EXPLORING PERCEPTIONS OF SCHOOL-BASED OCCUPATIONAL THERAPY PRACTITIONERS ON IMPLEMENTING ARTIFICIAL INTELLIGENCE TO OPTIMIZE WORKLOAD

A Thesis submitted to the faculty at Stanbridge University in partial fulfillment of the requirements for the degree of Master of Science in Occupational Therapy

by

Noemi Becerra, Darryl Bernardo, Ngoc Nguyen, and Kevin Perez

Thesis advisor: Jayson Davies, OTR/L

February 2025

©2025
Noemi Becerra, Darryl Bernardo, Ngoc Nguyen, & Kevin Perez
ALL RIGHTS RESERVED

Abstract

School-based occupational therapy practitioners (SBOTPs) face increasing workloads that contribute to burnout and reduce time for direct intervention. Artificial intelligence (AI) has emerged as a potential tool to optimize workload by automating documentation, research, and intervention planning. However, successful implementation requires understanding SBOTPs' perceptions, concerns, and readiness for AI integration. This study explores SBOTPs' perspectives on AI's role in optimizing workload through an online survey. Participants (N = 231) shared insights into their current workload demands, estimated time savings with AI, and specific tasks AI could support. Findings indicate that 63% of respondents believe AI can optimize workload, with newer and highly experienced practitioners being the most receptive, only 2% outright stating that AI cannot optimize workload, and the remainder expressing uncertainty. Documentation (84%) and research (79%) were the most commonly cited tasks in which AI can support. Key concerns included reliability (72%), data privacy (69%), and lack of training (64%). While some SBOTPs actively use AI tools like ChatGPT and Magic School AI, others remain hesitant due to institutional barriers or lack of familiarity. These findings highlight the need for targeted AI training, addressing ethical guidelines, and institutional support to facilitate effective AI integration for SBOTPs. This study contributes to ongoing discussions on AI in occupational therapy and highlights opportunities to improve practitioner efficiency while maintaining high-quality services.

Table of Contents

Introduction....1

Statement of Problem....1

Significance of Research....4

Literature Review....5

AI in K-12 Education....6

AI and Skill Development....7

Ethical Concerns with the Use of AI....8

Remaining Gaps in Evidence....9

Clinical Significance....11

Research Questions and Aim....12

Research Questions....12

Research Aim....12

Theoretical Framework: PEOP Model....13

Methodology....15

Results....18

Discussion....25

Limitations....29

Ethical and Legal Considerations....30

Conclusion....31

References....33

Appendix A: Institutional Review Board Approval....35

Appendix B: Site Approval Forms....36

List of Figures

Figure 1.....18

Figure 2.....20

Figure 3.....21

Figure 4.....22

Figure 5.....23

Figure 6.....24

Exploring Perceptions of School-Based Occupational Therapy Practitioners on Implementing Artificial Intelligence to Optimize Workload

School-based occupational therapy practitioners (SBOTPs) often experience heavy workloads, extensive administrative duties, and time constraints, which can lead to burnout and impact the quality of care they provide. As artificial intelligence (AI) technology becomes more prevalent in healthcare, there is growing interest in applying it to the field of occupational therapy (OT) to automate repetitive tasks such as documentation, data management, and assessment, potentially freeing therapists to prioritize direct interventions. However, successful AI integration depends on understanding the perspectives and needs of the therapists who will be using these tools. SBOTPs working with preschool through transition-age students have varied views on how AI might enhance their work while some see the potential for AI to ease administrative tasks, streamline intervention planning, identify relevant research, and improve tracking of student progress, all without compromising the quality of therapy. This study will use an online survey to gather SBOTPs' perspectives on integrating AI into their work to optimize workload and reduce burnout, shedding light on those perspectives and aiming to identify specific areas where AI could reduce workload while supporting effective, quality care in SBOTP settings. By exploring their insights, we aim to better understand how AI could be responsibly and effectively implemented in SBOTP, benefiting both therapists and students. Findings from this research could guide both practitioners and employers in making AI integration meaningful and manageable, enabling therapists to focus more on direct care.

Statement of Problem

SBOTPs working with preschool to transition-age students face increasingly heavy workloads. The role of SBOTPs extends beyond addressing fine motor and handwriting concerns; their responsibilities also include supporting participation in academic and non-academic educational activities, extracurricular activities, and vocational training (Bolton & Plattner, 2019). Additionally, SBOTPs are involved in direct interventions, individualized education program (IEP) planning, collaboration with teachers, parents, and other school staff, documentation, and staying current with evidence-based practices. These varied demands place significant pressure on SBOTPs to manage their time effectively and deliver quality care despite growing time constraints (Garfinkel & Seruya, 2018).

The current workload pressures on SBOTPs have reduced time spent on direct interventions with students, ultimately compromising the quality of care provided (Garfinkel & Seruya, 2018). High workloads also contribute to increased stress and a higher risk of burnout, which can further diminish job satisfaction and the overall effectiveness of SBOTPs in school settings (Huang et al., 2023). To address these issues, innovative solutions are needed to help SBOTPs manage their workload more efficiently while maintaining high-quality interventions. One potential solution is the integration of AI to support various aspects of OT practice. AI has shown promise in healthcare settings such as hospitals, rehabilitation centers, and outpatient clinics by streamlining administrative tasks, analyzing large datasets, and assisting in clinical decision-making (Medenica et al., 2023). Despite AI's growing use in healthcare, there is a significant gap in the literature regarding its application among SBOTPs and how they perceive AI's role

in reducing their workload. This project aims to fill that gap by exploring the potential of AI to help SBOTPs manage their workload and improve service delivery.

This research aims to investigate the potential role of AI in optimizing the workload of SBOTPs. To achieve this, we gathered SBOTPs' perspectives on AI through surveys to understand their current perceptions and readiness for AI adoption. By collecting this data, we identified key areas where AI could be most beneficial, such as documentation, data analysis, or intervention planning. Additionally, we recommended professional development focused on implementing AI in OT, which could include workshops and training sessions on the practical application of AI tools. Finally, we aimed to identify AI-based programs and tools that can support SBOTPs in finding evidence-based information more efficiently, thereby enhancing their ability to access and apply current research to their practice.

The need for this project lies in understanding how SBOTPs can leverage AI to alleviate workload challenges and enhance the quality of care they provide (Garfinkel & Seruya, 2018). By assessing current attitudes and readiness for AI adoption, this research will provide a foundation for developing targeted AI solutions and professional development opportunities. The anticipated outcomes include increased awareness of AI's potential in OT, better-informed SBOTPs, and ultimately, improved OT services in school settings. Furthermore, this project will acknowledge potential limitations, such as barriers to technology adoption, resistance from practitioners, and the need for culturally and contextually relevant AI solutions. Addressing these challenges will be crucial for the successful integration and effective use of AI in school-based OT, potentially leading to

long-term improvements in student outcomes and overall service delivery (Lynch et al., 2023).

Significance of Research

Translational research is about connecting research findings to real-world applications. In OT, translational research supports evaluating the effectiveness of interventions and understanding how advances in science and technology can shape the field (American Occupational Therapy Association [AOTA] & American Occupational Therapy Foundation, 2011). This process is essential for making sure that evidence-based practices remain relevant and effective. Our thesis aligned with translational research since the implementation of AI in clinical practice can transform the field of school-based OT. Exploring the perspectives of SBOTPs on how AI can optimize their workloads by enhancing efficiency in tasks like documentation, scheduling, and intervention planning is a key aspect of translational research, as we're examining new technology that could impact our practice. By evaluating SBOTPs' perspectives, we gained insights into how effective AI tools can be for improving therapy services and alleviating workload pressures. This helps ensure that any AI-driven interventions could be both useful and impactful for practitioners. Translational research is also crucial for helping practitioners use the latest research findings in their daily decision-making. Our thesis aligned with this goal by focusing on AI as a tool that SBOTPs could use to make more efficient and evidence-based choices in their clinical practice. Lastly, identifying barriers is an essential component of translational research in recognizing and addressing barriers that could hinder progress. In our thesis, we looked at potential obstacles, such as concerns around data privacy and the need for specialized training in AI, that SBOTPs may voice.

As we explore implementing AI in school-based OT, it's essential to understand how our research aligned with our curricular threads of the Masters of Science in Occupational Therapy program at Stanbridge University. Gathering perspectives from SBOTPs is crucial since they can provide firsthand insights on how AI could support or challenge their work across these key areas. Starting with technology AI is an emerging technological tool that potentially enhances efficiency within school-based OT. However, understanding SBOTPs' views on AI will help us identify how it could integrate into their daily tasks and routines and whether it will be a helpful tool or an inconvenience. Next is clinical reasoning**.** AI could offer benefits for clinical decision-making by quickly analyzing data and supporting evidence-based choices. Having SBOTPs' feedback is essential to determine if AI truly helps their clinical reasoning processes or if it overcomplicates the process. Effective collaboration is central to SBOTPs' work. AI could facilitate this by creating more efficient documentation processes and streamlining communication with teachers, parents, and school staff. Exploring the perspectives of SBOTPs will help us understand if these tools make communication more efficient. Lastly, we considered ethics: to ensure AI aligns with the AOTA code of ethics, SBOTPs' input is vital in identifying ethical concerns, such as data privacy, autonomy, and protecting student well-being (AOTA, 2015).

Literature Review

AI has an ever-growing presence in today's society that can bring about many positive changes, especially in education. While conducting a thorough literature review, the primary focus was AI and its potential to help SBOTPs improve student outcomes. Students must learn the proper motor, cognitive, and social skills for occupational

performance, and since occupational therapists work to enhance a variety of life skills for children with learning difficulties, there is potential for AI to help plan interventions and reduce workload. Teaching K-12 students skills with the use of AI can improve their quality of life and impact society by creating knowledgeable and motivated children with various personal and professional skills. Despite providing benefits to students, the widespread use of AI also raises ethical concerns about data privacy, security, and overall efficacy. Integrating AI into education and school-based therapy services is significant since approximately 60% of K-12 educators use AI in their classrooms (Hamilton, 2024). Given the dynamic nature of AI and its applications in education, ongoing research is needed to guide the implementation of these programs for SBOTPs.

AI in K-12 Education

Several studies have explored the use of AI in K-12 education, revealing diverse applications and positive student experiences. One study examines how students can use AI as a digital assistant for writing, while another examines how AI helps with math learning by analyzing student attention and acceptance (Li et al., 2024; Nazari et al., 2021). Nazari et al. (2021) focused on how AI tools can improve student engagement, self-efficacy, and emotional responses, finding that students enjoyed using AI for both learning and assistance. Li et al. (2024) concentrated on students' acceptance of AI, gathering qualitative feedback highlighting the benefits of using pedagogical strategies like induction, concretization, and exemplification. Despite their different focuses, both studies show that AI positively impacts higher education, enhancing learning and student engagement. These insights underscore the potential of AI to improve educational outcomes and student experiences in higher education.

In a study by Grandisson et al. (2019), it was noted that children with autism spectrum disorder (ASD) face challenges in communication, social interaction, and behavioral patterns, which can hinder their participation in school activities. Teachers often struggle to provide adequate support for these students due to a lack of training and the specific challenges they present. The integration of AI in education presents a significant opportunity to revolutionize the support for children with ASD in school settings. AI technologies have the potential to transform the approach to addressing the unique needs of these students. By strategically applying AI tools, educators can develop personalized learning plans to meet the specific needs of each child, improve communication skills through virtual platforms and tailored social skills training programs, streamline routine management to aid in daily activities, provide timely feedback for progress monitoring, and equip teachers with resources to effectively assist students with ASD in the classroom. The use of AI in education represents a significant advancement in promoting inclusivity, personalized learning, and overall well-being for children with ASD.

AI and Skill Development

Several studies have addressed skill development in AI and childhood education. Liu et al. (2022) focus on using a chatbot to improve children's interest and engagement in reading activities and Huang et al. (2023) investigate how AI can help analyze activities like origami and copying shapes to enhance children's visual-motor integration skills. While Liu et al. explored how implementing a chatbot in fifth-grade classrooms helps students answer questions about the books they read, Huang et al. used AI to analyze students' skills instead of helping build them. Although the articles have different

approaches to implementing AI, each contributes supporting information about implementing AI in schools to improve children's skill development. In both cases, AI is utilized to better understand and support children's skill development in literacy, visual-motor acuity, and social participation.

Another study discusses the skills development that SBOTPs often help K-12 students with. Grandisson et al. (2019) explored the potential that SBOTPs have for improving the skills of students with ASD. Occupational therapists are often referred to help students develop skills in school transportation, nutrition, transition, play, daycare activities, and specialized classes. The study discussed how occupational therapists are encouraged to use the "OTs for Inclusive Schools: ASD Practice Model," which emphasizes skill development by creating compatible environments and activities for children with ASD (Grandisson et al., 2019). Since SBOTPs are developing essential skills with a large population of students, this highlights the potential for using AI to reduce the workload for SBOTPs and improve student outcomes. Implementing AI programs in school-based OT can help SBOTPs create personalized interventions, analyze data and track progress, train professional development, complete paperwork, and use assistive technology. The application of AI in this setting should not only be considered to reduce occupational burnout but also to significantly improve student outcomes, which is a key goal in the field of OT.

Ethical Concerns with the Use of AI

The rise of machine learning in patient care and AI in education brings new complexities that require us to rethink roles and responsibilities. Stevens and Beaulieu (2023) highlight the importance of ethics, noting that "ethical responsibility is crucial in

the context of AI applications in healthcare." They argue for a care-based approach that respects the intricate connections between people, technology, and systems. Similarly, Nazaretsky et al. (2022) point out the ethical challenges in AI-EdTech, such as data privacy, bias, transparency, and impacts on student fairness and independence. Both fields emphasize the need for ongoing engagement, involving experts, building supportive networks, maintaining accountability, and promoting ethical reflection to ensure we use AI responsibly and effectively.

Remaining Gaps in Evidence

Li et al. (2024) outline a gap in scalable educational interventions in their study on Conversational AI for math learning. They point out that while human tutoring and cognitive tutors are effective, they may need to scale sufficiently for large online learning environments. Also, Li et al. (2024) stress that most Conversational AI's research focuses on undergraduates, thus leaving unexplored questions about how well this technology works with K-12 or adult learners. Similarly, more research needs to be done on Conversational AI's long-term effects on children's understanding of math concepts or its relationship to the retention of these concepts over time. Besides, incorporating Conversational AI into existing curriculum frameworks remains challenging due to deployment complexities and compliance with educational standards (Li et al., 2024).

Additionally, recent studies by Huang et al. (2023) indicate that visual motor integration-based activities such as coloring and copying lack objective criteria for evaluation purposes. They argue that AI could increase objectivity in evaluating visual motor integration through activity performance, which is now limited. These highlighted study gaps consistently echo increasing teaching practices using tools developed using AI

focusing on scalability, academic achievements across different institutions, and integration into the present education systems, as observed among multiple discussed reports (Li et al., 2019; Huang et al., 2023). Likewise, an interdisciplinary approach is required in educational research where cognitive psychology meets OT intersects with AI, resulting in efficient educational practices and interventions (Nazari et al., 2021). Nazari et al. (2021) explain further that applying AI to the investigation of visual-motor integration development can enable educators and therapists to tailor efficacious strategies toward each child's learning objectives.

Another critical aspect is understanding how AI can be effectively integrated within such educational models as the Response to Intervention (RTI) framework. RTI is becoming a more popular choice for OT in schools (Grandisson et al., 2019). However, more research is needed on how AI tools can best be embedded in these frameworks. Future studies should evaluate the impact of AI on different levels of intervention within RTI and its compatibility with up-to-date teaching strategies.

Moreover, more evidence is needed regarding how AI tools can best support and enhance educators' and therapists' jobs. For example, one study by Grandisson et al. (2019) has revealed that creating good collaborations among stakeholders within education is crucial. Nevertheless, more research must be done to investigate collaborative models whereby educators' and therapists' skills will be complemented by AI tools focusing on outcomes and best practices for collaborative use. Another focus for comprehensive intervention strategies should be studying how specific roles of AI could facilitate effective collaboration and support for children who have ASD. In conclusion,

these findings highlight the continuous need for well-founded research addressing these gaps toward advancing AI in education holistically.

Clinical Significance

The primary direction for this literature review focuses on utilizing AI as a tool in school-based OT settings. AI is beneficial and effective because it can quickly assess skill development and create personalized intervention plans for students and clients. It provides real-time feedback based on the design of the technology. Huang et al. (2023) state that using AI techniques, such as computer vision and data prediction, analyzes the results of how well children do during their activities and finds the connections between their activity performance and their skill development of visual-motor integration. SBOTPs can create a unique intervention plan for each individual based on the results of the children's performance.

Another thing to consider is how AI is an assistive tool that helps clients in their education and encourages them to enhance their cognitive skills. Based on the studies by Liu et al. (2022), Nazari et al. (2021), and Li et al. (2024), participants use AI to support their education in reading, mathematics, and writing. AI also offers solutions to improve educational outcomes and to build on skill development, making it a valuable tool for SBOTPs to enhance their clinical skills and create more effective treatment plans for their clients.

Grandisson et al. (2019) explain the difficulties that children with ASD face in school, while K-12 educators working with this population are experiencing high levels of stress and occupational burnout. Occupational therapists in school-based settings play a crucial role in addressing the challenges that children with autism and teachers face. By

integrating AI technologies into school settings, SBOTPs can improve the early identification of students' needs, create personalized interventions, and collaborate with educators to make schools supportive of children with ASD. The role of AI in school settings would benefit both children with autism and K-12 educators. Many educators need more knowledge about AI technology due to ethical concerns and a lack of knowledge about what the technology can do. According to Nazaretsky et al.'s (2022) study, data show that K -12 educators increasingly trust the technology of AI as they continue to learn and understand the systems. AI helps make processes smoother, increase efficiency, and improve quality care for needy students.

Research Questions and Aim

Research Questions

The research questions we are trying to answer in our study are:

- What are SBOTPs' perceptions of AI's potential in optimizing their workload?
- What are the perceived benefits and concerns regarding the integration of AI in school-based OT practice?
- What resources do SBOTPs need to successfully integrate AI into their practice?

Research Aim

Our aim for this research was to explore the potential role of AI in optimizing the workload of school-based OT practitioners working with preschool to transition-age students. Specifically, the study sought to assess SBOTPs' perspectives on AI adoption and identify areas where AI could enhance service delivery, including documentation, data analysis, and intervention planning. The project also proposed professional

development opportunities focused on AI applications in OT, with the goal of improving efficiency and the quality of care provided to students.

Theoretical Framework: PEOP Model

The Person Environment Occupation Performance (PEOP) model is the most appropriate framework for our study. PEOP is a theoretical framework in OT that describes how the interaction among its components—person, environment, and occupation—impacts a person's occupational performance (Bass et al., 2024). This model emphasizes the transactional nature of these factors, which together support performance, participation, and well-being. The interaction between a person and the environmental components of an occupation can either positively or negatively impact performance. PEOP organizes the current bodies of knowledge in OT and provides a conceptual foundation for research on assessments, interventions, programs, and services (Bass et al., 2024). A key aspect of this framework is its client-centered approach, requiring a collaborative relationship between the practitioner and client to set goals and develop treatment plans that enhance occupational performance.

In our thesis, the person component focuses on SBOTPs, considering their skills, knowledge, and personal well-being as they navigate their roles. The environment component encompasses the traditional K-12 school settings where SBOTPs work, including the physical, social, and institutional contexts that shape their practice. This environment influences their ability to provide effective interventions and support students' participation in various educational activities. The occupation component highlights the multifaceted roles and tasks that SBOTPs perform. Their responsibilities are varied and include delivering tailored interventions to address the unique needs of

each student, collaborating closely with teachers, parents, and other school staff to develop and implement IEPs, managing extensive documentation, and continuously updating their knowledge with the latest evidence-based practices to ensure the highest standards of care (Bolton & Plattner, 2019). Additionally, an existing scoping review provides a comprehensive analysis of different tiered interventions, offering valuable data on how SBOTPs can meet the diverse needs of students across various levels of support (Lynch et al., 2023).

This leads us to the relevance of the PEOP model to our research focus on SBOTPs' perspectives on using AI to optimize their workload. In the PEOP model, occupational performance, the outcome of the dynamic interaction between person, environment, and occupation, is essential in understanding how SBOTPs fulfill their roles. AI introduces a new environmental factor that has the potential to shift occupational performance. The integration of AI technologies in a school-based environment could influence how SBOTPs manage their occupational tasks, such as automating documentation or streamlining IEP management. By enhancing their ability to manage workloads more efficiently, AI may positively impact the person component, reducing burnout and improving well-being. The environment will also evolve, as AI creates new opportunities for practice while challenging SBOTPs to adapt to technological advancements. Understanding SBOTPs' perspectives on this shift is crucial, as their occupational performance will depend on how well these components align in the context of AI. Our study aims to explore how SBOTPs view AI as a tool that could potentially enhance their performance and participation in a school environment.

The PEOP model is applicable to SBOTPs implementing AI in their practice since the environment and occupation directly affect their occupational performance. Applying the PEOP model to our research, the person component refers to the SBOTPs in a K-12 school-based setting, where the environment has evolved as technology has advanced. This evolution presents opportunities for SBOTPs to integrate AI into their roles, which may help optimize their workload. The alteration of one component will directly impact occupational performance as a whole. It is important to understand the perspective of SBOTPs on the impact of incorporating AI into their roles to reduce workloads. The use of AI in a school-based setting is a recent idea and practitioner perspectives are still unknown. As AI technology advances, it will change the environment for SBOTPs, therefore changing the performance of these individuals.

Methodology

The methodology for surveying SBOTPs involved the strategic use of email lists and social media platforms, chosen for their ability to reach a broad and diverse group of professionals. Utilizing these digital channels allowed us to engage with practitioners from a variety of geographical regions and occupational settings, including both large urban schools and small rural districts. This approach not only broadened the research scope but also ensured the inclusion of diverse experiences and insights from practitioners at different career stages, from recent graduates to those with extensive professional experience.

The targeted population for this study consists of SBOTPs, who play a vital role within the educational system. These practitioners often face the dual challenge of managing significant workloads while striving to implement evidence-based practice in

their daily activities. To reach this population, we leveraged established professional networks and active online communities, such as specialized Facebook groups and OT Schoolhouse, an online platform and community supporting school-based OT practitioners.

We also have established inclusion and exclusion criteria when recruiting participants for our study. For our inclusion criteria, participants must be currently practicing in the United States and working with preschool to transition-age students. This is because AI use is more prevalent within the U.S. educational systems and clinical practice differs significantly from country to country. All SBOTPs, whether just beginning their career or with many years of experience, encounter challenges relating to workload and burnout. By not requiring a minimum number of years of experience, we saw more diverse responses throughout our population. We further explored perspectives from practitioners with a wide range of experience and views. No prior experience with AI was required to take our survey. Our investigation explored perceptions and attitudes toward AI rather than assessing knowledge with AI. Participants provided valuable insights regardless of their familiarity with AI. Lastly, we required participants to have access to a smartphone, tablet, or computer. The online survey required access to a device with internet access to submit survey responses. For our exclusion criteria, we excluded practitioners who are retired from the profession. This is because retired SBOTPs are no longer actively practicing and are less likely to be familiar with the current demands and practices in the field. Including their perspectives can skew and complicate the data analysis and the interpretation of the data. Retired practitioners are not in a position to implement or benefit from integrating AI into their practice.

We described the inclusion and exclusion criteria in the survey description directly above the survey questions and the first question was used to screen participants. The first question on the survey asked “Do you currently work as a school-based OT practitioner in the U.S. with preschool through transitional-age students?” There was a “yes” and “no” option for the answer choice. Participants who answered “no” were sent to the next page that indicated “Thank you for your interest in participating in our survey. At this time, we sought responses from SBOTPs in the U.S. who are working with preschool through transitional-age students. Based on your response, it appears that you do not meet the criteria for this study. We greatly appreciate your time and understanding!”

To ensure clarity, relevance, and reliability, the survey was pilot tested with a faculty member who has research backgrounds and a certified OT assistant practicing in a school-based setting. They reviewed the survey to assess its comprehensibility and provided actionable feedback for improvement. Both individuals provided positive feedback, stating that the survey appeared well designed, with clear and straightforward questions that included a good mix of quantitative and qualitative responses. They confirmed that the survey was easy to understand and aligned with its intended objectives. Based on their feedback, we made minor adjustments to further refine the survey and ensure its content was both accessible and aligned with the study’s goals.

To investigate the perceptions of AI among these practitioners, the study focused on key variables, such as the perceived utility of AI in reducing workload and enhancing the application of evidence-based practice. These variables were measured using an online survey, designed to be both comprehensive and accessible. The survey included

structured questions to quantitatively assess perceptions and attitudes, alongside open-ended questions to gather detailed qualitative responses. This mixed-methods approach allowed the collection of both quantitative and qualitative data, providing a well-rounded understanding of the subject matter. Upon completion of data collection, the data was securely stored and subjected to rigorous analysis. Quantitative data will be analyzed using advanced statistical software to identify trends and correlations, while qualitative data was examined for recurring themes and deeper insights, offering a richer understanding of the potential role of AI in OT practice.

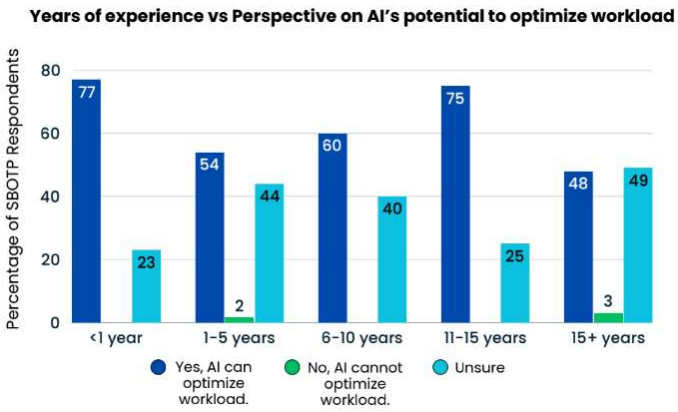
This methodology was designed not only to gather data but also to engage with a community of professionals at the forefront of educational therapy. By exploring their perspectives on AI, this research aimed to provide valuable insights that could shape the future development of school-based OT practice, making it more efficient, effective, and aligned with modern technological advancements.

Results

The survey results in Figure 1 indicated a relationship between SBOTPs years of experience and their perspective on AI's potential to optimize workload. Practitioners with less than one year of experience overwhelmingly believed AI could optimize workload, with over 60 respondents supporting this view. As experience increased, the proportion of practitioners who believed in AI's potential declined. However, among practitioners with over 15 years of experience, belief in AI's optimization potential rebounded, with nearly equal proportions supporting AI and expressing uncertainty. Across all experience levels, very few respondents expressed outright skepticism about AI's ability to optimize workload. These findings suggest that practitioners early in their

careers are more optimistic about AI integration, while mid-career professionals may exhibit greater caution, and highly experienced practitioners display a mix of support and uncertainty. Additionally, survey responses highlighted differences in AI adoption across experience levels. While newer practitioners were more open to AI integration, many mid-career professionals expressed hesitation due to concerns about data security, job displacement, and AI's reliability. One respondent stated, "I see the potential, but I don't fully trust it yet." Conversely, highly experienced practitioners indicated a growing willingness to explore AI-assisted solutions, particularly in areas such as documentation and research.

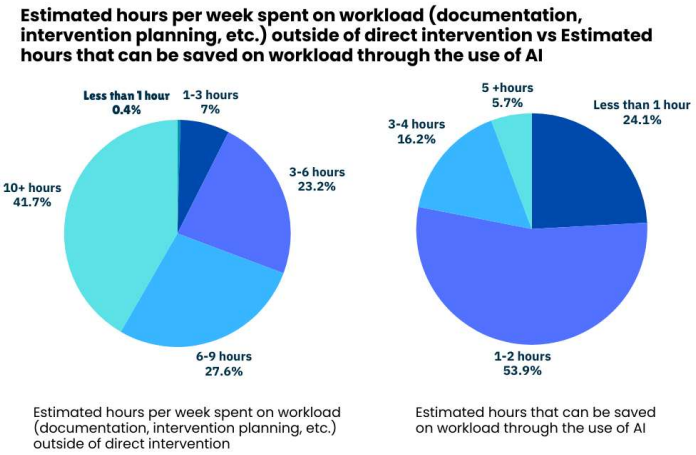
Figure 1



Our data in Figure 2 showed that SBOTPs spend a substantial amount of time on administrative tasks, such as documentation and intervention planning, outside of direct intervention. The most common answer (41.7%) reported spending over 10 hours per week on these tasks, while 27.6% spent between 6-9 hours. Another 23.2% reported spending 3-6 hours per week, with only a small portion (7%) spending 1-3 hours. When estimating the potential reduction of workload through AI, 53.9% believed they could save 1-2 hours per week, while 24.1% anticipated saving less than an hour. A smaller

proportion (16.2%) expected to save 3-4 hours per week, and only 5.7% predicted a reduction of 5 or more hours. Notably, only 0.4% of respondents indicated they would experience no time savings at all. These findings highlight that while AI has the potential to reduce workload, most practitioners expect only the slightest reduction in administrative tasks on a weekly basis. In addition to workload reduction, respondents reported using AI tools such as ChatGPT, Magic School AI, and Microsoft Copilot for administrative support. However, several practitioners noted that institutional policies were unclear or restrictive, preventing them from fully utilizing AI. One participant explained, "I could save more time with AI if my district allowed it, but there's no guidance on whether we can use it." These findings suggest that while AI has potential for workload efficiency, its effectiveness is often limited by external regulations and lack of institutional support.

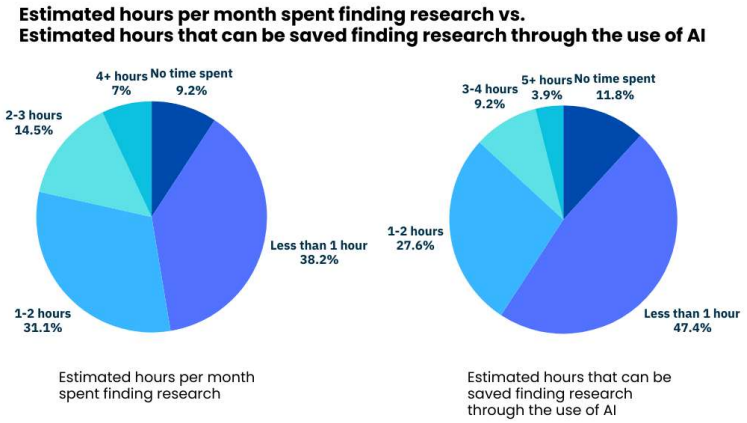
Figure 2



In Figure 3, our findings suggested that the time SBOTPs spend searching for research varied, with the highest proportion (38.2%) spending less than one hour per month, followed closely by 31.1% spending 1-2 hours. A smaller portion (14.5%) reported spending 2-3 hours per month, while 9.2% reported no time spent on research

activities. Only 7% indicated spending more than four hours on research-related tasks. In contrast, when asked about the potential time savings AI could provide, 47.4% estimated saving less than one hour, and 27.6% expected to save 1-2 hours. Notably, 11.8% reported that AI would not impact their research time at all. Fewer respondents expected to save more substantial time, with only 9.2% predicting 3-4 hours of savings and 3.9% estimating over 5 hours. The evidence suggests that AI enhances research efficiency for many SBOTPs, though the extent of its impact varies depending on how much time practitioners already spend on research. Several participants reported using AI to summarize journal articles and generate research-based recommendations, which helped streamline their workflow. However, others expressed skepticism, noting that AI-generated summaries needed verification for accuracy. One respondent stated, "AI helps me find sources faster, but I still have to fact-check everything." These findings suggest that while AI has the potential to enhance research efficiency, human oversight remains necessary.

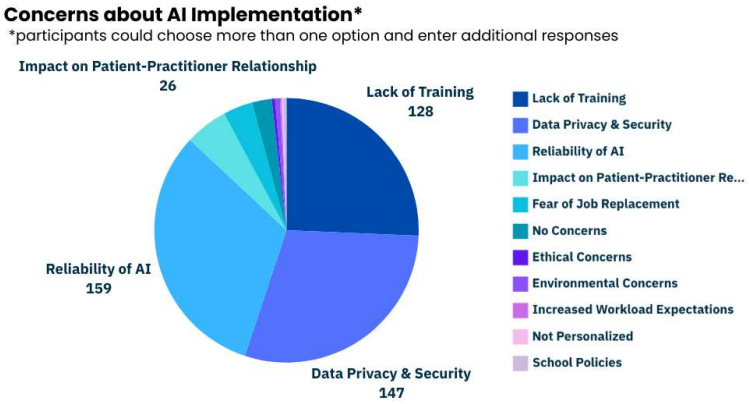
Figure 3



In Figure 4, the primary concerns among SBOTPs regarding AI implementation centered on issues of reliability (159 responses), data privacy and security (147

responses), and lack of training (128 responses). These concerns indicated significant hesitation about the accuracy, confidentiality, and accessibility of AI-based tools in school-based OT. A smaller subset of respondents (26 responses) expressed concerns about the impact of AI on the patient-practitioner relationship, suggesting a potential apprehension about AI interfering with therapeutic rapport. Additional concerns included fear of job replacement, ethical considerations, increased workload expectations, and lack of personalization. Notably, school policies were also cited as a limiting factor in AI adoption. The findings implied the importance of addressing these barriers through education, policy development, and transparent AI implementation strategies. Furthermore, 58% of respondents were unsure whether their school district permitted AI use, and some noted that administrators had not provided guidance on AI policies. This uncertainty led many practitioners to either avoid AI entirely or use it discreetly. One respondent stated, “I don’t know if my district allows AI, so I only use it for personal tasks.” These findings underscore the need for clearer institutional policies on AI usage in OT settings.

Figure 4



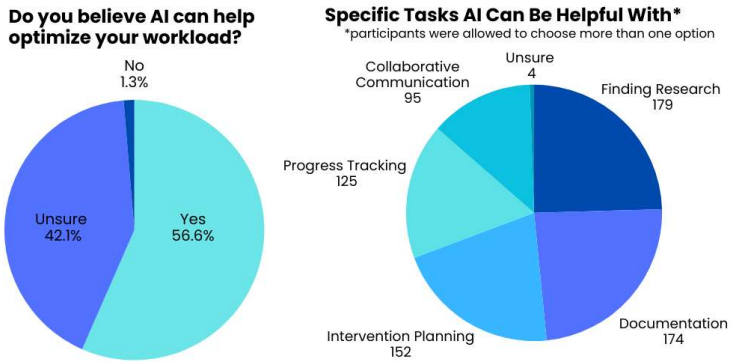
Survey data indicated that 72% of SBOTPs had no formal AI training, and the majority relied on self-directed learning, online resources, or peer discussions to explore

AI tools. When asked about preferred AI training formats, respondents indicated interest in hands-on workshops to practice AI applications in OT, guidance on HIPAA compliance to ensure ethical AI use, and step-by-step training on AI prompts for documentation and intervention planning. Several participants expressed frustration about the lack of professional development opportunities for AI training in OT, suggesting that structured education efforts are essential for increasing AI adoption in the field.

Figure 5A illustrates respondents' perspectives on whether AI can help optimize their workload. A majority (56.6%) believe AI can be beneficial, while 42.1% remain unsure. Only 1.3% of respondents rejected AI's utility in optimizing their workload. Figure 5B highlights key areas where respondents believe AI could enhance school-based OT. The most cited tasks were finding research (179 responses) and documentation (174 responses), suggesting that AI's primary perceived utility lies in streamlining information retrieval and administrative processes. Intervention planning (152 responses) and progress tracking (125 responses) were also frequently noted as areas where AI could enhance efficiency. Fewer respondents (95 responses) found AI useful for collaborative communication, potentially reflecting the current limitations of AI in fostering interpersonal or team-based interactions. Interestingly, only four respondents were unsure about AI's utility, indicating that most practitioners recognize at least some potential for AI integration in their practice. Additionally, participants shared specific ways they use AI, such as generating IEP documentation and intervention plans, creating student accommodation recommendations, drafting emails and progress notes for efficiency, and summarizing long-form reports. One respondent explained, "AI helps me generate ideas,

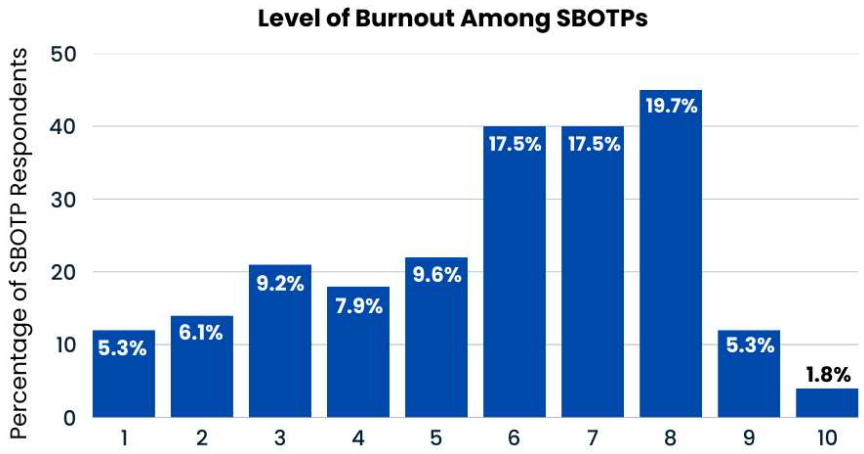
but I always edit them to fit my student's needs." This suggests that AI serves as a valuable support tool, but human expertise remains essential.

Figure 5



Our data also revealed varying levels of burnout among SBOTPs, with a substantial proportion reporting moderate to high levels of burnout. Burnout levels were widely distributed, but notable peaks were observed at levels 6, 7, and 8, suggesting that a significant number of practitioners experience ongoing occupational stress. While some respondents reported lower levels of burnout (1-3), a concerning number indicated severe burnout, particularly at levels 8, 9, and 10. These findings suggest that workload demands, administrative burden, and other challenges may be contributing to high burnout rates among SBOTPs. Given the data on workload and AI implementation concerns, these findings underscore the need for strategies that reduce administrative burdens and improve workplace support systems.

Figure 6



Discussion

According to the responses on our survey, more than half (53.5%) of SBOTPs are currently using AI while 46.5% are not. A majority (57%) of SBOTPs feel AI can be helpful in optimizing their workload while others (42%) expressed they are "unsure" about the potential of AI, and only 1% of respondents believe AI will not optimize their workload. A common trend found was that the longer SBOTPs have been working in the field, the less likely they were to see the potential of AI in optimizing their workload. Among SBOTPs who have 0-10 years of experience, 62% believed AI could optimize their workload compared to SBOTPs who have 15+ years of experience with only 48% believing AI can be helpful. One participant highlighted, "I see the potential for AI to help with documentation but worry about maintaining my personal voice in reports." This reflects a recurring theme in responses, where practitioners desire AI assistance but fear losing control over professional writing. Another participant noted, "AI has helped me with summarizing research, but I don't trust it for intervention planning because I worry about ethical considerations." These statements reflect broader concerns among SBOTPs regarding AI's accuracy and its ability to complement, rather than replace clinical

reasoning. The increased hesitation among the more experienced SBOTPs could be attributed to limited knowledge and use of technology, comfortability with current routines, or ethical concerns. Despite their years of experience, SBOTPs feel they would benefit from training and resources provided by their administrators or school districts to familiarize them with the beneficial tools and resources AI can provide.

The findings reveal that AI tools are effective in helping practitioners manage their workload by enhancing documentation, treatment planning, and communication. A notable 53.9% of SBOTPs estimated saving 1-2 hours per week using AI, while only 5.7% believed it could save over 5 hours. This suggests that while AI is beneficial for efficiency, it may not be a transformative solution for workload reduction. One respondent shared, “I use ChatGPT to fine-tune goals and ideas, but it doesn’t reduce my workload as much as I had hoped.” Another added, “AI is a helpful tool, but I still have to double-check everything for accuracy and compliance.” These insights highlight that AI is viewed as an augmentative tool rather than a replacement for manual tasks. Among the respondents, 71 out of 228 specifically mentioned using ChatGPT, while other tools like Magic School AI, Grammarly, and Canva were also frequently cited. AI improves the efficiency of documentation and report writing, allowing practitioners to refine and professionalize their work. Respondent 45 shared, “ChatGPT- yes, I feel it is effective. I generally use it as a template for documenting observations to assist with clarity and flow of information. It is much quicker than I going through and rewording my quickly written observations notes.” With 152 respondents, AI also supports goal development and treatment planning by generating new ideas and intervention strategies tailored to the students’ needs. “Yes, I have used Magic School AI and Chat GPT to help generate

SMART goals, turn treatment notes into narratives, synthesize collaboration notes, help summarize journal articles for journal club presentations." 178 respondents use AI to summarize research and gather information, saving time to stay informed on evidence-based practices. Another common feature of AI that 95 practitioners use is to facilitate professional communication through email and assists in creating creative materials, such as social stories, presentations, and visual aids. Respondent 132 reported, "Chat GPT was helpful in creating quick and educational handouts/emails for collaboration with parents and teachers. I was recently introduced to OT-PT-Resource-BOT by Poe and have used it in creating educational handouts and in gathering current research to support interventions and education." While these tools improve efficiency and free up time for direct intervention, challenges such as learning how to use AI, the time required to edit AI-generated outputs, and concerns about the accuracy of the content may limit their full potential and require ongoing oversight to ensure quality and effectiveness in practice. 4 respondents (1.8%) reported feeling unsure about AI's effectiveness. Future efforts should focus on enhancing AI's relevance to OT, providing user-friendly training, and addressing ethical and privacy considerations as AI continues to evolve.

The results from our survey also revealed deep concerns among SBOTPs about bringing AI into their practice, with the biggest worries centering on data privacy, reliability, and lack of training. Over 63% of respondents were uneasy about AI's ability to handle sensitive information securely, questioning whether these systems truly protect sensitive data under HIPAA or if they leave room for data breaches. Even more, around 68.2% have expressed doubts about the accuracy of AI-generated recommendations, fearing that biased or unreliable outputs could lead to poor clinical decisions and

ultimately impact the clients they serve. One respondent captured this unease, stating, ″I think it is going to be a great help to SBOTs (and other occupational therapists), but I am concerned it will be used to increase workload and reduce allotted time for documentation because even though it might help document faster, it still requires clinical reasoning and review to make sure what is said is appropriate, so it might not save as much time as some think.″ On top of that, more than half (54.9%) felt unprepared to use AI due to insufficient training, worried that instead of making their work easier, AI could create confusion and add to their already heavy workloads. These concerns paint a picture of professionals who want to embrace innovation but feel held back by real risks and unanswered questions. For AI to be a true asset in school-based OT, there must be stronger security measures, clear evidence of reliability, and meaningful training that empowers practitioners rather than overwhelming them. Without these safeguards, AI could feel more like a burden than a breakthrough. Future research must address these fears head-on, ensuring that AI can enhance, not complicate, the vital work SBOTPs do on an everyday basis.

SBOTPs identified several needs to effectively integrate AI into their practice. Chief among these were professional development opportunities, targeted technology training, and access to online resources, with a majority of respondents emphasizing the importance of these supports. Practitioners expressed a strong preference for job-site-integrated programs, ideally provided and safeguarded by their employers. They highlighted that each job site often has unique expectations for documentation and platform usage, which creates nuances in daily practice. As a result, SBOTPs believe that AI-related training and program development should be tailored to their specific roles and

the requirements of their companies. This customization would create a smoother learning process and foster confidence in adopting new tools. However, significant barriers remain, including limited awareness of existing AI programs, concerns about ethical implications, and fears of data breaches or cyberattacks. Practitioners voiced apprehensions regarding HIPAA compliance and the potential risks of unintentionally violating regulations, particularly in documentation processes. These findings highlight the importance of comprehensive, role-specific training that aligns with job-site requirements while ensuring AI tools uphold service quality, maintain client safety, and eliminate ethical concerns. Without such reassurances, many practitioners remain hesitant to modify their current practices.

Limitations

One of the primary limitations of our study was the duration for which the survey remained open. Due to delays in obtaining approval from the Stanbridge University Institutional Review Board, we launched the survey just before the Christmas holiday. While the initial two days yielded a strong response rate, our submission deadlines were unexpectedly moved up, requiring us to close the survey after only one week. Our original goal was to collect approximately 350 responses; however, we ultimately received 234, a significant achievement despite the shortened timeframe. It is likely that we could have gathered more responses had the survey not coincided with the holiday season, during which many potential participants may not have been actively checking their emails or social media groups.

Another limitation was the scope of our participant pool, as the survey was only distributed to SBOTPs within the United States. As a result, the findings may not be

generalizable to SBOTPs in other countries where school-based practice, policies, and perceptions of AI may differ. A broader, international study could provide a more comprehensive understanding of how AI is perceived in school-based OT worldwide.

Additionally, our survey distribution was limited to only two social media groups and an email list, which may have restricted the diversity of our respondents. Practitioners who do not engage with these specific online communities or were not included in the email list may have been unintentionally excluded from participating. Expanding the survey distribution to a wider range of professional networks, conferences, and OT organizations could have increased response rates and provided a more diverse sample. Furthermore, we utilized an anonymous survey based on practitioners' perceptions of AI rather than raw usage data, which may introduce inherent subjectivity.

Ethical and Legal Considerations

To protect the confidentiality and privacy of our participants, the research team minimized the collection of personal information, limiting it to only the participants' email addresses which is optional in case participants wanted to receive a copy of the study results once it had concluded. Our thesis advisor is the owner of OT Schoolhouse and email list so there were no adverse instances that compromised the data. All survey responses and related data were carefully reviewed by the research team to ensure the removal of any personally identifiable information. Data was securely stored in a password-protected Google account, with access limited to the research team and principal investigator, thereby maintaining the security and integrity of the information.

Conclusion

AI holds significant potential to assist school-based OT practitioners in

optimizing their workload, helping them to spend more time providing high-quality care to students. AI can streamline administrative tasks like scheduling, documentation, and data management, which are often time-consuming and reduce direct client care. With the help of professional development resources, the implementation of AI can help therapists identify patterns in occupational performance, track progress, and generate reports, leading to more effective interventions for each student. Additionally, AI programs and tools can offer personalized recommendations for interventions, reducing the time therapists spend planning and ensuring that each student receives client-centered support. By automating routine tasks and providing valuable insights, AI empowers SBOTPs to dedicate more of their time and energy to the hands-on, creative aspects of their work, ultimately enhancing student outcomes while reducing professional burnout. Gathering the perspectives of school-based occupational therapists is crucial for the successful implementation of AI to optimize workload. These professionals have a deep understanding of the complex challenges and demands of their roles, making their insights invaluable in designing AI-powered solutions that are both practical and effective. By involving therapists in the development process, we can ensure that AI tools are tailored to meet their specific needs, addressing the most time-consuming and burdensome tasks without compromising the quality of care provided to students. Incorporating their feedback helps build trust in AI, creating a collaborative environment where SBOTPs feel empowered to adopt and integrate these tools into their daily practice. Ultimately, the perspectives of SBOTPs are key to creating AI tools and professional development resources that enhance their workflow, improve efficiency, and create better outcomes for both practitioners and students.

References

American Occupational Therapy Association and American Occupational Therapy Foundation. (2011). Occupational therapy research agenda. *American Journal of Occupational Therapy, 65*(6 Suppl.), S4–S7. https://doi.org/10.5014/ajot.2011.65S4

American Occupational Therapy Association. (2015). Occupational therapy code of ethics (2015). *American Journal of Occupational Therapy, 69*(Suppl. 3), 1–8. https://doi.org/10.5014/ajot.2015.696S03

Bass, J. D., Marchant, J. K., de Sam Lazaro, S. L., & Baum, C. M. (2024). Application of the person–environment–occupation–performance model: A scoping review. *OTJR: Occupational Therapy Journal of Research*, *44*(3), 521–540. https://doi.org/10.1177/15394492241238951

Bolton, T., & Plattner, L. (2019). Occupational therapy role in school-based practice: Perspectives from teachers and OTs. *Journal of Occupational Therapy, Schools, & Early Intervention, 13*(2). 136–146. http://doi.org/10.1080/19411243.2019.1636749

Garfinkel, M., & Seruya, F. M. (2018). Therapists' perceptions of the 3:1 service delivery model: A workload approach to school-based practice. *Journal of Occupational Therapy, Schools, & Early Intervention, 11*(3), 273-290. https://doi.org/10.1080/19411243.2018.1455551

Grandisson, M., Rajotte, É., Godin, J., Chrétien-Vincent, M., Milot, É., & Desmarais, C. (2019). Autism spectrum disorder: How can occupational therapists support

schools? *Canadian Journal of Occupational Therapy*, *87*(1), 30–41. https://doi.org/10.1177/0008417419838904

Hamilton, I. (2024). *Artificial intelligence in education: Teachers' opinions on AI in the classroom.* Forbes. https://www.forbes.com/advisor/education/it-and-tech/artificial-intelligence-in-school/#:~:text=60%25%20of%20Educators%20Use%20AI,reporting%20the%20highest%20usage%20rates

Huang, C.-Y., Yu, Y.-T., Chen. K.-L., Lin, G.-H., & Hsieh, C.-L. (2023). Using artificial intelligence to identify the associations of children's performance of coloring, origami, and copying activities with visual-motor integration. *The American Journal of Occupational Therapy*, *77*(5), Article 770520508. https://doi.org/10.5014/ajot.2023.050210

Li, C., Zhu, W., Xing, W., & Guo, R. (2024). Analyzing student attention and acceptance of Conversational AI for math learning: Insights from a randomized controlled trial. In *Proceedings of the 14th Learning Analytics and Knowledge Conference,* (pp. 836-842). Association for Computing Machinery. https://doi.org/10.1145/3636555.3636895

Liu, C.-C., Liao, M.-G., Chang, C.-H., & Lin, H.-H. (2022). An analysis of children' interaction with an AI chatbot and its impact on their interest in reading. *Computers & Education, 189,* Article 104576. https://doi.org/10.1016/j.compedu.2022.104576

Lynch, H., Moore, A., O'Connor, D., & Boyle, B. (2023). Evidence for implementing tiered approaches in school-based occupational therapy in elementary schools: A

scoping review. *The American Journal of Occupational Therapy, 77*(1), Article 7701205110. https://doi.org/10.5014/ajot.2023.050027

Medenica, V., Ivanović, L., Ristić, I., & Čolić, G. (2023, June 23-24). *Artificial intelligence in occupational therapy and special education and rehabilitation* [Paper presentation]. SANUS2023 Conference, Prijedor, Bosnia and Herzogovina.

Nazari, N., Shabbir, M. S., & Setiawan, R. (2021). Application of artificial intelligence powered digital writing assistant in higher education: Randomized controlled trial. *Heliyon*, *7*(5), Article e07014. https://doi.org/10.1016/j.heliyon.2021.e07014

Nazaretsky, T., Ariely, M., Cukurova, M. & Alexandron, G. (2022). Teachers' trust in AI-powered educational technology and a professional development program to improve it. *British Journal of Educational Technology, 53*(4), 914–931. https://doi.org/10.1111/bjet.13232

Stevens, M., & Beaulieu, A. (2023). A careful approach to artificial intelligence: The struggles with epistemic responsibility of healthcare professionals. *Information, Communication & Society*, *27*(4), 719–734. https://doi.org/10.1080/1369118X.2023.2289971

Appendix A

Institutional Review Board Approval

Hello,

After review of the requested revisions to your IRB Application for Study ID #04MSOTLA002 it has now been approved by the IRB and you may initiate your study at this time. Please retain the attached IRB Approval Notification Letter for your study records.

Note, this approval is limited to the activities described in your IRB Application. Any anticipated changes require submission of an IRB Modification Form, with subsequent IRB approval required, prior to initiation of those changes to the approved protocol or supporting study materials (including your approved recruitment materials, study instrument, and consent document). Note, this also includes a prospective submission of an IRB Modification Form for a change in the total number of subjects stated in your approved IRB Application, with no additional subjects enrolled until you have received IRB Modification Application approval.

Congratulations and we wish you success with your thesis project.

Sincerely,

Julie Grace, MS, MA | IRB Chair

jgrace@stanbridge.edu | **P.** 949.794.9090 | **F.** 949.794.9094

Appendix B

Site Approval Forms

Research Site Agreement Form
Stanbridge University

AGREEMENT

Research Site: California School-Based Occupational and Physical Therapists (Facebook Group: 32k members)

Research Site Address: https://www.facebook.com/groups/200580637680446/

Title of Proposed Research: Exploring perceptions of school-based occupational therapy practitioners on implementing artificial intelligence to optimize workload

RESEARCH STUDY INFORMATION

Student Investigator(s) Name(s):

1. Noemi Becerra, noemi.becerra@my.stanbridge.edu
2. Darryl Bernardo, darryl.bernardo@my.stanbridge.edu
3. Ngoc Nguyen, ngoc.nguyen@my.stanbridge.edu
4. Kevin Perez, kevin.perez@my.stanbridge.edu

Principle Student Investigator Name: Noemi Becerra

Email address: noemib1701@gmail.com Phone Number: (562)-440-6601

Duration of the study: Start date 10/29/24 after IRB approval. The survey will be open for 14 days (tentative dates depending on IRB approval).

Authorization Effective Date: 10/29/24 Authorization Expiration Date: 3/14/25

Allowed Number of Contact Hours: N/A The study will be completed by (date): 3/14/25

Description of Research:

This research aims to explore the potential role of AI in optimizing the workload of SBOTPs working with preschool to transition-age students. Specifically, the study seeks to assess SBOTPs' perspectives on AI adoption and identify areas where AI can optimize workload and reduce burnout. The project will use an online survey to discover SBOTPs' perspectives on AI and what they require to successfully integrate AI into their practice.

Research Site Agreement Form
Stanbridge University

Intellectual Property Statement:

Stanbridge University reserves the right to use, publish, and disseminate the results of the research findings. The University shall provide the research site with a copy of the final research product at the earliest practicable time.

Thesis Advisor Contact Information:

Name: Jayson Davies, OTR/L

Email address: jayson@otschoolhouse.com Phone Number: (909) 374-5928

RECRUITMENT PLAN

Means by which the researcher(s) will contact and/or recruit participants:

We will distribute our online survey by posting a flyer, survey description, and survey link in the Facebook group. At the request of the group moderators, we will only be posting in this Facebook group once.

SITE REPRESENTATIVE AGREEMENT

I agree to the recruitment and data collection methods to be used in this study, and I authorize the investigator to conduct research at:

Facility Name/Research Site Name: California School-Based Occupational and Physical Therapists (32k members)

Representative authorizing agreement: Ariana Wiecenski

Title: Group Moderator

See Appendix E — Signature

9/24/24 — Date

Research Site Agreement Form
Stanbridge University

STANBRIDGE UNIVERSITY AGREEMENT SIGNATURES

I/We accept the terms of this agreement.

Student Investigator 1: Noemi Becerra Title: MSOT Student

Signature Date: 10/4/24

Student Investigator 2: Darryl Bernardo Title: MSOT Student

Signature Date: 10/4/24

Student Investigator 3: Ngoc Nguyen Title: MSOT Student

Signature Date: 10/4/24

Student Investigator 4: Kevin Perez Title: MSOT Student

Signature Date: 10/4/24

Faculty Thesis Advisor: Jayson Davies, OTR/L Title: Faculty Thesis Advisor

Signature Date: 10/7/24

Program Director: Dr. Myka Persson Title: MSOT Program Director

Signature box SIGN 1R6JV6ZX-18K693Y5 Date: Oct 11, 2024

Dr. Kelly Hamilton
Vice President of Instruction, Stanbridge University

Kelly Hamilton
box SIGN 18L88VY2-18K6W257
Signature Date: Oct 14, 2024

STANBRIDGE UNIVERSITY

Research Site Agreement Form
Stanbridge University

AGREEMENT

Research Site: OT Schoolhouse Email List

Research Site Address: Otschoolhouse.Com - 15217 Mariposa ave. Chino hills CA 91709

Title of Proposed Research: Exploring perceptions of school-based occupational therapy practitioners on implementing artificial intelligence to optimize workload.

RESEARCH STUDY INFORMATION

Student Investigator(s) Name(s):

1. Noemi Becerra , noemi.becerra@my.stanbridge.edu
2. Darryl Bernardo , darryl.bernardo@my.stanbridge.edu
3. Ngoc Nguyen , ngoc.nguyen@my.stanbridge.edu
4. Kevin Perez , kevin.perez@my.stanbridge.edu

Principle Student Investigator Name: Noemi Becerra

Email address: noemib1701@gmail.com Phone Number: (562)-440-6601

Duration of the study: Start date 10/29/24 after IRB submission. The survey will be open for 14 days (tentative dates depending on IRB approval).

Authorization Effective Date: 10/29/24 Authorization Expiration Date: 3/14/25

Allowed Number of Contact Hours: N/A The study will be completed by (date): Before 3/14/25

Description of Research:

This research aims to explore the potential role of AI in optimizing the workload of SBOTPs working with preschool to transition-age students. Specifically, the study seeks to assess SBOTPs' perspectives on AI adoption and identify areas where AI can optimize workload and reduce burnout. The project will use an online survey to discover SBOTPs' perspectives on AI and what they require to successfully integrate AI into their practice.

Research Site Agreement Form
Stanbridge University

AGREEMENT

Research Site: School-Based Occupational Therapists (8k members)

Research Site Address: https://www.facebook.com/groups/512603735482905/

Title of Proposed Research: Exploring perceptions of school-based occupational therapy practitioners on implementing artificial intelligence to optimize workload

RESEARCH STUDY INFORMATION

Student Investigator(s) Name(s):

1. Noemi Becerra, noemi.becerra@my.stanbridge.edu
2. Darryl Bernardo, darryl.bernardo@my.stanbridge.edu
3. Ngoc Nguyen, ngoc.nguyen@my.stanbridge.edu
4. Kevin Perez, kevin.perez@my.stanbridge.edu

Principle Student Investigator Name: Noemi Becerra

Email address: noemib1701@gmail.com Phone Number: (562)-440-6601

Duration of the study: Start date 10/29/24 after IRB approval. The survey will be open for 14 days (tentative dates depending on IRB approval).

Authorization Effective Date: 10/29/24 Authorization Expiration Date: 3/14/25

Allowed Number of Contact Hours: N/A The study will be completed by (date): 3/14/25

Description of Research:

This research aims to explore the potential role of AI in optimizing the workload of SBOTPs working with preschool to transition-age students. Specifically, the study seeks to assess SBOTPs' perspectives on AI adoption and identify areas where AI can optimize workload and reduce burnout. The project will use an online survey to discover SBOTPs' perspectives on AI and what they require to successfully integrate AI into their practice.

Research Site Agreement Form
Stanbridge University

Intellectual Property Statement:

Stanbridge University reserves the right to use, publish, and disseminate the results of the research findings. The University shall provide the research site with a copy of the final research product at the earliest practicable time.

Thesis Advisor Contact Information:

Name: Jayson Davies, OTR/L

Email address: jayson@otschoolhouse.com Phone Number: (909)-374-5928

RECRUITMENT PLAN

Means by which the researcher(s) will contact and/or recruit participants:

We will distribute our online survey by posting a flyer, survey description, and survey link in the Facebook group. We plan to post twice while the survey is open (once per week) to remind potential participants about the upcoming deadline.

SITE REPRESENTATIVE AGREEMENT

I agree to the recruitment and data collection methods to be used in this study, and I authorize the investigator to conduct research at:

Facility Name/Research Site Name: School-Based Occupational Therapists

Representative authorizing agreement: Vicki Gutzat Cann

Title: Group Moderator

See Appendix E

Signature

9/24/24

Date

Research Site Agreement Form
Stanbridge University

STANBRIDGE UNIVERSITY AGREEMENT SIGNATURES

I/We accept the terms of this agreement.

Student Investigator 1: Noemi Becerra Title: MSOT Student

Signature 10/4/24 Date

Student Investigator 2: Darryl Bernardo Title: MSOT Student

Signature 10/4/24 Date

Student Investigator 3: Ngoc Nguyen Title: MSOT Student

Signature 10/4/24 Date

Student Investigator 4: Kevin Perez Title: MSOT Student

Signature 10/4/24 Date

Faculty Thesis Advisor: Jayson Davies, OTR/L Title: Faculty Thesis Advisor

Signature 10/7/24 Date

Program Director: Dr. Myka Persson Title: MSOT Program Director

Myka Persson
box SIGN 1R6JV6ZX-1R9669PL
Signature Oct 9, 2024 Date

Dr. Kelly Hamilton
Vice President of Instruction, Stanbridge University

Kelly Hamilton
box SIGN 18L88VY2-4YPR382P
Signature Oct 14, 2024 Date

STANBRIDGE UNIVERSITY