Partnering for Change (P4C) Implementation Support Tool for School Administrators

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.

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This implementation support tool is designed to assist school administrators in thoughtfully reflecting on their role in the successful implementation of Partnering for Change (P4C). It offers guiding questions and supportive context to help administrators consider strategies to warmly integrate the occupational therapist (OT) into the school community and facilitate meaningful collaboration between the OT and school staff.

Guiding Question	Why this Matters
Am I and our school staff open to exploring how P4C could support our school?	Partnering for Change differs from traditional service models, emphasizing collaboration and inclusion. Understanding and aligning with these values supports educators and benefits students.
Have I viewed the 'P4C Foundations for Educators' video to better understand the approach?	The video provides key foundational information, helping administrators effectively support staff during implementation.
Have I clearly expressed my support for implementing P4C within our school community?	Administrator support is crucial for setting a positive, collaborative tone for P4C implementation.
Have I encouraged my staff to view the 'P4C Foundations for Educators' video?	Encouraging staff to understand P4C promotes engagement and collaboration in the service.
Have I facilitated introductions between the OT and our leadership team, resource teachers, and educators, sharing their schedule and contact information?	Clear introductions enhance communication, supporting strong collaborative relationships essential for P4C success.
Have we arranged opportunities for educators to ask questions and discuss P4C directly with the OT?	Direct dialogue increases educator comfort and clarity around their collaborative role in P4C.

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Has our school collaborated with the OT and their clinical manager on an approach for informing families about the OT's presence and role within our school community?	It is important that all families be informed that an OT will be present in the school because the OT might visit all of the spaces and classrooms in the school as needed throughout the school year.
Have I connected the OT with a knowledgeable school staff member willing to act as a liaison?	A liaison facilitates effective integration of the OT into the school community and supports the OT's understanding of the school's unique culture and needs.
Do I contribute to fostering a welcoming atmosphere for the OT as a valued member of our school community?	A welcoming environment supports meaningful collaboration and enhances the OT's ability to positively impact student outcomes.
Have I ensured the OT has the necessary workspace, resources, and school information (e.g., secure storage, office supplies, communication tools, school schedules, staff contacts, and emergency procedures) to support their integration and effective collaboration within our school?	Providing the OT with essential resources and information supports their smooth integration into the school community, promotes efficient communication with educators, protects student confidentiality, and enhances the OT's ability to collaborate effectively, benefiting all students and staff.
Do I regularly inform the OT about upcoming school events (e.g., open houses, interviews) to encourage their participation?	Including the OT in school events increases family engagement and understanding, reinforcing successful implementation of P4C.

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Create Your Personalized Action Plan.

Choose a guiding question you would like to address and prepare an Action Plan to help you achieve your goal.

Learning Goal	Strategy to Address Guiding Question	Progress Made Towards Goal

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