Clinical Leaders and Managers of School-based Rehabilitation Services Readiness Checklist:

Part Three: Effectively Implementing Partnering for Change (P4C)

Occupational therapists who implement P4C are strongly encouraged to consult with their regulatory body to ensure continued adherence to changing regulatory guidelines and best practices.

© 2025 Wenonah Campbell, Partnering for Change Program of Research, CanChild, McMaster University

Please see p4cguide.com for additional resources and tools.

Clinical Leaders and Managers of School-based Rehabilitation Services Readiness Checklist: Part Three: Effectively Implementing Partnering for Change (P4C)

This checklist is the third of three and is designed to help clinical leaders and managers of School-based Rehabilitation Services to support occupational therapists to successfully deliver Partnering for Change (P4C) in alignment with the P4C Implementation Theory. These checklists provide reflections and indicators to help you to support the successfully delivery of the P4C service in schools and explains why these are important.

This checklist provides considerations to help **clinical leaders and managers to support occupational therapists to effectively implement P4C.**

If you have not yet done so, please review the **Clinical Leaders and Managers of School-based Rehabilitation Services Readiness Checklist: Part One: How to Prepare to Deliver Partnering for Change (P4C) Successfully and Part Two: How to Introduce Partnering for Change (P4C) in Schools Successfully.**

Clinical Leaders and Managers Implementation Indicator	Why This Matters
I ensure that my team of OTs has a regular and consistent presence in their schools and are at the school no less than once every two weeks.	The literature and our research suggest that the OT needs to be a regular and consistent presence in the school. A regular and consistent presence is necessary for the OT to establish collaborative relationships, foster understanding of P4C in the school community, and develop an understanding of school and student needs.
I have established relationships with school administrators and I value their knowledge and skills.	Building relationships with the school community is essential to the success of P4C. Each school is unique in terms of their culture and the needs of their students. It is important that the Clinical

© 2025 Wenonah Campbell, Partnering for Change Program of Research, CanChild, McMaster University

	Leader/Manager builds strong relationships with the school administrators to help model the relationships the OT will have with school staff.
I ensure the OTs on my team receive mentorship and attend regular peer meetings.	P4C research has shown that mentorship is essential to the success of this model. P4C represents a significant change for some therapists and OTs require ongoing support to address common challenges during its implementation.
I understand the importance of OTs using dynamic performance analysis (DPA).	DPA is an essential skill for OTs in P4C. Unlike a static assessment, DPA allows the therapist to determine the student's current level of function performing a task in context. The therapist trials a variety of supports and strategies to evaluate which is most helpful to the student. Therapists communicate with the educator, family, and team about what was done, and why, to build capacity through knowledge sharing. DPA promotes ongoing collaboration with educators to emphasize and foster shared goals, mutual respect and trust, shared decision-making, co-creation of solutions, resource sharing, and shared responsibility for achieving positive outcomes.
In collaboration with the OTs in my organization, I ensure accurate metrics can be collected about their workload and the full scope of services that are provided at each tier.	Accurate metrics are important to understand the OT's workload and the full scope of services that are provided to the whole school community. Metrics are also important for documenting impact and sustaining adequate funding for P4C services.

© 2025 Wenonah Campbell, Partnering for Change Program of Research, CanChild, McMaster University

Create Your Personalized Action Plan.

Choose an implementation indicator you would like to address and prepare an Action Plan to help you achieve your goal.

Learning Goal	Strategy to Address Indicator	Progress Made Towards Goal

© 2025 Wenonah Campbell, Partnering for Change Program of Research, CanChild, McMaster University