

# OCCUPATIONAL THERAPY: WHAT IT IS AND HOW IT HELPS ENHANCE PARTICIPATION OUTCOMES FOR CHILDREN WITH IDD

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**PODER**

PODER: PROMOTING OBESITY PREVENTION AMONG LATINX CHILDREN WITH  
DEVELOPMENTAL DISABILITIES AND FAMILIES THROUGH ENGAGED RESearch

## Criteria for participation:

**1**

They identify as a mother (or other female primary caregiver who has custody of child) of Latinx background

**2**

They have a child with IDD (specified below) between 6 and 17 years of age

**3**

The focal child has a diagnosis of ASD, Down Syndrome or Intellectual disability (ID)

**4**

The focal child is ambulatory



Families with more than one child with IDD that meets criteria, data will be collected on all children, but only once for caregiver

## Data Collection: Three Interviews

1

Informed consent, parental consent and child assent; demographic questionnaire; food frequency questionnaire; height and weight report; instructions and setup of using the accelerometers.

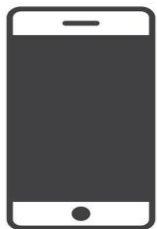
2

Questionnaires about child's health, health behaviors, home environment, quality of life (**Child should be present** if able to respond to PEDS quality of life questions)

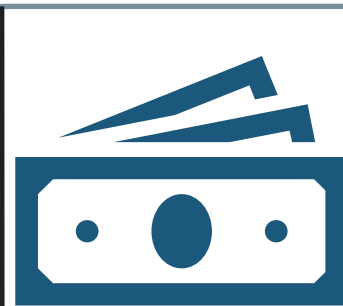
3

Questions about mom's quality of life, health and health behaviors, COVID-19 impact (**Child does not need to be present**).

# R2 DATA COLLECTION PROCEDURES



Phone interviews (3)



Caregivers will  
receive \$25 per  
interview (total  
\$75 gift c.)



Child will select  
small toy or gift  
(total 2)

# OBJECTIVES

- Define occupational therapy (OT)
- Describe what occupational therapists do
- Identify how OT can help children with IDD and their families
- Distinguish what OT services look like for children and families in different settings
  - At home
  - In school
  - In clinics
- Learn about the role of an OT in an IEP team and in Transition Planning

WHAT DO YOU KNOW ABOUT OCCUPATIONAL  
THERAPY?

# WHAT IS OCCUPATIONAL THERAPY?

- Occupations are...
  - The common and familiar activities that people do on a daily basis
  - Illness, injury, accidents, developmental delays and other life changes can disrupt valued and important occupations
  - Occupational therapy can help restore occupations or cultivate new occupations by incorporating familiar and valued activities in the rehabilitation process





# WHAT DOES AN OCCUPATIONAL THERAPIST DO?

- They help people across the lifespan:
  - Rehabilitate
  - Develop and
  - ImproveSkills to participate in activities that they want and need to do.
- We use daily activities in a way that is effective and specialized to help who we serve. At the same time, providing a challenge that is appropriate for the individual.



# WHO DO OCCUPATIONAL THERAPISTS WORK WITH?

With children and adults  
across the lifespan

With individuals and families

With organizations as  
advocates and/or  
consultants?



# WHAT CAN OCCUPATIONAL THERAPY DO FOR FOR CHILDREN WITH IDD AND THEIR FAMILIES?



# OCCUPATIONAL THERAPY CAN ADDRESS...



- Developmental needs e.g. facilitating movement to sit, crawl, or walk independently; developing the ability to care for oneself independently
- Educational Needs e.g. modifying curricula, the classroom environment, or learning activities to support participation in educational routines
- Emotional-Behavioral Needs e.g. developing the ability to cope with challenges, using calming strategies, building frustration tolerance, managing impulsivity







## morning routine

<input type="checkbox"/>		get dressed
<input type="checkbox"/>		eat breakfast
<input type="checkbox"/>		brush teeth
<input type="checkbox"/>		go potty
<input type="checkbox"/>		backpack/jacket
<input type="checkbox"/>		go to school

## COMMON INTERVENTIONS

- Adapting the physical environment at home, in school, or in the workplace
- Facilitating a social environment that is positive and fun
- Assessing the need for assistive technology or adaptive aids and modifying tasks as needed
- Trainings for caregivers
- Specialized interventions such as sensory integration



# OCCUPATIONAL THERAPY AT HOME

- Typically, available for younger children through early intervention services under IDEA Part C
- Begins when an infant or toddler demonstrates a significant delay in one or more of five developmental areas (cognitive, physical, communication, social or emotional, and adaptive) or is diagnosed with physical or mental condition that has a high probability of resulting in a developmental delay
- OT services focus on fostering a healthy bond between parent and child and promoting the child's development through use of occupations and by adapting the task and environment
- Services are designed to be culturally sensitive and client-centered
- **Evaluation and service coordination are provided at no cost to the family; a family participation fee may be applied based on family income and size.**



# OCCUPATIONAL THERAPY AT SCHOOL

- In general, it begins with the teacher, parent or other person involved who identifies a student who has challenges and requires an IEP.
- The interventions focus on increasing the capacity of the student to learn and function in the **school environment**.
- Therapy is provided in the classroom, in small groups, in the hallways, or any space that is available.
- Goals are revisited every 12 months.
- **Occupational therapy is free in public schools.** Some private schools also offer occupational therapy services on site.



# THE ROLE OF AN OT IN THE IEP TEAM





# OCCUPATIONAL THERAPY IN THE CLINIC

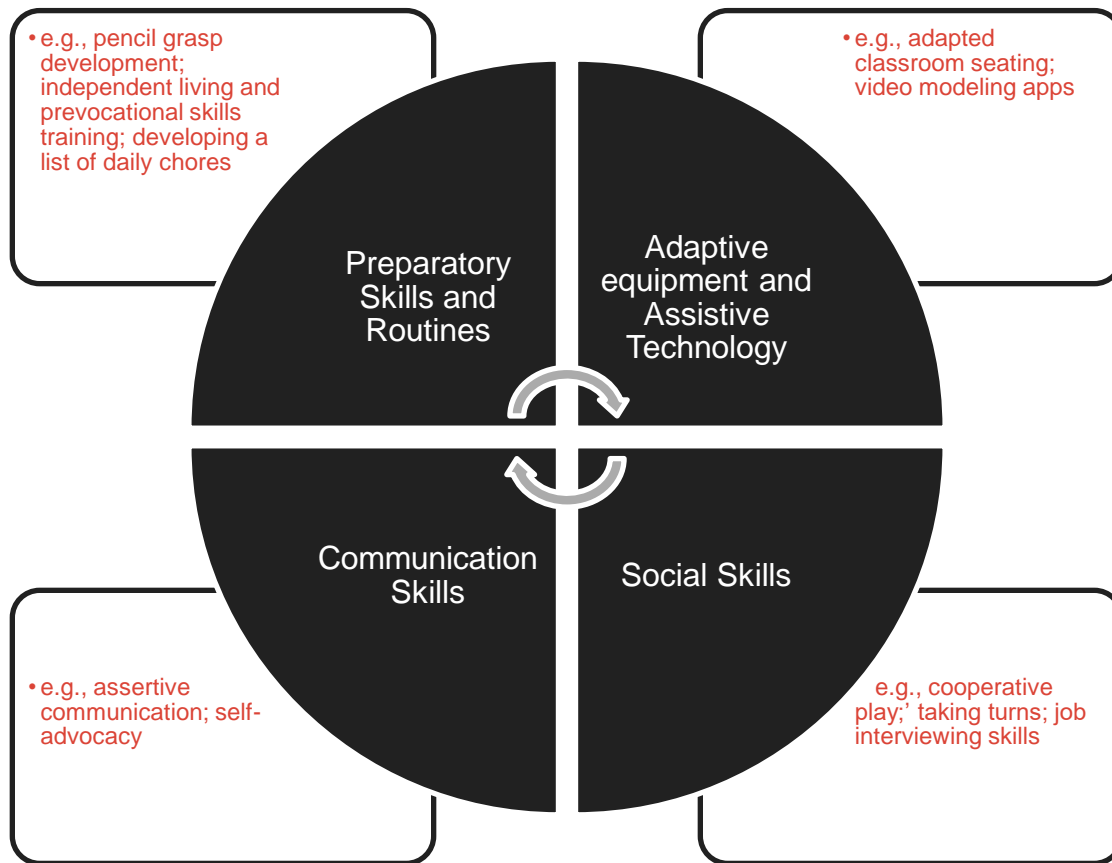
- In general, it begins with a diagnosis and a referral from a physician.
- The child will be evaluated by the OT to determine the specific areas of challenge with the goal to determine a treatment plan.
- The interventions focus on the challenges that the child may have in a variety of settings such as the home, school, and community setting.
- The objective of the interventions is to assist the child to **function in all environments**.
- Therapy is administered one-on-one in the clinic.
- **Costs are typically covered by insurance.**



# HOW OTs CAN HELP WITH TRANSITION PLANNING

What are transitions?

- Periods of significant change in a child/family's life
  - From early intervention (IDEA Part C) to school-based services
  - From high school to adult life
- The IDEA recognizes the particular importance of preparing children and families for the above transitions
- Early childhood transition planning must begin by age 2½ years for children exiting Part C services for Part B services.
- Secondary transition planning must begin by age 16 or earlier in some states.





HAVE YOU HAD THE OPPORTUNITY TO WORK WITH AN  
OCCUPATIONAL THERAPIST FOR YOUR CHILD?



# SOURCES

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QUESTIONS?

