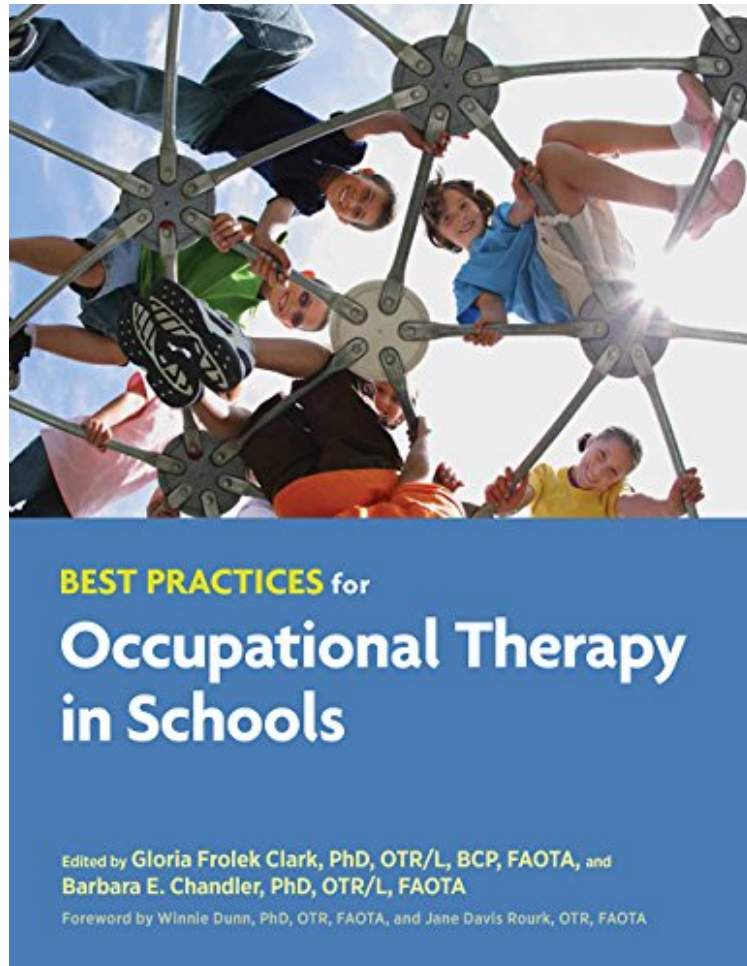


(Free) Best Practices for Occupational Therapy in Schools

Best Practices for Occupational Therapy in Schools

Gloria Frolek Clark, Barbara E. Chandler

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Gloria Frolek Clark, Barbara E. Chandler : Best Practices for Occupational Therapy in Schools before purchasing it in order to gage whether or not it would be worth my time, and all praised Best Practices for Occupational Therapy in Schools:

12 of 12 people found the following review helpful. MehBy GMacIf you like books that give you an overview, and in typical AOTA fashion, refer you to resources that are hard to acquire or have to be bought for most of the interventions, programs, and other clinical hands on knowledge you may be looking for, than this is for you!2 of 3 people found the following review helpful. Worth the money, very robustBy CustomerI have checked this book out 3 times in a row from my university library and will now order a copy from AOTA. It is an excellent and in-depth resource that starts with the basics (history of OT in schools, how to apply OT framework, understanding the public education system) and them moves into systems-level strategies, population-based strategies, and evidence. It is a very dense book - 600+ pages with no fluff. I find myself referring to it daily. It is a great source for those who are moving

into the role of providing much more consultation/embedded strategies/school and classroom-level supports - not the old pull-out/scheduled appointments model. In my opinion, it's the best source for those at the front of a shift in the OT in schools role. Well worth the money. Now if only I could get these two authors to be my personal career mentors!¹ of 1 people found the following review helpful. Outlines best practice for school based which is helpful but leaves ...By CustomerFairly well written. Outlines best practice for school based which is helpful but leaves it up to the OT to be creative

Nearly 22% of school occupational therapy practitioners work in school settings, creating demand for current, effective, and evidence-based best practices for students. Reflecting the extensiveness of occupational therapy practice in schools, this exciting publication contains best practices from preschool to postsecondary transitions, from ADLs to driving. Highlights include (1) foundations of school practice, covering topics such as history, the Occupational Therapy Practice Framework, ethics, role of OTAs, state guidelines, leadership, professional access and negotiation, and student access; (2) systems-level considerations such as evaluation, intervention, documentation, program evaluation, workloads, fieldwork, collaborating, resolving conflicts, early intervening services and response to intervention, health and wellness, mental health, universal design for learning, transportation, preschooler transition, and postsecondary transition; (3) population-based planning to support participation, covering topics such as 504 plans, autism, emotional disturbance, hearing impairments and deafness, low-incidence disabilities, health impairments, physical disabilities, learning disabilities, traumatic brain injury, and visual impairments; (4) performance-based considerations such as cognition and executive functioning, sensory processing skills, motor and praxis skills, visual perception, fine motor and visual-perceptual skills, and communication and social skills; and (6) activity-based considerations such as literacy, handwriting, assistive technology, ADLs, IADLs, eating and swallowing, play and leisure, and driver's education. With a deliberate focus on student participation, this book provides practical applications of evidence-based research to daily practice. Destined to become an occupational therapy classic, *Best Practices for Occupational Therapy in Schools* is the most comprehensive publication available for practice in schools.

About the AuthorGloria Frolek Clark, PhD, OTR/L, BCP, FAOTA, has worked for more than 35 years in early intervention and school practice. She was cofounder of the AOTA Early Intervention and School Special Interest Section, has been a member of the AOTA Commission on Practice, and has been a member of the AOTA Pediatric Specialty Board. She is currently in private practice and is President of the Iowa Occupational Therapy Association. Barbara E. Chandler, PhD, OTR/L, FAOTA, has been an occupational therapist for 37 years, most recently in home health and early intervention. She has served as chair of the AOTA Early Intervention and School Special Interest Section. She currently is teaching at Shenandoah University.