

Table 3.2 *School Physical Therapy*

<b>Areas of Expertise and Relationships to Educational Programs, IDEA, Part B</b>		
<b>PT areas of expertise*</b>	<b>Components</b>	<b>Relationship to educational program goals</b>
<p><b>Motor control/Sensorimotor coordination</b></p> <p><b>Posture/Balance</b></p> <p><b>Activities of daily living/Functional mobility</b></p> <p><b>Accessibility</b></p> <p><b>Environmental adaptations/Assistive devices</b></p>	<p>Sensory motor foundations Quality of movement Gross motor skills Movement patterns Body mechanics Motor planning Strength and stability Joint mobility Cardiopulmonary endurance</p> <p>Muscle tone Reflex integration Balance responses Positioning Tolerance for positioning and movement Proximal joint and trunk stability Joint and whole body postural analysis Ease and freedom of joint movements Locomotion Wheelchair mobility General strength and coordination needed for activities of daily living</p> <p>Classroom/campus modifications and accommodations Adaptive instructional strategies Recommendations regarding architectural barriers Recommendations regarding student-owned equipment Functional positioning for use of device \Selection of appropriate device or equipment for fine motor tasks</p> <p>Postural control, and locomotion</p>	<p>Student will: Participate in school activities and interact with peers for the duration of the school day. Keep pace with peers. Gain new motor skills within a reasonable time frame. Improve speed and accuracy of motor skills. Make appropriate motor responses to campus, classroom and community situations. Student will: Maintain functional positions for educational activities. Respond to balance demands when occupied with school activities.</p> <p>Students will: Manage personal needs with minimal need for assistance. Manipulate classroom materials, tools, toys, utensils, and assistive devices. Attain freedom of movement for instructional and social activities with minimal need for assistance. Be able to mobilize within school setting with minimal need for assistance. Student will: Have access to the same instructional materials and areas as nondisabled peers. Freely access and participate in all campus activities. Access community transportation system.</p> <p>Student will: Be provided with options and alternatives to participate in activities and accomplish tasks. Successfully use devices that are designed to teach skills. Utilize devices that are required to compensate for lack of skills.</p>
<p>Collaboration/Cooperation within the areas of:</p> <ul style="list-style-type: none"> <li>• Communication Skills</li> <li>• Vocational skills and school to work</li> <li>• Community-based instruction</li> <li>• Physical fitness</li> <li>• Gross/fine motor skills</li> </ul>		<p>*Some PT areas of expertise are shared with other professionals. (For example, several components of gross motor control and coordination are shared with adapted P.E. and classroom teachers.) Collaboration with instructional staff and related services providers is emphasized within all areas.</p>