
Michele R. Chaleunphonh

OTD, MS, OTR/L

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Objective:

To provide exceptional occupational therapy services and education through collaboration, teaching, learning, and ethical leadership.

Summary of Qualifications:

A healthcare professional, K12/OT Fieldwork educator, and service provider with decades of experience working with a diverse group of team members (administrators, educators, para-educators, co-workers, students and parents) in a K12 educational setting.

Education:

Indiana University (IUPUI), August 2018

Indianapolis, IN

Post-Professional Doctorate in Occupational Therapy (OTD).

Washington University School of Medicine, Program in Occupational Therapy,

December 1996

St Louis, MO

Master of Science in Occupational Therapy, (MSOT).

North Park University, May 1995

Chicago, IL

Bachelor of Arts in Biology, (B.A).

Certifications:

Registered Occupational Therapist OTR/L License: 056.004445 (IL),

Endorsements: 31004725A (IN) KY-R4132 (KY) NBCOT Certification 1015450,

BLS (expires 5/20)

OTA Fieldwork Educator Certificate Program (FWECP) (2018).

Employment:

School Based Occupational Therapist

November 2010 - Present

New Albany Floyd School Cooperation (NAFCS)

New Albany, IN

Baptist Hospital East

August 2010 - November 2010

Pediatric Outpatient (Part Time)

Louisville, KY

School Based Occupational Therapist

August 1999 - Aug 2010

Plainfield Community School District 202

Lockport Special Education Cooperative/District 202

Plainfield, IL

Staff Occupational Therapist

December 1996 - August 1999

Palos Community Hospital

Palos Heights, IL

Professional Experience:

- Provides Occupational Therapy Services including: evaluation, goal writing, treatment planning, implementing, interventions, therapeutic activities, annual reviews/progress notes, parent education, consultation to the educational team, collaboration with team members, google classroom, and home programs (multiple sites).
- Serves with K12 students with a variety of backgrounds: Autism/ASD, Fine Motor Difficulties, Sensory Processing Disorders, Emotional and Behavior Disorders Multi-Needs, Learning Disabilities, Physical Impairments, Medical Conditions, Non-Verbal Disabilities, Communication Disorders, Neurological Conditions, and Other Health Impairments (i.e. ADHD, arthritis).
- Mentors new staff employees (7 years in PSD 202; as needed NAFCS).
- Managed caseload in 5-7 buildings per year, plus additional COTA sites. Supervises O.T. assistant(s) – at 4-8 additional sites (1999-2009).
- OT Department Coordinator (Spring 2012 to 2019)/Fieldwork Contact for Spalding University & Kentucky Community & Technical College System (KCTCS) students.
- Level 1 & 2 Fieldwork Educator (since 2013 to Present)
- Site Coordinator (host) for Capstone Project (Spring 2021)
- Contributes to NAFCS Autism Team as team member (Spring 2011 to Present).
- Adapts to a variety of leadership styles at each building working with principals, assistant principals, special education administrators, and building/district administrators.
- Provides OT screenings; support MTSS.
- Maintains, orders, and provides therapeutic equipment.
- Completes administrative duties, including managing total district OT minutes database and assisting with projecting annual staffing needs.
- Maintains District OT Caseload Data/Excel Grid [8 years at NAFCS-(15 sites: 9 Elementary Schools, 3 Middle Schools, 2 High Schools, 1 Early Childhood Center). *4 years in PSD 202- (30 sites: 17 Elementary Schools, 7 Middle Schools, 4 High Schools, 1 Early Childhood Center, 1 HS Academy].
- Completes Play-based Assessment (2000-2004; 2010-2013).
- Provides in-services/trainings for staff: Oct 2011, Summer 2012, Summer 2013, Fall 2014 (Art para-professionals); Fall 2016 (4), Spring 2017, Fall 2017 (ESC staff), Winter

2018, 2019 (High School Cadet Teachers at NAHS/FCHS), Fall 2018 (Georgetown, ESC staff, High School Cadet Teachers at two High Schools FCHS/NAHS)

- Provides direct OT services through an integrative model, providing services within the context of the regular education/special education classroom environment in the least restrictive environment to improve implementation, transfer of skills, and integrated OT strategies into the daily education experience.
- Collaborates with teachers and para-professionals to brainstorm solutions to meet the unique needs of the students within the environment and routine of the daily schedule.

Research

Occupational Therapy and the School to Home Partnership (August 2017- August 2018)

Research Reflection: This project developed evidence-based practice skills into my daily routine for the areas of knowledge, critical reasoning, interpersonal skills, performance, and ethical reasoning. New skills were acquired in areas of literature reviews, assessment, interview skills, goal setting and plan implementation, writing Critically Appraised Papers, creating a poster template and a three minute presentation shared with IUPUI/OTD colleagues, and formal presentation skills.

Teaching Activities

Guest Speaker at IUS for Special Education Class on Fine Motor Development (February 2017)

Teaching and Learning Modules Development:

Teaching Outside of the Classroom: Focus on Mentoring in the scope of OT practice (April 2018)

Teaching Reflection: Through the PP-OTD coursework, I developed a five day teaching module on the topic of mentoring. The activity consisted of developing up course objectives, literature review, a rubric, and survey assessment, and instructional activities. Methods included: Pre-instructional video (type of mentors), reflective questions and discussions, powerpoint presentation with instructional audio-video, provided mentoring resources and links, mapping activities to facilitate professional growth for roles in Evidence-based practice, Fieldwork Education, and/or Academia (Junior Faculty). This activity requiring extended time, effort, and reflection, was a rewarding experience. Technology skills were gained for teaching using Canvas (discussions), Kaltura Media Space (videos, instructional, presentation), and Box (for linking journal articles).

Presentations:

Poster Presentation Indiana Occupational Therapy Association (AOTA) Spring Conference
Apr. 2019

School to Home Partnership: Engaging Parents
April 5th, Session 5, 12:45 pm to 2:45 pm
Ernst N. Morial Convention Center
New Orleans, LA.

Presentation Reflection: This presentation provided an opportunity to disseminate the findings of the School to Home Partnership (2018).

Poster Presentation Indiana Occupational Therapy Association (IOTA) Fall Conference
Nov. 2018

School to Home Partnership: Perspectives of Parents
IUPUI, Campus Center
Indianapolis, IN.

Presentation Reflection: This presentation provided an opportunity to disseminate the findings of the School to Home Partnership pilot study and collaborate with other occupational therapists in the state of Indiana.

Poster Presentation AOTA Specialty Conference: Children and Youth.

Sep. 2018

Occupational Therapy and the School to Home Partnership: Perspectives of Parents
Hilton
Milwaukee, WI.

Presentation Reflection: This presentation provided an opportunity to disseminate the findings of the School to Home Partnership pilot study (2018) and collaborate with other school-based and pediatric therapists and educators.
