

Resources for School-based Practice of Physical Therapy

Resource Texts (there are numerous other pediatric texts, these most directly relate to school issues):

American Physical Therapy Association. (2003). *Guide to physical therapist practice (2nd ed)*. Alexandria, VA: author.

Batshaw, M.L. (2007). *Children with disabilities (6th ed)*. Baltimore: Paul H. Brooks.
Connolly, B.H., Montgomery, P.C. (2005). *Therapeutic exercise in developmental disabilities (3rd ed)*. Thorofare, NJ: Slack.

Effgen, S. K. (2005). Schools. In S. K. Effgen (Ed.), *Meeting the physical therapy needs of children* (pp. 377-396). Philadelphia: F.A. Davis.

Effgen, S. K. (2006). The educational environment. In S. K. Campbell, D. W. Vander Linden, & R. J. Palisano, (Eds.), *Physical therapy for children* (3rd ed., pp. 955-982). Philadelphia: Saunders Elsevier.

Hanft, B. E., & Place, P. A. (1996). *The consulting therapist: A guide for OTs and PTs in schools*. San Antonio, TX: Therapy Skill Builders.

Jacobson, J.W., Mulick, J..A. & Rojahn, J. (eds.) (2007). *Handbook of intellectual and developmental disabilities*. New York: Springer.

Long, M., & Toscano, K. (2001). *Handbook of pediatric physical therapy (2nd ed)*. Baltimore: Williams & Wilkins.

Lunnen, K. Y. (1999). Physical therapy in public schools. In J. S. Tecklin (Ed.), *Pediatric physical therapy* (3rd ed., pp. 562-578.). Philadelphia: Lippincott Williams & Wilkins.

McEwen, I. (ed.). (2009). *Providing physical therapy services under parts B & C of the individuals with disabilities education act (IDEA) (2nd ed.)*. Alexandria, VA: Section on Pediatrics, American Physical Therapy Association.

McEwen, I. (1995). *Occupational and physical therapy in educational environments*. Hawthorn Press: Binghamton: NY.

Odom, S. (ed) (2007). *Handbook of developmental disabilities*. Guilford Press, New York: NY.

Roles of School-based PTs:

David, K., & McEwen, I. R. (2001). The individuals with disabilities education act: Roles of physical therapists in educational environments. In D. Damiano (Ed.), *Topics in physical therapy: Pediatrics*. (pp. 3-1 to 3-16). Alexandria, VA: American Physical Therapy Association.

Hylton, J. (1987). The Role of the Physical Therapist and the Occupational Therapist in the School Setting. TIES: Therapy in Educational Settings, Revised. Washington, D.C.: Office of Special Education and Rehabilitation Services.

Levangie, P.K. (1980). Public School Physical Therapists: Role Definition and Educational Needs. *Physical Therapy*, 60, 774-9.

Rainforth, B. (1997). Analysis of physical therapy practice acts: Implications for role release in educational environments. *Pediatric Physical Therapy*, 9, 54-61.

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Randall, K.E, & McEwen, I.R. (2000). Writing patient-centered functional goals. *Physical Therapy*, 80, 1197-1203.

Rapport, M.J., & Thomas, S.B.(1993). Extended school year: Legal issues and implications. *Journal of the Association for Persons with Severe Handicaps*, 18(1), 16-27.

Related Service/PT:

Effgen, S.K. Chiarello, L. & Milbourne, S. (2007). Updated competencies for physical therapists working in schools. *Pediatric Physical Therapy* 19(4), 266-74.

Effgen, S.K. & Klepper, S. (1994). Survey of physical therapy practice in educational settings. *Pediatric Physical Therapy*, 6,15-21.

Effgen, S.K. & McEwen, I.R. (2007). *Review of selected physical therapy interventions for school age children with disabilities.* (COPSSE Document Number OP-4).

Gainesville, FL: University of Florida, Center on Personnel Studies in Special Education. Available at:

http://www.coe.ufl.edu/copsse/docs/PT_CP_090707_5/1/PT_CP_090707_5.pdf.

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Jenkins, J. R., Sells, C. J., Brady, D., Down, J., Moore, B., Carman, P., & Holm, R. (1982). Effects of developmental therapy on motor impaired children. *Physical and Occupational Therapy in Pediatrics*, 2, 19-29.

Mattson, B. (2001). Related services, 2nd Edition: NICHCY News Digest. Special Education Programs: Washington, D.C.

McEwen, I.R. & Shelden, M.L. (1995). Pediatric therapy in the 1990s: The demise of educational versus medical dichotomy. *Physical and Occupational Therapy in Pediatrics*, 15(2), 33-45.

Neal, J., Bigby, L. & Nicholson, R. (2004). Occupational therapy, physical therapy, and orientation and mobility services in public schools. *Intervention in School and Clinic*, 39(4), 218-222.

Ott, D.A.D., & Effgen, S.K. (2000). Occurrence of gross motor behaviors in integrated and segregated preschool classrooms. *Pediatric Physical Therapy*, 12, 164-172.

Rapport, M.J. & Effgen, S.K. (2004). Personnel issues in school-based physical therapy: A look at supply and demand, professional preparation, licensure and certification. *Journal of Special Education Leadership*, 17(1), 7-15.

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Sandler, A. G. (1997). Physical and occupational therapy services: Use of consultative therapy model in the schools. *Preventing School Failure*, 41(4), 164-8.

IEPs/Service Delivery Decisions:

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Effgen, S.K. (2000). Factors affecting the termination of physical therapy services for children in school settings. *Pediatric Physical Therapy*, 12(3), 121-126.

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Giangreco, M. (2001b). Interactions among program, placement, and services in educational planning for students with disabilities. *Mental Retardation*, 39, 341-350.

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Kaminker, M. K., Chiarello, L. A., & Smith, J. A. C. (2006). Decision making for service delivery in schools: A nationwide analysis by geographic region. *Pediatric Physical Therapy, 18*, 204-213.

Service Delivery Models:

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Karnish, K., Bruder, M.B., & Rainforth, B. (1995). A comparison of physical therapy in two school based treatment contexts...an isolated therapy room or a natural educational setting. *Physical and Occupational Therapy in Pediatrics, 15*, 1-25.

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Stiller, C., Marcoux, B.C., Olson, R.E. (2003). The effect of conductive education, intensive therapy, and special education services on motor skills in children with cerebral palsy. *Physical and Occupational Therapy in Pediatrics, 3*, 31-50.

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Service Delivery Models, Focus on Inclusion:

Affleck, J., Madge, S., Adams, A. & Lowenbraun, S. (1988). Integrated classroom versus resource model: Academic viability and effectiveness. *Exceptional Children*, 54(4), 339-348.

Downing, J.E. & Eichinger, J. (2003). Creating learning opportunities for students with severe disabilities in inclusive classrooms. *TEACHING Exceptional Children*. 36(1), 26-31.

Fisher, J. & Schumaker, J. (1995). Searching for validated inclusive practices: A review of the literature. *Focus on Exceptional Children*, 28(4), 15-36.

Guralnick, M., & Groom, J. (1988). Peer interactions in mainstreamed and specialized classrooms: A comparative analysis. *Exceptional Children*, 54, 415-25.

Hundert, J. & Houghton, A. (1992). Promoting social interaction of children with disabilities in integrated preschools: A failure to generalize. *Exceptional Children*, 58, 311-19.

Hunt, P. & Goetz, L. (1997). Research on inclusive educational programs, practices and outcomes for students with severe disabilities. *Journal of Special Education*, 31(1), 3-29.

Janney, R. & Snell, M. (1996). How teachers use peer interactions to include students with moderate and severe disabilities in elementary general education classes. *Journal of the Association for Persons with Severe Handicaps*, 21(2), 72-80.

Jenkins, J., Odom, S. & Speltz, M. (1989). Effects of social integration on preschool children with handicaps. *Exceptional Children*, 55, 420-7.

Kennedy, C.H. & Itkonen, T. (1994). Some effects of regular class participation on the social contacts and social networks of high school students with severe disabilities. *Journal of the Association for Persons with Severe Handicaps*, 19, 1-10.

McWilliam, R. A., & Sekerak, D. (1995). Integrated practices in center-based early intervention: Perceptions of physical therapists. *Pediatric Physical Therapy*, 7, 51-58.

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Rodriguez, D., Smith-Canter, L. & Voytecki, K. (2007). Freedom from social isolation for young students with disabilities. *Childhood Education*, 83(5), 316-21.

Wolfe, P.S. & Hall, T.E. (2003). Making inclusion a reality for students with severe disabilities. *TEACHING Exceptional Children*, 35(4), 56-60.

York, J., Vandercook, T., MacDonald, C., Heise-Neff, C. & Caughey, E. (1991). Feedback about integrating middle-school students with severe disabilities in general education classes. *Exceptional Children*, 58(3), 244-59.

Pediatric Assessment Tools:

Arnold, S.H. & McEwen, I.R. (2008). Item test-retest reliability and responsiveness of the School Outcomes Measure (SOM). *Physical and Occupational therapy in Pediatrics*, 28(1), 59-77.

Bartlett, D. & Birmingham, T. (2003). Validity and reliability of a Pediatric Reach Test. *Pediatric Physical Therapy*; 15, 84-92.

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List obtained from www.pediatricapta.org

Related Services/Support Services & VISTA

Giangreco, M. F., Prelock, P. A., & Turnbull, R. H. (2010). An issue hiding in plain sight: When are speech language pathologists special educators rather than related services providers? *Language Speech and Hearing Services in Schools*, 41 (4), 531-538. doi:10.1044/0161-1461(2009/08-0127)

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Giangreco, M.F. (2000). Related services research for students with low incidence disabilities: Implications for speech-language pathologists in inclusive classrooms. *Language, Speech, and Hearing Services in the Schools*, 31, 230-239. [Full Text PDF Available](#). Posted with permission of ASHA www.asha.org

Giangreco, M.F., Prelock, P., Reid, R., Dennis, R., & Edelman, S. (2000). Roles of related services personnel in inclusive schools. In R. Villa & J. Thousand, (Eds.), *Restructuring for caring and effective education: Piecing the puzzle together* (2nd ed.) (pp. 360-388) Baltimore: Paul H. Brookes. [Full Text PDF Available](#). Posted with permission from [Paul H. Brookes Publishing Company](#)

Giangreco, M.F., Edelman, S., Dennis, R., Rubin, R., & Thomas, P. (1999). Vermont's guidelines for related services: Supporting the education of students with disabilities. *Physical Disabilities: Education and Related Services*, 18 (1), 35-49. [Full Text PDF Available](#) - Posted with permission of the [Council for Exceptional Children](#)

Giangreco, M.F., Edelman, S., Nelson, C., Young, M.R., & Kiefer-O'Donnell, R. (1999). Changes in educational team membership for students who are deafblind. *Journal of Visual Impairment and Blindness*, 93(3), 166-173. [Full Text PDF Available](#). Posted with permission of the American Foundation of the Blind.

Giangreco, M.F., Edelman, S., Nelson, C., Young, M.R., & Kiefer-O'Donnell, R. (1999). Improving support service decision-making: Consumer feedback regarding updates to VISTA. *International Journal of Disability, Development and Education*, 46, 463-473. [Full text PDF](#). Posted with permission of IJDE.

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List obtained from: <http://www.uvm.edu/~cdci/archives/mgiangre/related.html>

Florida Department of Education Resources

Bureau of Curriculum and Instruction Sunshine State Standards.
<http://www.fldoe.org/bii/curriculum/sss/sss1996.asp>

Florida Statutes and State Board of Education Rules (Red Book) Revised 2011.
<http://www.fldoe.org/ese/pdf1b-stats.pdf>

Exceptional Student Education Policies and Procedures (SP & P). <http://fldoe.org/ese>

Technical Assistance Papers and Notes. <http://www.fldoe.org/ese/tap-home.asp>

Use of Exceptional Student Education Matrix of Services.
<http://www.fldoe.org/ese/pdf/matrixnu.pdf>

Response to Instruction/Intervention. <http://www.florida-rti.org/>
<http://www.fldoe.org>