



School-Based Occupational Therapy
International Network

Empowering Global Innovation in School-Based Occupational Therapy:
Lessons from the SBOT-IN Community of Practice



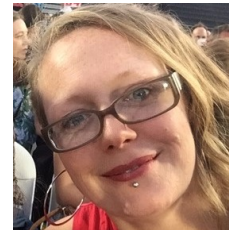
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What is School-Based Occupational Therapy International Network (SBOT-IN)?



Global Community of Practice (CoP)



Mission: advancing school-based OT



Core principles:
collaboration
inclusion, innovation

Our goals:

- Foster international collaboration and knowledge translation and exchange (KTE)
- Engage and promote practice, research, Impact education, and policy in SBOT
- Develop innovative projects and initiatives
- Global collaboration & professional peer support & Support students' participation and social interactions

What we do:

- Monthly online working sessions (Sept–June)
- Shared organization and facilitation
- Information & resources via Instagram, LinkedIn, Google Drive

Who can join:

OT students, educators, researchers, practitioners worldwide

Countries presented

- Australia
- Austria
- Belgium
- Canada
- Chile
- Columbia
- England
- Germany
- Ireland
- Malta
- Netherlands
- New zealand
- Pakistan
- Singapore
- Sweden
- Switzerland
- Turkey
- USA
- ...



SBOT-IN Matters: Why?

- Shift in society & policy towards inclusive education
- SBOT-IN as a driver of innovation
- Offers access to international expertise and resources

SBOT in Ireland , the Netherlands, Sweden, Bulgaria, Australia, Malta, Chile, USA, Germany, Colombia.

Economic Evaluation SBOT

Every Moment Counts – Understanding and Implementing

Partnering for Change (P4C) in Swedish & Dutch Context; Making P4C work in Canada

Joint Innovation Partnership for Learning (JIP4L) in the Netherlands and Sweden

Environmental Adjustments for Children with SEN in Austria

Promoting Children's Self-Determination

The use of GAS in Colombian context

Early Literacy and Handwriting.

Collaborative Consultation in SBOT

SBOT Outcome measures; WRITIC Assessment

Research on Play

ETSS OT Practice

Occupational Participation in UK Schools

OT and inclusive education in Philippines

2019

2021

2023

2025

2020

2022

2024

2026

Case 1: The Netherlands

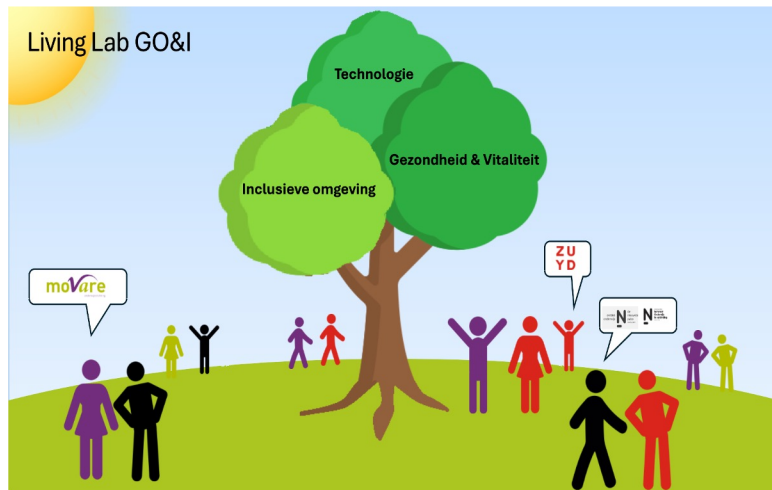
Adapted Partnering for Change (P4C) Model

Piskur et al. (submitted). International uptake of Partnering for Change (P4C): A Dutch and Swedish adapted version, Scandinavian Journal of Educational Research





Societal relevance – introduction of inclusive movements and policies



Service delivery models in the context of education are:

Referral based;
Often provided outside the classroom;
Individual children are identified as needing service, such as occupational therapy or speech therapy (Bartolo et al., 2021).

Achieving full participation and preventing exclusion of children at school requires:

a shift from traditional, individual-focused practices to collaborative changemaking context-based approach.

Joint Innovation Partnership for Learning: JIP4L (ERASMUS+ project)

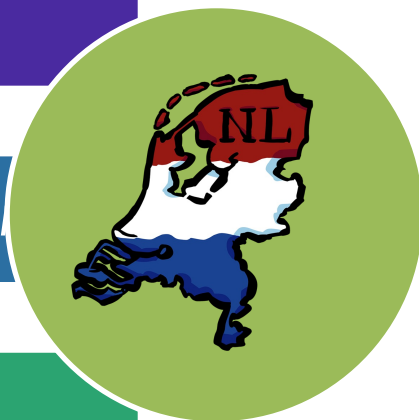
1 *Building Conditions at School*

2 *Contextual Inquiry*

2 *Participatory Design-led Innovation*

2 *Inclusive Education Strategies*

3 *Transformation*



SBOT-IN
as a
critical
friend

- 2019 presenting our first idea
- 2023 JIP4L presentation
- 2025 P4C adaptation process



Case 2: Germany



Ruhrgebiet, Essen Katernberg

Social and economic disadvantage

high child poverty and migration background



PFIFF Projekt

= Pädagogische Flexible Individuelle Förderung Für Kinder und Eltern

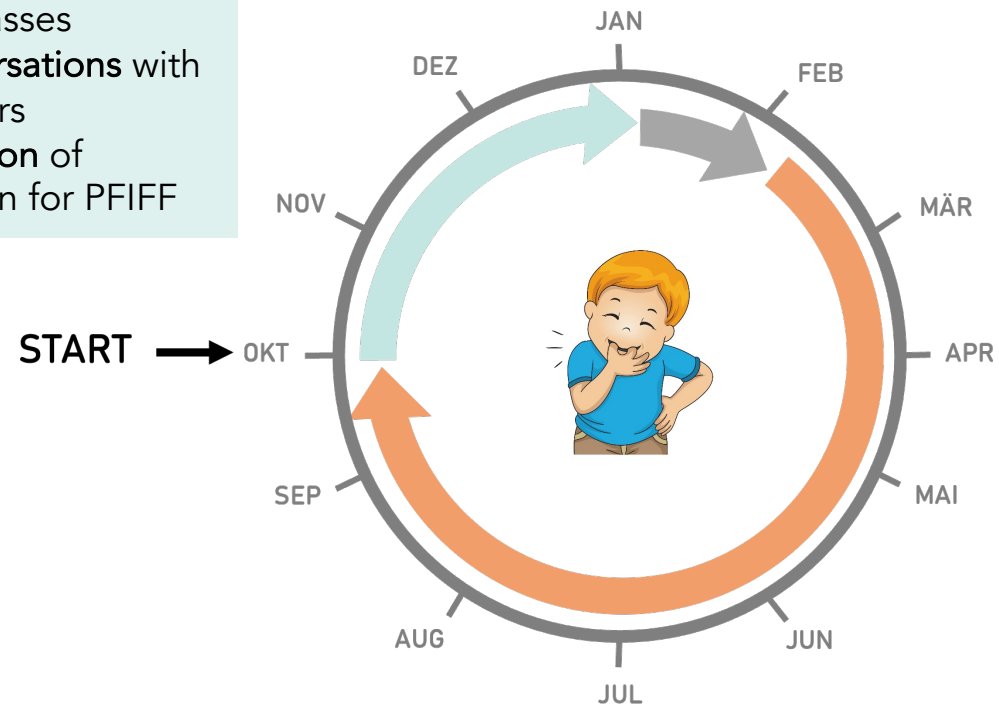
SBOT-informed tiered model for first graders

Focus: Strengthening participation in first grade

SBOT International Network inspired critical reflection and revision

PHASE 1

- **Observation** in the first classes
- **Conversations** with teachers
- **Selection** of children for PFIFF



PHASE 2

- **Conversations** with children, parents & teachers
- **Initial goal setting**

PHASE 3

- **support** for children in classroom
- **Weekly group training** in school setting
- **Work** with parents
- **Collaboration** with teachers
- **Exchange** with the youth welfare office

Revision of the program inspired by the **SBOT-IN network** to integrate international knowledge and shared experiences



Annual cycle of the PFIFF Project

Resources of SBOT-IN

Kramer-Roy, D., Tokolahi, E., Boltin, S., & Dancza, K. (2024). The School-Based Occupational Therapy International Network (SBOT-IN): A community of practice inspiring occupational therapists to promote inclusive education. *Journal of Occupational Therapy, Schools, & Early Intervention*, 1–12. <https://doi.org/10.1080/19411243.2024.2382719>

Salazar Rivera, J., Ulbrich-Ford, S., Bergin, M., Kramer-Roy, D., & Buhagiar, N. (2023, October 26– 28). *Enhancing school-based occupational therapy: Collaboration of students and educators to optimize curricular content* [conference session]. 27th ENOTHE Annual Meeting 2023. <https://enothe.eu/wp-content/uploads/2023/12/Book-of-Abstracts-AM-2023.pdf>

School Based Occupational Therapy Network. (2022). [The R-evolution of school based occupational therapy through international collaboration and innovation](https://archive.wfot.org/wfot2022/programme/pre-congress-workshops.html). World Federation of Occupational Therapists Congress: Occupational R-Evolution: Paris, France. <https://archive.wfot.org/wfot2022/programme/pre-congress-workshops.html>



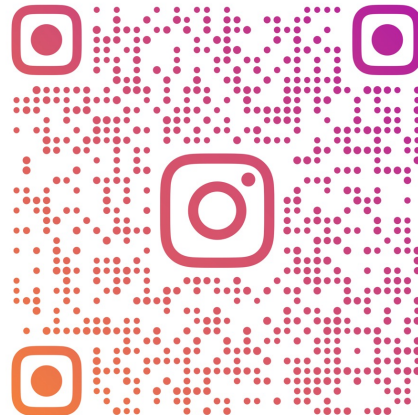
<https://school-basedoccupationaltherapycurriculum.weebly.com>



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Thank you for your attention 😊
We welcome your questions and
invite you to connect with SBOT-IN



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