

Reasons to consider a Better Therapy Process by Using PTS



Biggest Dangers to be Eliminated

- Consistent, significant cost increases for therapy services.
- Increasing legal complexities set the stage for costly litigation.
- Therapy occurs in isolation from classroom teachers, aides and parents.
- Difficult parent relationships due to unrealistic expectations, placement issues, and speed of response.
- Systemic program issues are dealt with on a student-by-student basis vs. district-wide therapeutic initiatives.
- Referral Process has become cumbersome and often results in excessive delays.
- Lack of clear lines of communication amongst IEP team members.
- District's special education team is viewed as less informed than local private clinics.
- Lack of standard eligibility criteria, data collection and reporting formats represent a liability to the Special Education Department.
- The struggle to integrate the resources of Regular and Special Education leadership to facilitate more seamless curriculum delivery to all students.

Biggest Opportunities to be Focused on and Captured

- Turn involved parents into district allies, engaging them in Special Education issues and policies.
- Detailed reporting on *how* therapy dollars are spent, each month, will enable optimum use of resources.
- District leadership takes a proactive approach to challenges, calling for improvement of the status quo.
- Teachers would be trained and empowered to bring therapy strategies into the classroom.
- An expedient and well-structured referral process would insure that only appropriate students end up on caseload.
- Access to highly-reputable "specialists" would protect the district in complex situations.
- Tracking of critical program data, including costs, referrals and progress, would support a culture of accountability.

Program Strengths to be Reinforced and Maximized

- I have the tools that I need to communicate a strategic Special Education Plan that stretches several years into the future.
- The special educators I lead are an experienced, enthusiastic group of professionals that demonstrate an appetite for new ideas.
- The Special Education Department has well-established channels of communication that effectively provide clarity and eliminate redundancy.
- The political climate in the district is sensitive and responsive to the challenges facing special educators.
- My department can count on support from district leadership for the initiatives we recommend.
- Special Education Directors and Supervisors embrace ideas that eliminate waste and promote fiscal responsibility.
- "Accountability" is a critical element of the program initiatives I generally seek to implement.