

7.02 School Occupational Therapist (Ages Birth-21)

To be endorsed as a school occupational therapist, an applicant shall hold an earned bachelor's or higher degree from an accepted institution of higher education; have successfully completed an American Occupational Therapy Association-accredited college or university program in occupational therapy; have successfully completed a practicum or internship, as required by the school of occupational therapy attended, which may be held in a variety of settings; hold a valid occupational therapy license issued by the Colorado Department of Regulatory Agencies and have passed the occupational therapy national registration examination administered by the national board for certification in occupational therapy. The school occupational therapist is knowledgeable about and is able to demonstrate the competencies specified below:

- 7.02(1) The school occupational therapist is knowledgeable about the legal framework of occupational therapy within the public school system and is able to:
- 7.02(1)(a) articulate the letter and intent of federal, special education and state laws and policies related to school-based occupational therapy, including issues related to potential safety and liability.
 - 7.02(1)(b) articulate to a variety of audiences the role of school-based occupational therapy for ages birth-21 including, but not limited to, the school occupational therapist's contribution to:
 - 7.02(1)(b)(i) students' individualized education plans and programs (IEP) and individualized family service plan (IFSP);
 - 7.02(1)(b)(ii) students' participation within the general education curriculum including, but not limited to, academic, non-academic and extracurricular activities and in the community including, but not limited to, vocational and independent living training; and
 - 7.02(1)(b)(iii) early intervention for children ages birth-2 and preschoolers ages 3-5, including working with families and caregivers and with consideration for natural environments.
- 7.02(2) The school occupational therapist is knowledgeable about processes for determining eligibility for special education services, the need for related services and the design and implementation of IEPs. The school occupational therapist, working with other educational professionals and interdisciplinary team members, is able to:
- 7.02(2)(a) consult with team on pre-referral strategies in support of a student's participation and performance within the educational context.
 - 7.02(2)(b) evaluate student eligibility for early intervention or special education services and to make referrals when pre-referral interventions prove ineffective or inadequate.
 - 7.02(2)(c) adhere to all established confidentiality and due process policies and procedures.
 - 7.02(2)(d) advocate for student access to and participation in the general curriculum and in the least restrictive environment.
- 7.02(3) The school occupational therapist is knowledgeable about appropriate and accurate assessment of a student's occupational and physical abilities and how to determine the need for adaptive equipment, and is able to:

- 7.02(3)(a) complete and evaluate observations and/or screenings of a student's strengths, problems and potential issues within the educational setting.
 - 7.02(3)(b) coordinate data-gathering from record reviews, interviews, checklists, specific observations and/or collaboration or consultation to avoid duplication of service(s) and/or assessment(s), including interpretation of medical records and prescriptions as applied to the educational environment.
 - 7.02(3)(c) identify and select appropriate, valid and reliable assessments to measure contextual factors, activity demands and student factors related to academic achievement.
 - 7.02(3)(d) assess a student's occupational performance during activities of daily living including, but not limited to, hygiene, functional mobility, eating, dressing, toileting, communication and meal preparation.
 - 7.02(3)(e) assess a student's performance skills; motor skills including, but not limited to, posture, mobility, coordination, strength and effort, and energy; process skills, including but not limited to, energy, knowledge, temporal organization, organizing space and objects and adaptation; and communication/interaction skills including, but not limited to, body language, information exchange and relations with others.
 - 7.02(3)(f) assess the student's performance context related to cultural, physical, social, personal, temporal and virtual aspects.
 - 7.02(3)(g) assess factors internal to the student including, but not limited to, those physical, cognitive and psycho-social factors that influence development and performance and those which interact with illness, disease and disability.
 - 7.02(3)(h) identify environmental factors that can either support or hinder a student's academic performance.
 - 7.02(3)(i) interpret assessment data to develop and refine hypotheses about the student's academic performance and effectively communicate, both verbally and in writing, assessment results to a variety of audiences including, but not limited to, educators paraprofessionals, parents and students, as appropriate.
 - 7.02(3)(j) within the context of an IEP or IFSP team, use clinical experience, clinical observation and professional judgment, as well as assessment data to plan and develop appropriate and targeted student objectives to be measured regularly for systematic comparisons of current and past student performance.
 - 7.02(3)(k) report regular progress in attainment of the student's goals and objectives and make appropriate modifications, as needed, to the student's IEP or IFSP.
- 7.02(4) The school occupational therapist is knowledgeable about how to promote student engagement in everyday educational occupations and activities and how to support student participation in education and community contexts, and is able to:
- 7.02(4)(a) provide appropriate classroom and environmental modifications and accommodations.
 - 7.02(4)(b) adapt curriculum, curriculum materials and presentation style to the unique fine, visual, sensor and gross motor needs of each student.

- 7.02(4)(c) integrate appropriate equipment and/or devices, including low and high technology, to facilitate functional and independent skills and minimize deficiencies and increased deformity.
 - 7.02(4)(d) participate in program or curriculum development representing the needs of diverse learners to provide building level interventions, as needed and as appropriate.
 - 7.02(4)(e) identify and utilize intervention approaches based on documented evidence of research-based best practices.
 - 7.02(4)(f) provide school occupational therapy reports to students and families on a regular basis, coinciding with the school district's progress reporting schedule and format
- 7.02(5) The school occupational therapist is knowledgeable about how to create, communicate and sustain effective collaborative relationships with relevant individuals, families, schools and communities and is able to:
- 7.02(5)(a) communicate effectively with students, families, teachers and other professionals including, but not limited to, those in the private sector to appropriately plan for meeting a student's needs and to avoid duplication of service(s).
 - 7.02(5)(b) communicate respectfully and sensitively to students and adults.
 - 7.02(5)(c) teach, facilitate, coordinate, schedule and supervise paraprofessionals, other staff members and family members/guardians to ensure that IEPs are effectively implemented.
 - 7.02(5)(d) facilitate and/or assist in transition of students from one setting to another in collaboration with students, their families, other educational staff, support-related professionals and/or community organization representatives, as appropriate.
 - 7.02(5)(e) identify and utilize resources and strategies that promote effective partnerships with individuals, families, school personnel and appropriate community entities.
 - 7.02(5)(f) demonstrate the skills needed for the design and application of therapeutic strategies based on the defined needs, motivational levels, interests, preferences and individual backgrounds and characteristics of students.
- 7.02(6) The school occupational therapist is knowledgeable about ethical and legal standards of the practice of occupational therapy in the state of Colorado and is able to:
- 7.02(6)(a) address ethical considerations in all student- and occupation-related practices.
 - 7.02(6)(b) recognize cultural and other biases and modify IEPs and IFSPs accordingly.
 - 7.02(6)(c) interpret literature and apply documented, successful, evidence-based research and practice related to school occupational therapy.
 - 7.02(6)(d) deliver occupational therapy services in accordance with the American Occupational Therapy Association's standards and policies and those of the state of Colorado.
 - 7.02(6)(e) demonstrate compliance with the most current occupational therapy code of ethics for the American Occupational Therapy Association.