Aim of the session

- Introduction to common Occupational and Physical Therapy evaluation tools
- Help you understand common terminology used
- Give you strategies for home
What Does OT Address?

- Fine Motor
  - Strength
  - Dexterity
  - Coordination

- Visual Motor Integration
  - Visual Perception
  - Hand-eye coordination

- Activities of Daily Living (ADL)

- Sensory Processing
What Does PT Address?

- Functional Mobility
  - Transfers
  - Ambulation

- Gross Motor Skills
  - Strength
  - Endurance
  - Balance
  - Coordination
Educational versus Medical Therapy

**Educational Model**
- Therapy addresses barriers to a student’s performance in the educational setting and/or student’s ability to access the general education environment/materials based on the student’s IEP
- Works towards independence and participation

**Medical Model**
- Therapy addresses medical conditions and impairments
- Works to get full potential realized
- Interventions specifically designed to heal/cure, usually for acute problems
When concerns arise, areas to address first...

- Sleep
- Nutrition
- Vision
- Hearing
- Exposure to skills/environment
What is the Process?

- Child receives special education
- OT/PT areas thought to impact a child’s ability to access special education
- Due to these team concerns a screen is performed
- The results of the screen are shared with the team at a PPT
- If an evaluation is recommended permission is signed
Commonly Used Assessments

- Peabody Developmental Motor Scale -2 (PDMS-2)
- Bruininks & Oseretsky Test of Motor Proficiency-2 (BOT -2)
- Developmental Test of Visual Motor Integration (VMI)
- Developmental Test of Visual Perception (DTVP)
Commonly Used Assessments

- Motor Free Visual Perception Test (MVPT)
- Evaluation Tool of Children’s Handwriting (ETCH)
- Sensory Processing Measure (SPM)
- School Functional Assessment (SFA)
Commonly Used Terminology in Evaluations
Standardized versus Criterion Referenced

**Standardized**
- Formal procedures for administering, timing, scoring
- "Normed" so child's score can be compared with peers
- Must be administered per protocol to be valid and reliable

**Criterion Referenced**
- Indicates what skills a child can do and indicates what skills are mastered
Visual Discrimination

• Ability to discriminate between different shapes and forms
• If poorly developed, difficulties with:
  • Dressing (matching socks etc)
  • Letter reversals and sizing
  • Recognizing similar words (i.e.: far and for)
  • Problems developing sight word vocabulary
Visual Memory

• Ability to remember a single object or shape
• If poorly developed, difficulties with:
  • Writing letters from memory – mix upper and lower case
  • Copying – frequent looking up and down
Visual Spatial Relationships

- Ability to determine odd shape out - odd shape has been rotated
- If poorly developed, difficulties with:
  - b and d; p and q confusion
  - Understanding spatial concepts
  - Math computations, lining digits up rows
  - Spotting errors in writing
Visual Form Constancy

- Ability to identify an object which is varied in size, or rotation
- If poorly developed difficulty with:
  - Identifying words that may be written in different fonts or forms
  - Words upside-down/on side
  - p and q
  - Looking at things from an angle
Visual Sequential Memory

• Ability to complete and identify a sequence
• If poorly developed difficulties with:
  • Spelling and sequence math sums
  • Remember order of events (affects reading)
Figure Ground

• Ability to discriminate a shape from background information.
• If poorly developed difficulties with:
  • Reading (can’t block out other words; skip passages)
  • Identifying misspelled words
  • Visually attending in busy classroom
  • Clutter on desk
  • Organizing own desk
Visual Closure

- Ability to see if child can piece together incomplete visual information
- If poorly developed difficulties with:
  - Piecing together poorly printed worksheets
  - Completing every part of worksheet (may miss bits)
  - Copying if they cannot see the entire thing to be copied
  - Reading fluency
Positions

Tall Kneel

Half Kneel

Side Sit
Tone

- Tone is defined as muscles’ ability to resist passive movement
  - With decreased tone there is less resistance offered by the muscle with movement
  - With higher levels of tone there is more resistance offered

- Tone is an inherent part of our neuromuscular make up and cannot be altered
  - Modifications to lifestyle and postural training may impact tone
  - Bracing and positioning can also help to support joints impacted by low/high tone
Bilateral Skills

• Skills that require both sides of the body to coordinate their movements together
  • Symmetrical
  • Asymmetrical
  • Impact on school functions
    • Holding a paper with one hand, while writing with the other
    • Holding jacket with one hand, while pulling the zipper up with the other
    • Carrying a lunch tray
Activities to Improve Fine Motor Skills

- Silly putty
- Single hole (handheld) hold punch
- Remove and replace lids on a variety of jars and containers
- Trigger-handled spray bottles
- Tweezers or tong to pick up small items
- Tug of war with towel or rope
- Legos
Activities to Improve Fine Motor Skills

- Pop packing “bubbles”
- Spinning small tops
- Maze books
- Animal walks
- Sewing projects
Activities to Improve Visual-Perceptual and Visual Motor Function

- Blow bubbles and pop with hands, feet, individual fingers, racquet, etc.
- Sequencing activities
- Paper and pencil games (mazes, dot to dots, etc.)
- Building blocks (copying designs)
- Tracing and cutting activities
- Any game that involves racquet and ball
- Balloon Games (volleyball, soccer, etc.)
Activities to Improve Visual-Perceptual and Visual Motor Function

- Marble tracking games
- Form letters or designs on tabletop or vertical surface with: wiki stix, pipe cleaners, toothpicks, rolled up clay, etc.
- Etch-a-Sketch activities
Activities to Provide Proprioceptive Input

- “Sandwich” child between heavy quilts, beanbag chairs, large pillows, exercise mats, etc.
- Make huge pillow for cuddling and/or crashing
  - Fill comforter cover with bed pillows or large pieces of foam
- “Wrestling” or “Roughhousing” activities
- Pushing heavy baskets full of books, wet laundry, heavy blocks or pushing a sibling/friend in a stroller/wagon
- Wearing heavy backpack for 15 minutes or less
Activities to Provide Proprioceptive Input

- Jumping activities
- Ball baths
- Moving furniture
- Helping to vacuum or scrub the floor
- Roll child tightly in blanket or quilt
- Sitting in beanbag chair
- Firm bear hugs
- Animal walks
- Vibration (ladybug massager)
Activities to Provide Proprioceptive Input

- Climbing under/over/through objects in an obstacle course
- Push ups against the wall
- Have child log roll adult across the floor
Activities that Provide Vestibular Input

- Swinging
- Sit-n-spin toy
- Scooter board activities
- Playground slides
- Bicycles/Ride on toys
- Rocking horse
- Log rolling down hill or on floor
- Running, jumping, climbing
- Rocking chair
Activities that Provide Tactile Input

- Finger painting, pudding, shaving cream, whipped cream, peanut butter, etc.
  - You can add texture by adding sand, jello, rice, etc.
  - Try making shapes, letters, numbers
- Playing in buckets of dry rice, beans, sand, macaroni, water, etc.
- Playdough, clay, silly putty
- Gardening activities
- Wet sponge activities
Activities that Provide Tactile Input

- Collages made with a variety of materials
- Feeling game (place in box and try to guess objects without looking)
- Soap paint for tub
- Folding warm clothes/towels from dryer
- Washing dishes
Oral-Motor Activities

- Different types of whistles
- Straws for drinking (thinner straws and thicker liquids)
- Make sailboat for bathtub and blow it across the tub
- Blow bubbles
- Electric toothbrush
- Blow toys – pinwheels, party favors, etc.
- Chewy foods
- Crunchy foods
Activities to Improve Motor Planning

- Playground
- Animal walks
- Yoga
- Obstacle courses
- Climbing over, under, around furniture, etc.
- Have children put items away
- Carrying multiple items at a time
Activities to Improve Ball Skills

- Playing catch with balloon, beach ball, slo-mo ball, playground ball
- Practice kicking on surfaces that slow down the motion of the ball
- Hitting balloon with racquet
- Throwing and catching bean bags
Activities to Improve Strength

- Swimming
- Tricycle/bicycle
- Change position while reading, watching television (prone on elbows, hands and knees, etc.)
- Carrying or moving items of various sizes and weights
- Animal walks
- Yoga
Activities to Improve Balance

• Play in a variety of positions (tall kneel, half kneel, one foot up on a step stool, etc.)
• Walk on curbs or the wooden barrier around playgrounds
• Walk on a variety of surfaces (beach, hills, grass, tile floors, etc.)
• Reduce clutter in the home
Activities to Improve Functional Mobility

- Use stable furniture to transfer between the floor and standing and back to the floor
- Simple verbal cues (Two knees, one knee up, plant your hands, stand up)
- Crawl using a tunnel
- Practice moving in various depths of water
Safety In the Home

• Limit clutter
• Limit the amount of information that you are presenting to the child
• Be prepared if you are doing a transfer be sure you have planned ahead for all the steps
• Shoe wear (supportive and properly fitting)
Environmental Strategies for Impacting Tone

• High tone:
  • Quiet environment
  • Slow movement
  • Relaxing music
  • Decrease stressors

• Low tone:
  • Loud environment
  • Quick movements
  • Fast moving, loud music