If you are viewing this course as a recorded course after the live webinar, you can use the scroll bar at the bottom of the player window to pause and navigate the course.

This handout is for reference only. Non-essential images have been removed for your convenience. Any links included in the handout are current at the time of the live webinar, but are subject to change and may not be current at a later date.
Foundations for School Readiness:  
*Early OT Exposure (eOTe)*  
*A Mindful OT Screening & Intervention for the Young Child*

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Pennsylvania State University  
Community-Based OT Consultant

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**Learning Outcomes**

After this course, participants will be able to:

- Identify how to complete observation of spontaneous and second-natured skills of the occupational performance components of preschool and primary-aged children.
- Describe how to conduct an occupational analysis of toys, play activities, and educationally-related skills of preschool and primary-aged children.
- Recognize how to complete a fact-finding engagement process with the preschool and primary-aged child.
Story behind the eOTe

- As a school-based practitioner & educator, a need for a mindful occupation-based OT screening tool for younger child (preschool-primary).

- Screening tool that is helpful to OT Practitioners or the OTA/OT student during a FW I/II experience in assessing the strengths and needs of a child - based from the OT Practice Framework, 3rd Edition (2014) and PEOP Model (2005).

- The desire to assist educators, parents, caregivers, and student-learners with educationally-related activities, tools, and modalities – grounded in occupational performance, engagement in meaningful occupation & participation.

- To present a portfolio of occupation-based activities for the teacher & caregivers to utilize with children and/or child…soon after I spent time with the child(ren).

Dovetailing the Evidence with Practice

Conceptual Framework for the eOTe

- Therapeutic Use of Self
- Mindfulness
- PEOP Model
- OT Practice Framework
- Occupational Profile
- Engagement in Occupation
The Core of Occupational Therapy

**Therapeutic Use of Self**

...Use of self as a therapeutic agent is integral to the practice of occupational therapy and is used in all interactions with all clients (OTPF, 2014).

Mindfulness in OT Practice

*If you want to know me, then you must know my story,
for my story defines who I am.*

McAdams, 2003

Website - http://www.pasturepause.com

OT Practice Framework Short Form (2014) (PDF Included)

Overview of Occupational Therapy's Process

Types of OT Interventions

Occupational Performance/
Environment

Outcomes/Performance

Occupational Profile: Summary of Goals

Achieving Health, Well-Being, and Participation in Life Through Engagement in Occupation
Operationalizing the OTPF within the eOTe Portfolio Process

The OT Practice Framework was developed to articulate occupational therapy’s contribution to promoting health & participation of people, organizations, and populations through engagement in occupation (p.625).

The overarching statement – supporting health & participation in life through engagement in occupation – describes the domain of occupational therapy in its fullest sense (p.626)

Global areas of occupation will be:
- Education
- Play
  - Exploration
  - Participation
- Social Participation

Client factors of focus will include, but may not be limited to:
- Mental Function: Affective, Cognitive, Perceptual function
- Sensory Functions
- Neuromusculoskeletal & Movement-Related functions

The activity demands will depend upon the task.

The performance skills, which are the abilities of the child to engage in the meaningful occupation of work & play as a student, may include:
- Motor & praxis skills
- Sensory-perceptual skills
- Emotional regulation skills
- Cognitive skills
- Communication & social skills

The performance patterns of the child will focus on:
- Habits
- Routines
- Rituals
- Roles

Focus on the contextual and environmental strengths & challenges that impact involvement:
- Cultural
- Personal
- Temporal
- Virtual
- Physical
- Social
Further Operationalizing eOTe within the OTPFramework (2014, p. S10)

- EVALUATION & SCREENING
  - Occupational Profile
  - Analysis of Engagement in Occupations & Occupational Performance

- INTERVENTION
  - Intervention Plan
  - Intervention Implementation
  - Intervention Review

- OUTCOMES
  - Supporting health & participation - of the child - in Life through Engagement in Occupation

MORE DISTINCT AREAS OF OCCUPATION & PERFORMANCE ADDRESSED with the CHILD

- ADL & IADL’s
- Positioning & Mobility
- Play within Environment
- Learning everyday occupations in the educational environment
- Regulation of physical sensory input/output
- Organization of space, time & material management
- Social interaction
- Limited fine-motor & pre/handwriting, coloring, scissoring, etc.
- Emotional Regulation Skills expressing emotions or interpreting social cues
Occupational Profile

The occupational profile provides...an understanding of a client’s perspective and background...During the process of collecting this information, the client, with the assistance of the occupational therapy practitioner, identifies priorities and desired targeted outcomes that will lead to the client's engagement in occupations that support participation in life.

Only clients can identify the occupations that give meaning to their lives and select the goals and priorities that are important to them. By valuing and respecting clients’ input, practitioners...can more efficiently guide interventions. (AOTA, 2014, p. S13)


Engagement in Occupation

Performance of occupations as the result of choice, motivation, and meaning within a supportive context and environment. Engagement includes objective and subjective aspect of clients’ experiences and involves the transactional interaction of the mind, body, and spirit.

Occupational therapy intervention focuses on creating or facilitating opportunities to engage in occupations that lead to participation in desired life situations (AOTA, 2008).
PEOP MODEL allows for MINDFUL VIEW of CHILD in the EDUCATIONAL ENVIRONMENT

- Person
  - Child
- Environment
  - School/Classroom
- Occupation
  - Student
- Performance & Participation
  - What does the child need to do?
  - How is the child engaging – mind, body & spirit?
  - How can we assist performance & participation?

Relation to MTSS and RTI

Tier 1: Research-based Core Instruction
Tier 2: Targeted Interventions
eOTe Components

- eOTe Portfolio Activity Sheets (PDF Included)
- eOTe Box with Object-Performance Grid (PDF Included)
- AOTA Occupational Profile (PDF & link included)
- OTPF & PEOP Ponder-Points ... pause with the information.
- Collection of Artifacts from Teacher(s)
- SwifteOTe Project Box (intervention, examples provided)

AOTA OCCUPATIONAL PROFILE TEMPLATE

“The occupational profile is a summary of a client’s occupational history and experiences, patterns of daily living, interests, values, and needs” (AOTA, 2014, p. 512). The information is obtained from the client’s perspective through both formal interview techniques and casual conversation and tends to be an individualized, client-centered approach to intervention.

Each item below should be addressed to complete the occupational profile. Page numbers are provided to reference a description in the Occupational Therapy Practice Framework: Domain and Outcomes, 3rd Edition (AOTA, 2014).

eOTe Portfolio Activity Sheets

(PDF Included)
My Current eOTe Box
Flowing & Changing through the years...

pup not included...

eOTe Box with Object-Performance Grid
(PDF included)

<table>
<thead>
<tr>
<th>OBJECT</th>
<th>PERFORMANCE SKILLS</th>
<th>OTHER OBSERVATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>8&quot;超标尺</td>
<td>What does the child do with it?</td>
<td></td>
</tr>
<tr>
<td>Magnetic Upper Case cards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Magnetic Lower Case cards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sand abdominal rolling sheet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>check boxes with lid, bag, spoons, fork &amp; knife</td>
<td></td>
<td></td>
</tr>
<tr>
<td>assorted writing tools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>large pen &amp; pencil</td>
<td></td>
<td></td>
</tr>
<tr>
<td>small pen &amp; pencil</td>
<td></td>
<td></td>
</tr>
<tr>
<td>tape</td>
<td></td>
<td></td>
</tr>
<tr>
<td>small 8&quot; board games with 10 holes of cards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Race &amp; website with flip up</td>
<td></td>
<td></td>
</tr>
<tr>
<td>tracking markers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Tate markers
- Box of regular markers
- Box ofagine regular markers
- Pencils
- To do list grade
- Make it out of cards
- Regular pencil and cards
- Same or different game cards
- Use less game card - pencil deck
- Mix master & markers
- 1 type of pencil and markers
- Shaker tape
- Age balloons
- Map
- Primary/secondary
- Marker with round design
- Pencil holder
- Twisty toy
- Additional Observations
Tier I – Core Instruction

Example

- Kindergarten classroom(s)
- 1 hour session for 6 weeks.
- Work through paper-based eOTe Portfolio Activity Sheets
- Allow students to explore through the eOTe Box and use eOTe Object-Performance Grid with them individually and/or in small groups

Tier 2 – Targeted Intervention

Example

3 students from kindergarten class of 50. You want to work more closely with these students who demonstrate need for further exposure to occupational therapy.
Based on the outcome of the Screening, the OT Practitioner puts together a SwifteOTe Project Box for the student(s).

**In Brief: The Purpose of Creating the Early OT Experience (eOTe) Portfolio**

1) Link Skills to Occupationally-Relevant Activities the Student Engages in within the Educational Environment

2) In-depth View of Student’s Occupational Performance
   Actual and perceived perspective(s) of the student.

   Ongoing actions taken to influence & support improved student performance.
**Bottom-line**

**OTPF-Based Outcomes: eOTe Screening**

*Can be used to plan future actions with student(s) & to evaluate OT Delivery-of-Service*

- Occupational Performance
- Adaptation
- Health & Wellness
- Participation
- Occupational Justice
- Quality of Life
- Role Competence
- Self Advocacy
- Prevention

(OTPF, 2014, pp.S34-35)

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**Presentation References**


- Note: All images on powerpoint and handouts were retrieved from Unsplash which has a free-use policy OR created by Angie.
My hope is that this teaching-learning session, based upon the conceptual framework and artifacts of the eOTe... is helpful for your day-to-day school-based practice.

Feel free to contact me anytime – anh1@psu.edu

Namaste.

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It’s elementary: Foundations for school readiness Virtual Conference

Mon 8/6  Sensory Regulation and Yoga
 Britt Collins, MS, OTR/L

Tues 8/7  Visual and Fine Motor Skills
 Emily Dassow, OTR/L

Wed 8/8  Executive Functioning in the Classroom
 Cara Koscinski, MOT, OTR/L

Thurs 8/9 Early OT Exposure (EOTE), A Mindful OT Screening & Intervention
 Angela Hissong DEd, OTR/L, CMCP, CMMF, CIR

Fri 8/10 Embedding School Based OT into Elementary
 Melanie Wheeler, OTD