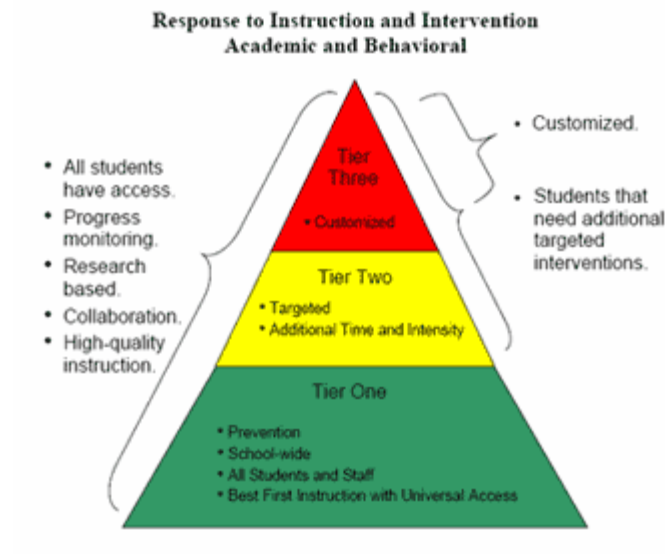




SD23 Occupational Therapy and Physical Therapy Levels of Intervention for Equipment

Creating inclusive educational settings involves meeting the needs of a variety of students within the school environment. School teams provide many adaptations to help students reach their greatest potentials. Some adaptations are beneficial for all, while some require more assessment and skill prior to implementing them.



GREEN "Go Ahead"

These interventions are open to **all students**. Any student may benefit from accessing these. Proper teaching of interventions and consistent implementation over a period of time is recommended. Supervision may still be required.

- Visuals
- Shape of the day
- Use of social stories
- Relationship building
- Predictable routines, rules, and structure
- Transition routines
- Whole class visual timers
- Peer modeling
- Differentiated tasks (multiple methods of demonstrating work)
- Flexible positions for working (sitting, standing, lying on tummy)
- Alternate work spaces/places (quiet spaces, dividers)
- Preferential seating (near side, front or back)
- Stability for Mobility (ensure the student is stable in their working positions)
- Coatroom supports such as a bench to sit on or open space to move towards
- Executive functioning strategies
- What does it look like?
- Job talk
- Get Ready, Do, Done
- Targeted fine motor activities
- Movement Breaks in class
- Movement within teaching
- Hallway Regulation Stations
- Structure during unstructured times (recess, gym)
- Classroom calming breaks
- Offering (closed) choices
- Follow through
- Teach replacement behaviours

YELLOW "Caution"

These interventions should only be used with students who are requiring something "extra" to help them reach their best potential. **Direct student assessment is required** prior to implementing these strategies. **Risks and benefits must be considered prior to use. Student specific training is required.** Supervision is recommended.

- Oral fidgets
- Pencil grips
- Move 'N Sits
- Alternative seating options (high stools, hokki stools)
- Slant boards
- Hand fidgets
- Adapted scissors
- Foot stools

Not all **yellow** strategies are suitable for all students.

RED "Stop"

These interventions must only be used with select students. **Direct student assessment by an SD23 OT or PT is required prior to implementing these strategies. Student specific training for the student and their school team members must be done by an SD23 OT. Supervision is mandatory.**

- Therapy Balls
- Lap Weights
- Shoulder Weights or Yokes
- Weighted Blankets
- Weighted Vests
- Pressure Vests
- Mini Trampoline or Rebounder
- Chair Bands (Bouncy Bands)
- Howda Hug Chair
- Zuma Chair
- Egg Chair
- Deep pressure or Squeezes
- Cuddle Loops
- Body Socks
- Rocker Boards
- Steam Roller
- Adapted tricycles

Any **green** or **yellow** strategies used inappropriately may become **red** strategies

Recommendations by community service providers (private OTs or PTs) must be reviewed by a SD23 OT or PT.

If you have questions about this handout, please contact the Occupational Therapist or Physical Therapist assigned to your school.