

# GUIDELINES FOR REFERRAL TO THERAPIES

- **Refer to physical therapy for an evaluation if the individual:**
  - Has a wheelchair
  - Has problems with his/her wheelchair, i.e.:
    - The wheelchair is in poor condition
    - The wheelchair does not fit
    - The wheelchair no longer meets the individual's needs
  - Needs assistance with positioning for function, i.e.:
    - To improve the use of hands
    - To prevent skin breakdown
    - To interact with the environment
    - To improve breathing
  - Wants to increase his/her mobility, i.e.:
    - Using a wheelchair
    - Using a cane or walker
    - Improve gait
  - Wants to maintain or improve function, i.e.:
    - For range of motion
    - For controlling movements
    - For dealing with high muscle tone
    - For a particular skill
    - For cardiovascular function
  
- **Refer to speech therapy for an evaluation if the individual:**
  - Wants to eat more safely, i.e.:
    - Is experiencing symptoms of aspiration
    - Needs techniques for managing food/liquid/saliva orally
    - Needs techniques to assist with swallowing
    - Is refusing to eat/drink orally
    - Wants to return to oral eating/drinking and PCP will permit
    - Wants to improve oral sensitivities but not oral eating
  - Wants to communicate more effectively with others, i.e.:
    - Does not speak and does not have an alternative system which permits participation through communication
    - Wants to develop an alternate system of communication/AAC
    - Wants assistance using an AAC system (access, vocabulary)
    - Wants support providers to understand how to support an AAC system
    - Speaks, but is difficult to understand
    - Speaks, but words do not make sense
    - Speaks, but has a limited ability to express ideas
    - Wants to develop functional literacy skills
    - Wants to communicate in written form
    - Wants to improve cognitive related functioning, i.e.: attention, short-term memory, problem solving, organizational strategies

## GUIDELINES FOR REFERRAL TO THERAPIES (CONTINUED)

- **Refer to occupational therapy for an evaluation if the individual:**
  - Wants to improve self-care skills (ADLs), i.e.:
    - Eating or drinking, dressing, grooming, toileting, bathing
  - Wants to improve functional fine motor skills, i.e.:
    - Manipulating objects needed for daily activities, work or leisure tools, etc.
  - Wants to improve home living skills, i.e.:
    - Cooking, cleaning, childcare skills, time and calendar concepts, etc.
  - Wants to improve community access skills, i.e.:
    - Shopping, money management, using public transportation, etc.
  - Has difficulty accessing home, work, day program, or school environments, i.e.:
    - Cannot use dials, cannot control leisure equipment, cannot control lights, cannot access faucets, needs assistance to access home appliances, cannot use work tools, cannot take notes, etc.
  - Needs modifications to use wheelchair in daily environment, i.e.:
    - Doors widened, bathroom adaptations, ramps, safety adaptations, etc.
  - Seems to have difficulty with processing sensory information, i.e.:
    - Needs large personal space
    - Overly sensitive to touch (or under-responsivity), sound, auditory, or visual stimulation (all or one)
    - Has various self-stimulation or self-injurious behaviors that may be connected to poor sensory modulation
    - Rocks body, spins around, avoids movement
    - Bangs body, hits self, bites self
  - Wants to improve visual-motor or visual-perception skills, i.e.:
    - Needs help moving around furniture, gets frustrated trying to find things in a drawer or in a visually busy environment
    - Has problems visually attending, tracking, etc.
    - Needs adaptations for visual impairment
  - Needs hand splints to:
    - Maintain range of motion for hygiene
    - Increase ability to grasp
    - Maintain hand function
  - Wants to improve hand coordination or manipulation skills, i.e.:
    - Has difficulty using clothing fasteners, handling coins, handling various work or leisure items
  - Wants to improve cognitive functioning, i.e.:
    - Sequencing skills
    - Problem solving
    - Adaptive strategies for functional activity