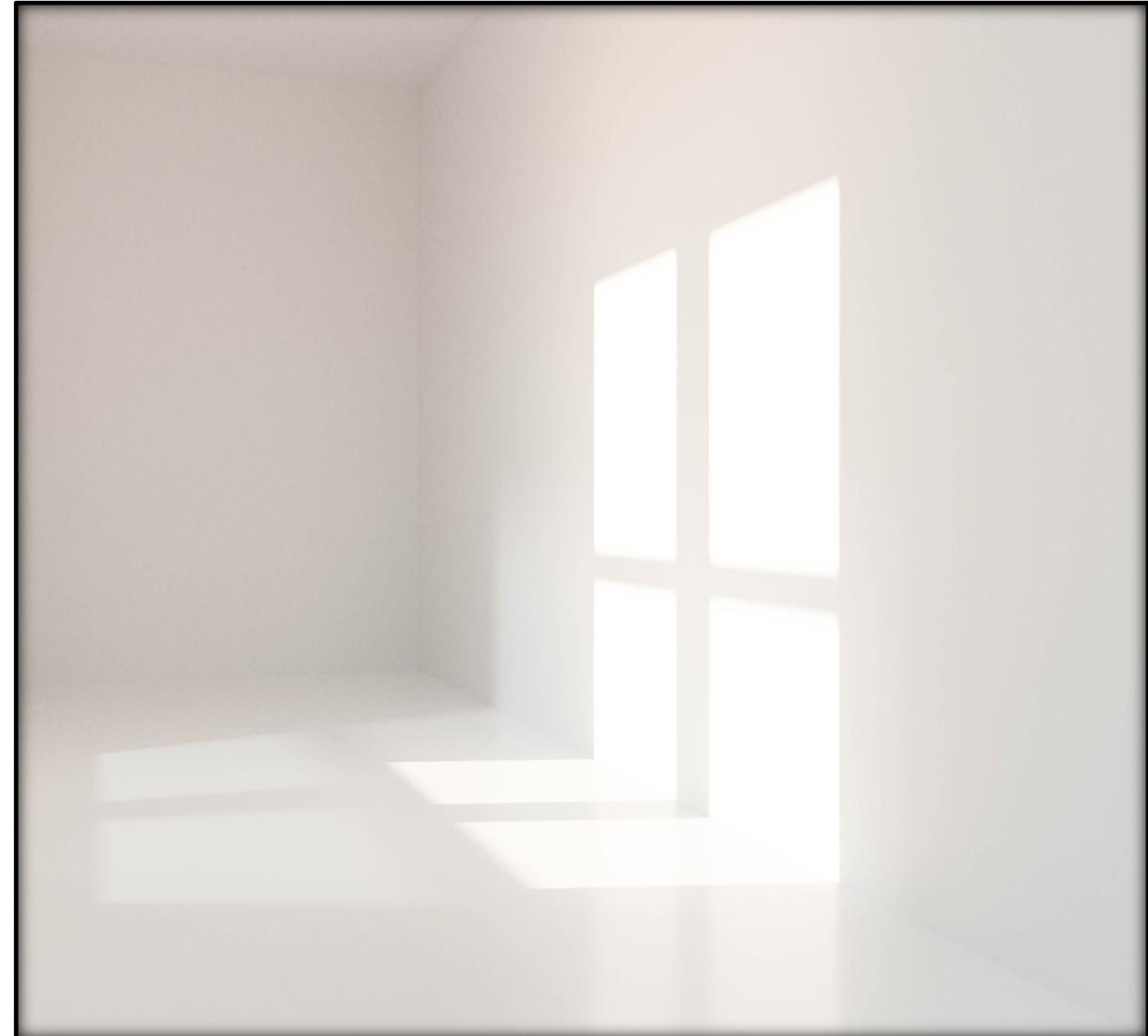


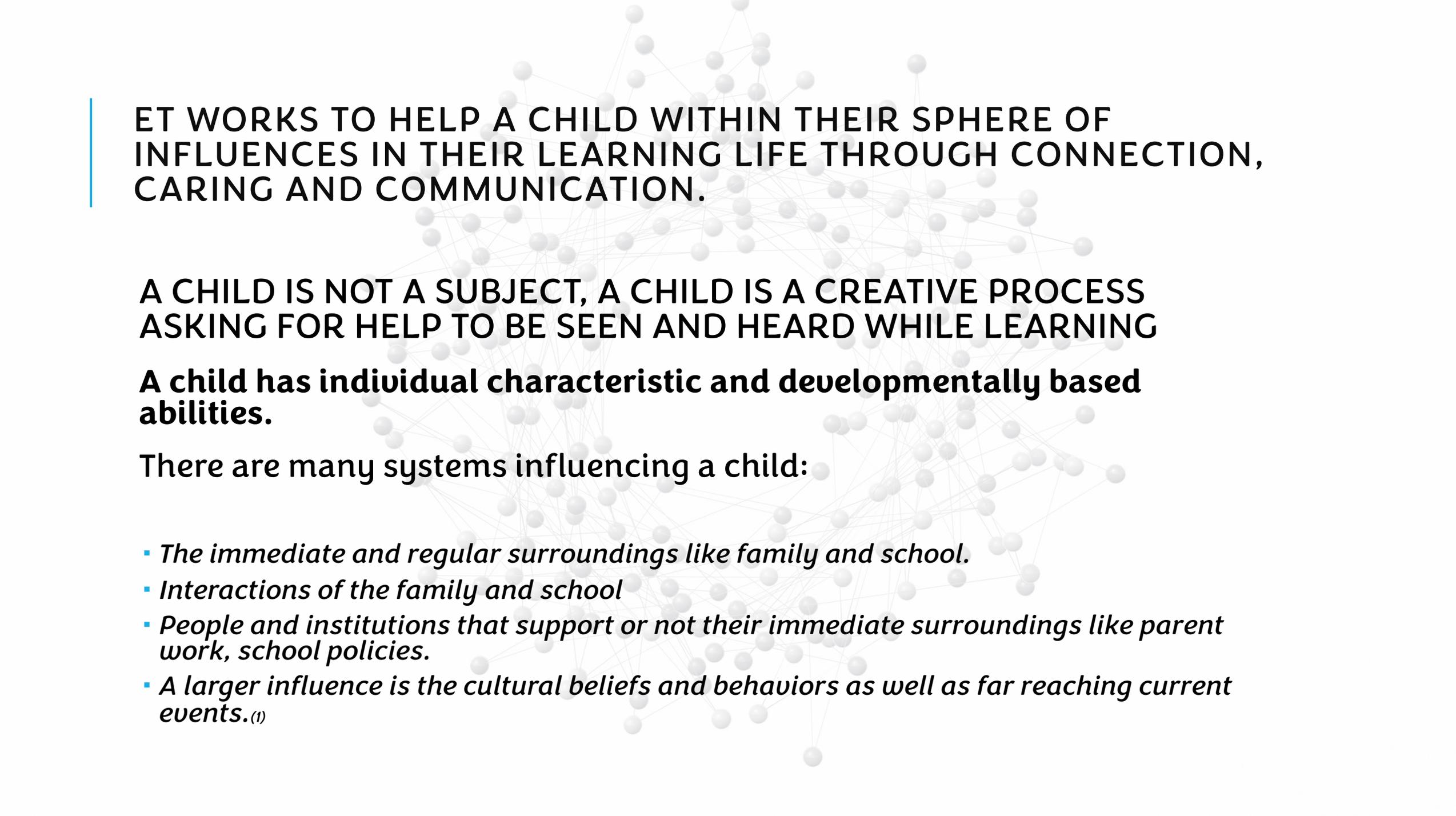
ILLUMINATING EDUCATIONAL THERAPY

THE GOAL IS NOT TO GET THE CHILD OUT OF AN ACADEMIC JAM, RATHER TO LET THEM LEARN ABOUT THEIR OWN UNIQUE LEARNING WITH WHO THEY ARE ALREADY AND CELEBRATE LEARNING AND PROGRESS OUTSIDE OF GRADE IMPROVEMENT.

An educational therapist is a professional who specializes in providing targeted educational support and interventions to individuals who are facing learning challenges or difficulties because the process outside the box. The primary goal is to help students overcome hidden obstacles that impede their progress academically. Together they work as a team to develop skills and strategies to learn more about how to empower themselves as effective learners.

ET's work with a holistic practice to address issues outside of just subject matter and they are trained in specific learning and assessment processes to apply for whole based and lifetime learning. Sometimes an educational therapist must cover a content area to teach a strategy but they are not content tutors.





ET WORKS TO HELP A CHILD WITHIN THEIR SPHERE OF INFLUENCES IN THEIR LEARNING LIFE THROUGH CONNECTION, CARING AND COMMUNICATION.

A CHILD IS NOT A SUBJECT, A CHILD IS A CREATIVE PROCESS ASKING FOR HELP TO BE SEEN AND HEARD WHILE LEARNING

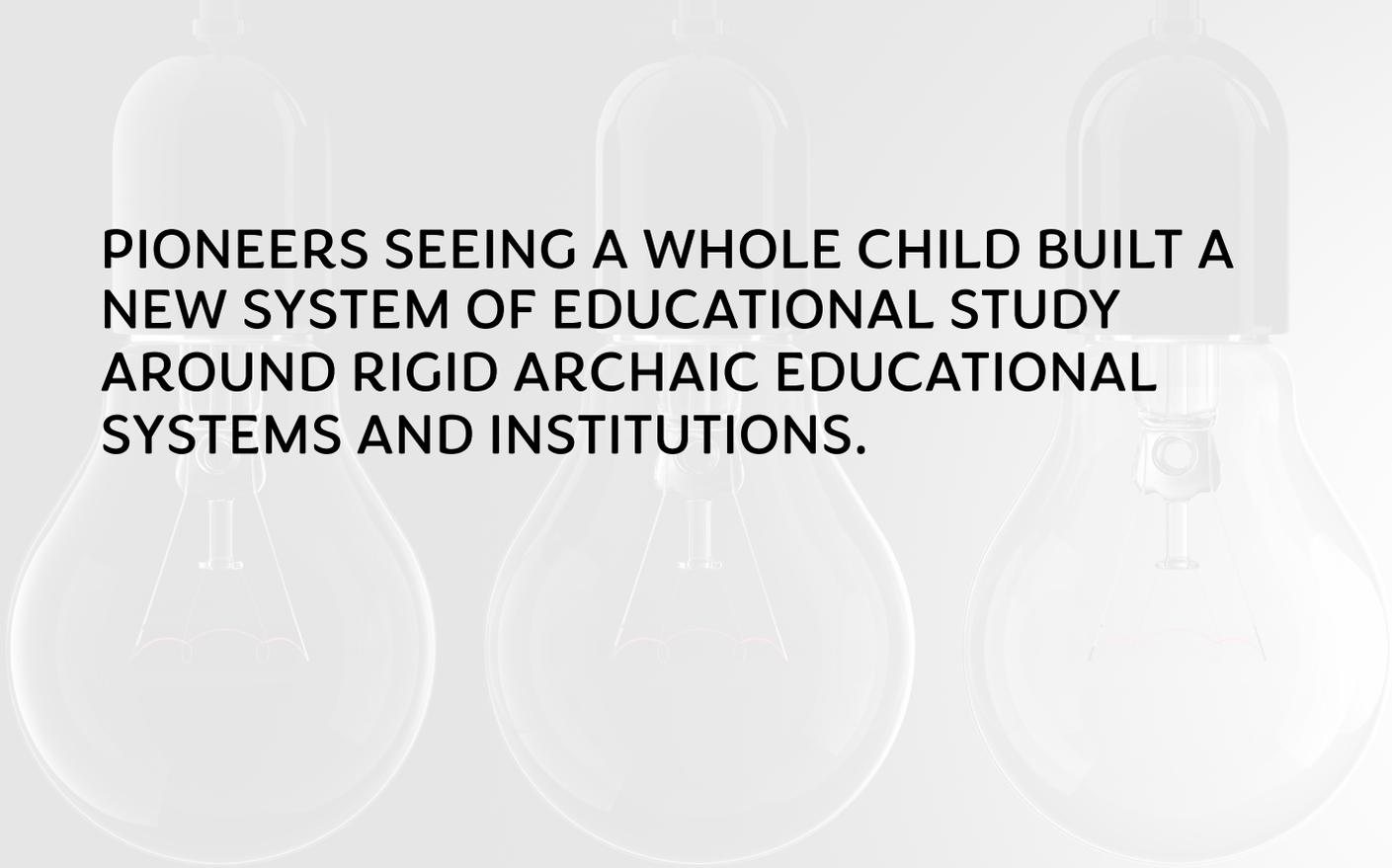
A child has individual characteristic and developmentally based abilities.

There are many systems influencing a child:

- *The immediate and regular surroundings like family and school.*
- *Interactions of the family and school*
- *People and institutions that support or not their immediate surroundings like parent work, school policies.*
- *A larger influence is the cultural beliefs and behaviors as well as far reaching current events.⁽¹⁾*

EVOLUTION OF EDUCATIONAL THERAPY: FROM AWARENESS TO CREDIBLE NEUROSCIENCE

PIONEERS SEEING A WHOLE CHILD BUILT A
NEW SYSTEM OF EDUCATIONAL STUDY
AROUND RIGID ARCHAIC EDUCATIONAL
SYSTEMS AND INSTITUTIONS.



LEARNING ABOUT THE ART OF LEARNING BY BRINGING THE WHOLE STUDENT INTO FOCUS

Early 20th Century: The Roots of Special Education

Educators and psychologists began to recognize the need for specialized instruction for children with learning disabilities.

Pioneers like Alfred Binet, Maria Montessori, and Samuel Orton laid the groundwork for understanding and addressing learning differences.

Mid-20th Century: Rise of Remedial Education

An increased focus on remedial education and special education programs to support students with learning challenges.

Approaches included diagnostic assessments, individualized instruction, and small group settings.

21st Century: Integration of Neuroscience and Technology

Advances in neuroscience and technology have led to more sophisticated understandings of learning differences and how the brain processes information.

Educational therapy has increasingly incorporated evidence-based practices, such as neurocognitive interventions and assistive technologies.

EDUCATIONAL THERAPY STANDARDS OF CODES, ETHICS AND CONDUCTS; PRACTICING WITHIN A FRAMEWORK BACKED BY LEGISLATION, GUIDELINES AND ETHICAL PRINCIPLES.

THE AET STANDARDS AND CODES – OVERARCHING BODY OF GOVERNANCE

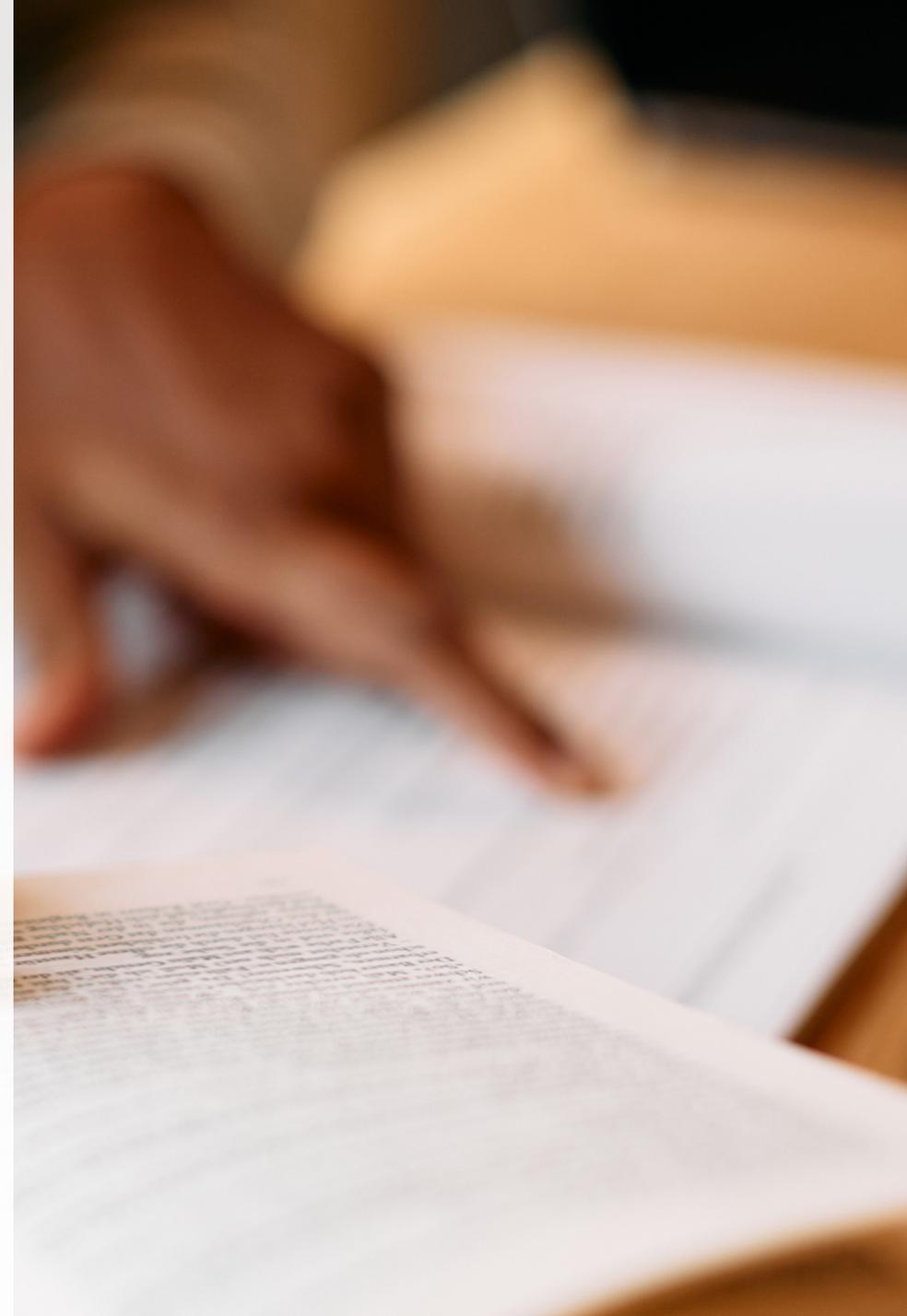
“An Educational Therapist must provide professional services only within the boundaries of their competence based on their education, training, supervised and professional experience while operating within the scope of practice and ethics of the Association of Educational Therapy”.

“Educational Therapists are dedicated to protecting and enhancing the fundamental dignity of every person seeking their services and are committed to developing the highest educational potential of their clients”.

An ET must “clearly state, describe, present, and adhere to the conditions of a contract or terms of an agreement prior to the initiation of services, and give notice of fee and policy revisions in advance of their implementation.”

“Educational Therapists shall apply professional expertise to ensure the provision of quality education for all clients in keeping with clients' legal, civil, and educational rights”.

“Educational Therapists recognize that the relationship of home and community environmental conditions affects the behavior and outlook of the client”.



OTHER ORGANIZATIONS THAT PROVIDE ETHICAL GUIDELINES FOR EDUCATIONAL THERAPISTS

National Association of School Psychologists (NASP):

Provides ethical principles and professional standards that include topics such as confidentiality, informed consent, professional competence, and cultural competence.

American Counseling Association (ACA):

While not specifically focused on educational therapy, they provide a comprehensive code of ethics that covers a wide range of counseling practices. This code includes principles such as client welfare, respect for autonomy, confidentiality, and competence.

American Psychological Association (APA):

APA provides a code of ethics that applies to psychologists engaging in educational therapy practices. The code covers topics like competence, confidentiality, informed consent, professional boundaries, and cultural competence.

The Council for Exceptional Children (CEC) -

“to work with these ethics, policies and standards and uphold laws, regulations and policies that influence professional practice.”

National Association of Special Education Teachers (NASSET)

“Nurture the academic, psychological, physical, and social potential of children with special needs.



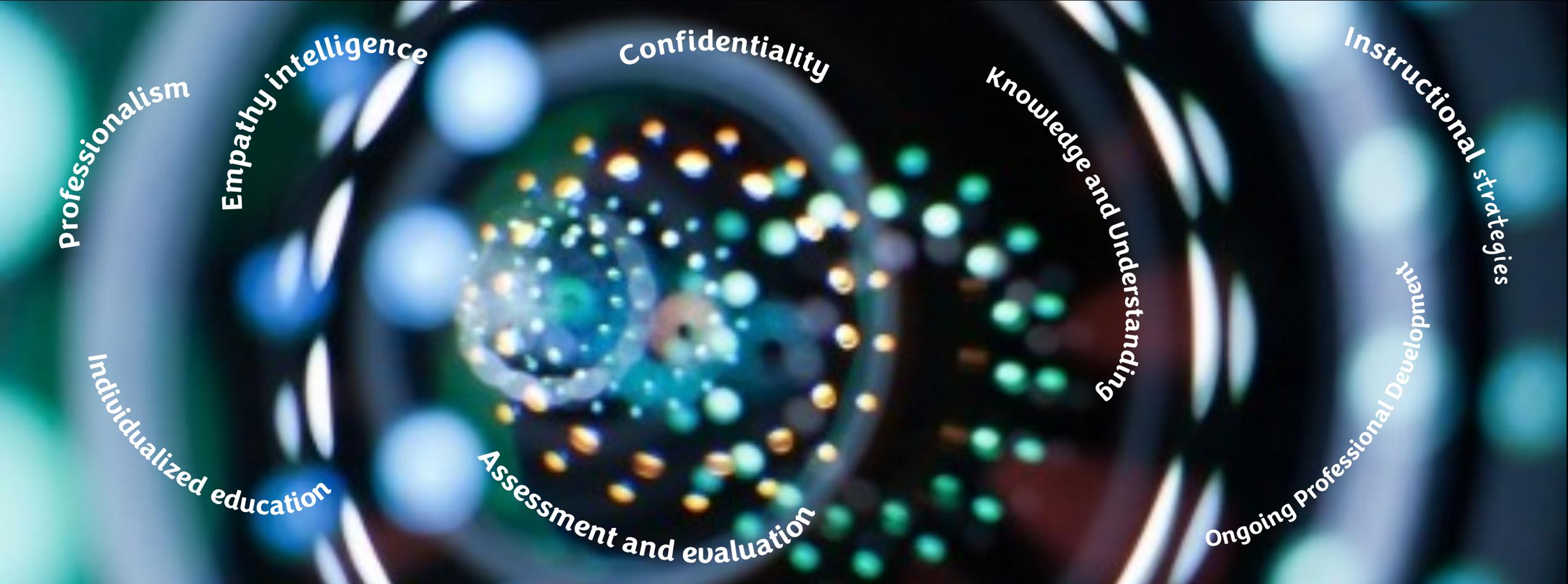
EDUCATIONAL THERAPIST COMPETENCIES; KEYS TO SUCCESSFUL AND EFFECTIVE ASSESSMENT, COMMUNICATION AND STRATEGY PRACTICES

Intellectual Competencies

- Knowledge of laws, regulations, and policies
- Understanding of the diverse needs of students with disabilities
- Assessment and evaluation
- Instructional strategies
- Ongoing professional development
- Informed consent
- Individualized education
- Social justice and social emotional learning strategies

Ethical and Empathetic Qualities

- Positive behavior support
- Collaboration and communication
- Cultural and linguistic diversity
- Confidentiality
- Respect for diversity
- Collaboration and communication
- Professionalism
- Empathy intelligence



PROFESSIONAL QUALITIES OF AN EDUCATIONAL THERAPIST

EDUCATIONAL THERAPY THE SCIENCE OF LEARNING

Educational therapy is founded on solid structures, scientific principles and proven techniques that incorporate science into effective learning strategies.

**Neuroscience Principles*

**Learning and Development Theories*

**Evidence Based Practices*

**Individualized Interventions*

**Social/emotional/behavioral Aspects*

** The Role of Assessments/Diagnosis*

NEUROSCIENCE PRINCIPLES:

STRATEGIES AND APPROACHES THAT ARE INFORMED BY UNDERSTANDING OF HOW THE BRAIN LEARNS AND PROCESSES INFORMATION

Neuroplasticity: The brain varies amongst individuals and can reorganize and form new neural connections in response to learning and experiences.

ET PRACTICE: Provide targeted interventions to stimulate neural growth and to accommodate and tailor interventions to suit the needs of individuals and their differences.

Multisensory learning: Engaging multiple senses during learning can enhance learning, executive functioning and memory retention.

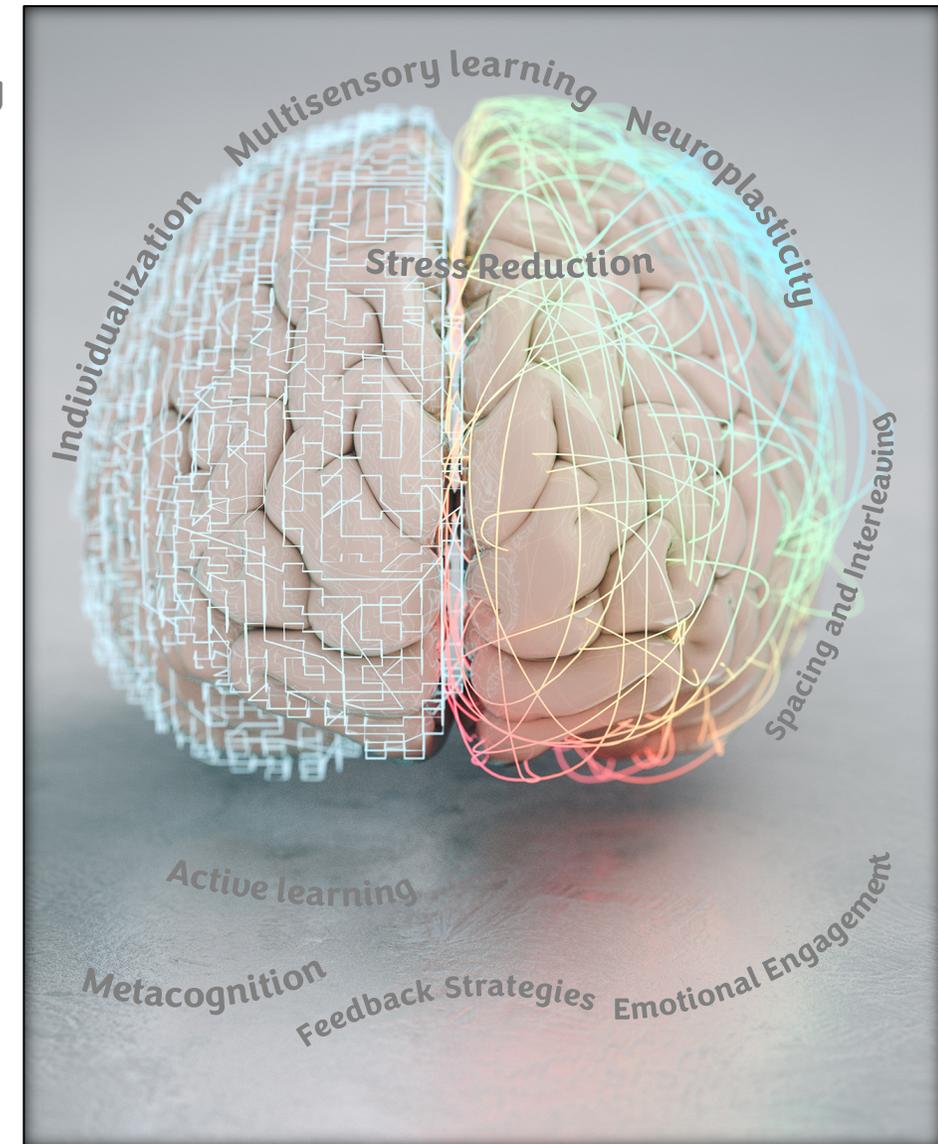
ET PRACTICE: Using the whole body to participate in learning and create new learning strategies.

Metacognition: A form of active learning involving awareness and control of ones thinking

ET PRACTICE: Teach students to reflect and learn on their own learning empowers them to add goals, use their own learning strategies and adds to neuroplasticity for growth.

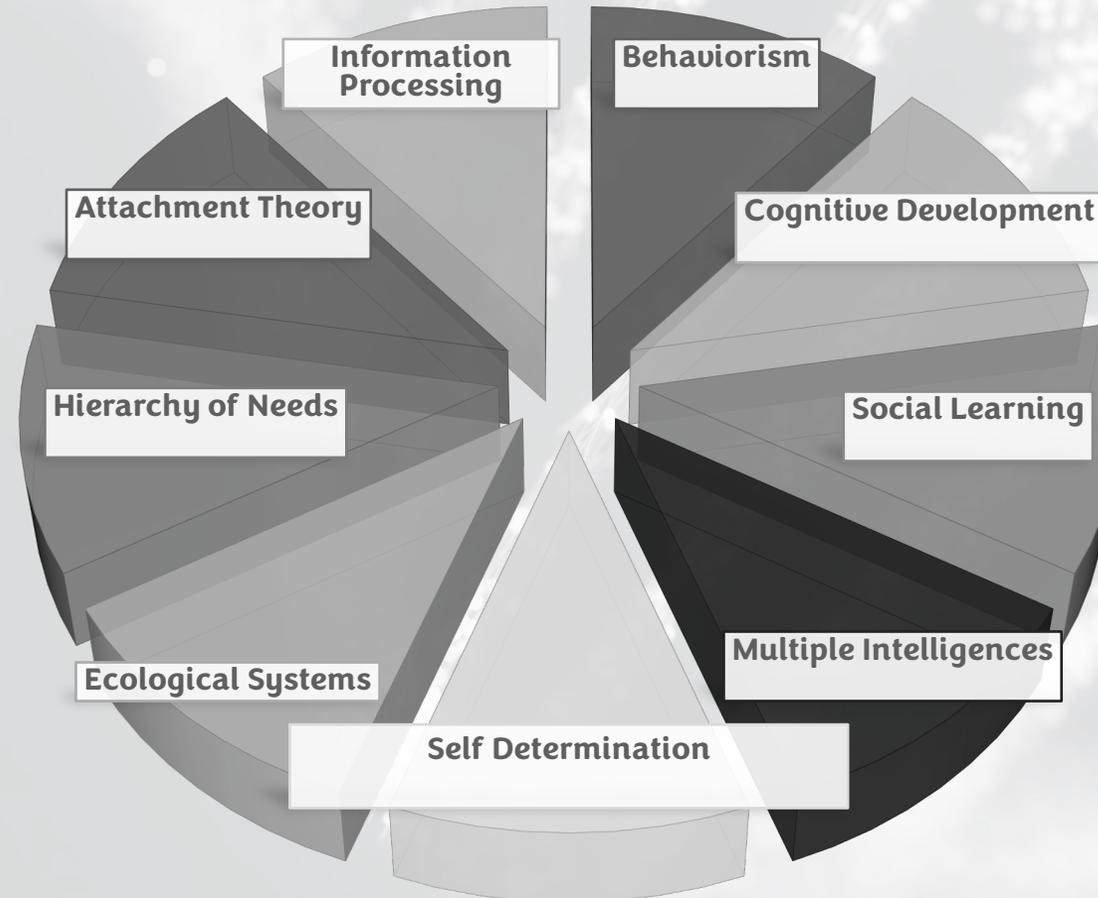
Executive functioning training: Cognitive skills that help individuals manage their thoughts, actions, and emotions

ET PRACTICE: Training strategies in skills like organization, planning, time management, and impulse control.



LEARNING AND DEVELOPMENT THEORIES

FOUNDATIONAL STUDIES FOR CURRENT PRACTICES AND PROGRESSIVE TREATMENT ALLIANCES



LEARNING AND DEVELOPMENT THEORIES

These provide the frameworks for understanding how individuals learn, develop and acquire new skills for outward and inner development.

ET's can tailor their interventions and treatment alliances to support learning growth

Behaviorism: Observing behavior and how it is affected by surrounding environment. Stimulus and response studied for learning behavior.
ET PRACTICE: Understand and use positive reinforcement to create the desire and enthusiasm to learn and to weaken negative behaviors.

Social Cultural and Learning: Observing and modeling as part of learning as well as supporting growth through positive social interactions.
ET PRACTICE: Can use modeling and peer interactions as well as scaffolding techniques to provide appropriate positive support to grow.

Cognitive Development: How children's thinking processes evolve as they grow, have brain maturation, and learn from their environments.
ET PRACTICE: Design age-appropriate learning strategies and interventions based on their current cultural, social, and academic realities.

Information Processing: Treats the mind like how a computer processes
ET PRACTICE: Create strategies to improve speed, memory, attention.

EXAMPLES OF EVIDENCE BASED PRACTICES

PRACTICES THAT ARE GROUNDED IN SCIENTIFIC RESEARCH WITH RESULTS THAT HAVE BEEN TESTED IN EDUCATIONAL SETTINGS.

INTERVENTIONS THAT HAVE BEEN DEMONSTRATED THROUGH RESEARCH TO BE EFFECTIVE IN IMPROVING LEARNING OUTCOMES AND ADDRESSING VARIOUS LEARNING DIFFICULTIES.

Cognitive-Behavioral Interventions	Peer-Assisted Learning	Executive Function Training	Self-Regulation Training		
				Educational Technology	Scaffolded Instruction
Applied Behavior Analysis (ABA):	Response to Intervention (RTI):	Orton-Gillingham Approach	Multi-Sensory Instruction	Concept Mapping	

EVIDENCE BASED PRACTICES

Response to Intervention (RTI): Provide targeted support based on an individual's needs.

ET PRACTICE: Regular monitoring of progress and adjusting intervention strategies as needed.

Executive Functioning Training: Teaching specific skills that help EF such as time management, organization, goal planning and impulse control.

ET PRACTICE : Need to focus on the constant progression of the child daily to notice changes and determine causes and to adjust as needed.

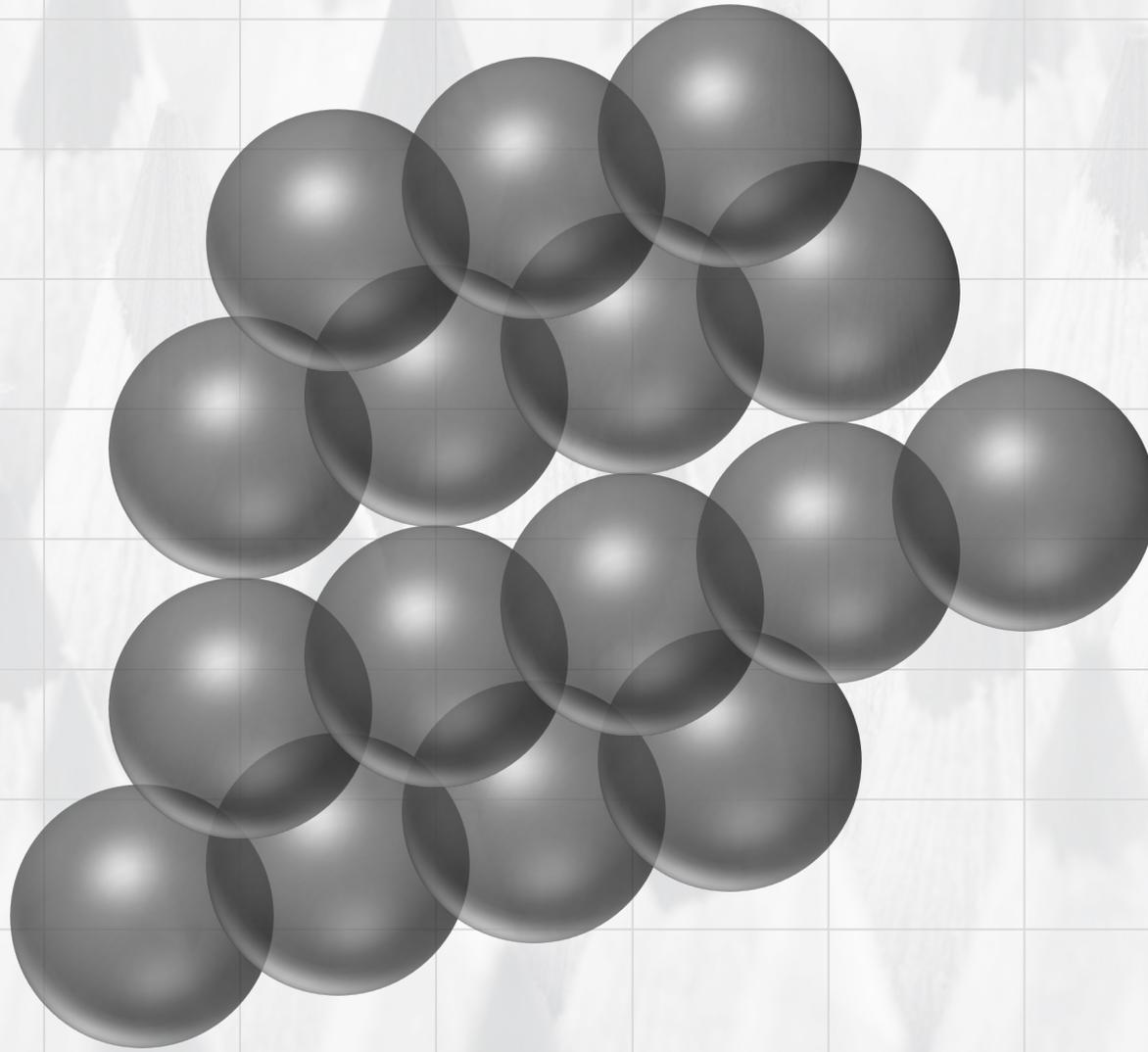
Educational Technology: Using educational based technology and AI to assist in learning to enhance the overall experience.

ET PRACTICE : Keep up with technological advances for ET practice itself and for the student in academic learning scaffolding.

Peer Assisted Learning: Put peers together to help each other learn and provide support and motivation to connect with other like-minded ones.

ET PRACTICE : Create groups projects that foster support and motivation.

INDIVIDUALIZED LEARNING INTERVENTIONS



- SENSORY STRATEGIES
- ASSISTIVE TECHNOLOGY
- METACOGNITIVE STRATEGIES
- PEER TUTORING
- PERSONALIZED LEARNING PLANS
- EXPLICIT INSTRUCTION
- TASK ANALYSIS
- SOCIAL SKILLS TRAINING
- PEER TUTORING
- VISUAL SUPPORTS
- EXECUTIVE FUNCTION COACHING
- MULTISENSORY INSTRUCTION
- READING AND WRITING INTERVENTIONS
- CONCEPT MAPPING
- TIME MANAGEMENT STRATEGIES
- SOCIAL-EMOTIONAL SUPPORT

INDIVIDUALIZED INTERVENTIONS

CUSTOMIZED STRATEGIES AND APPROACHES DESIGNED TO ADDRESS THE SPECIFIC LEARNING NEEDS, STRENGTHS, AND CHALLENGES OF EACH LEARNER.

AN OPPORTUNITY TO FOCUS ON THE LEARNING SKILL SET THAT EACH LEARNER ALREADY COMES IN WITH.

Personalized Learning Plans: Creating plans that outline the students' strengths, weaknesses, goals with specific time appropriate strategies.

ET ACTION: Connect with schools, parents, and the student to understand their current progress, struggles and reward progress.

Social Emotional Skill Training: To provide specific instruction for those who struggle with social interactions and emotional regulation.

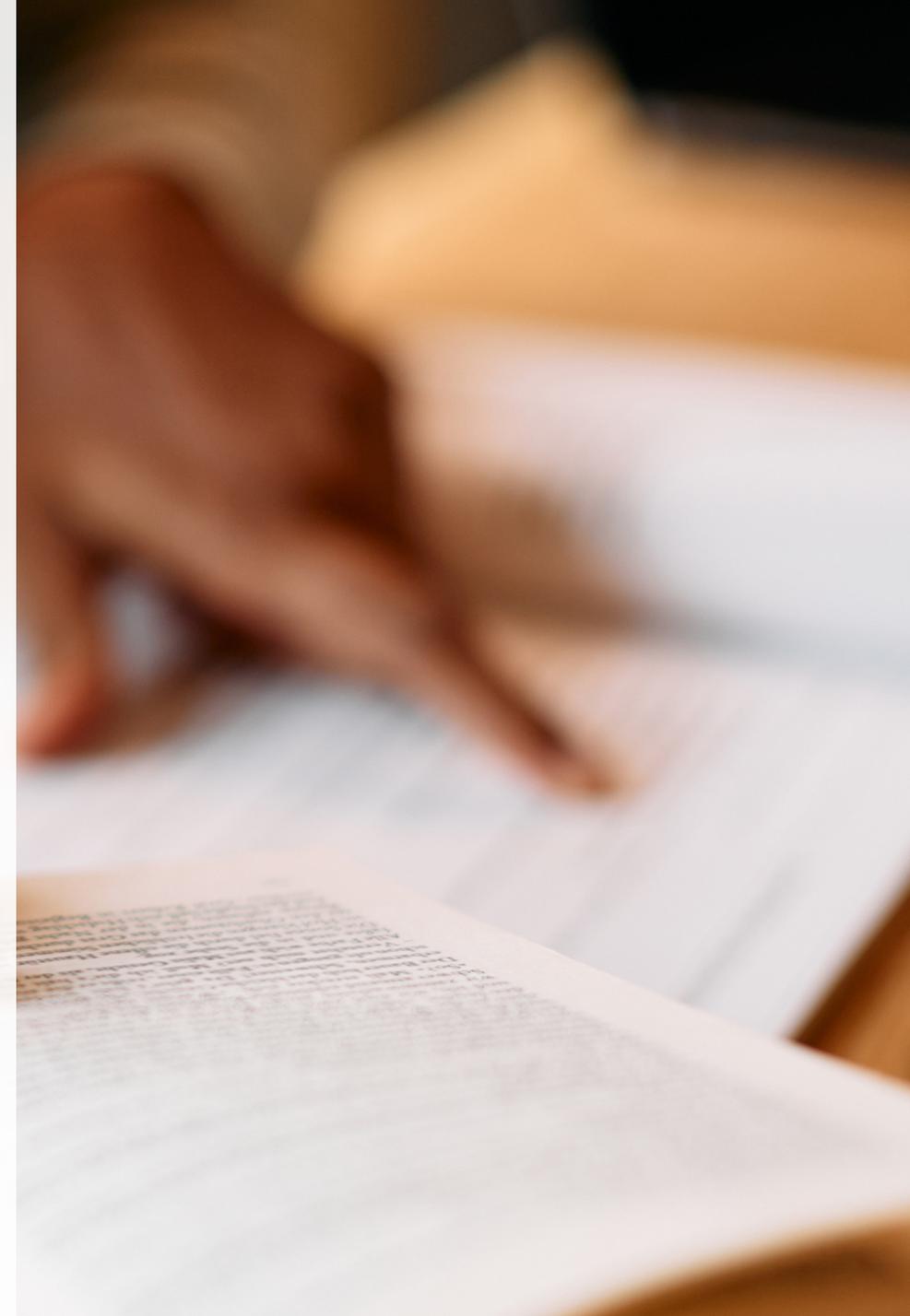
ET ACTION: Become aware of body language and gauge emotional temperatures to know what strategies need to be employed at that time.

Assistive Technology: Using educational based technology and AI to assist in learning to enhance the overall experience.

ET ACTION: Keep up with technological advances for ET practice itself and for the student in academic learning scaffolding.

Chunking: Breaking down complex tasks into smaller, manageable steps and teaching each step sequentially .

ET ACTION: Understand and learn how to adapt to what the learner needs for smaller information and order to present the information.

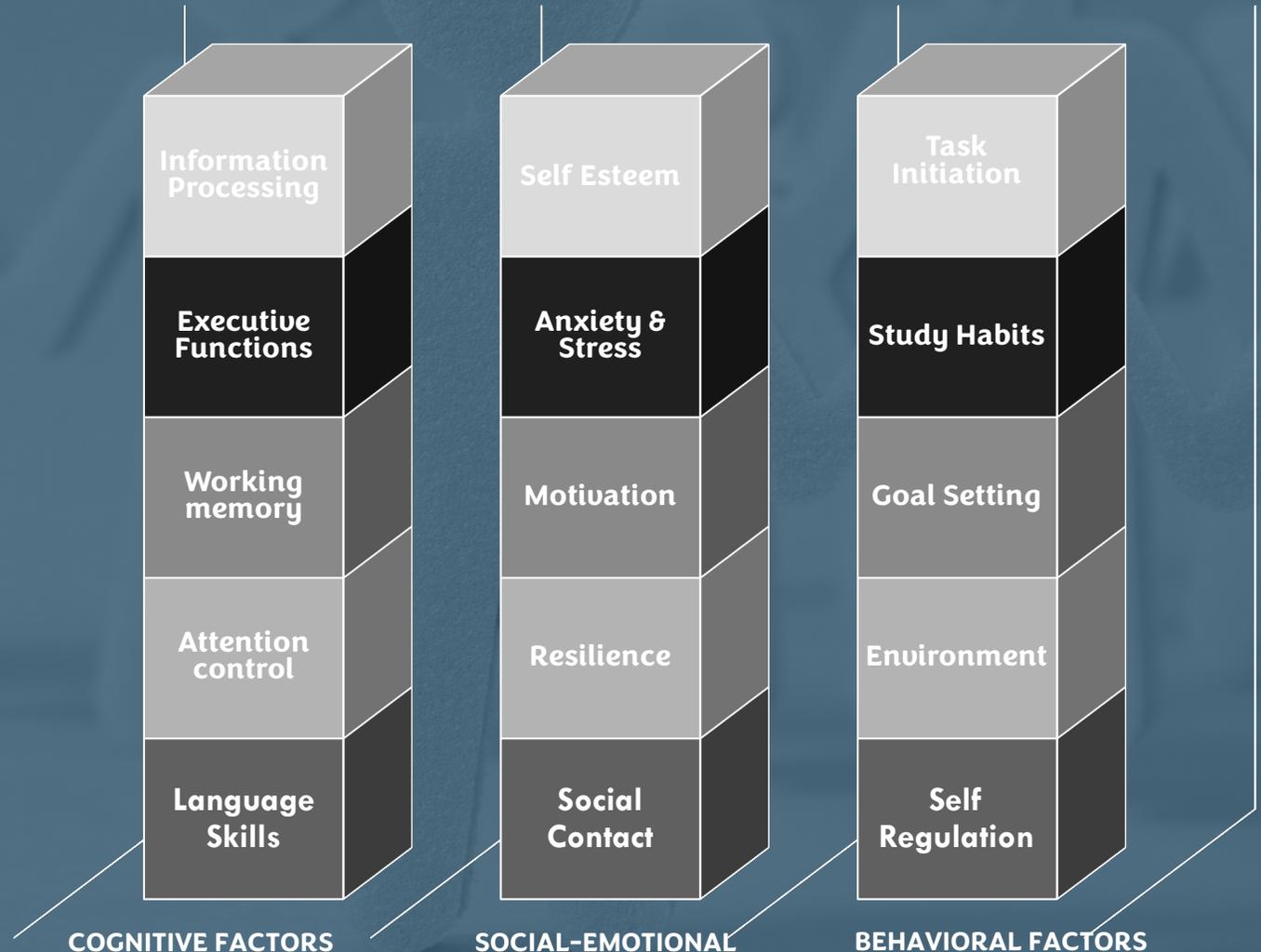


COGNITIVE AND BEHAVIORAL FACTORS WITH A HOLISTIC APPROACH

These factors are interconnected. Addressing one area for growth has a positive ripple effect on the others.

These factors interact and influence how individuals process information, engage with their environment, and how they develop academically and personally.

Understanding these factors is crucial for designing effective interventions and support strategies.



THE IMPORTANT ROLE OF ASSESSMENTS AND DIAGNOSIS

AN ET CAN DO FORMAL ASSESSMENTS, BUT THEY CANNOT GIVE A DIAGNOSIS.

Assessment can lead professionals to understand what academic areas need attention but don't provide necessarily a specific plan of intervention to help learning.

Diagnosis provides the groundwork for specific intervention and help create programs to be handled by IEP or other professionals.

Formal assessments

Measure what the academic strengths and weaknesses are to determine where the difficulties lie. These can measure cognitive functioning in the areas of reading and writing, or behavioral tests such as BASC can be administered to know if behavior is a factor for creating learning interventions.

Informal Assessments

These are less structured, and data driven as formal and involve actual conversation and engagement with the student. They will be used to capture where the student is at that point in time to mark against past and future growth to create an understanding of their current learning path and what their potential barriers are. Observation and interviews are key tools for informal assessment.

ABLEISM

DEFN: “DISCRIMINATION IN FAVOR OF ABLE-BODIED PEOPLE”

Learning disability is anything that makes traditional approaches difficult.⁽²⁾

An effective ET *“is a professional who combines educational and therapeutic approaches for evaluation, remediation, case management, and communication/advocacy on behalf of children, adolescents, and adults with learning disabilities or learning problems”* ⁽³⁾

To create a positive impact for a child and society, an ET needs to help create and facilitate effective access to educational interventions outside the classroom.

Learning disabilities are just differences in neurodiversity and promoting awareness with all in the sphere of influence in a child and the system helps promote understanding, tolerance and a desire to help.



EDUCATIONAL THERAPY AS THE 3RD EAR OF THE EDUCATIONAL WORLD

***“THE WAY IN WHICH ONE
MIND SPEAKS TO ANOTHER
BEYOND WORDS SENSING
WHAT OTHERS THINK BUT
DON'T SAY THEN ACTING
ACCORDINGLY TO
PROMOTE RESPECT AND
HEALTHY RESPONSES”(4)***

TOOLS FOR REEDUCATION:

***ADVOCACY *EMPATHETIC
INTELLIGENCE *
DYNAMISM * MIRRORING**

The goal of advocacy to adhere to professional standards to reeducate the public and especially those in the sphere of influence of a neurodiverse person to help reduce ableism, stigma and reactions that shut down another person's desire to express themselves with integrity. Neurodiversity advocates encourage inclusive, nonjudgmental language.

Advocates view disability as rooted in their individual treatment, not their deficits. Advocacy is not to try to change the individual but rather to understand and educate others about their strengths, help them build new skills and through awareness to find ways to change expectations, the environment and social stigma.

Empathetic intelligence combines an innate ability that needs to be cultured, fostered, and nurtured to allow healthy expression where a person has an ability to feel, sense and know the experience and expression of another from a more intuitive place.

Engaging in dynamism is being present with a child in the present moment and just knowing they are already whole and need expression, support, positivity instead of suffocation.

Through tone of voice, gestures, silence, and facial expressions, educational therapists can mirror back to students how attuned they are and how they feel about them.

ADVOCACY AGAINST ABLEISM: PROACTIVE AFFIRMATION OF NEURODIVERSITY
LEARNING DIFFERENCES ARE NOT MORAL TRANSGRESSIONS NOR PERSONAL CHOICES.

ET PRACTICES:
DISABILITY CULTURE* SOCIAL EMOTIONAL LEARNING * DISABILITY JUSTICE*
SOCIAL JUSTICE

Disability culture refers to the shared experiences, values, beliefs, customs, art, and identity that emerge from the lives of people with disabilities. It is a complex and diverse social phenomenon that has developed as a response to the historical marginalization and discrimination faced by individuals with disabilities

Social Emotional learning and neurodiversity emphasize the need for understanding and providing support for the diverse cognitive, neurological, emotional, and social needs of everyone. They both promote inclusion, respect, and acceptance for individuals with different emotional profiles as learning while taking place in the brain, must occur in a social emotional environment which have a huge impact on learning, the willingness to learn, and outcome of learning.

Disability justice challenges the traditional view of disability, as a deficit to be fixed or normalized. Instead, it embraces the social model of disability, which understands disability because of societal barriers and exclusions. It seeks to address the systemic inequalities and injustices that people with disabilities face, both within society at large and within the disability rights movement itself.

Social justice refers to the concept of fair and equitable distribution of resources, opportunities, and privileges within a society. It involves promoting and ensuring that all individuals, regardless of their background, identity, or circumstances, have equal access to the benefits and opportunities.

EDUCATIONAL THERAPY- A REFORMATION PROCESS IN EDUCATION

Educational therapy offers a transparent light of hope for individuals with learning disabilities, providing them with tailored strategies and support to overcome their challenges and unlock their full learning potential.

A powerful new practice which is based on solid neuroscientist information, learning, cognitive, emotional, and behavioral theories and practices which have been long established and puts them within the realm of neuroplasticity and the growth potential of the brain.

ET's need to be dedicated to speaking out for the rights of the child and to address the barriers to meaningful treatments. Treating those who see learning differences as barriers is part of the ET practice. Gentle education and advocacy for the current and future generations of learners is part of the code of conduct through ethical practices collaborating with other professionals. Together the combined neuroscience and personal passions to reform an unhealthy education system will prove to be a new wave and light of energy needed to fuel potential.

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