



## Considerations for Release of OT/PT

- The student has met all of the functional OT, PT objectives on his/her IEP.
- The student no longer requires OT, PT therapy as a related service in order to access and/or participate in the special education/general education curriculum.
- The rate of skill acquisition, potential for progress, and/or level of function are not likely to change with therapy intervention.
- The student has learned appropriate strategies to compensate for his/her disability.
- The student's need(s) can be managed through classroom accommodations and/or modifications.
- The student's need(s) can be managed effectively by another member of the educational team, and the expertise of the current therapist is no longer necessary.

References: doe.in.gov education.ky.gov

**For More Information,  
visit our website at  
[www.earlywood.org](http://www.earlywood.org)**

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## Mission:

Supporting the "I" in IEP

## Vision:

All students with disabilities will reach their potential for independence as they strive to successfully complete high school and transition into adult life.

### Connect with Us



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**Earlywood**  
Educational Services

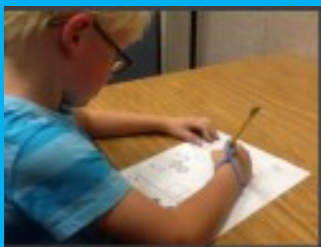
## The Role of Physical & Occupational Therapists in The School

[www.earlywood.org](http://www.earlywood.org)



## PT & OT

Occupational and Physical therapy is considered a related service and are members of the educational team that assist in the development of delayed skills. Therapists provide services with the intent of strengthening the child's ability to function independently within the school setting, and meet his/her educational goals. School based therapists provide educationally relevant services in school settings. Therapists are trained to provide many types of developmental and rehabilitative services. However, federal guidelines require the school based therapist to provide only those services that are necessary to enable students to access the educational environment of their school, and to benefit from their special education programs.



## Considerations for Eligibility

- When deciding the appropriate service delivery for a student, the Case Conference Committee must determine the least restrictive environment (LRE).
  - Does the challenge significantly interfere with the student's ability to participate in the special education/general education curriculum?
  - Does the challenge in an identified area appear to be caused by limitations in a motor area?
  - Can the student's deficit areas be managed by the educational team without the expertise of an OT or PT?
  - Can the student's deficit areas be managed through classroom accommodations and/or modifications?
  - Therapy in relation to other needs.
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## Service Delivery

Related services may vary over time. Student therapy needs may differ in intensity and in focus during the student's school years.

### Direct

Therapy techniques are administered by the therapist typically weekly.

### Consult

Consulting is the means by which a therapist can help other professionals meet a student's IEP. Classroom goals related to therapy are implemented in the school environment with communication and support from the therapist typically quarterly to monthly.

