Santa Clara County SELPAs I, II, III, IV, & VII

Delivery Model For School Based

TABLE OF CONTENTS PREFACE

SOURCE DOCUMENTS

APPENDICES

PREFACE

Introduction to Delivery Model

DELIVERY MODEL GUIDELINES

Delivery of Educationally Related Occupational Therapy	Services to Students with
an IEP	

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ADMINISTRATIVE GUIDELINES

Caseload/Workload

SOURCE DOCUMENTS

APPE	XIUIX	Δ	Definition	∩f T	Terms
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Adaptive Equipment

Adaptive Response

Arousal

CFR
Clinical Observations
Co-contraction
Collaboration
Compensation
COTA
Diagnostic Tests
Dissociation
Dysfunction
Due Process Hearing
Dysfunction
Equilibrium

Kinesthetic System

LEA

Localization

Low Tone

LRE

Mainstreaming inclusion

Occupational Therapy
Postural Stability
Postural Tone
Posture
Perception
Prone
Proprioceptive System

Self-regulation
SELPA
Sensation
Sensorimotor
Sensory Integration
Sensory Integration Dysfunction
Sensory Modulation
Sensory Processing
Sensory Receptors
Social Play
Spatial Relations
Supine

3/6/2012

Appendix A D_on of Terms.doc

Source Documents

APPENDIX B Job Description -- Occupational Therapist

JOB TITLE

SCOPE OF RESPONSIBILITIES







APPENDIX C	Job Description	- Certified Occu	pational Therap	v Assistant

JOB TITLE

SCOPE OF RESPONSIBILITIES

EDUCATION

POSITION QUALIFICATIONS

CERTIFICATION

LENGTH OF WORK YEAR



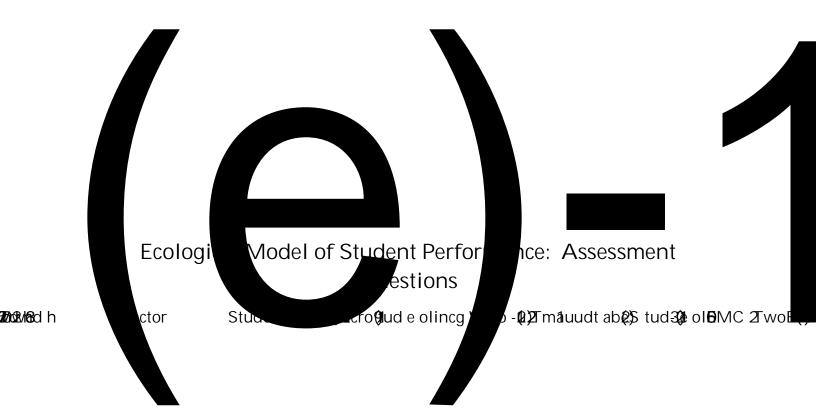


APPENDIX D Educationally Related IEP Goals

APPENDIX E General Comparison of Medically Related and Educationally Related Occupational Therapy Services

General Comparison of Medically Related and Educationally Related Occupational Therapy Services:

Assessment of Occupational Therapy Needs



APPENDIX G Flowchart – General Overview of Occupational Therapy Evaluation Process

• This flowchart is merely a guideline for the assessment process. All assessment should comply with the requirements of the Individuals with Disabilities Education Act (IDEA) and the California Education Code.

General Overview of
Occupational Therap< Ov l Therap< O q 0.7227 >> BDC 0 -1.16 T