





The role of Therapies at ISU

*Occupational Therapy &
Speech and Language Therapy*





What we will look at briefly...



01


OT/SLT at ISU

02

**Assessments we offer in
ISU**


03

**How does the referral
process work?**



04

**What can you do at
home?**



Meet the Team



Petra Wortelboer
Speech and Language
Therapist in ISU for 5
years



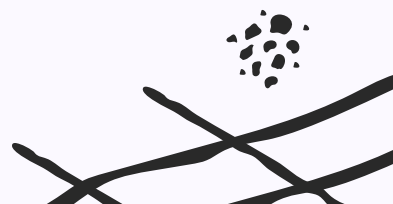
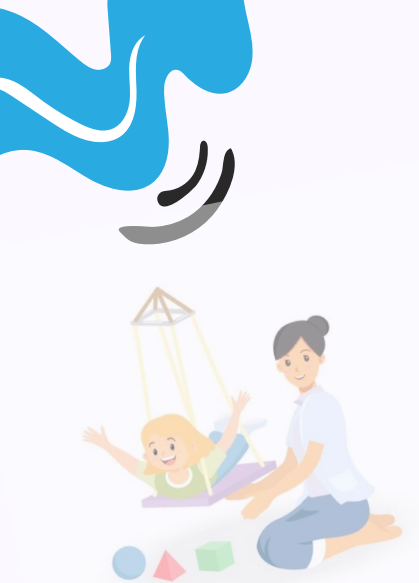
Furaha Meki Mwadime
Occupational Therapist
in ISU for 5 years



Samalie Nyakato
SLT & OT Therapies
Assistant in ISU for 3
years

01


OT/SLT at ISU





What is school-based Occupational Therapy (OT)?

A school-based Occupational Therapist uses meaningful activities (games, crafts, exercises) to help children learn skills they might have difficulties in, to support their participation in school and in their learning.

- **Gross motor skills** e.g. balance, strength and agility, bilateral integration.
 - **Fine motor skills** e.g. scissor skills, handwriting, eye-hand coordination.
 - **Vision therapy** e.g. eye tracking, visual perception.
 - **Sensory Integration** (Using Ayre's SI approach) e.g. textures, movement breaks, fidget items.
 - **Social skills** e.g. turn taking, waiting
 - **Therapeutic listening** Protocols
 - **Executive functioning**
- 

What is school-based Speech and Language Therapy?

A school based Speech and Language Therapist supports children with all types of language, speech and communication needs.

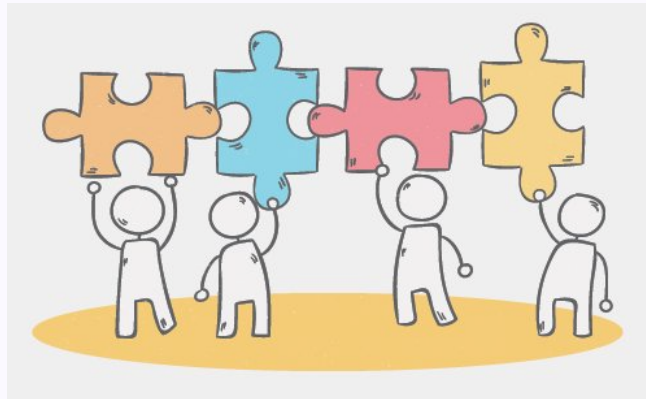
We observe/screen and/or assess children if needed and give individual or small group therapy sessions (inside or outside the classroom) based on the needs of the child.

We work together with the student, teachers and parents.

- Articulation (eg: child is not saying the /r/ or /l/ sound yet)
- Understanding language (eg: following directions in class)
- Expressing language (eg: word finding, vocabulary, sentences etc.)
- Stuttering
- Communication skills (visuals, gestures, drawing etc.)
- Social skills
- Phonological awareness, auditory skills.
- Executive Functioning

Therapies (both OT and SLT)

- Ms Samalie does both OT and SLT with some students.
- We work in both Junior and Senior School.
- We work together with **Learning Support teachers, homeroom teachers, TA's, and parents/guardians.**
- Not all students we work with have a diagnosis. Some just need extra support!
- We write IEP's or progress reports and recommend strategies you can use at home or in class.



Options how OT/SLT are involved with students



- *Individual and/ or small group sessions*
- *Inside and/or outside the classroom*

1

Team-based approach: therapists will provide strategies that teachers and TAs can implement in class. Our therapists will continuously follow-up and meet with your child's teachers to monitor progress and plan the next steps.

2


8 week intensive programme: your child will receive therapy services intensively for 8 weeks. Depending on the progress, there will be a break for 8 weeks, therapy will continue for another 8 weeks or the students will be discharged (SLT mainly).

3

Continuous support: your child will receive therapy services once or twice a week for as long as they need it (more than 8 weeks).

4

Consulting Approach: Teachers and TAs are able to consult with therapists (as needed) about strategies they can use to support the student throughout the day in class.





02

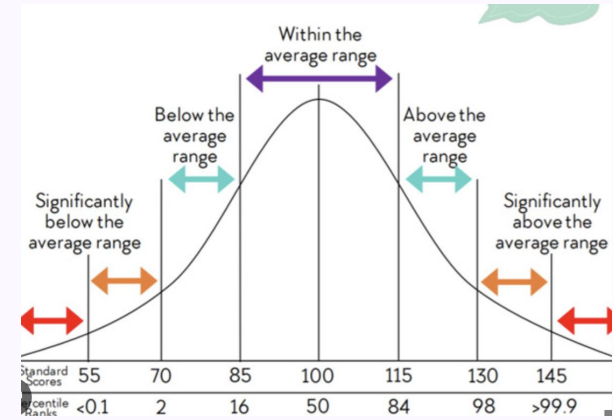
OT/SLT Assessments



Types of Assessments

FORMAL ASSESSMENTS

Standardized tests that have been scientifically developed and tested. Systematic way to measure an individual's abilities in different areas in OT/ speech and language.



INFORMAL ASSESSMENTS

Flexible tools that can be adapted to the students needs. These are NOT standardized.

e.g.

Observations, screeners, checklists, information from parents, teachers etc.

Formal OT assessments at ISU

Sensory Profile-2

- Gives an insight on children's school and home **sensory** needs
- Age: From 3-15 years

Beery VMI- 6

- Beery-Buktenica Developmental Test of Visual-Motor Integration
- Visual Perception
- Visual motor integration
- Age: from 2-100 years

BOT-2

- Bruininks-Oseretsky Test of Motor Proficiency
- Measures both fine and gross motor skills and gives an overall motor performance score.
- Age: from 4 - 21 years

Formal SLT assessments at ISU

CELF 5

- Receptive and expressive language
- Pragmatics (how language is used)
- Age: From 5 – 21 years

CELF preschool


- Receptive and Expressive language
- Phonological awareness
- Age: From 3 – 6 years

Goldman Fristoe articulation

- Speech sounds ability – articulation.
- Age: from 2 – 22 years





What do we need for a standardized assessment?

- A completed “Therapies Referral form” submitted by the learning support teacher and homeroom teacher.
 - Official consent from parents
 - Information from teachers and/or parents
- 



03

**How does the referral process
work?**




Steps for the Referral Process



- Students can be referred for therapy by a **parent** or member of the **teaching team**. Senior School students may also advocate for their own referral.
- The referral process is led by the grade level **Learning Support Teacher** through the use of the Therapies Referral Form.
- Aside from internal referrals, new students may also be added to therapy caseloads through **admissions** or referrals from an **Educational Psychology report**.
- Therapists are involved with any decisions regarding the admission of students requiring therapy.



In the event that a therapist's caseload is full, a child will be placed on **the waiting list**, and may also be referred to an outside provider for ongoing support.





04

**What can you do at
home?**



OT- What can you do at home?

Encourage movement games like;

Tug of war, twister, roughhousing play, obstacle courses.

These improve balance, coordination and help develop neural pathways connected with memory, attention and movement.

Encourage hand-eye coordination games like;

Word Searches, Hidden Pictures, mazes, and puzzles. Throwing and catching games. These can improve visual scanning, where the eye looks top to bottom or left to right, which is important in reading and writing skills.

Encourage Fine motor activities like;

Baking, using arts and crafts, writing letters to friends and shopping lists. You can encourage coloring and drawing on a vertical surface in kneeling posture to build on core, shoulder and wrist strength.



SLT- What can you do at home?



Stimulate language in many different ways:

- **Read to your child every day:** Stimulates language skills, focus, vocabulary, love for reading, bonding etc.
- **Play games with your child:** Stimulates turn taking, dealing with losing, vocabulary etc.
- **Baking:** Stimulate language skills, following directions etc.
- **Rhyming games, first sound games, syllable games:** Stimulates phonological awareness.
- **Have conversations, share information, have discussions:** Stimulates deeper thinking, vocabulary, advocating for themselves, being able to express their thoughts etc.
- **Home language:** Speak in your home language (mother tongue) to your child.



Thank you all for listening!

ANY QUESTIONS?





Walk and Explore!

Games are a fun way of working on skills with children. As you buy a gift for your child (or for a classmates birthday), think about the skills it will help develop!

These are some games we recommend and use here in school during sessions!

What do you think is being targeted in each game?

ENJOY!

