Occupational Therapy Service Guidelines

Program Criteria

- School Support – appropriate physical environment/space is provided; participation of volunteers or parent/caregivers is facilitated by school, teacher/EA willing to work with therapist to include strategies in school setting.
- Motivation and consent of student/caregiver to participate.
- Adequate attention and behaviours for assessment/treatment sessions.
- Consistent follow-up demonstrated in supplemental program/homework/exercises provided by LHIN OT.
- Students are not eligible for service if they only have behavioural difficulties, visual perceptual problems or learning disabilities. Students may need to be assessed to determine if they are eligible or not. If there are no sensory issues identified, the student will be a non-admit to the SHSS program. If sensory issues are identified, strategies will be developed by therapist as part of the care plan.

1. Conditions/Service Need

Students with physical disabilities who have difficulties with:
- Accessing all areas and facilities of the school and playground
- Participating in self-care activities such as dressing, toileting and feeding
- Positioning and posture during school activities
- Participating in class, gym or recess


Role of OT/Model of Service
- Equipment Assessments and Prescriptions
- Consultations to meet changing functional needs
- Program Development and Reassessment/Strategies
- Education and training of Client/School Personnel/ Parent
- Physical Accommodation
2. Conditions/Service Need

Students with Developmental Delays, Pervasive Defiance Disorder, Autism Spectrum, Acquired Brain Injury who may require therapy in life skills training such as:

- Accessing all areas and facilities of the school and playground
- Participating in self-care activities such as dressing, toileting and feeding
- Positioning and posture during school activities
- Participating in class, gym or recess

Role of OT/Model of Service

- Equipment Assessments and Prescriptions
- Consultations to meet changing functional needs
- Program Development and Reassessment/Strategies
- Education and training of Client/School Personnel/ Parent
- Environmental and Sensory Accommodation

3. Conditions/Service Need

Students who have Obvious Motor Co-ordination Difficulties such as:

- Fine Motor Delays (including printing, cursive writing, scissors use and colouring)
- Gross Motor Delays (including ball throwing and catching, running, hopping, jumping, balancing, and gym activities.

Role of OT/Model of Service

- Equipment Assessments and Prescriptions
- Consultations to meet changing functional needs
- Program Development and Reassessment/Strategies
- Education and training of Client/School Personnel/ Parent

4. Conditions/Service Need

Written Output difficulty due to fine motor problems

Role of OT/Model of Service

- Equipment Assessments and Prescriptions

*School is responsible for teaching keyboarding skills and assistive technology training