

Physical Therapists provide services that help children to achieve their highest possible level of independent functioning within the home, the school, and the community. These services include screening, assessment, program planning, equipment selection/adaptation, consultation and education.



Who Qualifies for these Services?

Children with physical and multiple challenges may be referred for these services. They are identified by the School Based Team, which may include the child's teacher, parents, the school administrator, the school counsellor, and other Student Support Services staff.

Mission Statement

As a member of the educational team, the Physical Therapist's role is to encourage development, function and participation in everyday life at school. Therapists collaborate with teachers, other professionals, and paraprofessionals regarding the physical therapy needs of identified students.

Physical therapists, along with parents and teachers, establish a common set of goals appropriate to the student in the educational setting. Therapists have a good understanding of the school environment to ensure that goals are appropriate. Therapists are able to perceive the needs of the child within the context of the school and are able to provide the educational staff with training. Therapeutic goals consistently support educational goals and provide therapeutic techniques that can be implemented in their school environment.

Children are seen on a priority basis. The amount of involvement is tailored to the child's needs and how those needs can best be met.

Physical Therapists have completed a Bachelor or Masters degree from a recognized university. They provide consultative assistance to school staff regarding the physical therapy needs of selected students.

Information based on School District #23 Policy 4110
and BC Ministry of Education Policy 13.

Physical Therapists ...

- Work with other members of the child's team including parents, physicians, other community therapists & agencies.
- Are involved with creating an Individual Education Plan (IEP), team meetings, and other planning sessions.
- Work closely with teachers, parents, and other staff to provide programs which take into account the fine and gross motor functioning of students with disabilities.
- Assist teachers, education assistants, parents and other staff to present tasks and materials most appropriate to students.
- Interpret medical information and the educational implications of this information for the student.
- Refer to appropriate community and/or medical services.
- Promote independence in self-care activities.
- Enhance community living skills promote effective use of leisure time.
- Recommend specialized equipment or modifications to promote independence in home and school settings.
- Provide information and training in the following areas:
 - Overview of disabilities and their effect on school performance;
 - Back care - proper techniques for lifting, handling and transferring students with physical disabilities;
 - Disability awareness and implications for other students and teachers in the school;
 - Suggest seating and positioning techniques;
 - Recommend adaptations to sports and recreation programs to facilitate the functioning of children with disabilities;
 - Refer to community resources for further information;
 - Train in use of new equipment (e.g. power wheelchairs, mechanical lifts).