

Online Therapy Strategies for OT

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eLuma
online therapy

- Online Set-up and Instruction
- Materials and Activities for Online Sessions
- Parent education, Demonstration, and Resources

Online Set-up and Instruction

Scheduling and Communication

Communication is one of the most vital components for providing virtual services.

Initial contact via phone and email and the continued or follow-up contact via parent preference: phone, email, texting

Setting a day/time to meet (for weekly, bi-weekly, or monthly sessions)

Discussing available materials, student needs/parent concerns, and a brief history (for new students and for students transitioning from school to home setting)

Online Set-up and Instruction

Work area set-up, Recommendations for therapist and students

Therapist: quiet space, lighting, and camera set for least distracting background, computer connected to ether cord

Student: preferably at a desk, materials near by, learning coach present and assisting as needed, discuss distractions (siblings, pets, etc)

Online Set-up and Instruction

Camera set-up for different activities

Students and learning coaches will need prompts for the camera angle needed for therapist to be able to see the activity being completed.

For example, the camera angle is different for each of the following tasks: writing on paper placed on the desk, cutting out shapes, and for completing gross motor/whole body movements.

Become comfortable, slowing down and asking for the proper camera angle at the start of each new activity.

Materials for Online Sessions

Anything available at home

Some families have a lot of materials and resources, others may be limited. I try to start with a material list of common household items (i.e. tweezers, chip clips, any paper and writing utensils).

Listing items that may spark ideas for other similar games or manipulatives (i.e. stringing beads or using cereal and straw; thera putty vs Play Doh or modeling clay).

Materials for Online Sessions

Online vs Hands on Activities

Hands on activities: handwriting, fine motor coordination with manipulatives, cutting, gross motor/whole body movements, having an OT box

Online:: typing/keybording, visual motor games (hidden pictures, puzzles, mazes)

Having back-up plans for either type of activity--if a material is missing, grading tasks for appropriate difficulty, behaviors, or low bandwidth/tech troubles

Materials for Online Sessions

I like to plan my sessions in the following order: gross motor movement, fine motor tasks (usually writing and typing, cutting, use of manipulatives), then visual motor activities (more fun and motivating tasks, like puzzles, mazes).

- ▶ Lined paper, writing utensil
- ▶ Unlined paper, scissors
- ▶ Tweezers and small manipulatives
- ▶ Stringing beads
- ▶ Play Doh, putty, Modeling clay
- ▶ Coins and a piggy bank
- ▶ Legos, blocks, etc
- ▶ Small, soft ball
- ▶ Dry erase board, Chalkboard
- ▶ Paperclips, chip clips, various bottles for opening
- ▶ Clothing items to practice fasteners and shoe tying

Materials for Online Sessions

Websites and Printed Worksheets

Planning for session ahead of time, having worksheets or website pulled up before sessions

If a student has a printed worksheet, have a copy yourself or have it pulled up on the computer for reference and providing prompts as they work

Sharing your screen: great way to share online worksheet as visual model, practice mouse use so therapist can see the mouse as a student works, and for student who may have difficulty navigating between a website and OT classroom.

Parent Education, Demonstration and Resources

Parents as the Learning Coach

The level of assistance each student needs will vary, and may take a session or two to figure out.

Parent may need to provide hands on assistance, may just need to be within room or within ear shot.

A Student may be able to log in and complete a session without assistance from the learning coach.

Parent Education, Demonstration, and Resources

Parent Education and Demonstration

Provide rationale behind activities completed during an OT session.

Allow parents to brainstorm activities a student completes throughout their daily routines that are supported by OT and help them work towards goals

It's very beneficial for parents to see their student during a session and promotes collaboration for ideas and activities outside of sessions.

Parent Education, Demonstration, and Resources

Parent Collaboration

Sensory strategies: discussing what they've already tried, what they have access to within the home, and ideas for how and when to use those materials.

Common in home sensory strategies: sitting on an exercise ball, jumping, heavy work with a bag or basket of books, movement breaks as often as needed, eating crunchy snacks or lighting a favorite candle...

Parent Education, Demonstration, and Resources

Parent Resources

The sky is the limit!

There are so many free apps and websites to support student learning and OT goals.

Pinterest is a great resource, Google search for worksheets and activities, free websites: abcmouse, dltk kids, highlightskids.



“ I long to accomplish a great and noble task; but it is my chief duty to accomplish small tasks as if they were great and noble.”

-Helen Keller