

Acquisition of skills through playing **おんが 作業療法物語** **Occupational Therapy Story**

Children ~こども編~

遊びを通してできることをふやそう



Taro was diagnosed as mental retardation (Intellectual Disability) at 4 years old. Being restless and clumsy, he was determined to receive occupational therapy.



Taro, starting today, let's work together on your therapy!

First of all, let's find out things Taro likes and things Taro is not good at.

I thank you for your help in advance.

First, we observe the behavior of Taro.

Taro, let's play on a slide.

Watch out!

My son is not well-balanced and I always have butterflies in my stomach.

He also cannot see the surrounding when he is into something...

After the slide, we had Taro play on trampoline, on swing and with other equipment. We couldn't take our eyes off Taro, since he often tumbled and bumped into something.



Hmm... he holds his spoon and cup too strong, so his handling becomes unstable.

How is Taro doing at home?

He is also like this at home. He cannot use a fork properly. So he drops food while eating and often he uses his hand to eat after all.

I would have to help him with buttons and zippers, since he cannot do it himself.

He is having a hard time playing with his friends at nursery school, as he would not be able to take care of himself like his friends.

At his age, there are some children who wouldn't be able to do the same things.

However, Taro does not only have fine movement with his fingers, but is not good at either playing with his whole body.

As a matter of fact, movement with whole body and movement with fingers have deep relationship. First, we will have Taro learn how to control his body through playing with whole body.

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Playing with his whole body on swing and trampoline, Taro learned how to control his whole body in balancing the body and controlling his muscles.



With other activities like handicraft, string beads and games, Taro learned how to use tools, fine movement with his fingers and how to control both hands at the same time.

In repeating these sessions, Taro gradually became good at things which he had trouble with.



And he became able to button up by himself.



Recently he can eat pudding and cake well with spoon and fork, and he doesn't use much hand anymore and drops less food while eating.

One year later...

Taro became 5 years old, and he began practice on writing in preparation for elementary school.



At first, Taro held a pencil too strong. He practiced on how to hold a pencil, together with using pencils of different diameters and using a grip tool. He became able to write with less pressure.



He became able to move his pencil finely. His writing pressure became stable and he became able to draw straight lines.



Taro also started practice on how to use chopsticks. Starting with chopsticks with finger rings attached, he practiced how to move his fingers finely.

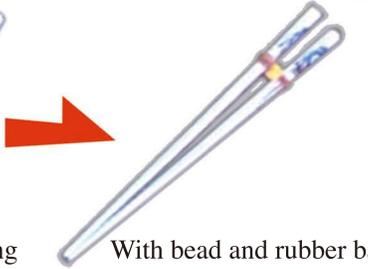
STEP-UP with different chopsticks



With Finger Rings



With Spring



With bead and rubber band

Taro did a good job today on coloring.

This is fantastic, Taro!

His teacher at nursery school was surprised on his improvement of coloring.

As I told the teacher that Taro is practicing on how to use chopsticks, she said she wanted to come and see the therapy. Do you mind if I bring her to the therapy?

Not at all!

Taro is now practicing with chopsticks with three rings attached for fingers.

I'm surprised!

I didn't realize there're so many kinds of chopsticks.

I would like to use these chopsticks in my nursery school.

Would you please let me know if there are any other tools Taro should use in nursery school?

Sure!

Taro is absorbing a lot of things and becomes able to have more skills. Please let me know as well how he is doing in your school.

Taro tried at nursery school using chopsticks and writing that he practiced in occupational therapy. He did a good job in using chopsticks!

When we went to the park the other day, Taro said "Mom, look at me!", and he really looked like he enjoyed it. I now could watch him at a little far away.

Taro now enjoys going to nursery school every day as he receives many praise from his teacher.

Though he still doesn't play much with his friends, he has now more patience. He can wait for his turn and borrows and lends toys with his friends.

Taro has many more skills than before and will enter elementary school next year.

From now, in his occupational therapy, we would focus not only on practices of fine movement of fingers and whole body control, but also on classroom behavior and communication skills with his friends.

In occupational therapy at childhood, we make observation, assessment and planning based on each child's circumstances. We also aim at abilities in daily life for future needs through "playing". We value each child's acquisition of skills with fun and intervention based on each child's development.

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