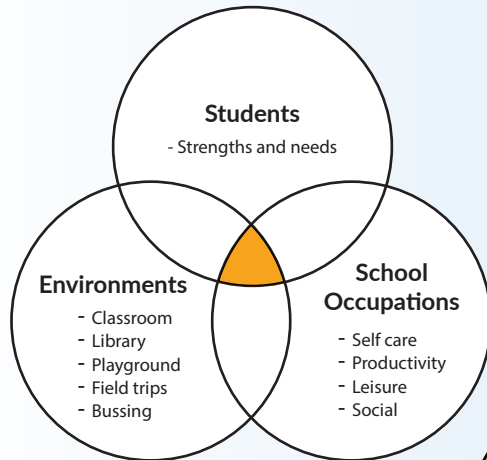


# Occupational Therapy in Ontario Schools: Enabling Students' Performance and Participation

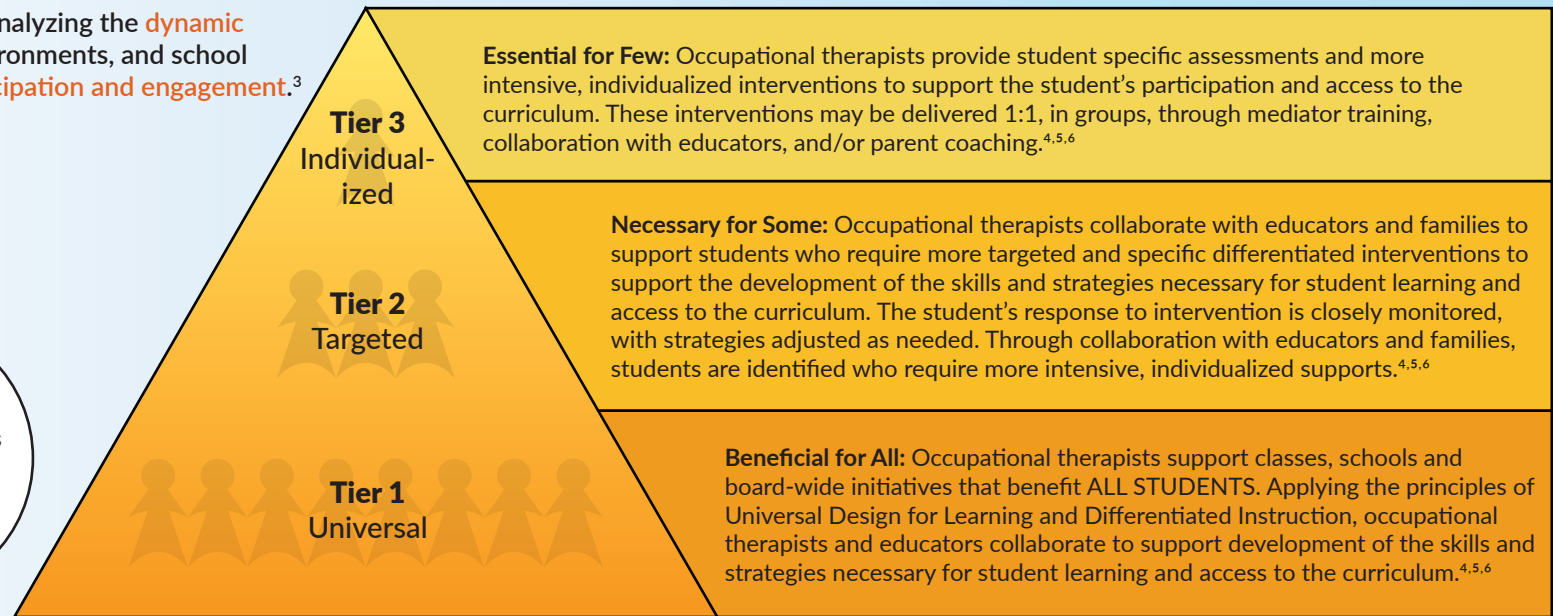
The World Federation of Occupational Therapists states that education is a “paramount and non-negotiable right” for all children.<sup>1</sup> The Ontario Human Rights Commission states that achieving one’s educational potential affects the ability of a person to participate meaningfully in society.<sup>2</sup> Occupational therapists support children in achieving their potential by collaborating with educators and families to design inclusive environments and remove barriers to the performance and participation of all students.

## Focus of Occupational Therapists in Schools

Occupational therapists are skilled at analyzing the **dynamic interaction** between the students, environments, and school occupations to enable **successful participation and engagement**.<sup>3</sup>



## Embedded, Needs-Based Tiered Occupational Therapy Services in Schools



## Benefits of Embedded, Needs-Based Tiered Occupational Therapy Services in Schools

- Early identification, timely intervention and prevention of secondary needs
- Enhanced safety and well-being of students and educators
- Mutual capacity building amongst therapists, educators, students, and families
- Seamless and responsive delivery of services provided throughout tiers, with entry to services through any tier
- Linking of community, family and school resources
- Improved equity and access for educators, students, and families to occupational therapy services
- Services that are responsive to student, family and school needs
- Availability to support student transitions

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 2. Ontario Human Rights Commission. (2018). Policy on Accessible Education for Students with Disabilities. Retrieved from <http://www.ohrc.on.ca/en/policy-accessible-education-students-disabilities>  
 3. Law, M., Cooper, B. A., Strong, S., Stewart, D., Rigby, P., & Letts, L. (1996). The person-environment-occupation model: A transactive approach to occupational performance. *Canadian Journal of Occupational Therapy*, 63, 9-23.  
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 6. Campbell, W., Sahagian Whalen, S., Dix, L., Pollock, N., Jiang, A., Kim, E., & Missiuna, C. (2019). FIRST KIT: Resources to support a tiered model of service delivery. CanChild, McMaster University, Hamilton: ON. Retrieved from: [first.machealth.ca](http://first.machealth.ca)