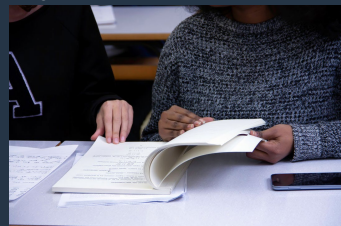


## PROJECT 10 TOPICAL BRIEFS

are published on a bi-monthly basis. Each issue focuses on a specific topic or theme, highlighting current and upcoming information and events related to secondary transition. This month the Topical Brief is focused on **Maximizing Transition Services through the Expertise of Occupational Therapy and Physical Therapy Practitioners**.

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## Stories

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## Maximizing Transition Services through the Expertise of Occupational Therapy and Physical Therapy Practitioners

Florida schools are on an upward trajectory that is leading to more students with disabilities graduating from high school and fewer dropping out of high school, which is completely splendid! As you continue to support rising student outcomes, all of the resources available to schools can be used to maximize assistance to students as they strive to reach their goals for the future.

You are familiar with transition legislation, which remains the anchor that grounds us in transition planning. The Code of Federal Regulation (CFR) §300.43 tells us that transition services are based on individual student needs and take into account student strengths, preferences and interests that are discovered through transition assessments. The CFR §300.43 lists transition services as the following: instruction; related services; community experiences; the development of employment and other post-school adult living objectives; and if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.

This Topical Brief will focus on the value that related services providers can bring to the transition process, specifically occupational therapy practitioners and physical therapy practitioners.



## Defining Occupational Therapy and Physical Therapy

Let's begin defining occupational therapy and physical therapy through the wide angle lens of the Individuals with Disabilities and Education Act (IDEA), as well as, the American Physical Therapy Association.

Occupational Therapy	Physical Therapy
<p>"Services provided by an occupational therapist" and includes -</p> <ul style="list-style-type: none"> <li>Improving, developing or restoring functions impaired or lost through illness, injury or deprivation;</li> <li>Improving ability to perform tasks for independent functioning if functions are impaired or lost; and</li> <li>Preventing, through early intervention, initial or further impairment or loss of function" (IDEA, Section 300.34(c)(6), 2004).</li> </ul>	<p>"Services provided by a physical therapist" (IDEA, Section 300.34(c)(9), 2004). Also, physical therapists -</p> <ul style="list-style-type: none"> <li>"Diagnose and manage movement dysfunction and enhance physical and functional abilities;</li> <li>Restore, maintain, and promote not only optimal physical function but optimal wellness and fitness and optimal quality of life as it relates to movement and health;</li> <li>Prevent the onset, symptoms, and progression of impairments, functional limitations, and disabilities that may result from diseases, disorders, conditions, or injuries" (American Physical Therapy Association, 2019, para. 4).</li> </ul>

Zooming in for a closer view, the chart below highlights guidance from Florida legislation for the practice of occupational therapy and physical therapy. The areas of unique expertise of occupational therapists (OTs) and physical therapists (PTs) are also described in the chart. Clearly, the goals of occupational therapy and physical therapy support the development of skills that assist students with disabilities to benefit from special education. In addition, OTs and PTs can help students achieve learning outcomes that assist students to participate in postsecondary education, training, employment and independent living. OTs and PTs are uniquely trained and positioned to support students in their transition to post-school activities and adult life.

Description of Occupational Therapy	Description of Physical Therapy
Occupational Therapy: Services that are provided by a licensed occupational therapist or a licensed occupational therapy assistant and use purposeful activities/interventions to achieve functional outcomes. Occupational therapy maximizes the independence and the maintenance of the health of any individual who is limited by a physical injury or illness, a cognitive impairment, a psychosocial dysfunction, a mental illness, a developmental or a learning disability, or an adverse environmental condition. (Rule6A-6.03024(1), F.A.C.; Section 468.203(4), F.S.)	Physical Therapy: Services that are provided by a qualified physical therapist or licensed physical therapist assistant and include the performance of physical therapy assessments and the treatment of any disability, injury, disease, or other health condition of an individual, or the prevention of such disability, injury, disease, or other condition of health. (Rule6A-6.03024(1), F.A.C.; Section 486.021(11), F.S.)
Unique Expertise of OTs	Unique Expertise of OTs
Task/Activity Analysis - Identifying task or activity demands and performance skills required for the student to perform the task or activity.	Support for Optimal Physical Function - Performance of self-care with and without assistive devices as well as the development of strength and endurance for a range of work tasks.
Environment Adaptations - Addressing the natural and built surroundings, as well as the social environment to ensure students have complete and comfortable engagement with their world.	Promote Lifelong Physical Activity - Addressing the student's need for physical activity that will support transition to post-school activities and prevent secondary health risks.
Individualized Assessment - Assessment tools are selected to evaluate the student's assets or strengths, weaknesses and potential problems. Assessment data helps to determine student outcome goals. Identify Equipment and Positioning - Through direct assessment of the student, determine the best positioning and equipment needs for optimal learning and community engagement.	Identify Equipment and Positioning - Through direct assessment of the student, determine the best positioning and equipment needs for optimal learning and community engagement.
*Unique expertise of OTs and PTs based on Working With the Experts (WWE) presentation, "Related Services in Transition" (2019) - Jessica Kramer, OTR/L, PhD	

### Shining the Spotlight on Related Services: Are We Strategically Utilizing Occupational Therapy Practitioners and Physical Therapy Practitioners during the Secondary Transition Process?

Through a "Working with the Experts" project, three regional trainings were provided in the fall of 2019 to occupational therapists (OTs) and physical therapists (PTs) working in the school setting. Jessica Kramer, OTR/L, PhD and Associate Professor in the Department of Occupational Therapy at University of Florida, in collaboration with Project 10 Regional Transition Representatives, met with OTs and PTs to discuss and explore the unique, evidence-based contributions that related services can provide to facilitate positive transition outcomes for students with disabilities.

As OTs and PTs become more aware of their connection to secondary transition, transition personnel can ensure that the expertise of OTs and PTs are being sought out when needed. Florida legislation indicates that OTs and PTs may conduct assessments that can be shared with individual educational plan (IEP) teams, education plan (EP) teams and individualized family support plan (IFSP) teams to determine if occupational therapy or physical therapy is needed for the student to access the benefit of specially designed instruction. Florida legislation also indicates that once a plan of treatment is determined as necessary for a student, the plan may be included as a part of the student's IEP, EP and/or IFSP team documents. The OTs and PTs may also provide input to the planning teams and update them on the student's progress. (Rule 6A-6.03024, F.A.C.).

## Related Services Support Students' Progress to Post-School Activities



Related services means transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education, and includes speech-language pathology and audiology services, interpreting services, \*\*\*\*\* **physical and occupational therapy** \*\*\*\*\* psychological services, recreation, including therapeutic recreation, early identification and assessment of disabilities in children, counseling services, including rehabilitation counseling, orientation and mobility services, and medical services for diagnostic or evaluation purposes.



- Specially Designed Instruction
- Opportunities for Community Experiences
- Develop Employment and Other Post-School Objectives
- Teach Daily Living Skills and Provide a Functional Evaluation (if appropriate)
- Related Services

## Occupational and Physical Therapies Apply to a Wide Range of Supports for Transition Outcomes

Reaching one's goals for adult life is a challenging process for anyone. It requires a tremendous amount of collaboration, planning and determination. If we think the ultimate goal of transition services is to support students to achieve their post-school outcomes, what are the steps that support that goal? There are measurable postsecondary goals, annual goals and all of the curricular experiences that prepare students for adult life, such as instruction, community experiences, employment activities, the development of independent living skills and related services. Many of these activities are interrelated and overlap in various ways. Depending on the student's needs, occupational therapies and physical therapies can potentially support student achievement across all goals and educational settings.

Examples of services OTs can provide to students with disabilities who are transitioning to post-school life, include the following:

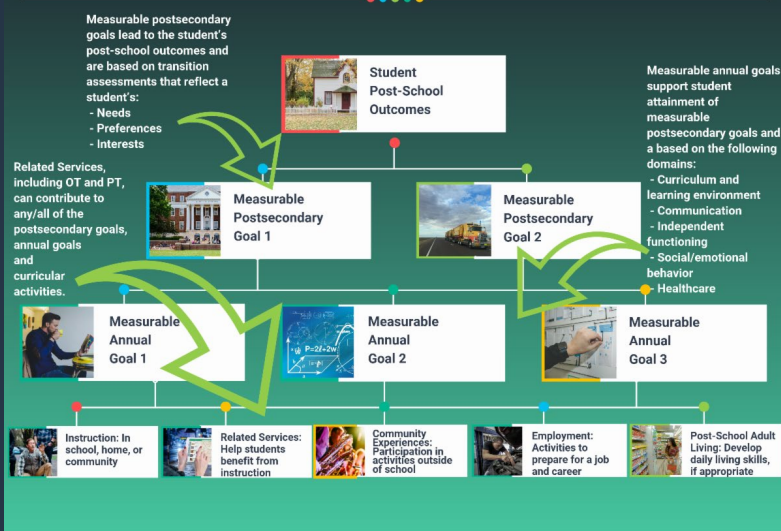
- "Adapting the environment;
- Modifying curriculum [for students who are on Alternate Standards via Access Points for students with significant cognitive disabilities];
- Supporting accommodations;
- Ensuring access and participation in school activities and educational programs; and
- Assisting in preparation for transition post-graduation" (The American Occupational Therapy Association, Inc., 2017, p. 2).

Examples of services PTs can provide to students with disabilities who are transitioning to post-school life, include the following:

- "Designing and implementing physical therapy interventions that allow students to benefit from their educational program" (American Physical Therapy Association, n.d.)
- "Teaching and training family members and educational personnel in an effort to help the student achieve his or her IEP goals" (American Physical Therapy Association, n.d.)
- "Instruction of other caregivers regarding the physical management of students, such as safe lifting, positioning, assisted ambulation, gross motor programs, vocational tasks, safe lifting, positioning, assisted ambulation, gross motor programs, vocational tasks, leisure activities, and/or equipment use" (American Physical Therapy Association, n.d.)

The chart below provides a visual picture of how these activities are related and contribute to students' post-school outcomes.

# Hierarchy of Support for Transition Outcomes



## Resources

**Assessments of Functional Skills: Occupational Therapy and Physical Therapy (Bureau of Exceptional Education and Student Services, Florida Department of Education)**

<http://www.fldoe.org/core/fileparse.php/7590/urlt/0071083-otptguide.pdf>

**Intervention for Youth Who Are in Transition from School to Adult Life (American Physical Therapy Association, 2006)**

<http://pediatricapta.org/includes/fact-sheets/pdfs/Transition%20Fact%20Sheet.pdf>

**Occupational/Physical Therapy (OT/PT) as a Related Service (Florida Department of Education)**

<http://www.fldoe.org/academics/exceptional-student-edu/ese-eligibility/occupational-physical-therapy-ot-pt-as.shtml>

**Occupational Therapy Tips for Homework Success (American Occupational Therapy Association)**

<https://www.aota.org/-/media/Corporate/Files/AboutOT/consumers/Youth/Schools/OT%20Tips%20for%20Homework%20Success.pdf>

**Physical Therapy in Connecticut Schools: Best Practices and Resources (2018), Preparing for the Transition Beyond School (p. 68-69)**

[https://www.ctpt.org/Customer-Content/WWW/CMS/files/SBG\\_Dec2018\\_Final.pdf](https://www.ctpt.org/Customer-Content/WWW/CMS/files/SBG_Dec2018_Final.pdf)

**Physical Therapy in School Settings (American Physical Therapy Association)**

[https://www.apta.org/uploadedFiles/APTAorg/Advocacy/Federal/Legislative\\_Issues/IDEA\\_ESEA/PhysicalTherapyintheSchoolSystem.pdf](https://www.apta.org/uploadedFiles/APTAorg/Advocacy/Federal/Legislative_Issues/IDEA_ESEA/PhysicalTherapyintheSchoolSystem.pdf)

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**American Occupational Therapy Association. (2014). Occupational therapy practice framework: Domain and process (3rd ed.). American Journal of Occupational Therapy, 68, p. 1-48.**

<http://dx.doi.org/10.5014/ajot.2014.682006>

**American Physical Therapy Association. (2019). Role of a physical therapist.**

<http://www.apta.org/ptcareers/roleofapt/>

**American Physical Therapy Association. (2017). What is the role of the school-based occupational therapy practitioner? Questions and answers for school administrators**

<https://www.aota.org/-/media/Corporate/Files/Practice/Children/School-Administrator-Brochure.pdf>

**Florida Administrative Code (F.A.C.), Rule 6A-6.03024(1)**

<https://www.flrules.org/gateway/ruleNo.asp?id=6A-6.03024>

**Florida Statutes (F.S.), section 468.203(4)**

[http://www.leg.state.fl.us/statutes/index.cfm?mode=View%20Statutes&SubMenu=1&App\\_mode=Display\\_Statute&Search\\_String=Occupational+Therapy&URL=0400-0499/0468/Sections/0468.203.html](http://www.leg.state.fl.us/statutes/index.cfm?mode=View%20Statutes&SubMenu=1&App_mode=Display_Statute&Search_String=Occupational+Therapy&URL=0400-0499/0468/Sections/0468.203.html)

**Florida Statutes (F.S.), section 486.021(11)**

[http://www.leg.state.fl.us/statutes/index.cfm?App\\_mode=Display\\_Statute&URL=0400-0499/0486/0486.html](http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&URL=0400-0499/0486/0486.html)

## Upcoming Events

**VISIONS 2020 sponsored by Florida Division on Career Development and Transition (FLDCDT)**

A conference for those involved in career development and transition of people with exceptionalities.

**Date:** April 15-17, 2020

**Location:** Sheraton Lake Buena Vista, Orlando, FL

Click [here](#) to register.

**Florida DCDT Awards**

Do you know someone, an agency or business that has done great things for students with special needs to assist them to transition to life after high school? If so, please consider nominating them for one of the Florida DCDT awards.





For the Debra Husted "Dreams Can Come True" Award click [here](#).  
For the Patrick Mulvihill "Making A Difference" Award click [here](#).

### Save the Date! 3rd Annual Making Wellness a Priority: Healthy Minds & Healthy Futures Conference

This exciting statewide conference will bring together national and local speakers and presentations to share innovative and proven practical approaches in the area of secondary transition of youth with emotional and mental health disabilities, specifically addressing employment, community engagement and systems of care.

**Date:** May 4-6, 2020

**Location:** Sawgrass Marriott Golf Resort, Ponte Vedra, FL

Registration and hotel reservation information will be forthcoming.

The call for presentations is now open.

Presenters are invited to submit workshop proposals that will be selected based on proposals that address evidence-based interventions, innovative and proven practical approaches in the area of transition of youth with emotional disabilities, specifically addressing graduation, employment, community engagement and systems of care.

The deadline to submit a proposal is Monday, March 23, 2020.

To submit your proposal, please click [here](#)



### Save the Date: Florida Council of Administrators of Special Education (CASE) 2020 Summer Leadership Institute

**Date:** June 15-17, 2020

**Location:** Bonita Springs, FL

For more information or questions, contact Dr. Rosalind Hall at [rosalind.hall@levyk12.org](mailto:rosalind.hall@levyk12.org) or Cathy Dofka at [dofka\\_c@hcsb.k12.fl.us](mailto:dofka_c@hcsb.k12.fl.us)

## Upcoming Webinars

### Inclusion of Students with Intellectual and Developmental Disabilities at Faith-Based Universities

Higher education is the new frontier for the inclusion of students with intellectual and developmental disabilities (IDD). This webinar will focus on the ways in which four faith-based colleges and universities are supporting the participation and belonging of students with IDD in college life. Learn what inclusion looks like on their campuses, how this work intersects with their faith commitments, the impact it is having on their community and what they have learned about launching and maintaining such a program.

**Date/Time:** March 25, 2020 1:00 PM Eastern Time

Click [here](#) to register.



### Creating Meaningful Solutions Together

Attendance Works and its convening partners for the launch of the 2020 Attendance Awareness Campaign! Our theme "Families and Students as Partners" highlights that collaborating with families and students is essential to having kids show up to school every day. Research finds that students with involved caregivers are more likely to attend school regularly and to do better in class. Special guest speakers will share local efforts that prioritize engaging families and students as part of an overall approach that improves attendance. You'll learn strategies for developing relationships at school. The updated Attendance Playbook, developed with FutureEd, and the 2020 Count Us In! Toolkit, the essential guide for creating and sustaining an attendance awareness strategy.

**Date/Time:** March 25, 2020 2:00 PM Eastern Time

Click [here](#) to register.

### Intentional Inclusion: Cultivating Circles of Support

Who among us doesn't have a tribe, village, or a network or circle of friends that support us? In good times and challenging ones, we use circles of support to help us out. The same goes for people with disabilities, only they are sometimes even more intentional in seeking out just the right people to be part of their circle. Come hear from a parent and sibling about how they have used Circles of Support with their son and brother and how it's also a model that has been used in schools and communities around the country.

**Date/Time:** April 2, 2020 3:00 PM Eastern Time

Click [here](#) to register.

### Assistive Technology to Increase Independence for Young Adults with Disabilities

In this workshop, a wide range of assistive technologies that can help young adults with disabilities to increase their independence will be explored. Topics covered will include time management, task planning, taking medications, managing money, cooking, transportation, and communicating with others. Device demonstrations will include watches, medication dispensers, electronic magnifiers and smart speakers (Alexa or Google). Additionally, apps for smartphones and tablets will be featured that can help you to be more aware of time, keep a list, get reminders, plan a meal, track your money and find your way. This workshop will also address features that provide support for increased independence for individuals living with vision loss.

**Date/Time:** April 8, 2020 2:00 PM Eastern Time

Click [here](#) to register.

### The Economic Approach to Job Development

Most job development is rote and based on the opportunities we believe exist in a local community rather than starting with a sense of abundance, cooperation and curiosity. New approaches however should focus on both the micro-level (understanding a specific, local business) and the macro-level (using economic tools) to boost outcomes. This presentation will review current research with an eye on easy implementation tips to add to current employer engagement efforts.

**Date/Time:** April 21, 2020 2:00 PM Eastern Time

Click [here](#) to register.

### An Introduction to Fidelity in Discovery and Customized Job Development

How do we know that powerful tools such as Discovery and Customized Job Development are truly embedded in services, funding, and outcomes? Join this webinar for an introduction to two separate fidelity instruments being used across the country to measure and evaluate these efforts. The presentation will focus on understanding the basic principles of fidelity, as well as information on implementation efforts at the state and local levels.

**Date/Time:** May 27, 2020 2:00 PM Eastern Time

Click [here](#) to register.

## Announcements

**Florida Association of Centers for Independent Living (FACIL) - 2020 Youth Leadership Forum**

The Youth Leadership Forum (YLF) is a unique leadership-training program for high school students with disabilities. For four days, students will represent their communities as delegates in Florida's state capital, learning to cultivate leadership, citizenship, and social skills.

**Date:** July 22-26, 2020

**Location:** Tallahassee, FL

**Qualifications to Apply:** Florida students aged 16-19 that are currently enrolled in a high school education program (public, private, virtual, GED, homeschool) are invited to apply. Each student must have a diagnosed disability at the time of application. Applicants should be able to demonstrate their leadership potential through participation in school, extracurricular activities and/or community involvement. Applications must be received by March 20, 2020.

Download the application to apply [here](#).



### 2020 Project 10 Regional Winter Institutes

Materials from each regional institute are now available on the Project 10 website! Click [here](#) to view material presented at the Regional Winter Institutes.



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#### About Project 10 Topical Briefs:

Project 10 Topical Briefs provide informational summaries and resource links related to secondary transition.

Have a question? Want to find or recommend a resource? Have some great news to share?

Email us at [project10@stpete.usf.edu](mailto:project10@stpete.usf.edu).

For back issues of Project 10 Topical Briefs, visit our [Topical Briefs](#) page on the [Project 10](#) website.

#### Project 10: Transition Education Network

Assists Florida school districts and relevant stakeholders in building capacity to provide secondary transition services to students with disabilities in order to improve their academic success and post-school outcomes.

#### Project 10: Transition Education Network

University of South Florida St. Petersburg

Questions or comments?

Email us at [project10@stpete.usf.edu](mailto:project10@stpete.usf.edu).

[www.project10.info](http://www.project10.info)