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The Children's Hospital of Philadelphia: Network Strategy

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Case Study

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Critical Evaluation Placement

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SUMMIT

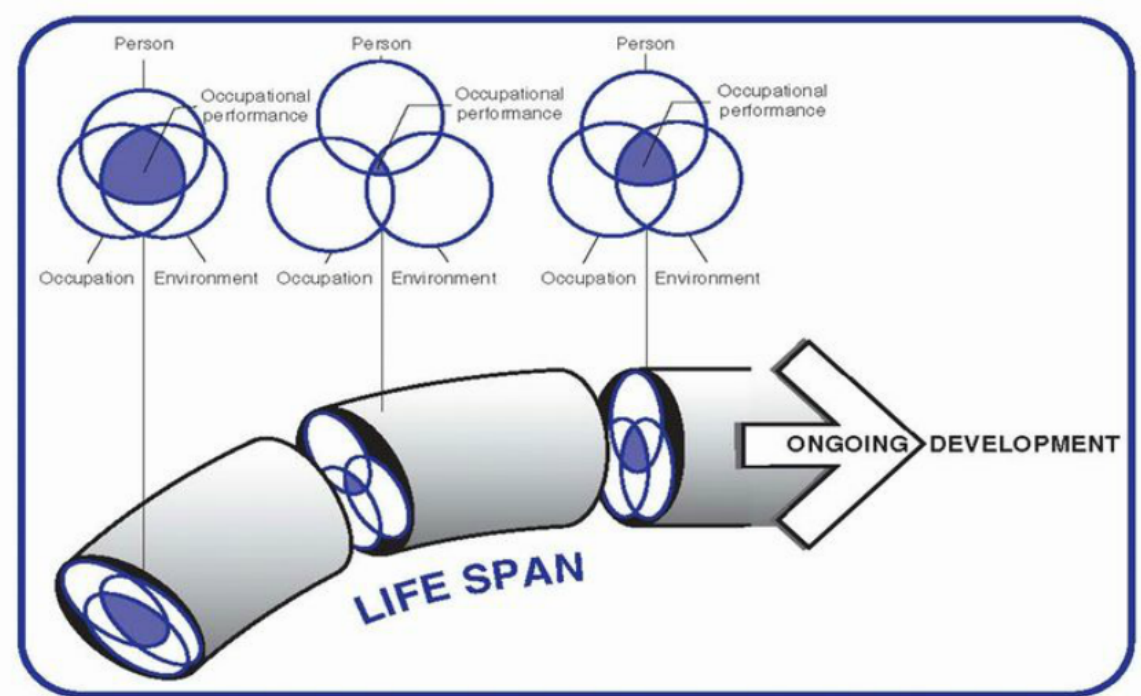
Aims

- **Introduce child**
- **Explore in detail using Model of Practice**
- **Discuss Ax, planning, intervention and critical evaluation of OT process**
- **Conclusion**

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- Developed by Law et al. (1996) to highlight and explore how the interactions between a person and their environment impacts on occupational engagement and performance (Canadian Association of Occupational Therapy (CAOT) 2009; Law et al 1996).
- Assumes the person is dynamic and always interacting with their environment.
- Assumes the interactions with the environment can either enable or constrain the performance of occupations (Christiansen et al 2005).
- Components of the person and environment can change independently of each other, however model recognises a linear relationship of cause and effects of these components (Law et al 1996).

PEO Model



Crepeau et al 2009.

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"Person"

The rights of a child to be treated as citizens are outlined in the UN Convention on the Rights of the Child (1989). It is a child's right to expect adults to meet responsibilities towards them to promote their spiritual needs as well as their physical, mental, emotional and social development according to their developmental ages and understanding.

Physiological (typical)

- 3 years old
- Muscles gaining strength and coordination developing (bilateral integration).
- GMS - run easily, climbs, hops, stand on one foot (5 seconds), kick and throw balls, move backwards and forwards with agility (Boyd and Bee 2013).
- FMS - copy square shapes, use scissors, draw circles and squares, manipulate small objects, use cutlery, do up buttons (Boyd and Bee 2013).



Spiritual

Humanistic concept of spirituality embraces:

- Aspirations
- Creativity
- Love and friendship
- Moral sensibility
- Intellectual achievement
- Physical activity
- Scientific and artistic endeavour
- The quest for meaning and values by which to live (Seden 2005).

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Neurobehavioural

- Child has ASD.
- Lifelong developmental disability that affects communication, interests, social interaction and behaviour (National Autistic Society 2014).
- Typically develops in childhood.
- Estimated 1 in every 100 people in UK have ASD (NHS Choices 2014).

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Psychological

- Using Erikson's 8 Stages of Psychosocial Development (1950).
- First four deal with early childhood's emotional and social development.
- Child is at third stage (initiative vs. guilt), however may not be able to typically develop using this theory because of his ASD.
- Typical stage where child regularly interacts with other children at school.
- Play is paramount at this stage.
- Provides children with the opportunity to:
 - Develop relationships
 - Master the ability to initiate, discover, play and learn
 - Develop persistence and attention
 - Self-regulate their behaviour
 - Develop emotional range

Cognitive

Name some colours, counting ,
approach problems from a single point
of view, begin to have clear sense of
time, engage in fantasy play,
understand same/different concept.

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Occupation

- *Attends nursery (am)*
- *ADLs - assists with dressing, doesn't like new shoes or clothes*
- *Enjoys singing (very loudly)*
- *Likes spinning*
- *Likes playing "Ring-o-Roses" game*
- *Will engage in occupations on his own terms*
- *Feeding - reluctant to use cutlery and has restricted diet*
- *Toileting - I*
- *Enjoys bedtime routine*
- *Starting to enjoy messy play*
- *Struggles with (big) changes to routine*
- *Likes numbers, alphabet*



Information gathered via triage call to Mum, school visit (talking to teacher (and Mum) and observations in nursery class and playground)

Social

- Mum and Dad live separately.
- Grandmother is supportive.
- School are eager to support family and child however possible.
- Involvement from SALT and OT.
- Nursery environment.
- Input from SENCO.



Physical

- Has access to the beach, playgrounds, parks, restaurants, shops, nursery, house.
- Some physical environments can be too noisy/unfamiliar.

Environment

Socioeconomic

This is an area which can affect the individual to the access of particular occupations due to resources available to them (Mackenzie & O'Toole 2011). These resources relate to personal income, educational resources and community resources based on where the individual lives and who they live with.

- As the child has a "disability", there is an eligibility for Disability Living Allowance (DLA). To qualify for this, the child must meet the following criteria:
 - be under 16.
 - need extra looking after (or have walking difficulties).
 - be in Great Britain, another European Economic Area (EEA) country or Switzerland when you claim.
 - have lived in Great Britain for 2 out of the last 3 years if over 3 years old.
 - be a resident in the UK, Ireland, Isle of Man or the Channel Islands.
 - not be subject to immigration control.

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