

Collaborative Treatment Planning Based on COPM

Participation Restrictions In order of priority Based on COPM	Functional Activity Limitations Impacting on participation	Underlying impairments Prioritized: low number = high impact, high priority	Contextual factors affecting participation Person & Environment	Intervention Approach/Strategies How to assist Key people to carry out programme? SP & OT – Trans disciplinary approach
Tim is having difficulty participating in curriculum and is not reaching his potential on any subject (below average results)	<ul style="list-style-type: none"> • Slow to get started on tasks • Fails to complete set work • Slow handwriting 	<ul style="list-style-type: none"> • Comprehension difficulties (1) • Limited attention span (4) • Poor upper limb proprioception (2) • Slow processing speed (5) 	<ul style="list-style-type: none"> • Mother unable to manage Tim's level of frustration & particularly homework refusal • Often late for school 	<ol style="list-style-type: none"> 1. School Visit (including within classroom coaching)- strategies for child & teacher re following instructions, comprehension, attention, handwriting & peer understanding; consider !:1 or smaller group learning/aid time. 2. Highlight his abilities in maths 3. Remedial Handwriting Group 4. Ideas for mum to better manage Tim's behaviour Note importance of positive parenting (SW/NP input) 5. Address morning routine & homework issues with mum (SW/NP to input).
Strengths: Responsive to positive feedback/instruction Likes 1:1 learning opportunities in the classroom Average IQ performance on NP testing with only specific areas of weakness Reported that he likes maths Able to actively engage in 1:1 play Friendly likeable child				
Tim is not joining in with peers at playtime	<ul style="list-style-type: none"> • Slow & gets left behind, cannot keep up with others • Disjointed conversation ability 	Slow processing speed (4) Low muscle tone (1) Word finding difficulties (2) Comprehension difficulties (3)	<ul style="list-style-type: none"> • Games played are highly physical in nature e.g. soccer • Other children at school do not understand Tim's difficulties 	<ol style="list-style-type: none"> 1. School Visit - strategies re lunchtime activity including 1:1 play opportunities & peer understanding 2. Word Finding treatment programme (in conjunction with handwriting group) 3. PT to input to OT/SP treatment re low muscle tone