

School-Based Speech & Language Therapy, Occupational Therapy, & Physical Therapy

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What is School-Based Speech and Language Therapy?

School-based Speech/Language Therapy is provided to students who have concerns or a disability in the area of articulation/phonology, fluency, voice, or language (including pragmatic language, receptive language, and expressive language).

ALL CONCERNS MUST BE SCHOOL-BASED ISSUES AND MUST IMPACT THE CHILD'S ACADEMIC PERFORMANCE.

If it does not impact the child's education, he/she will not qualify for school-based speech-language therapy.

School-Based Speech and Language Therapy (cont.)

A speech-language specialist can only evaluate and case manage a student for issues related to articulation, phonology, fluency, or voice.

If the issue is related to language, the child would need to be referred to the Child Study Team (CST) because it would require a comprehensive evaluation from all members of the CST, not just the Speech-language specialist.

Articulation- difficulty pronouncing certain speech sounds (e.g. substitutions, omissions)

Fluency- difficulty producing smooth speech (e.g. stuttering, cluttering)

Voice- any consistent issues with the child's voice (e.g. pitch, loudness, quality)

Language- difficulty with understanding or using language (e.g. receptive/expressive language, pragmatic language/social skills, verbal/nonverbal, executive functioning/problem-solving)*

What does speech/language academic impact look like?

The following errors/issues could indicate academic impact related to speech/language skills:

- Spelling errors
- Teacher's inability to understand your student's speech
- Other students do not understand him/her
- Student's refusal or hesitation to talk
- Student only talks in private and not in front of others
- Effects overall classroom performance or grades
- Other students make fun of or avoid the student
- Difficulty with problem-solving, social interactions, or inferencing

Speech Interventions & Activities

ARTICULATION/PHONOLOGY:

- Model accurate production, use alphabet cues, have child look in the mirror to practice.
- Auditory bombardment (have your child listen to you saying words containing the target sound), practice correct pronunciation.

FLUENCY:

- Model a decreased rate, provide a calm/relaxed environment, allow your child to finish what he/she is saying, don't interrupt your child.

RECEPTIVE LANGUAGE:

- Ask questions after reading a story, have your child follow directions at home (for fun or to accomplish chores/tasks).

EXPRESSIVE LANGUAGE:

- Have your child request objects, make choices, ask questions, answer questions, and describe events. Play describing games with your child (e.g., Taboo, Hedbanz, guessing games, etc.)

PRAGMATIC/SOCIAL LANGUAGE:

- Practice conversation skills, play games, have your child guess what might happen (predictions) during TV shows, movies, books, etc.
- If your child uses an AAC device, practice using it at home!

What is School-Based Occupational Therapy?

- School-based occupational therapists (OT's) support the student's ability to participate in desired or required school activities or "occupations".
 - OT's look at the whole child and address individual tasks, helping students find ways to do the things they need to do.
- OT's promote this by supporting students academic achievement and promoting positive behaviors necessary for learning.
- Areas OT's assist: Social participation, executive functioning & academics, play & leisure, handwriting, behavior management, participation in gym/recess, self-care skills, transitional/ prevocational participation, and more.
- Therapists focus on student's strengths and implementing programs to improve **inclusion and accessibility** while also educating staff and parents/guardians.
- All concerns must be school-based and must impact the child's academic performance.

Occupational Therapy Interventions & Activities

Interventions in the school setting:

- Activity and environmental analysis to make recommendations which improve program accessibility and participation
- Upper body & core strengthening exercises
- Fine motor interventions
- Visual-motor interventions
- Motor planning interventions
- Sensory motor activities
- Quick fixes: pencil grips, move 'n' sit cushions, bouncy bands, slant boards, adapting handwriting lines, etc.
- Plan and carry over implementation of adaptations into classroom setting for greater success

Activities to carry-over at home:

- Carrying over terms used from the school environment to home when completing handwriting or school tasks (after parent education)
- Monitoring children's time spent on sedentary activities such as watching TV and video games- spend as much time being **active**
- OT activities incorporated into daily routines
 - Jumping on trampoline (when accessibility), going on walks, riding a bike, using a scooter, swimming, engaging in yoga, organizing / matching socks, opening/closing various sized containers, manipulating legos or using art supplies

What is School-Based Physical Therapy?

- Address deficits/impairments in gross motor skills **only** when related to educational needs.
- Goals and interventions address functional needs for students to access their education.
- This can include:
 - Traveling throughout the school environment
 - Participating in classroom activities, recess and Physical Education class with peers, managing stairs, the restroom, and cafeteria.
- School-based Physical Therapy is **not** intended to meet all the therapy needs of the student, rather to ensure that the student has access to their education
 - Often means that outpatient services are also needed to meet all of the student's therapeutic needs.

Physical Therapy Interventions & Activities

Interventions in the school setting:

- Strengthening exercises
- Balance activities
- Ball skills - catching, throwing, kicking
- Sensory motor activities
- Coordination activities
- Motor planning activities

Activities to carry-over at home:

- Encourage movement and strengthening in everyday activities
 - Carry grocery bags
 - Push shopping cart
 - Carry items up and down the stairs
 - Take a walk as a family
 - Play on the playground!
- Get involved in afterschool activities such as team sports or Martial Arts
 - District activity book
- Create obstacle courses out of household items
 - Jump over a broomstick
 - Throw socks into laundry basket
 - Use throw pillows to challenge balance

Process of SLP, OT, PT in the school setting:

- Observe→ Collaborate→Evaluate→Treat
- Therapist directly observes or teacher reports areas of concern
- Collaboration of therapist & teacher to create accommodations or suggestions for student
- If additional supports are needed, therapist will obtain parent permission and evaluate

Types of therapy services offered:

- **Direct, individual services:** the student is pulled out of the classroom to receive OT, PT, or speech services.
- **Direct, group services:** the student is seen in a small group of their peers working toward similar goals.
- **Integrated services:** the related service provider pushes into the classroom and provides services in the context of the classroom lesson or activity.
- **Consultation:** the related service provider provides suggestions or adaptations to be implemented by the teacher based on the student's individual needs.
- The determination of type of service is based on a number of factors including evaluation results, the unique needs of each student, and input from the team.

Therapist Co-treating in the school setting:

- Maximize time in therapy
- Facilitate generalization - a student's ability to apply skills in a variety of situations and environments
- Improve treatment outcomes across disciplines
- Less time being pulled out of the classroom