

Case-Smith & O'Brien: Occupational Therapy for Children, 6th Edition

Chapter 01: An Overview of Occupational Therapy for Children

Instructor's Manual

Study Guide Questions

1. What is the benefit of child- and family-centered care? What are the principles of child- and family-centered intervention?
2. What are the key elements to the occupational profile and performance analysis?
3. What are the elements of cross-cultural competence?
4. What are some things occupational therapists working with children do to help children engage in their occupations?
5. What are best practice guidelines for occupational therapists working with children?
6. What are the steps in evidence-based practice? How does research inform clinical practice with children?

Student Activities

1. Interview a family member who has a child (or sibling) with a disability. Ask what he or she would like health care professionals to know about the family.
2. Read an article, book, or short story about what it means to have a disability or live with a child who has a disability. Arrange to spend a few hours with a child with a disability (volunteer a few babysitting hours). Write a reflective paper on what you felt during these few hours. Was the experience what you expected? What did you learn? How did you feel? How do you think the family members or child felt? (Note: Do not write about the child's diagnosis or provide clinical observations; instead, focus the reflection paper on your thoughts and feelings about the experience.)
Next, reflect on how you will use this knowledge in practice with other families.
3. Invite a panel of parents who have children with disabilities to speak to the class. Ask students to prepare a list of questions for the panel. Ask students to reflect by writing what they learned from the families telling their stories. Discuss the importance of listening and understanding the family at different stages.
4. Cross-cultural competence: After putting the students in small groups, have them select a culture unlike their own and then develop a presentation on child-rearing practice, discipline, perception of disability, occupations, and so forth (using Table 1-3 as a guide). The students should interview someone from that culture to provide further insight and to acknowledge differences and then present their findings.

Matching

Family-centered practice

Intervention designed according to family and child priorities

Ecological assessment	Evaluation in the child's natural environment
Physical context	Surrounding that facilitates or constrains exploration (play)
Social context	Family, peers, community members with whom child interacts
Just-right challenge	Activities that are neither too difficult nor too easy for child to complete
Therapeutic relationship	The way a therapist motivates and encourages a child
Environmental adaptations	Example: making the school bathroom accessible to children in wheelchairs
Consultation	Providing strategies to help the teacher provide optimal learning to a child in the classroom.
Education	Example: providing information to classroom teacher concerning the child's sensory needs and how this influences his or her learning
Inclusive services	Integration of child with disabilities into regular classroom
Cross-cultural competence	Thinking, feeling, and acting in ways that acknowledge and respect diversity

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Case Studies

Case Study 1

Alanzo is a 1-year-old boy born prematurely (28 weeks). Alanzo is experiencing difficulty feeding and shows developmental delays in gross motor skills, fine motor skills, speech, and cognition. Alanzo lives with his parents and three older siblings in an inner-city home. He is receiving occupational, physical, and speech language pathology therapies through early intervention services. Alanzo's parents speak Spanish as their first language, but their oldest child (15 years old) is able to speak English and frequently acts as the translator.

- What questions would help the occupational therapist understand this family?
- Using Table 1-3 as a guide, examine the Hispanic culture to describe values and styles prevalent in the Hispanic culture.
- How would the occupational therapist use knowledge of Hispanic culture to design the intervention? How would this knowledge help the therapist when interacting with the family?
- What problems might the therapist encounter by using the 15-year-old as a translator?

Case Study 2

Troy, who is 10 years old, is diagnosed with autism. He attends the fourth grade at a public elementary school, where he has an aide help him throughout the day. His parents work full time and have two other children (an older sister and a younger brother). They have remodeled their home to include a "sensory room," which Troy's mother says helps him when he is at home. Troy's mother expresses the concern that he has few friends, and she is worried about his future. She asks the occupational therapist about other intervention models, and specifically asks which one the occupational therapist recommends.

- What interventions are recommended for children with autism? Compare and contrast the research evidence on sensory integration, sensory modalities, relationship development intervention, play-based intervention and behavioral intervention. Which intervention shows the greatest evidence for helping children with autism?
- How would explain your findings to parents? Describe how you came to your conclusions.
- Are there any cultural value and style considerations that might influence your recommendations?