Occupational Therapist Readiness Checklist:

Part One: How to Prepare to Deliver Partnering for Change (P4C) 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.

Occupational Therapist Readiness Checklist: Part One: How to Prepare to Deliver Partnering for Change (P4C) Successfully

Transitioning to a new service model, like Partnering for Change (P4C) requires some learning.

This checklist is the first of three designed to help occupational therapists to successfully deliver Partnering for Change (P4C) in alignment with the P4C Implementation Theory. These checklists provide indicators to help occupational therapists to deliver the P4C service successfully in schools and explain why these indicators are important.

This first checklist provides some reflections and indicators to help **occupational therapists to prepare to deliver the P4C service in schools**.

Occupational Therapist Implementation Indicator	Why This Matters
I believe my role is to foster children's inclusion, participation and engagement at school and I am open to learning and adopting a new model of service delivery.	Partnering for Change (P4C) is a novel way of providing services in schools and differs from a medical model approach. It is important that your beliefs are aligned with the values inherent to the model (i.e., inclusion), and that you are open to delivering services in a new way.
I have completed the P4C Professional Development Program	The P4C Professional Development Program offers content that is essential foundational knowledge required to implement P4C well, including content about universal design for learning, differentiated instruction, dynamic performance analysis and response to intervention.
I have accessed the P4C resources and implementation tools that are available at p4cguide.com.	The P4C website offers a variety of implementation tools and resources to help occupational

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	therapists (OTs) learn about and adopt P4C.
I have a mentor available for support. My mentor has experience delivering P4C, knowledge of the education and health systems, and a desire to support OTs through reflective practice.	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 adoption.
I have established or joined a community of practice.	A community of practice has been shown to be helpful in supporting P4C OTs as they implement the model. OTs can share and learn from their collective knowledge and experience. This social network is especially helpful for OTs who are new to P4C.
I have consulted with my regulatory body about any questions regarding consent or documentation.	It is important to ensure that your consent and documentation processes align with the professional standards outlined by the regulatory body where you practice.
My organization and my team have created a consent for Tier 1 letter for parents.	It is important that all families be informed that an OT will be present in the school because you are likely to visit all of the spaces and classrooms in the school throughout the school year.
My organization and my team have created a process to gain consent for Tier 2 and 3 levels of service.	Tier 2 and Tier 3 services require the informed consent of the student (if capable and appropriate) and the family or substitute decision maker.

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My organization has a record keeping system that allows me to document Tier 1, 2, and 3 services.	P4C OT services at Tier 1 must be documented in a school or classroom file. A clinical record must be maintained for each student receiving Tier 2 and Tier 3 services, in accordance with the record-keeping standards set by the regulatory body where you practice.
My organization has a process to keep track of my workload and all of my activities at Tier 1, Tier 2, and Tier 3.	Accurate metrics are important to understand OTs' workload and the full scope of services that are provided to the whole school community. Metrics are also important for securing adequate funding for P4C services.
I feel equipped, supported, and empowered to implement P4C in my assigned school(s).	It is important that OTs feel confident and competent when delivering P4C.
I have meetings scheduled with my OT colleagues, my mentor, and my manager during the first few weeks of implementation.	Support from OT colleagues, mentors, and managers can help to address any early challenges that arise during the first few weeks transitioning to this new service delivery model.

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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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