

# Case-Smith & O'Brien: Occupational Therapy for Children, 7th Edition

## Chapter 1: 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 key elements of strength-based approaches?
4. How do occupational therapists engage children in play activities, and how do they engage children in activities of daily living?
5. What are evidence-based 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 (For Instructors to Implement)

1. Assign students to 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. Require students to 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: Instruct students to focus the reflection paper on their thoughts and feelings about the experience.) Ask that students reflect on how they 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 to 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, and occupations (using Table 1-2 as a guide). The students should interview someone from that culture to provide further insight and to acknowledge differences and then present their findings.
5. Require students to find evidence-based clinical guidelines and practices on the CanChild website. Require they review and summarize three guidelines.

#### MATCHING

Family-centered practice

Intervention designed according to family and child priorities

Ecologic 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 therapy, physical therapy, and speech language pathology through the community early intervention services. Alanzo's parents speak Spanish as their first language and speak very minimal English; their oldest child, Mateo, who is 15 years old, speaks fluent English and frequently acts as the translator.

- Review the questions in Table 1-2. What questions are particularly relevant to Hispanic culture and would help the occupational therapist understand Alanzo in the context of this family?
- Use Table 1-2 as a guide. Access and review resources on Hispanic culture. Describe values and styles prevalent in Hispanic culture.
- What problems might the therapist encounter by using Mateo, the 15-year-old son, as a translator? If appropriate, describe how the occupational therapist should manage Mateo as a translator so that it is comfortable for this family and recognizes the role of a sibling and son as the translator. Explain your reasoning.
- How does knowledge about the Hispanic culture related to infant care and child development help the occupational therapist in interacting with this family and prioritizing the evaluation and intervention focus?

##### **CASE STUDY 2**

You are the occupational therapist on the burn unit of a children's hospital. Last week, your unit admitted Austin, a 6-year-old with severe burns over 50% of this body including his face, upper trunk, arms, and hands. He has had initial debridement with skin grafting and is ready for occupational therapy services to maintain and increase range of motion (including splinting); maintain activity levels; reduce pain; prevent scarring; and return Austin to full participation in ADL, school, and home activities.

You are seeing Austin for the first time today. Austin's parents are with him most of the time; they are young, very distressed about Austin's injuries, and highly anxious about his pain, potential disability, and return home.

- Using Chapter 1's section on establishing a therapeutic relationship, describe considerations in approaching this child and family for the first time. What are specific

considerations in developing rapport with the family and with Austin? Describe your affect, nonverbal language, and first questions.

- Thinking about child-centered intervention and establishing rapport with the family, what are your priorities in evaluating this child and how will you communicate these priorities?
- How will you describe the goals of occupational therapy to encourage Austin's participation in intervention? Describe your interactions to encourage his full participation in intervention.
- What types of communication can help the parents with their anxiety and distress? Give specific examples of the information that you can give to the parents and provide examples of how you will elicit their full participation in the intervention.
- For a child with severe burns, what are the priorities of occupational therapy intervention and what are the first goals of intervention? Read Chapter 30 for additional information on burn care.