

WHAT ARE PUSH-IN THERAPY SERVICES?

What are the benefits of the push-in model?

1 || Less stigma

Students with learning difficulties and other needs aren't being singled out.

2 || Less disruption

Similarly, when kids aren't being pulled out for services, the flow of the classroom routine isn't disrupted. The services are seamlessly woven into the naturally occurring events of the school day.

3 || Increased collaboration and consultation

When services are delivered within the natural contexts of the school day, therapists gain a better understanding of what's going on in the classroom and other learning environments and teachers/other staff gain a better understanding of the services therapists provide.

4 || Increased benefits to other students

Often, teachers spend a great deal of time and energy providing extra attention to students who aren't identified for special education services, but who need a lot of additional support and intervention. Interventions can be provided to the whole class or a small group, meaning that other students can reap the benefits too.

5 || Better generalization of skills

When skills are taught and reinforced in the natural setting, there is a better chance for carryover and generalization.

6 || More effective problem-solving

Working into the classroom and other natural settings within the school also allows for on-the-spot problem-solving as a therapist and teacher observe and consult about what issues or problems the student is encountering throughout the school day.

7 || Peer modeling

This benefit often works both ways – with typically functioning children modeling positive behaviors and skills for children who need extra support and with children who have special needs showing skills, strategies, and activities they have learned in therapy to their typically functioning peers.

WHAT ARE PUSH-IN THERAPY SERVICES? (CONTINUED)

What are the challenges of providing push-in services?

1 || Scheduling/Planning/Flexibility

Many therapists found that it's difficult to know when a classroom will be working on an activity that is related to the goals and objectives they have included in the IEP.

2 || Interpersonal Barriers

The classroom is a teacher's "territory" and some may find it difficult or disrupting to have another person in the mix. The teacher and therapist will inevitably have differences in their personalities, styles, and approaches. Therapists in our survey also mentioned feeling uncomfortable or not wanting to step on the teacher's toes by coming into the classroom.

3 || Confidence and Know-How

Many therapists feel that they're lacking confidence about how to effectively provide push-in services. They also feel that they're uncertain about carving out their role or place in the classroom setting.

4 || Relevance, working on specific skills/objectives

Another common challenge is that therapists feel that when they come to a classroom, they aren't offering support or services that are relevant to the child's IEP goals and objectives.

Tips, Activities, and Ideas for Push-In Therapy

1 || Learn how to introduce fidget tools in the classroom, create a plan, and work with the teacher to implement a fidget tool strategy in the classroom. You can even work with students in the classroom to create their own DIY Fidget Toys!

2 || Try pushing in to offer services during classroom center time.

3 || Get kids moving and learning by working with the teacher to facilitate one (or more) active learning games in the classroom.

4 || Provide support during circle time or while they're waiting in line or walking in the hallway.