Occupational Therapist 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.

Occupational Therapist 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 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 introduce P4C in schools successfully.**

If you have not yet done so, please review the **Occupational Therapist Readiness Checklist: Part One: How to Prepare to Deliver Partnering for Change (P4C) Successfully.**

Occupational Therapist Implementation Indicator	Why This Matters
I have introduced myself to the principal, leadership team, and special education/learning resource teachers.	Building relationships with the school community is essential to the success of P4C. Ensuring educators and administrators know who you are and how you can help is necessary to build relationships. Invite educators to connect with you to discuss the needs of the school/classroom.
I have asked for my information (and picture, if desired) to be shared with all of the school staff.	
I have sent the P4C Foundations for Educators webinar to the principal and asked them to share with the school staff and have set up a time to meet with educators to discuss P4C.	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.

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I have introduced P4C to school staff, setting 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, you will collaborate with educators to determine their needs and what would be helpful for them and the children in their classrooms.
I plan to be at the school at a frequency that is evidence-based (i.e. no less than one full day every two weeks) to facilitate the transition to and ongoing implementation of P4C.	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 to establish relationships, foster understanding of P4C in the school community, develop an understanding of school and student needs, and provide a responsive service at all three tiers.
I have shared my contact information and schedule of my time at the school.	It is important for educators to be aware of when you will be present in the school so they can request your support as needed.
I worked with the school to communicate information to all families about occupational therapy and the P4C service, and included my contact information, the P4C services that will be provided in the school, and how families will be contacted should a concern be identified about their child.	Ensuring families can contact you with questions about occupational therapy, or the services that you can offer, creates opportunities for families to connect with you which may support family engagement. This is an important step to developing the family-therapist relationship.

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I have shared information about the P4C Foundations for Families webinar with families in the school.	The P4C Foundations for Families webinar is specifically designed for families and provides foundational information about P4C to increase families' awareness and understanding of the service.
I have a plan to proactively utilize varied strategies for sharing information about P4C with families (i.e., school information nights, newsletters, posting information on school websites or in public spaces in the school).	Including families as an equal partner is essential to P4C, but research has shown that there are many barriers to the family-therapist relationship, including a lack of awareness and understanding of the service. Sharing information with families using these varied strategies may enhance their awareness of the role of the OT and that you are able to provide support for all students.
I am able to collaborate with a member of the school staff who is well connected in the school, knowledgeable about school needs and resources that are available, and is willing to be a liaison for the OT.	It is important that you build strong relationships to better understand the unique attributes of each school and how best to support the students. Having a particular school staff member as a resource can be a helpful way to start learning about the school culture and to facilitate relationships with other school staff.
I have a way to have ongoing communication with educators.	Establishing clear communication channels are important for building relationships, ongoing collaboration, and the successful implementation of P4C.

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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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