Co-Treating Hits the SPOT!

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Disclosures (Chatman)

- Non-Financial:
  - SHAA Volunteer: Past President, Membership Secretary, Ethical Practices Chair, DEI Committee Chair
- Financial:
  - I am an employee of Hoover City Schools.
  - I am not receiving payment for this presentation.

Disclosures (Smith)

- Non-Financial:
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- Financial:
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What is SPOT?

SPOT

S=Speech (& Language)

P=Physical

O=Occupational

T=Therapy

SPOT

Language

Receptive & Expressive Language

Motor

Gross and Fine Motor

Sensory

Sensory Input/Sensory Regulation

Whoa!

Can OTs and SLPs really work together?????

YES!!

02

SLP & OT Collaboration

Roles in the Schools

The American Speech Language Hearing Association (ASHA) states co-treatment is "when practitioners from different professional disciplines can effectively address their treatment goals while the patient is engaged in a single therapy session."

Roles in the Schools

In schools, OTs and SLPs may work simultaneously to target skills in their respective areas while working with one student or a group of students (Sanders, 2023).

Student Benefits
(Sanders, 2023)

- Maximizes therapy time
- More functional for students which may lead to higher carryover of skills
- Increased engagement of the student

Therapist Benefits
(Sanders, 2023)

- Providers can learn from each other
- Learning flexibility on targeting goals
- Supports behavior management
- Fun!

School Benefits
(Sanders, 2023)

- Promotes collaboration and a student-centered approach to learning
- Learning from other providers can increase sharing with other staff

SLP and OT Collaboration

"A collaborative approach between speech-language pathologists (SLPs) and occupational therapists (OTs) is a highly effective treatment strategy, as the combination of the two therapeutic approaches allows therapists to address most of the core deficits and differences attributed to autism spectrum disorder (ASD)" (Jordan & Lofand, 2013).

Readiness to Learn

- Before a child can learn (language, motor, etc.), the child must be in a position to learn.
- According to J. Halloran and C. Halloran, “Readiness to learn refers to the individual being at a state to receive optimal benefit from the learning experience” (2015).

Readiness to Learn

- “Only when practitioners consider all three factors (person, task, environment) can they assist people in achieving their optimal level of arousal for a task” (Schmidt, 2008; Halloran, J., & C. Halloran, 2015).
- When a child’s sensory system is not regulated, he or she cannot achieve and maintain the appropriate level of sensory regulation.
- Therefore, SLPs should collaborate with OTs to determine the child’s sensory processing skills and learn ways to provide sensory stimulation.
- “Effective collaborative treatment between OTs and SLPs lies in integrating sensory strategies into communication and evidence-based strategies, to allow individuals to maintain arousal, sustain optimal attention, react with expected emotions and affect, and engage purposefully in action as a response” (Jordan, Lofand, 2013).

03

Sensory Processing

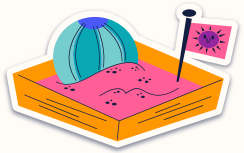
What is it? What is the difference between Sensory Processing and Sensory Integration?

Sensory Processing and Sensory Integration are the same thing.

Sensory processing is defined as the organization of sensory information from the body and the external world that allows a person to interact effectively with their physical and social environments (Ayres, 2005; From: Encyclopedia of Infant and Early Childhood Development (Second Edition), 2020.)

In order to understand how all this works, let's look at our sensory systems. How many are there? 1,5,7,8,10? We also should understand that all these systems need to work together for regulation.

TOUCH

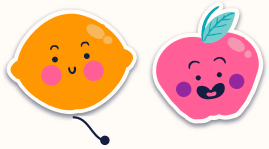


The ability to perceive an object or other stimulus that comes in contact with the surface of the skin. (AP Dictionary of Psychology)

One of the traditional senses we are taught about in school. It is our tactile sense. It helps us feel pain and temperature. It helps us discern what we are touching or holding.

TASTE

The sense that perceives and distinguishes the sweet, sour, bitter, salty or umami quality of a dissolved substance and is mediated by taste buds on the tongue. (Merriam Webster)



Things that attribute to taste may not be just flavor but texture or temperature as well.

SMELL (OLFACTORY)

To perceive the odor or scent of through stimuli affecting the olfactory nerves: get the odor or scent with the nose (Merriam Webster).

Identifies good smells/bad smells
Helps our brain get information about our environment.

VISION

The special sense by which the qualities of an object (such as color, luminosity, shape and size)constituting its appearance are perceived through a process in which light rays entering the eye are transformed by the retina into electrical signals that are transmitted to the brain via the optic nerve. The act or power of seeing. (Merriam Webster)

Vision is thought to be one of the strongest senses for information on the environment. Thoughts?

HEARING (AUDITORY)

The process, function, or power of perceiving sound. (Merriam Webster)

Hearing or auditory helps with academics such as hearing directions, hearing your name called, environmental sounds. Hearing helps with social cues and helps perceive danger. (Inspired Treehouse)

VESTIBULAR

The inner ear is the primary organ for collecting vestibular information. Our vestibular system helps us with gravity, movement and balance. It helps keep us balanced, standing/sitting upright and understanding our spatial orientation. It also helps with coordination. It notifies our brain about movement and gravity changes. (Pathways.org)

Examples of vestibular activities:
-rocking
-swinging
-rolling
-spinning
-dancing
-gymnastics
WARNING: Certain vestibular activities such as swinging may trigger seizures for people with certain diagnoses such as epilepsy.

PROPRIOCEPTION

It is your body's ability to sense movement, action and location. (Web MD) Also known as the body awareness sense. It helps our brain know where our body is in space. The cells in our body that sense proprioception are located in our joints.

It is different from touch because the information comes from our joints and muscles not our skin.

It helps us know where our feet are in walking. This sense helps us know how much force to use say in opening a jar or a door. It helps with balance.
Works closely with our Vestibular sense.

INTEROCEPTION

This system is made up of sensors that let us know what we are feeling internally. Examples would be hunger, thirst, needing to go to the bathroom, sensing heart rate and respiration. (Inspired Treehouse)

It alerts us when something is off and we need to take action. For example if we are thirsty, we get a drink, if we are anxious, we could be alerted to take deep breaths.

1,2,3,4...8?

What happens when one or more of these senses are not working as intended? Then you have trouble with sensory processing.
What can we do? Why is OT important in this process?

04

SPOT
Lessons/Collaboration

Our SPOT Design

- 2 SPOT lessons weekly
  - Functional Skills Classroom
    - 12 students
      - Down syndrome, epilepsy, Autism, Cerebral Palsy, & other exceptionalities
    - OT, PT, SLP
  - Mini-SPOT
    - 7 students who are in the general education classroom but receive special education services
    - OT, SLP
    - Speech Therapy Resource room

Visual Schedule

1. Hello Song
2. Movement Song
3. Adapted Book
4. Fine Motor Activity
5. Gross Motor Activity
6. Goodbye Song

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Visual Schedule

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Goals

- Increasing pragmatic functions (greetings)
- Social-interaction
- Following directions
- Sensory

Visual Schedule

1. Hello Song
2. Movement Song
3. Adapted Book
4. Fine Motor Activity
5. Gross Motor Activity
6. Goodbye Song

Goals

- Following directions
- Coordination
- Sensory

Visual Schedule

1. Hello Song
2. Movement Song
3. Adapted Book
4. Fine Motor Activity
5. Gross Motor Activity
6. Goodbye Song

Goals

- Participation in reading
- Answering WH-questions about a story (including inferences)
- Attention/Focus
- Comprehension
- Following directions (Take off, put on)
- Fine motor skills

Visual Schedule

1. Hello Song
2. Movement Song
3. Adapted Book
4. Fine Motor Activity
5. Gross Motor Activity
6. Goodbye Song

Goals

- Fine-motor skills(depending on targeted goals)
- Eye-hand coordination
- Strengthening
- Bilateral activities
- Following directions
- Language stimulation

Visual Schedule

1. Hello Song
2. Movement Song
3. Adapted Book
4. Fine Motor Activity
5. Gross Motor Activity
6. Goodbye Song

Goals

- Gross Motor skills
  - Balance and coordination
  - Posture
  - Strengthening
  - Range of motion
  - Core stability
  - Reciprocal play

Visual Schedule

1. Hello Song
2. Movement Song
3. Adapted Book
4. Fine Motor Activity
5. Gross Motor Activity
6. Goodbye Song

Goals

- Increasing pragmatic functions (greetings)
- Social-interaction
- Sensory/Coordination
- Terminating a task
- Interaction with others

SPOT SAMPLE LESSON

Theme: Brown Bear

Hello Song

https://www.youtube.com/watch?v=fN1Cyr0ZK9M

Movement Song

https://youtu.be/QoundqImq7Q?feature=shared

Adapted Book

"Brown Bear, Brown Bear"
By: Bill Martin Jr., Eric Carle

Fine Motor/Sensory

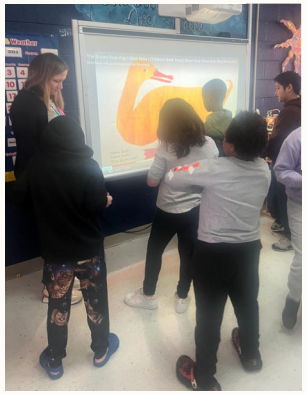
- Paint with a duck
- Tear paper and paste
- Paint with a feather
- Etc.

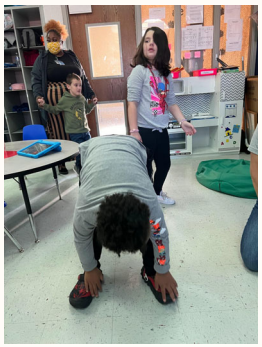
Gross Motor

Brown Bear Movement Game

Goodbye Song

Movement Song



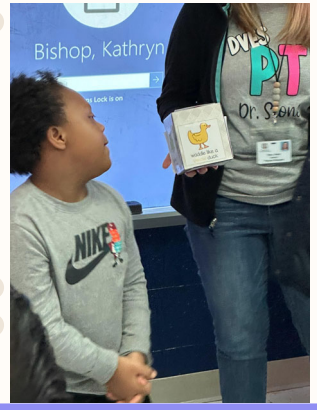


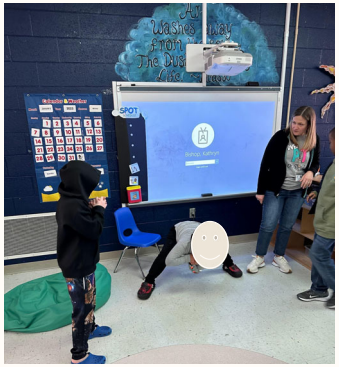
Adapted Book

Adapted Book

Fine Motor

Gross Motor Game





SPOT SAMPLE LESSON

Theme: Winter/Snow

Hello Song

https://www.youtube.com/watch?v=fN1Cyr0ZK9M

Movement Song

https://youtu.be/C0tVmABwMPs
https://youtu.be/C0tVmABwMPs

Adapted Book

"There Was a Cold Lady Who Swallowed Some Snow"
By: Lucille Colandro

Fine Motor/Sensory

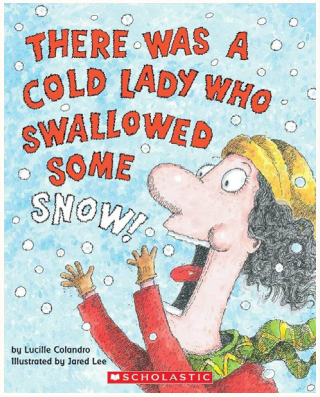
- Make snow
- Play in the snow
- Make a snowflake

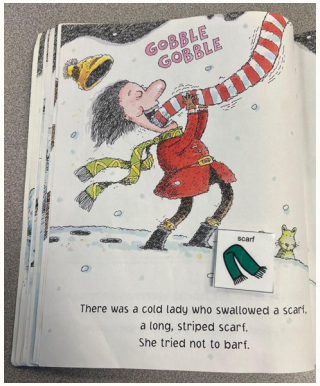
Gross Motor

Throw snowballs & knock down the snowman

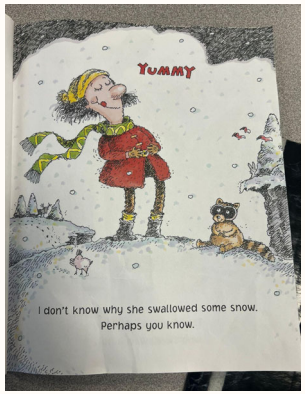
Goodbye Song

Adapted Book

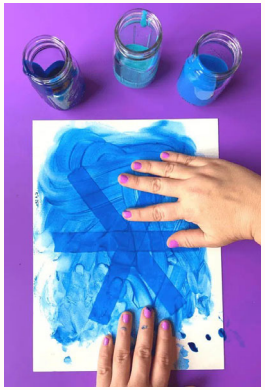




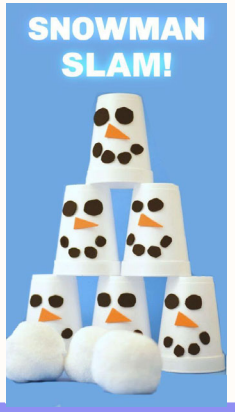
Adapted Book



Fine Motor



Gross Motor Game



Other SPOT Lessons

Your turn!

Questions??

Thanks!

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