OCCUPATIONAL THERAPY & ATTENTION DEFICIT (HYPERACTIVITY) DISORDER

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OCCUPATIONAL THERAPY & SENSORY INTEGRATION

Definition of *Sensory Integration*:

The organising of information taken in by your:

- 5 Senses
- Vestibular System
- Proprioceptive System
Building Blocks of a Responsive, Integrated Sensory System

LEVEL 1
Sensory Information
- Traditional Senses
- Special Senses

LEVEL 2
Reflex Integration
- Postural Mechanisms

LEVEL 3
Perception

LEVEL 4
Academic Tasks
- Cognition
In most cases AD(H)D is treated by an Occupational Therapist as a secondary condition to other physical, cognitive and/or socio-emotional problems and disabilities!
OCCUPATIONAL THERAPY (O.T.) ASSESSMENT

The child has:

- Difficulty organizing work.
- Is easily distracted/Task impersistence (especially difficult tasks).
- Gives the impression that he/she did not hear the instruction.
- Makes careless, impulsive errors.
- Frequently calls out in class.
- Has difficulty waiting for his/her turn in group situations.
- Fails to follow through on teachers’ and therapists’ requests.
- Is unable to play games for the same amount of time as peers.
- Little sense of the overall task or the “whole picture”.
- High level of motor activity.
- Emotionally labile.
- Poor interpersonal awareness.
ASSESSMENT (2)

- “Low-tone child”
- Clumsy
- Dyspraxia
- Fine motor coordination/skills underdeveloped
- Visual Memory & other Visual Perceptual skills.
OCCUPATIONAL THERAPY AND AD(H)D

- Children with AD(H)D are often avoided in middle childhood because their behaviors disrupt organized group activities.

- Main aim = Activities that increase self esteem!

- The child must experience success in activity.
OCCUPATIONAL THERAPY AND AD(H)D

- Participation in Sport!
  - Self-confidence
  - Self-discipline
  - Social skills
  - Motor development
  - Concentration
ENVIRONMENTAL FACTORS AND THE STRUCTURING OF AN O.T. SESSION:

- Minimize visual and auditory stimuli.
  - Reduce clutter – in both the room and on learner’s desk.
  - Restrict visual field – screen 3 sides of learner’s desk.
  - Reduce mobiles/suspended equipment in treatment area.
  - Paint walls soft pastel colours – calming effect.
  - As therapist, wear conservative clothing and accessories. Speak in a calm voice to learner.
  - Play low background music or use “white noise” eg fans/fish tanks. Stimulates right brain hemisphere which will improve learning.
ENVIRONMENT AND STRUCTURE (2)

- Slanted desk top improves focus.
Make physical contact to get child’s attention.
Activities for short periods of time.
Encourage the child to finish a task.
Structure and routine! The session must be predictable for the child. He or she must know exactly what is expected of him/her. Be firm and consequent.
Built-in resting periods eg allow the child to stand up and go drink water.
ENVIRONMENT AND STRUCTURE
(4)
ADHD SPECIFIC!

High Level of Movement

Desk top Activities
ENVIRONMENT AND STRUCTURE
(5)
ADHD SPECIFIC!

- Punch bag.
  - Reinforce acceptable behavior
ENVIRONMENT AND STRUCTURE

(6)

ADHD SPECIFIC!

- Weighted Vests
CHOOSING O.T. ACTIVITIES!

- Deep Pressure
CHOOSING O.T. ACTIVITIES (2)

- Slow Rhythmic movements
- Linear movements vs Circular movement
Avoid activities that will increase activity level too much.

Any position where the head is lower than the heart.

- Normalize Muscle Tone
- Decrease Activity Level
CHOOSING O.T. ACTIVITIES! (4)

- Relaxation Therapy.
  - Parents
  - Child
CONCLUSION

- AD(H)D = a Multi-Disciplinary Approach!
thank you! 😊