

Childrens Occupational Therapy

Early Years Resource Pack



PART1

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Appendix A

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Activity Sheets

Busy Hands:

1. Using our Hands
2. Eye-hand coordination
3. Precise finger movements
4. Making Meaningful marks
5. Pre-writing Skills
6. Using Scissors
7. Pencil Grasp

Ready to Move:

1. Postural Control
2. Bilateral Integration
3. Me and My Space
4. Planning and Achieving
5. Ball Skills
6. Dynamic Balance

Using My Senses:

1. Body Awareness
2. Movement
3. Using Touch
4. Avoiding Touch
5. Managing Noises

Looking After Myself:

1. Drinking
2. Feeding
3. Dressing Skills
4. Getting Dressed: Fastenings

Learning to Focus:

1. Attention
2. Sharing Attention

Appendix C (Equipment & Resources):

- Self Care Equipment
- Fine/Gross Motor Equipment
- Sensory Equipment

Introduction to the Resource Pack

Early identification of special educational needs is essential to ensure a child receives the support they need prior to starting school. It is essential that difficulties are identified early and early years settings are key to this process.

The aim of the resource pack is:

- To raise awareness of the role of an Occupational Therapist in early years education settings.
- To assist practitioners in identifying children who are appropriate for referral to Occupational Therapy.
- To provide practitioners with a tool to assist the referral process.
- To provide resources i.e. activity sheets to encourage a child's development in specific areas e.g. fine motor.
- Provide activity ideas that can be used to enhance general nursery provision

The resource pack contains:

- An introduction to Children's Occupational Therapy Services
- Charts of how to identify difficulties and suggested activities to encourage development of skills.
- Activity sheets and resources
- Useful reading list
- Appendices

Introduction To Children's Occupational Therapy Services

Description of the Service

Children's Occupational Therapy is concerned with enabling children to participate more successfully in daily life. The focus is to improve functional performance for self-care, leisure and educational tasks. The active involvement of the child, parents and carers is an essential part of the client centred service.

The Children's Occupational Therapy Department is a community-based service. Early Years settings do not have a designated Occupational Therapist, but children who are referred will be given support in nurseries/preschools where appropriate. Some nurseries with specialist units may have a named Therapist who visits regularly.

Early Years Referral Criteria

We accept referrals for children from birth to 5 years. Our Occupational Therapists have specialised skills to help children and young people experiencing challenges with daily occupations due to a range of conditions/diagnoses including:

- Physical Disabilities
- Specific Syndromes
- Sensory Impairments
- Developmental Delays
- Social Communication Disorders
- Difficulties with self care activities, e.g. feeding, dressing etc.
- Difficulties impacting on play and leisure

Referral

We accept referrals from Doctors, Health Care and Educational Professionals, including Special Educational Needs Co-ordinators and Early Years Practitioners and advisors.

You will find information on our Occupational Therapy Website page including links to further resources such as the resource finder tool and our everyday living checklist designs specifically for SENCo's to support the process of when to refer and our helpline number.

www.childrenshealthsurrey.nhs.uk/services/occupational-therapy

How children are assessed

Once allocated to a named therapist, the assessment is carried out in a clinic, the child's home or in the preschool environment. A report will be compiled and circulated following assessment detailing findings and recommendations.

Types of Intervention

We provide the following interventions:

- Provision of programmes to the child's parents and early year's setting with targets for the child's I.E.P (Individual Educational Plan)
- Direct intervention in a group setting
- Direct one to one intervention in a clinic, home or nursery environment
- The Occupational Therapist may attend educational and medical review meetings where Occupational Therapy is a primary area of need.

Occupational Therapy Review

Children may be reviewed as part of their intervention, or be discharged with self managed targets.

Discharge

The child is discharged following completion of the planned intervention. Details of the planned intervention are recorded on the child's most recent report.

Re – referrals

Re-referrals are accepted if additional functional difficulties emerge or further advice is required following the completion of recommendations.

Instructions for using the flowcharts

What are the flowcharts?

Once difficulties are identified refer to the following flowcharts to identify which activity sheet you should use. The screening form in Appendix A should be used to record this. In Appendix A you will also find a sample progress sheet which can be attached to the activity leaflet to record your intervention and progress.

The charts have been written following the Early Years Foundation Stage Practice Guide to make them easier to link with the curriculum offered in your setting.

There is an age given next to each section within the flow chart which gives you an approximate age at which we would expect to see a child competent in each skill area. Referral should be considered if the child has failed to achieve the skill within the specified age range.

What type of difficulties do the charts focus on?

- Personal, Social & Emotional Development (dispositions and attitudes i.e. the ability to relate to others and the environment)
- Personal, Social & Emotional Development (self-care)
- Communication, Language & Literacy (handwriting)
- Physical Development (movement & space)
- Physical Development (using equipment & materials)

It is usual for the difficulties you observe in a child to fall into one or more of the above categories.

How do I use the flowcharts?

(Use the screening record form to help you follow this process).

- Identify the child's main difficulties and age in months.
- Decide which areas the child is having difficulties in.
- Starting with the first question on each flowchart, work your way down through all of the questions.
- When you answer YES to any of the statements, note down the appropriate activity sheet.
- Refer to the appropriate activity sheet/s, and carry out the recommended activities.
- If you answer no to all of the statements on the chart it is unlikely the child requires a referral to Occupational Therapy in relation to that developmental area. You may then need to try another chart.
- If the child does not appear to have any of the difficulties identified on any of the flowcharts, a referral to Occupational Therapy is probably not appropriate.

When to make a Referral

Referral to Occupational Therapy is recommended if:

- A child has difficulties in three or more flowcharts, please refer the child to our Service and continue to use appropriate activity sheets.

or

- The child has difficulties in less than three flowcharts; please implement the activity sheets as advised. If the problems persist after one term of using the activity sheets, please then refer the child to our service.

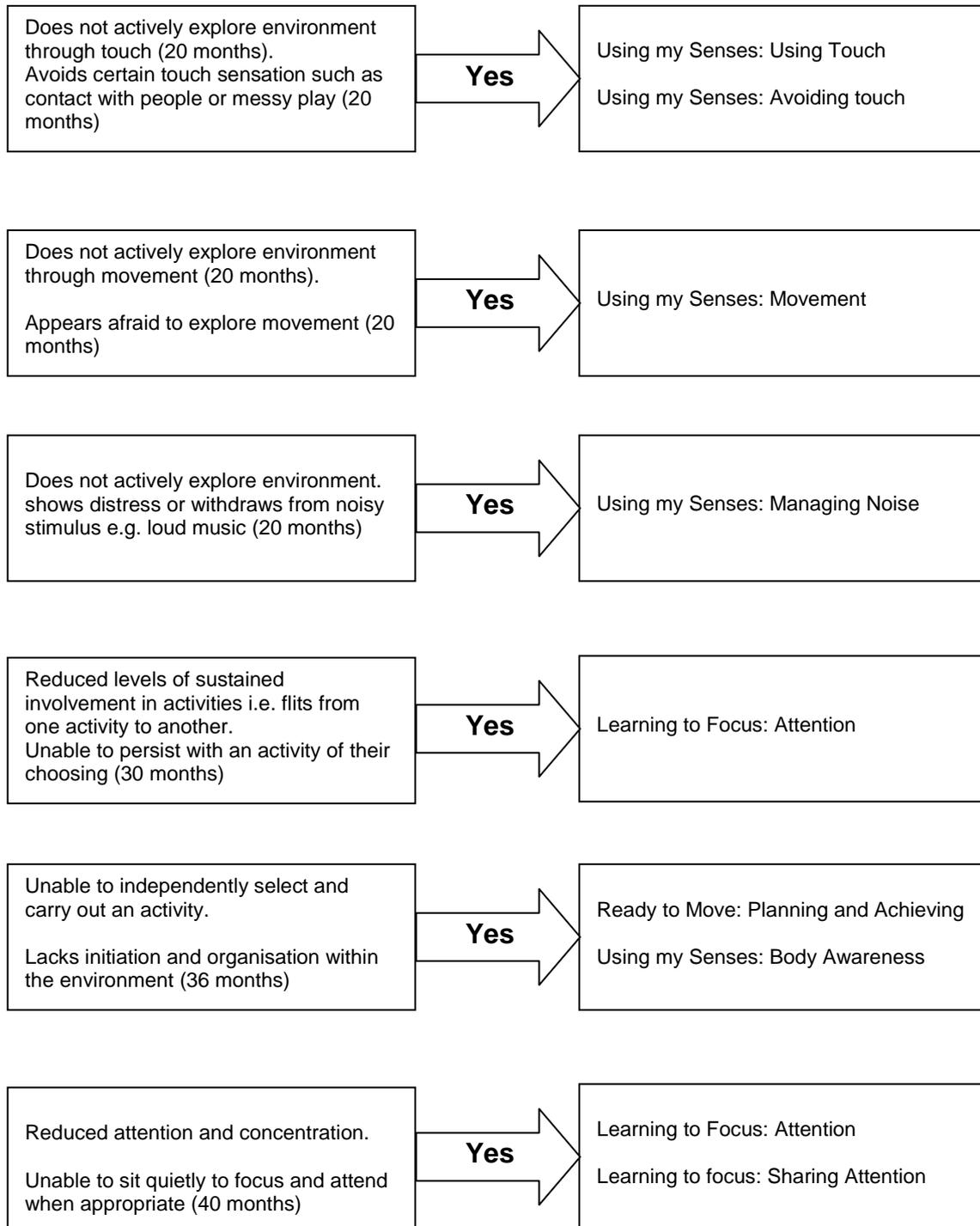
See our website for further information and our **everyday living checklist** designs specifically for SENCo's to support the process of when to refer.

www.childrenshealthsurrey.nhs.uk/services/occupational-therapy

If at any point you are uncertain about the need for referral please contact your local Service to discuss via our **helpline**, information on the above webpage link.

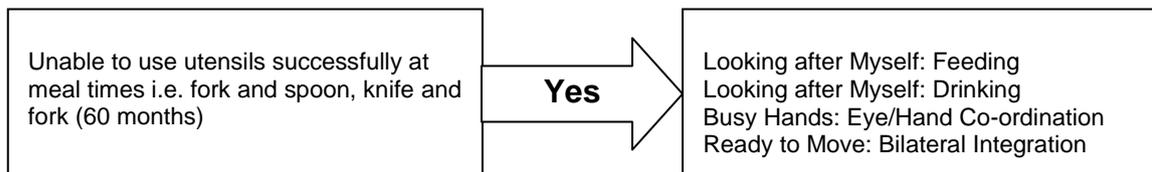
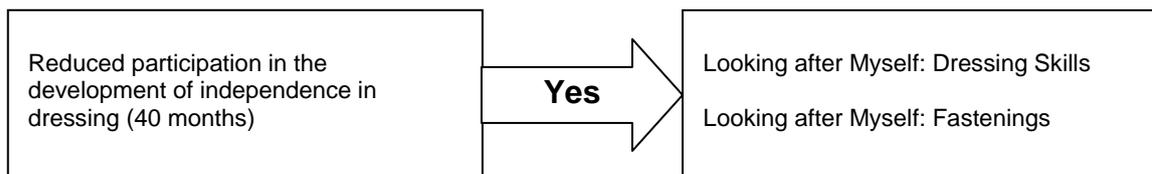
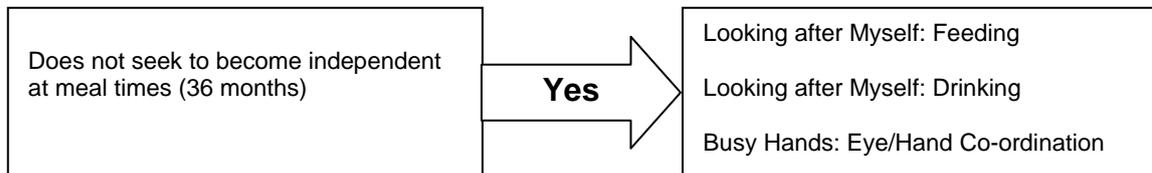
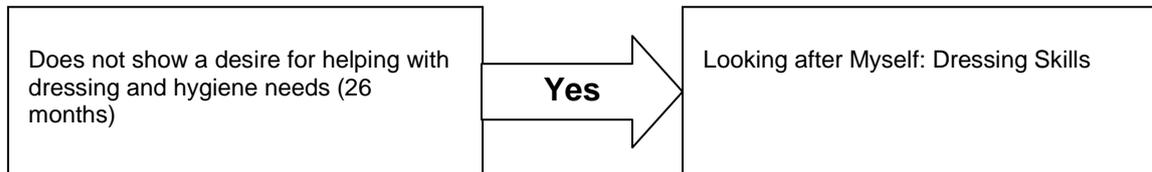
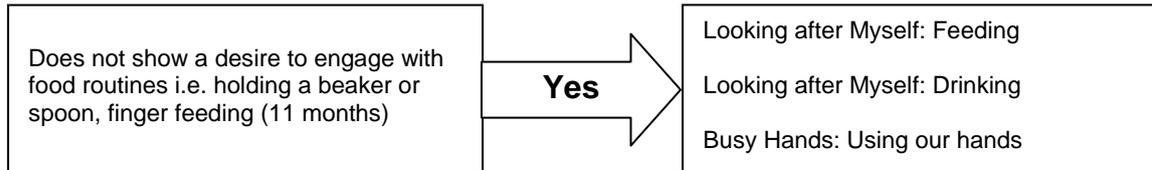
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

(Dispositions & Attitudes)



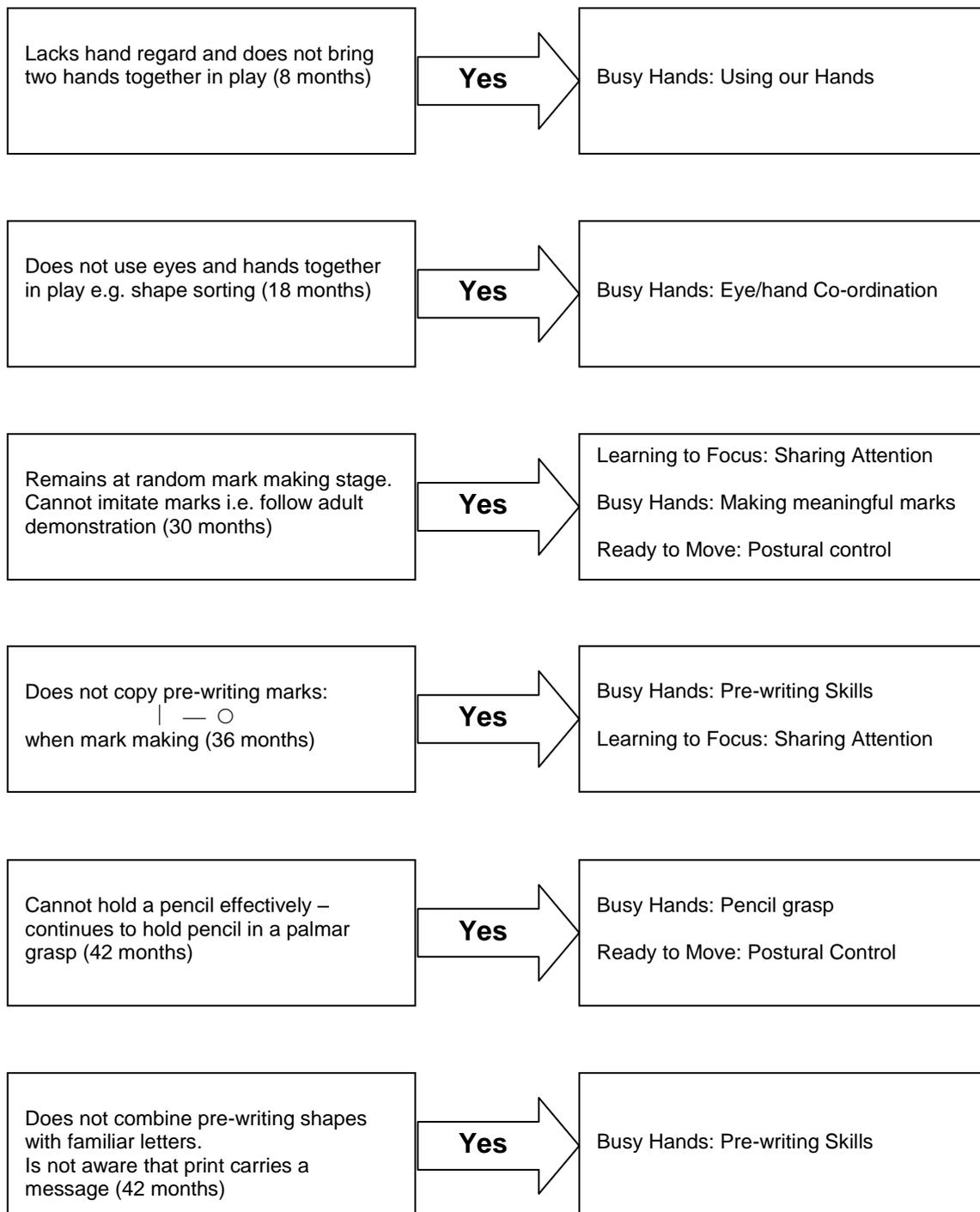
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

(Self Care)



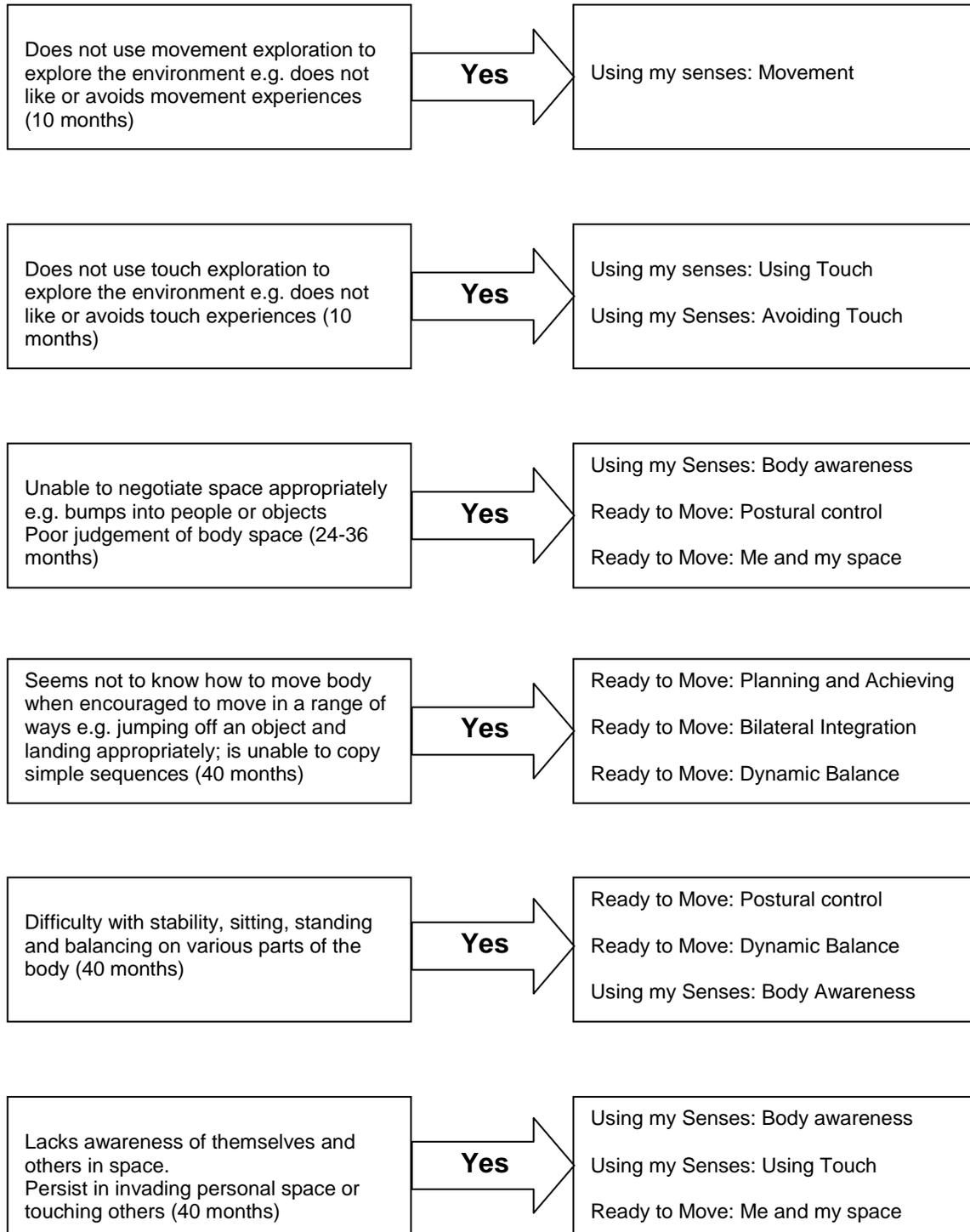
COMMUNICATION, LANGUAGE AND LITERACY

(Handwriting)



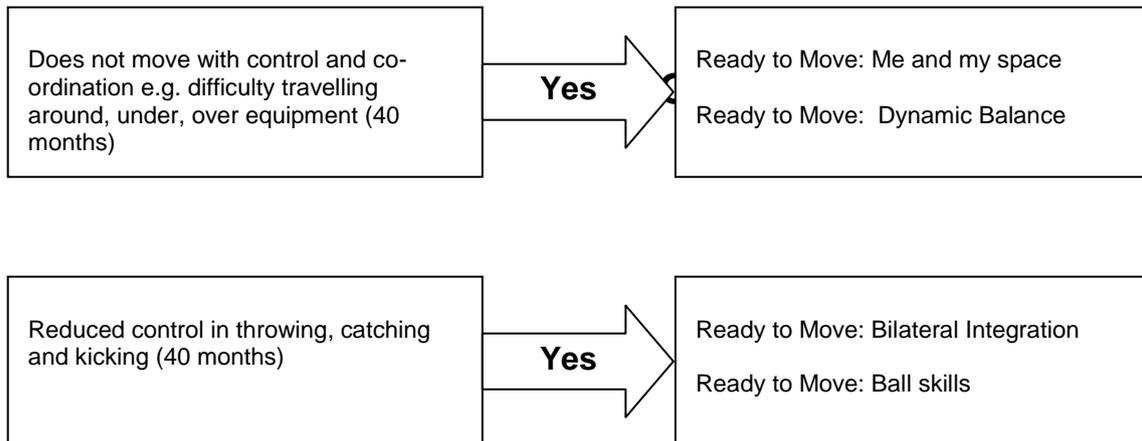
PHYSICAL DEVELOPMENT

(Movement and Space)



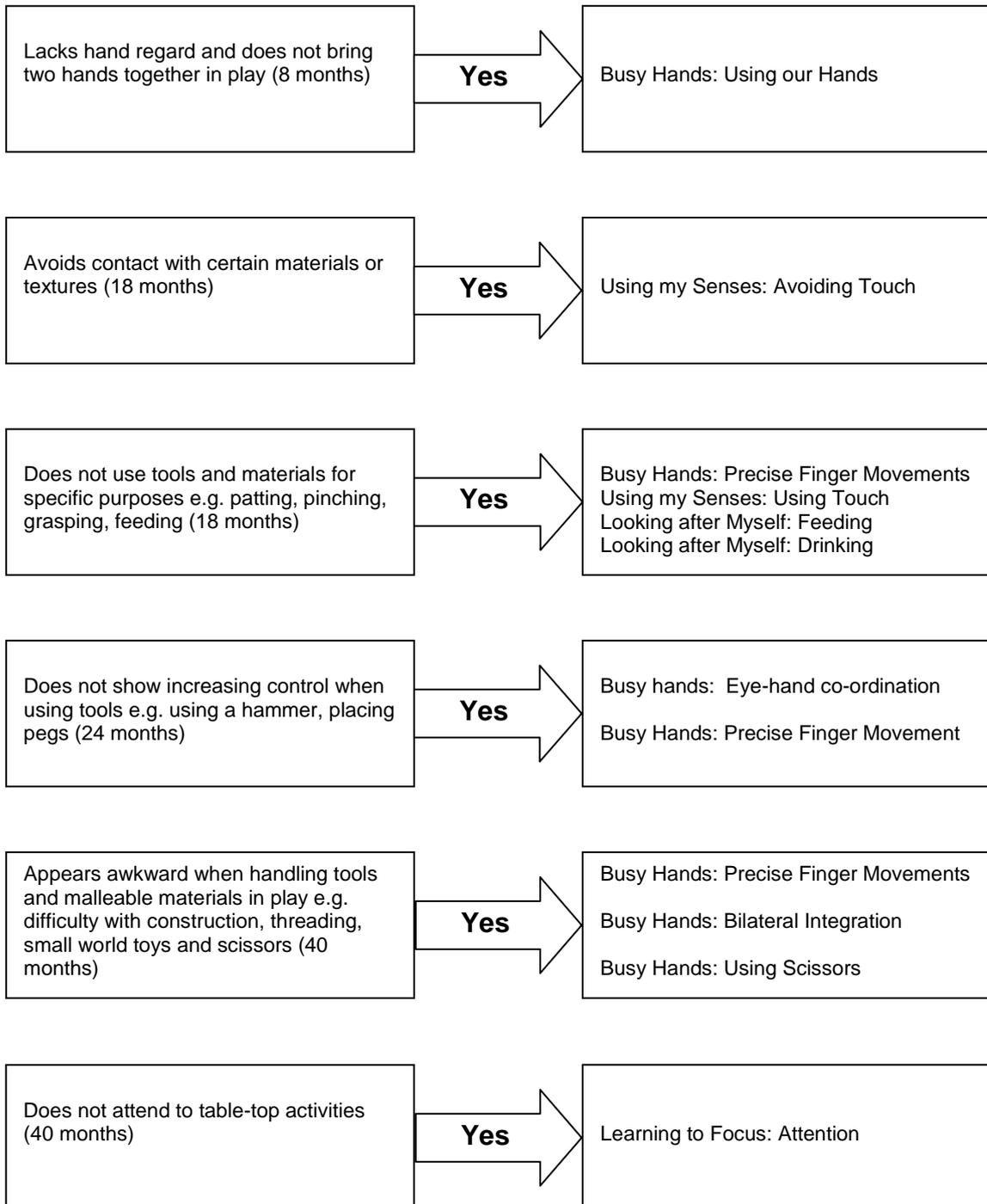
PHYSICAL DEVELOPMENT

(Movement and Space cont...)

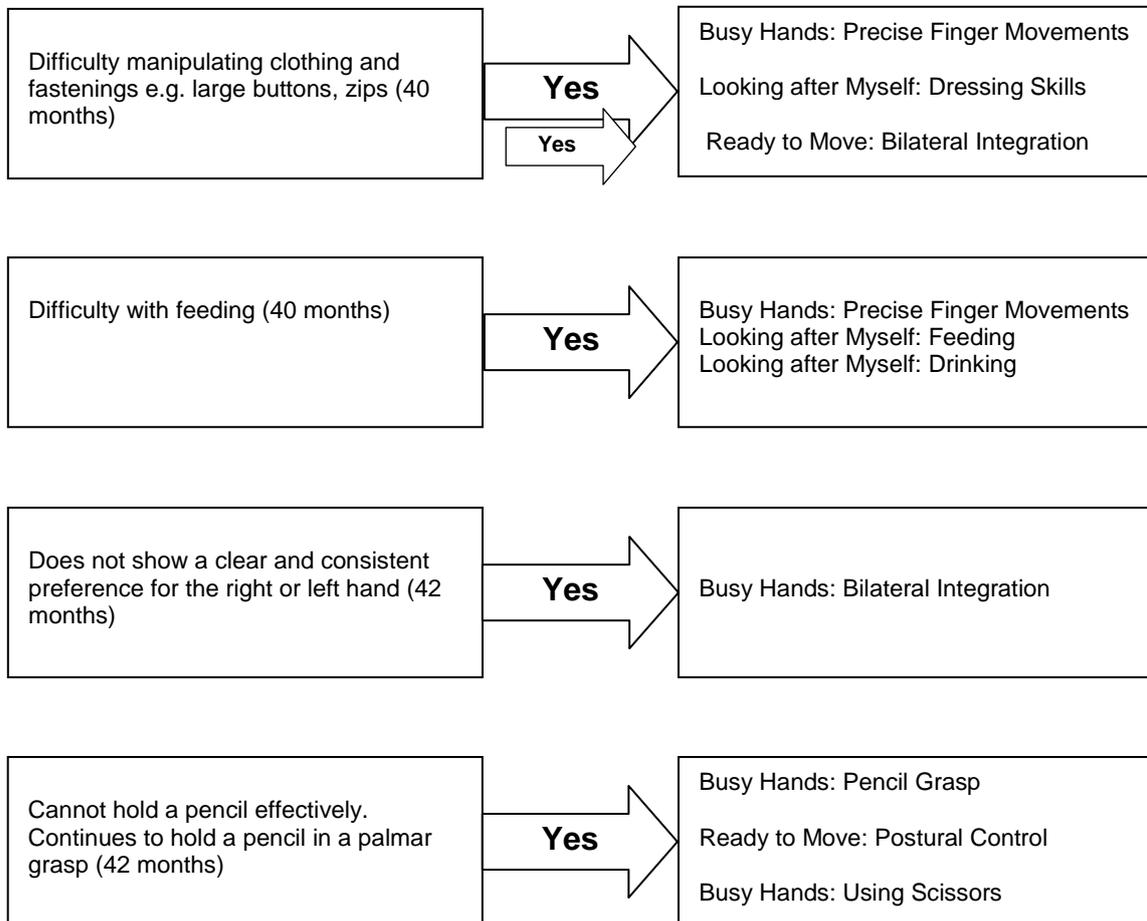


PHYSICAL DEVELOPMENT

(Using Tools and Equipment)



(Using Tools and Equipment cont...)



Introduction To The Activity Sheets

In this section you will find the activity sheets. Choose the sheet or sheets identified from the flow chart. Each sheet contains a variety of activities intended to be carried out by the child with adult support. The activities suggested can also be used freely and be made available within the nursery environment allowing the child's specific needs to be targeted by staff both formally and informally during the daily routine.

The activity sheets aim to:

- Address areas of need (identified using flow charts) whilst awaiting assessment.
- Clarify areas of needs i.e. if child has persistent difficulty completing an activity, to enable detailed referral.
- Give ideas to enhance the curriculum already provided within the general nursery setting for all children

ACTIVITY SHEETS

Busy Hands

1. Using our hands
2. Eye-hand coordination
3. Precise finger movements
4. Making meaningful marks
5. Pre-writing skills
6. Using Scissors
7. Pencil Grasp

Ready to Move

1. Postural Control
2. Bilateral integration
3. Me and my space
4. Planning and achieving
5. Ball skills
6. Dynamic Balance

Using my Senses

1. Body awareness
2. Movement
3. Using Touch
4. Avoiding Touch
5. Managing Noises

Looking after myself

1. Drinking
2. Feeding
3. Dressing Skills
4. Getting Dressed: Fastenings

Learning to focus

1. Attention
2. Sharing attention

APPENDICES

APPENDIX A:

Screening Form

Nursery Progress Notes

APPENDIX B

Activity Sheets:

Busy Hands

1. Using our hands
2. Eye-hand coordination
3. Precise finger movements
4. Making meaningful marks
5. Pre-writing skills
6. Using Scissors
7. Pencil Grasp

Ready to Move

1. Postural Control
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5. Managing Noises

Looking after myself

1. Drinking
2. Feeding
3. Dressing Skills
4. Getting Dressed: Fastenings

Learning to focus

1. Attention
2. Sharing attention

Occupational Therapy Screening Form

Name of Child:

Date:

Please state difficulties:

Charts used (please tick)

- Personal, social & emotional development (disposition & attitudes)
- Personal, social & emotional development (self care)
- Communication, language & literacy (handwriting)
- Physical Development (movement & space)
- Physical Development (using equipment & materials)

Activity/Strategy Sheets:
implemented

Identified Date

Busy Hands

1. Using our hands
2. Eye-hand coordination
3. Precise finger movements
4. Making meaningful marks
5. Pre-writing skills
6. Using Scissors
7. Pencil Grasp

Ready to Move

1. Postural Control
2. Bilateral integration
3. Me and my space

- 4. Planning and achieving
- 5. Ball skills
- 6. Dynamic Balance

Using my Senses

- 1. Body awareness
- 2. Movement
- 3. Using Touch
- 4. Avoiding Touch
- 5. Managing Noises

Looking after myself

- 1. Drinking
- 2. Feeding
- 3. Dressing Skills
- 4. Getting Dressed Fastenings

Learning to focus

- 1. Attention
- 2. Sharing attention

EQUIPMENT put in place:

Please report on the progress/difficulties still present:

Referral Made to Occupational Therapy YES/NO Date:

Screening carried out by:

NB: Please complete and include this form if a referral is being made to the Occupational Therapy Service

Suggested Reading List

Bissel J et al. Sensory Motor Handbook. Pearson Publishers Tel. 01865 888188 or order direct at www.pearson-uk.com

Bruni M. Fine Motor Skills in Children with Down Syndrome. Woodbine House 2006 or order direct at www.amazon.com

Winders,P.C, Gross Motor Skills in Children with Down Syndrome: A Guide for Parents and Professionals. Woodbine House, Inc 1997.

Klein M.D. Pre-Scissors & Pre-Writing Skills. Pearson Publishers
www.pearson-uk.com

LDA, Cutting Skills Photocopy masters. ISBN 1-85503-349-6

LDA, Fine Motor Skills Photocopy masters.ISBN -13: 978 1 85503404 4

Sheridan, Mary, 0-5Years: Learning through the senses – recourse manual

Sheridan.M, Cockeill, H, From Birth to Five Years: Children's Developmental Progress: Routledge; 2001 ISBN – 0-415-16458-3

Learning Through the Senses: Resource Manual, Pearson; Australia 2006
ISBN – 978-0-761