Occupational Therapist Readiness Checklist:

Part Three: Effectively Implementing 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.

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Please see p4cguide.com for additional resources and tools.

Occupational Therapist Readiness Checklist: Part Three: Effectively Implementing P4C

This checklist is the third of four designed to help 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 deliver the P4C service successfully in schools and explains why these are important.

This checklist provides considerations to help occupational therapists to **effectively implement P4C.**

If you have not yet done so, please review the **Occupational Therapist Readiness Checklists: How to Prepare to Deliver Partnering for Change (P4C) Successfully and How to Introduce Partnering for Change (P4C) in Schools Successfully.**

Occupational Therapist Implementation Indicator	Why This Matters
I have a regular and consistent presence in the school and am 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 educators in the school and I value their knowledge and skills.	Building relationships with the school community is essential to the success of P4C. Each classroom and school is unique in terms of their culture and the needs of their students. It is important that you build strong relationships to better understand the unique attributes of each school and classroom and

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	how best to support the students.
I receive ongoing mentorship, attend regular peer meetings, and am supported by leadership within my organization to implement P4C.	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 ongoing opportunities to learn how to implement P4C with and from peers and a mentor.	Research has shown that OTs can share and learn from their collective knowledge and experience. A social network, such as a community of practice, is especially helpful for OTs who are new to P4C. Experienced therapists also benefit from shared problem solving and new ideas to support implementation.
I have had discussions with educators about what they have already tried in their classrooms, what they perceive to be the needs of students in their class, and where they would like help.	P4C OTs enhance their own capacity and knowledge through collaboration with educators. This helps OTs develop a common understanding of classroom needs and to collaborate with educators to design tier one services that meet both educator and all students' needs.
I have a common understanding of educators' needs, and have developed a plan to implement Tier 1 universal services in the school.	
I implement Tier 1 universal services that enhance educator capacity, by modeling and explaining developmentally appropriate use of tools, strategies, and environmental modifications for all students.	Knowledge sharing and capacity building are essential to the success of P4C. OTs engage in capacity building by sharing with educators when, why, and for which students a strategy or environmental modification would be chosen, and by demonstrating how to implement the needed changes. When capacity is built, educators can
I routinely follow up with educators to collaboratively determine the success of universal strategies.	

I create opportunities for educators to see what the OT strategies and tools look like when implemented and when, why, and how these would be effective.	apply these strategies and adapt this knowledge in their day-to-day activities ensuring the ongoing impact of P4C even when the OT is not present.
In collaboration with educators, I approach families to discuss potential concerns and follow applicable regulatory requirements to obtain their consent to for services.	Tier 2 and Tier 3 services require the informed consent of the student (if capable and appropriate) and the family or substitute decision maker. It is important to ensure that consent and documentation processes align with the professional standards outlined by the regulatory body in your jurisdiction.
I have the knowledge and skills necessary to use 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. An important component in P4C is that 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 and visions, mutual respect and trust, shared decision-making, co-creation of solutions, resource sharing, and shared responsibility for achieving positive outcomes.
I use DPA to observe students in authentic contexts, utilizing my clinical reasoning to generate hypotheses about students' needs, select appropriate strategies and determine the students' response, sharing my observations and insights with educators.	
In collaboration with the educator, I gain insight into how students are performing within authentic contexts and share responsibility for determining how best to meet students' needs.	
In collaboration with the educator, I begin to recognize students who may need Tier 2 and/or Tier 3 service.	
Through using DPA, I cultivate strong clinical assessment and reasoning skills.	

I share my insights regarding effective Tier 2 strategies with families.	Families can provide further input into what might work well for their child in specific situations. Additionally, families might be able to trial similar strategies at home with their child.
I plan and either deliver or delegate delivery of short-term, targeted Tier 2 services for specific occupational needs.	By using a tiered approach, many diverse student needs are met because the level of support provided is needs-based and available for ALL students. Some students will require more intensive services than what is offered at Tier 1. It is important to ensure all tiers are being implemented, including Tier 2 services when implementing P4C.
Along with the educator, I identify students who require more intensive, individualized tier 3 services.	By using a tiered approach, many diverse student needs are met because the level of support provided is needs-based and available for ALL students. A few students will require more intensive services than what is offered at Tiers 1 and 2. It is important to ensure that all tiers are being implemented, including Tier 3 services when implementing P4C.
I plan and either deliver or delegate delivery of Tier 3 services for the specific occupational needs of the student using a range of service delivery options and resources within the learning environment and curriculum.	
I ensure that students whose needs are addressed by Tier 2 and 3 services continue to have access to Tier 1 services, as needed.	Students can receive support at any tier dependent on their service needs, and can access services in multiple tiers simultaneously, as needed. It is important that the tiers remain fluid and responsive to the needs of the students, educators and families.
I understand that services can be delivered flexibly and I have the autonomy to decide how to distribute my time across all three tiers.	
I deliver services at all three tiers in collaboration with educators.	

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I ensure services are coordinated and are responsive to the needs of students and educators.	
In collaboration with my organization, I ensure accurate metrics can be collected about my workload and the full scope of services that I provide at each tier.	Accurate metrics are important to understand 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.

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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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