

Occupational Profile for School OT services

Background and Team Report		
Source and reason for referral. Current concerns related to accessing and participating in the school environment.		
Strengths and barriers in the educational setting. Things the student enjoys and areas where the student is successful and those that are barriers affecting their success in school.		
Relevant educational and developmental history. Placement and adjustment to school, relationships, past + current evaluations and services, supports tried- helped or not.		
Personal interests and values. What the student most values and enjoys at and about the schools- subjects, co-curricular activities, peer interactions, etc.		
Context		
What aspects of their contexts does the IEP team see as supporting or acting as a barrier?	Supporting	Barriers
Environmental E.g., Physical: implicit- playground, restroom, materials in the classroom or adaptations - technology or products like slant board, wobble stool, pencil grip etc. as well as social support and relationships, attitudes, services, systems and policies)		
Personal E.g., language, cultural identification, social background, family dynamics, education)		
Performance Patterns		

<p>Routine and habits What is the student's daily/weekly class schedule? What or who supports different times, and how? What times of the day are harder and why?</p>		
Client factors		
<p>What does the team see as supporting engagement and what aspects are inhibiting engagement as it relates to school functioning?</p>	Supporting	Barriers
<p>Body functions (pg. 51 of OTPF): - Mental (attention, emotion, etc.) - Sensory (visual, hearing, proprioceptive, vestibular, touch, interoception, etc.) - Neuromusculoskeletal and movement-related functions (reflexes, tone, strength, endurance, tremors, etc.) Others if relevant: - Cardiovascular, respiratory, immune system, speech functions, digestive, endocrine system functions etc.</p>		
<p>Body structures (p. 54): (e.g., structures related to all the body functions listed above - the nervous system, eyes and ears, related to movement etc.)</p>		
Outcomes		
<p>Team goals and desired outcomes What are the teams priorities and desired targeted outcomes related to the students school functioning?</p>		

Adapted for the school setting from the American Occupational Therapy Association. (2020). Occupational therapy practice framework: Domain and process (4th ed.). American Journal of Occupational Therapy, 74(Suppl. 2), 7412410010. <https://doi.org/10.5014/ajot.2020.74S2001>