

Student Treatment Plan

Basic Information	
Clinic	Peds Onsite
Client Number and Initials	Client 1; HH
Session Date	2/26/24
Student Clinician	Ashley Wright, OTAS
Supervising Therapist	Mary Pugh, COTA/L
Safety Issues/Precautions	Equipment when overstimulated
Client Goals	
1	
2	
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Occupations Addressed (OTPF 4 th - Table 2)	
	Activities of Daily Living (ADLs) —Activities oriented toward taking care of one's own body and completed on a routine basis
	Instrumental Activities of Daily Living (IADLs) —Activities to support daily life within the home and community.
	Health Management —Activities related to developing, managing, and maintaining health and wellness routines, including self-management, with the goal of improving or maintaining health to support participation in other occupations.
	Rest and Sleep —Activities related to obtaining restorative rest and sleep to support healthy, active engagement in other occupations.
X	Education —Activities needed for learning and participating in the educational environment.
	Work —Labor or exertion related to the development, production, delivery, or management of objects or services; benefits may be financial or nonfinancial.
X	Play —Activities that are intrinsically motivated, internally controlled, and freely chosen and that may include suspension of reality.
	Leisure —Nonobligatory activity that is intrinsically motivated and engaged in during discretionary time, that is, time not committed to obligatory occupations such as work, self-care, or sleep
X	Social Participation —Activities that involve social interaction with others, including family, friends, peers, and community members, and that support social interdependence

Intervention Plan	
Activity 1	
Estimated Time	7 min
Briefly Describe Activity	<p>Review rules from last time while sitting on yoga ball for proprioceptive input.</p> <p>Previous rules:</p> <ol style="list-style-type: none"> 1. T for "Stop" 2. Finish what we start 3. If it's not safe, we stop 4. Have fun 5. Treat others how you want to be treated 6. KYFHAAOTY
Ways to Grade Up	Modify the rule of "Stop" to "Stop and Freeze" (like freeze tag) Allow to modify or add other rules if appropriate and he wants to
Ways to Grade Down	Simplify the list to just the top 3: <ol style="list-style-type: none"> 1. T for "Stop and Freeze" 2. If it's not safe, we stop 3. Treat others how you want to be treated
Materials	White board and dry erase markers
Approach to Intervention (OTPF 4 th - Table 13)	Maintain
Activity 2	
Estimated Time	10 min
Briefly Describe Activity	Social story on deep breathing (see other attachment)
Ways to Grade Up	Discuss situations when he needs to practice deep breathing Practice it when reviewing the story
Ways to Grade Down	Just read the examples in the story
Materials	Print out of the social story
Approach to Intervention (OTPF 4 th - Table 13)	Establish, restore
Activity 3	
Estimated Time	5-10 min

Briefly Describe Activity	Have him draw visuals of what can help him remember to breathe deeply (flowers and candle)
Ways to Grade Up	Have him choose his own imagery
Ways to Grade Down	If he's not interested in drawing it, have a picture he can just color instead
Materials	Piece of paper for drawing Coloring page Markers, crayons, etc.
Approach to Intervention (OTPF 4 th - Table 13)	Establish, restore
Activity 4	
Estimated Time	15 min
Briefly Describe Activity	Practice deep breathing while either playing musical chairs or freeze dance. If musical chairs, then whoever is the one "out," has to teach everyone also how to deep breathe and do it together. If they freeze dance, while frozen, people have to deep breathe. If someone gets caught, they have to share when they might breathe deeply.
Ways to Grade Up	Musical chairs - if HH doesn't have a chair, he either can choose to deep breathe or share when he might need to breathe deeply. Freeze dance - HH has to share when he would breathe deeply every time the music stops.
Ways to Grade Down	Musical chairs - Only the person who doesn't have a chair has to deep breathe. Freeze dance - only the person who gets caught has to deep breathe.
Materials	Music Speakers Chairs Space
Approach to Intervention (OTPF 4 th - Table 13)	Establish, restore
Activity 5 (back-up)	
Estimated Time	10 min
Briefly Describe Activity	Play zones of regulation twister Teach zones of regulation. Then play twister and identify either what the emotion means and/or ways to regulate.
Ways to Grade Up	Create strategies that work for him (not just listed in videos, etc).

Ways to Grade Down	Just identify the emotion and what that feels like
Materials	Twister board and spinner Youtube videos to choose from: https://youtu.be/_zVCzusio-0?si=HGxlocQ73Ut-EdnM https://youtu.be/2Rk7sAJvaoo?si=bMk6-uc4JaizopSa https://youtu.be/Vs-MyQgfH3A?si=uABvUHn59iic39cA
Approach to Intervention (OTPF 4 th - Table 13)	Establish, restore
Clinical reasoning	
What Practice Model is guiding your treatment?	Sensory Integration
Write a paragraph (3-5 sentences) justifying your use of this Practice Model .	HH is learning how to emotionally regulate himself when he becomes overstimulated. Deep breathing will help him to calm down. He also needs higher proprioceptive input, which he will receive by sitting on the yoga ball and during musical chairs or freeze dance.
How are you going to make this intervention skilled?	Client will be educated on deep breathing exercises for emotional regulation. Interventions will be graded up and down to provide a "just-right" challenge.

Approaches to Intervention	Practice Models		
Create, promote	Behaviorism	Cognitive Disabilities Model	Motor Control/Motor Learning (Neuroplastic)
Establish, restore	Biomechanical	Cognitive Orientation to Daily Occupational Performance (Co-Op)	Neurophysiological (NDT, PNF, etc.)
Maintain	Biopsychosocial	Developmental	Occupational Adaptation (OA)
Modify	Canadian Model of Occupational Performance and Engagement (COPME)	Kawa	Person Environment Occupation (PEO)
Prevent	Cognitive Behavioral Therapy Model	Model of Human Occupation (MOHO)	Rehabilitative
	Sensory Integration	Other, please specify	