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

Part Two: How to Introduce Partnering for Change (P4C) in Schools Successfully

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.

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Please see p4cguide.com for additional resources and tools.

Clinical Leaders and Managers of School-based Rehabilitation Services Readiness Checklist: Part Two: How to Introduce Partnering for Change (P4C) in Schools Successfully

This checklist is the second 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 introduce P4C in schools successfully.**

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.**

Clinical Leaders and Managers Implementation Indicator	Why This Matters
I have introduced myself to the principal and leadership team that will be receiving P4C services.	Building relationships with the school community is essential to the success of P4C. Ensuring administrators know who you are and of your willingness to help with initiation of P4C or problem solving any implementation challenges is necessary to build relationships. This also models the relationships the OTs will aim for with school staff.
I share with the school administration team the expectation for a collaborative, whole school approach that includes capacity building for educators.	P4C differs from previous occupational therapy services that educators might be more familiar with. In P4C, the OT will collaborate with educators to determine their needs and what would be helpful for them and the children in their classrooms.

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I routinely communicate with the school administration team, and the OT, during the initial stages of implementation.	Frequent communication during the initial stages of implementation provides an opportunity to collaboratively discuss, and resolve pragmatic issues and concerns. Additionally, establishing clear communication is important for ongoing collaboration, and the successful implementation of P4C.
I am supportive of the OTs sharing the P4C Foundations for Educators webinar with the principal and asking that it be shared with school staff.	The P4C Foundations for Educators webinar provides educators with foundational knowledge about P4C to enhance their understanding of the service and how it can be collaboratively implemented at their school.
I understand why it's important for the OT to use varied strategies to share information with families, including the P4C Foundations for Families webinar.	Ensuring families can contact the OT with questions about occupational therapy, or the services that are offered, creates opportunities for families to connect, which may support family engagement. This is an important step to developing the family-therapist relationship.

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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

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