



SPEECH THERAPY

Speech therapy in schools plays a vital role in helping students overcome communication challenges that might otherwise hinder their academic and social development. Speech Language Specialists work with students who experience a range of difficulties, from articulation disorders and stuttering to language issues and communication challenges. These professionals conduct assessments, develop individualized education goals, and provide targeted interventions through both one-on-one sessions and small group activities

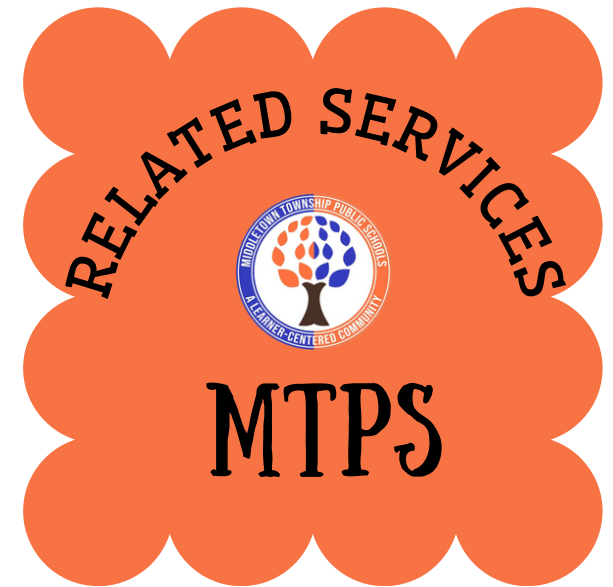


OCCUPATIONAL THERAPY

Occupational therapy in schools empowers students to participate fully in their educational environment by addressing challenges that affect their ability to learn and engage in school activities. Certified occupational therapists (OTs) work with students who struggle with fine motor skills which are critical for academic success.

PHYSICAL THERAPY

Physical therapy in schools creates opportunities for students with physical challenges to access and thrive in the educational environment. Licensed physical therapists (PTs) work with students who have motor difficulties, developmental delays, or disabilities that affect their mobility and physical participation in school activities. These specialized professionals evaluate students' gross motor skills, strength, balance, coordination, and overall physical functioning to develop targeted intervention plans.



Unlocking the
Possibilities of
Education

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SPEECH SOUNDS DEVELOPMENTAL NORMS

2-3
YEARS
P B D M
N H W

3-4
YEARS
T K G
F Y

4-5
YEARS
Y L
BLENDS

5-6
YEARS
SH CH J V
TH

6-7
YEARS
VOICELESS
TH

OCCUPATIONAL DEVELOPMENTAL NORMS

2-3 YEARS

STRINGS FOUR LARGE BEADS
TURNS SINGLE PAGES OF A BOOK
HOLDS CRAYON WITH THUMB AND
FINGERS (NOT FIST)
USES ONE HAND CONSISTENTLY IN
MOST ACTIVITIES
IMITATES CIRCULAR, VERTICAL, AND
HORIZONTAL STROKES
ROLLS, POUNDS, SQUEEZES, AND
PULLS PLAYDOUGH

3-4 YEARS

BUILDS TOWER OF NINE SMALL
BLOCKS
COPIES CIRCLE
IMITATES CROSS
SNIPS PAPER USING SCISSORS

4-5 YEARS

CUTS ON LINE CONTINUOUSLY
COPIES CROSS
COPIES SQUARE
WRITES NAME
WRITES NUMBERS 1-5
COPIES LETTERS
HANDEDNESS IS WELL
ESTABLISHED
DRESSES AND UNDRESSES
INDEPENDENTLY

PHYSICAL DEVELOPMENTAL NORMS

12-18 MONTHS

WALKS UP STAIRS WITH HANDS OR
RAILS TO HELP
CAN RUN THOUGH FALLS EASILY
KICKS A BALL FORWARD
RAPH TEXT

2 YEARS

WALKS AND RUNS FAIRLY WELL
JUMPS IN PLACE WITH BOTH FEET
OFF THE GROUND
WALKS UP AND DOWN STAIRS ALONE
KICKS A BALL WITH EITHER FOOT

4 YEARS

CAN RUN, JUMP AND CLIMB WELL
BEGINNING TO SKIP
CATCHES A BALL

5 YEARS

SKIPS ALTERNATING FEET
BEGINS TO SKATE AND SWIM
RIDES BICYCLE WITH OR WITHOUT
TRAINING WHEELS

HOW WE DETERMINE ELIGIBILITY

THE FOUNDATION OF SPECIAL EDUCATION ELIGIBILITY RESTS ON THREE PRONGS:

THE PRESENCE OF A DISABILITY

THE DISABILITY HAVING AN ADVERSE IMPACT ON EDUCATIONAL PERFORMANCE

THE IMPACT REQUIRES SPECIALIZED INSTRUCTION AND/OR RELATED SERVICE

MEDICAL MODEL VS. EDUCATIONAL MODEL

MEDICAL MODEL

FOCUS: ADDRESSING IMPAIRMENTS, MAXIMIZING OVERALL DEVELOPMENT AND DAILY FUNCTIONING, AND REMEDIATING DEFICITS OR DELAYS.

SETTING: OUTPATIENT THERAPY CLINICS, HOSPITALS, OR IN-HOME SETTINGS.

GOALS: INDIVIDUALIZED GOALS THAT ADDRESS A BROAD RANGE OF SKILLS TO IMPROVE DAILY LIFE, AT HOME, IN THE COMMUNITY, AND BEYOND.

SERVICE DELIVERY: DETERMINED BY A PLAN OF SERVICE OR TREATMENT PLAN.

ELIGIBILITY: BASED ON CLINICAL ASSESSMENT AND OBSERVATIONS.

EXAMPLE: A CHILD WITH A SPEECH DELAY MAY RECEIVE THERAPY TO IMPROVE OVERALL COMMUNICATION SKILLS, REGARDLESS OF WHETHER IT IMPACTS THEIR ACADEMIC PERFORMANCE.

EDUCATIONAL MODEL

FOCUS: SUPPORTING A STUDENT'S ABILITY TO SUCCEED IN SCHOOL AND ACCESS EDUCATION.

SETTING: WITHIN THE SCHOOL ENVIRONMENT, SUCH AS THE CLASSROOM, RESOURCE ROOM, OR A DESIGNATED THERAPY SPACE.

GOALS: NARROWLY FOCUSED ON SKILLS DIRECTLY RELATED TO A STUDENT'S ABILITY TO SUCCEED IN SCHOOL, SUCH AS HANDWRITING, FOLLOWING CLASSROOM DIRECTIONS, OR COMMUNICATION.

SERVICE DELIVERY: GOVERNED BY THE INDIVIDUALIZED EDUCATION PLAN (IEP).

ELIGIBILITY: CONSIDERS ACADEMIC IMPACT AND FUNCTIONAL PERFORMANCE.

EXAMPLE: A STUDENT WITH A SPEECH DELAY MAY RECEIVE SPEECH THERAPY TO IMPROVE THEIR ABILITY TO PARTICIPATE IN CLASSROOM DISCUSSIONS AND COMPLETE ACADEMIC TASKS.