

TATS Talks with Professionals

ABOUT INCLUSION PRACTICES



Integrated Therapy Model

What Is Integrated Therapy?

- Individual educational plan (IEP) goals are developed through a problem-solving approach.
- IEP-based instruction/therapy is provided during regular classroom activities, routines, and transitions through support, consultation, and modeling with teaching staff.

Why Should We Use an Integrated Therapy Model?

An Integrated Therapy model:

- Helps assure IEP goals are integrated into classroom instruction and routines.
- Promotes collaboration between therapists and teaching staff.
- Helps children generalize behaviors in the classroom and at home.
- Enhances learning opportunities in transitioning from one setting to the other (e.g., from classroom to playground).
- Allows regular coaching and mentoring opportunities.
- Provides additional opportunities to exchange information between therapists and teachers.
- Helps in understanding respective roles and expands knowledge base.

Where Do Therapists Work with Children?

- In classrooms
- During lunch time
- On the playground
- Walking to the bus
- On field trips

What Do Therapists Do with Children in the Classroom?

- Work with children on IEP goals within the context of activities and routines
- Introduce and implement interventions
- Collaborate with classroom staff during instruction
- Model practices and strategies for implementation in the classroom
- Provide training/consultation to classroom staff
- Provide feedback to classroom staff
- Monitor (measure) child progress



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What Are the Roles of the Team Members During Integrated Therapy?

Therapists	Teachers	Family
<p>Collaborate and communicate with teachers and families to identify the child's strengths and needs within the context of the preschool environment and curriculum.</p> <p>Collaborate in developing functional integrated goals that all IEP team members can implement.</p> <p>Meet with teachers to determine the activities and schedule for the week and identify strategies to meet the child's IEP goals in the classroom.</p> <p>Monitor and share the child's progress with the teacher and the family.</p> <p>With the teacher, identify the best times and routines for integrating therapy activities into classroom, home, and community activities.</p>	<p>Identify the child's strengths and needs within the context of the preschool environment and curriculum.</p> <p>Collaborate in developing functional integrated goals that all IEP team members can implement.</p> <p>Collaborate on a schedule for the therapist (s) to provide activities to meet the child's IEP goals in the classroom.</p> <p>Monitor and share the child's progress with the therapist and family.</p> <p>Problem-solve with the therapist on ways to embed the IEP activities in the daily classroom activities.</p> <p>Observe and participate with the therapist in carrying out his/her activities, and provide feedback.</p>	<p>Share the child's strengths and needs within the context of the preschool environment and curriculum.</p> <p>Collaborate in developing functional integrated goals that all IEP team members can implement.</p> <p>Discuss with teacher and therapist ways to achieve IEP goals in the home.</p> <p>Monitor and share the child's progress with the therapist and teacher.</p>

Program Administrators - Support therapists and teachers by providing planning time and professional development opportunities, and foster a sense of team spirit within the school.

