

OCCUPATIONAL THERAPY

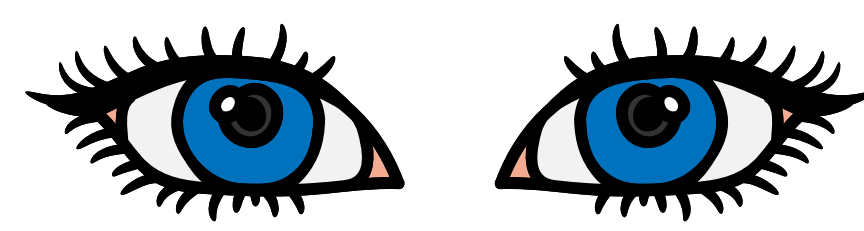


in the school setting



Wyoming Valley West OT Department

VISUAL PERCEPTUAL SKILLS



Our brain's ability to process and interpret what we see.

Visual memory (ability to remember what was seen)

Visual closure (seeing partially covered object and able to identify)

Figure Ground (locating an object in a busy background)

Form constancy (understanding form similarities and differences regardless of size and shape)

Spatial relations/position in space (where objects are located in relation to one another or your body)

Visual discrimination (understanding differences)

*Play "I-spy" with my little eye (use items of specific colors, shapes, etc)

VISUAL MOTOR SKILLS

Coordination of hand or body movements based upon what we see in our environment.

Copying shapes, designs, drawing, writing, mazes, scissor skills, dot-to-dots, building, designs, puzzles.

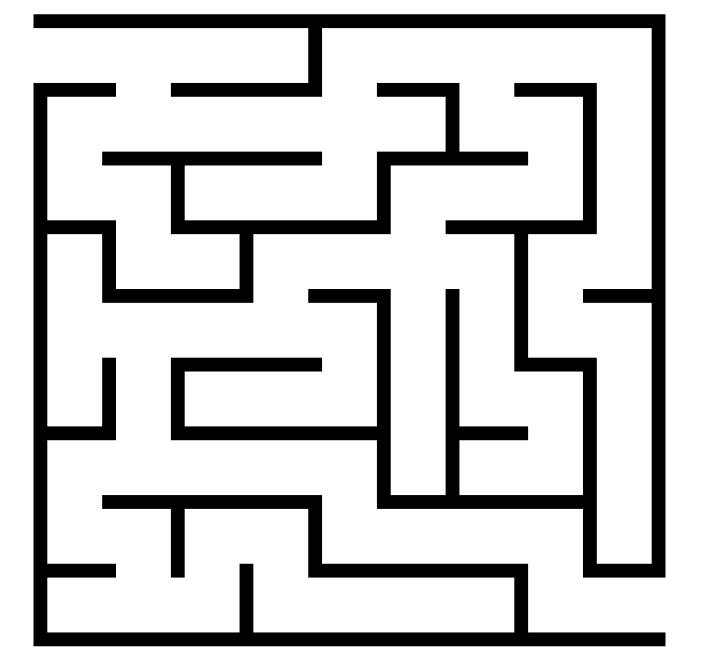
Visual scanning, tracking, and fixation

Lowercase letter practice:

*Reinforce Tall letters, (b, d, f, h, k, l, t)

Short Letters, (a, c, e, i, m, n, o, r, s, u, v, w, x, z)

Go under Letters (g, j, p, q, y)



*Reduce visual area during copying (cover most and allow the child to copy a small area at a time)

FINE MOTOR SKILLS / GROSS MOTOR

Our ability to use the small muscles of our hands to manipulate objects for writing, self-care tasks (opening packages for lunchtime, dressing).



Our use of proper posture, upper body strength, and core strength, required for academic tasks.

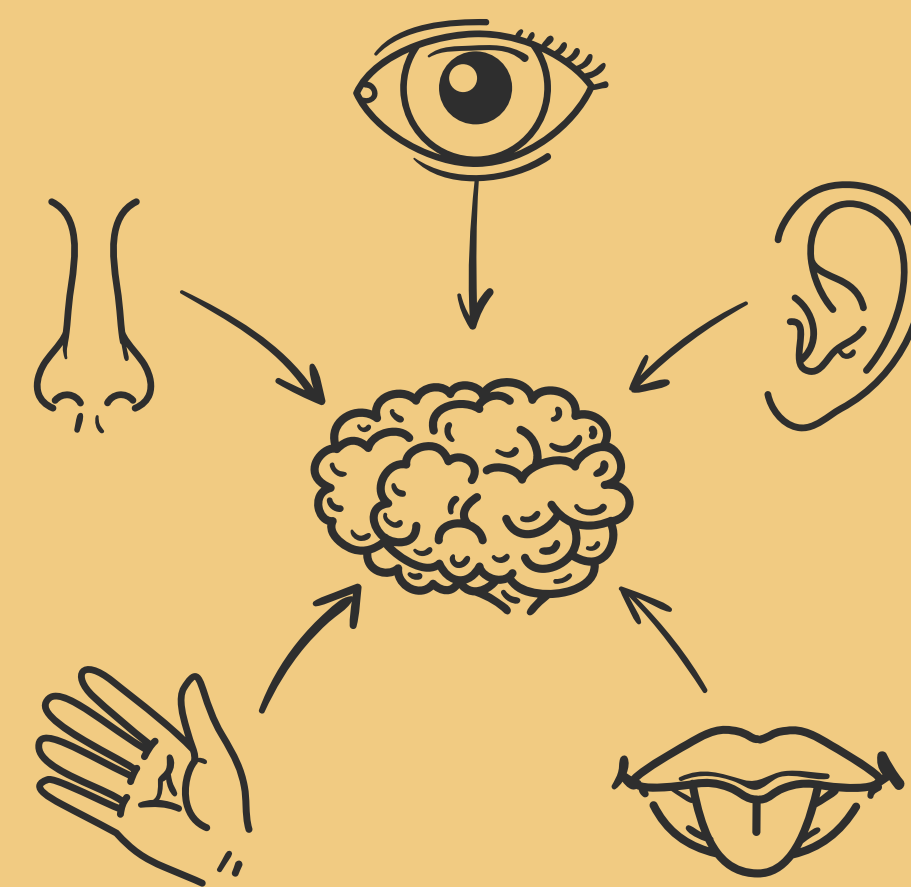


*Animal walks, wall push ups, chair push ups, complete writing on the wall or slanted binder
Make letters with your bodies to learn alphabet ("YMCA")



SENSORY PROCESSING

How we process input from our environment and use it to regulate our nervous systems.



Vestibular (awareness of our body in space)

Proprioceptive (pressure to muscles and joints)

Tactile (touch)

Visual (sight)

Hearing (sound)

Taste

Smell

Interoception (internal body sensations)

*A child that needs more input, may be sensory seeking and distractible until they receive the input.

*Provide frequent movement breaks during seated tasks



BILATERAL COORDINATION

Our brain's ability to coordinate the left and right side of our bodies and use them together.

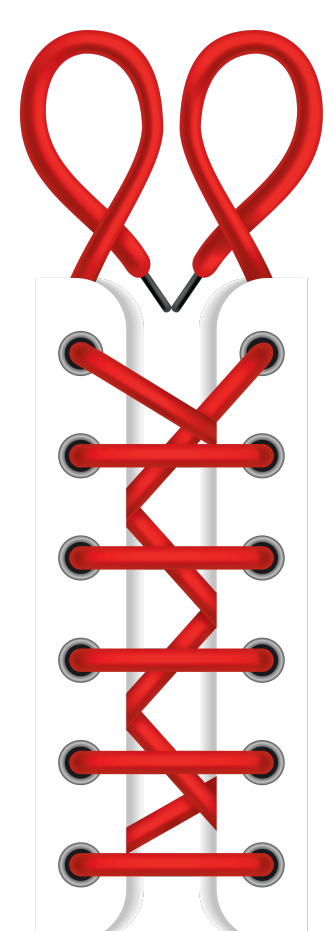
Management of school supplies/materials

Cutting/scissor skills

Stabilizing paper while handwriting

Stabilizing an object with one hand while using the other to complete a task (lacing, tying, buttoning, etc.).

*Cut out grocery store coupons *Use a rolling pin or soup can to roll out play doh



EXECUTIVE FUNCTIONING

Emotional regulation

Attention

Planning

Initiation of tasks

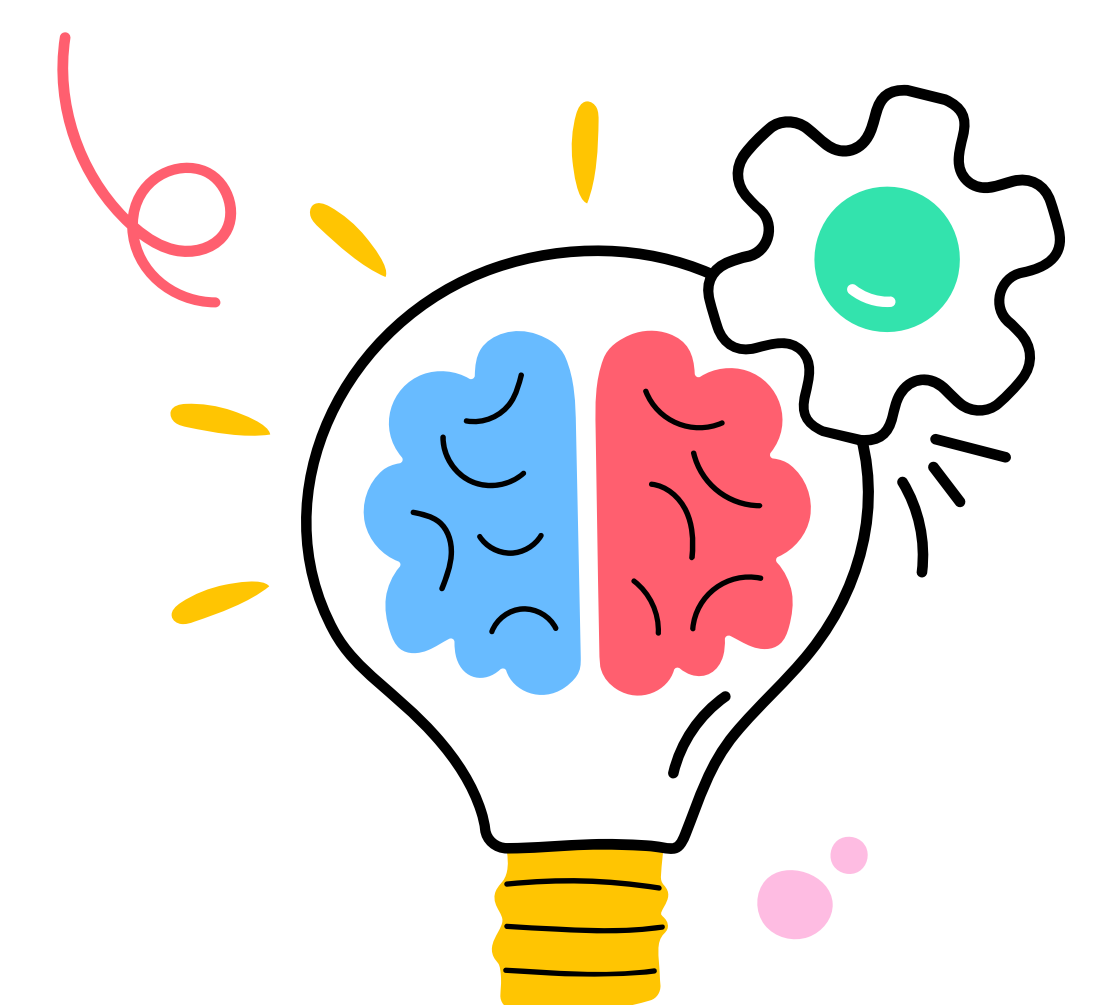
Organization

Execution of tasks

Completion of tasks

• Use visual schedules

• Play a memory game (visual memory sequence)



SELF-CARE OR ACTIVITIES OF DAILY LIVING SKILLS (ADLS)

Hand Hygiene, Feeding/Eating, Dressing, and Toileting.

May address these if they influence academic functioning

