

Responses for Other Eligibility Requirements for Occupational Therapy

- fm, visual or sm skill delays that effect educational tasks
- discrepancies seen with their ability to perform in the classroom
- consideration of functional problems within the context of the child's educational program (ie self contained vs. integrated settings) is important. Stdz. tests don't provide that information. All our kids usually are "delayed", but how does that impact their expected performance? I would hate to base a decision to intervene only on amount of delay. So much more to say...
- 16% delay on one standardized test
- 15 point under the standard normal
- discrepancy between cognitive and fine motor or adaptive skills may result in direct services
- impact on functional educational performance related to instructional guidelines.
- Review of psychology report and school reports
- functional/self care, curriculum access difficulties as a result of a physical disability or medical condition.
- delays on standardized testing that correlate to difficulties noted by teacher
- Regionally developed guidelines that takes into account performance levels and clinical judgement
- greater than one standard deviation delay on a standardize test
- Based on function and expectations of the student in the classroom
- Standardized testing, delays in development, determination also depends on individual child, age etc
- IEP
- deficits create adverse educational impact
- Only in Early Intervention do we use percent delay based on age equivalent. In CPSE or CSE, we use standard deviations 1.5 or greater from mean. Scores above this must be accompanied by clinical observations that substantiate need.
- significantly below age level and being affected academically
- motor or sensory behaviors that interfere in functioning in school
- Varied tests are used- SFA, SP, SP School Companion, SPM, ETCH- results of testing are shared at the IEP so the team can make a decision if OT is needed for the student to benefit from their educational program.
- Lack of student ability to perform to teacher and classroom expectations in an area that would be serviced by OT and that requires skilled intervention. Generally, intervention is tied to a special education IEP goal.
- assessment of skills as they relate to cognitive abilities
- Student must have a special education eligibility other than speech or a medical diagnosis with a signed Dr statement that would allow the student to be eligible as OHI. When looking at test results I see if the student scored below, at, or above their IQ. If the student is below then there is a delay. I often look for scores 2 standard deviations or more below average. I then use clinical judgment as to whether I feel the student needs OT in order to benefit from his/her special education program.
- School IEP decides need areas are inhibiting access to educational program
- student must score -1.5 SD in one or more areas
- Parent/teacher interview, and student records