

# Using the OTPF to Foster Observational and Critical Thinking Skills (Pediatrics)

## Fostering Observational Skills

Watch the following ICE Videos of Jack and Molly, a 4-year-old girl with a chromosomal disorder.

Jack

- Early Childhood Development: Creeping and Sitting (7 months)
- Early Childhood Development: Jack Playing with a Shape Puzzle (11 months)
- Early Childhood Development: Jack Playing with a Shape Puzzle (21 months)

Molly

- Peds, Mat Activity: Intervention Begins
- Peds, Mat Activity: Sit to Quadruped
- Peds, Mat Activity: Supine to Sit
- Peds, Mat Activity: Sit to Stand
- Peds, Mat Activity: Hand Function

Compare and Contrast Jack and Molly.

	Jack	Molly
<b>Sitting Balance</b>		
<b>Head Control</b>		
<b>Postural Control</b>		
<b>Upper Extremity Use</b>		

Answer these questions.

1) View the video of Jack's achievement of developmental milestones at age 11 months ([Early Childhood Development: Jack Playing with a Shape Puzzle](#)). Is he on track developmentally? Is he reaching some milestones earlier than anticipated?

2) The therapist working with Molly helps her move from sitting to quadruped. ([Peds, Mat Activity: Sit to Quadruped](#)) Comment on what parts of the whole task Molly struggles with and in what parts she succeeds.

## Fostering Critical Thinking

Watch the ICE Videos of Molly, a 4-year-old girl with a chromosomal disorder. Formulate a list of functional limitations and participation restrictions based on the terminology and language of the Occupational Therapy Practice Framework (OTPF), 4<sup>th</sup> Edition.

*Performance patterns* are the habits, routines, roles, and rituals that may be associated with different lifestyles and used in the process of engaging in occupations or activities. These patterns are influenced by context and time use and can support or hinder occupational performance (AOTA, 2020).

*Performance skills* are observable, goal-directed actions that result in a client's quality of performing desired occupations (AOTA, 2020).

*Client factors* include (1) values, beliefs, and spirituality; (2) body functions; and (3) body structures. Client factors reside within the client and influence the client's performance in occupations (AOTA, 2020).

*Occupation and activity demands* are the components of occupations and activities that occupational therapy practitioners consider in their professional and clinical reasoning process. Activity demands are what is typically required to carry out the activity regardless of client and context. Occupation demands are what is required by the specific client (person, group, or population) to carry out an occupation. Depending on the context and needs of the client, occupation and activity demands can act as barriers to or supports for participation (AOTA, 2020).

*Intervention* Determine what treatment activities might be beneficial for Molly to improve her gross motor development. Justify your decision making- remark on why you chose those tasks.

### **Citation**

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### **Acknowledgment**

ICE Video Assignment: "Fostering Observational Skills" *created* by Lisa Doyle, PT, DPT, MS, NCS  
Lisa Doyle is Assistant Professor of Physical Therapy at Franklin Pierce University.

ICE Video Assignment: "Fostering Critical Thinking Skills" *modified* by Melissa Turpin, OTD, OTR/L, CTP  
Melissa Turpin is an Assistant Professor of Occupational Therapy at Presbyterian College.