

## Developmental Components of Living I

### INTERVENTION PLAN

**Name:** Diane Makovsky\_\_\_\_\_

**Case number:** 1. Kendra

**Frame of Reference:** Sensory Integration

**3 client specific areas appropriate for OT interventions:**

1. Communication skills
2. Social skills
3. Fine motor skills

**Outcome measures that might be used to evaluate the areas of concern:**

- Clinical observation
- Sensory Profile (Baum, Perlmutter, & Dunn, 2005, p. 58).
- Quick Neurological Screening Test II (QNST-II) (Witzen, 2007, p. 276).
- Shore Handwriting Screening for Early Handwriting Development (SHS) (Shore, 2004).
- Beery-Buktenica Developmental Test of Visual Motor Integration, 5<sup>th</sup> edition (Beery VMI-5) (Brown, & Ainslie, 2007, p. 357).
- Preschool and Kindergarten Behavior Scales, 2<sup>nd</sup> edition (PKBS-2) (Martin, 2007, p. 475).
- Transdisciplinary Play-Based Assessment (TPBA2) (Leech, 2007, p. 189).
- Play History (1974; originally developed in 1969) (Leech, 2007, p. 183).
- Preschool Play Scale, Revised (1982) (Leech, 2007, p. 185)

List areas of need that might be addressed by OTHER team members (i.e. speech, PT, educational, psychology, etc.):

Area of Need	Team Member
Fundamentals of communication	Speech & language pathologist
To determine whether there are psychological issues that may need to be addressed	Psychologist
To aid in (pre)handwriting skills	Teacher or educational aid

**Write 1 short term goal/benchmark for EACH OT concern above:**

Concern 1: Kendra will respond appropriately using a gesture, pictorial/verbal cue card, or oral response in reply to a direct question from an adult in three out of five opportunities.

Concern 2: Kendra will independently interact with another child in her class or of her age either by providing a response or sharing in either structured or unstructured activities in two out of five occasions.

Concern 3: Kendra will demonstrate the ability to copy horizontal, vertical, or circular strokes with an appropriate writing instrument in one out of two occasions in either classroom or therapy sessions.

**Using the chart attached (type into the chart), state two activities you would use to address EACH short term goal/benchmark under the sensory integration frame of reference. Include your rationale for choosing the activity, and how you would grade the activity to be more and less challenging.**

\* In all instances, ensure that Kendra' arousal level is sufficient to attend to task. If I pick Kendra up in her classroom, then I will have her do a crab walk the last 50 feet to the OT room. If Kendra is brought to the room, then I will have her complete 15 jumps on the trampoline, requesting she count, or count with me.

If she is in good spirits, I will have her sit down by me, in a chair with therabands on the legs, and we will read together the change-the-story book. If I sense she is not quite aroused sufficient to sit to the task, I will either use a bean bag chair, medium input, grade up to letting her sit on the hoppy ball, or wear a vest, if that's easier. A weighted lap pad or vest is possible.

ST Goal	Activity	Rationale	Grade Up	Grade Down
1. Kendra will respond appropriately using a gesture,	Begin by having Kendra bounce on a stability ball.	The use of the stability ball is to increase Kendra's	Have Kendra verbalize her preferences and responses.	Use one card at a time and have a conversation

<p>pictorial/verbal cue card, or oral response in reply to a direct question from an adult in three out of five opportunities.</p>	<p>Then use a stack of <b>cue cards</b>, with pictures and writing, and ask the child questions:  <i>Which one do you prefer?</i>  <i>Which picture has a (named item) in it?</i> The response can be given by pointing to a card, picking it up, or providing a verbal answer. The cards can be tailored to items that Kendra likes, such as favorite story or cartoon characters. In the latter case, ask questions about what happens next.</p>	<p>arousal level. The card activity provides lots of sensory stimuli for interaction, including auditory, tactile, and visual stimuli. It provides a forum for communicating wants, desires, and dislikes (not necessarily verbalized), (Watling, 2010, p. 440).</p>	<p>The activity and questions can be made harder by including more cards to create a story scenario or to increase the number of possible choices.</p>	<p>with Kendra.  For example, talk about the picture on the card. Ease into asking a question. If no response, see whether Kendra will respond to other requests, such as <i>Would you hold the card?</i> Or say: <i>Please hold the card</i> and give it to her, to evoke response.</p>
	<p>Sitting next to the OT and playing a game of <b>search, find, identify</b> in a picture book, or a book of illustrations with hidden items (e.g. a simple version of <i>Where's Waldo</i>).</p>	<p>This activity aims to increase cooperation with adults and peers (Watling, 2010, p. 440). It provides opportunities to sit together, do hand-over-hand activities, verbalize (including repeating), use visual skills.</p>	<p>Ask Kendra to verbalize what object you are seeking or when she identifies it.  Use smaller images as the targets to identify, possibly with more extraneous detail.</p>	<p>Use simpler, possibly larger pictures, such as illustrations from Dr. Seuss where there may only be the target object on the page.</p>

2. Kendra will independently interact with another child in her class or of her age either by providing a response or sharing in either structured or unstructured activities in two out of five occasions.	<p><b>Animal Walk.</b> The therapist and Kendra will pretend to be animals and walk around the room, following each other, exploring, using sounds to communicate.</p>	To alert and to build social interaction onto a physical activity	The activity can be graded by the amount of interaction demanded. From making an animal noise, such as: <i>go woof</i> , to increasing interaction such as woofing back and forth. Different animals could be used, forcing creative physical, auditory, and verbal interaction.	The activity can be downgraded in several ways, such as dropping verbalization, not relying on the child to select the animal, substituting a simpler activity such as jumping or bouncing.
	<p>Social play with the OT to make <b>play-dough</b> animals. This tactile activity will have the OT and Kendra together making the parts of an animal or other item out of play-dough and then combining them to make a whole object.</p>	The aim is to increase social interaction through collaboration with the OT, that will eventually transfer into social play in other settings (Watling, 2010, p. 440).	A classmate could come along and replace the OT in the activity.	The activity could be downgraded to parallel play, in which the participants are sitting side by side with their own projects and play-dough. Interaction would be less collaborative.
3. Kendra will demonstrate the ability copy horizontal, vertical, or circular strokes with an	<p><b>Finger painting</b></p>	To develop pre-handwriting skills	Asking Kendra to switch to use a Utensil or Crayon	Imitating  Copying handprints
	<p><b>Manually turning objects</b> face</p>	To practice manipulation and to increase	Use a variety of grasps patterns to pick	Tracing the outline of objects with an

appropriate writing instrument in one out of two occasions in either classroom or therapy sessions.	up—cards, coins, toys	dexterity through practice.	up items. Add difficulty levels to make diverse and tougher games.  Increase the social element by asking her to pick it up and give it to me.	index finger.  Moving the objects around on the table with just a finger.
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### References

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