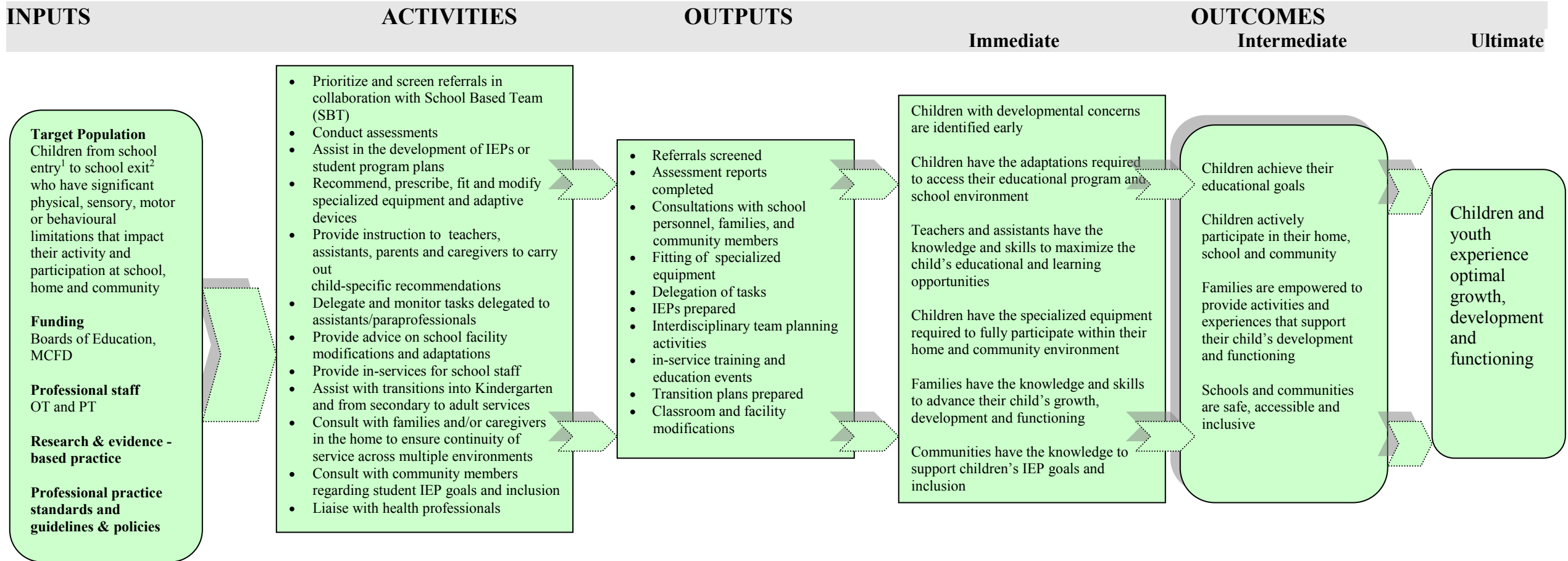


# SCHOOL-AGED THERAPY PROGRAM LOGIC MODEL

## (OCCUPATIONAL THERAPY AND PHYSIOTHERAPY SERVICES)



### KEY CHALLENGES/RISKS:

- Availability of qualified therapists
- Workload issues
- High demand for service
- Establishing priorities for service with increasing needs and limited resources
- Responding to the need for intervention at critical and sensitive periods of child development
- Reaching and providing services to culturally diverse and marginalized populations

### KEY ASSUMPTIONS:

- Planning is done within a collaborative, interdisciplinary School Based Team and includes parents/caregivers
- Service priorities are established collaboratively by therapists, school district staff and contractors/funders
- Service is child-centered and family focused
- The service is largely a consultative delivery model and adopts a functional approach within school, home and community environments - service is mainly provided at school
- Professional development and mentoring of therapists and therapy students is valued and supports the delivery of high quality services

1. School entry: the date on which a child is of school age and is permitted to enrol in an educational program provided by a board as defined by the British Columbia 1996 School Act (the first school day of a school year if, on or before December 31 of that school year).  
2. School exit: at the end of the school year in which the person reaches the age of 19 years