

Reason/Source of OT referral: Social Withdrawal and refusing to attend school.

Chief Concern/Client's personal Goal: I want to finish school."

Occupational Functioning:

At the time of the assessment individual is in comfortable clothing and appears showered with good hygiene. He states for play leisure he will go outdoors and enjoys hunting with his family.

ADL's and IADL's: Need more specific information on a.m. and p.m. routine including bathing, sleep hygiene, eating, and activity in the home. Explore individual's participation in cooking, driving, budgeting, shopping, medication management, laundry, and housekeeping.

Performance Patterns:

Individual's habitual behaviors include a long history of sports in school primarily basketball staying after school regularly. He attends church on the weekends with his family. John utilizes music for comfort and enjoyment to and from school while riding the bus. He helps on the family farm about one hour per day during the week and as needed on the weekend.

Current Roles: Son, student, worker, athlete, friend

OT Assessment Results Summary:

Through formal observation, completion of the Sensory Profile, Allen Cognitive Level Screen, Executive Skills Questionnaire, and Occupational Self-Assessment a plan was created for John.

ACLS and Executive Skills

5.6/5.8 looks at his cognitive abilities in regard to reasonable functional performance and expectations. He is able to live independently or with others, learning and following directions and precautions, ability to integrate previously learned information, and awareness of primary direct effects of actions and ability to adapt performance to improve immediate outcomes, and collaborating with others in situations.

Individual demo impulsiveness in decision making, decreased problem solving, and decreased tolerance for social situations involving 2 or more individuals at times of higher stress or when in a sensory hyper-aroused state.

Sensory Profile and Self-Assessment

Results of the Sensory Profile indicate more than most for Sensory Sensitivity in regard to sounds and touch. His mother and father were either equal to most in all sensory areas or more than most in low registration in which his mother takes longer to respond to information most others notice.

Family consultation with the Occupational Therapist with psycho-education on the unique makeup of each of our sensory nervous systems provided a way to support a more comfortable to all way of communicating with each other in the home.

(The suggestions for accommodations have taken into consideration family resources and EASA's access to supplies. Some alternative suggestions have been provided below:)

Accommodations for the home:

A knock on the door prior to entering any room that John is in to not startle him, always making sure he is aware of this before starting a conversation.

Bulbs in the home put on a dimmer to maintain warmer lighting throughout
Could turn on lights in the corner of the room versus any overhead lights
Could explore lower watt bulbs for his bedroom and the living area

Radio only to be put on in the afternoon hours with one source of sound at one time versus radio and TV. With designated quiet time for 2 hours every evening around dinner time.

Access to heavy blankets in the living room and for his bed for use to calm his body when he notices he starts to have racing thoughts, feels anxious, or disorganized.

If blanket not accessible adding a 1\$ rice bag to a pillow to add weight
It is possible to add rice in varying sections to a blanket
Aide individual in which blankets that exist in the home are heavier that might work better for his bed

A whiteboard individually filled out at the end of the day, highlighting the plan for the following day to aide in preparation and organization as a family
Monthly calendars are also available at the Dollar store
Team member could print off blank calendars off the computer to be filled in

Accommodations for school:

Consultation with the school and counselor made in regard to his impulsive tendencies/ response inhibition during times of stress, to help him avoid abruptly leaving school. Incorporation of sensory strategies for accommodations to increase his internal comfort and overall regulation. Note there is not a current 504 plan or IEP for individual and may need EASA to advocate for one to support his goal of "I want to finish school".

Individual used one ear plug to the side of the door to decrease distraction and maintain focus
Suggest team has a foam ear plug supply for clients
(for help with sleep, home, movies, school, walking between classes, bus)
Individual could use headphones or headphone ear piece with calming music or white noise

A room near the main office was designated as his "sanctuary" space whenever he feels overstimulated or a desire to leave the school

Individual was given homework by the teacher in written versus verbal format

Individual will place his backpack on his lap during study time as needed to aide in calming his nervous system down

May want to add more books to add weight

Individual has a bead bracelet he wears that he spins or counts beads to calm himself in the classroom, with an extra one in his desk as back-up

May make this himself, EASA fund for beads, number of beads may have significance

Accommodations for work:

Consultation with the employment specialist on individuals learning style to create a systematic linear visual approach to managing lumbar accounts. Special considerations included ways to manage sound in the work environment, and completing most of his job in stand including the books for the mill versus seated, as this aided in his sustained attention to complete the task.

Through incorporation of these strategies individual and family noticed an improvement in his overall organization, problem solving, identifying his emotions, his awareness of others emotions, and his overall engagement socially increased to getting together with friends 1-2x per week.