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## The Role of Occupational Therapy in School Disciplinary Practices

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# The Role of Occupational Therapy in School Disciplinary Practices

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## Background

Exclusionary discipline practices fail to consider the individual factors contributing to identified behaviors experienced by the child (Barros de Souza et al., 2019), are disproportionately administered (Vanderhaar et al., 2014), ineffectively address student behavior, and negatively impact all students (McNeill et al., 2016). Exclusionary discipline measures have been shown to negatively impact a student's school engagement, academic performance, and mental health following a referral (Vanderhaar et al., 2014).

## Problem

Public schools across the United States utilize exclusionary disciplinary practices, influencing student misconduct and limiting student participation in the academic setting.

## Purpose

To create a concept paper informing occupational therapy practitioners of their role in school disciplinary practices

## Methods

### Capstone Experiential Component

- CSME with Children at Risk
- Youth Vulnerability
- *Growing Up In Houston*

### Data Gathering Phase

- Organizing literature

### Writing Phase

- Drafting concept paper

### Peer Reviewing Phase

- Seeking peer review

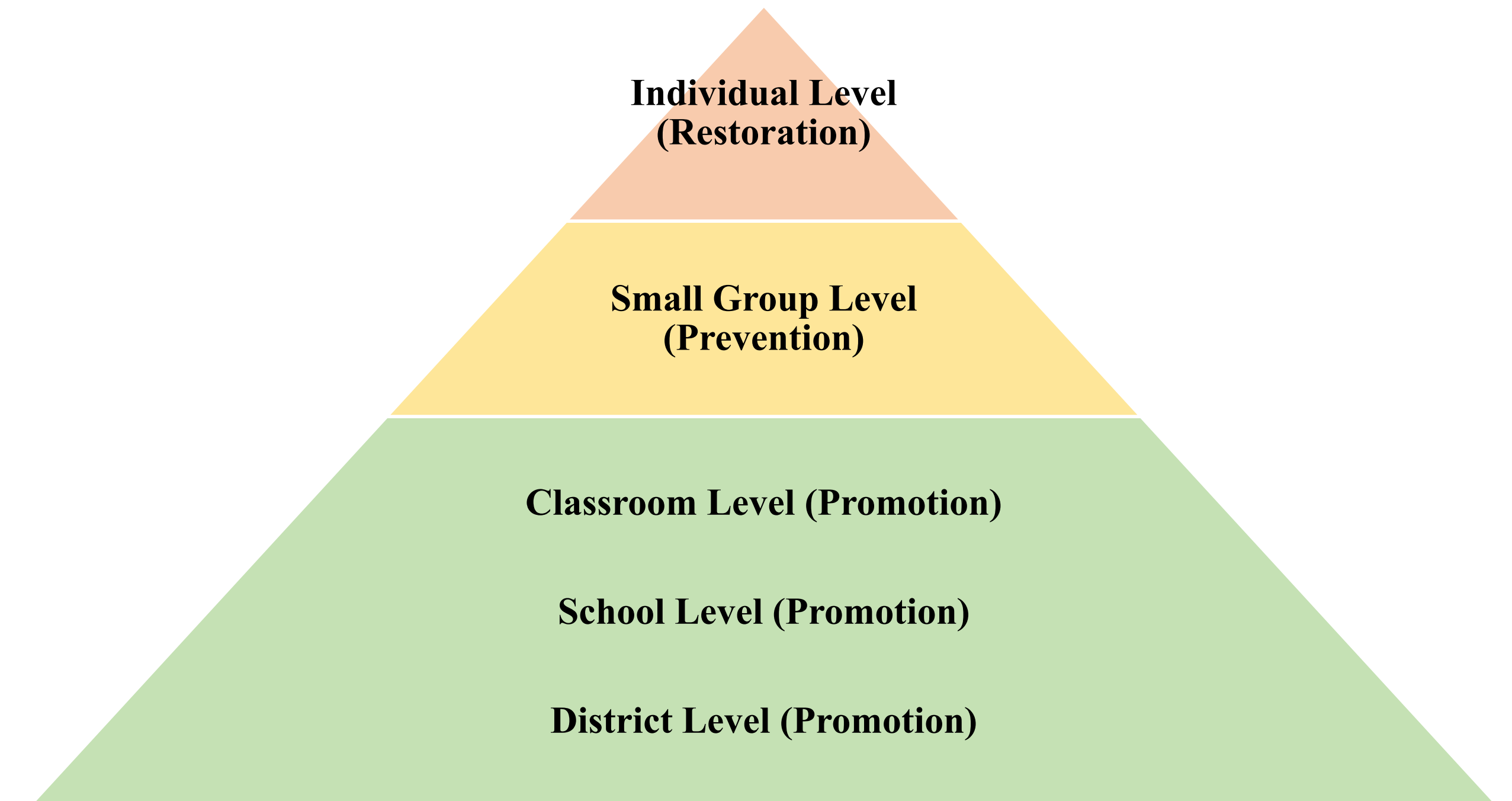
### Revising Phase

- Improving concept paper

## Concept Paper

### The Role of Occupational Therapy in School Disciplinary Practices

- SWOT Analysis



## Discussion

### Implications for OT

- Benefit all students
- Advocate for changes

### Importance of Project

- Increase access to services
- Decrease incidence
- Decrease prevalence

### Strengths of Project

- Thorough review of literature
- Connection to resources

### Limitations of Project

- No differentiation by age
- Scope of literature limited to the U.S.

### Suggestions for Future

- Research studies
- Program development
- Educational resources
- Inclusion in OT education
- Transition services adaptation

### References:

- Barros de Souza, L., Panúncio-Pinto, M. P., & Fiorati, R. C. (2019). Children and adolescents in social vulnerability: Well-being, mental health and participation in education. *Cadernos Brasileiros de Terapia Ocupacional*, 27(2), 251-269. <https://doi.org/10.4322/2526-8910.ctoAO1812>
- McNeill, K. F., Friedman, B. D., & Chavez, C. (2016). Keep them so you can teach them: Alternatives to exclusionary discipline. *International Public Health Journal*, 8(2), 169-181. Retrieved from <https://search.proquest.com/docview/1841299283?accountid=158603>
- Vanderhaar, J., Munoz, M., & Petrosko, J. (2014). Reconsidering the alternatives: The relationship between suspension, disciplinary alternative school placement, subsequent juvenile detention, and the salience of race. *Journal of Applied Research on Children: Informing Policy for Children at Risk*, 5(2), 1-32. Retrieved March 4, 2020, from <https://digitalcommons.library.tmc.edu/cgi/viewcontent.cgi?article=1218&context=childrenatrisk>