



Standard 14

Early Identification Procedures and Intervention Strategies



KAWARTHA PINE RIDGE
DISTRICT SCHOOL BOARD

Kawartha Pine Ridge District School Board
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Standard 14

Early Identification Procedures and Intervention Strategies

As stated in [Policy/Program Memorandum \(PPM\) No. 11, *Early Identification of Children's Learning Needs*](#), boards must have in place procedures to identify each student's level of development, learning abilities, and needs, and they must ensure that educational programs are designed to accommodate these needs and to facilitate each student's growth and development. Each board's special education plan must explain these procedures for school staff and for parents and other members of the public.

The Kawartha Pine Ridge District School Board endeavours to deliver Special Education services to allow students to benefit from a range of services in keeping with the Board's program vision, as outlined in Standard 1. We believe all students can learn, and that early intervention is critical in supporting student success. This belief guides the Board's approach to the education of students who have special needs. The education programs for these students must be sensitive to the individuals' strengths and learning needs, as well as the lived experience of each student.

The Kawartha Pine Ridge District School Board (KPRDSB) is committed to providing a wide range of programs to assist students. These programs include early identification of learning needs, appropriate teaching strategies, materials to support programs, ongoing assessment, in-service to appropriate personnel, and communication with parents/guardians and students.

The Principal's Role in Early Identification

As students with special needs enter our schools, it is important that the school administration be well prepared to respond to those needs with advanced planning. The school administrator is responsible for classroom assignments, Education Worker allocation (if required), Individual Education Plans and Safety Plans.

First-hand knowledge and understanding of students with special needs is invaluable to school administrators in successfully planning for the entry of special needs students. Entry meeting(s) with parents/guardians will gather the required information for a smooth transition into school and will help to establish a valuable partnership in the student's education.

The Principal:

- will arrange to conduct the first observational visit or facilitate a staff member to conduct the observation to gather critical data (see Appendix A, *High Needs Intake Transition Form*)
- will gather information necessary to aid placement decisions if student is transferring from another school (either inside or outside KPRDSB)
- is the key decision maker when deciding classroom placements, creating supervision schedules, making appropriate requests for, and allocation of, Education Workers
- may reasonably delay entry for admissions during the school year so that information can be gathered, allowing for the most effective placement decisions to be made, and allowing time to make changes to the physical and learning environments based on student needs
- will work with the Special Education Resource Teacher and classroom teachers to identify and prioritize the students who require intervention support and will notify parent(s) /guardian(s) of these students about the intervention support, monitoring the intervention support, and

oversee the creation and implementation of the Individual Education Plan for students as may be necessary

- will use data gathered through co-ordination with agencies such as local children's treatment centres, the Ontario Early Years Centres, Public Health Units, and other regional children support agencies

The Teacher's Role in Early Identification

The Teacher will:

- use the *Supporting Students Checklist – Learning for All* (Appendix B) to inform next steps for supporting student needs
- review all High Needs Intake Transition Forms and parent/guardian questionnaires
- follow up with previous intervention provided by other services
- in-service parents/guardians at a Kindergarten information session, where applicable, about early literacy research and the role of the parent/guardian
- collect baseline data on students
- monitor and record change over time in students' learning
- report to parents/guardians
- request that parents/guardians have an updated vision/hearing assessment completed for the student, as appropriate
- program according to each student's needs
- be aware of all available resources for early intervention
- use a variety of strategies to assist in the development of literacy and Math
- participate in ongoing professional development
- consult with the Special Education Resource Teacher and/or system-level K-12 Program Department supports, and Special Education Department supports, as appropriate, regarding individual learning concerns
- refer students with social/emotional/behavioural needs to Special Education Department central staff, as appropriate, such as Behaviour Support Assistants and Mental Health Clinicians
- administer the Speech Screening Tool, Language Checklist, or Augmentative and Alternative Checklist, as appropriate, for students with speech and/or language needs
- assist in creating an Individual Education Plan as appropriate, in consultation with the Special Education Resource Teacher, the Principal, and the parent(s)/guardian(s)

The Parent's/Guardian's Role in Early Identification

The Parent/Guardian will:

- attend a Kindergarten information session, where possible and as appropriate
- complete parent/guardian questionnaires and provide all relevant and requested information to school personnel about the student's history and individual needs which could impact on learning
- communicate regularly with school personnel and alert staff to any changes in the student's development that may impact on learning
- participate in case conferences, if required
- provide informed consent, as appropriate, for school staff to speak with other professionals also working with the student

- participate in the development of an Individual Education Plan, if required
- arrange for updated vision/hearing/medical/Occupational Therapist/Physiotherapist, etc. assessments, as appropriate

Policies and Procedures on Screening, Assessment, Referral, Identification, and Program Planning for Students Who May Be In Need of Special Education Programs and Services

The Kawartha Pine Ridge District School Board offers a range of services to support the needs of all learners.

Prior to Student with Special Needs Entering School:

Role	Action
Parent/ Guardian	<ul style="list-style-type: none"> ● enrolls their child with a special need in the school
Principal	<ul style="list-style-type: none"> ● arranges for observation visit of student ● oversees completion of “High Needs Intake Transition Form” (see Appendix A) as a result of observation visit ● submits “High Needs Intake Transition Form” to the Instructional Leadership Consultant (ILC) for Special Education for their region ● develops plan to successfully support student in the school setting, collaborating with school level and system level resources as appropriate

Early Literacy and Numeracy

Teachers monitor student progress toward curriculum expectations. There are approved diagnostic tools which assist them in this endeavour.

In 2013, the Ministry of Education released [Policy/Program Memorandum \(PPM\) 155, Diagnostic Assessment in Support of Student Learning](#). This PPM outlines that teachers, principals and school board staff share a collective responsibility and accountability for student achievement and, in their respective roles, exercise their professional judgement.

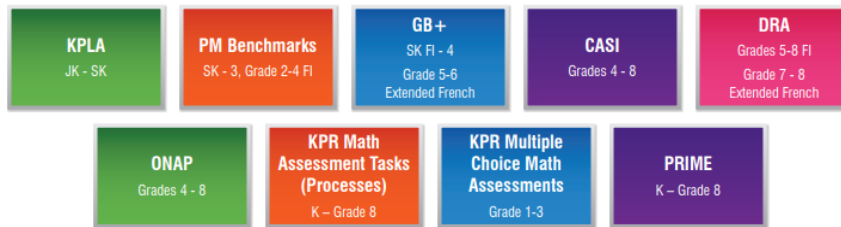
Expectations for roles, based on PPM 155, are described as:

- Teachers are expected to determine which student(s) will be assessed, the frequency, the appropriate timing and which diagnostic tool they will use.
- Principals are expected to work in collaboration with teachers to gather information about student learning.
- Boards are expected to develop a common understanding of the planning process and the need for student data and information that can inform actions taken to improve student learning.

The Special Education Resource Teacher may also provide support to the classroom teacher in building capacity in literacy and mathematics instruction. If the student continues to experience difficulties, a case conference may be held with appropriate staff and the parent(s)/guardian(s) to determine the next steps, such as a referral for additional assessments.

What are the types of assessment tools/ strategies used to gather appropriate information about students in order to assist in the development of appropriate educational programs?

A wide range of assessment tools and strategies are used to help gather data to assist in the development of appropriate educational programs. These range from informal classroom observation by teachers and support staff to more formal standardized assessments. The Kawartha Pine Ridge District School Board Teaching and Learning Department created a document entitled *Comprehensive Assessment System: KPR Assessment for Learning Tools*, naming a variety of assessment tools teachers have available for Literacy and Math for Kindergarten to Grade 8:



In addition, teachers use:

- ongoing assessment for, as and of learning
- consultation with school staff, parent(s)/guardian(s), other professionals
- classroom observation
- portfolio collection of student work
- interview with student
- speech-language assessments
- Weschler Individual Achievement Test (WIAT)
- psychological assessments
- phonological awareness screener
- Supporting Students Checklist – Learning for All (Appendix B)
- [Empower](#) comprehensive reading intervention program developed by SickKids Hospital in Toronto in all KPR elementary schools

Life Skills

A range of service is available dependent on the individual needs of the student requiring life skills programming. Students who require life skills training are provided with this either in regular classrooms or in specialized Learning and Life Skills (LLS) classes. Many students with developmental disabilities stay in regular classes up to grades 5 - 8 before entering LLS programs, but parents/guardians can choose to have their child placed in the LLS program in Grade 4.

In general, in order to meet the admission requirements of the LLS program, students need to meet criteria for a diagnosis of developmental delay with intellectual functioning at or below the 2nd

percentile. The school principal completes a preliminary LLS screening checklist. They then contact the Instructional Leadership Consultant (ILC) who coordinates a review of the student's profile by central Special Education Services staff, including the school psychologist. Once an LLS placement is approved by the System Principal of Special Education, and parents have also agreed, the student is placed into an LLS classroom through the Identification Placement and Review Committee process.

Primary Communications Classes

When the data indicates that a student in Grade 1, 2 or 3 is experiencing ongoing significant difficulties in three or more of the following areas:

- communication
- independence
- academic achievement
- learning readiness
- school engagement
- social skills
- executive function

then a placement in a Primary Communications Class may be considered.

When a student is placed in a Primary Communications Class, the focus is on acquisition of skills that allow students living with intense communication needs to learn effectively, socialize, communicate and self-regulate in school and in daily living environments, providing a program and learning environment which minimizes triggers to unsafe behaviour. Programming includes opportunities for integration into same-age classrooms and into all school-wide activities, as appropriate and in accordance with the goals on the IEP. Students would remain in the program for a minimum of one year, or until they had the skills to return to the regular classroom setting and be successful in that placement.

Speech-Language Screening Procedures

If a teacher or principal has concerns about a student's learning in the areas of speech and/or language, school staff may consider referring the student to Speech-Language Services. In order to begin the process, school staff complete the appropriate checklist: Speech Screening Tool, Language Checklist, or the Augmentative and Alternative Communication (AAC) Checklist. Original copies of Language Checklists and Speech Screening Tools are kept in the student's Ontario Student Record. The Speech-Language Pathologist and the Special Education Resource Teacher/Principal review the Language Checklists to determine the nature of the service to be provided. If further assessment is required for an individual student, the Speech-Language Pathologist provides the school with a 'Consent for Speech-Pathology' form. The school completes this form and obtains informed parental consent. The completed referral form is submitted to Special Education Department for processing.

Mental Health Clinician / Attendance and Counselling Services

Requests for counselling referrals from students, parents/guardians or school staff are funnelled through the designated school contact to the assigned mental health clinician. Through this process, next steps such as phone contact, home visit, case conference, or community referral, may be recommended. Information gleaned from this contact informs the next step of service from Attendance and Counselling

Services. Parent(s)/guardian(s) are included in the process as appropriate.

Behaviour Support Services

Students with behavioural needs have a range of support available to them. As always, support provided within the classroom setting is the first option considered. On those occasions when a student requires more intensive intervention, the Principal can request the services of a Behaviour Support Assistant (BSA), who is available to observe the student, attend case conferences, and to assist in the development of appropriate program interventions/ strategies for the student. These interventions may be outlined in an Individual Education Plan (IEP) or in a Safety Plan, which is reflected in the IEP.

Itinerant Teachers of Blind/Low Vision and Deaf/Hard of Hearing

These specialized teachers provide direct instructional support to students, as well as to their classroom teachers in the way of programming and equipment set-up.

Students with Autism Spectrum Disorder

School personnel can access support in working with students living with Autism Spectrum Disorder by a number of central Special Education staff. The Instructional Leadership Consultants (ILCs) and Behaviour Support Assistants (BSAs) have experience and expertise working in the area of Autism. They can further access the expertise of a Board Certified Behaviour Analyst (BCBA), a Speech-Language Pathologist and/or a Psychologist. The support that is provided will come from the appropriate discipline or mix of disciplines as determined by the individual needs of the student. Students with ASD are usually placed in regular classrooms. Students with ASD and having profound communication needs may be recommended for placement in a Primary Communications Class. If a student with ASD also has a developmental disability, they may qualify for placement in a Learning and Life Skills (LLS) program dependent upon a review of appropriate assessment data.

School-based Rehabilitation Services

School staff utilize the referral process to access School-based Rehabilitation Services (SBRS) through local Children's Treatment Centres for Occupational Therapy, Physiotherapy and/or the intensive support of a Speech-Language Pathologist for students according to the mandates of [PPM 81: Provision of Health Support Services in School Settings](#) and [Interministerial Guidelines on the Provision of Speech and Language Services](#).

For children who attend full time, the Board and Children's Treatment Centres, such as [Five Counties](#) or [Grandview](#), assume the responsibility for children with Speech and Language needs in accordance with [Interministerial Guidelines on the Provision of Speech and Language Services](#). All students requiring Occupational and/or Physical Therapy are also referred to Five Counties or Grandview. Five Counties (Peterborough, Northumberland, Quinte West) or Grandview (Clarington) outline specific referral procedures on their respective websites.

What are the procedures for providing parents/guardians with notice that their child is having difficulty?

Ongoing communication with parents is one of the roles and responsibilities of teachers. Consultation

with parents is to begin as soon as academic or behavioural difficulties arise.

In-School Conference

Teachers who observe social, emotional, or academic concerns or performance changes in a student, which have not been resolved through typical interventions such as discussions with the student and parents, will then request that an In-School Conference be held. This informal conference usually includes the principal, classroom teacher(s), the Special Education Resource Teacher, and Education Workers, if applicable. Using the *Supporting Students Checklist – Learning for All* (Appendix B), school staff share their concerns, observations, and pertinent information about the student. Together they establish a list of strengths and concerns, develop strategies to assist the student in the areas of concern, and assess the student's performance. School staff communicate their plans with the parents/guardians.

Special Education Resource Teacher

The Special Education Resource Teacher(s) (SERTs) assigned to each school is/are available to consult with classroom teachers about resources and strategies which may be used to assist students. They will work with the classroom teacher and may make suggestions for programming, accommodations, modifications (except to grade level), alternative programming, and intervention strategies which will support the classroom teacher in providing appropriate programming.

Case Conference

If required, a Case Conference is offered following the In-School Conference. It involves the school administrator, parent(s)/guardian(s), possibly their support person, teachers and support staff. It may include community agency support staff, and central Special Education Department staff, as appropriate. This conference examines the interventions and strategies that have been implemented for the student and reviews progress to date, using the *Support Students Checklist – Learning for All*. Those involved may make further recommendations for accommodations, alternative programming, and modifications (except to grade level) to programming and may request further involvement and assessment by other agencies. The expertise of the Mental Health Clinicians, Psychological Services, Behaviour Services, BCBA's or Speech-Language Services for assessment and recommendations may also be requested. It may be recommended that a student be placed on an IEP.

Multi-Focused Team Meeting

The Multi-Focused Team Meeting takes place with parental permission, and is a meeting of the professional staff, internal to KPR and possibly external, who are involved in supporting a student. It takes place when the interventions to date have not been effective, and it is time to review the student's current strengths and needs. Subsequently, new recommendations will be made from this meeting for parental and school consideration. Only the multi-focus team can approved modifications to a student's grade level, or refer a student for a psychological or language assessment.

What are the procedures for notifying parents that their child is being considered for IPRC?

The discussion regarding considering a student for referral to an IPRC happens at the school level. The topic will be discussed formally during a Case Conference, to which parents will be invited. School recommendations, including proceeding to an IPRC, will be recorded in the Case Conference minutes. Parents will receive a copy of the minutes. The school staff will indicate, in writing, that parents have

been consulted and are or are not in agreement with the recommendation to proceed to IPRC. Parents are consulted in the development of an Individual Education Plan (IEP), which is developed for a student if required regardless of whether or not the student is referred to an IPRC.

What are the procedures for notifying parents that their child is being considered for a special education program and related services if the child is not referred to an IPRC?

Parents will be invited to attend a Case Conference at which time school recommendations will be formally discussed and recorded. Parents will also be consulted in the development of an Individual Education Plan (IEP) that will meet the needs of the individual student.

Medical

Vision tested: Yes No Hearing tested: Yes No

Diagnosis: _____

Medication: _____

Fine Motor: _____

Gross Motor: _____

Mobility: _____

Sitting: _____

Other: _____

Equipment Needs: SEA Tech SEA Non-Tech Non-SEA

Please specify: _____

Transportation: Bus Walk Driven

	Strengths	Needs	Strategies
Parent/Guardian Perspective			
Communication (speech, language, alternative communication, oral language, articulation, history of ear infections, hearing loss)			
Self-Help Skills (feeding, toileting, dressing, grooming)			

Social/Emotional/ Behaviour (self- regulation, interpersonal skills, emotional awareness)			
Learning Skills (organization, responsibility, independent work, collaboration, initiative) And Thinking (level of basic literacy, numeracy)			
Transition Behaviour (activity to activity, home to school, person to person)			
Other Information (family, academic history, background)			
Action Items			
Action	Person Responsible	Timeline	

Minutes taken by: _____

Principal's Signature: _____ Date: _____



Supporting Students Checklist: Learning For All



Student: _____

Grade: _____

When you have questions – First Steps:

- Spend time getting to know your student and building a relationship; elicit student voice
- Gather information from previous school staff involved with the student and collaborate with current staff. What strategies have been successful?
- Collect relevant data (*see additional pages – Tracking and OSR Information*)
- Review programming for differentiated instruction, universal design for learning, assessment for learning, and those Tier 1 strategies outlined in “Strategies Currently in Use” on the tracking page
- Identify and implement strategies to support success based on the information gathered and monitor results
- Communicate with parents/guardians to establish a positive relationship. Document all contact and discussions including next steps

When concerns persist – Meet with SERT and/or Admin:

- Consult SERT – (*complete page 2 in advance*)
- Request an *In-School Conference (ISC) or Student Success Meeting (SST)* with Admin/SERT (*review data, discuss strategies and create action plan*)
- Consult with school BSA or ILC
- Continue to differentiate instruction, collect data, monitor, and document student’s progress as noted in the action plan developed at the ISC or SST
- Continue to communicate with parents, in a collaborative fashion, the concerns, strategies and supports currently in place to support success
(The steps of this stage may be repeated as needed)

If more focused intervention/support is required:

- SERT to schedule *Case Conference* with parents and School Team
- Implement *Case Conference Action Plan*, determined collaboratively with parents and SERT/Admin which may include developing IEP, Individualized Safety Plan, Student Wellness Plan, Plan of Care or a recommendation for further assessments (Psych, SLP, MHC, OT, PT, BCBA), and monitor for progress
- If student requires further intervention, such as a referral for a Psychological, Language Assessment or Board Certified Behaviour Analyst (BCBA) referral, SERT to submit a Multi-Focus Team (MFT) referral for the student to be discussed at a MFT meeting, follow the MFT Consultation Pathway
- Implement Multi-Focus Team recommendations, monitor for progress
- If student requires further intervention, school administration to requires a Multi-Disciplinary Team (MDT) meeting, follow MDT Consultation Pathway

HIGHEST CONCERN(S): _____

OBSERVED STRENGTHS

- | | |
|--|---|
| <input type="checkbox"/> Oral language | <input type="checkbox"/> Can work independently |
| <input type="checkbox"/> Reading | <input type="checkbox"/> Self-awareness |
| <input type="checkbox"/> Writing | <input type="checkbox"/> Gross motor |
| <input type="checkbox"/> Math | <input type="checkbox"/> Sustained focus/Attention |
| <input type="checkbox"/> Organizational skills | <input type="checkbox"/> Regulatory skills |
| <input type="checkbox"/> Working memory | <input type="checkbox"/> Social Emotional skills |
| <input type="checkbox"/> Arts abilities | <input type="checkbox"/> Problem-solving |
| <input type="checkbox"/> Athletic abilities | <input type="checkbox"/> Transitions between activities |
| <input type="checkbox"/> Kinesthetic learner | <input type="checkbox"/> Visual/spatial learner |
| <input type="checkbox"/> Auditory learner | <input type="checkbox"/> Fine motor skills |
| <input type="checkbox"/> Interpersonal skills | <input type="checkbox"/> Other _____ |

OBSERVED NEEDS

- | | |
|--|---|
| <input type="checkbox"/> Oral language | <input type="checkbox"/> Self-awareness |
| <input type="checkbox"/> Reading | <input type="checkbox"/> Writing |
| <input type="checkbox"/> Math | <input type="checkbox"/> Sustained focus/Attention |
| <input type="checkbox"/> Organizational skills | <input type="checkbox"/> Regulatory skills |
| <input type="checkbox"/> Working memory | <input type="checkbox"/> Social Emotional skills |
| <input type="checkbox"/> Problem-solving | <input type="checkbox"/> Transitions between activities |
| <input type="checkbox"/> Gross motor skills | <input type="checkbox"/> Fine motor skills |
| <input type="checkbox"/> Interpersonal skills | <input type="checkbox"/> Routine oriented |
| <input type="checkbox"/> Other _____ | |

Interested in: _____

POTENTIAL CONTRIBUTING FACTORS

- Number of schools attended: _____
- | | |
|---|---|
| <input type="checkbox"/> Attendance history | <input type="checkbox"/> Fluidity of identity |
| <input type="checkbox"/> Academic history | <input type="checkbox"/> Gender identity/Expression |
| <input type="checkbox"/> Medical diagnosis | <input type="checkbox"/> Sexual orientation |
| <input type="checkbox"/> OT/PT/Sensory | <input type="checkbox"/> Communication skills |
| <input type="checkbox"/> Hearing/Vision | <input type="checkbox"/> Multilingual Learner |
| <input type="checkbox"/> Mental Health | <input type="checkbox"/> Enrolment in French Immersion |
| <input type="checkbox"/> Illness | <input type="checkbox"/> Family status |
| <input type="checkbox"/> Traumatic events | <input type="checkbox"/> Lived Experience (e.g. from a marginalized group such as Indigenous, racialized) |
| <input type="checkbox"/> Other _____ | |

DATA

- | | |
|--|---|
| <input type="checkbox"/> Running Record/PM/GB+ | <input type="checkbox"/> Incident Reporting Tool |
| <input type="checkbox"/> Work samples | <input type="checkbox"/> NVC Reports |
| <input type="checkbox"/> ABC Tracking | <input type="checkbox"/> Suspension/Expulsion Reports |
| <input type="checkbox"/> Behaviour Tracking sheets | <input type="checkbox"/> Check in on the end-of-grade targets in RNLM |
| <input type="checkbox"/> Wechsler (SERT) | <input type="checkbox"/> Literacy interventions |
| <input type="checkbox"/> Utilize the Phonological/phonemic continua | <input type="checkbox"/> Refer to the Responsive Phonics Progression |
| <input type="checkbox"/> KPR Social Skills Checklist | <input type="checkbox"/> Empower |
| <input type="checkbox"/> Math Assessments | <input type="checkbox"/> Understanding Numbers K-8 |
| <input type="checkbox"/> Reading Recovery | <input type="checkbox"/> Readers Now/Lecteurs Maintenant |
| <input type="checkbox"/> PRIME | <input type="checkbox"/> Levelled Literacy Interventions |
| <input type="checkbox"/> Focused intervention from an early intervention teacher | <input type="checkbox"/> Understanding Operations K-8 |
| <input type="checkbox"/> Other _____ | |

STRATEGIES CURRENTLY IN USE

- | | | | |
|--|---|---|---|
| <input type="checkbox"/> Learning Technology | <input type="checkbox"/> Breaks | <input type="checkbox"/> Visuals | <input type="checkbox"/> Self-Reg programming |
| <input type="checkbox"/> Small group instruction | <input type="checkbox"/> Social Stories | <input type="checkbox"/> Manipulatives | <input type="checkbox"/> Social skills teaching |
| <input type="checkbox"/> Reminders/Cues | <input type="checkbox"/> Positive Reinforcement | <input type="checkbox"/> Headphones | <input type="checkbox"/> Predictable Routine |
| <input type="checkbox"/> Chunking | <input type="checkbox"/> Assistive Devices | <input type="checkbox"/> Flexible seating | <input type="checkbox"/> Visual Schedule |
| <input type="checkbox"/> CRRP | <input type="checkbox"/> Repetition (e.g., schedule, templates) | <input type="checkbox"/> Environmental Accommodations (e.g., calming space, minimize stimulation) | |
| <input type="checkbox"/> Other: _____ | | | |

OSR REVIEW

	INFORMATION/NOTES
<input type="checkbox"/> Individual Education Plan	<input type="checkbox"/> Accommodated and/or <input type="checkbox"/> Modified <input type="checkbox"/> IPRC <input type="checkbox"/> Safety Plan
<input type="checkbox"/> Special Class Placement	<input type="checkbox"/> Learning and Life Skills (LLS) <input type="checkbox"/> Primary Communication Class <input type="checkbox"/> Other: _____
<input type="checkbox"/> Attendance	
<input type="checkbox"/> Suspensions/Expulsions	
<input type="checkbox"/> Assistive Technology	
<input type="checkbox"/> SEA Equipment (non-tech)	
<input type="checkbox"/> Custody Information	
<input type="checkbox"/> Meeting Notes	<input type="checkbox"/> In-School Conference <input type="checkbox"/> Case Conference <input type="checkbox"/> MFT <input type="checkbox"/> MDT <input type="checkbox"/> Other: _____

PROFESSIONAL REPORTS

	INFORMATION/NOTES/DIAGNOSIS	DATE
<input type="checkbox"/> Psychological		
<input type="checkbox"/> Speech and Language		
<input type="checkbox"/> Applied Behaviour Analysis		
<input type="checkbox"/> Occupational Therapy		
<input type="checkbox"/> Physical Therapy		
<input type="checkbox"/> Medical		
<input type="checkbox"/> Mental Health		
<input type="checkbox"/> Social Work		
<input type="checkbox"/> Other		