

Create your plan

Create a personalized learning plan utilizing the resources listed as a guide. The learning plan may include reviewing articles and textbooks, discussing with colleagues, attending continuing education courses, participating in community events, and collaborating with mentors. Then, reflect on new knowledge and apply to your school-based practice.

Record progress

Reflect on your knowledge gained and assess your skills level in each content area. Once you have reviewed the materials, reassess your skill level. Record your progress using the scale above. Seek additional resources and mentors as needed.

Reference

1. Effgen SK, Chiarello L, Milbourne SA. Updated competencies for physical therapists working in schools. *Pediatr Phys Ther.* 2007;19(4):266-274.

Key Resources

The list below includes resources that address multiple content areas of school-based practice.

Foundational Literature

- Academy of Pediatric Physical Therapy Fact Sheets & Resources - <https://pediatricapta.org/fact-sheets/>.
- Academy of Pediatric Physical Therapy. School-based Special Interest Group. <https://pediatricapta.org/special-interest-groups/>.
- Code of Ethics. American Physical Therapy Association. http://www.apta.org/uploadedFiles/APTAorg/About_Us/Policies/Ethics/CodeofEthics.pdf.
- Individuals with Disabilities Education Act (IDEA). U.S. Department of Education. <https://sites.ed.gov/idea/>.
- World Health Organization. International Classification of Functioning, Disability, and Health: Children and Youth Version. http://apps.who.int/iris/bitstream/10665/43737/1/9789241547321_eng.pdf
- Information and Technical Assistance of the Americans for Disability Act. United States Dept of Justice - Civil Rights Division. <https://www.ada.gov/>.
- Effgen SK, Chiarello L, Milbourne SA. Updated competencies for physical therapists working in schools. *Pediatric Physical Therapy.* 2007;19(4):266-274.
- Laverdure PA, Rose DS. Providing educationally relevant occupational and physical therapy services. *Physical & Occupational Therapy in Pediatrics.* 2012;32(4):347-354. doi: 10.3109/01942638.2012.727731
- McEwen IR. ed. *Providing physical therapy services under parts B & C of the individuals with disabilities education act (IDEA)* 2nd ed. American Physical Therapy Association-Section on Pediatrics; 2009.
- Effgen SK. *Meeting the Physical Therapy Needs of Children 2nd ed.* Philadelphia, PA: FA Davis; 2013.
- Palisano R, Orlin M, Schreiber J. *Campbell's Physical Therapy for Children* 5th ed. St. Louis, MO: Elsevier; 2017.
- Tecklin J. *Pediatric Physical Therapy.* 5th ed. Philadelphia, PA:Lippincott Williams & Wilkins; 2015.
- McEwen IR, Shelden ML. Pediatric therapy in the 1990s: The demise of the educational versus medical dichotomy. *Physical & Occupational Therapy in Pediatrics.* 1995;15(2):33-45.

Conferences and Continuing Education

- Academy of Pediatric Physical Therapy Innovations in School-Based Physical Therapy Practice <https://pediatricapta.org/events/meetings.cfm>.
- Academy of Pediatric Physical Therapy Annual Conference - <http://apptac.org/events/annual-conference>.
- American Physical Therapy Association Combined Sections Meeting - <http://www.apta.org/CSM/>
- American Physical Therapy Association Learning Center continuing education courses and webinars focused on pediatrics. <http://learningcenter.apta.org/default.aspx>.

Research

- Effgen SK, Kaminker MK. Nationwide survey of school-based physical therapy practice. *Pediatric Physical Therapy*. 2014;26(4):394-403. doi: 10.1097/PEP.0000000000000075
- Holt SL, Kuperstein J, Effgen SK. Physical therapists' perceptions of school-based practices. *Physical & Occupational Therapy in Pediatrics*. 2015;35(4):381-395. doi: 10.3109/01942638.2014.978931
- American Physical Therapy Association - PT Now. Provides clinical summaries of pediatric diagnosis, article search, test & measure search, clinical summaries, Cochrane Reviews, and clinical practice guidelines for pediatric diagnosis. <http://www.ptnow.org/Default.aspx>.
- University of Kentucky College of Health Science, Physical Therapy, PT Counts. <https://www.uky.edu/chs/academic-programs/department-rehabilitation-sciences/physical-therapy/pt-counts>

Content Area 1: The Context of Therapy Practice in Schools

| Competency and Related Statements | Related Clinical Skills | Self-Rating (list date) | Professional Development Opportunities and Resources | Record and Evidence of Achievement |
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| 1. Knowledge of the structure, global goals, and responsibilities of the public education system, including special education | (a) diagram functional and supervisory organization of the education system served by the therapist (b) identify goals and outcomes of the educational curriculum from preschool through high school (c) demonstrate understanding of eventual goals of independent living and working (d) apply knowledge of outcomes-based education curriculum | | Effgen SK, Kaminker MK. The educational environment. In: Palisano R, Orlin M, Schreiber J. <i>Campbell's Physical Therapy for Children</i> . 5th ed. St. Louis, MO: Elsevier; 2017:723-750. Lunnen KY, Geddes RF. Physical Therapy in the Educational Environment. In Tecklin J. <i>Pediatric Physical Therapy</i> . 5 th ed. Philadelphia, PA: Lippincott Williams & Wilkins; 2015: 717 -734. Effgen SK. Schools. In: Effgen SK. <i>Meeting the Physical Therapy Needs of Children</i> . 2 nd ed. Philadelphia, PA: FA Davis; 2013: 495-514. Assess your state curriculum standards through your state's Department of Education. | |
| 2. Knowledge of federal (for example IDEA, Rehabilitation Act of 1973, and ADA), state, and local laws and regulations that affect the delivery of services to students with disabilities | (a) discuss implications of the laws (national, state, and local) (b) apply guidelines of federal, state, and local regulations (c) identify and use information sources for federal, state, and local legislation and regulation changes (d) discuss and demonstrate professional behavior regarding ethical and legal responsibilities (e) discuss professional competencies as defined by professional organizations and state regulations (f) advocate to support services related to educational entitlements | | Individuals with Disabilities Education Act. Pub. L. No. 108-446 (2004). US Department of Education. https://sites.ed.gov/idea/statuteregulations/ Wrights Law http://www.wrightslaw.com/ Family Educational Rights and Privacy Act (FERPA). US Department of Education. https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html . Protecting students with disabilities: Frequently asked questions about Section 504 and the education of children with disabilities. U.S. Department of Education: Office for Civil Rights. https://www2.ed.gov/about/offices/list/ocr/504faq.html State contacts. U.S. Department of Education. https://www2.ed.gov/about/contacts/state/index.html State guidelines for school based PT practice. Academy of Pediatric Physical Therapy of APTA. https://pediatricapta.org/special-interest- | |

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| | | | <p>groups/sigs.cfm?SIG=SB [Note: an internet search for your specific state and “state school-based physical therapy guidelines” may help find guidelines for your state]</p> <p>Providing physical therapy in schools under IDEA 2004. Section of Pediatrics of the American Physical Therapy Association. http://pediatricapta.org/includes/fact-sheets/pdfs/09%20IDEA%20Schools.pdf.</p> | |
| 3. Knowledge of the theoretical and functional orientation of a variety of professionals serving students within the educational system | <p>(a) initiate dialogue with colleagues to exchange professional perspectives</p> <p>(b) disseminate information about availability of therapy services, criteria for eligibility, and methods of referral</p> <p>(c) describe evaluation and interventions commonly used by professionals in education and health-related disciplines</p> | | <p>Friend M, Cook L. <i>Interactions: Collaboration Skills for School Professionals</i>. 6th ed. Boston, MA: Pearson; 2010.</p> <p>The Role of School-based Physical Therapy: Successful Participation for All Students. Academy of Pediatric Physical Therapy of APTA. https://pediatricapta.org/includes/fact-sheets/pdfs/12%20Role%20of%20SchoolBasedPT.pdf</p> <p>Physical Therapy for Educational Benefit. Section on Pediatrics of the American Physical Therapy Association. http://pediatricapta.org/includes/fact-sheets/pdfs/15%20PT%20for%20Educational%20Benefit.pdf.</p> <p>APE & SBPT Collaborating for Student Success. Academy of Pediatric Physical Therapist of APTA. http://pediatricapta.org/includes/fact-sheets/pdfs/17%20APE%20SBPT%20resource.pdf</p> | |
| 4. Assist students in accessing community organizations, resources, and activities | <p>(a) demonstrate awareness of cultural and social differences that relate to family and student participation in education program</p> <p>(b) in collaboration with educational team, develop plan for transition into community activities or adult services</p> <p>(c) identify need to make appropriate student referrals to community therapy and recreational services when school services are not able to meet all of child’s needs</p> <p>(d) include family in educational process</p> <p>(e) serve as resource to family and other team members for information and appropriate community resources (medical, educational, financial, social, recreational, and legal)</p> | | <p>Community resources. MedU. http://www.med-u.org/the-library/community-resources</p> <p>Office of Special Education and Rehabilitative Services -RSA, programs and projects. U.S. Department of Education. https://ed.gov/about/offices/list/osers/rsa/programs.html.</p> <p>Family Resources for Fun with Physical Activity and Young Children. Academy of Pediatric Physical Therapy. Published http://pediatricapta.org/includes/fact-sheets/pdfs/16%20Family%20Resources%20for%20Fun%20with%20Phys%20Activity%200916.pdf</p> | |

Content Area 2: Wellness and Prevention in Schools

| Competency and Related Statements | Related Clinical Skills | Self-Rating (list date) | Professional Development Opportunities and Resources | Record and Evidence of Achievement |
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| <p>1. Implement school-wide screening programs with other school personnel</p> | <p>(a) apply knowledge of risk factors affecting growth, development, and learning</p> <p>(b) identify etiology, signs, symptoms, and classifications of common pediatric disabilities</p> <p>(c) identify established biological and environmental factors that affect children’s development and learning</p> <p>(d) select, administer, and interpret variety of screening instruments and standardized measurement tools</p> | | <p>The Role and Scope of Pediatric Physical Therapy in Fitness, Wellness, Health Promotion, and Prevention. Section on Pediatrics of the American Physical Therapy Association. http://pediatricapta.org/includes/factsheets/pdfs/12%20Role%20and%20Scope%20in%20Fitness%20Health%20Prmo.pdf</p> <p>How much physical activity do children need? Center for Disease Control and Prevention. https://www.cdc.gov/physicalactivity/basics/children/index.htm.</p> <p>Hillman CH, Pontifex MB, Castelli DM, Khan NA, Raine LB, Scudder MR, et al. Effects of the FITKids randomized controlled trial on executive control and brain function. <i>Pediatr.</i> 2014;134(4):e1063-e1071.</p> <p>Carson V, Hunter S, Kuzik N, Wiebe SA, Spence JC, Friedman A, et al. Systematic review of physical activity and cognitive development in early childhood. <i>J Sci Med Sport.</i> 2016;19:573–578.</p> <p>Wouters M, Evenhuis HM, Hilgenkamp TI. Systematic review of field-based physical fitness tests for children and adolescents with intellectual disabilities. <i>Res Dev Disabil.</i> 2017;61:77–94.</p> <p>List of Pediatric Assessment Tools Categorized by ICF Model. Section on Pediatrics of the American Physical Therapy Association. https://pediatricapta.org/includes/factsheets/pdfs/13%20Assessment&screening%20tools.pdf.</p> | |
| <p>2. Promote child safety and wellness using knowledge of environmental safety measures</p> | <p>(a) maintain CPR certification</p> <p>(b) institute environmental hazards and accident prevention plan</p> <p>(c) recognize role as mandatory reporter of child neglect and abuse</p> | | <p>The American Red Cross, local hospitals and many colleges host CPR classes. Check your local listings for courses.</p> <p>Each facility must have emergency plans, hazardous materials information, and prevention action plans. Seek information from your facility/district.</p> <p>Mandatory Reporters of Child Abuse and Neglect. Child Welfare Information Gateway. Washington, DC: U.S. Department of Health and Human Services, Children's Bureau. https://www.childwelfare.gov/topics/systemwide/laws-policies/statutes/mandat/</p> <p>State Child Abuse and Neglect Reporting Numbers. Child Welfare Information Gateway. Washington, DC: U.S. Department of Health and</p> | |

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| | | | <p>Human Services, Children's Bureau. https://www.childwelfare.gov/organizations/?CWIGFunctionsaction=rols:main.dsplist&rolType=custom&rs_id=5.</p> <p>Family Violence. American Physical Therapy Association. http://www.apta.org/FamilyViolence/.</p> <p>Children's Mental Health. Centers for Disease Control and Prevention. https://www.cdc.gov/childrensmentalhealth/index.html.</p> | |
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Content Area 3: Team Collaboration

| Competency and Related Statements | Related Clinical Skills | Self-Rating (list date) | Professional Development Opportunities and Resources | Record and Evidence of Achievement |
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| <p>1. Form partnerships and work collaboratively with other team members to promote an effective plan of care</p> | <p>(a) demonstrate effective communication and interpersonal skills</p> <p>(b) refer and coordinate services among family, school professionals, medical service providers, and community agencies</p> <p>(c) implement strategies for team development and management develop mechanism for ongoing team coordination</p> | | <p>Effgen SK, Kaminker M. The Educational Environment. In Palisano R, Orlin M, Schreiber J. <i>Campbell's Physical Therapy for Children</i> 5th ed. St. Louis, MO: Elsevier; 2017:729-750.</p> <p>Effgen SK, Howman J. Serving the Needs of Children and Their Families. In: Effgen SK. <i>Meeting the Physical Therapy Needs of Children</i>. 2nd ed. Philadelphia, PA: FA Davis; 2013: 3-40.</p> <p>TASH. TASH resolution on preparation of related services personnel for work in educational settings. https://tash.org/about/resolutions/tash-resolution-preparation-related-services-personnel-work-educational-settings/.</p> <p>McSpadden C, Therrien M, McEwen I. Care coordination for children with special health care needs and roles for physical therapists. <i>Pediatr Phys Ther</i>. 2012;24(1):70–77.</p> <p>Mitchell P, Wynia R, Golden B, et al. Core principles & values of effective team-based health care. https://www.nationalahec.org/pdfs/vsrt-team-based-care-principles-values.pdf</p> <p>Core Competencies for Interprofessional Collaborative Practice: 2016 update. Interprofessional Education Collaborative. https://nebula.wsimg.com/2f68a39520b03336b41038c370497473?AccessKeyId=DC06780E69ED19E2B3A5&disposition=0&alloworigin=1.</p> <p>Sylvester L, Ogletree B, Lunnen K. Cotreatment as a vehicle for interprofessional collaborative practice: physical therapists and speech-language pathologists collaborating in the care of children with severe disabilities. <i>Am J Speech Lang Pathol</i>. 2017; 26(2):206-216.</p> | |

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| | | | McEwen IR. <i>Providing Physical Therapy Services Under Part B & C of the Individuals with Disabilities Education Act (IDEA)</i> . 2nd Ed. American Physical Therapy Association-Section on Pediatrics; 2009:37-48. | |
| 2. Function as a consultant | <ul style="list-style-type: none"> (a) identify administrative and interpersonal factors that influence implementation of consultation (b) implement effective consultative strategies (c) provide technical assistance to other school team members, community agencies, and medical providers | | Idol L, Nevin A, Paolucci-Whitcomb P. The Collaborative Consultation Model. <i>J Educat Psychol Consult</i> . 1995; 6(4):347-361. | |
| 3. Educate school personnel and family to promote inclusion of the student within the educational experience | <ul style="list-style-type: none"> (a) assist school administrators with development of policy and procedures, especially related to inclusion/least restrictive environment (b) provide training to teachers and classroom aides (c) conduct in-service sessions (e.g. body mechanics, transfer training, positioning, adaptive equipment use) (d) develop informational resources (e.g. classroom movement breaks, alternative seating/positioning) | | <p>Division of early childhood recommended practices with examples. Division for Early Childhood of the Council for Exceptional Children. https://divisionearlychildhood.egnyc.com/dl/NRAghl7roM</p> <p>King G, Chiarello L. Family-centered care for children with Cerebral Palsy. <i>J Child Neurol</i>. 2014;29(8):1046-1054.</p> <p>Maryland State Department of Education, Occupational and physical therapy early intervention and school-based services in Maryland: A guide to practice. Appendix D: lifting and transferring students/children in a school or other school setting; p 135-149. http://archives.marylandpublicschools.org/NR/rdonlyres/5F4F5041-02EE-4F3A-B495-5E4B3C850D3E/19473/OT_PT_FullDocument_December11_Final.pdf</p> | |
| 4. Supervise personnel and professional students | <ul style="list-style-type: none"> (a) utilize effective strategies of supervision (b) monitor implementation of therapy recommendations by other team members (c) establish a student clinical affiliation (d) formally and informally teach or train therapy staff | | <p>Rapport MJ, Furze J, Martin K, Schreiber J, Dannemiller LA, DiBiasio PA, Moerchen VA. Essential competencies in entry-level pediatric physical therapy education. <i>Pediatr Phys Ther</i>. 2014;26(1):7-18.</p> <p>Furze J, Kenyon L, Jensen G. Connecting classroom, clinic, and context: clinical reasoning strategies for clinical instructors and academic faculty. <i>Pediatr Phys Ther</i>. 2015;27(4):368–375</p> | |
| 5. Serve as an advocate for students, families, and school | <ul style="list-style-type: none"> (a) attend public hearings (b) serve on task forces or decision-making committees (c) provide necessary information to support student rights (d) actively participate in IEP process | | <p>Special Education Rights and Responsibilities. Disabilities Rights California. http://www.disabilityrightsca.org/pubs/PublicationsSERREnglish.htm.</p> <p>The Center for Appropriate Dispute Resolution in Special Education (CADRE): http://www.cadeworks.org.</p> | |

Content Area 4: Examination and Evaluation in Schools

| Competency and Related Statements | Related Clinical Skills | Self-Rating (list date) | Professional Development Opportunities and Resources | Record and Evidence of Achievement |
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| 1. Identify strengths and needs of students | (a) interview student, family, teachers, and other relevant school personnel (b) gather information from medical personnel and records (c) observe student in a variety of educational settings | | Effgen S, Kaminker M. The Educational Environment. In Palisano R, Orlin M, Schreiber, J. <i>Campbell's Physical Therapy for Children</i> 5th ed. St. Louis, MO: Elsevier; 2017:723-750. Effgen SK. Schools. In: Effgen SK. <i>Meeting the Physical Therapy Needs of Children</i> . 2 nd ed. Philadelphia, PA: FA Davis; 2013: 495-514. Lunnen KY, Geddes RF. Physical Therapy in the Educational Environment. In Tecklin J. <i>Pediatric Physical Therapy</i> . 5 th ed. Philadelphia, PA: Lippincott Williams & Wilkins; 2015: 717 -734. Reeder, D.L., Arnold, S.H., Jeffries, L.M., McEwen, I.R. (2011). The Role of Occupational Therapists and Physical Therapists in Elementary School System Early Intervening Services and Response to Intervention: A Case Report. <i>Physical & Occupational Therapy in Pediatrics</i> , 31(1), 44-57. | |
| 2. Collaboratively determine examination and evaluation process | (a) participate in process of identifying areas needing examination (b) identify environments and student activities and routines (c) select instruments or tools considering each ICF level, body structure and function, activity and participation (d) establish format for conducting examination (e) inform and prepare the student | | Kaminker MK, Chiarello L, O'Neil ME, Dichter, CG. Decision making for physical therapy service delivery in schools: a nationwide survey of pediatric physical therapists. <i>Phys Ther</i> . 2004;84(10):919-933. Towards a Common Language for Functioning, Disability and Health ICF. World Health Organization. http://www.who.int/classifications/icf/icfbeginnersguide.pdf?ua=1 International Classification of Functioning, Disability and Health (ICD). http://www.apta.org/ICF/ ICF Checklist Version 2.1a, Clinician Form for ICF. http://www.who.int/classifications/icf/training/icfchecklist.pdf List of Pediatric Assessment Tools Categorized by ICF Model. Section on Pediatrics of the American Physical Therapy Association. https://pediatricapta.org/includes/fact-sheets/pdfs/13%20Assessment&screening%20tools.pdf . Darrah J. Using the ICF as a framework for clinical decision making in pediatric physical therapy. <i>Adv Physiother</i> . 2008;10(3):146-151. | |

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| | | | Schreiber J, Palisano R. Evidence-Based Decision Making in Pediatric Physical Therapy. In Palisano R, Orlin M, Schreiber J. <i>Campbell's Physical Therapy for Children</i> 5th ed. St. Louis, MO: Elsevier; 2017:1-14. | |
| 3. Determine student's ability to participate in meaningful school activities by examining and evaluating | <ul style="list-style-type: none"> (a) level of participation and necessary assistance and adaptations through formal naturalistic observations (b) functional abilities including gross motor, fine motor, perceptual motor, cognitive, social and emotional, and ADL (c) impairments related to functional ability including musculoskeletal status, neuromotor organization, sensory function, and cardiopulmonary status | | <p>Malerba KH. Assessment and Testing of Infant and Child Development. In: Tecklin J. <i>Pediatric Physical Therapy</i>. 5th ed. Philadelphia, PA:Lippincott Williams & Wilkins; 2015:69-99.</p> <p>Effgen SK, Howman JH. Child Appraisal: Examination and Evaluation. In: Effgen SK. <i>Meeting the Physical Therapy Needs of Children</i>. 2nd ed. Philadelphia, PA: FA Davis; 2013: 107-152..</p> <p>Goldstein DN, Cohn E, Coster W. Enhancing participation for children with disabilities: Application of the ICF enablement framework to pediatric physical therapist Practice. <i>Pediatric Physical Therapy</i>. 2004;16(2):114-120.</p> | |
| 4. Utilize valid, reliable, cost-effective, and nondiscriminatory instruments | <ul style="list-style-type: none"> (a) identification and eligibility (b) diagnostic purposes (c) individual program planning (d) documentation of progress | | <p>Rehab Measures Database. Rehabilitation Institute of Chicago. http://www.rehabmeasures.org/rehabweb/allmeasures.aspx?PageView=Shared</p> <p>Dole RL, Schreiber J. Measurement. In Palisano R, Orlin M, Schreiber J. <i>Campbell's Physical Therapy for Children</i> 5th ed. St. Louis, MO: Elsevier; 2017:15-29.</p> <p>Effgen SK, Howman JH. Child Appraisal: Examination and Evaluation. In: Effgen SK. <i>Meeting the Physical Therapy Needs of Children</i>. 2nd ed. Philadelphia, PA: FA Davis; 2013: 107-152.</p> | |

Content Area 5: Planning

| Competency and Related Statements | Related Clinical Skills | Self-Rating (list date) | Professional Development Opportunities and Resources | Record and Evidence of Achievement |
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| 1. Actively participate in development of the Individualized Education Program | <ul style="list-style-type: none"> (a) determine need for PT as related to student's educational program (b) accurately interpret and communicate examination findings collaboratively (using lay terms and educationally relevant results) with family, student, and other team members (c) discuss prognosis of student performance related to participation in educational environment (d) discuss and prioritize outcomes related to student's educational needs based on current and future environmental | | <p>Vialu C, Doyle M. Determining need for school-based physical therapy under IDEA: Commonalities across practice guidelines. <i>Pediatr Phys Ther</i>. 2017;29(4):350-355.</p> <p>Blackwell WH, Rossetti ZS. The development of Individualized Education Programs: Where have we been and where should we go now? <i>SAGE Open</i>. 2014;April-June:1-15.</p> <p>Dole RL, Arvidson, K, Byrne E, Robbins J, Schasberger B. Consensus among experts in pediatric occupational and physical therapy on elements of Individualized Education Programs. <i>Pediatr Phys Ther</i>. 2003;15(3):159-166.</p> | |

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| | <p>demands and student and family preferences and goals</p> <p>(e) offer appropriate recommendations for student placement and personnel needs in least restrictive educational setting with intent to serve children in inclusive environments</p> <p>(f) in collaboration with team, determine how therapy can contribute to development of an individualized educational program (IEP) including</p> <ol style="list-style-type: none"> i. meaningful student outcomes ii. functional and measurable goals and objectives iii. therapy service recommendations iv. specific intervention methods and strategies v. determination of frequency, intensity, and duration <p>(g) Contribute to ongoing coordination and collaboration regarding the IEP</p> <ol style="list-style-type: none"> i. implementation of IEP ii. updating or modifying IEP iii. transition planning and implementation of transition plan iv. interagency activities | | <p>Giangreco MF, Cloninger CJ, Iverson VS. <i>Choosing Outcomes and Accommodations for Children: A Guide to Planning Inclusive Education</i> 3rd ed. Baltimore, MD: Brookes; 2011.</p> <p>Arnold, S.H. (2009). Individualized Education Programs. In I.R. McEwen (Ed), <i>Providing Physical Therapy Services under Part B and Part C of the Individuals with Disabilities Education Act, 2nd Ed.</i> Alexandria, VA; Section on Pediatrics, American Physical Therapy Association. pp. 77-87.</p> <p>Reiman JW, Beck L, Coppola T, Engiles A. Parents’ experiences with the IEP process: Considerations for improving practice. Center for Appropriate Dispute Resolution in Special Education. http://www.cadnetworks.org/sites/default/files/resources/Parent-IEP%20Process_2.pdf.</p> <p>Randall KE, McEwen IR. Writing patient-centered functional goals. <i>Phys Ther.</i> 2000;80(12):1197-1203.</p> <p>Yell ML, Katsiyannis A, Ennis RP, Losinski M, Christle CA. Avoiding substantive errors in Individualized Education Program development. <i>Teaching Exceptional Children.</i> 2016;49(1):31-40.</p> <p>Dosage Considerations: Recommending School-Based Physical Therapy Intervention Under IDEA Resource Manual. Section on Pediatrics of the American Physical Therapy Association. http://pediatricapta.org/includes/fact-sheets/pdfs/15%20Dosage%20Consideration%20Resource%20Manual.pdf.</p> <p>Intervention for Youth Who Are in Transition from School to Adult Life. Section on Pediatrics of the American Physical Therapy Association. http://pediatricapta.org/includes/fact-sheets/pdfs/Transition%20Fact%20Sheet.pdf.</p> <p>National Technical Assistance Center on Transition. https://www.transitionta.org</p> <p>Transition Worksheet for Early Intervention and School-Based Physical Therapy Providers. Section on Pediatrics of the American Physical Therapy Association. https://pediatricapta.org/includes/fact-sheets/pdfs/EL-SB%20Transition%20Worksheet%20for%20Ped%20PTS.pdf</p> <p>Malone DG, Gallagher P. Transition to preschool special education: A review of the literature. <i>Early Education and Development.</i> 2009;20(4):584–602.</p> | |
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Muhlenhaupt M. Cooperative Goal Practices. In Poulsen AA, Ziviani J, Cuskelly M. *Goal Setting and Motivation in Therapy: Engaging Children and Parents*. Philadelphia, PA: Kingsley; 2015:120-130.

Considerations for Educationally Relevant Therapy (CERT) Form Training Tool. Florida Bureau of Exceptional Education and Student Services. <http://www.fldoe.org/core/fileparse.php/7590/urlt/0071082-cert-script.pdf>

Content Area 6: Intervention

| Competency and Related Statements | Related Clinical Skills | Self-Rating (list date) | Professional Development Opportunities and Resources | Record and Evidence of Achievement |
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| <p>1. Adapt environments to facilitate student access to and participation in student activities</p> | <ul style="list-style-type: none"> (a) recommend adaptive equipment, assistive technology, and environmental adaptations (b) monitor adaptive equipment, assistive technology, and environmental adaptations (c) be able to instruct student and other team members in the appropriate use of adaptive equipment and assistive technology (d) identify sources for obtaining, maintaining, repairing, and financing adaptive equipment, assistive technology, and environmental adaptations | | <p>Assistive Technology and the Individualized Education Program. Section on Pediatrics of the American Physical Therapy Association. http://pediatricapta.org/includes/fact-sheets/pdfs/AssistiveTechnology.pdf.</p> <p>Assistive Technology Resources. Section on Pediatrics of the American Physical Therapy Association. http://pediatricapta.org/includes/fact-sheets/pdfs/AT%20Resources.pdf.</p> <p>Jeffries L, Fiss A. The International Classification of Functioning, Disability, and Health ICF: Focusing on the Environment. In: Catalino T, Meyer LE (eds). <i>Environment: Promoting meaningful access, participation, and inclusion</i> (DEC Recommended Practices Monograph Series No. 2). Washington, DC; Division of Early Childhood: 2016: 19-32.</p> <p>Aubert EJ. Adaptive equipment and Environmental Aids for Children with Disabilities. In: Tecklin J. <i>Pediatric Physical Therapy</i>. 5th ed. Philadelphia, PA: Lippincott Williams & Wilkins; 2015:423-460</p> <p>Jones M, Puddefoot T. Assistive Technology: Positioning and Mobility. In: Effgen SK. <i>Meeting the Physical Therapy Needs of Children</i>. 2nd ed. Philadelphia, PA: FA Davis; 2013: 599-620..</p> <p>Jones M, Puddefoot T. Assistive Technology: Augmentive Communication and Other Technologies. In: Effgen SK. <i>Meeting the Physical Therapy Needs of Children</i>. 2nd ed. Philadelphia, PA: FA Davis; 2013: 621-633.</p> <p>O’Shea RK, Bonfiglio BS. Assistive Technology. In Palisano R, Orlin M, Schreiber J. <i>Campbell’s Physical Therapy for Children</i> 5th ed. St. Louis, MO: Elsevier; 2017:722-798.</p> <p>Porter A, Jones M. Assistive Technology. In McEwen IR. ed. <i>Providing physical therapy services under parts B & C of the individuals with disabilities</i></p> | |

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| | | | <p><i>education act (IDEA)</i> 2nd ed. American Physical Therapy Association-Section on Pediatrics; 2009:115-126.</p> <p>RESNA's Position on Wheelchairs Used as Seats in Motor Vehicles. Rehabilitation and Engineering and Assistive Technology Society of North America. https://www.resna.org/sites/default/files/legacy/resources/position-papers/RESNAPositiononWheelchairsUsedasSeatsinMotorVehicles.pdf.</p> | |
| 2. Use various types and methods of service provision for individualized student interventions | <p>(a) individual, group, integrated, consultative, monitoring, and collaborative approaches</p> <p>(b) develop instruction plans and intervention plans that select and sequence strategies to meet objectives listed on student's IEP</p> | | <p>Thomason HK, Wilmarth MA. Provision of school-based physical therapy services: A survey of current practice patterns. <i>Pediatr Phys Ther.</i> 2015;27(2):161-169.</p> <p>Effgen SK, McEwen IR. Review of selected physical therapy interventions for school age children with disabilities. <i>Phys Ther Reviews.</i> 2008;13(5):297-312.</p> <p>Martin L, Baker R, Harvey A. A systematic review of common physiotherapy interventions in school-aged children with cerebral palsy. <i>Phys Occup Ther Pediatr.</i> 2010;30(4):294-312.</p> | |
| 3. Promote skill acquisition, fluency, and generalization to enhance overall development, learning, and student participation | <p>(a) use evidence based and creative strategies to meet student's needs</p> <p>(b) utilize basic motor learning theories, and apply to therapy in the educational setting</p> <p>(c) address neuromuscular, musculoskeletal, sensory processing, and cardiopulmonary functions that support motor, social, emotional, cognitive, and language skills</p> | | <p>Schreiber J, Stern P, Marchetti G, Provident I. Strategies to promote evidence-based practice in pediatric physical therapy: a formative evaluation pilot project. <i>Phys Ther.</i> 2009;89(9):918-933.</p> <p>Schreiber J, Palisano. Evidence-Based Decision Making in Pediatric Physical Therapy. In: Palisano, R, Orlin M, Schreiber J. <i>Campbell's Physical Therapy for Children.</i> 5th ed. St. Louis, MO: Elsevier. 2017:1-14.</p> <p>Gordon AM, Magill R. Motor Learning: Application of Principles to Pediatric Rehabilitation. In: Palisano R, Orlin M, Schreiber J. <i>Campbell's Physical Therapy for Children.</i> 5th ed. St. Louis, MO: Elsevier. 2017:78-98.</p> | |
| 4. Imbed therapy interventions into the context of student activities and routines | <p>(a) implement appropriate positioning, mobility, environmental, and ADL strategies into curriculum, classroom schedule and routines</p> <p>(b) develop a matrix integrating objectives, routines and activities, and strategies</p> | | <p>Nolan KW, Mannato L, Wilding G. Integrated models of pediatric physical and occupational therapy: Regional practice and related outcomes. <i>Pediatr Phys Ther.</i> 2004;16(2):121-128.</p> <p>Sekerak DM, Kirkpatrick DB, Nelson KC, Propes JH. Physical therapy in preschool classrooms: Successful integration of therapy into classroom routines. <i>Pediatr Phys Ther.</i> 2003;15(2):93-104.</p> | |

Content Area 7: Documentation

| Competency and Related Statements | Related Clinical Skills | Self-Rating (list date) | Professional Development Opportunities and Resources | Record and Evidence of Achievement |
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| 1. Produce useful written documentation by | <ul style="list-style-type: none"> (a) writing reports in commonly understood and meaningful terms (b) maintaining timely and consistent records (c) concisely summarizing relevant information (d) sharing records with family and other team members | | <p>Quinn L, McConlogue A. Documentation in pediatrics. In Quinn L, Gordon J. eds. <i>Documentation for Rehabilitation</i>. 3rd ed. Maryland Heights, MO: Elsevier. 2016: 203-221.</p> <p>Defensible Documentation for Patient/Client Management. American Physical Therapy Association. http://www.apta.org/Documentation/DefensibleDocumentation/</p> | |
| 2. Collaboratively monitor and modify student's IEP | <ul style="list-style-type: none"> (a) establish mechanism for and record ongoing communication with family and other team members (b) establish plan of action for reevaluation (c) participate in team meetings to review student progress over course of school year | | <p>McEwen IR. <i>Providing Physical Therapy Services Under Part B & C of the Individuals with Disabilities Education Act (IDEA)</i>. 2nd Ed. American Physical Therapy Association-Section on Pediatrics; 2009: 29-35.</p> <p>Arnold, S.H. (2009). Individualized Education Programs. In I.R. McEwen (Ed), <i>Providing Physical Therapy Services under Part B and Part C of the Individuals with Disabilities Education Act</i>, 2nd Ed. Alexandria, VA; Section on Pediatrics, American Physical Therapy Association. pp. 77-87.</p> | |
| 3. Evaluate and document effectiveness of therapy programs | <ul style="list-style-type: none"> (a) establish baseline of student's level of participation and functional status (b) collect ongoing data on student's progress toward stated IEP outcomes (c) summarize data to determine student's progress | | <p>School-Based Physical Therapy Conflict Between Individuals with Disabilities Education Act (IDEA) and Legal Requirements of State Practice Acts and Regulations. Section on Pediatrics of the American Physical Therapy Association. http://pediatricapta.org/includes/fact-sheets/pdfs/14%20State%20Practice%20Acts%20IDEA.pdf.</p> <p>Effgen SK, McCoy SW, Chiarello LA, Jeffries LM, Starnes C, Bush HM. Outcomes for students receiving school-based physical therapy as measured by the School Function Assessment. <i>Pediatr Phys Ther</i>. 2016;28(4):371-378.</p> <p>Chiarello LA, Effgen SK, Jeffries L, McCoy SW, Bush H. Student outcomes of school-based physical therapy as measured by Goal Attainment Scaling. <i>Pediatr Phys Ther</i>. 2016;28(3):277-284.</p> | |

Content Area 8: Administrative Issues in Schools

| Competency and Related Statements | Related Clinical Skills | Self-Rating (list date) | Professional Development Opportunities and Resources | Record and Evidence of Achievement |
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| 1. Demonstrate flexibility, priority setting, and effective time management strategies | <i>SUGGEST INCLUDING SOME RELATED CLINICAL SKILLS HERE</i> | | | |
| 2. Obtain resources and data necessary to justify establishing new or altering existing program | (a) introduce therapy program at school or district level (backpack, posture, ergonomic, fitness program, work readiness, transition, etc) | | FAQs on Response to Intervention (RtI) for School-based Physical Therapists. Section on Pediatrics of the American Physical Therapy Association. http://pediatricapta.org/includes/factsheets/pdfs/11%20FAQs%20for%20School%20PTs.pdf . | |
| 3. Serve as a leader | <ul style="list-style-type: none"> (a) integrate knowledge of education, health, and social trends that impact therapy services (b) identify and educate others about overall roles, responsibilities, and functions of therapy services (c) identify and differentiate characteristics of alternative approaches for resolving needs for therapy services (d) identify administrative needs of therapy service within school setting (e) serve as role model to other therapists regarding professional responsibilities | | <p>Lopopolo RB, Schafer DS, Nosse LJ. Leadership, Administration, Management, and Professionalism (LAMP) in Physical Therapy: A Delphi Study. <i>Phys Ther.</i> 2004;84(2):137-150.</p> <p>APTA Leadership Development Resources http://www.apta.org/LeadershipDevelopment/</p> <p>McEwen IR. Providing Physical Therapy Services Under Part B & C of the Individuals with Disabilities Education Act (IDEA). 2nd Ed. American Physical Therapy Association-Section on Pediatrics; 2009: 29-35.</p> <p>DEC Recommended Practices with Examples. Division for Early Childhood of the Council for Exceptional Children. pages 6 -10. https://divisionearlychildhood.egnyte.com/dl/NRAghl7roM.</p> <p>State guidelines for school based PT practice. http://pediatricapta.org/special-interest-groups/sigs.cfm?sig=SB.</p> | |
| 4. Serve as a manager | <ul style="list-style-type: none"> (a) develop and analyze job descriptions for therapists (b) implement recruitment, orientation, mentorship, and professional development program for therapists and staff (c) develop and implement policies and procedures to guide therapy services (d) establish therapy caseloads and staffing needs (e) evaluate performance of therapy personnel (f) plan and implement therapy quality assurance plan and program evaluation (g) participate in assessment of school | | <p>Workload Approach: A Paradigm Shift for Positive Impact on Student Outcomes: Joint publication of AOTA, APTA, and ASHA. https://www.aota.org/-/media/corporate/files/practice/children/apta-asha-aota-joint-doc-workload-approach-schools-2014.pdf.</p> <p>McEwen IR. Employment of physical therapists under IDEA. In McEwen, IR Ed <i>Providing physical therapy services under parts B & C of the individuals with disabilities education act (IDEA)</i>. 2nd ed. American Physical Therapy Association-Section on Pediatrics. 2009.13-27.</p> <p>Guidance in Determining FTE & Workload for Occupational Therapy, Physical Therapy, and Speech-Language Pathology Staff. https://www.med.unc.edu/ahs/physical/schoolbasedpt/sb-pt-files/recruitment-resources/FTE%20_16.pdf.</p> | |

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| | <p>facilities and educational activities</p> <p>(h) make recommendations, especially related to ensuring accessibility to and reasonable accommodations in school environments</p> <p>(i) identify and use appropriate school, home, community, state, and national resources, especially funding sources</p> <p>(j) demonstrate ability to plan and manage a budget for therapy component of services</p> | | <p>Rapport MJ, Effgen SK. Personnel issues in school-based physical therapy. <i>J Spec Educ Leadership</i>. 2004;17:7–15.</p> <p>Performance Appraisal of School-Based Physical Therapists: the Link to Student Outcomes. Section on Pediatrics of the American Physical Therapy Association. https://pediatricapta.org/includes/fact-sheets/pdfs/15%20PT%20Performance%20Appraisal.pdf.</p> <p>Stuberg W, DeJong S. Program evaluation of physical therapy as an early intervention and related service in special education. <i>Pediatr Phys Ther</i> 2007;19:121–127.</p> <p>ADA Checklist for Existing Facilities. https://www.adachecklist.org/doc/fullchecklist/ada-checklist.pdf</p> <p>US Access Board. Guide to Playground Areas. https://www.access-board.gov/guidelines-and-standards/recreation-facilities/guides/play-areas.</p> <p>Program and Facilities Accessibility. Department of Education Office of Civil Rights: https://www2.ed.gov/about/offices/list/ocr/frontpage/pro-students/issues/dis-issue07.html.</p> <p>Resources related to legislative issues http://pediatricapta.org/members/legislative/index.cfm</p> <p>IDEA & ESSA. American Physical Therapy Association. http://www.apta.org/FederalIssues/IDEA/ESEA/</p> | |
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Content Area 9: Research

| Competency and Related Statements | Related Clinical Skills | Self-Rating (list date) | Professional Development Opportunities and Resources | Record and Evidence of Achievement |
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| 1. Demonstrate knowledge of current research relating to child development, medical care, educational practices, and implications for therapy | <p>(a) conduct literature review</p> <p>(b) seek assistance from experienced researchers in interpreting published research</p> <p>(c) critically evaluate published research</p> | | <p>Evidence-based Practice Tools. American Physical Therapy Association. http://www.apta.org/EvidenceResearch/EBPTools/</p> <p>Evidence-based Practice. Section on Pediatrics of the American Physical Therapy Association. http://pediatricapta.org/includes/fact-sheets/pdfs/Evidence-based%20Practice%20Fact%20Sheet.pdf.</p> <p>Finding Physical Therapy Literature. American Physical Therapy Association. http://www.apta.org/EvidenceResearch/Literature/.</p> <p>Fetters L, Tilson J. Evidence Based Physical Therapy. Philadelphia, PA: F.A. Davis; 2012.</p> | |

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| | | | <p>Harris, S. (1996). How should Treatments be Critiqued for Scientific merit? <i>PhysicalTherapy</i>, 76(2), 175-81.</p> <p>Hack LM, Gwyer J. <i>Evidence into Practice: Integrating Judgment, Values, and Research</i>. Philadelphia, PA: F.A. Davis; 2013.</p> | |
| 2. Apply knowledge of research to the selection of therapy intervention strategies, service delivery systems, and therapeutic procedures | <p>(a) use objective criteria for evaluation</p> <p>(b) justify rationale for clinical decision making</p> | | <p>Howick J, Chalmers I, Glasziou P, et al. Explanation of the 2011 Oxford Centre for Evidence-Based Medicine (OCEBM) levels of evidence. Oxford Centre for Evidence-Based Medicine. http://www.cebm.net/ocebmllevels-of-evidence/.</p> <p>Jewell, D. <i>Guide to Evidence-Based Physical Therapist Practice</i> (4th ed.). Jones & Bartlett Learning: 2018.</p> <p>Oxford Centre for Evidence-Based Medicine 2011 Levels of Evidence http://www.cebm.net/wp-content/uploads/2014/06/CEBM-Levels-of-Evidence-2.1.pdf.</p> <p>Law M, MacDermid JC. <i>Evidence Based Rehabilitation: Guide to Practice</i> 3rd ed. Thorofare NJ: Slack; 2014.</p> | |
| 3. Partake in program evaluation and clinical research activities with the appropriate supervision | <p>(a) identify research topics</p> <p>(b) secure resources to support clinical research</p> <p>(c) implement clinical research projects</p> <p>(d) expand clinical treatment case reports into single-subject studies</p> <p>(e) disseminate research findings</p> | | <p>McEwen I, ed. <i>Writing Case Reports: A How to Manual for Clinicians</i>. 3rd edition. Alexandria, VA. American Physical Therapy Association. 2009.</p> <p>Portney LG, Watkins MP. <i>Foundations of Clinical Research: Applications to Practice</i>. Upper Saddle River, NJ: Pearson Education, Inc; 2009.</p> <p>Law M, MacDermid J. <i>Evidence-Based Rehabilitation.: A Guide to Practice</i>. 3rd edition. Thorofare, NJ: Slack Incorporated; 2014.</p> | |

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