

School Based
Therapy Services

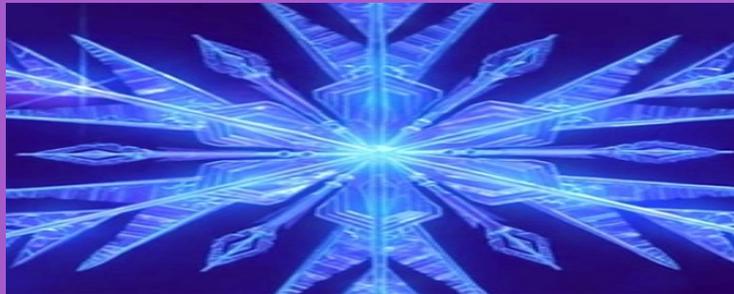
Center for
Children's Therapy

Providing Occupational, Physical
Speech and Behavioral Therapy
Counseling and Child Study Team Services

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Established in 2000 to meet the growing demand for highly skilled pediatric therapists
in both the school and community settings.

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Who We Are

In This Issue

- Holiday 2017 Season Review
- Research-Does Eliminating Handwriting Instruction From The Curriculum Impact Student Performance?
- Professional Biographies

Who Are We?

School Based Therapy Services is the leading provider of educationally relevant occupational, speech, physical and behavioral therapy (BCBA). In addition, we staff child study professionals, such as school psychologists, LDTC's and social workers.



Holiday Season Review

Happy New Year colleagues! It's hard to believe the holiday season is behind us. The holidays were filled with joy and merriment. Working with children on a daily basis keeps the magic of the holiday season alive.

At our Clinic, The Center for Children's Therapy, we were bustling with little elves coming in and out for private therapies.



As we look ahead to 2018, SBTS is already busy testing students and gearing up for a busy spring IEP season. In fact, we are even planning extended school year programs.

Now is a perfect time to call SBTS and speak to us about your unique district's related services need. SBTS is a leading expert in program development and providing the necessary staff to provide therapies and support services.

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Does Eliminating Handwriting Instruction From The Curriculum Impact Student Performance?



Since the introduction of Common Core in 2010, less and less time has been devoted to instructional time spent on teaching handwriting.

Handwriting is vital for children and adults alike to function in daily life. Handwriting is especially important for young children as it impacts all areas of learning, written performance and communication.

In a recent study published in the American Journal of Occupational Therapy (Dec 2017), therapists examined the impact common core has had on handwriting. A survey consisting of 122 questions was completed by 131 individuals, within the New York City Public Schools. Participants included school principals, occupational therapists, Kindergarten-6 grade teachers and special education teachers (Collette et al, 2017).

The results found that almost half of teachers believed that Common Core decreased direct handwriting instruction and instruction time for handwriting and that remediation was difficult because of time constraints (Collette et al, 2017).

Teachers also identified common handwriting difficulties such as improper grip, decreased letter formation, poor legibility, and poor habits (Collette et al, 2017).

Occupational therapy addresses each of the above stated difficulties. Perhaps, occupational therapists conducting short lessons within the classroom is an effective method to bridge the gap in curriculum and time constraints. Previous research

states that 2 weekly lessons for 20 weeks is needed for effectiveness (Collette et al, 2017).

If your school is interested in improving handwriting performance and student learning contact SBTS and we will develop and implement a push in program for your school.

Collette, D., Anson, K., Halabi, N., Schlierman, A., & Suriner, A. (2017) Handwriting and Common Core State Standards: Teacher, Occupational Therapist, and Administrator Perceptions From New York State Public Schools. *American Journal of Occupational Therapy*, 7106220010p9.

Anna-Angela Lupinacci, MS, OTR/L

Anna earned a Bachelor of Arts degree in Psychology from Seton Hall University (1997) and a Master of Science degree from Columbia University (1999). She is currently a practicing occupational therapist, as well as the CEO of a well-established staffing company, School Based Therapy Services, or SBTS (schoolbasedtherapyservices.com). Over the past decade, SBTS is proud to have grown to a staff of 28 talented and caring professionals providing occupational, physical, speech, and behavioral therapies in school districts throughout New Jersey. Staff members develop therapy programs and carry out treatment plans on a permanent basis. This outsourcing model allows school administrators to focus on education, while SBTS manages and delivers the highest quality services in a cost-effective manner.



Anna is dedicated to sharing her knowledge base and advancing the field of occupational therapy. She is frequently invited to give lectures at various schools, hospitals, universities and parent support groups. In addition, she gladly serves as a clinical supervisor for graduate level occupational therapy students fulfilling their Level 1 and Level 2 pediatric internships.

Robert McMahon, MS, OTR/L

Robert obtained a Bachelor of Arts in Psychology from Kean University (1997) and a Master of Science in Occupational Therapy from Columbia University (2000). He is a licensed, registered, and school certified occupational therapist in both New York and New Jersey. Robert has extensive experience working in public and private school settings with children of all ages and diagnoses. He has worked as an



assistive technology evaluator and has provided therapy for the Early Intervention System in both NY and NJ. In addition, Robert has provided therapy services to adults in community hospitals, rehabilitation hospitals and specialized medical centers.

Along with Anna, Robert has served as an integral partner of School Based Therapy Services.

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