relate to skills the student is working on now or needs to work on in the future, a plan is developed for using these identified steps in the typical activity to treat the student.



As part of our training on integrated therapy, we wrote down three common school routines which we expected all children to be able to participate. I listed coming in from the playground, lining up for lunch, and getting on the bus. Then we had to work with a partner to break the routine down into its sequential steps. I couldn't believe it! Each of mine involved many steps. I immediately saw where the breakdown would come for some of my students. I also saw how I could easily use these routines to teach and reinforce what was needed.

Task analysis helps teams determine student priorities. If the goal is to have the student eat lunch with peers, then perhaps the process for getting through the cafeteria line can be modified for the student who has trouble walking, or balancing the tray, or grasping small objects or making choices. If the team decides that coming in from recess is a great time for the student with gross motor problems to practice using alternating steps for walking, then the classroom activity which takes place right after recess is adjusted; that way the student is not penalized for getting back later than the others.

Teamwork in an Inclusive School

What you know

- How to apply discipline specific clinical knowledge to treatment plans

What's new

- Working with the team to develop shared priorities for intervention
- Using clinical skills in concert with other disciplines to achieve environmentally based goals
- Using treatment time for indirect services such as staff training and teacher consultation

Overview

Team collaboration is at the heart of the integrated therapy model. In this model, teams use consensual decision-making to establish student priorities and to determine how these will be addressed in regular education activities and routines. The type of teamwork required by this model differs from other team models in: (1) the type of decision making used, (2) the relationship among team members, and (3) the emphasis placed on implementation in natural settings.

Therapists and other team members completing an ecological assessment first identify the steps in a typical age appropriate activity such as getting lunch in the cafeteria. Then they identify the areas for potential IEP objectives each of those steps contain. For example:

Ecological Assessment of a Natural Site: School Cafeteria Line

Activity	Potential IEP Objectives
Locating menu	Attending, discrimination
Choosing the kind of sandwich	Choice-making
Ordering the sandwich	Language, communication skills
Paying for the sandwich	Matching, money skills, fine motor
Eating the sandwich	Feeding, social skills, ADL
Cleaning up	ADL, fine motor
Leaving	Mobility

Creating Environmental Accommodations

Ecological assessment requires a careful review of the types of support which students and teachers find beneficial. For example, a student with dysgraphia may be unable to function in classes which demand great amounts of written work. In the traditional therapy model, this student would be treated directly by an occupational therapist to improve functional hand use. Support would be defined as treatment and units of direct service by the occupational therapist.