



# Occupational Therapy

## کاردرمانی

دکتر احمد محمدی

استادیار گروه کاردرمانی، دانشگاه علوم پزشکی تبریز



# Occupational Therapy (OT)

- ▶ OT is the art and science of helping people do the **day-to-day activities** that are important and meaningful to their health and well-being through engagement in valued occupations.
- ▶ The primary goal of occupational therapy is to **enable** people to **participate** in their activities of **everyday life**.

**Doing, Being, Becoming, and Belonging**

# History of Occupational Therapy

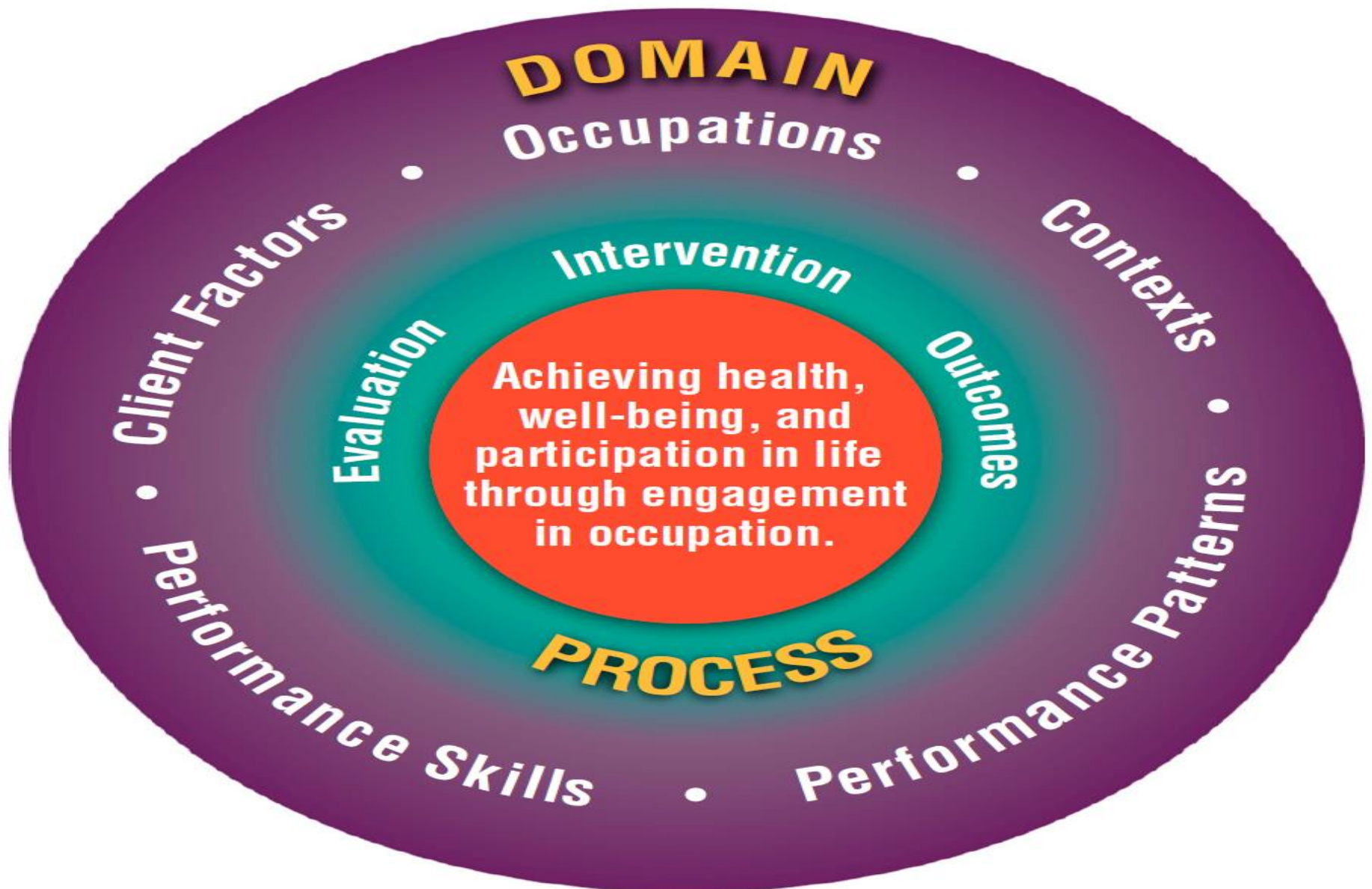
- ▶ Moral Treatment Movement (19<sup>th</sup> century)
- ▶ Arts and Crafts Movement (1890s)
- ▶ American OT Association (1917)
- ▶ Habit Training (1920s)
- ▶ The world wars and Occupational Therapy
- ▶ Occupational Therapy Today

# What Is Occupation?

- ▶ Groups of activities and tasks of everyday life, named, organized and given value and meaning by individuals and a culture.
- ▶ How people use or “occupy” their time.

**Activity → Task → Occupation**

# Occupational Therapy Domain & process



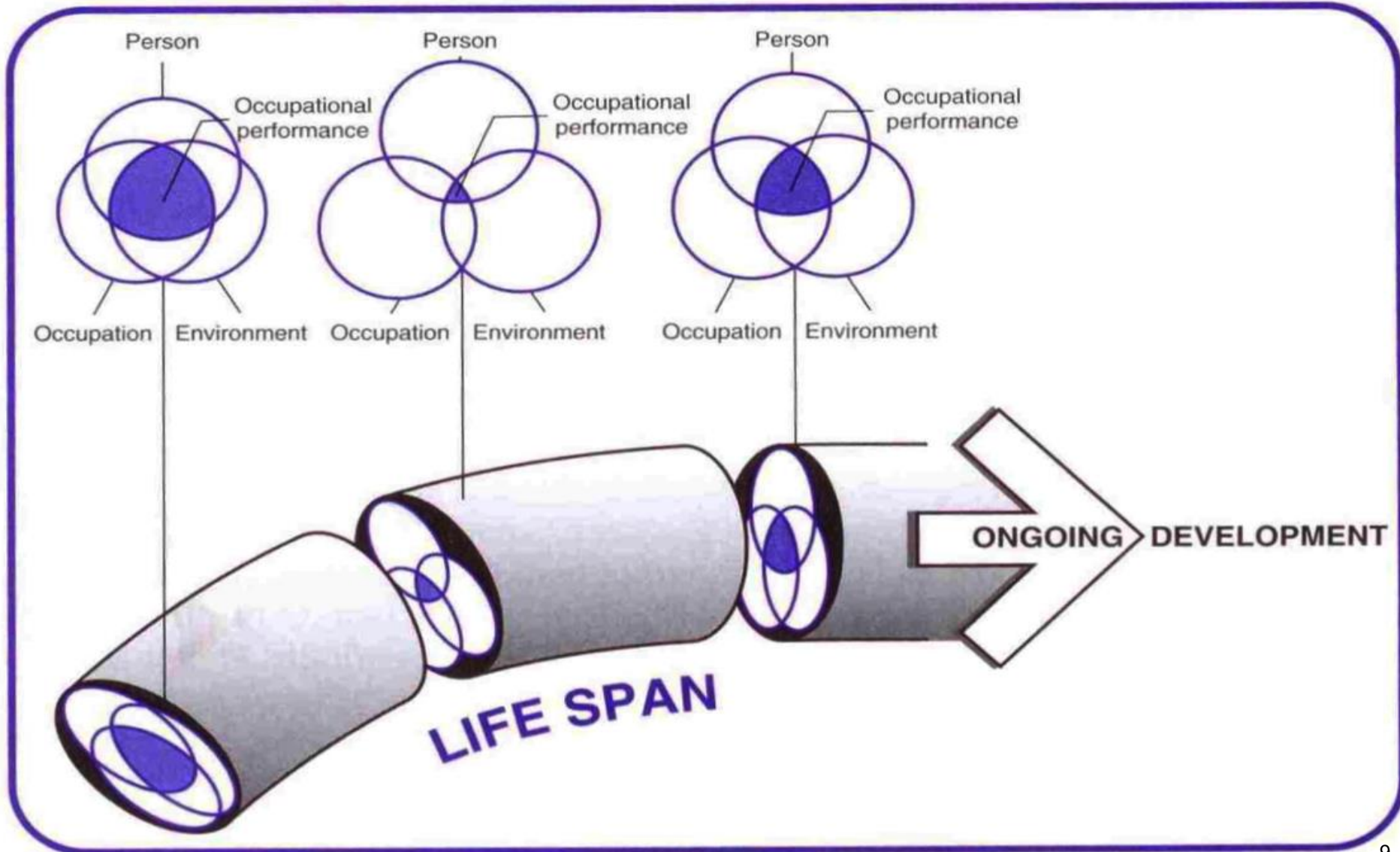
# Areas of Occupation

- ▶ Activities of Daily Living (ADL)
- ▶ Instrumental ADL
- ▶ Rest & Sleep
- ▶ Education
- ▶ Work
- ▶ Play
- ▶ Leisure
- ▶ Social Participation
- ▶ Health Management





# Occupational Performance



# Continuum of Care

- ▶ Pediatric Occupational Therapy:  
CP/ ADHD/ ASD/ LD/ SB/ DS/ ...
- ▶ Neurological Occupational Therapy:  
Stroke/ MS/ PD/ SCI/ ALS/ ...
- ▶ Orthopedic Occupational Therapy:  
Hand Rehabilitation/ ...
- ▶ Occupational Therapy and Mental Health:  
Mental disorders/ Psychiatric Rehabilitation
- ▶ ...

# Areas of Pediatric OT Services

- ▶ NICU
- ▶ Early Intervention
- ▶ School-Based OT
- ▶ Hospital and Pediatric Rehabilitation Services
- ▶ Outpatient Rehabilitation & Community Setting
- ▶ Home-Therapy Services
- ▶ ...

# OT Process

- ▶ Referral
- ▶ Evaluation/Assessment
- ▶ Goal setting/Treatment planning
- ▶ Intervention
- ▶ Re-evaluation
- ▶ Follow-up

# Prescribing OT Services for Children

- ▶ Therapy Discipline
- ▶ Child History: Name/ Age & ...
- ▶ Diagnosis or Description of Medical Condition
- ▶ Precautions & Restrictions
- ▶ Goal of Therapy
- ▶ Frequency & Duration of Treatment (if applicable)
- ▶ Specific Type of Therapy or Modality (if applicable)
- ▶ Signature / Date
- ▶ Follow-Up

# Sample Therapy Prescription

• Patient Name: \_\_\_\_\_ DOB: \_\_\_\_\_

• Physician: \_\_\_\_\_ Date: \_\_\_\_\_

• Diagnosis: \_\_\_\_\_

• Precautions: \_\_\_\_\_

• Type of Therapy: \_\_\_\_\_

• Frequency: \_\_\_\_\_ Duration: \_\_\_\_\_

• Therapy Goals: \_\_\_\_\_  
\_\_\_\_\_

• Modalities: \_\_\_\_\_

• Signature & Date: \_\_\_\_\_

# OT Evaluations

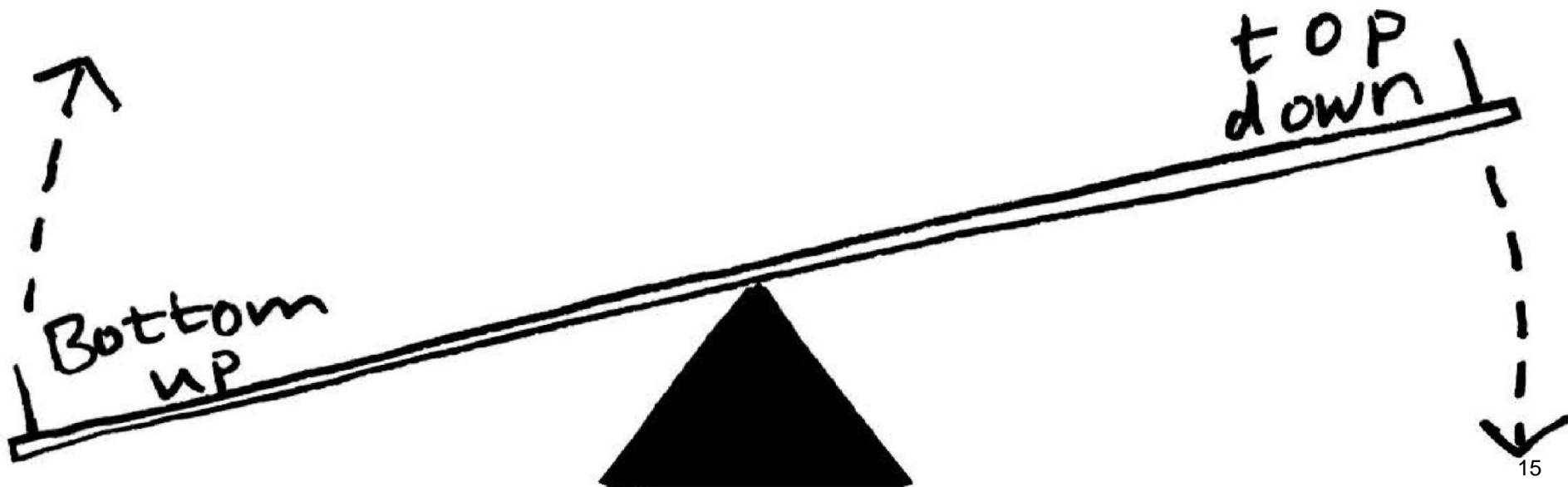
## ▶ Assessment of:

### - Personal Factors:

Body functions / Body structures / Participation

### - Activity Demands

### - Environmental Demands



# OT Evaluation in Pediatrics

## ▶ Standardized Tests

- Norm-Referenced Tests
- Criterion-Referenced tests

## ▶ Informal (non-standardized) Assessments:

- Gross & Fine Motor Assessment
- Muscle Tone & Strength Assessment
- Self-Care Assessment



**TABLE 6-1** Summary of Selected Pediatric Standardized Tests

Test	Age Range	Domains Tested	Sources of Information	Standard Scores Used	Duration of Test
Bayley Scales of Infant & Toddler Development Motor Scale (3rd ed.) (BSID-III)	1-42 mo	Fine Motor Subtest: Prehension, perceptual-motor integration, motor planning, motor speed Gross Motor Subtest: Static positioning, locomotion and coordination, balance, motor planning	Performance-based	Scaled scores Composite scores Percentile ranks Confidence intervals Growth scores Developmental age equivalent	15-20 min
Peabody Developmental Motor Scales (2nd ed.) (PDMS-2)	1-84 mo	Fine Motor Scale: Grasping, hand use, eye-hand coordination, manual dexterity Gross Motor Scale: Reflexes, balance, locomotor, nonlocomotor, receipt and propulsion	Performance-based	Z-scores T-scores Scaled scores Age-equivalent scores Developmental motor quotient scores	45-60 min for total test, 20-30 min for each scale
Miller Function & Participation Scale (M-FUN)	2 yr 6 mo-7 yr 11 mo	Fine Motor, Visual Motor, and Gross Motor subtests each assess aspects of four neurologic foundations: hand function, postural abilities, executive function and participation, nonmotor visual perception Test Observations: Examiner rating of child's behavior during testing session Home Observations: Caregiver rating of child's participation in activities of daily living (ADLs) and leisure activities at home Classroom Observations: Teacher or examiner rating of participation in classroom activities	Performance-based Context-based: examiner, caregiver, and teacher ratings	Scaled scores Confidence intervals Percentile scores Age equivalents Progress scores Criterion-referenced participation scores	40-60 min for performance activities 5-10 min for participation checklists
Bruininks-Oseretsky Test of Motor Proficiency (2nd ed.) (BOT-2)	4 yr 0 mo-21 yr 11 mo	Fine Manual Control: Motor skills for drawing and writing Manual Coordination: Motor skills for reaching, grasping, and manipulating objects; emphasis on speed, dexterity, and coordination Body Coordination: Motor skills involved in balance and coordination of upper and lower extremities Strength and Agility: Large muscle strength, motor speed, motor skills for maintaining body position for walking and running	Performance-based	Scale scores Composite standard scores Percentile ranks Total motor composite Age-equivalent scores Descriptive categories Confidence intervals	40-60 min for complete form; individual subtests can also be administered
Pediatric Evaluation of Disability Inventory Computer Adaptive Test (PEDI-CAT)	6 mo-7 yr	Social Function, Self-Care, and Mobility scales: Each scale is scored according to functional skills, amount of caregiver assistance, and modifications	Self-report: caregiver and/or therapist/professional ratings; can be completed by one or more respondents	Normative standard score Scaled score	40-60 min when scoring by caregiver report
School Function Assessment (SFA)	Grades K-6	Participation in nonacademic school tasks Task Supports: Five assistance and five adaptation scales Activity Performance: Physical tasks and cognitive-behavioral tasks	Self-report: teachers and other school staff ratings. Can be completed by one or more respondents	Criterion scores for each scale Cutoff scores for each scale for grades K-3 and grades 4-6	Total time 1.5-2 hr; 5-10 min per scale

*Continued*

**TABLE 6-1** Summary of Selected Pediatric Standardized Tests—cont'd

Test	Age Range	Domains Tested	Sources of Information	Standard Scores Used	Duration of Test
Sensory Profile (SP)	3-10 yr	Sensory Processing: Auditory, visual, vestibular, touch, multisensory, and oral sensory processing Modulation: Sensory Processing Related to Endurance/Tone, Modulation Related to Body Position and Movement, Modulation of Movement Affecting Activity Level, Modulation of Sensory Input Affecting Emotional Responses Behavioral and Emotional Responses: Emotional/Social Responses, Behavioral Outcomes of Sensory Processing, Thresholds for Response	Self-Report: completed by caregiver	Cut score and classification system based on normative information: typical performance, probable difference, definite difference	20-30 min
Adolescent/Adult Sensory Profile (AASP)	11 yr and up	Sensory processing categories—Taste/Smell, Movement (vestibular/proprioceptive), Visual, Touch, Activity Level, and Auditory—are evaluated for each quadrant: Low Registration, Sensation Seeking, Sensory Sensitivity, and Sensation Avoiding, on a neurologic threshold continuum and behavioral response/self-regulation continuum	Context-based self-report	Cut score and classification system based on normative information: Quadrant grid Quadrant summary Quadrant profile	10-15 min
Sensory Processing Measure (SPM)	5-12 yr (Grades K-6)	Social participation Vision Hearing Touch Body awareness Balance and motion Planning and ideas Total sensory systems	Self-Report: completed by caregiver (Home Form), teacher (Main Classroom Form), teacher and other school staff (School Environments Form)	Standard scores, T-score, percentile score (Home and Main Classroom Forms) Cutoff scores (School Environments Form)	15-20 min for Home and Main Classroom Forms 5 min for each of six rating sheets for School Environments Form
Assessment of Motor and Process Skills (AMPS)	3 yr and up	Motor and process skills in performance of basic and instrumental activities of daily living (IADLs)	Performance-based	ADL ability measure Logit scores for motor and process scales	30-40 min
School Assessment of Motor and Process Skills (School AMPS)	3-11 yr	Occupational performance in school motor and process skills in five classroom tasks: pen/pencil writing, drawing and coloring, cutting and pasting, computer writing, manipulatives	Performance-based	Logit scores for motor and process scales	30-40 min
Goal-Oriented Assessment of Life Skills (GOAL)	7-17 yr	Functional motor skills needed for activities of daily living	Seven gross and fine motor activities composed of 54 steps—small units of easily observed behavior based on childhood occupations: Gross Motor and Fine Motor Standard Scores and Progress Scores	Performance-based	45-60 min

# OT Interventions

- ▶ Restore / Establish
- ▶ Maintain
- ▶ Modify / Adapt
- ▶ Prevent
- ▶ Create / Promote
- ▶ Education / Consultation / Coaching

# OT Interventions

- ▶ Occupations & Daily Activities
- ▶ Sensorimotor Techniques
- ▶ Cognitive Approaches & Behavioral Strategies
- ▶ Assistive Technology & Orthotic Devices
- ▶ Positioning & Handling
- ▶ Selected Physical Agent Modalities
- ▶ ...

# OT Interventions

- ▶ Occupation as Means (therapeutic modality)
- ▶ Occupation as End (therapeutic goal)
- ▶ Occupation as Means and End

Play as a Mean ↔ Play as an End

Thank  
you

A watercolor illustration of a thin, brown branch extending from the bottom right towards the center. The branch has several small, light green leaves and two small, pink, bell-shaped flowers. The overall style is soft and artistic.