Centro Ann Sullivan del Perú (CASP)

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Photo courtesy of Katie Strempke
Lima, Peru

We stayed in the San Miguel district in Lima with a host family for one week. We worked at CASP daily from morning until evening.

Other members of the Kansas Baby Team stayed in La Punta with the director of CASP.
Centro Ann Sullivan del Perú (CASP)

CASP serves people with different abilities and their families. They implement a functional curriculum to encourage independence in daily life and work.

CASP is divided into several classrooms based on the child’s age and abilities, and serves children ages 0-18.

CASP requires that parents be very involved in their child’s education. The child and parents each have an IEP that are reviewed annually.

Photo courtesy of Kayla Clark
Role of Kansas Baby Team at CASP

Consultation services in classrooms at the center for children ages 0-5 and their families

Consultation services for families in their homes

Presentation on safe and effective feeding and sleeping strategies
Assessment: Observation

We considered characteristics of the environment, the person, and the task while observing children during their typical classroom routines.

We looked for strengths as well as areas for improvement while observing children participate in PE class, mealtime, music class, bathroom breaks, art activities and classroom activities.
Assessment: Interview

We utilized interpreters in order to conduct interviews with parents, children, and staff.

We asked questions about health information, daily routine, home environment, mobility, feeding, sleep, and play.

Photo courtesy of Katie Strempke
Interprofessional collaboration

Teachers and special education teachers
Physical therapists
Occupational therapists
Administration

Photo courtesy of Katie Strempke
Intervention: Eating and mealtime utensils

- Make sure it is the appropriate size and weight
- Use a built up handle if needed
- Eliminate visual clutter

Photo courtesy of Katie Strempke
Intervention: Suggestions for staff

- Allow the children to make choices
- Promote communication
- Provide a visual schedule

Photo courtesy of Katie Strempke
Intervention: Positioning/Seating

Supportive seating helped children participate in classroom activities.

Some children at CASP had Down syndrome and benefited from more support in their chair.

Photos courtesy of Katie Strempke and Kayla Clark
Intervention: Addressing sensory needs

Give children who need to move around jobs like handing out supplies to other students.

Consider noise level of music for children who may be sensitive to sound.

Being aware of strengths and providing appropriate cues.

Photo courtesy of Kayla Clark
Ethical considerations

Child protective services will not intervene in cases where parents feed the child a controversial diet that does not meet the child’s nutritional needs.

CASP does not support the use of sign language as a means of communication. We felt that signs could have helped some children express their needs.

Photo courtesy of Kayla Clark
Ideas for future collaboration

Help the staff develop or choose a questionnaire for parents to identify concerns before meetings to help us direct interviews and answer questions.

Photo courtesy of Katie Strempke
Most profound clinical/academic experience

“I learned the importance of collaborating with teachers when working with children. They have valuable information that we would not have otherwise known had we not sat down and talked with them.” - Kayla

“I learned to be creative and use items in the natural environment to promote children’s performance.” - Katie

Photo courtesy of Kayla Clark
Most profound cultural experience

“It’s important to consider cultural differences when staying with a host family. Something that may be acceptable in the U.S. may not be in Peru!” - Kayla

“The Peruvian people welcomed us as family.” - Katie

Photos courtesy of Katie Strempke and Kayla Clark
Conclusions

CASP improved interprofessional collaboration skills

Enhanced professor-student relationship

Improved cultural competency

Highly recommend to future students

Photo courtesy of Kayla Clark
References


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