



# School Based Team/Collaborative Goal Fact Sheet

The following fact sheet provides general information for parents, administrators, and others on the topic of School-based Team/Collaborative Goals. Please check with your school district for additional information.

✓ **What is the school-based team/collaborative model?**

- The school-based team/collaborative model includes a partnership of two or more interdisciplinary IEP team members (includes case manager), each of whom assumes responsibility for participation in developing and implementing shared goals that are relevant to a student's academic/functional performance. "Guidelines for the Provision of OT and PT Services, Montana Office of Public Instruction, September 2018."

✓ **Who develops and reports on collaborative goals?**

- The IEP team develops measurable annual goals based on the student's educational and functional needs within the educational environment. These educationally relevant needs have been identified by the team as a result of an initial evaluation and subsequent progress monitoring. Physical and occupational therapists assist the IEP team in writing team/collaborative goals for interdisciplinary service areas to support participation and access of curriculum across school settings. These ARE NOT separate occupational and/or physical therapy goals but are collaborative goals agreed upon by the IEP team with input from the related service provider members. Related service providers and designated school staff contribute to progress reports as indicated on the IEP goals.

✓ **How do related service providers participate in the collaborative model?**

- The occupational and physical therapists utilize their unique knowledge and skills to focus on the student's underlying foundational abilities that contribute to the achievement of the team/collaborative goal. The collaborative model may include consultation, skilled observations, direct services, staff education and training, equipment recommendations, research, and program development.

✓ **How is the level of related service determined to support the student's collaborative goal?**

- The type and level of related services required to meet the team/collaborative goals are based on the students' functional participation and access needs and are documented in the IEP.

✓ **What are examples of team goals to support functional needs within the educational environment?**

- In her pre-school classroom, Layton will use her walker, move between 3 centers and participate in each center activity for at least 5 minutes with 70% success over one quarter as measured by therapists and school staff through data collection.
- From a baseline of using adaptive scissors, given instruction and practice, John will use regular classroom scissors to cut out a variety of 3-inch shapes within ¼-inch of the line, during 5 consecutive data/work samples as collected by special education staff and/or occupational therapist.

For more information, contact your school district or go to [www.opi.mt.gov](http://www.opi.mt.gov).

Local Contact: \_\_\_\_\_