

# Interprofessional Collaboration: School-Based Occupational Therapy's Role in Utilizing Movement/Physical Activity to Impact Social Emotional Learning Outcomes

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## RATIONALE

OTPs focus on movement and physical activities to enhance motor function, self-regulation skills, and social emotional learning (SEL). Research supports the benefits of physical activities in enhancing SEL and academic performance. Through interprofessional collaboration, we leverage our expertise to advocate for and educate school teams on why movement and physical activities are important to enhance SEL. Our aim is to deepen our understanding of how OTPs and Teachers implement movement and physical activities to address SEL outcomes across school environments, emphasizing collaborative efforts.

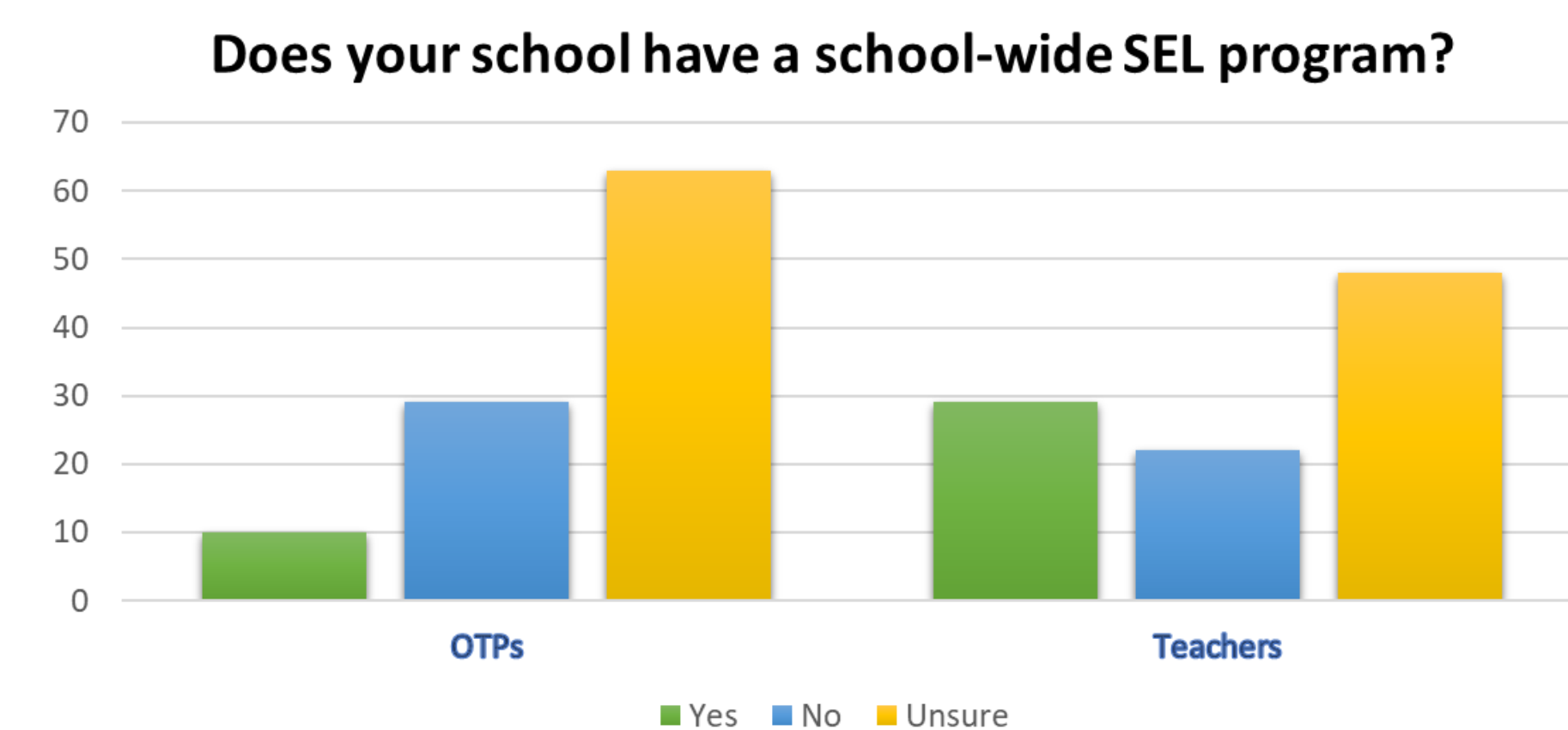
\*SEL is defined as managing emotions, setting goals, empathy, relationships, and responsible decision-making. (CASEL)

## STUDY OBJECTIVE

This study examines students' engagement in movement and physical activities during the school day, along with OTPs advocacy and collaborative practices for SEL outcomes. A comparative analysis of OTP and Teachers perspectives on efficacy and utilization was also investigated. Results will identify interprofessional collaboration strategies for school-based practice. The findings will inform OTP practices in optimizing movement/physical activity and SEL integration, contributing to the well-being and academic success of all students.

## METHODS & DEMOGRAPHICS

**159 OTPs** and **89 Teachers** (SPED, 95%) participated in an online survey. Of these, 96% of OTPs and 70% of Teachers reported incorporating movement and physical activities within their OT sessions or classrooms.

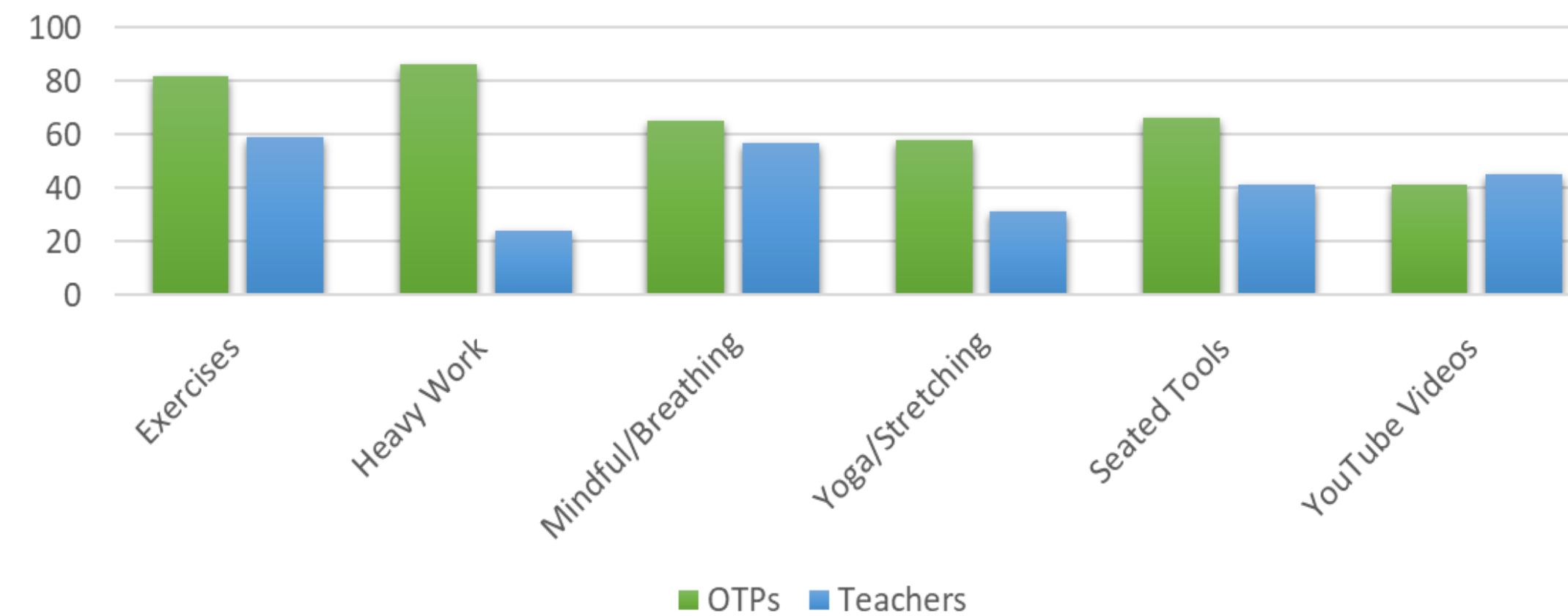


## RESULTS

**Top reasons for incorporating movement and physical activities (listed in order with first being top reason):**

- **OTPs:** Sensory Processing, Motor Skills, Behavior, SEL
- **Teachers:** Behavior and then a tie for SEL, Motor Skills, Academic Performance, and Well-Being

**Top ways movement strategies are incorporated to support SEL outcomes**



**Top ways movement strategies are incorporated to support SEL outcomes:**

- **OTPs:** Sensory-based movement activities (88%), Mindful movement or breathing exercises (73%), Integrate movement into lesson plans or activities (65%)
- **Teachers:** Short movement breaks during lessons (82%), Mindfulness or breathing exercises (57%), Integrate movement into transitions between activities or in/out of the classroom (51%)

**Top SEL components/outcomes (CASEL) addressed when incorporating movement and physical activities:**

- **OTPs & Teachers:** Self-Awareness, Self-Management, & Social Awareness

**Time spent on movement activities:**

- **OTPs:** 89% incorporate movement for up to 10 mins in a 30 min session. Barriers included: Limited space or facilities (79%), time constraints (69%), and disruption concerns (40%)
- **Teachers:** Majority of SPED Teachers implement movement 1-15 min daily (59%); 16-30 min daily (22%), in addition to mandated Recess/Playground and PE

## OUTCOME MEASUREMENTS

**Positive impacts on students' social-emotional well-being:**

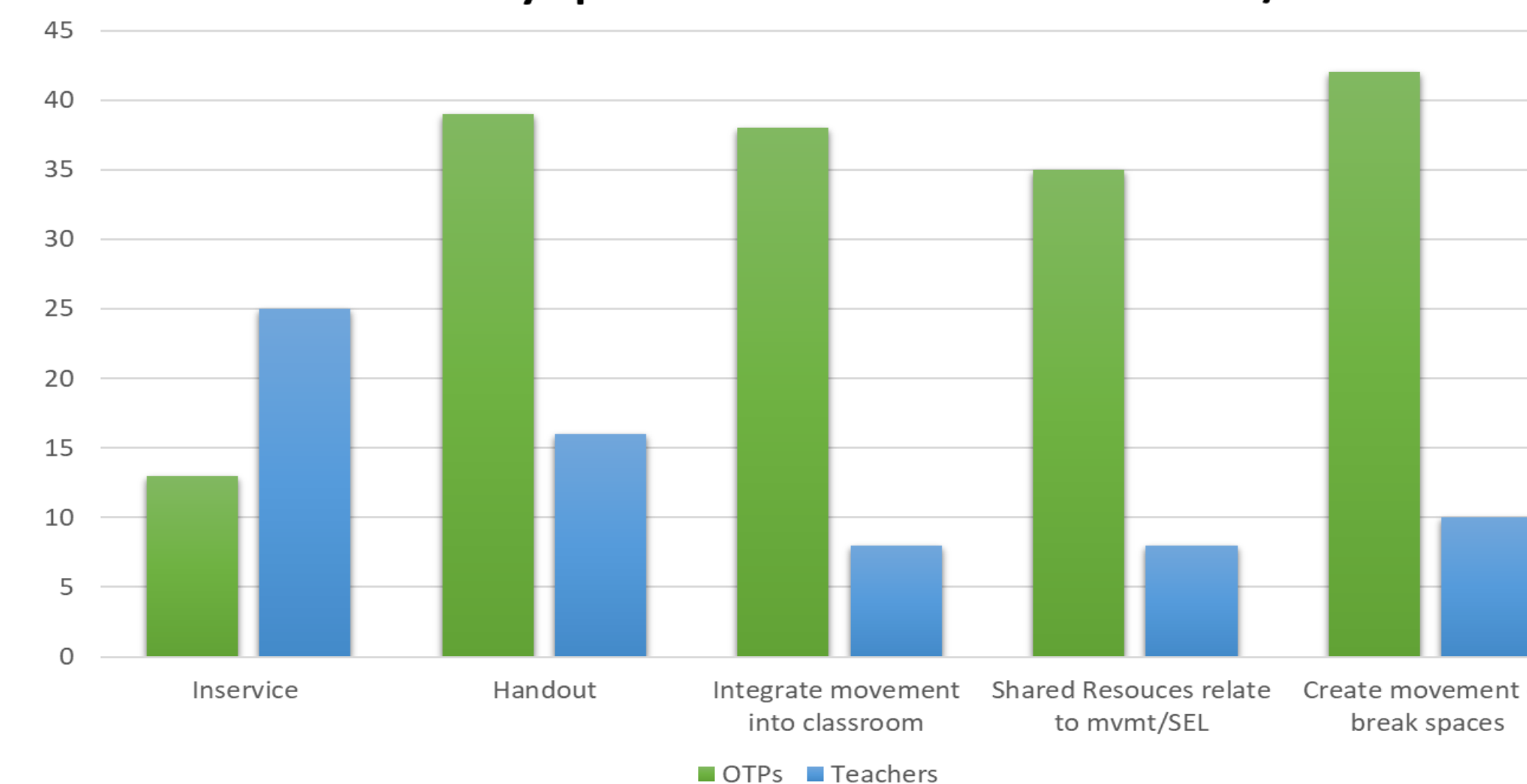
- Improved self-regulation (OTPs 95%, Teachers 76%), Increased focus and attention (OTPs 93%, Teachers 75%), Positive effects on moods and emotions (OTPs 76%, Teachers 65%), Improved classroom behavior (OTPs 59%; Teachers 67%)

## IMPLEMENTATION

**School staff collaboration to promote movement and physical activities for supporting SEL outcomes:**

- **OTPs:** SPED Teachers (83%), GenEd Teachers (58%), Paraprofessionals (51%), SLPs (41%), School Psychologists/Counselors (32%)
- **Teachers:** SPED Teachers (55%), Psychologists/Counselors (42%) GenEd Teachers (37%), PE Teachers & Paraprofessionals (35%), OTPs (29%)

**Preferred ways professionals like to collaborate/learn**



**Specific training received on incorporating movement and physical activities for SEL:**

- **OTPs:** 54% reported no training; 30% somewhat
- **Teachers:** 86% reported no training

## CONCLUSIONS

While there are promising outcomes associated with incorporating movement for SEL, there is room for improvement in terms of collaboration, training, and implementation. Addressing these areas could lead to more comprehensive and effective support for students' social-emotional development.

## ACTION PLAN

- **Facilitate Collaboration:** Organize meetings or workshops to foster collaboration between OTPs and Teachers, promoting knowledge sharing and joint planning for movement integration.
- **Professional Development:** Offer targeted training sessions for educators on incorporating movement for SEL, covering specific strategies and techniques to enhance implementation.
- **Resource Sharing:** Develop movement-based activities and resources accessible to school teams, facilitating easy integration into daily practices.
- **Evaluation:** Implement a system for ongoing analysis to assess the effectiveness of movement integration for SEL and make necessary adjustments based on outcomes.
- **Promote Awareness:** Raise awareness among school staff about the importance of movement for SEL through informational sessions or newsletters, emphasizing its positive impacts on student well-being.
- **Encourage Innovation:** Encourage educators to explore creative approaches to incorporate movement into their practices.

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