



Aprenda sobre o processo Avaliativo inicial que o T.O faz quando a Criança chega ao consultório.

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Terapeuta Ocupacional - Infantil

Mestre em Terapia Ocupacional

Especialização em Intervenção em Neuropediatria

Cursos de Integração Sensorial, aplicadora ABA, Pediasuit, Bandagem Terapêutica Funcional

Cursando Esp. Terapia Ocupacional e a Reorganização Sensorial no Autismo

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- Cada criança é única;

- Diferentes formas de abordar;

- Avaliação começa com a chegada da criança na clínica, observando de longe (como chegou, com quem, como se portou na recepção e interagiu, etc);



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“Check list” 10 inicial



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1. SABER OBSERVAR

2. APROXIMAÇÃO

(como falar com a criança, como se aproximar, sentir a aceitação, como conduzir a sala, levar sozinha ou acompanhada?, deixar levar brinquedo?)



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3. INTERAÇÃO COM O ESPAÇO - SALA:

Como entrou?
Explorou espontaneamente ? Como,
de que forma, o que buscou?
Organizado ou desorganizado?
Repetição?
Permitiu aproximação e interação?
O que tudo isso me diz sobre a
criança?



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4. COMPORTAMENTO LÚDICO:

Que brinquedos buscou? Brincou de forma exploratória ou deu função? Repetitivo? Simbolismo?



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5. COMPORTAMENTO:

Responde quando chamada pelo nome?

Como reage a comandos e regras?

Presença de choro e birra?

Agitação?

Medos e inseguranças?



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6. POSICIONAMENTO:

Movimento ou preferiu sentada ou
deitada?
Abaixada?
W?
Mantém postura?
Hipotonia?



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7. COMPONENTES MOTORES:

Motricidade ampla:
integração dois lados do corpo, ADM,
força, equilíbrio, cruzamento da linha
média, esquema corporal,
planejamento e execução motora
ampla



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8. COMPONENTE MOTOR FINO:

Coordenação olho-mão
Lateralidade aparentemente definida?
Destreza manual
Pinças e preensão de lápis e canetas
Grafomotricidade



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9. COMUNICAÇÃO EXPRESSIVA E COMPREENSIVA:

Oralidade?
Compreende o que é solicitado?
Se expressa oralmente ou de formas alternativas? Aponta?



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10. BARREIRAS INICIAIS

Interação?
Autoregulação?
Insegurança de separação?
Excesso de mando?
Comportamento opositor?
Hiperresponsividades?

Anamnese com o máximo de informações relevantes

- Pré, peri e pós natais e de saúde atual;
 - histórico diagnostico;
 - informações escolares;
 - avaliação de preferencias;
 - relações familiares;
 - terapias atuais e que já realizou;
 - motivo da busca pelo serviço e expectativas;
- comportamento alimentar;



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Algumas Avaliações e testes padronizados observacionais ou questionários



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- **Inventário Portage Operacionalizado:**
Avaliação do Desenvolvimento de Crianças de 0-6 Anos-
listagem de 580 comportamentos de crianças de 0 a 6 anos para
as áreas de Desenvolvimento Motor, Linguagem, Cognição,
Socialização, Autocuidados e uma área específica para bebês de
0-4 meses denominada de Estimulação Infantil

- **Pedi (Inventário de Avaliação Pediátrica de incapacidade):**
Descrição detalhada do desempenho funcional do paciente de 6
meses a 7 anos de idade, documentando suas mudanças
longitudinais em três áreas funcionais: autocuidado, mobilidade e
função social.



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Algumas Avaliações e testes padronizados observacionais ou questionários

- Perfil Sensorial 2 (Dunn):

Conjunto de ferramentas padronizadas que tem por objetivo avaliar os padrões de processamento sensorial da criança do nascimento aos 14 anos e 11 meses, no contexto da vida cotidiana (casa e escola)

- SPM-p:

O Sensory Processing Measure for Preschoolers (SPM-P) é um instrumento de dois formulários de classificação que permitem avaliar questões de processamento sensorial, práxis e participação social em crianças pré-escolares dos dois aos cinco anos



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Algumas avaliações e testes padronizados observacionais ou questionários

- Denver II:

Teste de triagem do desenvolvimento que mede a aquisição de determinadas funções de desenvolvimento em relação à idade cronológica da criança de 0 a 6 anos, formulário composto de 125 itens representados por tarefas organizadas em quatro áreas de desenvolvimento: pessoal social, motor fino adaptativo, motor grosso e linguagem;

- M-CHAT-R/F – Escala Para

Rastreamento de Autismo Revisada:

Escala de rastreamento que pode ser utilizada em todas as crianças com objetivo de identificar traços de autismo em crianças de idade precoce (entre 1 e 2 anos e meio)



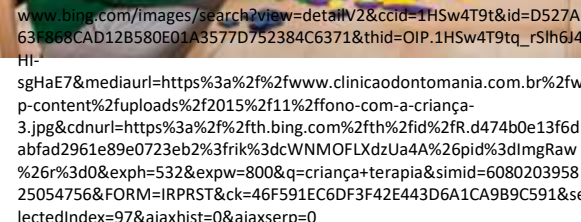
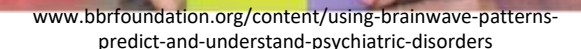
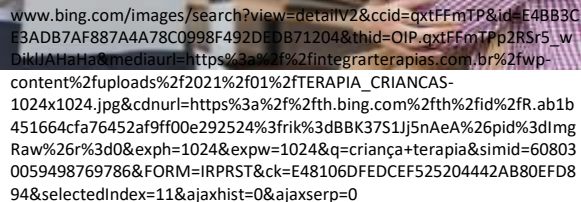
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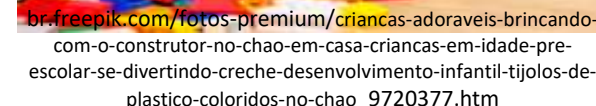
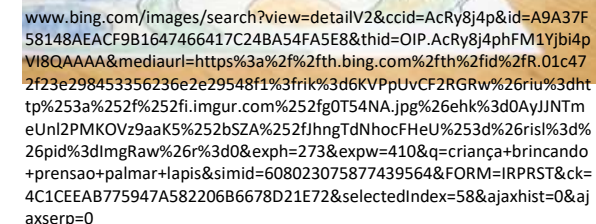
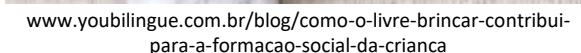
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- Vineland:

- Protocollo VB-MAPP

Nível 1: 0 a 18 meses
Nível 2: 18 a 30 meses
Nível 3: 30 a 48 meses
Usado até 7 anos





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Observação do comportamento alimentar:

- Restritivo?
- Aceita alimentos de todos os grupos?
- Como realiza as refeições?
- Seletivo por categorias, texturas, cores, sabor?
- Comportamento alimentar em casa é igual na escola?



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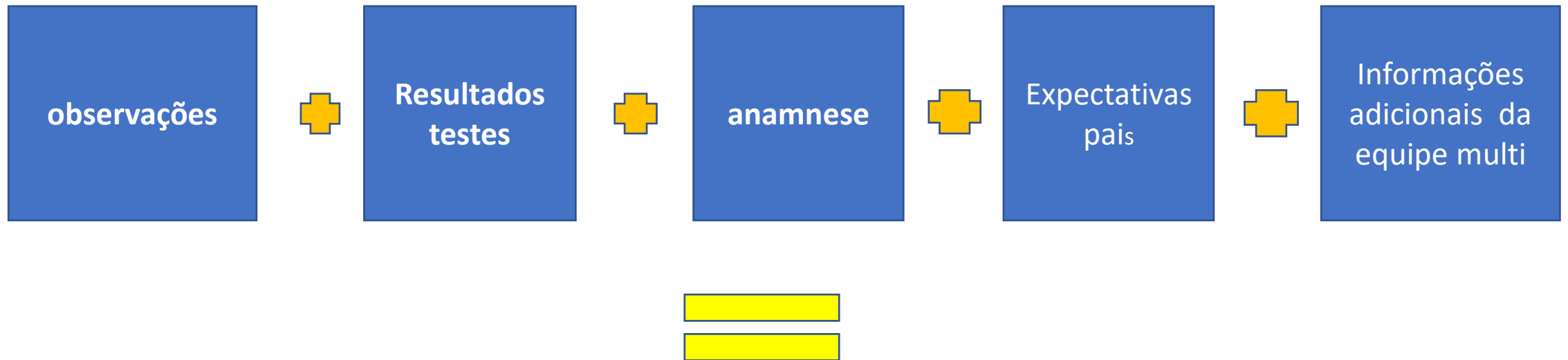
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Já apliquei tudo, observei tudo, bla bla bla....

e agora????????



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Objetivos a curto, médio e longo prazo

- realistas e alcançáveis

avaliou



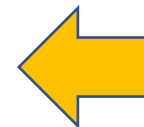
Traçou
objetivos



intervenção



Reavaliou



Recalcular
rota



**ATIVIDADES
COM PROPOSITO**

APRENDIZADO ESCOLAR,
BRINCAR, SOCIAL, AVDS

LINGUAGEM

ATENÇÃO E ESCUTA,
LINGUAGEM RECEPTIVA E
EXPRESSIVA, MEMÓRIA
AUDITIVA

PERCEPÇÃO VISUAL

DISCRIMINAÇÃO VISUAL, MEMÓRIA VISUAL,
DISCRIMINAÇÃO FIGURA-FUNDO, CONSTÂNCIA
DE FORMAS, RELAÇÕES ESPACIAIS VISUAIS

HABILIDADES MOTORAS FINAS

COORD. OLHO-MÃO, CONTROLE OCULAR
MOTOR, DESTREZA MANUAL

HABILIDADES MOTORAS GROSAS/GLOBAIS

PLANEJAMENTO MOTOR, ESQUEMA CORPORAL, INTEG,
BILATERAL, EQUILÍBRIO E POSTURA, CRUZ. LINHA MÉDIA

SISTEMAS SENSORIAIS

VESTIBULAR, PROPRIOCEPÇÃO, TÁTIL, AUDITIVO, VISÃO, OLFATO,
PALADAR, INTEROCEPÇÃO

- Definição de recursos, orientações, adaptações, manejo para casa e escola (manejo, curricular, ambiental);
- Alinhamento com equipe multi e escola



Obrigada!

Boa Noite!