OTA 212 Occupational Performance and Children

COURSE LEARNING OUTCOMES (CLOs)

1. Describe sequence of typical development & identifying major milestones (motor, sensory, cognitive, social emotional, adaptive) in the following age groups: infancy, toddlerhood, preschool, school-age and adolescence.
2. Differentiate between typical and atypical development in children noting the following: postural control, reflex integration, motor control & movement quality, sensory processing and emotional development.
3. List the etiology and functional considerations for the following specific disabilities: cerebral palsy, down syndrome & other syndromes, developmental delay, autism spectrum disorder and sensory processing dysfunction.
5. Discuss administration of portions of entry level standardized tests.
6. Describe principles of treatment approaches in the following areas: tone, posture, motor control (neurodevelopmental), sensory processing, visual motor and perceptual skills, developmental delay, play and caregiver education.
7. Demonstrate the written ability to take a plan of care and follow through on intervention in the following areas: developmental sequence, functional strength, range of motion and movement quality, positioning, sensory processing, oral motor, adaptive skills, adaptive equipment including orthotics.
8. Articulate understanding of legal components of pediatric therapy according to IDEA act.
9. Demonstrate understanding of cultural considerations impacting occupational therapy through written intervention plans.
10. Articulate the importance of environmental modification and adaptation for child/student success.
11. List the principles of assistive technology to enhance occupational performance with the child.
12. Articulate differences in models of care in regards to children to include school district, medical model, developmental model, sensory integration and rehabilitation.
13. Problem-solve effective discharge planning by reviewing/influencing the needs of the child/family resources, D/C environment and home programming in written treatment plans.
14. Describe the evolution of provision of therapy services in the public school system.
15. Identify the forms of documentation relevant to the public school setting.
16. Articulate the approaches related to handwriting evaluation and intervention.
17. Identify normal and abnormal grasp and prehension patterns.

Course Outline

I. Typical Development/Major Developmental Milestones
   A. Infancy (birth to one year)
   B. Toddlerhood (1-3 years)
   C. Preschool (3-6 years)
   D. School age (6-12 years)
   E. Adolescence (12+ years)

II. Typical and Atypical Development in Children:
   A. Postural control
B. Reflex integration
C. Motor control & movement quality
D. Sensory processing
E. Emotional development

III. Evaluation, Functional Considerations, and Interventions
A. Cerebral palsy
B. Down syndrome & other syndromes
C. Developmental delay
D. Autism spectrum disorder
E. Sensory processing dysfunction

IV. Clinical Components of Assessments
A. Bayley Scales of Infant Development
B. Peabody Developmental Motor Scales
C. Bay Area Functional Performance Evaluation
D. School Function Assessment
E. Brazelton Neonatal Scales
F. Miller Assessment of Preschoolers
G. Motor-Free Visual Perceptual Test
H. Test of Visual Perceptual Skills

V. Evaluation and Intervention Planning
A. Tone, posture, motor control (neurodevelopmental)
B. Sensory processing
C. Visual motor and perceptual skills
D. Developmental delay
E. Play
F. Caregiver education

VI. Interventions and Strategies
A. Developmental sequence
B. Functional strength, range of motion and movement quality
C. Positioning
D. Sensory processing
E. Oral motor
F. Adaptive skills
G. Adaptive equipment/environmental modification including orthotics
H. Assistive Technology

VII. Legal Components of Pediatric Therapy
A. Public Law & IDEA Act
VIII. Family Centered Care and Cultural considerations
   A. Communication/education with child/parent/caregiver

IX. Models of Pediatric Care
   A. School District
   B. Medical Model
   C. Rehabilitation
   D. Sensory Integration
   E. Developmental

X. Documentation of Occupational Performance