

Pyramid of Inclusive Practices

Physical Therapy

The arrow indicates the flexibility and fluidity of support according to students' needs.



Intensive/Individualized Interventions: 3-5% of Students

Consultation with core team, in-school team, divisional team and external supports to assess students' needs and develop appropriate programming.

This may include the collaborative development of Student Specific Plans and direct support through the use of inclusive practices such as:

- Facilitating referrals to other agencies and professionals
- Providing specialized physical assessments and reports
- Providing specific environmental assessments and evacuation plans
- Developing and providing training for individualized exercise plans
- Conducting selected home visits
- Attending medical appointments
- Supporting access to specialized equipment for individual students
- Providing individualized training in lifts, transfers and handling techniques
- Supporting adult services planning

Targeted Interventions: 5 - 15% of Students

Consultation with core team, in-school team, divisional team to assess students' needs and develop appropriate programming.

This may include the collaborative development of Student Specific Plans and direct support through the use of inclusive practices such as:

- Planning and overseeing the Adapted Swim Program, Swim Team Program and Special Olympics in schools
- Promoting community access and recreational opportunities
- Providing training in Back Care, Injury Prevention and Gross Motor Skills
- Providing physical assessments and reports
- Planning and supporting the provision of gross motor skills groups in collaboration with physical education teachers and rehabilitation assistants
- Supporting access to specialized equipment, individualized students and small groups (Chill Out Chairs, Freedom Concept Bikes)

Universal Interventions: 80 - 90% of Students

Consultation with in-school team to share inclusive practices and resources which may include:

- Providing advice related to accessibility and universal design in schools
- Supporting the implementation of Active Start programming as well as classroom based interventions (movement breaks, breathing exercises)
- Supporting access to specialized equipment for whole classrooms

Providing professional development in the following areas:

- Health and Wellness Education for staff including ergonomics and injury prevention
- Gross Motor/Exercise Programming

