

Occupational Therapy Integration Policy (3.2)

Good Days Adolescent Special Needs Center, LLC – Fort Myers, FL

Purpose

The purpose of this Occupational Therapy (OT) Integration Policy is to outline how occupational therapy services are incorporated into the life-skills curriculum at Good Days Adolescent Special Needs Center. Occupational therapy is an essential component of each student's individualized development plan and supports the Center's mission of fostering independence, daily living skills, and self-confidence.

Section 1: Philosophy of Integration

Good Days Center believes that therapeutic and educational interventions are most effective when integrated into daily routines. Occupational therapy is embedded within the program's life-skills, sensory, and behavioral activities to ensure skill generalization and consistency across settings.

- **Functional Application** – OT strategies are applied during real-world tasks such as cooking, hygiene, communication, and community participation.
- **Collaborative Model** – Therapists work closely with Trainers to reinforce therapeutic strategies and monitor progress.
- **Holistic Support** – Therapy is designed to address sensory, motor, cognitive, and emotional regulation needs within the context of life-skills training.

Section 2: Roles and Responsibilities

The Director, who serves as a licensed Occupational Therapist (OTR/L), oversees all therapeutic programming and ensures compliance with professional standards. The following roles and responsibilities apply:

- **Director/OTR/L** – Conducts evaluations, develops treatment plans, delivers and supervises therapy implementation, and documents outcomes.
- **Trainers** – Integrate OT techniques into daily activities and report observations to the Director.
- **Volunteers** – Assist in reinforcing structured activities under staff supervision, without independently delivering therapy.

Section 3: Assessment and Goal Setting

Each student's needs are assessed through standardized and observational methods conducted by the Director/OT. Assessment results are used to

develop individualized life-skills and therapeutic goals that are measurable, functional, and developmentally appropriate.

- **Initial Evaluation** – Conducted upon enrollment or as needed to identify strengths and areas of need.
- **Goal Development** – Goals are collaboratively established with families and staff based on observed performance and priorities.
- **Progress Review** – Goals are reviewed regularly and adjusted to reflect student growth and evolving needs.

Section 4: Collaboration and Integration

The success of OT integration depends on active collaboration among staff, students, and families. The Director provides ongoing training and modeling to ensure that therapeutic approaches are consistently implemented throughout the program.

- **Team Meetings** – Regular interdisciplinary meetings are held to review student progress and discuss strategies.
- **Daily Implementation** – Therapeutic principles are reinforced during everyday routines and life-skills sessions.
- **Family Involvement** – Parents are informed of therapy goals and progress through periodic updates and conferences.

Section 5: Documentation and Confidentiality

All therapy records, including evaluations, goals, and progress notes, are maintained securely in accordance with the Student Record Management Policy (2.6) and applicable privacy regulations. Only authorized personnel may access or share therapy-related information.

Section 6: Review and Evaluation

The Occupational Therapy Integration Policy is reviewed annually by the Director and President/Owner to ensure effectiveness, compliance, and alignment with the Center's mission. Feedback from staff and families is considered in the policy's ongoing refinement.

Approved: December 2025

Next Review: December 2026