

Specialist Resource Base

Development of Occupations

A child's occupations are the daily activities they engage in, our role is to support the development of independence (as appropriate) in these daily activities. A child participates in a range of occupations throughout the day, this includes eating, toileting, learning, playing, etc.

This means the development of independence in occupations is embedded in the day-to-day practice across the SRB, alongside specific targeted activities when appropriate. The curriculum model provides opportunities for authentic and purposeful learning, in line with the Curriculum for Wales. The curriculum is designed specifically for the learners within the SRB and is broad and balanced in nature, with the embedded opportunities for functional skill development.

Person-centred practice allows staff to develop appropriate individualised short-term targets in areas of occupations which require development, alongside input and support of parents. Short term targets are tracked and monitored by the staff team. When progress is not apparent within the development of occupations for individuals, referrals to ABUHB Occupational Therapy Service are possible, these must evidence the input of school staff, targeted intervention and progress made linked to the developmental stage of the individual learner.

The approach taken to teaching and learning allows for participation in the development of occupations, this would generally include:

- Ensuring tasks are meaningful and a clear purpose is evident for the individual learner
- Multi-sensory approaches to delivery and access – opportunities to explore through practical application, see or watch through modelling or visual representation, listen etc.
- Task broken down into manageable chunks, ensuring modelling and scaffolding of activities (this can include backward chaining and supports around sequencing)
- Use of visual aids and checklists to support independence and working through steps
- Consideration of environmental factors, this includes the purpose and function of the environment, alongside the sensory inputs (avoiding the abstract and ensuring engagement is possible)
- Appropriate communication of activities (please see the Total Communication approach taken across the SRB)

Area of Focus	Skills	Occupations	Possible Activities
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<p>Fine motor</p>	<p>Fine motor skills involve small-muscle movements made with the hands and fingers. It includes finger dexterity, wrist and forearm control, and hand strength.</p>	<p>Grasping, printing, cutting, typing, drawing, turning pages, holding objects, buttoning clothing, shoelace tying, etc.</p>	<p>Writing and reading tasks. Cut and stick activities. Art and craft activities. Jigsaws, threading tasks. Numeracy visual and concrete aids – numicon, cubes, counting. Various games – card sorts, building, matching tasks, use of play dough. Independence skills – dressing / undressing, toileting, shoelaces. Use of pen grips, sloping board.</p> <p>Targeted intervention: Handwriting programme. Touch typing activities (BBC Dance Mat). Bespoke individual plans with clear short-term targets.</p>
<p>Gross motor</p>	<p>Gross motor skills involve large (core stabilizing) muscles of the body to achieve balance and body coordination.</p>	<p>Standing, walking, running, jumping, sitting upright, throwing, catching, etc.</p>	<p>PE curriculum. Movement around the classroom during lessons. Opportunities to support sitting upright / standing.</p> <p>Targeted intervention: Adaptations to seating and equipment used.</p>
<p>Executive Functioning</p>	<p>Cognitive (thinking) skills are those needed by the brain to help think, learn, remember, reason and pay attention.</p>	<p>Remembering letters, shapes and sequences, paying attention in class, challenging fears and other negative or automatic thinking patterns, etc.</p>	<p>Visual and concrete aids. Card sort sequencing. Matching activities. Maps from memory activities. Kim’s Game. Pairs activities. Choice and supported choice. Storyboarding, story mountains.</p> <p>Targeted intervention:</p>

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			Bespoke individual plans with clear short-term targets.
Sensory processing	Sensory processing skills are needed to receive and respond to sensory information from the environment in a meaningful way.	Responding to light, touch, sound, smell and taste when feeding, toileting, playing, etc.	<p>Timetabled access to the sensory room.</p> <p>Multi-sensory approaches to teaching and learning.</p> <p>Sensory breaks / sensory circuits.</p> <p>Intensive interaction.</p> <p>Attention autism approaches (bucket time).</p> <p>Continuous provision through play.</p> <p>Food Technology curriculum provision.</p> <p>Community access.</p> <p>Targeted intervention: Toileting plans, feeding plans Flexibounce</p>
Self-care	Self-care tasks are activities you do every day to take care of you.	Dressing, bathing, self-feeding, toileting, etc.	<p>Modelled learning and approaches shared.</p> <p>Clear timetable of the day.</p> <p>Opportunities for the development of functional skills around dressing and showering linked to PE / swimming sessions.</p> <p>Targeted intervention: Backwards chaining. Reward charts. Sequencing of activities. Visual representation. Toileting plans, feeding plans</p>
Visual-perception	Visual-perceptual skills are required to make sense of what you see.	These skills are important when reading, doing puzzles, copying images, matching and sorting, etc.	<p>Matching games.</p> <p>Jigsaw puzzles.</p> <p>Art based activities.</p> <p>Modelled food technology.</p> <p>Targeted intervention: Lego Therapy</p>
Play and Leisure	Play and leisure skills help you interact and	Taking turns to talk, listening and following	<p>PE curriculum.</p> <p>Turn and Talk.</p>

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	communicate with others in social settings.	directions, eye contact, respecting personal space, sharing, etc.	Circle Time. Board Time. Group work with explicit teaching of approaches. Visual prompts for instructions. Targeted intervention: Attention and Listening Group Alex Kelly Talkabout Social Skills Programme Circle of Support Lego Therapy
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