Occupational Therapist and Early Childhood Educator Collaborative Education Model
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Will pre-school, kindergarten and first grade educators who participate in an online education module increase their understanding of the role of occupational therapy and incorporate skills learned into the design and delivery of activities to assist children to improve kindergarten readiness?

Setting:
- Suburban public school in New Jersey
- 14 pre-school and 23 Kindergarten Classes
- Integrated (half day) and Self-Contained classrooms

Background:
Decreased OT Availability
Increased Need by teachers

Results in little or no time for consultation or indirect interaction between teachers/OT

Significance to OT:
- May benefit children in classroom and district beyond those participating in OT
- Potential to support body of evidence for OT practice
- Increased awareness of OT among educators
- Teachers may identify student concerns earlier = earlier support
- Improved communication between professions could lead to increased carryover of skills practiced in OT to the classroom

Analysis of Evidence:

39 Articles – Qualitative and Quantitative
Variety of National and International Journals
Various professional journals

Themes in Evidence:
1. Kindergarten Readiness – Opportunity for OT to assist
2. Transition to Kindergarten - Improved with communication between professionals
3. Teacher Perception of OT in Schools - Improved Communication = Improved carryover
4. Teacher Professional Development Opportunities - Desire interactive opportunities
5. Support for In-service topics – Substantial support in literature
Participants:
- 13 Signed Consents, 12 Pre In-service Surveys, 8 Post In-service Surveys
- Varied Classroom types and varied levels of experience in the classroom

Quantitative Findings:
- Better understanding of OT role
- Increased understanding of OT contribution
- Believed in-services were informative
- Anticipate incorporating learning into classroom

Qualitative Findings:
- Post In-service survey responses = generally positive
- On-line forums were used minimally
- Depth of comments demonstrated understanding of material
- Commented on observation of child in classroom as relates to in-service
- Stated intention to incorporate ideas
References:


