




Template for Evidence-Based Interventions Learning a New Motor Activity


Step 1: Physiotherapy Assessment


Goal Setting:  Activity/Task/Goal chosen by the child: _____



Evaluation:  How is the child performing the activity?: _____


Summary of other important findings: _____




Analysis:
(Dynamic Movement Analysis)  Summary of principal factors impacting on successful performance/learning of the activity:

Factors helping: _____

Factors hindering: _____



Intervention Plan:  - Involvement of the child in creating the intervention plan (self-discovery)
 - Breaking the activity down into different sub-tasks (based on dynamic movement analysis)
 - Utilization of task-oriented, cognitive, and motor learning principles to practice each sub-task
 - Child self-evaluation (with therapist support) of each sub-task and planning of the next sub-task to practice (or practicing the whole task or activity)

Step 2. Implementation of Intervention Plan

Sub-task to practice:

Intervention components

(what you want to think about when you design your intervention)

Direct
interventions
with the child

Details about how to grade the environment and/or the task/activity: _____

Instructions to provide: _____

Feedback to provide: _____

Modality-specific strategies to use (ie cues to focus attention): _____

Mental or self-verbalization strategies to use (ie to involve cognition): _____

Intervention with
the child, his family
and adults in his
environment to
foster practice and
participation

Opportunities for practice and participation : _____

Re-valuation of how the child is performing the sub-task or the activity: _____

Planning next steps

- Need for therapist intervention to practice sub-task.
Review the plan: is there anything that needs to be modified to ease learning?
- Sub-task mastered; practice a new sub-task before practicing the whole activity.
Break-down the task and practice the sub-task.
- Sub-task mastered; ready to practice the whole activity.
Practice the child's goal (ie. What the child wants to do).
- Activity/goal acquired; ensure generalization across environments and provide opportunity for participation, foster generalization of strategies for learning new activities.