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Blue Gold Green Orange
Color Personality
<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Blue</th>
<th>Gold</th>
<th>Green</th>
<th>Orange</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strength</td>
<td>Authenticity</td>
<td>Duty</td>
<td>Knowledge</td>
<td>Skillfulness</td>
</tr>
<tr>
<td>Value</td>
<td>Compassion</td>
<td>Dependability</td>
<td>Answers</td>
<td>Skills</td>
</tr>
<tr>
<td></td>
<td>Sympathy</td>
<td>Responsibility</td>
<td>Intelligence</td>
<td>Grace</td>
</tr>
<tr>
<td></td>
<td>Rapport</td>
<td>Accountability</td>
<td>Explanations</td>
<td>Finesse</td>
</tr>
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<td>Dislike</td>
<td>Hypocrisy</td>
<td>Disobedience</td>
<td>Injustice</td>
<td>Rigidity</td>
</tr>
<tr>
<td></td>
<td>Deception</td>
<td>Non-conformity</td>
<td>Unfairness</td>
<td>Authority</td>
</tr>
<tr>
<td></td>
<td>Insincerity</td>
<td>Insubordination</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Express</td>
<td>Vivacity</td>
<td>Concern</td>
<td>Coolness</td>
<td>Optimism</td>
</tr>
<tr>
<td></td>
<td>Inspiration</td>
<td>Stability</td>
<td>Calm</td>
<td>Impatience</td>
</tr>
<tr>
<td></td>
<td>Enthusiasm</td>
<td>Purpose</td>
<td></td>
<td>Eagerness</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Confidence</td>
</tr>
</tbody>
</table>
Blue

• I need to feel unique and authentic
• Enthusiastic, Sympathetic, Personal
• I look for meaning and significance in life
• Warm, Communicative, Compassionate
• I need to contribute, to encourage, and to care
• Idealistic, Spiritual, Sincere
• I value integrity and unity in relationships
• Peaceful, Flexible, Imaginative
• I am a natural romantic, a poet, a nurturer
Blue

• At work...
• have a strong desire to influence others so they may lead more significant lives.
• often work in the arts, communication, education, and helping professions.
• adept at motivating and interacting with others.
• **Leadership Style...**
• Expects others to express views
• Assumes “family spirit”
• Works to develop others’ potential
• Individuals oriented
• Democratic, unstructured approach
• Encourages change VIA human potential
• Change time allows for sense of security
• Expects people to develop their potential
Blue

• **Symptoms of a Bad day...**
  • Attention-getting misbehaving
  • Lying to save face
  • Withdrawal
  • Fantasy, day-dreaming, and going into a trance
  • Crying and depression
  • Passive resistance
  • Yelling and screaming
Gold

- **GOLD**
- *I need to follow rules and respect authority*
- **Loyal, Dependable, Prepared**
- *I have a strong sense of what is right and wrong in life*
- **Thorough, Sensible, Punctual**
- *I need to be useful and belong*
- **Faithful, Stable, Organized**
- *I value home, family, and tradition*
- **Caring, Concerned, Concrete**
- *I am a natural preserver, a parent, a helper*
Gold

• At work...
• provide stability and can maintain organization.
• my ability to handle details and to work hard makes me the backbone of many organizations.
• believe that work comes before play, even if I must work overtime to complete the task.
Gold

• **Leadership Style...**
  • Expects punctuality, order, loyalty
  • Assumes “right” way to do things
  • Seldom questions tradition
  • Rules oriented
  • Detailed/thorough approach - threatened by change
  • Prolonged time to initiate any change
  • Expects people to “play” their roles
Gold

• Symptoms of a Bad day...
  • Complaining and self-pity
  • Anxiety and worry
  • Depression and fatigue
  • Psychosomatic problems
  • Malicious judgments about yourself or others
  • Herd mentality exhibited in blind following of leaders
  • Authoritarianism and phobic reactions
Green

- I seek knowledge and understanding
- Analytical, Global, Conceptual
- I live by my own standards
- Cool, Calm, Collected
- I need explanation and answers
- Inventive, Logical, Perfectionist
- I value intelligence, insight, fairness, and justice
- Abstract, Hypothetical, Investigative
- I am a natural non-conformist, a visionary, a problem solver
Green

- At work...
- I am conceptual and an independent thinker. For me, work is play.
- I am drawn to constant challenge in careers, and like to develop models, explore ideas, or build systems to satisfy my need to deal with innovation.
- Once I have perfected an idea, I prefer to move on, leaving the project to be maintained and supported by others.
Green

• **Leadership Style**...
  • Expects intelligence and competence
  • Assumes task relevancy
  • Seeks ways to improve systems
  • Visionary
  • Analytical
  • Encourages change for improvement
  • Constantly “in process” of change
  • Expects people to follow through
Green

• **Symptoms of a Bad day...**
• Indecisiveness
• Refusal to comply or cooperate; the silent treatment
• Extreme aloofness and withdrawal
• Snobbish, put-down remarks, and sarcasm
• Perfectionism due to severe performance anxiety
• Highly critical attitudes toward yourself or others
Orange

• I act on a moment's notice
• Witty, Charming, Spontaneous
• I consider life a game, here and now
• Impulsive, Generous, Impactful
• I need fun, variety, stimulation, and excitement
• Optimistic, Eager, Bold
• I value skill, resourcefulness, and courage
• Physical, Immediate, Fraternal
• I am a natural trouble shooter, a performer, a competitor
• At work...

• I am bored and restless with jobs that are routine and structured.
• I am satisfied in careers that allow me independence and freedom, while utilizing my physical coordination and my love of tools.
• I view any kind of tool as an extension of myself.
• I am a natural performer.
Orange

• **Leadership Style...**
• Expects quick action
• Works in the here and now
• Performance oriented
• Flexible approach
•Welcomes change
• Expects people to “make it fun”
Orange

- Symptoms of a Bad day...
- Rudeness and defiance
- Breaking the rules intentionally
- Running away and dropping out
- Use of stimulants
- Acting out boisterously
- Lying and cheating
- Physical aggressiveness
Parent Form: Gathering Data for IEP Development

Date __________

Hello __________,

We are in the IEP development process for _______________. I am gathering data on the his/her strengths, emerging skills, and current challenges regarding school based gross motor/functional tasks that impact __________’s ability to access the school environment and curriculum. To plan and draft this document, I am seeking parent and student input. Please complete the attached form and/or feel free to set up a time for a phone call or meeting with me.

Thank you in advance for your time and assistance,

___ Name PT ________________

Parent Name ___________________________ Date: ________________

Student Name: ________________________ Grade: ______ Homeroom Teacher: _______________

In regards to school based gross motor/functional tasks that impact __________’s ability to access the school environment and curriculum, please provide feedback on the following:

Strengths: __________________________________________________________________________

_____________________________________________________________________________________

Emerging Skills: _______________________________________________________________________

__________________________________________________________________________

Challenges (current and foreseen for next school year): _________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

What do you wish for your child to accomplish in the next year? ____________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

What would you like to see your child accomplish over the next one to three years? ____________

_____________________________________________________________________________________

_____________________________________________________________________________________

Thank you for your time! Please return this form to me via _______ by: Date __________ NAME  PT  

Kid Dynamics LLC Amy M Schlessman, PT, DPT, DHS ©2017
School Staff Form: Gathering Data for IEP Development

Date________
Hello________,

We are in the IEP development process for _______________. I am gathering data on the student’s strengths, emerging skills, and current challenges regarding school based gross motor/functional tasks that impact __________’s ability to access the school environment and curriculum. Can you provide me with feedback on __________ when he/she is with you? Please complete the attached form and/or feel free to set up a time to meet with me.

Thank you in advance for your time and assistance,

___Name PT__________________

School Staff Name__________________________________      Date:______________

Student Name:___________________________    Grade:________ Homeroom Teacher:_____________

In regards to school based gross motor/functional tasks that impact __________’s ability to access the school environment and curriculum when he/she is with you, please provide feedback on the following:

Strengths:_____________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Emerging Skills: _______________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Challenges (current and foreseen for next school year):_____________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Thank you for your time! Please return this form to me via _______ by: Date________ NAME  PT

Kid Dynamics LLC Amy M Schlessman, PT, DPT, DHS ©2017
Understanding generational differences

- Communication styles
- Meeting styles
- Workplace characteristics

Seniors
b. 1920-1945

Baby Boomers
b. 1946-1965

Gen Xers
b. 1966-1979

Gen Yers
b. 1980-2000

Gen Zers
The Millennials
<table>
<thead>
<tr>
<th>Category</th>
<th>Traditionalists</th>
<th>Baby Boomers</th>
<th>Generation Xers</th>
<th>Millennials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education Is</td>
<td>... a dream</td>
<td>... a birthright</td>
<td>... a way to get there</td>
<td>... an incredible expense</td>
</tr>
<tr>
<td>Attitude toward authority</td>
<td>Honor and respect</td>
<td>Replace them, challenge them</td>
<td>Ignore leaders</td>
<td>Leaders must respect you</td>
</tr>
<tr>
<td>Schedules</td>
<td>Mellow</td>
<td>Frantic</td>
<td>Aimless</td>
<td>Volatile</td>
</tr>
<tr>
<td>Career</td>
<td>Means for living</td>
<td>General focus</td>
<td>Irritant</td>
<td>Always changing</td>
</tr>
<tr>
<td>Technology</td>
<td>Hope to out-live it</td>
<td>Master it</td>
<td>Enjoy it</td>
<td>Employ it</td>
</tr>
<tr>
<td>Interactive Style</td>
<td>Team player</td>
<td>Self-absorbed</td>
<td>Entrepreneur</td>
<td>Team player</td>
</tr>
<tr>
<td>Work Is</td>
<td>... an obligation</td>
<td>... an exciting adventure</td>
<td>... a difficult challenge</td>
<td>... a means to an end</td>
</tr>
<tr>
<td>Characteristics</td>
<td>Veterans, structured, loyal, follows rules, individual</td>
<td>Question authority, driven, optimistic, efficient, team player</td>
<td>Latch-key kids, do it my way, survivors, self-reliant, independent</td>
<td>Asks why, structured, supportive, creative, team participant</td>
</tr>
<tr>
<td>Message That Motivates</td>
<td>“Your experience is respected.”</td>
<td>“You’re important to our success.”</td>
<td>“Do it your way.”</td>
<td>“You and your coworkers can turn this place around.”</td>
</tr>
</tbody>
</table>
## Table 1: Overview of Characteristics for Each Generation

<table>
<thead>
<tr>
<th>Major Trait</th>
<th>Traditionalists</th>
<th>Baby Boomers</th>
<th>Generation X</th>
<th>Millennials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Loyalty</td>
<td>Competition</td>
<td>Self-reliance</td>
<td>Community service, cyberliteracy, tolerance, diversity, confidence</td>
<td></td>
</tr>
<tr>
<td>Broad Traits</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sacrifice, loyalty, discipline, respect for authority</td>
<td>Competitive, long work hours</td>
<td>Eclecticism, self-reliance, free agents, work/life balance, independence</td>
<td>Community service, cyberliteracy, tolerance, diversity, confidence</td>
<td></td>
</tr>
<tr>
<td>Influential Events</td>
<td>Great Depression, World War II, Cold War, Korean War, suburban sprawl begins, first satellite launches</td>
<td>Watergate, women’s rights, JFK assassination, civil rights and Martin Luther King Jr., Vietnam War, man walks on the moon</td>
<td>MTV, AIDS, Gulf War, 1987 stock market crash, fall of communism/Berlin Wall, Challenger shuttle explodes</td>
<td>Internet, social media, 9/11 terrorist attack, deaths of Princess Diana and Mother Teresa</td>
</tr>
<tr>
<td>Defining Invention</td>
<td>Fax machine, radio</td>
<td>Personal computer, television</td>
<td>Mobile phone, Walkman, computer</td>
<td>Internet, smart phones (text messaging), social media, instant messaging</td>
</tr>
<tr>
<td>Family</td>
<td>Traditional, nuclear</td>
<td>Disintegrating</td>
<td>Latchkey kids, high divorce rate</td>
<td>Blended families</td>
</tr>
<tr>
<td>Education</td>
<td>A dream</td>
<td>A birthright</td>
<td>A way to get there</td>
<td>An incredible expense</td>
</tr>
<tr>
<td>Money</td>
<td>Put it away, pay cash</td>
<td>Buy now, pay later</td>
<td>Cautious, conservative, save, save, save</td>
<td>Earn to spend</td>
</tr>
</tbody>
</table>

Older workers can teach Younger workers about:
- Hard Times
- Loyalty
- Experience
- Interpersonal Skills
- Regrets
- Independence

Younger workers can teach Older workers about:
- New Technology
- Diversity
- Job-Hopping
- Risk Taking
- Balancing Work/Life Issues
- Fulfilling Dreams

Source: What Older Workers and Younger Workers Can Learn from Each Other by Dan Woog, Monster Contributing Editor
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect for authority</td>
<td>Conformers Discipline</td>
<td>Optimism Involvement</td>
<td>Skepticism Fun Informality</td>
<td>Realism Confidence Extreme fun Social</td>
</tr>
<tr>
<td>Family</td>
<td>Traditional Nuclear</td>
<td>Disintegrating</td>
<td>Latch-key kids</td>
<td>Merged families</td>
</tr>
<tr>
<td>Education</td>
<td>A dream</td>
<td>A birthright</td>
<td>A way to get there</td>
<td>An incredible expense</td>
</tr>
<tr>
<td>Communication Media</td>
<td>Rotary phones One-on-one Write a memo</td>
<td>Touch-tone phones Call me anytime</td>
<td>Cell phones Call me only at work</td>
<td>Internet Picture phones E-mail</td>
</tr>
<tr>
<td>Dealing with Money</td>
<td>Put it away Pay cash</td>
<td>Buy now, pay later</td>
<td>Cautious Conservative Save, save, save</td>
<td>Earn to spend</td>
</tr>
<tr>
<td>---------------------------</td>
<td>----------------------</td>
<td>------------------------</td>
<td>--------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td><strong>Work Ethic and Values</strong></td>
<td>Hard work</td>
<td>Workaholics</td>
<td>Eliminate the task</td>
<td>What’s next</td>
</tr>
<tr>
<td></td>
<td>Respect authority</td>
<td>Work efficiently</td>
<td>Self-reliance</td>
<td>Multitasking</td>
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<tr>
<td></td>
<td>Sacrifice</td>
<td>Crusading causes</td>
<td>Want structure and</td>
<td>Tenacity</td>
</tr>
<tr>
<td></td>
<td>Duty before fun</td>
<td>Personal fulfillment</td>
<td>direction</td>
<td>Entrepreneurial</td>
</tr>
<tr>
<td></td>
<td>Adhere to rules</td>
<td>Desire quality</td>
<td>Skeptical</td>
<td>Tolerant</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Question authority</td>
<td></td>
<td>Goal oriented</td>
</tr>
<tr>
<td><strong>Work is ...</strong></td>
<td>An obligation</td>
<td>An exciting adventure</td>
<td>A difficult challenge</td>
<td>A means to an end</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>A contract</td>
<td>Fulfillment</td>
</tr>
<tr>
<td><strong>Leadership Style</strong></td>
<td>Directive</td>
<td>Consensual</td>
<td>Everyone is the same</td>
<td>*TBD</td>
</tr>
<tr>
<td></td>
<td>Command-and-control</td>
<td>Collegial</td>
<td>Challenge others</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ask why</td>
<td></td>
</tr>
<tr>
<td><strong>Interactive Style</strong></td>
<td>Individual</td>
<td>Team player</td>
<td>Entrepreneur</td>
<td>Participative</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Loves to have meetings</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Communications</strong></td>
<td>Formal</td>
<td>In person</td>
<td>Direct</td>
<td>E-mail</td>
</tr>
<tr>
<td></td>
<td>Memo</td>
<td></td>
<td>Immediate</td>
<td>Voice mail</td>
</tr>
<tr>
<td><strong>Feedback and Rewards</strong></td>
<td>No news is good</td>
<td>Don’t appreciate it</td>
<td>Sorry to interrupt,</td>
<td>Whenever I want it, at</td>
</tr>
<tr>
<td></td>
<td>news</td>
<td>Money</td>
<td>but how am I doing?</td>
<td>the push of a button</td>
</tr>
<tr>
<td></td>
<td>Satisfaction in a</td>
<td>Title recognition</td>
<td>Freedom is the</td>
<td>Meaningful work</td>
</tr>
<tr>
<td></td>
<td>job well done</td>
<td></td>
<td>best reward</td>
<td></td>
</tr>
<tr>
<td><strong>Messages That Motivate</strong></td>
<td>Your experience is</td>
<td>You are valued</td>
<td>Do it your way</td>
<td>You will work</td>
</tr>
<tr>
<td></td>
<td>respected</td>
<td>You are needed</td>
<td>Forget the rules</td>
<td>with other bright,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>creative people</td>
</tr>
<tr>
<td><strong>Work and Family Life</strong></td>
<td>Ne’er the twain shall meet</td>
<td>No balance</td>
<td>Balance</td>
<td>Balance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Work to live</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*As this group has not spent much time in the workforce, this characteristic has yet to be determined.*
## DEFINING WORK CHARACTERISTICS


<table>
<thead>
<tr>
<th>Traditionalists</th>
<th>Baby boomers</th>
<th>Generation X</th>
<th>Millennials</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Practical</td>
<td>• Optimistic</td>
<td>• Skeptical</td>
<td>• Hopeful</td>
</tr>
<tr>
<td>• Patient, loyal and hardworking</td>
<td>• Teamwork and cooperation</td>
<td>• Self-reliant</td>
<td>• Meaningful work</td>
</tr>
<tr>
<td>• Respectful of authority</td>
<td>• Ambitious</td>
<td>• Risk-taking</td>
<td>• Diversity and change valued</td>
</tr>
<tr>
<td>• Rule followers</td>
<td>• Workaholic</td>
<td>• Balances work and personal life</td>
<td>• Technology savvy</td>
</tr>
</tbody>
</table>
### Chart 1: An overview of the working generations

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Formative experiences</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second World War</td>
<td></td>
<td>Cold War</td>
<td>End of Cold War</td>
<td>9/11 terrorist attacks</td>
<td>Economic downturn</td>
</tr>
<tr>
<td>Rationing</td>
<td></td>
<td>Post-War boom</td>
<td>Fall of Berlin Wall</td>
<td>Global warming</td>
<td>Global focus</td>
</tr>
<tr>
<td>Fixed-gender roles</td>
<td></td>
<td>“Swinging Sixties”</td>
<td>Reagan / Gorbachev</td>
<td>Mobile devices</td>
<td>Mobile phones</td>
</tr>
<tr>
<td>Rock 'n' Roll</td>
<td></td>
<td>Apollo Moon landings</td>
<td>Thatcherism</td>
<td>Energy crisis</td>
<td>Energy efficient cars</td>
</tr>
<tr>
<td>Nuclear families</td>
<td></td>
<td>Youth culture</td>
<td>Live Aid</td>
<td>Arab Spring</td>
<td>Produce own media</td>
</tr>
<tr>
<td>Defined gender roles —</td>
<td></td>
<td>Woodstock</td>
<td>Introduction of first PC</td>
<td>Cloud computing</td>
<td>Cloud computing</td>
</tr>
<tr>
<td>particularly for women</td>
<td></td>
<td>Family-orientated</td>
<td>Early mobile technology</td>
<td>Wiki-leaks</td>
<td></td>
</tr>
<tr>
<td><strong>Percentage in U.K. workforce</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Currently employed in</td>
</tr>
<tr>
<td></td>
<td>3%</td>
<td>33%</td>
<td>35%</td>
<td>29%</td>
<td>either part-time jobs or</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>new apprenticeships</td>
</tr>
<tr>
<td><strong>Aspiration</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Security and stability</td>
</tr>
<tr>
<td>Home ownership</td>
<td></td>
<td>Job security</td>
<td>Work-life balance</td>
<td>Freedom and flexibility</td>
<td></td>
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<td></td>
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<td></td>
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</tr>
<tr>
<td><strong>Attitude toward technology</strong></td>
<td>Largely disengaged</td>
<td>Early information technology (IT) adopters</td>
<td>Digital Immigrants</td>
<td>Digital Natives</td>
<td>“Technoholics” — entirely dependent on IT; limited grasp of alternatives</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Early “portfolio” careers — loyal to profession, not necessarily to employer</td>
<td></td>
<td></td>
<td>Career multitasking — will move seamlessly between organisations and “pop-up” businesses</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Google glass, graphene, nano-computing, 3-D printing, driverless cars</td>
</tr>
<tr>
<td><strong>Signature product</strong></td>
<td>Automobile</td>
<td>Television</td>
<td>Personal Computer</td>
<td>Tablet/Smart Phone</td>
<td>Hand-held (or integrated into clothing) communication devices</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Communication media</strong></td>
<td>Formal letter</td>
<td>Telephone</td>
<td>E-mail and text message</td>
<td>Text or social media</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Communication preference</strong></td>
<td>Face-to-face</td>
<td>Face-to-face ideally, but telephone or email if required</td>
<td>SMS, text messaging</td>
<td>Online and mobile (text messaging)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Preference when making financial decisions</strong></td>
<td>Face-to-face meetings</td>
<td>Face-to-face ideally, but increasingly go online</td>
<td>Online — would prefer face-to-face if time permitting</td>
<td>Face-to-face</td>
<td>Solutions will be digitally crowd-sourced</td>
</tr>
</tbody>
</table>
Guidance for Use of Group Intervention


**Least Restrictive Environment:** School based OTs and PTs use a variety of service delivery models. i.e.:
- Direct one-on-one student (1:1) intervention
- group intervention,
- consultation
- training with adults in the child’s environment
- activity/environmental adaptations and modifications

IDEA mandates that related services must support the student's IEP by addressing necessary skills in the least restrictive environment, i.e. in the general education curriculum to the maximum extent possible.

Models of service delivery used with students are selected through collaboration with other members of the individualized education program (IEP) team.
- Teams should prioritize improving a student's performance in the school environment versus discrete skills training or on how a student performs in a therapy room.
- Thus the therapist can ensure that intervention is relevant to the school setting, and other education professionals can help generalize student's learning throughout all school activities.
- Recommended practice emphasizes using a flexible combination of service delivery models, which may combine the frequency and intensity of different options based on student need.

**Need Drives Service Type**

Group service delivery is used in schools when the students involved benefit from the intervention with other students present.

Examples of how some students might benefit from group service include, but are not limited to:
- the child is a strong visual learner & demonstrates ability/emerging ability to use peers as models
- the child is working on skills requiring the presence of peers, e.g. social skills, coping/self-monitoring skills, following classroom and campus rules and routines, play skills, communication
- the child needs greater access to Standard Course of Study
- the child demonstrates limited ability to transfer learned skills/concepts across settings
- the classroom staff needs training in how to engage students in group instruction

**References:**


OT Practice (Sept, 2002). School-Based Practice Moving Beyond 1:1 Service Delivery. Edited by Yvonne Swinth and Barbara Hanft.

Ten Really Good Reasons Why Therapies Should Be Integrated

1. So that children learn the skills they need in the places they will use them.
2. So that children have increased practice opportunities.
3. So that children’s social relationships are fostered.
4. So that a child does not miss out on any classroom activities.
5. So that teachers can see what therapists do to help kids and expand their skills.
6. So that therapists can see whether or not the strategies they develop are feasible.
7. So that teachers and therapists focus on skills that will be immediately useful for a child.
8. So that therapists can work with teachers to address problems as they arise.
9. So that assessment can be done across a variety of routines.
10. Because it’s the right thing to do!

Therapy Ain’t Tennis Lessons

It’s funny to think about how therapy has been provided much like tennis lessons in the past – a student works with a professional for an hour each week on specific skills. The hour of instruction is up to the professional, but practice between lessons is the student’s responsibility. Tennis lessons alone will not make someone a better player, it’s the practice between the lessons that makes a difference.

When it comes to therapy, a child with special needs probably will not be able to generalize the skills he works on with a specialist during therapy time to other times and places where he or she needs the skills. Specialists need to plan for a child to have opportunities to practice skills outside of therapy time in order for the child to make efficient progress. Here are 3 things specialists can do to ensure that children have ample practice opportunities:

1. Use routines-based assessment to identify functional skills.

Find out what the child needs to learn to be successful in their daily routines and make those skills the goals. Many times, specialists focus on prerequisite skills, or things that are not directly related to what a child does everyday. That definitely makes it much harder to identify times when the child can practice outside of therapy sessions.

2. Incorporate consultation into therapy time.

Talk with other adults who spend time with the child (i.e., teachers and family members) before, while, or after you work with the child. It is important for teachers to know what the specialists are working on with the child so they can address those things outside of therapy time. It is also important for specialists to get feedback from the child’s teacherson their suggestions. If a specialist’s suggestions are not practical or are irrelevant, they are likely to be disregarded.

(Continued on page 5)
What is Your Consultative Style?

A critical component of integrated therapy is consultation, or the communication between adults about a child they work with. There are basically two types of consultative styles among professionals: expert and collaborative.

The “expert” style of consultation involves the specialist independently (a) assessing a child to identify needs, (b) recommending strategies or solutions to others, and (c) evaluating whether needs have been met.

The “collaborative” model of consultation involves the specialist, teacher, and family identifying needs, developing solutions, and evaluating progress together.

As you probably guessed, collaborative consultation lends itself to integrated therapy. It would be very difficult for a specialist to identify functional goals for a child and feasible strategies for a teacher to implement without ever getting input from the teacher. Even when a specialist works with a child outside of the classroom, collaborative consultation makes it possible for interventions to be integrated into the classroom.

The Continuum of Service Delivery Models

Although therapy that is provided in-class may be considered integrated, location is just one of several factors that determines the “integratedness” of therapy. Other dimensions of therapy include (a) presence of peers, (b) context of intervention, (c) initiation, (d) functionality of skills, and (e) consultation. Manipulation of these variables determines how segregated or integrated the therapy is.

<table>
<thead>
<tr>
<th>Segregated Model</th>
<th>Location</th>
<th>Therapy Focus</th>
<th>Peers</th>
<th>Context</th>
<th>Initiator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Pull-Out</td>
<td>Away from the regular class</td>
<td>Directly on child functioning</td>
<td>Not present</td>
<td>Different from the rest of the class</td>
<td>Specialist</td>
</tr>
<tr>
<td>Small Group Pull-Out</td>
<td>Away from the regular class</td>
<td>Directly on functioning by child(ren) with special needs</td>
<td>One to six peers present</td>
<td>Different from the rest of the class</td>
<td>Specialist</td>
</tr>
<tr>
<td>One-on-One in Classroom</td>
<td>In the classroom, but away from the rest of the class</td>
<td>Directly on child functioning</td>
<td>Not involved in therapy</td>
<td>Different from the rest of the class</td>
<td>Specialist</td>
</tr>
<tr>
<td>Group Activity</td>
<td>In the classroom, small or large group</td>
<td>On all children in group, emphasis on peer interactions, meeting special needs of children</td>
<td>All or some of peers present</td>
<td>Within the context of the class</td>
<td>Specialist</td>
</tr>
<tr>
<td>Individual During Routine</td>
<td>In the classroom, wherever the focal child is</td>
<td>Directly but not exclusively on the focal child</td>
<td>Usually present</td>
<td>Within the context of the class</td>
<td>Child</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Integrated Model</th>
<th>Location</th>
<th>Therapy Focus</th>
<th>Peers</th>
<th>Context</th>
<th>Initiator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consultation</td>
<td>In or out of the classroom</td>
<td>Teacher, as related to the needs of the child; can vary from expert to collaborative style</td>
<td>Present, if occurring in class</td>
<td>May occur within or outside of the context of the class</td>
<td>Teacher or specialist</td>
</tr>
</tbody>
</table>

This continuum serves as a tool for professionals who want to provide more integrated services to children. A therapist can identify the model typically used with a child and move up the continuum. The individual during routine model is a good goal for professionals. It enables assessment in context, skills being taught in context, opportunities for demonstration and trying out new strategies, and peer involvement.

Integrating Special Education

By Sarah Hurwitz

I love to take advantage of the great teaching moments that occur in the integrated classroom. There are so many times when a child with special needs can be motivated to learn new things by their desire to copy/interact with peers or by their interest in a classroom activity or toy. I generally use activities that the child is interested in and structure my intervention activity around them. For example, if a child is interested in trucks, use the ladder of a fire truck and a toy firefighter for teaching “up” and “down” or if a child loves painting, have the child request the color that he wants next therefore incorporating requesting and learning colors in one activity. I use classroom routines as an opportunity to work on specific goals in a directed way.

By spending time in the classroom playing with and observing a target child, areas of need become obvious. For example, perhaps a teacher is encouraging a child with special needs to participate in circle-time dancing activities. She may be doing a good job using hand over hand assistance to help him with the body motions that accompany the song, but the child does not seem to me to be able to follow along independently. I would likely discuss my impressions with the teacher, see if she concurs and then think of some ways to work on the skill.

If we agree that this is an area that the child needs help, during free play I might bring over a couple of other children and play a basic imitation game (e.g. Simon Says or Follow the Leader). Once the child grasps the idea of imitating an adult’s actions, I would let one of the other children lead the activity. I would prompt the child as needed and play the game in a small group until the child seemed to really understand what to do.

The teacher(s), who will have been watching what I am doing as they work with other children, are able to see me go through the steps so that they can do them too. They are key to carrying over the intervention that we have been discussing. The teachers practice the new skill with the child throughout the week so that acquisition can come more quickly. This is a process in which the teachers and I update which the teachers and I update the situation that first sparked the need for this intervention, circle-time dance movements. The teachers and I can help children learn all kinds of new activities in this way; first by identifying a need, breaking the skill down into its component parts, teaching each step until we have reached the final one that addresses the original goal.

Integrating Occupational Therapy

By Linn Wakeford, M.S., OTR/L

As an occupational therapist working with young children, I am concerned about their engagement in the childhood occupations of play and self-care. Regular classroom routines support these occupations consistently. That makes it easy to work within those routines to enhance skill development when appropriate, and offer adaptations or modifications that enhance the child’s performance.

By assisting the child initially in their classroom routines, I become aware of the process and environment in which they are really trying to perform. That makes it easier for me to talk with teachers about strategies that are reasonable and effective for carryover of the intervention.

Also, when I work within classroom contexts, I can use peer supports and models, which can increase the child’s motivation significantly. For instance, intervention focused on helping a child be more independent in dressing can be designed around activities such as dress-up, putting on a jacket or sweater to go outside, putting on a smock for painting, pulling pants up and down at diaper changes or toileting routines, undressing/dressing for water play days, taking shoes off/on before and after naptime, etc. I can also plan with the teacher how to use group games and other classroom activities to support our dressing goals. This planning with teachers is key to carrying over the intervention significantly. For instance, when a child with special needs does a great job in the classroom, the teacher(s), who can increase the child’s motivation, can bring over a couple of other children, are able to see me go through the steps so that they can do them too. They are key to carrying over the intervention that we have been discussing. The teachers practice the new skill with the child throughout the week so that acquisition can come more quickly. This is a process in which the teachers and I update the situation that first sparked the need for this intervention, circle-time dance movements. The teachers and I can help children learn all kinds of new activities in this way; first by identifying a need, breaking the skill down into its component parts, teaching each step until we have reached the final one that addresses the original goal.

“By assisting the child initially in their classroom routines, I become aware of the process and environment in which they are really trying to perform.”
Integrating Speech/Language Pathology

By Kathy Davis, M.A., ccc-sp

As a speech Language pathologist who works with young children, I love nothing better than joining a young child in play to engage in interaction. I love the challenge of turning a child’s interests in play into goal achieving communication interactions. With the right timing, prompts, and motivation, the child tries new behaviors or uses established behaviors more often than usual. I feel successful because the child has been successful, at least for that brief moment in time. Maybe the child has learned something he or she can use at another time.

But, what we actually know about learning is that in order to really learn and change, children need intervention around the clock in a variety of daily routines, in a variety of settings, with a variety of people who are important to them. So, in order to actually be successful, I have to talk with the child’s teacher about my interactions. Here is why.

I need to know about the child's needs and successes in everyday settings, what and who the child likes, and what and who the other children in the classroom like. In what routines of the day does the child need the most communication skills to participate?

I need to share with the teacher the contexts and strategies that have been successful. I need to brainstorm with the teacher about other strategies that might work for other contexts and about the adaptations that might be needed.

I need to support the teacher with materials that will facilitate intervention in the classroom. I need to use materials that work in the classroom context. I need to support the teachers to develop their own strategies and interventions. I need to hear what is working in the day to day environment from the teachers and parents.

When those things and more are done, then the child will have the most chance of learning and being successful every day, all day.

Integrating Physical Therapy

By Margie Muenzer, M.S., PT

This model for physical therapy (a model that coordinates treatment strategies with classroom routines) requires flexibility in scheduling as well as collaboration with the teacher to learn when specific activities will be taking place. Once I know the classroom schedule, I can plan to be available on the playground to work with a child on gross motor play skills or choose instead to join a child in the classroom.

For example, I may join a child during circle time to facilitate sitting balance or join free play to work on pulling to a stand at the toy shelves in the classroom. During these times, I am also modeling activities for the teacher to continue during the week. In this way, the child is practicing the skills he or she needs both with the materials regularly in the classroom or on the playground and during the routines in which they generally occur.

During team planning, or whenever I am in the classroom and the teacher has a moment, the teacher and I can discuss adding materials or activities to optimize the opportunities to embed interventions. For example, the teacher of the toddlers and I might decide to make riding toys available in the hallway for increased practice time for the targeted child, or the teacher and I might come up with some new songs that encourage jumping to add to that week’s music time.

I often need to make physical adaptations to the classroom or playground equipment for a child with limited motor control, so that he or she can participate successfully in the same routines as his or her classmates. The classroom teacher often helps me determine where additional adaptations would be most helpful.

This integrated approach to physical therapy helps focus my attention on increasing each child’s level of independence, engagement, and social play in the preschool setting.
3. Provide therapy in the classroom.

Studies have shown that teachers and specialists consult with one another four times more when specialists work with children in class versus out-of-class. Teachers are able to see what the specialist does with a child and specialists have the opportunity to assess children in context and to address situations when and where they arise.

By identifying functional skills, talking with other caregivers, and being in the classroom, specialists can ensure that meaningful intervention occurs between therapy sessions.

Talking with Families About Integrated Therapy

1. Ask the family about previous experiences.

When talking with families about how therapies will be provided, it is important for professionals to first understand the families past experiences and concerns with the provision of therapy. Families who are used to therapy being provided in an isolated manner are likely to be skeptical of integrated approaches.

2. Ask the family what they want their child to get out of therapy.

Sometimes families are caught up in the mindset that more therapy is better and don’t really focus on a specific goal or purpose for the therapy, or how the therapy is going to improve daily life. By asking this question, professionals can help the family focus on the goal, not the therapy. For example, a family may want their child, Anne, to receive regular speech therapy so that she child can communicate better. The next question the professional asks is “When is communication a problem for Anne?” This ties the concern to daily routines or specific times of the day when the child needs the skill.

3. Tell the family that when therapy is integrated their child has the opportunity to learn skills when and where the skills are needed.

Back to the previous example, the parents might say that communication is especially a problem for Anne at mealtimes because she can’t tell them what she wants. The best time to work on communication then would be at mealtimes, not in a therapy room. When children learn a task in one situation or setting (therapy room) the child has the extra task of transferring that skill to other situations (home and classroom). Therapy is most effective when provided in context.

4. “Do the math” with the family.

By integrating therapy into the classroom, Anne’s teacher can see how the therapist works with Anne and implement those same strategies into the rest of the week when the therapist is not present. Let’s say Anne receives 60 minutes of speech therapy a week. If the teacher is able to work with Anne on communicating her wants for 10 minutes out of every hour, and Anne is at daycare for 8 hours a day, five days a week (10 x 8 x 5), then Anne is actually getting an additional 400 minutes each week of intervention.

5. Inform the family about the models of service delivery.

Use the continuum (page 4) to show the family the range of options they have. Discuss the pros and cons of each model so that parents can make an informed decision about how services are provided. Whatever decision the family makes, it is important for professionals to honor that decision: this is their child.
By Sherri Marlette

Communication between teachers and therapists is a significant factor when using an integrated therapy model. In my classroom, all the teachers are “therapists.” We are with the children on a daily basis and must learn and develop strategies to address the child’s goals throughout the routines of the day.

The classroom environment should provide children with opportunities to accomplish specific skills in the absence of therapists. In order for this to occur, teachers and therapists must have an effective working relationship that is collaborative. The teachers in my classroom meet with therapists regularly as a team to discuss targeted skills and to develop strategies to implement in the classroom. During these meetings, I feel it is important for all team members to be involved especially classroom assistants. All members of a collaborative team offer different perspectives and contribute to the development of strategies that will benefit the child, family, and classroom teachers.

Therapists coming into the classroom should follow the lead of the individual children and the class as a whole. If the goals are functional and attached to routines, any activity or toy in the classroom can be used to address specific developmental skills. Therapists coming into the classroom have ideas or plans for meeting the children’s IFSP or IEP goals, but part of their responsibility is to be flexible and support the teachers as they work to include children in the classroom. I have a good working relationship with our therapists and feel that I can approach them at any time and they will do what is possible to help. This could include observing in the classroom to collect a language sample to joining us on a field trip to the library.

When therapists come in to work with the children, I want to know that they are there to help support the assistants and I in doing our job. I see the therapists as an important addition to our classroom. In our classroom, one might see a therapist modeling specific strategies, gathering materials to implement a new play scenario, or simply joining us at play. They come in and interact with all the children, not just those with special needs. By integrating therapies into the classroom, therapists have opportunities to discuss specific needs, develop a perspective of a child, and work with the teachers in the context of the classroom; and teachers have opportunities to learn how to better meet the needs of children with disabilities.
MBTI Charts
# Personality Types Key

<table>
<thead>
<tr>
<th>Extroverts</th>
<th>Sensors</th>
</tr>
</thead>
<tbody>
<tr>
<td>are energized by people, enjoy a variety of tasks, a quick pace, and are good at multitasking.</td>
<td>are realistic people who like to focus on the facts and details, and apply common sense and past experience to come up with practical solutions to problems.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Introverts</th>
<th>Intuitives</th>
</tr>
</thead>
<tbody>
<tr>
<td>often like working alone or in small groups, prefer a more deliberate pace, and like to focus on one task at a time.</td>
<td>prefer to focus on possibilities and the big picture, easily see patterns, value innovation, and seek creative solutions to problems.</td>
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</tbody>
</table>

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<thead>
<tr>
<th>Thinkers</th>
<th>Judgers</th>
</tr>
</thead>
<tbody>
<tr>
<td>tend to make decisions using logical analysis, objectively weigh pros and cons, and value honesty, consistency, and fairness.</td>
<td>tend to be organized and prepared, like to make and stick to plans, and are comfortable following most rules.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Feelers</th>
<th>Perceivers</th>
</tr>
</thead>
<tbody>
<tr>
<td>tend to be sensitive and cooperative, and decide based on their own personal values and how others will be affected by their actions.</td>
<td>prefer to keep their options open, like to be able to act spontaneously, and like to be flexible with making plans.</td>
</tr>
</tbody>
</table>

**Source:** "Do What You Are: Discover the Perfect Career for You Through the Secrets of Personality Type" by Paul D. Tieg, Barbara Barron, Kelly Tieg

**Business Insider**
<table>
<thead>
<tr>
<th>Personality Combination</th>
<th>ISTJ</th>
<th>ISFJ</th>
<th>INFJ</th>
<th>INTJ</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doing what should be done</td>
<td>A huge sense of duty</td>
<td>An inspiration to others</td>
<td>Everything has room for improvement</td>
<td></td>
</tr>
<tr>
<td>ISTP</td>
<td>ISFP</td>
<td>INFP</td>
<td>INTP</td>
<td></td>
</tr>
<tr>
<td>Ready to try anything once</td>
<td>Sees much but shares little</td>
<td>Performing noble service to aid society</td>
<td>A love of problem solving</td>
<td></td>
</tr>
<tr>
<td>ESTP</td>
<td>ESFP</td>
<td>ENFP</td>
<td>ENTP</td>
<td></td>
</tr>
<tr>
<td>The ultimate realist</td>
<td>You only go around once in life</td>
<td>Giving love an extra squeeze</td>
<td>One exciting challenge after another</td>
<td></td>
</tr>
<tr>
<td>ESTJ</td>
<td>ESFJ</td>
<td>ENFJ</td>
<td>ENTJ</td>
<td></td>
</tr>
<tr>
<td>Life’s administrators</td>
<td>Hosts and hostesses of the world</td>
<td>Smooth talking persuader</td>
<td>Life’s natural leaders</td>
<td></td>
</tr>
</tbody>
</table>

Sources:
- https://www.tutorialspoint.com/individual_and_group_behavior/myers_briggs_types_indicator.htm
- http://www.healthyfoodelements.com/find-true-love-according-myers-briggs-personality-type/
<table>
<thead>
<tr>
<th></th>
<th>ISTJ</th>
<th>ISFJ</th>
<th>INFJ</th>
<th>INTJ</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISTJ</td>
<td>Responsible, sincere, analytical, reserved, realistic, systematic. Hardworking and trustworthy with sound practical judgment.</td>
<td>Warm, considerate, gentle, responsible, pragmatic, thorough. Devoted caretakers who enjoy being helpful to others.</td>
<td>Idealistic, organized, insightful, dependable, compassionate, gentle. Seek harmony and cooperation, enjoy intellectual stimulation.</td>
<td>Innovative, independent, strategic, logical, reserved, insightful. Driven by their own original ideas to achieve improvements.</td>
</tr>
<tr>
<td>ISTP</td>
<td>Action-oriented, logical, analytical, spontaneous, reserved, independent. Enjoy adventure, skilled at understanding how mechanical things work.</td>
<td>Gentle, sensitive, nurturing, helpful, flexible, realistic. Seek to create a personal environment that is both beautiful and practical.</td>
<td>Sensitive, creative, idealistic, perceptive, caring, loyal. Value inner harmony and personal growth, focus on dreams and possibilities.</td>
<td>Intellectual, logical, precise, reserved, flexible, imaginative. Original thinkers who enjoy speculation and creative problem solving.</td>
</tr>
<tr>
<td>ESTJ</td>
<td>Efficient, outgoing, analytical, systematic, dependable, realistic. Like to run the show and get things done in an orderly fashion.</td>
<td>Friendly, outgoing, reliable, conscientious, organized, practical. Seek to be helpful and please others, enjoy being active and productive.</td>
<td>Caring, enthusiastic, idealistic, organized, diplomatic, responsible. Skilled communicators who value connection with people.</td>
<td>Strategic, logical, efficient, outgoing, ambitious, independent. Effective organizers of people and long-range planners.</td>
</tr>
<tr>
<td>Type</td>
<td>Characteristics</td>
<td>Most Responsible</td>
<td>Most Loyal</td>
<td>Most Contemplative</td>
</tr>
<tr>
<td>-------</td>
<td>---------------------------------------------------------------------------------</td>
<td>------------------</td>
<td>------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>ISTJ</td>
<td>Doing What Should Be Done, Organizer, Compulsive, Private, Trustworthy, Rules 'n Regs, Practical</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ISFJ</td>
<td>A High Sense of Duty, Amiable, Works Behind the Scenes, Ready to Sacrifice, Accountable, Prefers &quot;Doing&quot;</td>
<td>Most</td>
<td></td>
<td></td>
</tr>
<tr>
<td>INFJ</td>
<td>An Inspiration to Others, Reflective/Introverted, Quietly Caring, Creative, Linguistically Gifted, Psychic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>INTJ</td>
<td>Everything Has Room for Improvement, Theory Based, Skeptical, &quot;My Way&quot;, High Need for Competency, Sees World as Chessboard</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ISTP</td>
<td>Ready to Try Anything Once, Very Observant, Cool, Unpretentious, Hands-on Practicality</td>
<td>Most</td>
<td>Most</td>
<td></td>
</tr>
<tr>
<td>ISFP</td>
<td>Sees Much but Shares Little, Warm and Sensitive, Unassuming, Short Range Planner, Good Team Member</td>
<td>Pragmatic</td>
<td>Artistic</td>
<td>Idealistic</td>
</tr>
<tr>
<td>INFP</td>
<td>Performing Noble Service to Aid Society, Strict Personal Values, Seeks Inner Order/Peace, Creative, Non-Directive, Reserved</td>
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<tr>
<td>INTP</td>
<td>A Love of Problem Solving, Challenges others to Think, Absent-minded Professor, Competency Needs, Socially Cautious</td>
<td></td>
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</tr>
<tr>
<td>ESTP</td>
<td>The Ultimate Realist, Unconventional Approach, Fun, Gregarious, Lives for Here and Now, Good at Problem Solving</td>
<td>Most</td>
<td>Generous</td>
<td>Optimistic</td>
</tr>
<tr>
<td>ESFP</td>
<td>You Only Go Around Once in Life, Sociable, Spontaneous, Loves Surprises, Cuts Red Tape, Juggles Multiple Projects/Events, Mach Master</td>
<td>Pragmatic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENFP</td>
<td>Giving Life an Extra Squeeze, People Oriented, Creative, Seeks Harmony, Life of Party, More Starts than Finishes</td>
<td></td>
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</tr>
<tr>
<td>ENTP</td>
<td>One Exciting Challenge After Another, Argues Both Sides of a Point to Learn, Brinkmanship, Tests the Limits, Enthusiastic, New Ideas</td>
<td></td>
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<tr>
<td>ESTJ</td>
<td>Life's Administrators, Order and Structure, Sociable, Opinionated, Results Driven, Producer, Traditional</td>
<td>Hard Charging</td>
<td>Harmonizing</td>
<td>Persuasive</td>
</tr>
<tr>
<td>ESFJ</td>
<td>Host and Hostesses of the World, Gracious, Good Interpersonal Skills, Thoughtful, Appropriate, Eager to Please</td>
<td></td>
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<tr>
<td>ENFJ</td>
<td>Smooth Talking Persuader, Charismatic, Compassionate, Posibilities for People, Ignores the Unpleasant, Idealistic</td>
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<tr>
<td>ENTJ</td>
<td>Life's Natural Leaders, Visionary, Gregarious, Argumentative, Systems Planners, Take Charge, Low Tolerance for Incompetency</td>
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</tbody>
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10 Myers-Briggs Type Charts: Pop Culture Characters

http://mentalfloss.com/article/65218/10-myers-briggs-type-charts-pop-culture-characters

- Game of Thrones
  - My Little Pony
- Lord of the Rings
  - The Walking Dead
- Harry Potter
  - Disney Princesses
- Grey’s Anatomy
  - Marvel Comics
- Star Wars
  - Star Trek

- **Search for yourself: A large variety of charts are out there from movies, TV shows, cartoons, comics, movie villains, Presidents, etc**
<table>
<thead>
<tr>
<th>Date</th>
<th>Team Members</th>
<th>Purpose of Meeting</th>
<th>Summary of Discussion</th>
<th>Plan</th>
<th>Delegation of Responsibilities within Plan</th>
<th>Due Date/Revisit Date</th>
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</table>
# Red Yellow Green Blue Color Personality

<table>
<thead>
<tr>
<th>RED</th>
<th>YELLOW</th>
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<tbody>
<tr>
<td>• Task and result oriented, likes recognition, likes to be on the move, doesn’t like to be late, enjoys individual sports (golf, tennis, track, piano, individual dance, etc.)</td>
<td>• People oriented, expressive, friendly, loves to talk, extravagant, optimistic, enjoys team sports (volley ball, baseball, football, basketball, drill team, cheer team, etc.).</td>
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<tr>
<td>• Likes expensive showy things, generally honest, but their moral compass might deviate during a competitive showdown.</td>
<td>• Yellow personality types are the glue that holds groups together.</td>
</tr>
<tr>
<td>• Red personality types tend to make good leaders.</td>
<td>• They are generally outgoing and fun loving.</td>
</tr>
<tr>
<td>• They love leadership roles and enjoy “managing” people (sometime perceived as bossy or having big egos).</td>
<td>• The talkers.</td>
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<tr>
<td>• First to speak and often.</td>
<td>• They like to run in packs.</td>
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<tr>
<td>• They like to leader of the pack.</td>
<td>• Car of choice: one that’s big enough to hold everything</td>
</tr>
<tr>
<td>• If they had to put a swing set together: would pay somebody to do it for them</td>
<td>• If they had to put a swing set together: would invite their friends over to build and barbeque</td>
</tr>
<tr>
<td>• Car choice: flashy</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>GREEN</th>
<th>BLUE</th>
</tr>
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<tbody>
<tr>
<td>• Detail oriented, precise, controlled, likes to do things right the first time, likes to complete jobs, tends to be thrifty.</td>
<td>• Creative, freethinking, sincere, loyal, caring, perceptive, understanding, open-minded, oftentimes enjoys nature, many like the arts.</td>
</tr>
<tr>
<td>• Green personality types like order.</td>
<td>• Blue personality types are often perceived as quiet, sometimes shy individuals.</td>
</tr>
<tr>
<td>• They generally have neat work spaces.</td>
<td>• Oftentimes they may be loners or have one or two other “blue” friends.</td>
</tr>
<tr>
<td>• They are often perceived as “neatfreaks”.</td>
<td>• They are very innovative, idea people.</td>
</tr>
<tr>
<td>• They make wonderful treasurers, secretaries, or committee chairs in clubs.</td>
<td>• They tend to be quiet in a group and should be called upon to share their ideas.</td>
</tr>
<tr>
<td>• They will keep your group organized.</td>
<td>• Blues don’t usually run with the pack.</td>
</tr>
<tr>
<td>• Likes to keep the pack on the trail.</td>
<td>• Car of choice: jeep, recreational vehicle, unusual car (off road adventures)</td>
</tr>
<tr>
<td>• Car of choice: hybrid vehicle (energy efficient)</td>
<td>• If they had to put a swing set together: would design their own swing set</td>
</tr>
<tr>
<td>• If they had to put a swing set together: would pull out the directions, carefully count and arrange the parts, then systematically build the swing set</td>
<td></td>
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</tbody>
</table>
Content Area 1: The Context of Therapy Practice in Schools

Content Area 2: Wellness and Prevention in Schools

Content Area 3: Team Collaboration

1. Form partnerships and work collaboratively with other team members, especially the teacher to promote an effective plan of care
   (a) demonstrate effective communication and interpersonal skills
   (b) refer and coordinate services among family, school professionals, medical service providers, and community agencies
   (c) implement strategies for team development and management
   (d) develop mechanism for ongoing team coordination

2. Function as a consultant
   (a) identify the administrative and interpersonal factors that influence the effectiveness of a consultant
   (b) implement effective consultative strategies
   (c) provide technical assistance to other school team members, community agencies, and medical providers

3. Educate school personnel and family to promote the inclusion of the student within the educational experience
   (a) assist school administrators with development of policy and procedures
   (b) provide orientation to teachers and classroom aides
   (c) conduct in-service sessions
   (d) develop informational resources

4. Supervise personnel and professional students
   (a) apply effective strategies of supervision
   (b) monitor the implementation of therapy recommendations by other team members
   (c) establish a student clinical affiliation
   (d) formally and informally teach or train therapy staff

5. Serve as an advocate for students, families, and school
   (a) attend public hearings
   (b) serve on task forces or decision-making committees
   (c) provide necessary information to support student rights
   (d) actively participate in IEP process

Content Area 4: Examination and Evaluation in Schools

Content Area 3: Planning

1. Actively participate in the development of the Individualized Education Plan
   (a) determine eligibility related to a student's educational program
   (b) accurately interpret and communicate examination findings collaboratively with family, student, and other team members
   (c) discuss prognosis of student performance related to curricular expectations
   (d) discuss and prioritize outcomes related to student's educational needs based on current and future environmental demands and student and family preferences and goals
   (e) offer appropriate recommendations for student placement and personnel needs in the least restrictive educational setting with intent to serve children in inclusive environments
   (f) in collaboration with the team, determine how therapy can contribute to the development of an individualized educational program (IEP) including
      (i) meaningful student outcomes
      (ii) functional and measurable goals and objectives
      (iii) therapy service recommendations
      (iv) specific intervention methods and strategies
      (v) determination of frequency, intensity, and duration
   (g) develop mechanism for ongoing coordination and collaboration regarding the IEP
      (i) implementation of the IEP
      (ii) updating or modifying IEP
      (iii) transition planning and implementation of the transition plan
      (iv) interagency activities
Content Area 6: Intervention

1. Adapt environments to facilitate student access to and participation in student activities
   (a) recommend adaptive equipment, assistive technology, and environmental adaptations
   (b) monitor adaptive equipment, assistive technology, and environmental adaptations
   (c) be able to instruct student and other team members in the appropriate use of adaptive equipment and assistive technology
   (d) identify sources for obtaining, maintaining, repairing, and financing adaptive equipment, assistive technology, and environmental adaptations

2. Use various types and methods of service provision for individualized student interventions
   (a) direct, individual, group, integrated, consultative, monitoring, and collaborative approaches
   (b) develop generic instruction plans and intervention plans that select and sequence strategies to meet the objectives listed on the student’s IEP

3. Promote skill acquisition, fluency, and generalization to enhance overall development, learning, and student participation
   (a) use creative problem-solving strategies to meet the student’s needs
   (b) explain basic motor learning theories, and relate them to therapy education programs
   (c) address neuromuscular, musculoskeletal, sensory processing, and cardiopulmonary functions that support motor, social, emotional, cognitive, and language skills

4. Imbed therapy interventions into the context of student activities and routines
   (a) implement appropriate positioning, mobility, environmental, and ADL strategies into curriculum, classroom schedule and routines
   (b) develop a matrix integrating objectives, routines and activities, and strategies

Content Area 7: Documentation

Content Area 8: Administrative Issues in Schools

Content Area 9: Research
### Service Delivery Models Chart


<table>
<thead>
<tr>
<th>Service Delivery Model</th>
<th>Definition</th>
<th>Positives</th>
<th>Challenges</th>
</tr>
</thead>
</table>
| Direct/Isolated        | Related services provided one-on-one, away from peers | Provides opportunity to introduce a new skill without distractions  
Provides the opportunity to evaluate/assess a child without distractions  
Provides opportunity for therapist to evaluate, assess equipment, orthosis, etc. without social stigma for the child | Disruptive to a child’s educational process  
Skills learned in isolation are not found to transfer to the natural environment which decreases their educational relevance  
Does not provide the opportunity for children to learn from peers  
Related service providers cannot provide feedback and training to teachers and other support personnel | |
| Direct/Integrated      | Related services provided one-on-one in the classroom or other natural environment | Provides the opportunity for the related service provider to model for teachers and other school personnel and provide training  
Child is able to learn from higher peers  
Skills learned in the natural environment are more likely to be repeated and retained | Related service personnel must have good communication skills and good rapport with teacher due to the potential for classroom disruption  
Teacher must be invested in the benefit of inclusive services | |
| Indirect               | Training of teachers and aides in specific techniques with the therapist remaining responsible for outcomes | Training performed in the natural environment, which increases the likelihood of skill retention  
Adequate training of school personnel ensures that appropriate activities will be carried out effectively and safely when related service personnel are not present  
Daily reinforcement of activities with the same techniques increases the chance that the skill will be retained and the outcome will be met | Requires that the therapist possess good teaching skills and the ability to develop a good rapport with both teachers and other school personnel  
Therapists remain responsible for outcomes, so they must make the determination when the person being trained is skilled | |
| Consultative           | Collaboration with teachers and other staff with teachers responsible for implementation and outcomes | Teachers feel more supported  
Less disruptive to the educational process of the child | Requires that both therapist and teacher agree that services are required and view each other as equals  
Sometimes difficult to coordinate schedules to allow for meeting times  
Teachers and other school personnel must be invested in inclusive services |