

GEORGIA DEPARTMENT OF EDUCATION
DIVISION FOR SPECIAL EDUCATION SERVICES AND SUPPORTS
CONSIDERATIONS FOR EDUCATIONALLY RELEVANT THERAPY

Student: _____ D.O.B.: _____ School District: _____

Special Ed. Program: _____ Related Service(s): Occupational Therapy Physical Therapy

Student Profile		Points	Sources of Information and Additional Comments	
	Personal Care			
	Mobility			
	Gross Motor			
	Fine Motor/Visual Motor			
	Sensory Processing			
Total Points:		Completed by:	Date:	

According to 34 CFR 300.24, related services such as occupational and physical therapy are provided to assist the student with a disability to benefit from special education. The student's priority educational needs, goals and objectives identified on the IEP that require the support of an occupational therapist or physical therapist are:

Therapy Profile		Points	Sources of Information and Additional Comments	
	Number of Years Student Has Received Educationally Relevant Therapy			
	Potential Response to Educationally Relevant Therapy			
	Student's Learning Environment			
	Therapy Services to Be Provided to Student			
	Support Services to Be Provided to School Staff/Parents			
Total Points:		Completed by:	Date:	

Student Profile

	5-8	9-11	12-14	15-17	18-20
18-20					
15-17					
12-14	X				
9-11	X	X			
5-8	X	X			

Recommendation for Therapy Services

Place an **X** on the horizontal axis to reflect the score on the Student Profile. Place an **X** on the vertical axis to reflect the score on the Therapy Profile. The point where the axes intersect indicates a recommended frequency of therapy.

Therapist Signature _____

Printed Name _____

The IEP team recommendation is:

Occupational therapy is not indicated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Not recommended
Physical therapy is not indicated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Periodic
Occupational therapy is indicated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Regular
Physical therapy is indicated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Intensive

Comments: _____

The recommended frequency of therapy is:

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Student Profile

Personal Care– management of personal needs and equipment within the educational environment

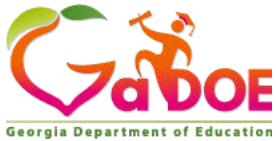
1	2	3	4
Student demonstrates adequate dressing/undressing, hygiene, self-feeding skills, or oral motor skills with/without present equipment or devices.	Student requires supervision/ prompts for dressing/undressing, hygiene, self-feeding, or oral motor skills.	Student requires physical assistance or specific strategies for dressing/ undressing, hygiene, self- feeding, or oral motor skills.	Student requires intensive training by therapist to facilitate emerging dressing/ undressing, hygiene, self-feeding, or oral motor skills.
Student demonstrates adequate personal care skills using equipment/devices. **	Student requires supervision/ prompts to use personal care equipment/devices.	Student requires multiple equipment /devices and needs physical assistance.	Student requires multiple equipment/devices and needs intensive training by therapist in use of devices.
Mobility– safe and adequate movement, (e.g., transfers, transitions between positions or locations, the ability to navigate architectural barriers) within the educational environment			

1	2	3	4
Student demonstrates adequate mobility with present equipment or devices.	Student uses equipment or devices for mobility with supervision/prompts.	Student requires physical assistance or specific strategies to use equipment for mobility.	Student requires intensive training by therapist in specific strategies for new equipment.
Student demonstrates adequate mobility without equipment or devices.	Student requires supervision/ prompts for safe and adequate mobility.	Student requires physical assistance or specific strategies for safe and adequate mobility.	Student requires intensive training by therapist to demonstrate emerging mobility skills.
Student demonstrates adequate transfer and transition skills. **	Student requires supervision/ prompts to complete transitions/transfers.	Student requires physical assistance or specific strategies to complete transitions/transfers.	Student requires intensive training by therapist to demonstrate emerging transition/transfer skills.
Gross Motor– developmental motor skills, positioning equipment, and/or static/dynamic balance needed to participate within the educational environment			

1	2	3	4
Student can assume, maintain, or change positions needed for participation.	Student requires supervision/ prompts to assume, maintain, or change positions.	Student requires physical assistance and/or specific strategies to assume, maintain, or change positions.	Student has emerging skills and requires intensive training by therapist to assume, maintain, or change positions.
Student demonstrates adequate gross motor skills needed for participation.	Student requires supervision/ prompts to perform gross motor skills.	Student requires physical assistance or specific strategies to perform gross motor skills.	Student requires intensive training to perform gross motor skills.
Student demonstrates adequate use of equipment/ positioning devices for gross motor skills. **	Student requires supervision/ prompts to use equipment/ positioning devices for gross motor skills.	Student requires physical assistance and/or specific strategies to use equipment/ positioning devices for gross motor skills.	Student requires multiple trials of positioning equipment to access the educational environment.

** Student's needs are addressed through classroom curriculum or other existing services, which may include total assistance by school staff.

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Student Profile

Fine Motor/Visual Motor– visual perception, visual motor, and fine motor skills needed to manipulate and manage materials within the educational environment

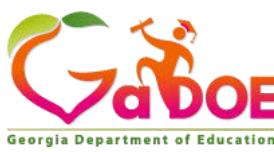
1	2	3	4
Student demonstrates adequate visual perceptual and/or visual motor skills.	Student requires supervision/prompts to perform visual perceptual and/or visual motor skills.	Student requires physical assistance and/or specific strategies to perform visual perceptual and/or visual motor skills.	Student requires intensive training by therapist to perform visual perceptual and/or visual motor skills.
Student can manipulate objects/tools/adaptive devices. **	Student requires supervision/prompts to manipulate objects/tools/adaptive devices.	Student requires physical assistance and/or specific strategies to manipulate objects/tools/adaptive devices.	Student requires intensive training by therapist to demonstrate emerging manipulation of objects/tools/adaptive devices.

Sensory Processing– body awareness and sense of movement, sensory perception, exploration, and interaction with others during play and work activities within the educational environment

1	2	3	4
Student tolerates movement, touch, textures, sights, sounds, and smells occurring in the educational environment. Student seeks appropriate sensory input.	Student requires supervision/prompts to tolerate touch, textures, sights, sounds, and smells or to seek appropriate sensory input.	Student requires physical assistance and/or specific strategies to tolerate movement, touch, textures, sights, sounds, and smells or to seek appropriate sensory input.	Student requires intensive interventions by therapist to tolerate movement, touch, textures, sights, sounds, and smells or to seek appropriate sensory input.
Student adequately uses suggested techniques for self-regulation.	Student requires supervision/prompts to utilize suggested techniques for adequate self-regulation.	Student requires physical assistance and/or specific strategies to utilize suggested techniques for adequate self-regulation.	Student requires intensive training by therapist to use suggested techniques for self-regulation.
Student is able to make choices, organize, motor plan, and initiate tasks. **	Student requires supervision/prompts to make choices, organize, motor plan, and initiate tasks.	Student requires physical assistance and/or specific strategies to make choices, organize, motor plan, and initiate tasks.	Student requires intensive training by therapist to make choices, organize, motor plan, and initiate tasks.

** Student's needs are addressed through classroom curriculum or other existing services, which may include total assistance by school staff.

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Therapy Profile

Number of Years Student Has Received Educationally Relevant Therapy			
1	2	3	4
More than 8 years of therapy	5 to 8 years of therapy	3 to 5 years of therapy	Less than 3 years of therapy
Potential Response to Educationally Relevant Therapy			
1	2	3	4
Student is expected to function in the educational environment without therapy services.	Student is expected to maintain current level of performance with periodic therapy services in the educational environment.	Student is expected to make progress towards educational goals with therapy services.	Student is expected to make significant progress towards educational goals with therapy services.
Student's Learning Environment			
1	2	3	4
Student is able to access the learning environment with/without use of compensatory skills or modifications.	Periodic review or modification of the student's learning environment, including community-based instruction sites, is necessary.	Regular review or modification of the student's learning environment, including community-based instruction sites, is necessary.	Extensive review or modification of the student's learning environment, including community-based instruction sites, is necessary.
Therapy Services to Be Provided to Student			
1	2	3	4
Student does not require intervention by the therapist once suggested modifications are in place. Student does not require intervention by the therapist to access and benefit from special education.	Student requires periodic support from the therapist with regular support from staff and parents to benefit from special education.	Student requires regular support from the therapist to benefit from special education.	Student requires extensive support from the therapist to benefit from special education as student's educational needs are frequently changing.
Support Services to Be Provided to School Staff and/or Parents			
1	2	3	4
Staff/parents do not require therapist involvement to establish a program and select adaptive equipment, techniques, or routines.	Staff/parents require periodic therapist involvement and/or training to establish a program and select adaptive equipment, techniques, or routines.	Staff/parents require regular therapist involvement and/or training to establish a program and select adaptive equipment, techniques, or routines.	Staff/parents require intensive therapist involvement and/or training to establish a program and select adaptive equipment, techniques, or routines.

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