

APS Occupational Therapist and Physical Therapist Competencies & Indicators for Licensure Level I, II, and III:

Strand A: Therapeutic Intervention and Assessment: APS Essential Competencies 1, 5, 4, 8

Strand B: Student Performance: APS Essential Competencies 3, 2, 6

Strand C: Professional Development: APS Essential Competencies 7

Strand A: Therapeutic Intervention and Assessment

Competency 1: The therapist communicates accurately and effectively the content of the discipline and maintains a professional rapport with students.

LEVEL I	LEVEL II	LEVEL III
1. Explains role and scope of practice to educational staff as they pertain to musculoskeletal, sensory, neurokinesiology, physiology, cardiopulmonary, psychology, and the influence of social and cultural factors on human development.	1. Explains role and scope of practice to educational staff as they pertain to musculoskeletal, sensory, neurokinesiology, physiology, cardiopulmonary, psychology, and the influence of social and cultural factors on human development.	1. Provides ongoing consultation and/or in-service education to educational staff regarding musculoskeletal, sensory, neurokinesiology, physiology, cardiopulmonary, psychology, and the influence of social and cultural factors as they pertain to student education.
2. Communicates with and obtains feedback from students, educational staff and parents/guardians regarding discipline related content in a professional manner.	2. Communicates with and responds to feedback from students, educational staff, and parents/guardians regarding discipline related content in a professional manner.	2. Encourages and facilitates communication and feedback from students and educational staff, parents/guardians, and community members regarding discipline related content.
3. Develops and maintains therapeutic rapport with individual students.	3. Develops and maintains therapeutic rapport with individual students.	3. Develops and maintains therapeutic rapport with individual students.

Competency 5: The therapist manages treatment time effectively.

LEVEL I	LEVEL II	LEVEL III
1. Coordinates schedule to complement other therapies and educational needs.	1. Coordinates schedule to complement other therapies and educational needs.	1. Coordinates schedule to complement other therapies and educational needs.
2. Organizes and adjusts schedule effectively considering treatment time, meetings, testing, travel and paperwork.	2. Organizes and adjusts schedule effectively considering treatment time, meetings, testing, travel and paperwork.	2. Organizes and adjusts schedule effectively considering treatment time, meetings, testing, travel and paperwork.
3. Creates and follows a consistent schedule for providing services to students, which takes into account student's overall educational priorities.	3. Creates and follows a consistent schedule for providing services to students, which takes into account student's overall educational priorities.	3. Creates and follows a consistent schedule for providing services to students, which takes into account student's overall educational priorities.
4. Structures treatment sessions according to a treatment plan.	4. Creates a treatment plan utilizing clinical expertise and experience.	4. Creates a treatment plan utilizing clinical expertise, experience and peer reviewed research.

Competency 4: The therapist encourages the development of student involvement, responsibility, and problem solving skills.

LEVEL I	LEVEL II	LEVEL III
1. Uses techniques to develop student interest, motivation, creativity and growth in the educational environment.	1. Uses and shares techniques to develop student interest, motivation, creativity and growth in the educational environment.	1. Develops a broad range of techniques that promote student interest, motivation, creativity and growth in the educational environment.
2. Fosters the development of responsible decision-making and accountability.	2. Fosters the development of responsible decision-making and accountability.	2. Fosters the development of responsible decision-making and accountability.
3. Encourages functional independence in the educational environment.	3. Encourages and provides strategies for functional independence in the educational environment.	3. Encourages and provides functional independence opportunities within the school, home and community environments.
4. Maintains student safety.	4. Facilitates student awareness of safety issues.	4. Facilitates student problem solving for independent safety awareness.

Competency 8: The therapist utilizes appropriate assessment techniques for continuous evaluation of student growth.

LEVEL I	LEVEL II	LEVEL III
1. Administers and interprets appropriate standardized and non-standardized evaluations.	1. Is skilled in the selection, administration and interpretation of appropriate standardized and non-standardized evaluations.	1. Seeks current peer reviewed research when considering use of standardized and non-standardized evaluations.
2. During on-going assessment therapist quantifies data and reports on performance.	2. During on-going assessment therapist compiles information from interviews with students, teachers, parents and other professionals.	2. During on-going assessment, therapist compiles information from interviews with students, teachers, parents and other professionals and makes recommendations.

3. Observes student performance and behavior effectively.	3. Observes and quantifies student performance and behavior across a variety of settings.	3. Develops measures to quantify student performance and behavior across a variety of settings.
4. Maintains current note-taking documentation, parent progress reports, and relevant data on progress in individual student folders.	4. Maintains current note-taking documentation, parent progress reports, and relevant data on progress in individual student folders.	4. Establishes a mechanism for and records ongoing communication with family and other team members when appropriate.
5. Sets realistic IEP benchmarks, objectives, and goals when appropriate.	5. Evaluates and designs needed changes in a student's IEP based on measurable and quantifiable progress data.	5. Evaluates and designs needed changes in a student's IEP based on measurable and quantifiable progress data, making recommendations to team as appropriate.
6. Completes initial evaluations appropriately and in a timely manner, writing reports in commonly understood and meaningful terms. Establishes time-lines for delivery of therapy services and projects a realistic date for termination of therapy intervention.	6. Completes initial evaluations appropriately utilizing clinical expertise and experience, writing reports in commonly understood and meaningful terms. Establishes time-lines for delivery of therapy services and projects a realistic date for termination of therapy intervention.	6. Completes initial evaluations appropriately utilizing peer reviewed research to more effectively interpret data, writing reports in commonly understood and meaningful terms. Establishes time-lines for delivery of therapy services and projects a realistic date for termination of therapy intervention.
7. Considers medical, social, emotional, environmental, economic, and cultural factors during assessment and evaluation.	7. Considers medical, social, emotional, environmental, economic, and cultural factors during assessment and evaluation.	7. Considers medical, social, emotional, environmental, economic, and cultural factors during assessment and evaluation.
8. Recommends discharge or discontinuation of services in collaboration with the team when appropriate.	8. Recommends discharge or discontinuation of services in collaboration with the team when appropriate, providing a clear rationale to educational team and family.	8. Recommends discharge or discontinuation of services in collaboration with the team when appropriate, providing a clear rationale and quantifiable data to educational team and family.

Strand B: Student Performance

Competency 3: The therapist appropriately utilizes a variety of therapeutic methods and resources for each area taught.

LEVEL I	LEVEL II	LEVEL III
1. Identifies, prepares, and safely implements learning activities at an appropriate level to meet IEP goals and objectives.	1. Identifies, prepares, safely implements and grades a variety of learning activities at an appropriate level to meet IEP goals and objectives.	1. Identifies, prepares, safely implements, and grades a variety of learning activities at a developmentally and academically appropriate level to meet IEP goals and objectives.
2. Uses and recommends appropriate materials, environmental adaptations, positioning and mobility techniques, activities of daily living modifications, low-mid technology, and/or adaptive equipment.	2. Monitors and instructs students and other team members in the implementation of appropriate materials, environmental adaptations, positioning and mobility techniques, activities of daily living modifications, low-mid technology, and/or adaptive equipment into the curriculum, classroom schedule and routines.	2. Identifies sources for obtaining, maintaining, repairing, and financing materials, environmental adaptations, positioning and mobility techniques, activities of daily living modifications, low-mid technology and/or environmental adaptations.
3. Works with students individually, in small and large groups in a variety of settings.	3. Manages individualized needs of multiple students when working in groups in a variety of settings.	3. Coordinates multiple tasks when working in groups, in a variety of settings.
4. Demonstrates knowledge of therapeutic methods, treatment theories and frames of reference in practice.	4. Demonstrates knowledge of therapeutic methods, treatment theories and frames of reference when considering the most appropriate therapeutic plan for each individual student.	4. Utilizes and recommends to colleagues current peer reviewed research in regards to therapeutic methods, frames of reference and treatment theories as appropriate to the educational and therapeutic setting.

Competency 2: The therapist obtains feedback from and communicates with students in a manner that enhances student learning and understanding.

LEVEL I	LEVEL II	LEVEL III
1. Communicates with students on a level commensurate with their understanding.	1. Works with school team to effectively communicate with students.	1. Helps families and district professionals to effectively communicate with students.

2. Gives students time and opportunities to express their feelings, wants and needs.	2. Develops strategies for student expression of their feelings, wants, and needs.	2. Develops strategies for student understanding of learning style and self evaluation.
3. Responds appropriately to negative or inappropriate remarks and behaviors.	3. Works with school team to address negative or inappropriate remarks and behaviors.	3. Is a resource to professional peers, the cluster and the district on behavioral management.
4. Frequently gives positive feedback and reinforcement of student success.	4. Develops strategies for student awareness of progress and success.	4. Obtains feedback and communicates with students regarding student performance and personal expectations for success.
5. Informs student of goal or skill areas to be addressed by therapy.	5. Involves student in tracking progress on goals and skills.	5. Involves student in activity analysis to identify goal or skill area to be addressed and performance expectations.

Competency 6: The therapist creates an atmosphere conducive to learning, self-discipline, and the development of a realistic positive self-concept.

LEVEL I	LEVEL II	LEVEL III
1. Establishes and communicates behavioral expectations to students.	1. Establishes and communicates behavioral expectations to students.	1. Establishes, communicates and effectively enforces behavioral expectations to students.
2. Implements behavioral intervention plans as necessary.	2. Assists in the process of establishing behavioral intervention plans with the team.	2. Actively participates in the development and implementation of both the behavioral assessment and intervention plan, when appropriate.
3. Maintains an organized work environment. Checks to ensure that equipment and environment is free from observable hazards and defects.	3. Maintains an organized work environment. Checks to ensure that equipment and environment is free from observable hazards and defects.	3. Maintains an organized work environment. Checks to ensure that equipment and environment is free from observable hazards and defects. Notifies administrator if treatment space is inadequate for supporting student progress.
4. Seeks to maintain positive and supportive interaction with students and colleagues.	4. Seeks to maintain positive and supportive interaction with students and colleagues through ongoing communication.	4. Seeks to maintain positive and supportive interaction with students and colleagues through ongoing collaboration and communication.
5. Where applicable, considers student self-determination when creating transition plans/goals.	5. Fosters student independence by assisting in the process of setting personal and academic goals.	5. Fosters student understanding of the eventual goals of independent living and working, as appropriate.

Strand C: Professional Development

Competency 7: The therapist demonstrates a professional and helpful demeanor in relationships with community and staff members.

LEVEL I	LEVEL II	LEVEL III
1. Discusses and demonstrates professional behavior regarding ethical and legal responsibilities as they pertain to school-based practice.	1. Discusses and demonstrates professional behavior regarding ethical and legal responsibilities as they pertain to school-based practice.	1. Discusses and demonstrates professional behavior regarding ethical and legal responsibilities as they pertain to school-based practice.
2. Maintains confidentiality regarding students, parents and colleagues.	2. Maintains confidentiality regarding students, parents and colleagues.	2. Shares information with other staff members about legal requirements regarding confidentiality of student information within the school district and when interacting with outside resources.
3. Provides consultation and general suggestions when teachers and colleagues have questions or concerns about school therapy services.	3. Assists and guides teachers in the referral process for school therapy services.	3. Assists and guides teachers in the referral process for school therapy services and community resources as appropriate.
4. Seeks guidance and support from mentor therapists as needed.	4. Develops professional relationships within the educational system, and with community agencies and professionals as they pertain to school-based practice.	4. Provides mentor support to colleagues and provides referral resources, such as community agencies or professionals as needed.
5. Abides by the rules and regulations of the state and national licensing boards for his / her discipline.	5. Abides by the rules and regulations of the state and national licensing boards for his/her discipline.	5. Abides by the rules and regulations of the state and national licensing boards for his/her discipline.
6. Demonstrates knowledge of district policies and procedures as they relate to school based practice.	6. Educates other therapists regarding policies and procedures.	6. Participates in developing policies and procedures as they relate to school based practice.

Competency 9: Optional. (Based on a job description and/or Professional Code of Ethics)

LEVEL I	LEVEL II	LEVEL III