

Table 3.1 *School Occupational Therapy*

Areas of Expertise and Relationships to Educational Programs, IDEA, Part B		
OT areas of expertise*	Components	Relationship to educational program goals
Postural stability	Muscle tone, muscle strength and endurance, balance, reflex integration, quality of movement, coordination, proximal joint, and trunk stability.	Student will maintain functional body positions during daily school activities, keep pace with peers, participate in activities for the duration of the school day, and participate in playground and P.E. activities.
Sensory registration and processing	Perception and discrimination of touch and texture; pressure, movement and position in space (vestibular); body movements and positions (proprioception); visual input; auditory input; taste; smell; directionality; and visual spatial relationships.	Student will maintain attention/stable emotional state during school activities or when transitioning between activities; engage in movement exploration during playground and P.W. activities; tolerate contact with a variety of textured foods, clothing or school materials; tolerate closeness, touch and physical direction from others; locate, by touch toys or school materials in classroom or desk and copy assignments from blackboard.
Motor planning	Ability to imitate body position, integrate both sides of body. Sequence movements. Create/assemble object parts to whole, Plan and execute drawings/designs. Act upon verbal commands, Control and coordinate oral movements.	Student will learn new motor acts within a reasonable time frame; perform motor tasks with age-appropriate skill on verbal request or physical demonstration; navigate and locate commonly used areas within the classroom and campus efficiently and safely; bite, chew, and swallow food safely; and communicate in some manner.
Fine motor	Strength, coordination, prehension/grip, (prehension is the process of seizing or grasping or otherwise getting food into the mouth) skill, precision and dexterity, eye/hand coordination, shoulder/wrist stability, coordination of two body sides, hand dominance, and tool use.	Student will adequately manipulate a variety of age-appropriate materials, tools, and toys (e.g., blocks, crayons, scissors, keyboard); hold his/her materials steady as he works (e.g., stabilize paper, puzzle, jar, Legos); demonstrate hand dominance by age 6, write legibly/ and access and operate vending machines.
Activities of daily living	Performance of daily living skills (feeding, dressing, toileting, play, and schoolwork). Motor planning abilities for sequencing of self-help tasks. Individual problem solving/decision making.	Student will manage daily self-care activities, such as dressing, feeding, toileting, playing, and doing school work; manage clothing fasteners, eating utensils, and other self-help devices; and assess and purchase items for personal use.
Environmental adaptations/Assistive devices	Classroom/environmental modifications, adapted materials and/or teaching strategies. Selection of appropriate equipment and; or positioning to facilitate postural control and independence in daily living activities, and recommendations regarding architectural barriers.	Students will use modifications in environment to enhance learning, participate in a greater number of activities and be able to accomplish tasks, and utilize devices designed to compensate for lack of skills or to teach skills.
Social play/Organization of behavior	Ability to sustain eye contact, listen to others, initiate and sustain communication with peers and adults, and identify own interests and goals. Make decisions regarding use of time, engage in cooperative relationships, seek assistance, and comply with requests from peers and adults. Accept winning and losing, maintain personal space, respond to limits, and respond to transition.	Student will share attention and materials in and out of classroom, ask for help when needed, respond to social demands of setting, settle disputes without aggression, engage in age-appropriate play and leisure behavior, work cooperatively with peers in play and games, and accept winning and losing in games.
Collaboration/Cooperation within the areas of: <ul style="list-style-type: none"> • Social communication skills • Academic and readiness skills • Vocational skills and school to work • Community-based instruction • Functional mobility 		*Some OT areas of expertise are shared with other professionals. (For example, several components of fine motor control, such as hand-eye coordination, are shared with the classroom teacher.) Collaboration with instructional staff and related services providers is emphasized within all areas.

