# Scope of Practice for **OCCUPATIONAL** THERAPY

Middle Extended Transition School, High School, **Skill Focus:** Stress management Assistive Tech Organization Safety Awareness Following multi step directions Activity Endurance

#### Staff/Parent Training:

Use of equipment Ways to adapt activities **Community Resources** Support carry over of skills

#### Skill Focus:

Fine motor; grasp development Visual motor Visual tracking skills Tool use: scissors, crayons, glue, etc. Bilateral coordination, establish midline Personal care skills; following routines/visual schedules Independent work strategies, managing transitions Attention to task, self regulation, organization Sensory processing, behavior (impulse control) Core/trunk control, body awareness Assistive Technology, adaptive equipment

#### Staff/Parent Training:

How to use adaptive tools, paper, etc. Use of sensory tools; sensory diets, movements/exercises, etc. **Environmental Design** Adaptation of classroom activities, positioning Assistive Technology Home Program

#### **Skill Focus:**

Élementary K-5<sup>th</sup> Grade

Play – with others, social interaction, problem solving Fine motor skills: establishing hand dominance, separation of the 2 sides of the hand, developing pincer/tripod grasp, bilateral hand control, hand strengthening Visual motor skills – puzzles, coloring, matching, Pre-writing – drawing using developmental strokes Personal care skills – using utensils, opening containers, managing clothing Sensory Processing - self regulation, tolerance to activities Proximal control, head control, core strengthening/stability, body awareness

#### Staff/Parent Training:

Developmental norms- age appropriate grasps, age appropriate expectations Effective strategies to support students in the classroom (environmental design)

## Scope of Practice for **PHYSICAL THERAPY**

Middle School, High School, Extended Transition Skill Focus: Use of equipment Safety skills Activity endurance Access to environment

## Staff/Parent Training:

Monitor equipment Environmental modification **Community Resources** 

#### Skill Focus:

Core strength, trunk control, head control Body in space awareness Balance – standing and sitting Gross motor skills (running, jumping, playground) Mobility (stairs, uneven terrain, playground equip.) Access to locations on campus Ability to use variety of positions (sitting on carpet, chairs, etc.) Use of equipment, transfers Safety skills Participation in PE Fitting for equipment Bus access

### Staff/Parent Training:

Pr<sub>eschool</sub> 3-5 <sub>Years</sub>

<sup>Elem</sup>entary K-5<sup>th</sup> Grade

Equipment monitoring/training Adaptive seating options Encouraging use of resources/equipment available Safety skills Home Program

NOTE: The Gold is an additional resource that can be utilized when identifying specific skills at the Pre K level