

Protection From Humiliation

- “From the moment a child gets out of bed in the morning until she is securely tucked in at night, she has one central overwhelming mission, the avoidance of humiliation at all costs. By the middle of elementary school, most kids are on a mission to save face. Students swim within a fishbowl, constantly under surveillance by their teachers, administrators, and, more than anything else, by their peers. Nothing creates a more deeply penetrating wound to pride than embarrassing exposures or encounters before an audience of judgmental peers. Consequently, any plan to help a kid must include provisions for safeguards from public humiliation.”

from A Mind At A Time by Mel Levine, M.D.

Stocking The Tool Box For School Success And Beyond

National Tourette Syndrome
Association Conference

April 5, 2008

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A Trip Back In Time

**As a child, what was
your favorite**

- Game
- Physical activity
- Sport
- Subject
- Extracurricular activity
- Down time activity

**As a child, what was
your least favorite**

- Game
- Physical activity/sport
- Subject
- Chore
- Food
- Fragrance/odor/smell
- Clothing

What is our Goal?

To raise independent, responsible,
contributing, members of society.





Validate & Empower

- Tell me about his strengths
- Engage child in dialogue
- Keep them talking
- What is the tic, behavior, need?
- Is it a problem?
- Whose problem is it?
- What do you want to try?

School Based OT

Areas of Assessment and Intervention

- Activities of Daily Living
- Education
- Play
- Social Participation
- Work

- Consumers Guide to Occupational Therapy
 - www.promoteot.org

Occupational Therapy Intervention For Individuals With TS

- The BIG FIVE
 - Sensory Processing Dysfunction
 - Executive Dysfunction
 - Social/Emotional Skills
 - Dysgraphia
 - Assistive Technology

Occupational Therapy Intervention For Individuals With TS

- ADD/ADHD
- Obsessive Compulsive Disorder
- Anxiety Disorder
- Stress Management
- Depression
- Aggressive/Explosive Behavior
- Transition Planning
- Job Training
- Job Coach
- Independent Living Skills
- Sleep Problems

Focus of Service Should Change With Child

- Grade School
 - Intervention is accepted
 - Sensory
 - Fine Motor

Focus of Service Should Change

- Middle School
 - Start to reject intervention
 - Don't want to be different
 - Social emotional gap appears wider
 - Executive skills are delayed
 - Begin Transition plan
 - Health, exercise, diet, sleep habits

Focus of Service Should Change

- Obvious difference in students requiring assistance
- Greater time restraints
- Transition Plan for college, training program, skilled work
- Executive function skills
- Avocation

Sensory Processing Dysfunction

- Under/over reaction
- Easily distracted
- Activity level
- Social/emotional problems-poor self concept
- Transition difficulty
- Delays in academic performance
- Problems with motor coordination

Sensory Modulation Disorder

- Problem regulating and organizing
 - degree, intensity and value of responses to sensory input in a graded manner.

Sensory Under Responsivity

- Low arousal
- Tends to be passive
- Often appear lethargic

Sensory Over-Responsivity

- Sensory Avoiding behaviors
 - Responds to touch with aggression or withdrawal
 - Cautious/unwilling to take risks, or try new things
 - Fears movement and/or heights
 - Feels uncomfortable in loud/busy environments
 - Very picky eater

Sensory Seeking

- Hyperactivity, seek more sensation (crash/bang)
- Unaware of touch or pain, touch things/others
- Too often, too hard (behavior may seem aggressive)
- Takes part in unsafe activities

Sensory Discrimination Disorders

- Decreased ability to distinguish one sensory experience from another
 - “hook” or build on learning experience by relating to what is previously known (Mel Levine)
- Poor tactile awareness (touch, temp., pain)
- Poor proprioception

Sensory Based Motor Problems

- Balance
- Strength
- Coordination
- Playground equipment
- Games

What can be done at home and school?

- Increase Alertness
 - Rotary movement
 - Must be done by child
 - Sit-n-Spin
 - Prone on scooter
 - Spin on a swing

What can be done at home and school?

- Increase Attention
 - Seating
 - Move-N-Sit
 - Ball chairs
 - Camp pillow (under inflated beach ball)

What can be done at home and school?

- Decrease Arousal
 - Slow, regular movement
 - Rocking chair
 - Weighted blanket, neck wrap, vest,
 - Soft music
- Increase Arousal
 - Fast irregular movement
 - Light feathery touch
 - Marching music, upbeat

What can be done at home and school

- Proprioceptive and Vestibular Input
 - Playground
 - Theraband tied on front legs of chair
 - Under Armor clothing
 - Ideas from The Alert Program; How Does Your Engine Run?
 - Slow down movements, tone of voice, low lights
 - Brain Gym

Strategies to promote motor planning

- Engage child in novel activities
 - Show and Tell
 - Photos of correct vs. incorrect positions
 - Mirrors
- Obstacle course
 - Have child develop, give directions and use.
 - Use toys (people, cars, stuffed animals, dolls, scooter)
 - Develop a social story for the activity, include feelings
- Talk them through activities
- Guided use of playground equipment
- Play ball

Strategies for the Under Reactive Child

- Alerting Activities
 - Jumping Jacks
 - Shake outs
 - Marching and other large movement activities
 - Brain Gym
 - How Does Your Engine Run?
 - Hoppity Hop
 - Jump rope
 - Treadmill or bike

Tactile Strategies

- Over Responsive
 - Firm touch
 - Deep pressure
 - Neutral warmth (roll up in a blanket)
- Under Responsive
 - Light touch
 - Cool temperature (lay on mat, floor)

Auditory Strategies

- Allow increased time to process directions
- Breakdown into steps, give only 1 or 2 steps at a time
- FM system/headphones
- Reduce classroom noise: carpet, tennis balls on legs of chairs
- Provide songs/music with regular rhythm
- Warn for fire drills/ loud noises (cafeteria, assemblies)

Visual Strategies

- Use Visual demonstration
- Avoid too much clutter in background
- Use bright colored, neon toys for catching/throwing
- Natural light if possible
- ***Avoid fluorescent lights**
- **Reading by the Colors by Dr. Irlen (Irlen Lenses)**

Sensory Processing Dysfunction Resources

- The Out-of-Sync Child by Carol Stock-Kranowitz, M.A.
- The Alert Program: “How Does Your Engine Run?” by Mary Sue Williams, OTR & Sherry Shellenberger, OTR
- Sensory Secrets by Catherine Chemin Schneider, OTR
- Sensational Kids by Lucy Jane Miller, Ph.D., OTR
- Unlocking The Mysteries of Sensory Dysfunction by Elizabeth Anderson & Pauline Emmons

Dysgraphia

- Difficulty writing
 - Experiential Exercise
- Executive Function Skills
- Grasp
- Tics
- OCD
- Textures
- Eye/hand coordination
- Visual perception/Spatial
- Assistive Technology

What is our Goal?

- How do we get information in?
- How do we find out what the child knows?
- What can the child do?

Preserving Accountability

Payback-Mel Levine

“Whenever kids are allowed to do less of something, they need to be held responsible for doing more of something else. In this way we preserve and even heighten personal accountability. In the long run, this can prevent kids with learning difficulties from feeling like second-class citizens in school and in life. Everyone is expected to be a highly productive student but they don't all need to be turning out the same products.

Executive Skills

“The Cognitive Processes
Required To Plan and Direct
Activities”

Dawson and Guare (2004)

Thinking Skills Involved:

- Planning
- Organizing
- Time Management
- Working Memory
- Metacognitive

Dawson and Guare (2004)

Secondary Executive Skills

- Response Inhibition
- Self Regulation of Affect
- Task Initiation
- Flexibility
- Goal Directed Persistence
- Sustained Attention

Dawson and Guare (2004)

Executive Dysfunction Resources

- Executive Skills in Children and Adolescents by Peg Dawson & Richard Guare
- The Organized Student by Donna Goldberg, with Jennifer Zwiebel



Assistive Technology

- Anything that aids in performing task
Pencil grip, seating, computers, electronics
- Written work
 - Keyboard skills
 - Word processing skills
 - Word prediction, spell check
 - Voice activated
- Reading
 - Books on tapes
 - Computer programs
- Electronic Organizers
 - Watches, PCs, computer programs

Word Prediction Programs

Software that reduces the number of keystrokes to type words

- writing speed is slower than flow of ideas
- difficulty with working memory, forget what they want to say while trying to remember how to spell word
- poor spelling
- Poor motor control, dexterity for keyboarding or handwriting

Benefits

- Expand vocabulary
- Improve written expression
- Increase attention
- Increase independence

Word Prediction Programs

- Co:Writer
- Word Q
- Key Rep

Graphic Organizers for Visual Learner

- Kidspiration – ages 5–10, grades K-5
- Inspiration – grades 6-12
- “The essential tool to visualize, think, organize and learn”
 - Organize thoughts
 - Plan writing projects
 - Schedule
 - Develop supporting details
 - Provide sequential order
 - Group ideas, paragraph form
 - Mind map to outline to word document

InspireData

visual way to explore/understand data

Reading speed, comprehension and writing

- **Kurzweil 3000**

comprehensive reading, writing and learning software. Help for struggling reader, learning difficulties, such as dyslexia, attention deficit disorder

Kurzweil Educational System

Kurzweil 3000

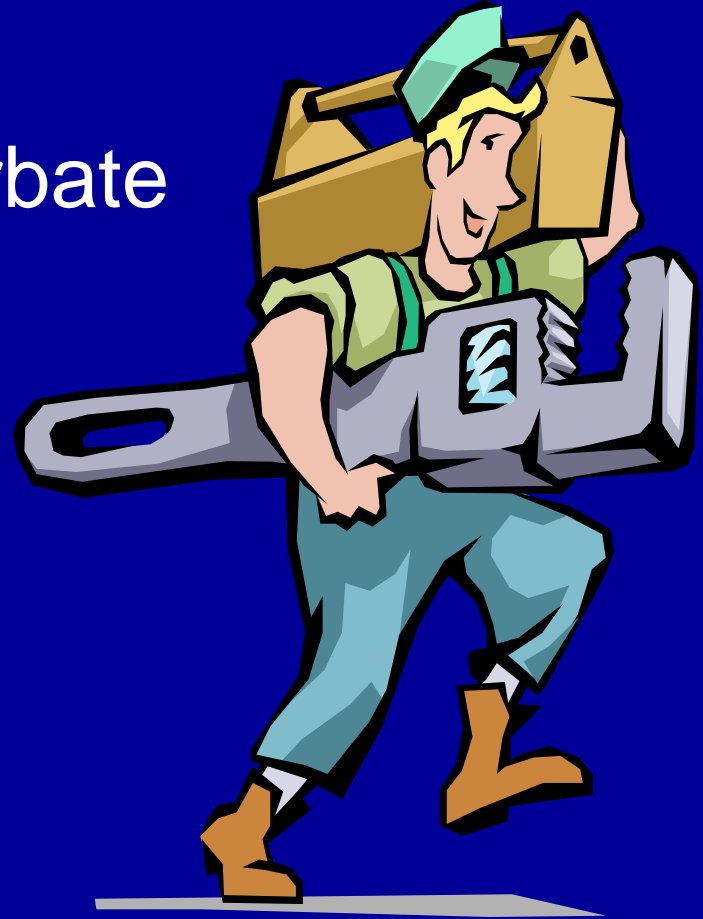
- *Access to Any Curriculum* – information that is printed, electronic or on the Web.
- *Increased Reading Fluency* - Improve reading speed, comprehension, independent work.
- *Study Skills* - Visual and auditory feedback, helps students keep up with assigned reading, learn critical study skills and successfully complete writing projects and tests. Study skills tools facilitate active reading including: highlighting, text circle tools, annotations, Bookmarks, Voice Notes and Extract in order to create outlines, study guides, or word lists

Kurzweil 3000

- *Decoding Support*
 - reads and highlights text
- *Writing and Self-Editing Tools*
 - speaks letters/words being typed. Red underline spell check, word prediction
- *Independent Test Taking*

Middle School

- “Life is getting more competitive”
- Is this a good thing?
- Symptoms usually exacerbate





Transition Planning

- Transitions are difficult for most individuals with TS
- Unique skills to focus on students strengths, avocations and abilities
- Advocate for involvement in classes, extra curricular activities and therapy to develop skills necessary for success at next level
- Reinforce the positive
- Provide tools to overcome the negative
- “Field Trips” to explore future options

Job Training

- Become familiar with services available through State Vocational Services
- Explore options for High School vocational training
- Apprenticeship programs
- Certificate programs
- Civil Service
- Continue to work on social skills, work skills

Job Coach

- Works to coach employee through the job
- Monitors performance
- Addresses skills necessary for success
 - Work
 - Organization
 - Time management
 - Social skills
- Advocate for special needs
- In service employer and co-workers regarding specific issues

Independent Living Skills

- Self Care
- Time Management
- Money Management
- Social Skills
- Leisure Pursuits

Intervention

- Classification
 - Other Health Impaired (OHI)
 - OT is a related service
- Strengths, Weaknesses, Needs
 - Avocation
- Assistive Technology
- Social/Emotional Skills
- Sensory Awareness
- Organizational Skills
- Accept responsibility for behavior

Sample Goals I

With OT assistance student will:

- Explore variety of activities to reduce stress
 - How Does Your Engine Run Program
 - Brain Gym
 - Yoga
- Locate safe areas of school to reduce stress/tics
- With teacher and OT assistance, recognize need to take a break to reduce stress

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