

Using a Strengths-Based Model in OT and PT : Getting Started

Round Table Discussion

LOW INCIDENCE
CONFERENCE
STATE COLLEGE, PA
AUGUST 7, 2013
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Objectives:

- Describe the steps necessary to incorporate strengths-based methods into school practice tasks including documentation, communication, teaming, coaching
- Recognize procedures for participating in online learning in strengths-based practices

"I am not defined by a Disability or a Label"

Person-Centered Practices

- Evaluation and intervention procedures put persons/client first
- Ensure the dignity and respect that persons deserve in charting futures
- Therapist-person relationship ensures the client drives service delivery

What is a Strengths-Based Model?

- Focuses upon child's abilities and skills rather than upon deficits
- Empowers student and caregivers to set goals together
- Uses student's abilities and skills to accomplish student's goals

IN EDUCATION:

Teacher is primary provider

CHANGE HOW WE TALK ABOUT STUDENTS AND CAREGIVERS

- Communicate dignity and respect
- Focus on strengths and unique qualities
- Talk with our children, caregivers, teachers

CHANGE HOW WE DOCUMENT ON BEHALF OF STUDENTS

- **Communicates dignity and respect**
- **Focuses on strengths and abilities**
- **Avoid language that emphasizes deficits**



ATTEND TEAM MEETINGS

- **Signals you intend work as a team partner**
- **Ensures team communication**
- **Promotes collaborative problem solving**



WRITE IEP GOALS THAT PROMOTE STRENGTHS

- **Ask the students, caregivers and teachers to identify their priorities**
- **Focus on functional outcomes that directly address identified priorities**
- **Develop collaborative action plans**



USE REFLECTIVE QUESTIONING

- **Stop asking yes/no questions**
- **Ask process questions—that help caregivers/teachers/students reflect**
- **Use questions that promote awareness, analysis,**



ESTABLISH THERAPY SCHEDULE WITHIN CHILD'S ROUTINES

- **Identify the settings where your supports are most needed**
- **Figure out best times to get there**
- **Document attendance and outcomes**



COACH Teachers and Caregivers

- **Dunn: “Perhaps the acts of problem solving are the salient features of successful and sustainable outcomes”**
- **Therapists: Facilitate problem solving for students, caregivers, teachers**



Strengths-Based Model

IT LOOKS LIKE:

Student, caregivers, and teachers identify goals and priorities together

IT DOESN'T LOOK LIKE:

Therapist identifies and prioritizes the student's goals without collaboration



Strengths-Based Model

IT LOOKS LIKE:

Student actively engaged in school tasks and learning important to the student, teacher and caregivers

IT DOESN'T LOOK LIKE:

Student is engaged in school tasks and learning that are primarily important to the therapist



Strengths-Based Model

IT LOOKS LIKE:

Therapist, teacher and student collaborate on methods and strategies

IT DOESN'T LOOK LIKE:

Therapist develops methods and strategies on behalf of the student without collaboration



Strengths-Based Model

IT LOOKS LIKE:

Student, teacher and therapist routinely communicate about student progress together

IT DOESN'T LOOK LIKE:

Therapist provides a quarterly report to teacher and caregiver on student progress



To participate in review of Strengths module:

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Subject Heading: Strengths Module



References

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