

# **HEALTH AND SENSORY-MOTOR SKILLS PROGRAM**



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### Summary Content And General Behavioral Objectives

The *Health And Sensory-Motor Skills Program* is designed to help the handicapped person achieve his or her maximum individual potential for independence in *promoting and maintaining good health, dealing effectively with illnesses and injuries, and developing practical motor skills*. The habilitation professional must encourage the client to become familiar with his or her medical history and report important medical information accurately; to actively promote good health; to recognize signs of illness and be familiar with appropriate restorative measures; and to develop motor skills that promote safer and less restrictive movement in the environment. At the same time, parents and others responsible for the client must be encouraged to support reasonable risk-training and exposure to a variety of challenging experiences. In addition, they must be encouraged to allow the client to use newly acquired skills **independently**, and to realize from the client's increasing growth in competence *their increasing responsibility* to grant additional freedoms. This, in effect *gradual letting go*, is as important as it is reasonable, for it both verifies the commitment of those on whom it depends and reinforces the client's efforts toward maximum independence.

The *Health And Sensory-Motor Skills Program* develops the following skill training areas (sections):

- I. Basic Knowledge Of Good Health, Illnesses, And Injuries
- II. Basic Nutrition And Menu Planning
- III. Practical Motor Skills Development

The *Health And Sensory-Motor Skills Program* expands the following general behavioral objectives:

#### I. Basic Knowledge Of Good Health, Illnesses, And Injuries 48 Skills (886 Tasks)

- ☐ To develop client's **knowledge of basic medical information regarding self**, including information about his or her physician, health insurance, chronic physical problems, medications . . .
- ☐ To develop **knowledge of physical and mental handicaps and client's own handicap and limitations** . . .
- ☐ To develop **knowledge of routine physical examinations**, including what happens during various tests, why the tests are performed . . .
- ☐ To develop **knowledge of factors conducive to good health**, including the role of diet, exercise, rest, weight control . . .
- ☐ To develop **weight awareness and use of scale**, including the effects of weight on one's health and body, knowledge of client's own weight and whether it should cause concern . . .
- ☐ To develop **basic knowledge of common illnesses, injuries, and other related medical conditions**, including symptoms, prevention, and common treatments . . .

Medical conditions and other related subjects included are: *seizure; cut; burn; awareness of germs; use of thermometer; fever; common cold; sore throat; cough; flu; awareness of spoiled foods; stomachache; vomiting; indigestion; flatulence; diarrhea; constipation; earache; knowledge of dental health; toothache; headache; particle in eye; nosebleed; allergies; sliver; blister; wart; bee sting; mosquito bite; athlete's foot; rash; chapped hands; chapped lips; cold sore; dizziness and fainting; vaginal infections; sunburn; poison; awareness of alcohol, tobacco, and drugs; awareness of mental health* . . .

## II. Basic Nutrition And Menu Planning

4 Skills (86 Tasks)

- ☐ To develop **awareness of the importance of good nutrition**, including the role of food in maintaining health, the effects of poor eating habits on the body . . .
- ☐ To develop **knowledge of the basic four food groups**, including the number and names of the groups, examples of foods in each group . . .
- ☐ To develop the skill of **planning individual meals** based on applied knowledge of the basic food groups, including well-balanced breakfasts, lunches, dinners, sack lunches . . .
- ☐ To develop the skill of **planning an entire day's menu** based on applied knowledge of the basic food groups, including developing and applying knowledge of the number of servings needed daily from each group . . .

## III. Practical Motor Skills Development

20 Skills (457 Tasks)

- ☐ To develop the skill of **sitting on a bench without back support**, including maintaining balance while reaching for objects behind and to the side of client . . .
- ☐ To develop **standing skills**, including *standing from a sitting position* on floor or ground using one arm only, *standing on tiptoes* to see over visual obstructions and to reach objects, *standing without support on a step stool* and maintaining balance while performing a specified activity . . .
- ☐ To develop **walking skills**, including **walking forward** when *space for shoulders and upper arms is restricted*, when *space for legs and lower arms is restricted*, and when *space for feet is restricted*; **walking sideways** when space for body is restricted, **walking on balls of feet** when space for feet is restricted . . .
- ☐ To develop the skill of **ducking to avoid stationary obstructions** . . .
- ☐ To develop the skills of **squatting** in two different positions, including maintaining balance while performing specified activities . . .
- ☐ To develop the skills of **stepping over obstructions** and **stepping across obstructions** when height and width are the primary factors respectively . . .
- ☐ To develop the skills of **catching objects thrown by others** and **throwing objects to others** . . .
- ☐ To develop the skill of **balanced carrying**, including carrying with both hands an object that requires balancing (e.g. tray with filled beverage glasses), and carrying with only one hand an object with similar balancing requirements (e.g. mug of coffee) . . .
- ☐ To develop the skill of **picking up difficult-to-grasp objects** . . .
- ☐ To develop the skill of appropriately **turning pages of printed matter**, including turning one page at a time, practice on different weights of paper, not damaging pages . . .

Work-related *fine motor dexterity skills* are developed in **VOCATIONAL SKILLS PROGRAM, Section I. Work Production Skills Development.**