



COURSE SYNOPSIS

This course provides perspective and direction. It includes a brief history of education, special ed and related service and its impact on the delivery of appropriate services. Best Practice according to AOTA and IDEA encourages treatment within the least restrictive environment. Learn why moving your school practice from a caseload to a workload model reinforces the role of OT as leaders, the recommended steps to do so and how to overcome the barriers to adoption by the stakeholders—administrators, teachers, parents and fellow OTs. Learn easy, measurable, affordable, and fun strategies for addressing motor, sensory, attention, organizational issues, including handwriting, in natural, authentic settings.

Continuing Education

Distance Learning
Independent Webinar
References included

2.5 hours = .25 CEUS



LEARNING OBJECTIVES: At the end of the webinar, participants will be able to:

1. Identify key acts and laws supporting special education. You may be surprised how far back language broadening services for children with disabilities goes.
2. List and explain the differences between a Caseload and a Workload model of service in a school and why it reflects BEST PRACTICE.
3. Describe and distinguish the steps involved in preparing a workload presentation
4. Apply measurable formulas to quantify and justify OT service and workload hours
5. Reference and respond to the barriers toward change
6. Discuss 3-5 ways to implement and sustain a workload model

Participants must earn at least 70% on a 10-question multiple choice test at the end of the webinar. Course Evaluations, Post Tests, Handouts and links to the webinar will be sent via email.

TIME-ORDERED AGENDA

| Minute increments | Topic(s) covered | Instructional Method |
|-------------------|--|-------------------------|
| 0-10 | Intro. Course requirements. Learning Objectives. | Keynote slides; handout |
| 10-20 | Background history of special education and related laws | Keynote slides; handout |
| 20-30 | Background history of special education and related laws | Keynote slides; handout |
| 30-40 | IDEA, caseload, workload and Best Practices | Keynote slides; handout |
| 40-50 | RtI and Workload, and Barriers to Adoption | Keynote slides; handout |
| 50-60 | Steps toward a Workload: Time Study | Keynote slides; handout |
| 60-70 | Calculating full time equivalency for workloads | Keynote slides; handout |
| 70-80 | Calculating appropriate service frequency-CERT | Keynote slides; handout |
| 80-90 | CERT-Personal Care, Fine motor, Sensory and Therapy Profile | Keynote slides; handout |
| 90-100 | Therapy Profile. state requirements and statistics | Keynote slides; handout |
| 100-110 | Preparing a presentation for decision makers | Keynote slides; handout |
| 110-120 | Concrete suggestions to demonstrate how Workload complies with IDEA | Keynote slides; handout |
| 120-130 | Addressing Barriers and resistance with do-able strategies and solutions | Keynote slides; handout |
| 130-140 | Pilot Study, Professional Research and SISP | Keynote slides; handout |
| 140-150 | Summary | Keynote slides; handout |



American Occupational Therapy Association

Approved Provider

NOTE: AOTA Approved Provider status does not indicate approval or endorsement of the contents of this webinar.

Educational level - INTRODUCTORY

Category 2: OT Process

Category 3: Professional Issues

Intervention:

Develop intervention plan
Therapeutic use of activities

Contemporary Issues/Trends:

Professional development and continuing competence
Professional standards and guidelines of AOTA

This course is appropriate for OTs, OTA, Teachers, Parents or Paraprofessionals working with preschool to school-aged children.

Questions about Accessibility, Cancellation, Credits & more are available at realOTsolutions.com or write: bev@realOTsolutions.com