

Academic Intervention Services

Physical Therapy

1. **Identification.** Teacher, AIT, PPT or other school personnel informs therapist of school-based issues that a student is exhibiting. Ask teacher to complete the Teacher's Gross Motor Checklist (PT).
2. **Observation.** Therapist interviews the teacher/other school personnel to gather baseline data regarding the school-based issues identified. Therapist must perform observation in the areas of concern identified in the Teacher's Gross Motor Checklist.
3. **Prioritizing.** Therapist presents observation data to teacher, PPT or other school personnel. Therapist, in collaboration with the teacher/PPT decides:
 - What issue requires immediate focus?
 - Has this issue been identified in the past? If yes, what strategies have already been implemented, and have they been effective?
4. **Pre-referral Strategies.** Collaborate with teacher, PPT or other school personnel to develop strategies, and ways to measure student's response to strategies. Refer to the Pre-Referral Strategies form. Train teacher and/or other school personnel.
5. **Implementation.** Teacher and/or other school personnel implement the strategies for 6 weeks, and gathers data on student's response to strategies.
6. **Evaluating the Results.** The teacher, PPT or other school personnel compares collected post-intervention data and baseline data. The results may be interpreted as follows:
 - **Goal Met:** Teacher and/or appropriate school personnel continues the intervention strategies; involvement of the therapist may be unnecessary at this time.
 - **Goal Not Met:** The therapist/team has the following choices:
 - a. If the student has been making progress utilizing the strategies implemented, the teacher may continue the intervention, re-evaluating the result every 6 weeks.
 - b. If the student has not been making progress, the therapist/team may develop other intervention strategies.
 - c. The therapist/team may make a request for a referral for evaluation (complete a "Request for Referral Form" pages 166-169 of the SOPM).

If the student displays an additional performance issue other than the one already addressed by this academic intervention plan, the process as described above must be repeated to address this issue with appropriate targeted intervention.

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FLOWCHART

