

WLWV Circles of Support Guidance

Child Study Team Considerations Involving Motor Concerns (OT/PT)

Universal Design – Support for All

Our Motor Team helps develop capacity for our community, including parents and teachers, to **understand the range of typical motor development**.

- Motor Team develops and distributes easily understandable guidance on motor development

Our Motor team provides **context in response to parent questions**.

- Provide factual information on the developmentally appropriate range of motor development
- Because school-based occupational therapy and physical therapy services are always dependent on the educational impact, OT's & PT's help direct parents back to the teacher: "Thanks for sharing the concern, let's connect back with the teacher to see if this concern is showing up in the school environment as well."

Our Motor team provides **information and guidance to teacher questions**.

- Probe further to gather more information from teachers when they raise questions about motor development:
 - What are you seeing? Are there certain times when your concerns are raised? Are there certain tasks that are particularly challenging for the student?
 - Questions about gait, posture, fine-motor skills, etc.
 - Is it impacting writing? Is it impacting participation? Is it causing frustration?
- May provide suggestions of ways the teacher may meet the child's needs in the classroom

Our Motor team uses strong **professional judgment** about when to initiate additional circles of support.

Screening

If providing proactive information about motor development and general suggestions of support are not sufficient, an OT or PT may conduct an **informal screening**. This can also happen if:

- Parent specifically requests a screening
- Teacher is unclear whether the student's motor development should be a concern (even after receiving general info mentioned above)

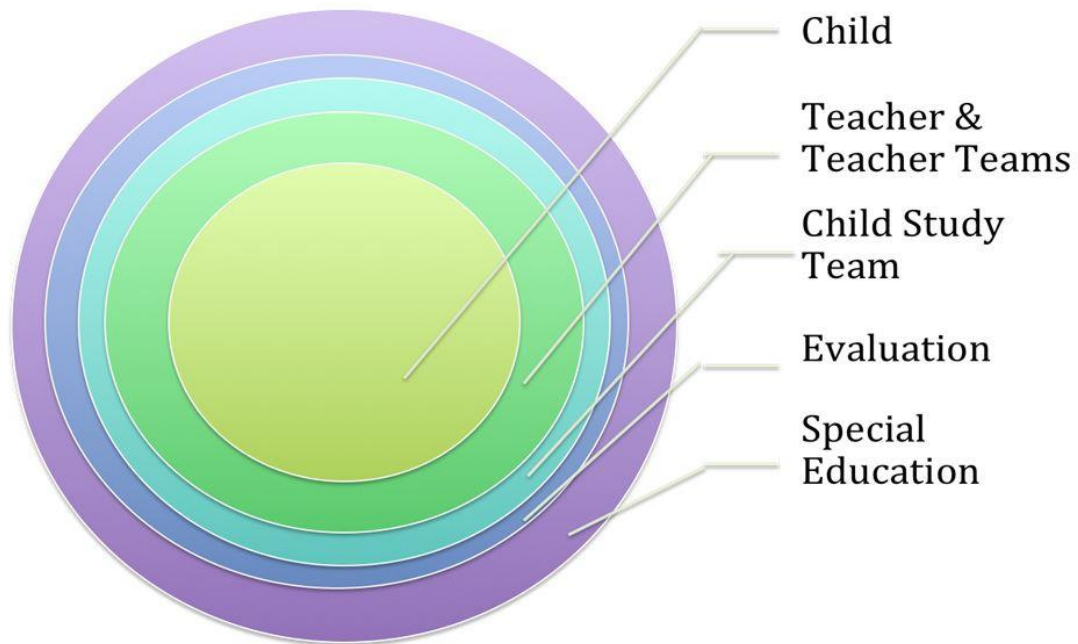
A screening will consist of **informal observation** of a child's movement or participation in class, and will **not include any formal or standardized tools or removing a student to work on specific skills**.

- Informal screening could involve asking a student to do simple fine motor tasks (write their name, draw a square, cut in a straight line) in the context of the student's normal classroom work
- Documentation of reason for and results of screening should be kept in the Teacher Notes section of ePEP
- Language is written professionally
 - OT/PT notes whether development is typical or not typical
 - But no specific scores or formal data are recorded

OT/PT should never create a new group or do 1:1 work with a student who is not yet eligible for Special Education.

Also, an OT/PT would not buy tools for a student who is not yet eligible for Special Education. But if we have common items available in the school, students may use them in an early intervention ("you might want to try...").

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Child Study Process

When there is a concern that persists beyond the Screening step mentioned above, the classroom teacher should initiate the Child Study process (See the Child Study section of the School Counseling Handbook for more detailed procedural guidance).

- School Counselor opens the Child Study Tab in ePEP
- Document Parent Contact (by School Counselor)
- Educator Inputs (Gen ed teacher, PE teacher) – strengths, areas of inquiry, motor concerns
- Child Study Team member (not OT/PT) conducts Student Observation
 - could include more specific data gathering (e.g. observation of student, conversations with team members – but not any standardized measures)
- If a short term intervention is done, record in Effective Instruction and Progress Monitoring box in ePEP
- In general, it is best to record information directly in the Child Study boxes rather than as attachments
 - information from boxes will auto-populate into the Child Study Summary Form
 - attachments do not auto-populate
- The Child Study Team decides whether to do an OT/PT referral
- When ready to decide if referral for SPED evaluation is needed, Child Study Team should meet to complete the Child Study Summary Form (could be by phone, could have parents and/or gen ed teachers input ahead of time)

If the Child Study Team determines that a SPED evaluation is needed, follow guidance in the Evaluation section of the Special Education Handbook.