Objectives

- Participants will learn basic steps to consider when supporting literacy
- Participants will learn what to consider for visual supports to literacy
- Participants will learn fine motor activities to consider when working on visual motor skills
- Participants will learn tips and strategies to consider when teaching literacy to non-verbal children

Objectives

Participants will learn how to support teachers with lesson plans specific to literacy

Participants will learn multi-sensory ways of teaching literacy

Participants will learn about positioning to support learning

At the Conclusion

- Understanding OT role as the literacy team leader
- Understanding the use of visual, motor and cognitive skills
- Understanding the need for team collaboration

WHAT IS AUTISM

- Definition of AI : Autism or Autism Spectrum Disorder (ASD) refers to a complex developmental disability that affects individuals to varying degrees. Individuals with autism present with challenges in social interaction, communication, sensory processing, cognitive skills, attention and focus as well as repetitive behavior patterns. The DSM-5 (Diagnostic and Statistical Manual of Mental Disorders 2013) Autistic Disorder, Asperger's Disorder and PDD-NOS are replaced by the diagnosis of Autism Spectrum Disorder.
- CDC: Persistent deficits in social communication and social interactions. Deficits in social-emotional reciprocity, deficits in nonverbal communication, (poor eye contact, gestures, expressions and body language). Deficits in maintaining and understanding relationships. Repetitive stereotyped motor movements with needed for sameness and adherence to rituals and routines. Hyper- or hypo reactivity to sensory input.
- Refer to handout

SYMPTOMS

- social impairments
- cognitive impairments
- communication difficulties
- repetitive behaviors

Today's focus …….

- The ability to read, write, speak, listen, and use technology at a level that allows the individual to solve problems, participate fully in their environment/community and achieve functional life goals.
- Wikipedia states modern terms go beyond reading and writing. Literacy also includes the use of number, image, language, computers and other basic means to understand, communicate and obtain useful knowledge to achieve problems solving skills. Current issues regarding literacy today include computer, informational, and technological literacy.
- Literacy is part of life's occupation.

Literacy Today's Focus

- Receptive Understanding:
    1. pictures
    2. words
    3. sentences

    4 stories

Expressive:

1. reading (vision)
2. written
3. spelling

Literacy Continuum Process:

- Brain
- Sensory (input/Output)
- Reflexes
- Position – prepare for learning
- Scale
- Approach to literacy intervention (therapy, lesson plan, classroom support, home program and tools to consider)

What is the function of reflex

- The function of a reflex is to maintain ***homeostasis***.
  - Removes body from painful stimuli that could cause tissue damage.
  - Minimize any damage to the body from potentially harmful conditions, such as touching something hot.
  - Prevents body from suddenly falling and moving.
  - Maintains blood pressure, breathing rate, water intake, blood carbon dioxide levels (yawning), etc.
  - Protects us from irritants: coughing, sneezing, vomiting, etc.

Reflexes: non-integration

Moro: Pons

- Inability to focus and easily distracted
- Easily fatigue with activity or school work
- Does not adapt well to change in routine

Rooting: Pons

- Inability to focus and easily distracted
- Difficulty with playing ball games

Reflexes: non-integration

Palmar Grasp: Pons

- Poor handwriting
- Difficulty with activities that cross midline
- Poor hand eye coordination

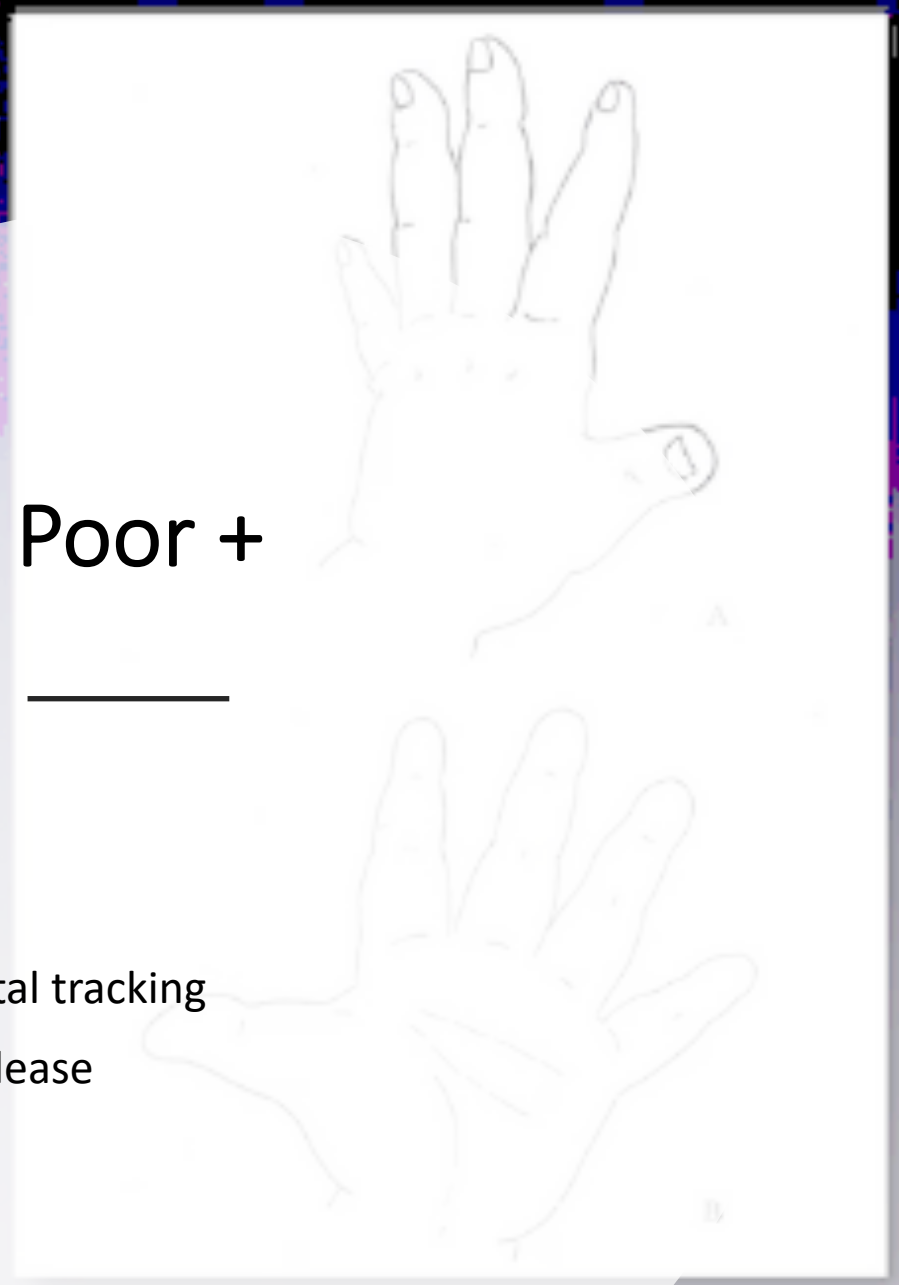
Symmetrical Tonic Neck: Medulla, Pons and Midbrain

- Poor eye hand coordination
- Attention affected because of discomfort sitting in one position
- Difficulty changing eye focusing on near and far objects (effect copying from board)

Reflexes: non-integration

Tonic Labyrinthine: Medulla and Pons

- Difficulty paying attention
- Dyspraxia



Poor +

_____

Level 1

Vision – horizontal tracking

Hand – grasp/release

Stage 2

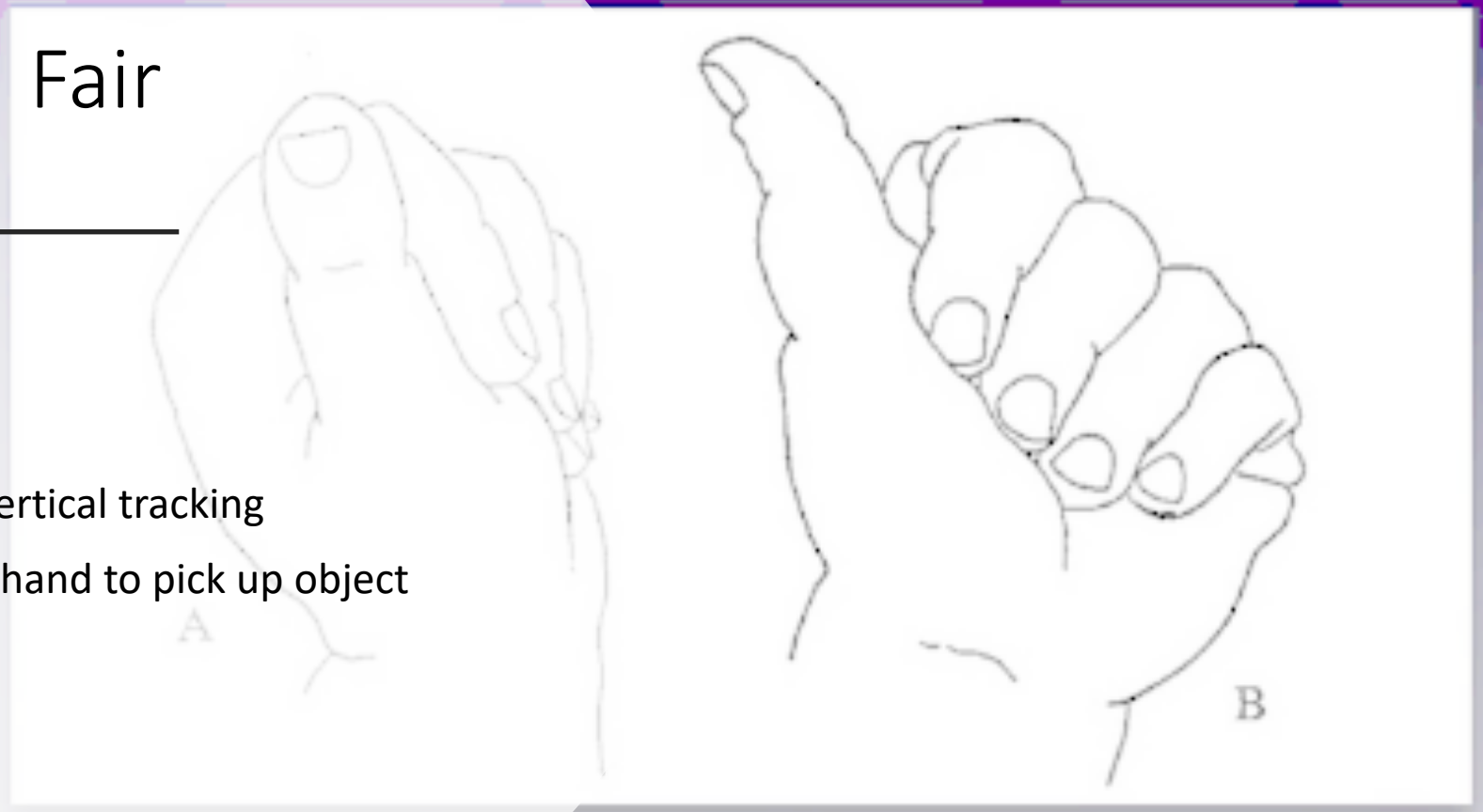
Vital release

reticular activation system

Stage 3

Prehensible grasp

Fair



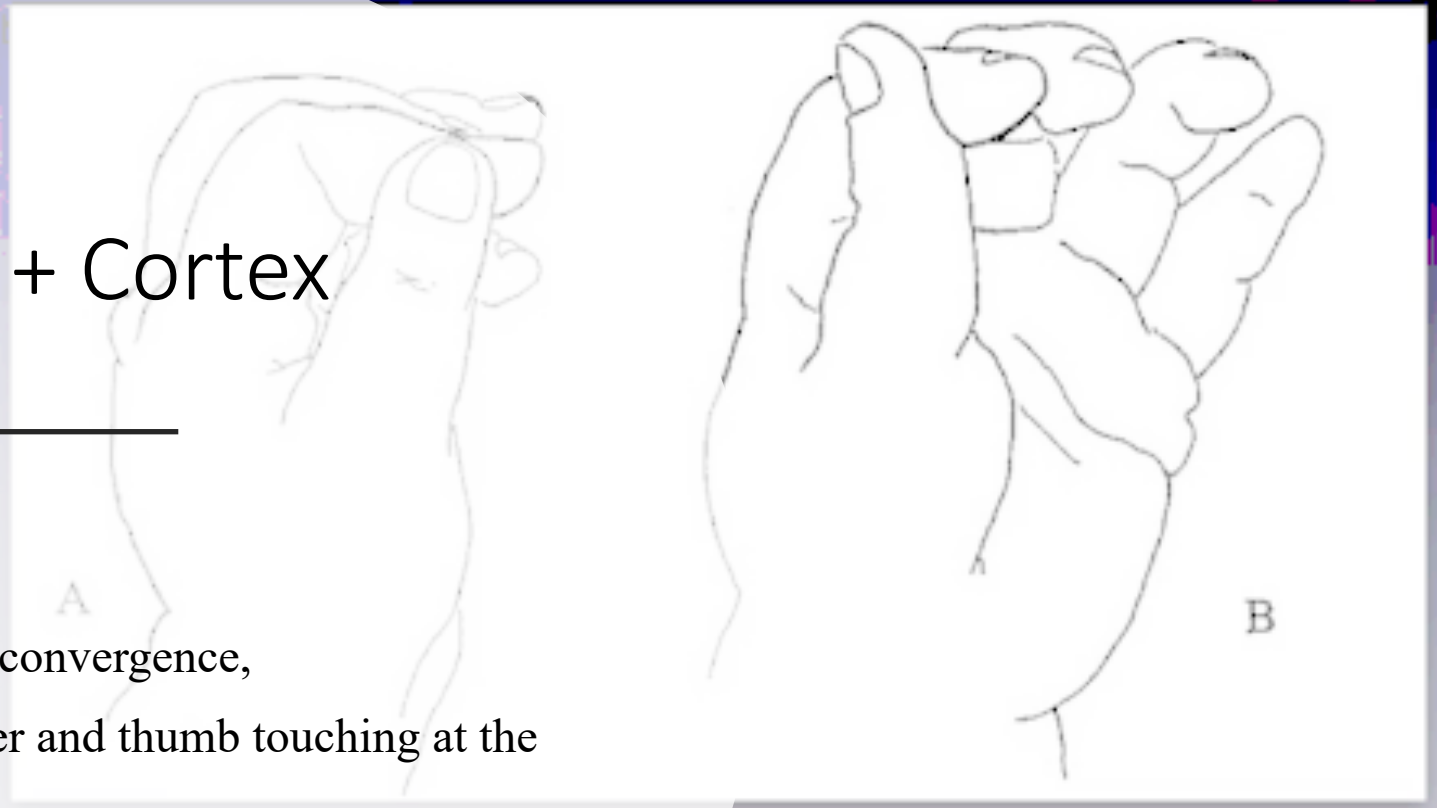
Level 2

Vision – develop vertical tracking

Hand – use whole hand to pick up object

Stage 4

Fair + Cortex

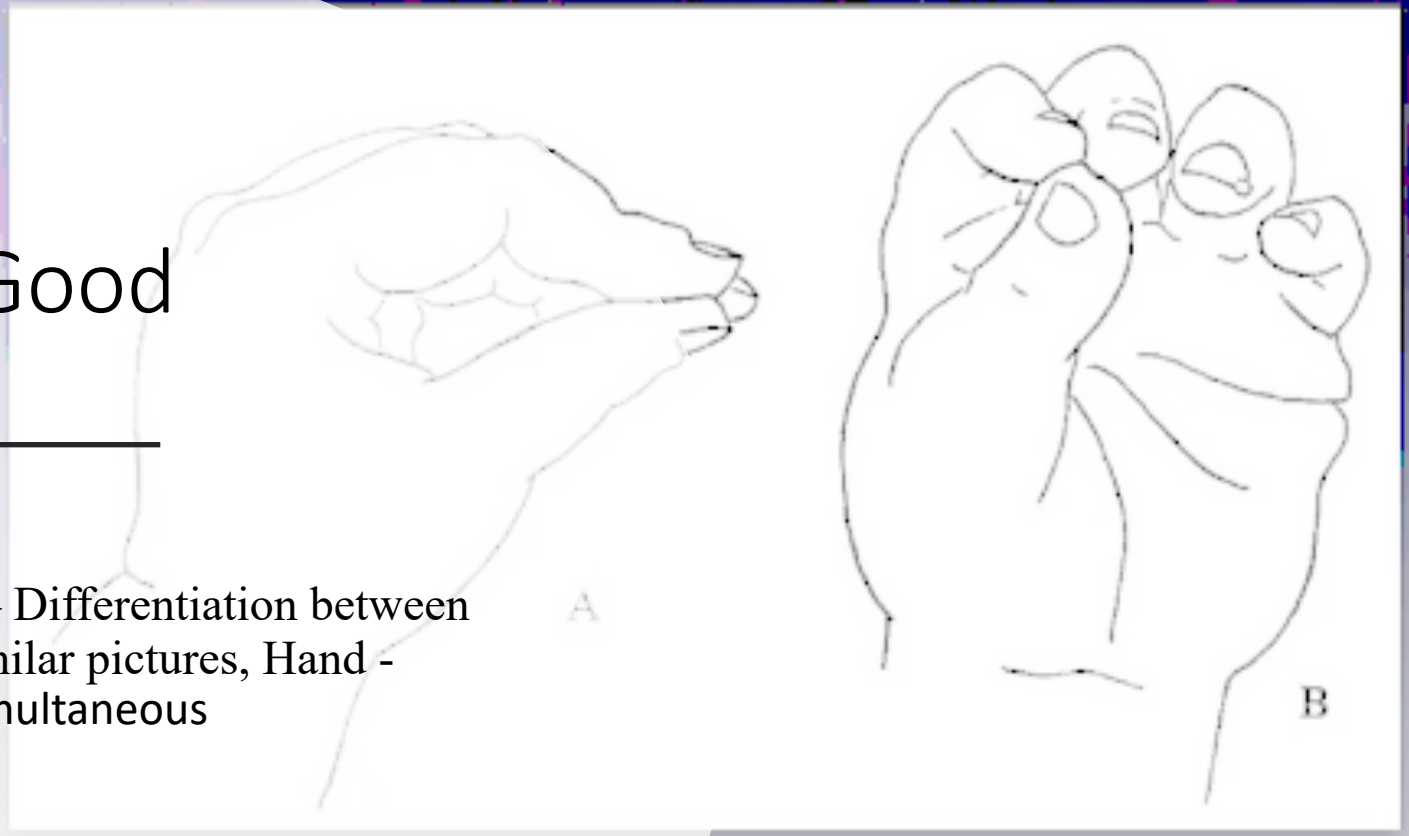


- **Level 3** - Visual convergence,
- Hand - first finger and thumb touching at the tips

Cortical opposition in either hand

Stage 5

Good

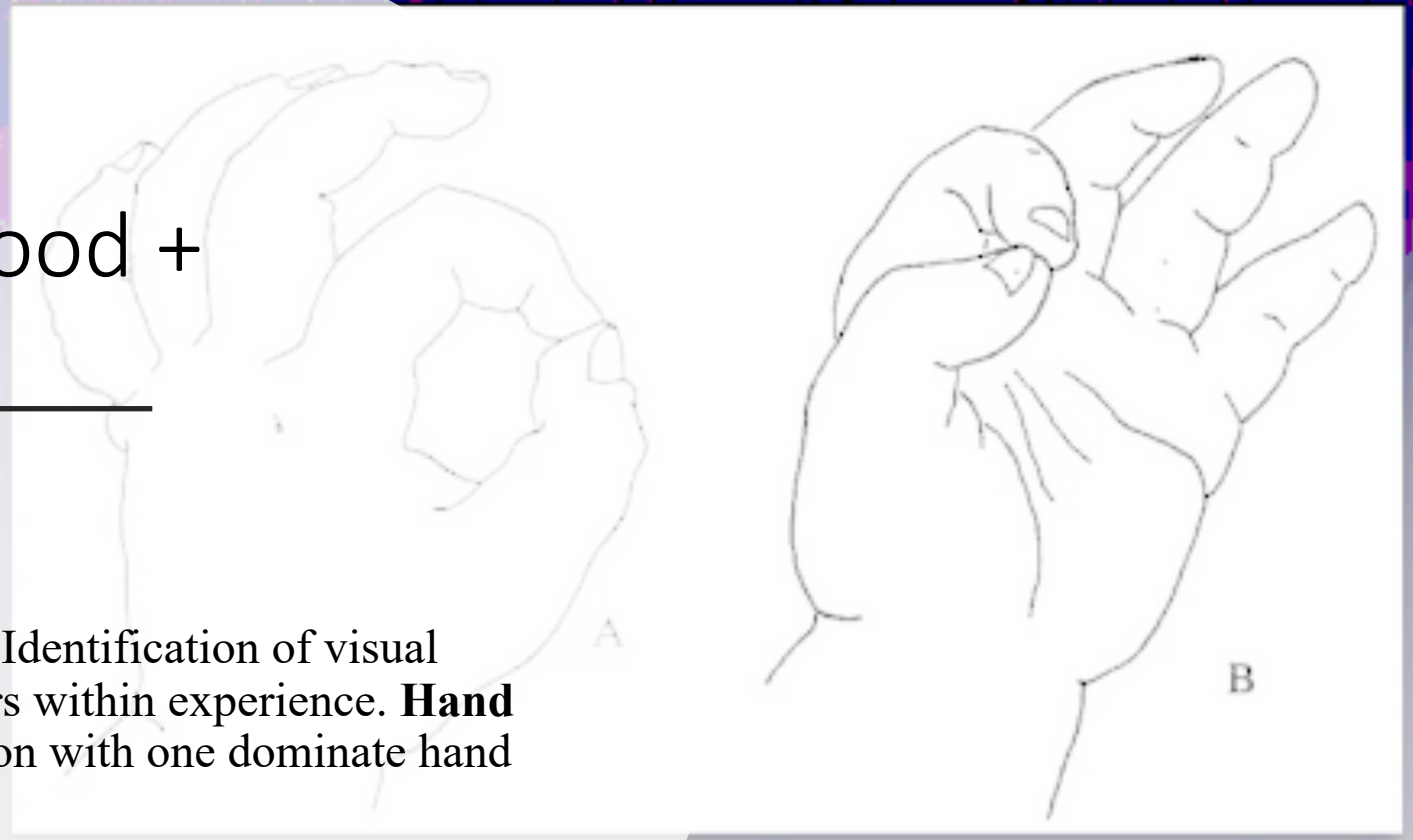


- Level 4 - Visual – Differentiation between similar and dissimilar pictures, Hand - Bilaterally and simultaneous

Cortical opposition in either hand bilateral and simultaneously

Stage 6

Good +



- **Level 5 -** visual – Identification of visual symbols and letters within experience. **Hand -** Bimanual function with one dominate hand

Bimanual function
with one hand in a dominant role

Literacy

Input:

1. Visual
2. Auditory
3. Tactile

Output

1. written expression
2. verbal
3. digital
4. physical (sign language, other motor output)

Literacy

- Receptive Understanding:
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Positions

- Prepare for learning
- Sensory

Positions for activities	Respond/ Attentive	Irritable/ Not attentive	Difficulty interacting with activities (specifics)	Comments
Lying on back (supine)				
Lying on stomach (prone)				
side lying				
Four-point position				
kneeling				
sitting				
standing				
				©2016

Table is still in working progress More will be added. If you choose to use please put my name Karen Tibbs OTRL

Spandex

Grounding Position (lower center of gravity)

Positioning (lower gravity, increase gravity begin activity)

Lower center of gravity


Hypo-
sensitive

Merge Levels with scale

Level 1 Pons – (1 – 4.5 months) Poor + (Pons)	**tends to not focus will touch object monetarily, use open hand**
Level 2 (4 – 13 months) Fair (midbrain)	**Difficulty coordinating visual/motor skills. Uses the whole hand, completes 25% of activity**
Level 3 (8 – 26 months) Fair + (Cortex)	**Attention skills are minimum, manipulates objects using either hand (1st finger/thumb). Tends to complete activities 50% of the time.**
Level 4 – (13 – 45 months) Good (Cortex)	**Good - Moderate visual attention and hand coordination to manipulate various size items. Cortical opposition both hands. Tends to complete activities 75% of the time.**
Level 5 – (22 – 67 months) Good + (cortex)	**Maximum visual-motor coordination skills. Tends to complete activites100% of the time. Establishing dominance**