

Moving through the Classroom Day:

Supporting Task Engagement and AT in Activity

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I. Introduction

Focus of Today:

- A. The Physical Configuration of the Classroom
 - 1. Why this is important to student activity
 - 2. How to manage for activity with limited space
 - 3. Traffic patterns
 - 4. How to Analyze and how to plan for change
- B. The Number of Bodies and Equipment in the Room
 - 1. Where are the additional adults throughout the day
 - 2. What accommodations are made for these adults
 - 3. How can we support more student & activity based configurations
- C. The Actual Mobility of the student within the classroom
 - 1. Mobility is not just ambulation
 - 2. Importance of movement within the classroom TO the activity
 - 3. Importance of movement within activity by the student
- D. Impact of all of these issues on developing access to AT and Activity

II. The Physical Configuration of the Classroom

- A. Why this is important to student activity
 - 1. Developing competence with a task includes the environment
 - 2. The neuronal pathway and activity
 - a. Task “readiness” for engagement
 - b. Task participation and focus
 - c. Extending the task. . . .
 - 3. Working with other students, their nearness, the importance of closeness vs. isolation
- B. How to manage for activity with limited space
 - 1. No one has been prepared in their education for how many adults and wheelchairs and additional equipment were to be located within a

traditional classroom

2. Traditional classrooms are also a challenge for location of Technology
 - a. Smartboard
 - b. Computer/s
 - c. Augmentative Communication devices
 - d. (Electrical outlets, keeping charged)
 - e. Configurations for alternative access for activity
3. Additional Student postural support equipment is a challenge too
 - a. Standing frames, and transfers in and out
 - b. Supported walkers
 - c. Space around tables/desks, that don't fit

C. Traffic patterns

1. Going "to" the activity in a "passive" posture
2. How does the "day" go, from entering classroom to leaving at the end of day

D. How to Analyze and how to plan for change

1. Environmental "use" drawing
2. How this impacts a "schedule"
3. The Non-negotiable parts of the room with activity
 - a. Bathroom activity
 - b. Meals and their preparation
 - c. Rest/ breaks or relaxation, "quiet" zone
4. Building activity "zones"

What equipment resides in each "zone" or near it

Role of "helpers" for readiness

III. The Number of Bodies and Equipment in the Room

- A. Where are the additional adults throughout the day
Beside the student? Behind the student? Near the student?
- B. What accommodations are made for these adults
Rolling stools, folding chairs (with seat pads),
- C. How can we support more student & activity based configurations
"no Phone" zones and times
Active engagement of student's assistants

IV. The Actual Mobility of the student within the classroom

- A. Mobility is not just ambulation
Using for "readiness" for next task,
Altering the student's position and/or seating equipment
- B. Importance of movement within the classroom TO the activity
Using the traffic to the activity as part of the activity
Using the leaving of the activity as part of the activity

C. Importance of movement within activity by the student

Altering the position of the student for the activity

Removing part of chest harness

Un-tilt, or bringing just a little more upright

Supporting child to move slightly forward toward activity

Adding a bolster, foam or prop to assist alteration in posture

V. Impact of all of these issues on developing access to AT and Activity

A. Task Engagement is frequently determined by: (last webinar)

1. Interest in the activity

2. Active seating with pelvic weight bearing

(From last webinar, but a reminder)

Seating for Task Performance

1. *Seating for Postural Management (the seating the children are in when they arrive at school)*

a. *Safe, passive Transport*

b. *Being fed by another person, swallowing*

c. *Body stillness, relaxation is necessary*

d. *Primarily demands the use of the tactile system, tactile processing*

e. *Needed when the body is to be receptive*

f. *Symmetry of the body's position, supports tactile processing*

2. *Seating for Postural Control (the seating children need for task engagement and task participation)*

a. *Independent control of movement*

b. *Pelvic stability (which is control of mobility) is critical*

c. *Utilizing weight bearing, especially pelvic*

d. *Supports visual convergence*

e. *Cannot be presumed to be "symmetrical" and 90/90/90*

3. *Summary of what seating is needed for task engagement*

a. *The pelvis is weight bearing*

b. *The head is in front of the shoulders, not in line with, nor behind*

c. *The body is upright*

d. *All parts of the body are NOT in contact with the surface of the seating.*

e. *These positions need to be paired with activity and experienced over time.*

f. *This is NOT a single position, but rather movement through positions and within positions*

3. Visual convergence and visual focus
 4. Anticipation of beginning, middle and end of the activity
- B. Teaching, not TESTING access within Activity
1. Cause & effect ???? NOT enough 8 out of 10, “losing” the activity
Example: Toilet mastery and all its parts, and the journey to mastery
The importance of the journey of Augmentative communication
Social scripting, “dramatic play” (again, use same age peers)
 2. “Trialing” an access technique to see if this is the “one”
vs. Using alternative access for activities
Using Eye gaze for everyone, for particular activity
Using single switch to manage left click of mouse
Using multiple “step by steps” for board game play
Using same age peers to help
 3. Motor vs cognitive Errors
 - a. What are motor errors
 - b. What are cognitive errors
 - c. How can we tell?