



OCCUPATIONAL THERAPY

Occupational therapy (O.T) at Pield Heath School aims to help the students to be as independent as possible in every aspect of their daily life. The main area of focus is to help the students to develop their gross, fine motor and their daily living skills, alongside any sensory issues which are influencing their learning.


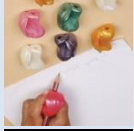





Many students have sensory processing difficulties, which impact on their ability to reliably process sensory information from their environment (see information on sensory processing disorder).

OCCUPATIONAL THERAPY ASSESSMENT

Their strengths and needs are assessed through observation, standardized testing and consultation with their family and staff.

OCCUPATIONAL THERAPY INTERVENTION

The OT works in conjunction with the student and staff to identify equipment, programmes and strategies, which can be integrated into their day, to overcome these difficulties. See following examples:

						
plastazote tubing to creating thicker pencil to hold	ultra grip pencil grip to encourage tripod grip	spiky pencil grip to give brain more feedback from hand/finger	to encourage holding pencil shaft in a more horizontal position.	write angle board to encourage wrist extension/ stronger grip	weighted wrist bands to help keep wrists on paper	small crayon to encourage tripod grip

				
Theraputty activities to strengthen hands	Fine motor activities to improve finger dexterity	Gross motor exercises Theraband exercises	Gentle rocking on outside hammock to calm	Ear defenders to screen out noise



MULTI SENSORY WRITING STRATEGIES

Some students have 'too little' information going to their brain about the movement pattern they need to make to form letters and numbers. They benefit from multi sensory writing as this provides them with 'more' sensory information, than using a pencil and paper.



Rubbings with crayons



Writing in shaving foam



chalk on playground



Writing letters with sandpaper under top sheet



chalk against chalkboard



Writing letters in finger paint



Patterns/letters in sand trays



Painting with brush/water on wall



Writing letters with crayon on card



Writing letter with finger on sensory gel



SENSORY PROCESSING DISORDER

Many students have sensory processing difficulties, which impact on their ability to reliably process sensory information. It is often referred to under the following 3 categories.

1. Sensory modulation disorder

The nervous system perceives everyday sensations from touch, movement, sight and sounds as 'too much' or 'too little'.

- Sensory over responsive e.g. defensive to touch
- Sensory under responsive e.g. child completely unaware of mess around their mouth
- Sensory seeking e.g. constantly touching things to get more information

2. Sensory discrimination disorder

The student cannot distinguish one type of sensation from another e.g. hot from cold

3. Sensory based motor disorders

The student's nervous system is not giving them reliable information about the body or movement. This is often characterized as;

- Postural disorder e.g. low muscle tone, may appear disinterested as they slump on table
- Dypraxic e.g. problems with coordination, may appear careless or clumsy

