

Rifton Pacer Gait Trainer

A Sample Letter of Educational Necessity

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Components of a letter of Educational Necessity

Student information:

Date: _____

Thomas Smith is a 16-year-old student in 11th grade, currently enrolled in a self-contained high school program that has a vocational component. Thomas receives occupational and physical therapy services on his IEP due to his orthopedic impairments. As part of Thomas's vocational transition process, a self-reported interest inventory was conducted. The results indicated his interest is in the hospitality industry following the completion of his high school program. Given concerns regarding Thomas's physical limitations, an assessment of his performance was conducted in order for him to meet his transition outcomes and IEP goals.

Explain the impact of student disability as this relates to a daily function essential for the school experience:

[This segment is included if approving decision-maker is of the same or similar health care discipline.]

Thomas's medical diagnosis is cerebral palsy, GMFCS Level 4, MACS Level II. He presents with the following comorbidities: intellectual disability, visual impairment, expressive language discrepancy and is categorized with the educational disability multi-handicapped.

Thomas's physical impairments significantly impact his active participation at his job site and progress toward his transition outcomes and IEP goals. Due to Thomas's physical impairments secondary to cerebral palsy, he is unable to stand for a functional length of time (more than 5 minutes) and is unable to move in a small arc while standing as required to complete assigned tasks in the vocational setting. This negatively impacts Thomas's performance, on-the-job productivity and progress on his transition outcome and IEP goals.

Explain the educational relevance/necessity of the requested adaptive device:

To improve progress towards his transition outcomes that align with working in the hospitality industry, Thomas requires a device that will meet both the ability to stand and to move while standing, for a functional length of time to complete an activity or task.

Thomas's physical impairments and resulting needs can be remediated through the use of adaptive equipment to support standing and moving while standing. The requested device will enable greater independence and productivity at the job site; Thomas will be able to remain upright and mobile so he is able to complete his assigned work task.

Having access to the appropriate adaptive equipment supports Thomas's transition outcome as stated in his IEP: "Thomas will explore employment in the hospitality industry by job sampling at a hotel." It will also support his IEP goal of: "While standing, Thomas will fold, sort and stack 20 towels at his vocational site within 20 minutes, the time allotted by his employer."

Explain the specific adaptive device and components required to meet student needs:

A large Rifton Pacer with a dynamic upper frame, standard base, medium chest prompt, and large multi position saddle was trialed with Thomas on his job site. The goal of this device with its needed prompts is to bridge the gap between what Thomas has the ability to do in standing and the task demands of moving to the right and left. The device's configuration was designed to allow Thomas to stand safely and move around in order for him to access all of the tasks he is required to complete. Data collected on Thomas's performance in the device demonstrated how the device enabled him to meet the requirements of his assigned task at the job site.



Other standing devices were trialed such as an EasyStand Evolv and Rifton Supine Stander; neither of the devices supported both standing and moving while standing in order to complete the required job task. (Contact me for further clarification on this if needed.)

The Rifton Dynamic Pacer was trialed each day over the course of one month while Thomas was at work. At the end of the data collection period, Thomas demonstrated increased ability to stand (from 5 minutes to 20 minutes) with less adult assistance to complete the job of stacking towels, and a decrease in the amount of time it took to complete the entire work activity (from 35 minutes to 20 minutes).

Summarize main points in concluding sentence(s):

The Rifton Pacer with described components will enable Thomas to participate in the vocational dimension of his educational program and meet his IEP goal to fold, sort and stack items while standing as part of job sampling at his vocational site.

This request has been respectfully submitted by _____, MPT and _____, OTR/L.