

# Learning Objectives

MedBridge

*Effective Evaluation Strategies for School-Based Therapists*

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## Chapter 1: Evaluation and Assessment

- Describe IDEA 2004 evaluation requirements
- List 3 reasons why an occupational therapist may complete an evaluation in the schools
- Define common terms specific to evaluation in the schools
- Recognize ethical requirements when using standardized assessment tools

## Chapter 2: Tools and Strategies

- List specific tools and strategies to use in the schools
- Describe the difference between discriminative measures and predictive measures
- Describe the pros and cons of top-down vs. bottom-up tools and strategies
- Describe how to evaluate different areas of occupational performance
- List strategies for evaluating roles, habits and routines in the schools

## Chapter 3: Evaluation Considerations

- Describe decision-making considerations when selecting assessment tools and strategies in the schools
- Discuss collaborative evaluation strategies with other members of the educational team
- Describe different considerations, given a student's age
- Describe different contextual considerations
- Describe a strength based approach to evaluation
- Application of findings to areas of occupational performance in the schools

## Chapter 4: Writing Evaluation Summaries

- Describe how to write an evaluation summary
- Discuss key terminology to include in an evaluation summary
- Review purpose of the evaluation
- Describe how to interpret the findings to support participation and function in the schools

## Chapter 5: Q&A

- Discuss the realities of evaluation in school-based practice