

Providing Related Services to

[REDACTED]

[REDACTED]

models need not be based upon their empirical validity alone. Making human and educational service delivery decisions based on research data exclusively is a misplaced role for empiricism.

related-services professionals is to maximize learner self-fulfillment and participation in society.²¹ This includes living in normalized home environments, working in integrated community settings, participating in

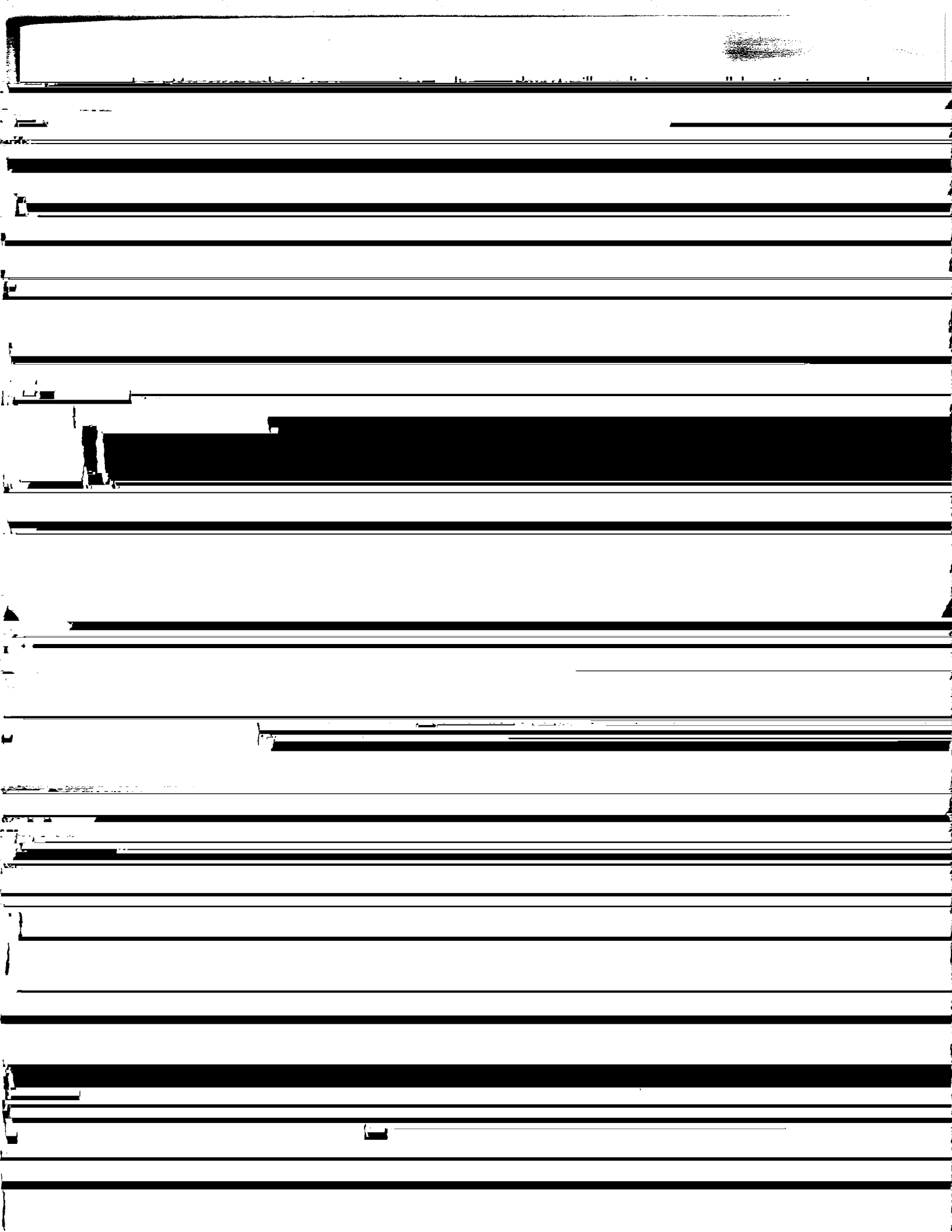
provide services in integrated instructional environ-

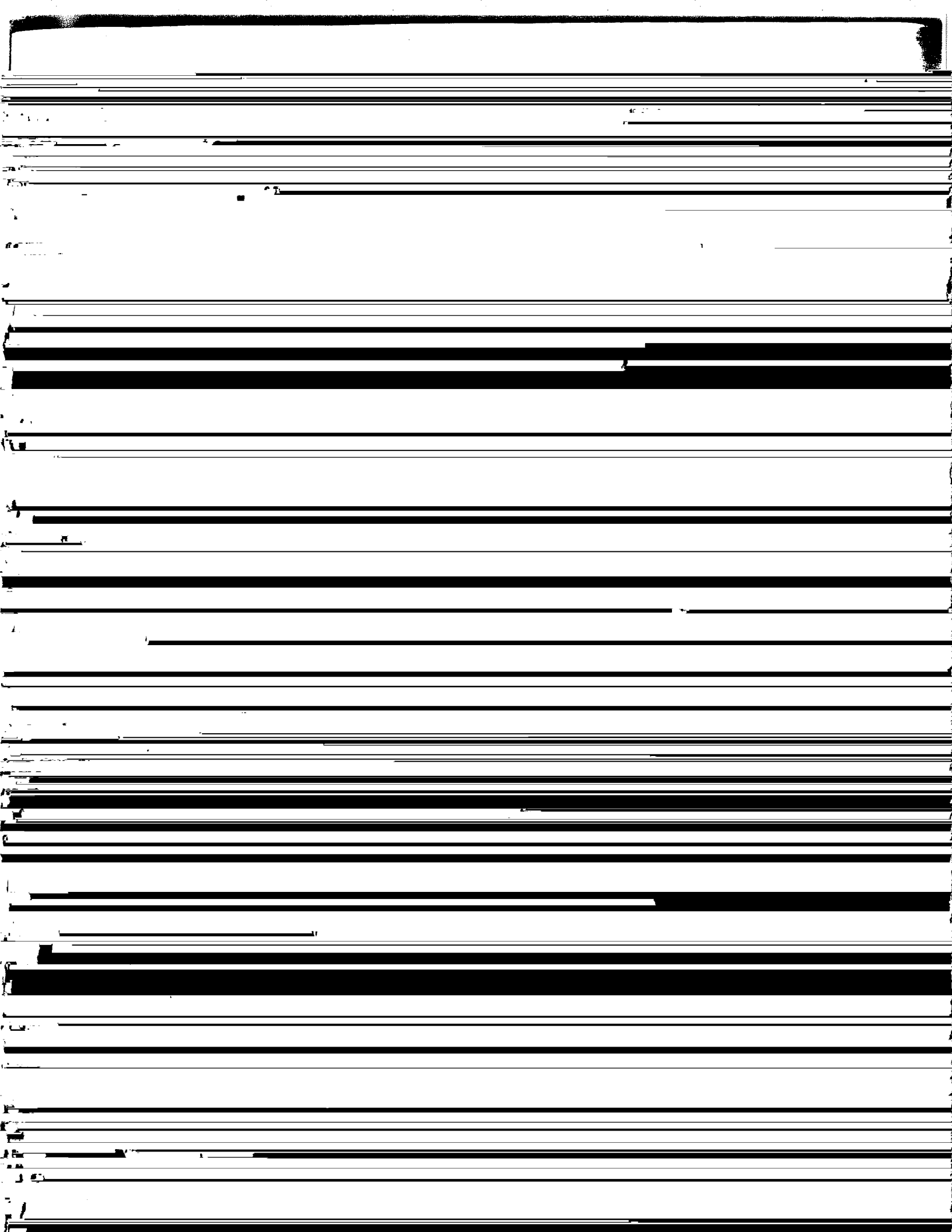


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public schools for learners with severe handicaps. PL 94-142 states that related services such as occupational and physical therapy are to be provided "... as may be required to assist a handicapped child to benefit

members contribute in the sharing and learning process. Too frequently, teachers are viewed as the recipients of information and therapists as the providers of information. To function effectively, team members share an orientation to educational service delivery.





Another rationale for providing indirect therapy services that are isolated physically might be that the student is highly distractible. In this situation, however, systematic plans to introduce the intervention in more normalized environments should be developed. For example, a physical therapist, teacher, parent, occupational therapist, and speech pathologist

Instead, incorporating therapy into typical activities provides other students with opportunities to learn about the needs of students with severe handicaps and to share in their work and achievements.

Finally, the integrated therapy form of the trans-disciplinary approach has benefits for professional staff as well. Given the time constraints of many

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