OT5 515/715 Early Childhood Sensorimotor Development

Catalogue Description:

Provides an overview of normal sensorimotor development in infants and young children. Includes contrasting normal/abnormal development and application of appropriate developmental tasks. Laboratory experiences will be provided.

Student Learning Outcomes:
By the end of the course, students will be able to:

1. Demonstrate an appreciation for the concept of typical development in infants and young children.
   1.1 Describe typical motor development.
   1.2 Describe typical sensory development.
   1.3 Describe social/emotional responses linked to sensorimotor development.
   1.4 Differentiate reflexes from reactions.
   1.5 Explain muscle tone.

2. Demonstrate skill in the application of the concepts of typical development to children with developmental delays and/or disabilities.
   2.1 Describe how delays in sensorimotor development impact learning for specific ages.
   2.2 Describe physical signs that may be indicative of motor impairment.
   2.3 Describe behaviors that may be indicative of sensory processing difficulties.
   2.4 Explain the influence of abnormal reflexes on sensorimotor development.
   2.5 Describe the influence of abnormal muscle tone on sensorimotor development.
   2.6 Predict difficulties in skill development and learning with sensory and/or motor impairment.

3. Demonstrate an understanding of the application of health and medical information.
   3.1 Define medical terms applicable to the educational setting.
   3.2 Explain the significance of proper positioning in an educational and home setting.
   3.3 Describe the principles of proper positioning.
   3.4 Give examples of appropriate positioning options for children with special needs.
   3.5 Explain the influence of positioning on daily activities.
   3.6 Explain precautions when moving or positioning a child.
   3.7 Explain proper body mechanics for the caregiver.
   3.8 Describe adaptations to the environment to promote skill development and interaction for children with sensory and/or motor impairments.

4. Identify the roles and functions of members of service/rehabilitation teams.
   4.1 Identify the members of the team.
   4.2 Recognize the family as a valued member of the team.
   4.3 Describe the role of the family as members of the service/rehabilitation team.
   4.4 Describe the grief process and how team members can support the family during this process.
   4.5 Describe the services of each team member.
   4.6 Describe areas of overlap in service provision among team members.
   4.7 Define the types of teams, e.g., multi-, inter-, transdisciplinary.
5. Demonstrate understanding of the sensorimotor components of early childhood assessments.
   5.1 Determine the motor skills required of a child on sample test items.
   5.2 Determine the sensory skills required of a child on sample test items.
   5.3 Relate testing difficulties of a child to possible sensorimotor impairments.
   5.4 Describe the challenges/limitations of utilizing standardized/norm-referenced assessments with young children with special needs.

6. Demonstrate the ability to select appropriate developmental tasks for children.
   6.1 Provided with a specific child, predict activities/environments that will promote development of pre-academic skills.
   6.2 Provided with a specific child, predict activities/environments that will promote self-care skills.
   6.1 Provided with a specific child, predict activities/environments that will promote play skills.