Welcome to my Journey!

You are invited to enjoy this journey where you will find my work and information about how during these years I have explored and enjoyed developing my competence in the area of knowledge, critical reasoning, performance skills and interpersonal skills as an occupational therapy professional. I hope you enjoy the sights, the discoveries and adventures!

"Do not go where the path may lead, go instead where there is no path and leave a trail."

Ralph Waldo Emerson
The First Step

Before arriving in New York, I worked in Chile in a pediatric rehabilitation institution called Teletón, which specialized mainly in providing treatment to families of low social economic status with children with neurological diseases, cerebral palsy, genetic disorders, amputations, and developmental delays. I have always been driven by acquiring new knowledge and enjoyed learning new things. Since the beginning of my career I have been working with the pediatric population and I have always found that this particular population is challenging from the point of view that multiple systems that surround the child are contributing to the outcome and development. For the pediatric population and regardless of the disability, the ability of self-regulate is a major area of concern in the development of a child. I had the chance to move to New York when my husband won a scholarship to complete a doctoral degree. This opportunity gave me the chance to continue with my professional development and complete a Master of Arts at New York University. This first step challenging my academic skills in another language was just the beginning of an exciting adventure which would end with pursuit of the clinical doctorate in New York University in the search for answers about self-regulation in the pediatric population.

"The journey of a thousand miles begins with one step."

Lao Tzu 600 BC-531 BC
Planning and selecting the journey

"The Plan"

The following goals were selected to develop my competence in the area of knowledge, interpersonal skills, and professional development.

1. Demonstrate competence on knowledge about self regulation in preschool children.

2. Learn and share with other professionals two different programs available that promote self-regulation in children.


4. Develop a body of material for the Spanish speaking community to share with other occupational therapy professionals.

“The road of life twists and turns and no two directions are ever the same. Yet our lessons come from the journey itself.”

Don Williams, Jr. 1968
THE SELECTED PATH

"Life is a journey not a destination"

Waldo Emerson

Ralph

I had the chance to learn about several interesting topics during the Master of Arts but one particular element was present in many subjects of my classes. I was capture by the importance of self-regulation in children and how many disciplines not only occupational therapy professionals are constantly trying to find the best way to incorporate strategies to promote this important ability in children. This was the main reason why I decided to begin the journey towards learning about this concept not only from the perspective of the profession of occupational therapy but also learn from the work done in other professional areas.

When you find your path it highlights from other options
Achievements/Artifacts

Artifacts:
- Powerpoint presentation about the development of self-regulation in children
- In service presentation about self-regulation theories and different components of self-regulation
- Article about cultural influence in self-regulation
- Conceptual framework for a unified self-regulation definition

File Attachments:
1. **Self-Regulation Development**
   - Powerpoint developed for occupational therapist regarding self-regulation development in children.
2. **Cultural influence in self-regulation**
   - Paper about the influence of culture in the development of children and self-regulation strategies used.

*During the journey the acquisition of knowledge is through experience*
1.- The Road to Knowledge

Demonstrate Competence in Knowledge about Self-Regulation in Preschool Children

Reflection

To learn about the development of self regulation in children I need to explore different approaches to understand the relevance of the concept in the human development. These initial searches for information contribute to renew the knowledge I had about the self regulation in children. There were two interesting approaches that support the development of self regulation from different points of view. This distinct logic gave me the ability to analyze the same concept from a different perspective which gave me more flexibility in the application to practice. I learned about the approach of self regulation from a psychological point of view which related closely self regulation to the development of a cognitive ability. On the other hand the point of view from an educational theory analyzes the concept relating it to the ability to interact with the environment.
Achievements/Artifact

Artifacts:

- Participate in continuing education course about Alert program for self-regulation for children
- Participate in continuing education course about Yoga classroom based curriculum that promote self-regulation
- Paper about the relation of self regulation and emotional development
- Literature review list about self-regulation

File Attachments:

1. **Certificate of Attendance to the Alert Program**
   Certificate of attendance to the training course of the Alert program focused teaching strategies for self-regulation in children.

2. **Certificate of Attendance to the Get ready to Learn Program**
   Attendance to the training course to apply the Get Ready to Learn Program a Yoga based intervention program developed for a classroom setting.

3. **Self-regulation and emotional development**
   Paper about self-regulation and emotional development and its relation to children with sensory modulation disorders.
2.- Prepare the Equipment

Learn and share two different programs that promote self-regulation in children

Packing all the experience and previous information to take to this new adventure
3.- Experiencing this Journey

Develop and apply an occupational therapy intervention programs that promote self-regulation in children

Let's start applying the knowledge and walk through this journey
Application of Self Regulation Programs in Schools Settings

School Setting

Children at school in Accra, Ghana
Achievements/Artifacts

Artifacts:
- Handout for teachers about self-regulation and programs available.
- Powerpoint presentation about self-regulation for teachers.
- Article about the importance of self regulation for the academic skills of the children.

Tired or trying to self-regulate??

File Attachments:
1. **Self-regulation for school success**
   PowerPoint presentation in Spanish for preschool teachers in Chile
2. **Self-regulation Handout**
   This handout intends to introduce teachers to the concept of self-regulation in children and provide concrete strategies that can be implemented in classroom routines.

Videos:
1. **Observation of self-regulation strategies in children** (min., 9.5 MB)
   A short example of singing and movement strategies developed before handwriting tasks in a Kindergarten class in Ghana. Video taken with authorization of the school principal.
Application of Self-Regulation Programs in Practice

Reflection

After working for 5 years with preschoolers that struggle modulating their behaviors to be able perform adequate I started looking for programs that would help them to achieve this important ability. Single approaches that I used in the past did not give positive results and it was most of the times difficult to apply in different settings like home and school. I learned about the alert program and after attending the course and I found it an interesting approach to teach children with self-regulation difficulties. After I went to the course I realize that the information could be useful to create elements that can support the intervention at home and in school in order to help children generalize the ability to self-regulate in different settings. This was one of the main reasons why I decided to develop a handout for teachers, to incorporate the concept of self-regulation in schools. I shared the handout with other professionals receiving some important feedback and finally created a version that can be used for teachers and occupational therapists that are interested in learn about self-regulation in children. The handout was developed to serve the purpose of sharing the information with other professionals.

In the process of creating the handout I realize how important it is to share the concepts in a way that can be understandable and simple for other professionals. It wasn’t easy to condense the information in a way that delivers enough information to understand the concept but on the other hand is not overwhelming. During the development of the handout I realize that self-regulation is an important aspect for pre academic skills and can predict academic readiness in the children. Knowing about the importance for preschool children to acquire these abilities is what drove me to develop a protocol inspired in the alert program. The program of self-regulation was developed for school age children. My interest was to modify the self-regulation program to create a version for pre-school children as a preventive way to teach preschool children about these important abilities. To gather some information from other occupational therapy professionals I developed a presentation and shared the program. I received positive input to modify some activities and interesting ideas to modify some concepts to make them more age appropriate. Implementation of the program was a great challenge that I enjoyed. Preschool population can have unexpected behaviors or reactions. I remember that one of the most challenging things was to stay flexible with the type of activities since depending of the dynamic of the group some activities could result unsuccessful. I learned that it is useful to have a pool of activities if something goes wrong.

To incorporate parents in the process was something complicated and definitely is a big challenge for every health
professional.
Part of the learning process was to put all the information about the program in a single final product to be able to replicate the program and share with others. Analyze the application of the program allowed me to modify some aspects of the program that would contribute to a better implementation for the future.
Achievements/Artifacts

Artifacts:

- Powerpoint presentation for occupational therapist about self regulation
- In service presentation after the application of the self-regulation for the summer camp
- Program guide of a self-regulation program for preschoolers
- Adapted book for assessing self awareness in behavior and self-regulation in children
- Information binder for other O.T. professionals to consult about self-regulation
- Article about programing in occupational therapy for a practice setting

File Attachments:

1. 1. Alert program in summer camp
   This presentation was developed for occupational therapist from a private practice in NY

2. 2. Implementation of Alert Program
   Presentation with the final adaptations and the weekly protocols used during the summer camp.

3. 3. Program Guide for Alert program
   This program guide was developed to implement the self-regulation program "Alert Program" with
4. Adapted Book behavior assessment

This adapted book is developed to be used during occupational therapy treatment session. The therapist can assess the ability of the child to demonstrate self awareness in behavior self-regulation.
Achievements/Artifacts

Artifacts:
- Powerpoint presentation in spanish about self-regulation development
- Handout about self-regulation translated in spanish
- Translation of the games of the Alert Program ("How does your engine run??")
- Translation of documents from the "Get ready to learn" program
- Paper about importance of considering cultural differences in implementing programs for other countries

File Attachments:
1. 1. Self-regulation in preschool
   Powerpoint presentation in Spanish for preschool teachers in Chile
2. 2. Self-regulation development
   PowerPoint presentation in Spanish for occupational therapist of a rehabilitation institution in Chile
3. 3. Self-regulation and sensory integration
   PowerPoint presentation in Spanish for occupational therapist of the Chilean corporation of Sensory Integration.
4. 4. Self-regulation handout
   Spanish version of the teachers handout about self-regulation
5. 5. Self-regulation Fishing game instructions in Spanish
   This is the translation of the instructions of the game go-fishing of the Alert Program "How does your engine run??"
<table>
<thead>
<tr>
<th></th>
<th><strong>6. Self-regulation Bingo game instructions in Spanish</strong></th>
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<tbody>
<tr>
<td></td>
<td>This is the translation of the instructions of the Bingo game of the Alert Program “How does your engine run?”</td>
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<td></td>
<td><strong>7. Get Ready to Learn Questions and Answers</strong></td>
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<td></td>
<td>Translation into Spanish of the Get Ready to Learn questions and answers documents</td>
</tr>
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<td></td>
<td><strong>8. Handout GRTL</strong></td>
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<tr>
<td></td>
<td>Translation into Spanish of the one page handout about the Get Ready to Learn program</td>
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</tbody>
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4.- Sharing the Experience

Generate a Body of Materials for the Spanish Speaking Community

"It is good to have an end to journey towards, but it is the journey that matters in the end".

Ernest Hemingway
Artifacts

Artifacts:

- Lecture about sensory processing and self-regulation

File Attachments:

1. Sensory Processing and Self-regulation

   Lecture for the Pediatric course of Occupational Therapy Department of the University Central in Santiago Chile
Every new step is a new journey that begins to unwrap. After gathering the experience of this wonderful knowledge I will have a greater challenge which is related to implement and use the tools acquired during this journey. Implementation of new intervention programs and developing new treatment options is not an easy job and perseverance and team work is necessary to succeed. Knowledge does not serve is we can’t share it and make it change the current status or unwanted situation and one of my bigger goals is to use this new knowledge to develop more intervention opportunities to Spanish speaking communities that don’t have this available as an intervention tool. My ultimate goal is to be able to share this with other Spanish speaking occupational therapy professionals in order to make these possibilities part of their interventions strategies as well.
VITAE

CURRENT ACTIVITIES

NEW YORK UNIVERSITY: Department of Applied Psychology

• Research Assistant in the Self-regulation research project Tools of the Mind English Language Learners since September 2011

SPOTS: SPECIAL PROGRAMS IN OCCUPATIONAL THERAPY SERVICES New York, NY since September 2008

• Participating as an observer of individual and group interventions at the SPOTS private occupational therapy practice.

• Volunteering at the summer camp program at SPOTS.


• Volunteer of the Spinal Muscular Atrophy (SMA) Foundation at the Spinal Muscular Atrophy Clinical Research Center at the New York Presbyterian Hospital.

AWARDS

Excellence Award: given to the occupational therapist with most outstanding performance during
the previous year and that has shown permanent commitment to the institution. Teletón 2007

File Attachments:
1. Resume
EDUCATION AND PROFESSIONAL EXPERIENCE

EDUCATION

NEW YORK UNIVERSITY New York, USA, since September 2011
DPS in Occupational Therapy

NEW YORK UNIVERSITY New York, USA, September 2010
Master of Arts (Steinhardt School of Culture, Education and Human Development)

UNIVERSIDAD DE CHILE Santiago, Chile, March 2005
Occupational Therapist (program accredited by World Federation of Occupational Therapist), GPA: 6.1/7.0 (Graduated with Maximum Distinction)
Thesis title: “Influence of Retirement on Recently Retired Elderly”

UNIVERSIDAD DE CHILE Santiago, Chile, December 2003
Bachelors in Occupational Science (program accredited by World Federation of Occupational Therapist), GPA: 5.9/7.0 (Graduated with Distinction)

PROFESSIONAL EXPERIENCE

TELETÓN Santiago, Chile, March 2005-July 2008

• Member of the largest occupational therapy department in Chile, which is focused on evaluating and treating children with neuro-muscular diseases, and educating their families and communities.

• Participated in an interdisciplinary program for children with severe neurological damages, educating families, doing splints, several adaptations to improve life quality, and developing...
educating families, doing sports, several adaptations to improve the quality, and developing workshops for family intervention together with other professional disciplines such as speech therapist, physiotherapist, teachers, and physicians.

• Evaluated and treated patients that required sensory integration treatments.

• Managed the independence and autonomy program which develops autonomy skills in adolescent patients.

• Developed, planned and directed the dog assisted therapy program, implementing one of the first animal assisted programs for rehabilitation of neurologically damaged children in Chile.

• Co-author of the standardized research aiming to create a Hand Grasp Development Scale for Chilean Children. Designed the methodology, created the evaluation battery, and evaluated children between the ages of 2 and 7 years old.

• Created and presented, together with other colleagues, a postural management guide for children in wheelchairs at the Latin-American Rehabilitation Congress (ORITEL).

• Presented and demonstrated the application of the Viso-Motor Integration (VMI) evaluation test to the occupational therapy department, to improve patient placement into the educational system.

• Created a do it yourself manual for parents of low income families, for building furniture that allows correct positioning of severe damaged children at their homes.

• Supervised, evaluated and coordinated student’s internships.

**LUIS CALVO MACKENNA HOSPITAL** Santiago, Chile, March 2005

• Worked in the occupational therapy department at the children’s neurological unit, treating children with several different neurological delays.

• Assessed children’s developmental delays using the Bayley Infant Developmental Scale.

• Assessed children with developmental disorders using the Psycho Educational Profile (PEP-r).
PUBLICATIONS & PRESENTATIONS


File Attachments:

1. Thesis Publication
   Publication of the Thesis in the Chilean Journal of Occupational Therapy. (Paper in Spanish)
RELEVANT COURSES

• “Get Ready to Learn: Yoga in the Classroom” South Portland, Maine, USA (13 contact hours).

• “How does your Engine Run?” Alert program for self-regulation. Hoboken, New Jersey, USA (12.75 contact hours).

• “Update on evaluation of children with developmental disorders,” Psychiatric Clinic at Universidad de Chile, Santiago, Chile (20 hours).

• “Workshop Sensory Integration,” Chilean Corporation of Sensory Integration, Santiago, Chile (30 hours), 2008.

• “Sensory Integration Perspective,” Universidad de Chile, Santiago, Chile, given by Erna Imperatore Blanche Ph.D., OTR/L, FAOTA, (72 hours). Course accredited by the Western Psychological Services WPS, 2007.

• “Sensory Integration Intervention,” Children Rehabilitation Center Teletón, Santiago, Chile, given by Erna Imperatore Blanche Ph.D., OTR/L, FAOTA, Gustavo Reinoso Ph.D., OTR/L, (54 hours). Course accredited by the Western Psychological Services WPS, 2007.

• “Therapeutic Ball Usage,” Center for Children Rehabilitation Amancay, Santiago, Chile, given by Joan Day Mohr, N.D.T. Instructor (20 hours), 2007.

• “The Narrative and its implementation as a method required for projects and research in Occupational Therapy,” Universidad de Chile, Santiago, Chile (11 hours), 2005.


• “Introduction to Sensory Integration,” Chilean Corporation of Sensory Integration, Santiago, Chile (10 hours), 2004.

• “Current Approaches Psychiatric Patients,” Mental Health team from the Psychiatric Clinic, Universidad de Chile, Santiago, Chile (10 hours), 2004.

• “Update on Prescription and Training of Technical Aids for Mobility and Posture,” Universidad de Chile, Santiago, Chile, 2004.
OTHER RELEVANT INFORMATION

Languages: Fluent in English, Spanish, and German.

Personal Traits: Empathic, proactive, and cooperative, with very good disposition to help and constant interest in sharing her knowledge, methodic and with highly developed research abilities.

OTHER ACTIVITIES


• Member of the Training Team of the German Social Action Group (CASA due to its name in Spanish) from the German School in Santiago, for the construction of basic housing units in Chile, 2003 & 2004.

• Member of the organization team of “Un techo para mi País,” (“A Roof for My Country”) in Ecuador, a Chilean NGO dedicated to the construction of basic housing units through volunteers, which later expanded to other countries in Latin America like Ecuador, Argentina, Brazil, etc., 2002.

• Volunteer Occupational Therapy Assistant at the O.T. department from the Psychiatric Institution “San Ignacio de Loyola,” (part of “Hogar De Cristo,” a Chilean NGO that helps the poor and the elderly), 2001.

• Member of the Volunteer program “Cuenta Cuentos” (“Tell a Story”) at the State Hospital “Luis Calvo Mackenna,” 1998.