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Pediatric Teletherapy: Treatment Ideas Using Household Items

Tasha Holmes, MOT, OTR/L

CONTINUED

- Presenter Disclosure: Financial: Tasha Holmes has received an honorarium for presenting this course. Non-financial: Tasha Holmes has no relevant non-financial relationships to disclose.
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Learning Outcomes

After this course, participants will be able to:

- Identify what items are commonly found in most households.
- Identify ways to repurpose household items for pediatric teletherapy treatment interventions.
- Identify ways to implement teletherapy treatment interventions using repurposed household items.

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“Poverty is tied to structural differences in several areas of the brain associated with school readiness skills...development in these brain regions appears sensitive to the child’s environment and nurturance.”

Hair, N. L., Hanson, J. L., Wolfe, B. L., Pollak, S. D. (2015). Association of Child Poverty, Brain Development, and Academic Achievement. *JAMA Pediatr.*, 169(9):822–829. doi: 10.1001/jamapediatrics.2015.1475. Retrieved from <https://jamanetwork.com/journals/jamapediatrics/article-abstract/2381542>

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“These observations suggest that interventions aimed at improving children’s environments may also alter the link between childhood poverty and deficits in cognition and academic achievement.”

Hair, N. L., Hanson, J. L., Wolfe, B. L., Pollak, S. D. (2015). Association of Child Poverty, Brain Development, and Academic Achievement. *JAMA Pediatr.*, 169(9): 822–829. doi:10.1001/jamapediatrics.2015.1475. Retrieved from <https://jamanetwork.com/journals/jamapediatrics/article-abstract/2381542>

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Therapy Implications

- Practitioners should emphasize the use of activity- and occupation-based approaches to improve learning, academic achievement, and successful participation in school.

Cahill, S. M., & Beisbier, S. (2020). Occupational therapy practice guidelines for children and youth ages 5–21 years. *American Journal of Occupational Therapy*, 74, 7404397010. <https://doi.org/10.5014/ajot.2020.744001>

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Session Preparation

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Non-digital Material Suggestions

- White board
- Dry Erase Markers
- Books
- Coins
- Butter knives and/or other silverware
- Dark Colored Sharpie

Q1

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Teletherapy Preparation

- Prior to the session, determine what materials the child has at home.
- Consider positioning needs: will the child need to or should the child complete this in supine? If so, determine what other activities can be completed on the floor or in the same position to decrease the need to move the streaming device.
- Use premade slides so that you can reuse them and don't have to spend time manipulating the items.

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What materials are available to the child?

- Scavenger hunt
- Home Tour
- Materials Bingo
- Get the information from the parents
 - Parent checklist
 - Conversation
 - Ask the parent to send pictures

Q2

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Material Considerations

- Do you want to reuse the item more than once?
- Is it also needed for daily use?
- How often will the item be available?
- How should the session be structured to get the most use out of the item?
- Are the items perishable?

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Storage of Materials

- A shoebox
- Special drawer or cabinet

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Therapy Considerations

- Engagement in daily occupations should remain the central focus of goals and intervention. Practitioners should use manualized programs that have clear activity- and occupation-based strategies as opposed to those that are solely focused on performance skills or client factors.
- Practitioners should collaborate with clients and caregivers to establish meaningful occupation-based and achievable goals and use intentional strategies to maintain a collaborative relationship throughout the therapy process.

Cahill, S. M., & Beisbier, S. (2020). Occupational therapy practice guidelines for children and youth ages 5–21 years. *American Journal of Occupational Therapy*, 74, 7404397010. <https://doi.org/10.5014/ajot.2020.744001>

Q3

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Therapy Considerations

- Consistent caregiver training and instruction should be provided to promote carryover, and the power of the caregiver to effect change and support the child should be emphasized.

Cahill, S. M., & Beisbier, S. (2020). Occupational therapy practice guidelines for children and youth ages 5–21 years. *American Journal of Occupational Therapy*, 74, 7404397010. <https://doi.org/10.5014/ajot.2020.744001>

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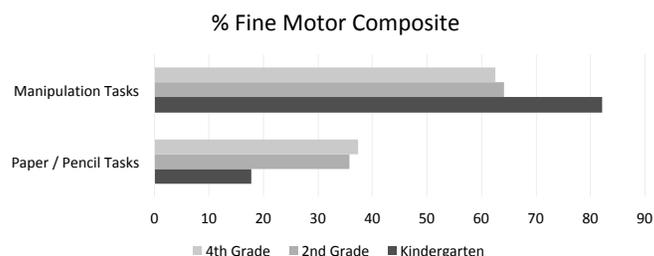
Therapy Considerations

“Interventions for children younger than age 3 should actively include parents during interventions and in home program development.”

Tanner, K., Schmidt, E., Martin, K., & Bassi, M. (2020). Interventions within the scope of occupational therapy practice to improve motor performance for children Ages 0–5 Years: A systematic review. *American Journal of Occupational Therapy*, 74, 7402180060. <https://doi.org/10.5014/ajot.2020.039644>

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Classroom Performance of Fine Motor Activities: Paper-and-Pencil Versus Manipulation Tasks



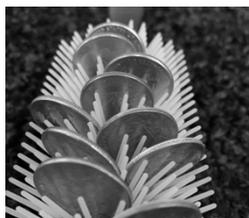
**Number of minutes and percentage of the school day are averages of the 2 observation days per grade.

Caramia, S., Gill, A., Ohl, A., & Schelly, D. (2020). Fine motor activities in elementary school children: A replication study. *American Journal of Occupational Therapy*, 74, 7402345010. Retrieved from <https://doi.org/10.5014/ajot.2020.035014>

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Stand the
Coins



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“Stringing Beads”

String Alternates

- Shoelace
- Q-tip
- Uncooked Spaghetti

Bead Alternatives

- Pull tabs
- Cheerios
- Keys
- Buttons

Q4

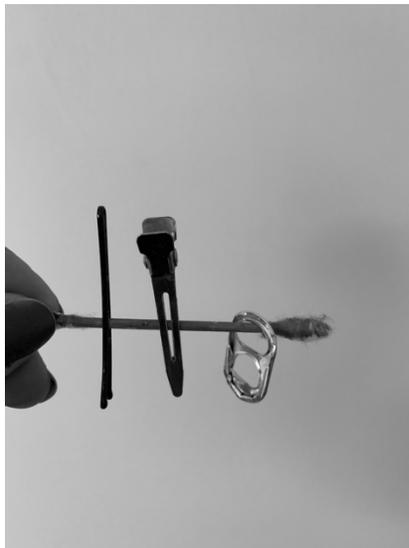
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“Stringing Beads”



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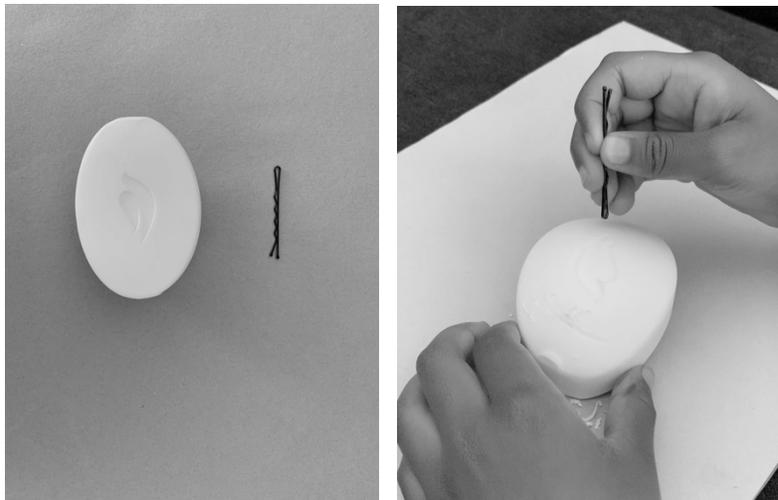


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Soap/Bobby Pin Activity Ideas

Suggestion 1

- White Soap- Making Snow
- Book- There Once Was A Lady That Swallowed Some Snow

Suggestion 2

- Green Soap- Cutting Grass
- Book- The Little Mower That Could

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Soap / Bobby Pin Activity Ideas

Suggestion 3

- Other Colors- Making ice cream, shaved ice, etc.
- Book- Splat the Cat: I Scream for Ice Cream

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Feed the...

- 1 Long Sock
- Something to feed the animal



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Activity Suggestions

- Couple with the book: *The Very Hungry Caterpillar*
- Couple with a feeding activity: Feed the animal first and then have the child put the sock on their hands to hold an eating utensil so that the animal can feed them.

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Activity Suggestions

- Use a plastic container for pushing buttons, coins, etc. into it.
- Pair it with one of the “If You Give a Mouse...” books/
- “Feed” the container each time you have to give the mouse something else.

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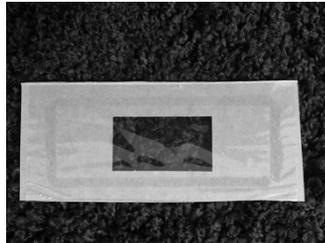
Pasta Boxes

- Cutting with resistance
- Reading Guide
- Writing Guide
- “Paper”

CONTINUED

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Reading Guide



Q5

continued

Writing Guide



continued

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Cereal Boxes

- Puzzles
- Hidden Pictures
- Cutting

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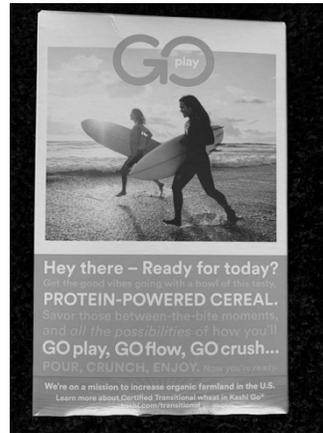
Teletherapy Tips

- Use the intact box first for visual perceptual activities.
- Next use it for handwriting/drawing.
- Then use it for cutting.

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Visual Perceptual Activities



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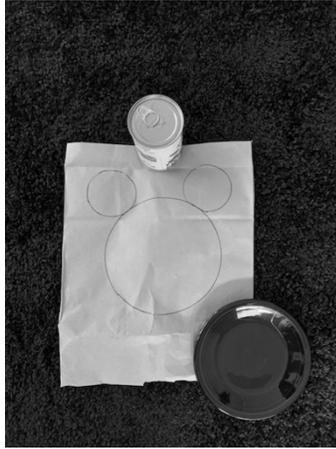
Handwriting Activities



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Drawing / Tracing



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Puzzle



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Teletherapy Tips

- Find an online picture or take your own picture of the intact cereal box to present as the finished model. Place it on a slide.
- Grade the task by having the puzzle boxes cut into smaller pieces or mixing up the pieces.

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- Therapeutic practice should be favored over sensorimotor approaches for the development and remediation of handwriting and literacy skills and performance.

Cahill, S. M., & Beisbier, S. (2020). Occupational therapy practice guidelines for children and youth ages 5–21 years. *American Journal of Occupational Therapy*, 74, 7404397010. <https://doi.org/10.5014/ajot.2020.744001>

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Writing Paper Alternatives

- Paper Bag
 - Junk Mail Envelopes
 - Receipts
-
- Best used with a pencil, pen, marker or crayon

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Writing Paper Alternatives

- Carpet

Writing Utensil Alternatives

- Finger
- Q-tip
- Coins
- Comb

Q6

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Writing and Drawing

Writing Paper Alternatives

- Sandwich baggie filled with lotion, conditioner, soap, etc.

Writing Utensil Alternatives

- Rattail / Pintail comb
- Coin
- Q-tip
- Bobby Pin

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Writing and Drawing



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Teletherapy Tips (Clinician)

- This is best demonstrated on a flat surface.
- Take into account how your second camera displays what you are writing to make sure the student is not seeing it upside down.
- If you are using an laptop, angle the camera toward your table and write the letters upside down so that they are right side up for the child.

Q7

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Teletherapy Tips (Child)

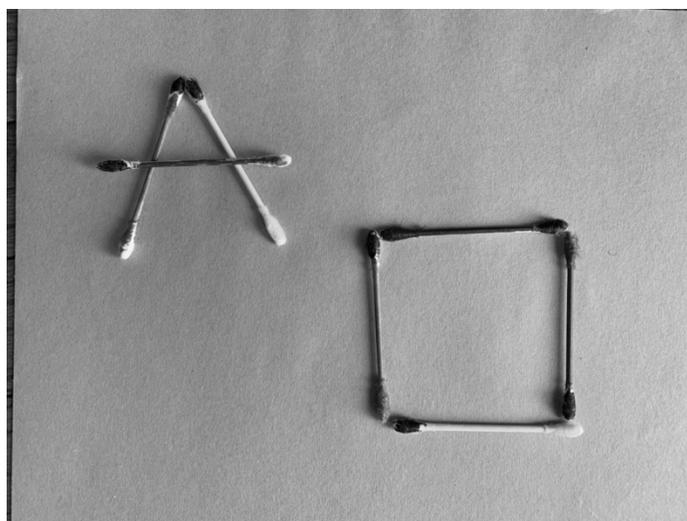
- Place the bag on a firm surface.
- Child can be in a seated position or in prone prop.
- If there is only one camera, angle it toward the child's hands. However, depending on the streaming device's angle, this may limit what the child is able to see on the screen.

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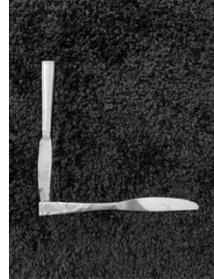
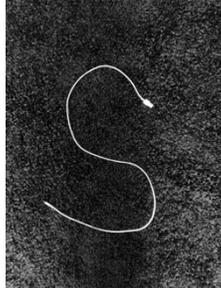
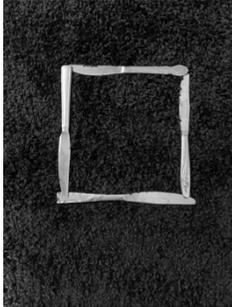
Building Letters and Shapes

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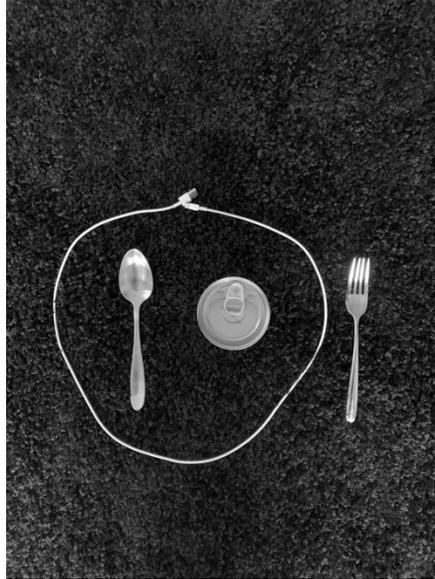


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Activity Suggestions

- Have the child make letters/shapes with the item and you can guess what it says/is.
- Have the child imitate what you are showing them using the same or their materials at home.
- For figure constancy, you and the child can use different materials for building.

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Teletherapy Tips (Clinician)

- Showing these on a slide may be better when time constraints are of concern and/or when you want the child to figure out how to construct what they see.
- Use of a second camera would be beneficial for step by step instruction. Separate slides can be made for step by step also.

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Teletherapy Tips (Clinician)

- You may want to give the parent a week notice so that the spaghetti can be purchased and then email a reminder to have it prepared.
- You can use an add on like mixmax to set an email to send in the future.

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Teletherapy Tips (Clinician)

- Spaghetti works best at room temperature. It can be prepared the night before the session and then refrigerated. However, ask to have it removed from the refrigerator 15 minutes prior to the session.

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Poor Postural Control

- Supine charades
- Supine dressing: Suggest showing a video of what to do.
- Tall knee positioning and working on chair, couch or coffee table. Walk parent through body positioning using visuals and verbal cues.

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Therapy Considerations

Regarding interventions to support mental health, positive behavior, and social participation: “Moderate to strong evidence supports the use of yoga and sports. Moderate-strength evidence supports the use of play and creative arts.”

Cahill, S. M., Egan, B. E., & Seber, J. (2020). Activity- and occupation-based interventions to support mental health, positive behavior, and social participation for children and youth: A systematic review. *American Journal of Occupational Therapy*, 74, 7402180020. <https://doi.org/10.5014/ajot.2020.038687>

Activity Suggestions

Activity

- Broom Hockey
- Laundry Basket Corn Hole or Basketball
- Floor Triathlon: Swim, Bike and Run

Add On

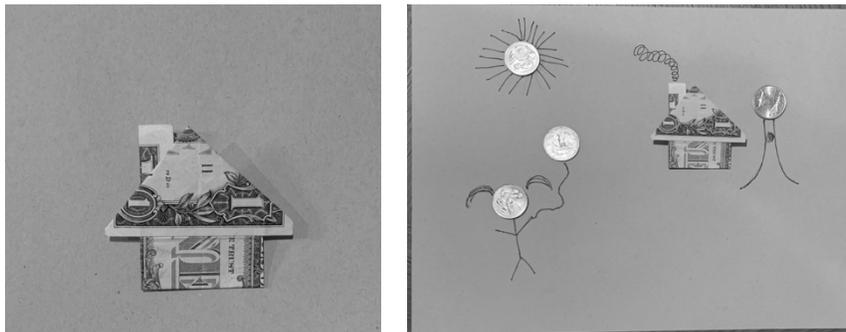
- Book: Swim, Mo, Swim
- Book: Don't Throw It to Mo
- Book: Ben's Adventures
- You Tube Yoga Video

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Origami

- Washcloth Origami
- Dollar Bill Origami (You can also use a store receipt)
<https://youtu.be/vZGpQ92GAcM>

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CONTINUED

- On the basis of the evidence, this guideline recommends that occupational therapy practitioners consistently collaborate with families and caregivers and provide services in the natural context of the desired occupation.

Cahill, S. M., & Beisbier, S. (2020). Occupational therapy practice guidelines for children and youth ages 5–21 years. *American Journal of Occupational Therapy, 74*, 7404397010. <https://doi.org/10.5014/ajot.2020.744001>

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Life Skills

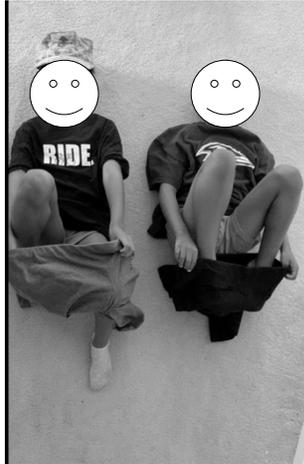
- Meal Planning / Cooking Activities
 - Find a recipe
 - Make a store list based on what is currently in the kitchen.
 - Check online to see if any of the items are on sale.
- Hanging and/or folding clothes
- Sorting money
- “Buying” therapy activities to practice money management.

Q9 and Q10

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Getting dressed Supine Race



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Activity Suggestion

- Getting dressed while in Supine
- Pick out one of the adult's shirts, hats, pants (and socks). This makes the clothing easier to put on.
- Shirt, then hat, then pants (you can also add socks)
- This can be graded using clothing with fasteners, stretchy pants vs. jeans, adding socks because it requires more range of motion.

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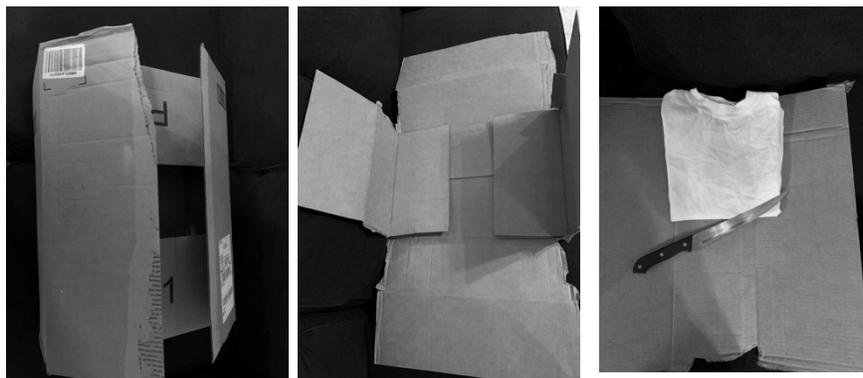
Activity Suggestion

- Skills-Athlon or escape room with multiple life skills challenges.

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DIY Cardboard Shirt Folder

<https://youtu.be/2oukO2qD4Os>



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Questions?

TashaTheOT@gmail.com

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References and Resources

Cahill, S. M., & Beisbier, S. (2020). Occupational therapy practice guidelines for children and youth ages 5–21 years. *American Journal of Occupational Therapy, 74*, 7404397010. <https://doi.org/10.5014/ajot.2020.744001>

Cahill, S. M., Egan, B. E., & Seber, J. (2020). Activity- and occupation-based interventions to support mental health, positive behavior, and social participation for children and youth: A systematic review. *American Journal of Occupational Therapy, 74*, 7402180020. <https://doi.org/10.5014/ajot.2020.038687>

Caramia, S., Gill, A., Ohl, A., & Schelly, D. (2020). Fine motor activities in elementary school children: A replication study. *American Journal of Occupational Therapy, 74*, 7402345010. Retrieved from <https://doi.org/10.5014/ajot.2020.035014>

Hair, N. L., Hanson, J. L., Wolfe, B. L., Pollak, S. D. (2015). Association of Child Poverty, Brain Development, and Academic Achievement. *JAMA Pediatr., 169*(9):822–829. doi: 10.1001/jamapediatrics.2015.1475. Retrieved from <https://jamanetwork.com/journals/jamapediatrics/article-abstract/2381542>

Tanner, K., Schmidt, E., Martin, K., & Bassi, M. (2020). Interventions within the scope of occupational therapy practice to improve motor performance for children Ages 0–5 Years: A systematic review. *American Journal of Occupational Therapy, 74*, 7402180060. <https://doi.org/10.5014/ajot.2020.039644>

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References and Resources

- Dollar Bill Origami <https://youtu.be/vZGpQ92GAcM>
- DIY Cardboard Shirt Folder
<https://youtu.be/2oukO2qD4Os>

CONTINUED

References and Resources

- Wicworks.fns.usda.gov
- Usa.gov

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