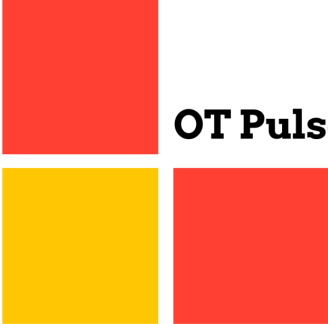




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**OT Pulse**

**THIS MONTH'S EVIDENCE INVENTORY &  
FIELDWORK INTERN HIGHLIGHT**



## Evidence Highlight: Activities of Daily Living

*What are the big takeaways from current research?*

- **Students with motor & cognitive disabilities often have limitations in school-based ADLs:** Several studies have displayed that students with CP, ASD, and mild disabilities have difficulty completing ADLs. Educating staff on ways to support school-based ADLs and supporting parents in helping their students complete pre and post school day ADLs, can affect overall function, independence, and self-esteem.



a better predictor of ADL performance than parent or teacher reports; given that students' perspectives of ADL importance often differ from their parents and teachers, involve the student in assessment and setting goals. ADL goals may not be warranted if ADL performance is so time-consuming or tiring that a student cannot concentrate on academics or if the student has a progressive disability making it unlikely that performance will improve (Shepherd, 2015).

- **Assess & address ADLs in the natural environment:** Considering that students with intellectual disabilities and other impairments often have difficulty generalizing skills, assessing and treating students in the natural school environment during typical routines is key. The therapist can then determine if the student can meet the school expectation, modify the task/environment, embed intervention strategies within the school day, and train staff to ensure practice and carryover.
- **Consider using assessment tools together with observation:** The SFA, GAS, COPM, SPM, AMPs & PMOQ are well-researched tools for assessing and monitoring progress toward ADL goals.
- **Use instructional cues purposefully and judiciously:** Studies have shown that over-involvement and multiple cues can lead to anxiety and reliance on caregivers. Thus, it is important to have a plan for fading physical and verbal prompts over time. Graduated guidance and teaching items step by step until mastered is recommended.
- **Video-modeling & cognitive strategies are successful ADL interventions:** Several studies have shown that video modeling is successful in teaching ADLs, especially when the video included a known adult or peer. Similarly, the COOP model and anticipatory problem solving can help teach students and their parents strategies for improved ADL performance.

[Click here for the Evidence Inventory](#)

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## Intern Highlight: Lydia Saad

Lydia Saad is a recent Occupational Therapy graduate of Mercy College. Lydia completed a literature search and article reviews for the ADL section of the Evidence Inventory.

*"My name is Lydia Saad, and I am a former paraprofessional at the DOE. I always had an interest in working with children and that is what drove me to complete my master's degree in occupational therapy. When I first learned that I will be placed at the DOE for my FW rotation, I felt so comfortable because of my familiarity with the setting. But this did not last more than 2 days as I came to realize that the level of experience and knowledge I will be gaining as an OT FW intern at the DOE is different than my previous experiences. I decided to quickly get rid of my old ways and focus on the new opportunity given to me in order to learn the most out of it.*

*The evidence reviewed in research suggests that activity and occupation-based interventions have a positive impact on improving ADL, play, and leisure outcomes in children and youth. As a future clinician, implementing evidence-based practice is a major key to increasing the students' independence and participation in their preferred and meaningful activities. This may start by highlighting the underlying skills that are causing the difficulties and remediating the skills needed to improve their occupational performance.*

*My FW experience at the DOE has fully prepared me for a potential position in school-based practice. I was honored to have a supervisor, Rachel Kol-Herzlinger, that provided me with the opportunity to carry out all the tasks needed for this position. Time management is a major skill that I learned during the first week of my rotation that shaped the rest of my experience and increased my efficiency during my 12-week period. This included the ability to treat a full caseload along with completing the documentation needed on SESIS. As time progressed, I started completing IEPs for 8 students. This included completing the assessments, observations in the classroom, communication with the teachers and other service*



English → English ▾



Translate ▾

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*After completing my FW rotation at the DOE, I feel equipped to help students who are having academic and functional difficulties to improve their occupational performance."*

**Click here to become a Fieldwork Educator**

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*Thank you for reading OT Pulse Evidence Inventory & Fieldwork Intern Highlight.*

**Fieldwork Resources Website:**

<https://sites.google.com/view/nyc-doe-ot-fieldwork/home>

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