

Occupational Therapy Peer Review

Guiding Prompts

to supplement annual evaluation process of staff occupational therapists and enable achievement of evaluation element "Participates in peer-review" (Standard 5a – Professional Development)

Guiding Prompts for Observation of Session

- ◆ Consider delivery of services in the LRE. Did the session adhere to this element of IDEA? If not, brainstorm some ways that might be better achieved.
- ◆ Observe the interaction between the clinician and the student. Consider the response to verbal and non-verbal cues, delivery of instruction, and usefulness of interaction to the student.
- ◆ Consider the interaction of the clinician and the student, including body mechanics, positioning, set-up of the session, and equipment used. What went well and what suggestions do you have for improvement to create the "just right" challenge?
- ◆ Was the intervention delivered effectively? What other interventions or strategies would you suggest?
- ◆ How was session modified by the clinician in response to unanticipated student or environmental factors?
- ◆ Were the interventions focused on educationally relevant occupational performance that is being targeted by goal addressed by OT on student's IEP?
- ◆ In what ways did the OT include either the student (if developmentally appropriate) and/or a teacher in ensuring skills addressed during session are practiced during the rest of the day/week/month?

Guiding Prompts for Documentation Review

- ◆ Does documentation of session accurately reflect what occurred?
- ◆ Is the note written clearly and concisely? Comment on the use of professional terminology, abbreviations, and whether documentation is understandable to ALL readers.
- ◆ Could another clinician provide services for the client with relative ease by looking at the documentation?
- ◆ Are occupational therapy services *related to* the goal(s) of a primary service? Is it clear in what way the expertise of an OT is required for the student to make progress on this educational (academic or functional) goal addressed by primary service? (This should be clear in present level, POC, and logging – not necessarily in the wording of the goal itself.)
- ◆ How was the need for skilled occupational therapy supported in the documentation?
 - Examples:
 - Deficits in occupational performance of student role
 - Need for training in functional activities
 - Amount of cueing, hands-on assistance during interventions
 - Education regarding techniques and strategies

Additional Prompts for Post-Observation Discussion

- ◆ Where do you find joy in your work? Where do you encounter challenges?
- ◆ What strategies do you use to enable you to meet your workload/caseload demands?
- ◆ What challenges are you facing right now in meeting student needs or demands of your caseload?
- ◆ What strategies do you use to embed your services and collaborate on IEP development with teachers?

Occupational Therapy Peer Review

to supplement annual evaluation process of staff occupational therapists and enable achievement of evaluation element "Participates in peer-review" (Standard 5a – Professional Development)

Post-Observation Discussion

use *Guiding Prompts* to structure your discussion

Peer Reviewer's Name: _____

Peer Reviewee's Name: _____

What did you learn from this Peer Review that supports your growth as a school-based OT?

Reviewer:

Reviewee:

Is there anything that may be beneficial to discuss with the group?

Reviewer:

Reviewee:

Review of Peer (based on Observation & Discussion)

	Above Standard	At Standard	Below Standard	Not Observed
Clinical performance (assessment, clinical reasoning, interventions, therapeutic use of self, etc.)				
Communication skills (written/verbal documentation, student/team interaction/education, etc.)				
Teamwork (collaboration, co-treatment)				

Please sign below to indicate you discussed this peer review:

Reviewer: _____ Reviewee: _____ Date: _____

Please send a copy of this document (page 2 only) to Corinne by date indicated on Timeline.

Reference: Orest, M. R., & Eyler, S. (2018). Redesigning the peer audit process to enhance clinical dialogue (Suppl. Appendix A). American Journal of Occupational Therapy, 72, 7201205050. <https://doi.org/10.5014/ajot.2018.020941>