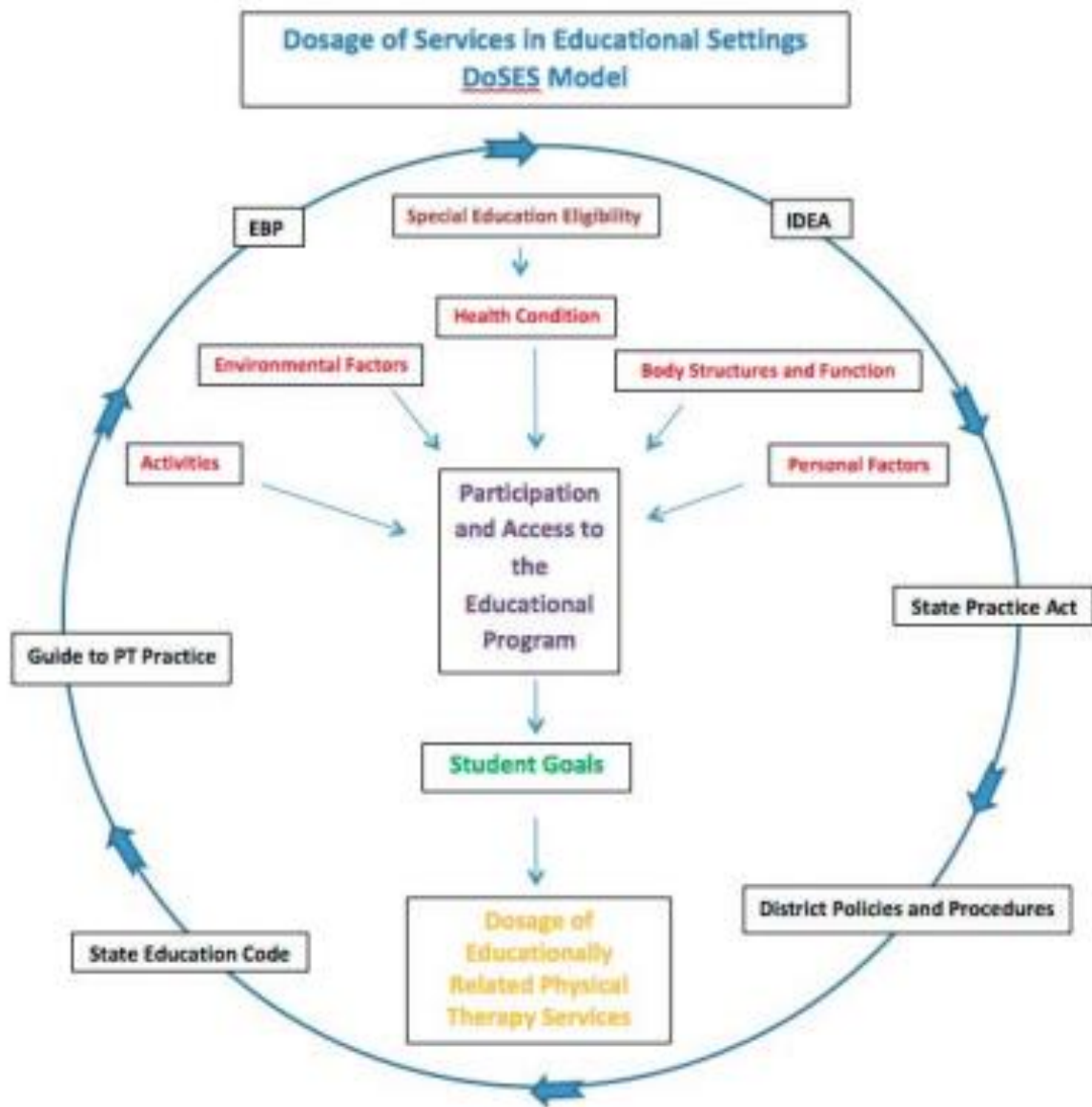


- School-based PTs evaluate throughout the school year.
- Back to school season may present with new student evaluations.
- This Fact Sheet from the Academy of Pediatric Physical Therapy (APPT) provides Evidence-Based information regarding influences and decision-making factors when determining dosing/service frequencies for school-based PT interventions.

- **Fact Sheet Highlights:**
 - Factors that guide decision making: service delivery method, child's readiness for participation, skill level, PLOF, student/family goals, educational setting, and prognosis.
 - Clinical reasoning and decision-making influences in educational model include:
 - ICF framework: inter-disciplinary model assessing the whole child: considers how impairments limit activities and participation, also considers environmental influences, and personal factors.
 - The heart of school-PT, in my opinion!
 - Evidenced-Based Practice
 - IDEA, State Education Codes, District Policies, IEP Team Considerations
 - **Also Noted Alternative dosing methods:** (something to consider) such as Front-loading (increased therapy during initial episodes of care), Blocks of time (divided over the episode of care), transitional services, or short intensive bursts

Below is a figure illustrating the complexity and influential factors that contribute to decision-making for school PTs as we service our students. It speaks to our knowledge-base and the importance of critical thinking as service providers.



Reference

Dosage Considerations: Recommending School-Based Physical Therapy Intervention Under IDEA

Resource Manual. [Fact Sheet]. (2014). Academy of Pediatric Physical Therapy.

<https://pediatricapta.org/includes/fact-sheets/pdfs/15%20Dosage%20Consideration%20Resource%20Manual.pdf>