

PARENT CONSENT FORM – Occupational Therapy

Name of child: _____

School: _____

The school team feels that your child would benefit from some adaptive and specialized strategies in order to help him/her meet his/her learning potential. Therefore, targeted consultation with an occupational therapist has been requested. As with all specialized interventions, we require your consent in order to continue with this process to further enhance your child's educational program.

The occupational therapist will collaborate with the school team and you, the parent, to determine appropriate accommodations to your child's learning environment and tasks in order to develop an educational program that aligns with your child's needs. As part of this collaborative team process, you may be invited to discuss ideas and provide input.

The occupational therapist may model or coach school staff as to how to best work with your child's particular abilities to create successful, safe and inclusive learning experiences. The occupational therapist may continue to consult for as long as requested by the school team, but your consent for this process will be required on an annual basis.

I, _____ the parent or guardian of _____,

born on _____;

Give consent for targeted consultations with an occupational therapist by my child's school-based team for the educational purposes outlined above.

Refuse to consent for targeted consultations with an occupational therapist by my child's school based team.

Signature: _____ Date: _____

Parental consent is valid for one year from the date of signature and can be withdrawn at any time with a written request.

Appendix

Occupational Therapy – Service Summary *Skills for the job of living*

In SRPSD occupational therapists work closely with school teams and the Student Support Services team, to craft and implement educational plans that align with students' needs in a safe and inclusive way.

Occupational therapists work with any difficulty with “occupation” or “skills for the job of living.” For children, some skills for the job of school include:

- **Functional mobility** - moving around the school building and in and out of positions for learning safely, and with as much independence as possible
- **Self-care** that is part of the school day - dressing, eating, going to the bathroom – again, safely, and with as much independence as possible
- **Self-regulation** - learning emotional self-control, figuring out how to use strategies to deal with stress, starting to be organized, learning in a group
- **Focused attention, play, and engagement in learning**, while slowly shifting to the teacher's agenda
- **Functional communication** – easily accessing communication systems and tools provided by Speech-Language Pathologists as part of the school team, especially where there are also mobility limitations or sensory impairments
- **Social referencing** – building on self-regulation skills to learn how to understand expectations, how to ask for help, how to follow the teacher's lead, how to understand nonverbal signals from other students and staff, and how to empathize, using high quality interactions and multisensory learning opportunities to practice this skill

It is the role of the occupational therapist to help the school team safely and sustainably make necessary adaptations to optimize each student's learning potential. To do so, we will build from your child's current capabilities. We welcome talking about your child's abilities with you, with your health care providers, and with other agencies that are involved in your child's development. Sharing with other stakeholders will only occur with your consent, and only in order to provide the best possible recommendations to the school team.

Safety of your child in school is our first priority, and this may mean that specialists, such as occupational therapists, need to work behind the scenes with many team players to ensure that all aspects of your child's day are thought through and carried out with your child's safety as our top priority. Sometimes this requires creative problem solving that you can help with. Normal development to your child's potential is the joint goal of occupational therapists and educators. Inclusion is our core belief to ensure that your child has every opportunity to practice their skills in school in the manner as other children their age. After safety, supporting inclusive education practices is our top priority.