



LIH Olivia's Place Pediatric Therapy Center

儿童作业治疗评估计划

PLANNING THE PEDIATRIC OCCUPATIONAL THERAPIST EXAMINATION

儿童姓名Child's Name:

日期Date:

诊断 Diagnosis:

年龄Age:

评估内容 Examination Component	计划 Plan
该年龄段正常发育儿童可以做到么？ What is the typically developing child able to do at this age?	
基于该儿童自身情况，通常会有哪些发育问题会出现？ Given the child's conditions, what developmental issues might be expected?	
基于你对该儿童自身情况和病史的了解，对于其功能状态和参与水平你的初步印象是？ Given what you know about the child's conditions and history, what are your initial impressions concerning this child's functional status and level of participation?	



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<p>基于该儿童的自身情况和功能状态, 你会对儿童家庭提出哪些具体问题? Given the child's conditions and functional status, what specific questions do you have for the family?</p>	
<p>家庭的关注点和目标: (确定转介原因& 创建一个作业简介?) Family's goals and concerns (identify reasons for referral & create an occupational profile)</p>	<p>这个家庭 / 孩子通过作业治疗是蔚蓝能够达到: This family/child is seeking occupational therapy in order to be able to...</p>
<p>根据采集的信息, 你和团队需要注意的事项是? From the information gathering, what precautions do you and the team need to be aware of?</p>	
<p>假定目标 (长期目标和短期目标) Hypothesize goals (Long Term Goals & Short Term Goals)</p>	<p>LTGs – STGs –</p>



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基于你对该儿童的初步印象（包括年龄、诊断和预期的功能水平）和假设的目标，制定一套针对以下内容的评估方案：

Based on your initial impressions of this child (including the child's age, diagnosis, and anticipated level of function) and the hypothesized goals; create a plan to address the following performance components of the child as indicated:

评估内容 Evaluation Component	计划 Plan
系统文件评估和筛查 Systemic document review and screening	
标准化评估工具和拟使用的疗效评估方法 Standardized assessment tools and outcome measures (Consider the child and the family's occupational profile & domains of the ICF)	
除标准化评估之外，针对特定的功能性技能进行观察（需要的话进行性能评估） Specific functional skills to be observed in addition to any standardized assessment (including performance based assessment when possible)	



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反射测试 Reflex testing	
运动/关节活动度/肌肉张力 Movement/ROM/muscle tone	
休息姿势 (仰卧/俯卧/侧卧) Posturing at rest (supine/prone/side-lying)	
移动性 (站立/坐下) Mobility (sitting/standing)	
过渡运动/平衡和保护性反应 Transitional movements/equilibrium and protective responses	
头部和躯干控制 Head and trunk control	
上肢功能/手部功能技能 Upper extremity function/functional hand skills	

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<p>社会情感技能 (包括自我管理, 人际&沟通技能) Social emotional skills (including self-regulation, inter-personal & communication skills)</p>	
<p>认知能力 Cognition</p>	
<p>视觉感知技能 和眼部运动控制 Visual perceptual skills and ocular motor control</p>	
<p>感觉和运动处理能力 (包括对声音, 光, 触觉, 嗅觉, 味觉的反应, 运动构思, 运动规划及运动执行等) Sensory and motor processing skills (including response to sound, light, touch, smell, taste; motor ideation, motor planning & motor execution, etc.)</p>	
<p>自助/自理/量表 Self-help/self-care/ADLs</p>	

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<p>口腔运动能力（包括吸、喝饮、吞咽、咬，咀嚼，食物的感官体验，餐具的使用等等）。</p> <p>Oral motor skills (including sucking, drinking, swallowing, biting, chewing, sensory experience of food, use of utensils, etc.)</p>	
<p>游戏（考虑游戏类型，功能，意义&环境，该儿童的游戏偏好，兴趣及强项等）</p> <p>Play (considering type, function, meaning & context of play, play preferences, interests & strengths of the child, etc.)</p>	
<p>过渡（包括教育，休闲，学术任务，社区活动，校外课程等）</p> <p>Transition (considering education vs. leisure, academic tasks, community based activities, extra-school curriculum, etc.)</p>	



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<p>休息/睡觉 (包括时间适应性, 文化方面比如角色, 习惯, 环境, 一起作业等的一起睡觉等)</p> <p>Rest/Sleep (including temporal adaptation, cultural aspects such as roles, routines, context, co-occupation such as co-sleeping, etc.)</p>	
<p>辅助设备/调整型设备</p> <p>Assistive devices/adapted equipment</p>	



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儿童作业治疗评估

THE PEDIATRIC OCCUPATIONAL THERAPIST EXAMINATION

儿童姓名 Child's Name:

日期 Date:

诊断 Diagnosis:

年龄 Age:

使用以下格式来记录评估过程中的发现。

Use the following format to record pertinent findings during the evaluation process.

评估内容 Examination Component	结果 Findings
反射测试 Reflex testing	
运动/关节活动度/肌肉张力 Movement/ROM/muscle tone	
休息姿势 (仰卧/俯卧/侧卧) Posturing at rest (supine/prone/side-lying)	
移动性 (站立/坐下) Mobility (sitting/standing)	
过渡运动/平衡和保护性反应 Transitional movements/equilibrium and protective responses	

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<p>头部和躯干控制 Head and trunk control</p>	
<p>上肢功能 实现模式（注意不同位置的 实现模式均为合适） Upper Extremity Function Reaching Patterns (note reach patterns in various positions as appropriate)</p>	
<p>抓握，操作，松手 （弹球，积木，销，书写工具） Grasp, manipulation, release (pellet, 1” block, 3/4” x 3” dowel, writing tool)</p>	
<p>用手偏好 （左右手分别提供评论） Hand preference (left or right & provide comments)</p>	
<p>手部功能技能 （书写，切割，串珠，堆积木等） Functional hand skills (writing, cutting, stringing beads, stacking blocks, etc.)</p>	

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<p>认知能力 Cognition</p>	
<p>视觉感知技能 和眼部运动控制 Visual perceptual skills and ocular motor control</p>	
<p>感觉和运动处理能力 (包括对声音, 光, 触觉, 嗅觉, 味觉的反应, 运动构思, 运动规划及运动执行等) Sensory and motor processing skills (including response to sound, light, touch, smell, taste; motor ideation, motor planning & motor execution, etc.)</p>	
<p>自助/自理/量表 Self-help/self-care/ADLs</p>	

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<p>游戏（考虑游戏类型，功能，意义&环境，该儿童的游戏偏好，兴趣及强项等）</p> <p>Play (considering type, function, meaning & context of play, play preferences, interests & strengths of the child, etc.)</p>	
<p>过渡（包括教育，休闲，学术任务，社区活动，校外课程等）</p> <p>Transition (considering education vs. leisure, academic tasks, community based activities, extra-school curriculum, etc.)</p>	



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<p>休息/睡觉 (包括时间适应性, 文化方面比如角色, 习惯, 环境, 一起作业等的一起睡觉等)</p> <p>Rest/Sleep (including temporal adaptation, cultural aspects such as roles, routines, context, co-occupation such as co-sleeping, etc.)</p>	
<p>辅助设备/调整型设备</p> <p>Assistive devices/adapted equipment</p>	



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评估/诊断/预后:

Evaluation/Diagnosis/Prognosis:

在作业治疗评估之后，完成以下病患管理过程的步骤和内容:

Following the occupational therapist evaluation, complete the following steps in the patient/client management process:

评估内容 Evaluation Component	结果 Findings
标准化测试结果 Standardized test results (if appropriate)	
进一步观察/评估 Additional observations/comments	
评估：该儿童的优势是什么？ Evaluation: what are the child's strengths?	
家庭和社区拥有的资源有哪些？ What resources do the family &/or the child's community have?	
为确保作业治疗干预和咨询，性能可改进的地方是？（运用ICF 框架确定区域） What are the areas of performance improvement that warrant occupational therapy intervention &/or consultation? (use ICF as a framework to identify areas)	

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<p>以上作业治疗问题如何影响该儿童？这些问题怎样限制了儿童参与到与其年龄相适应的活动中去？</p> <p>How do these areas impact the child's performance skills and functional participation?</p> <p>(consider activity participation which is age appropriate for the child's age)</p>	
<p>以上问题是否有导致其他问题出现的潜力？这些尚未出现的问题是否可以避免？怎样避免？</p> <p>Does any of the functional limitation can potentially lead to the development of other problem areas?</p> <p>(can these future problems be prevented? how?)</p>	
<p>在未来一年中，该儿童及其家庭要面对哪些改变？你预期未来一年后该儿童的功能是什么水平？五年后呢？现在需要做什么才能保证其未来独立和功能的最大化？</p> <p>What changes are coming up for the child and family in the next year?</p> <p>What do you expect this child's anticipated level of function to be in 1 year? In 5 years? What needs to be done now to maximize future independence and function?</p>	



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<p>作业治疗预后是什么？对该儿童功能限制最大的1到2个问题领域是？</p> <p>What is the occupational therapy prognosis? Which 1 or 2 performance areas are the most limiting factors to the child's functional participation?</p>	
<p>是否需要转诊给别的临床工作人员？</p> <p>Are referrals to other practitioners indicated?</p>	
<p>假定的治疗目标是否合理并可以实现？为什么是或为什么不是？假定治疗目标是否可以在修改后同时反映出家庭目标、评估结果和功能的最大化？为什么可以或不可以？</p> <p>Are the hypothesized goals reasonable and attainable? Why or why not? Can the hypothesized goals be modified to reflect both the family's goals, the evaluation findings, and to maximize future functional independence? Why or why not?</p>	



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<p>是否有进行物理治疗的指征？该儿童是否有进行预防和其他健康问题的治疗需要？</p> <p>Are occupational therapy services indicated? Does the child present with needs related to wellness and prevention?</p>	
<p>如果需要，制定包括预期目标和结果的作业治疗计划并进行精炼，包括具体的治疗方法、频率和时长，以及预期的再评估日期和预期的出院计划。</p> <p>If indicated, develop the occupational therapy plan of care including anticipated goals and expected outcomes as refined during this process, the specific occupational therapy interventions to be used, the proposed frequency and duration of occupational therapy services, anticipated dates for re-evaluation and re-administration of outcome measures, and predicted plans for discharge.</p>	
<p>使用SMART 表格确定目标</p> <p>Identify goals using SMART format (LTGs & STGs)</p>	<p>LTGs –</p> <p>STGs –</p>

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基本儿科作业治疗计划制定指南

GENERAL PLANNING GUIDELINES FOR PEDIATRIC OCCUPATIONAL THERAPY INTERVENTION

儿童姓名 Child's Name:

日期 Date:

诊断 Diagnosis:

年龄 Age:

基于儿童年龄、诊断、功能水平和治疗计划，计划以下基本的治疗内容：

Given the child's age, diagnosis, level of functioning, and the goals established for the intervention; plan the following components of occupational therapy intervention as indicated in the plan of care:

治疗内容 Intervention Component	结果 Findings
<p>针对该儿童及家庭，哪些具体的适合该年龄活动比较适合？ (日间照顾、学校治疗师或专科医师等等)</p> <p>What specific age appropriate activities are indicated for the child and family? (at daycare, school, community, etc.)</p>	
<p>是否有基本的安全问题和预防措施？</p> <p>Are there any safety issues or pre-cautions?</p>	
<p>你怎样利用该儿童的优势去帮助其实现目标？</p> <p>How can you build upon the child's strengths to assist in achieving goals?</p>	

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<p>怎样对环境进行改造才能最佳的促进治疗活动并满足孩子和家庭的需要？</p> <p>How can the environment be set up to optimize intervention and to best meet the needs of the child and family?</p>	
<p>哪些具体的鼓励及游戏技巧最能促进该儿童的参与？</p> <p>What specific motivational and play strategies are best to use with the child?</p>	
<p>对拟干预治疗，进行活动分析，确定所需资源，成功地进行干预治疗。</p> <p>Conduct an activity analysis of the proposed intervention, identify resources needed to successfully carry out the intervention.</p>	
<p>有没有其他专业的治疗目标需要整合到作业治疗过程中去？</p> <p>Are there goals from other disciplines that should be integrated into the occupational therapy intervention sessions?</p>	



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<p>教育计划： 列出具体的针对病患、家庭和照看者的教育需求</p> <p>Education Plan: list specific education need areas for the child, family and caregivers</p>	
<p>教育计划： 哪些策略最有利于治疗活动在家庭和学校的延续？</p> <p>Education Plan: what strategies will be best to help achieve therapeutic carryover for the child?</p>	
<p>治疗计划中的 哪些部分可以委托给团队中的其他成员？哪些不可以？</p> <p>What components of the plan of care can be delegated to an occupational therapy assistant? Which components of the plan of care should not be delegated to other rehabilitation support?</p>	



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为儿童制定具体的治疗内容

PLANNING A SPECIFIC INTERVENTION SESSION FOR THE CHILD

姓名 Child's Name:

日期 Date:

本次治疗的功能性目标 Functional Goal for the Session:

使用以下格式来制定每次治疗或分组治疗的内容

Use the following format to plan the specifics of an individual or a group intervention session:

治疗内容 Intervention Component	计划 Plan
<p>达到本次功能性目标的活动包括哪些组成部分和完成的要求？（包括运动、感觉、知觉、认知、社会情感需求等）</p> <p>What are the components and demands of the activity outlined in this functional goal?</p> <p>(include motor, sensory, perceptual, cognitive, social-emotional demands, etc.)</p>	
<p>进行治疗活动的环境包括哪些组成部分？有什么要求？哪些因素可控，哪些因素不可控？</p> <p>What are the components and demands of the environment where this activity will be functionally performed?</p> <p>(include regulatory and non-regulatory conditions)</p>	

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<p>该儿童自身的哪些优势可以起到促进达到治疗目标的作用？</p> <p>What strengths and resources does the child have that will help achieve this goal?</p>	
<p>该活动的哪些部分目前还不在于儿童的能力范围之内？ 该活动最终发生的生活环境会对完成效果产生哪些潜在的影响？</p> <p>What components of the activity that are missing from the child's developmental skills? What is the potential impact of such limitations which need to be addressed in follow up session(s)?</p>	



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儿童姓名 Child's Name:

日期 Date:

本次治疗的功能性目标 Functional Goal for the Session:

列出治疗中具体的活动顺序，包括准备活动、运动内容和与下次治疗的承接关系。

List the specific sequence of the activities during the session, including preparatory activities, functional tasks, & links to the next session

治疗领域 Intervention Areas	活动 Activity	游戏或促进动力成分 Motivational or play component	反馈 Feedback	增进难度 ↑Challenge	降低难度 ↓Challenge

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附录II 一假设型小儿聚焦算法表格，供诊所使用

APPENDIX II – HOP-FA FORMS FOR CLINIC USE

思考 Reflection:

干预课程后，请参考以下问题，写SOAP记录，并思考课程进行情况以及孩子的进度：

Following the intervention session, write a SOAP note for the session and reflect upon the session and the child's progress using the following questions as a guide:

<p>课程中进行的好的方面？ What went well in the session?</p>	
<p>课程中仍可改进的方面？ What could have gone better?</p>	
<p>下节课中，你会对哪些方面进行改进，以取得更好成效？ What could you do differently at the next session to make the intervention session more effective?</p>	
<p>孩子是否按照预设目标取得进步，效果如预期般理想吗？是，为什么？否，为什么？ Is the child progressing towards the established goals and outcomes as expected? Why or why not?</p>	

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<p>作业治疗是否仍旧对该孩子有效，或该孩子已经取得作业治疗在本阶段能提供的最大疗效？</p> <p>Does occupational therapy continue to be indicated for this child or has the child achieved maximal benefit from occupational therapy services?</p>	
<p>关怀计划中有哪些可以改进的地方，能提高疗效，并最大化孩子功能的独立性？</p> <p>What changes to the plan of care are needed to improve goal acquisition and maximize functional independence?</p>	
<p>是否需要全面的再次评估？</p> <p>Is a formal re-evaluation indicated?</p>	
<p>治疗结束计划是否需要因本次治疗而发生更改的？</p> <p>Are changes in the discharge plan indicated?</p>	