

Participation interventions - models for occupational therapy
Dr Dido Green – 14 October 2019



Disability: the nature and experience for children and their families



Guy's and St Thomas' **NHS**
NHS Foundation Trust

- Challenges of Child Development
- Notion of Disability
- Impact of Disability
- Concept of Participation
- Empowering & Enabling Children and Families



Tryck på Esc om du vill stänga helskärmen

Dad, will you run a
5K with me?



0:02 / 2:56

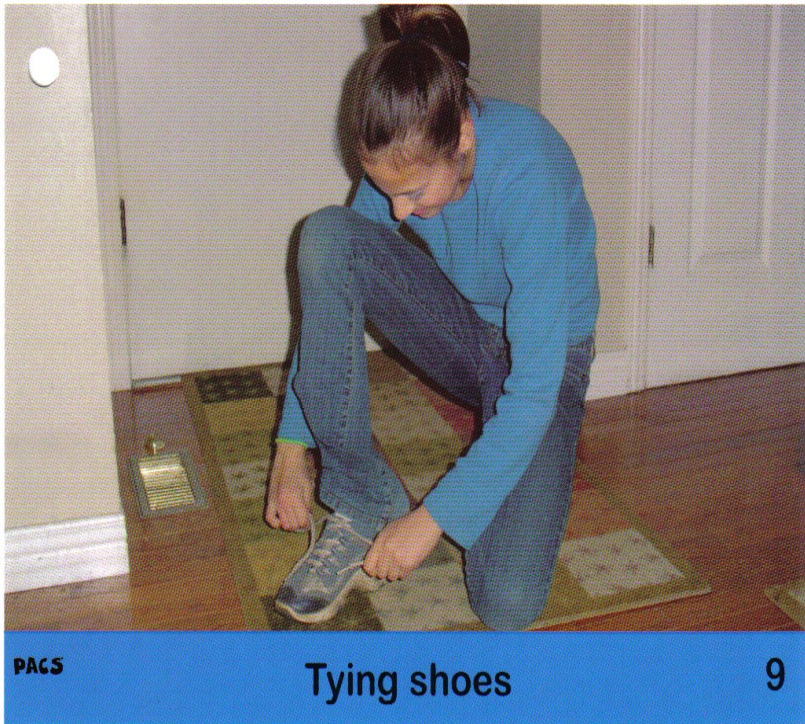


https://www.youtube.com/watch?v=64A_AJjj8M4

Social & Affirmation models of disability

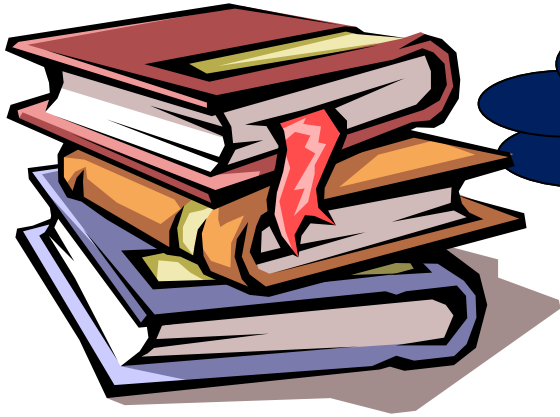
- **Social model of disability**
 - the physical, political and societal experiences of people who have the impairment that give rise to disability & discrimination
- **'Affirmation model of disability'** living with impairment is part of a disabled person's life and identity.

“Every Child Matters”



Is the
occupation /
goal important
to the child?

“The Children’s Act, 2014”



Rationale

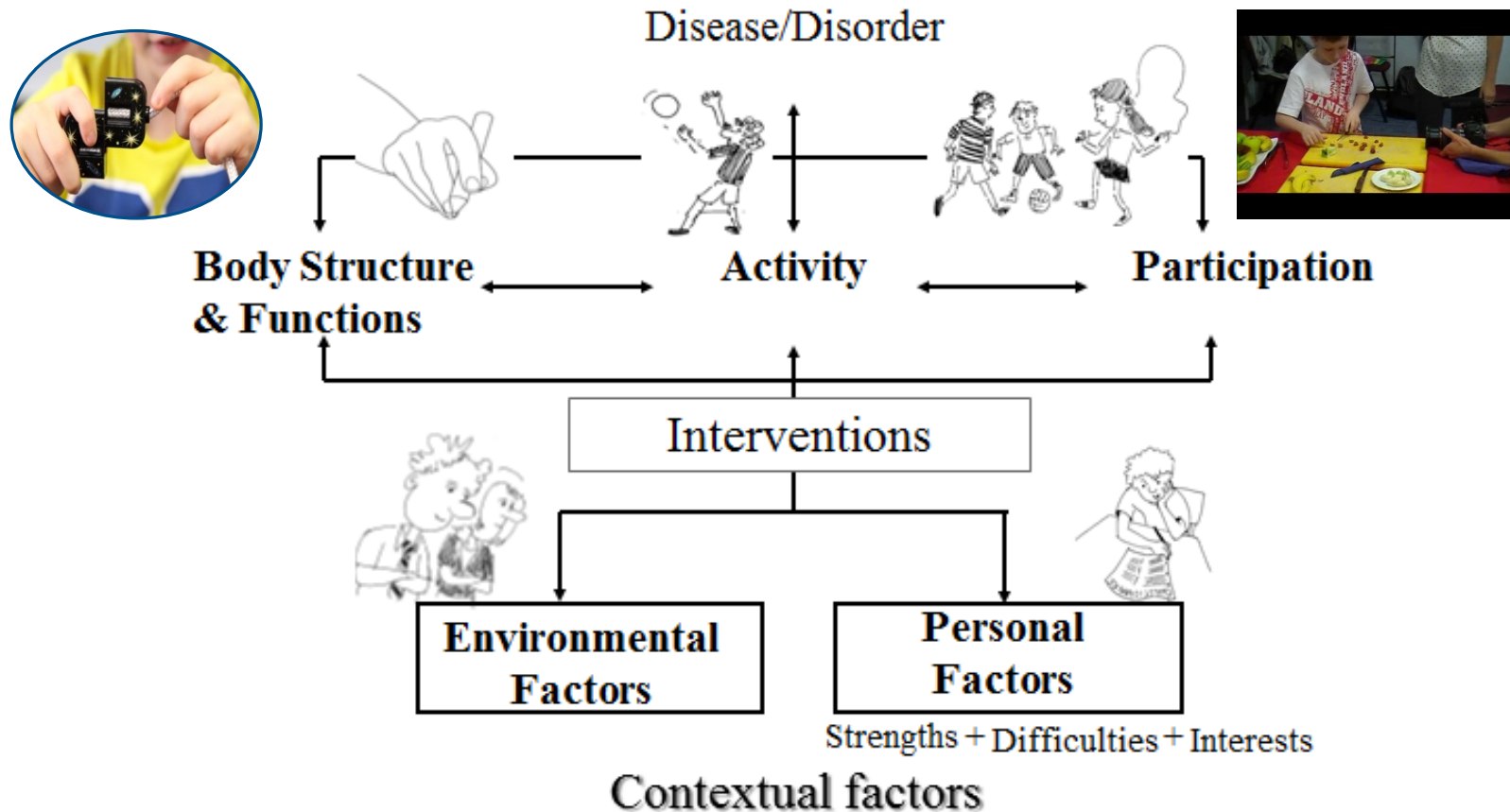
Global shifts in perspectives
on health care provision

Emphasis on function
“top-down”

Client/Family
centered practice

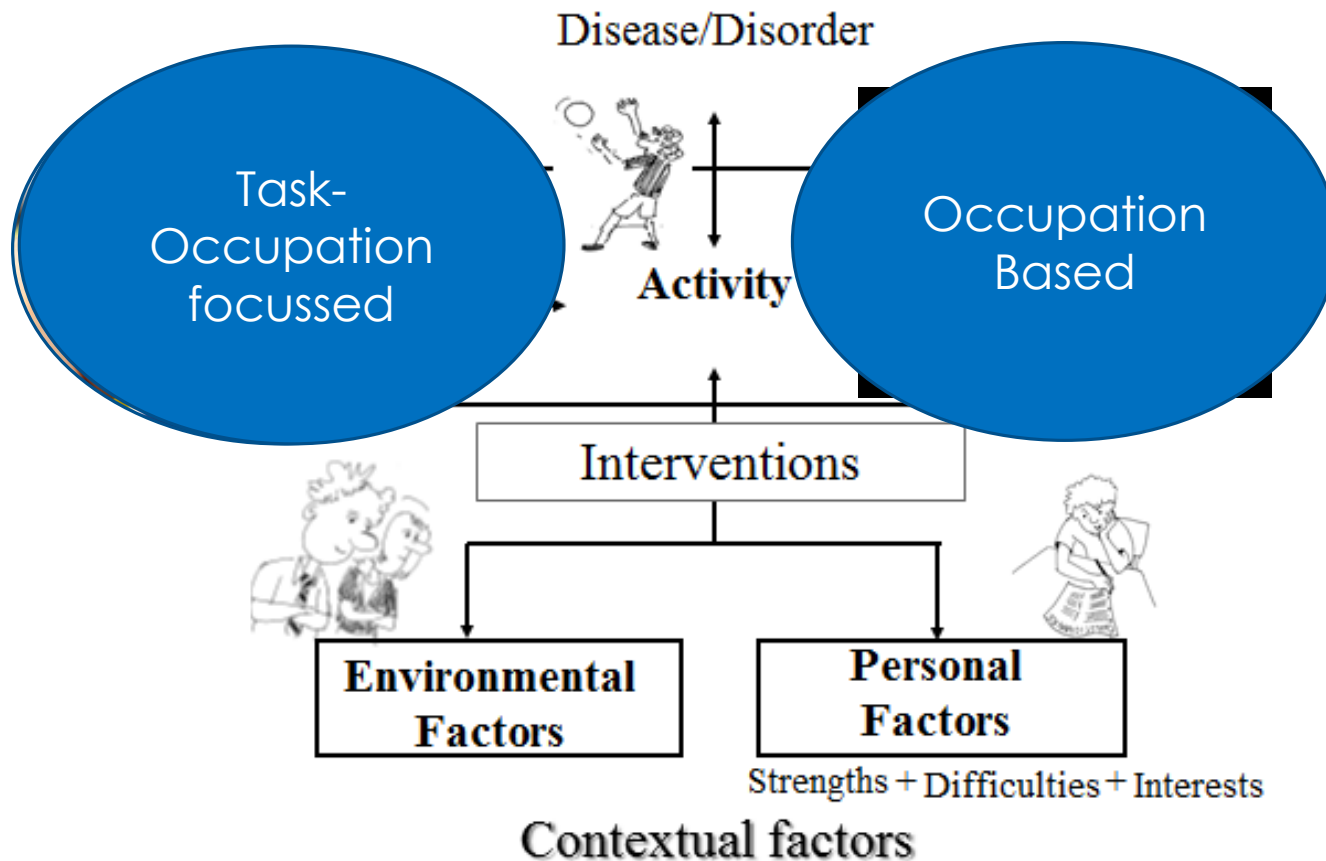
Evidence-based
practice

Illustration of the Interactions Between the Dimensions of the ICF



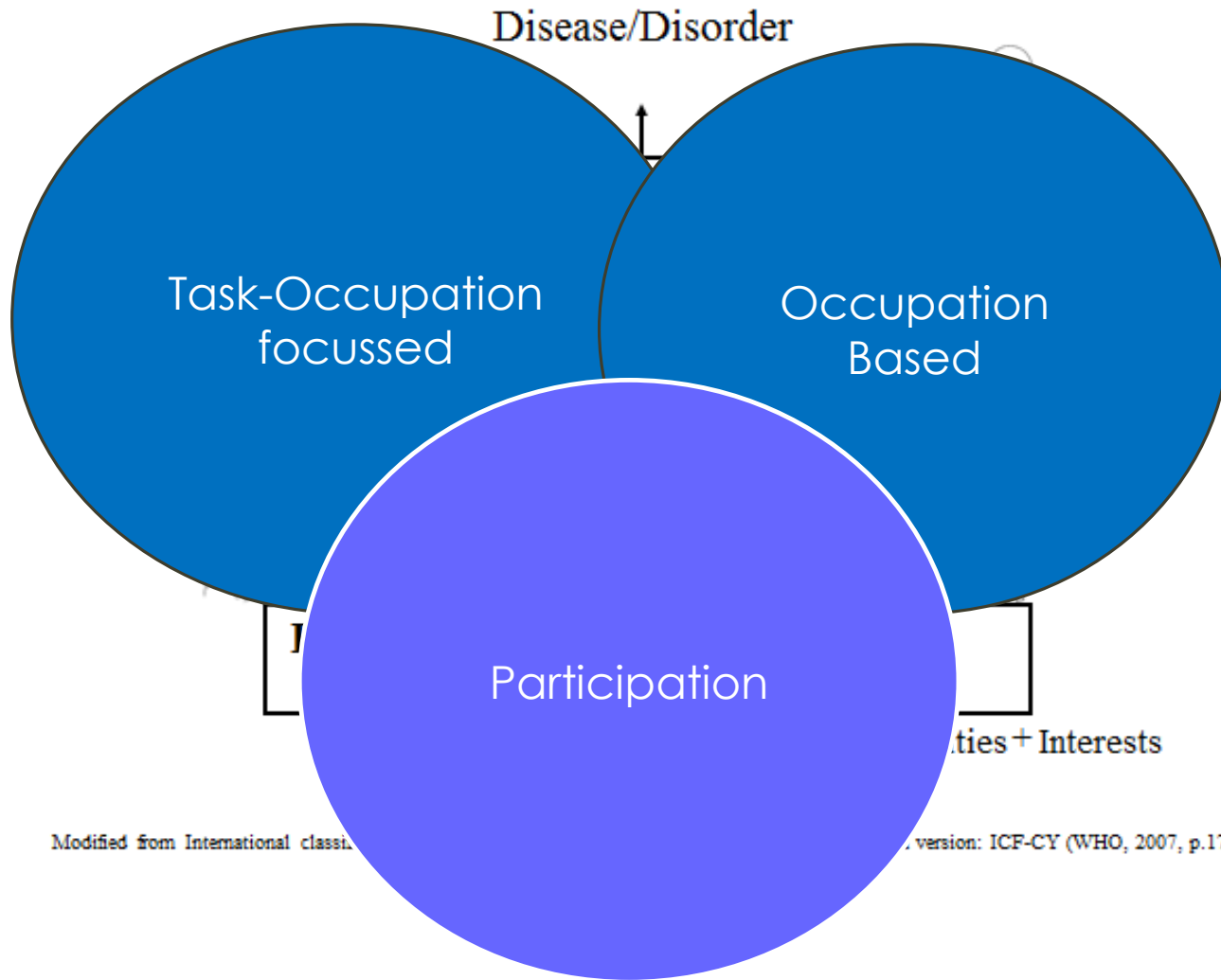
Modified from International classification of functioning, disability and health: Children and youth version: ICF-CY (WHO, 2007, p.17)

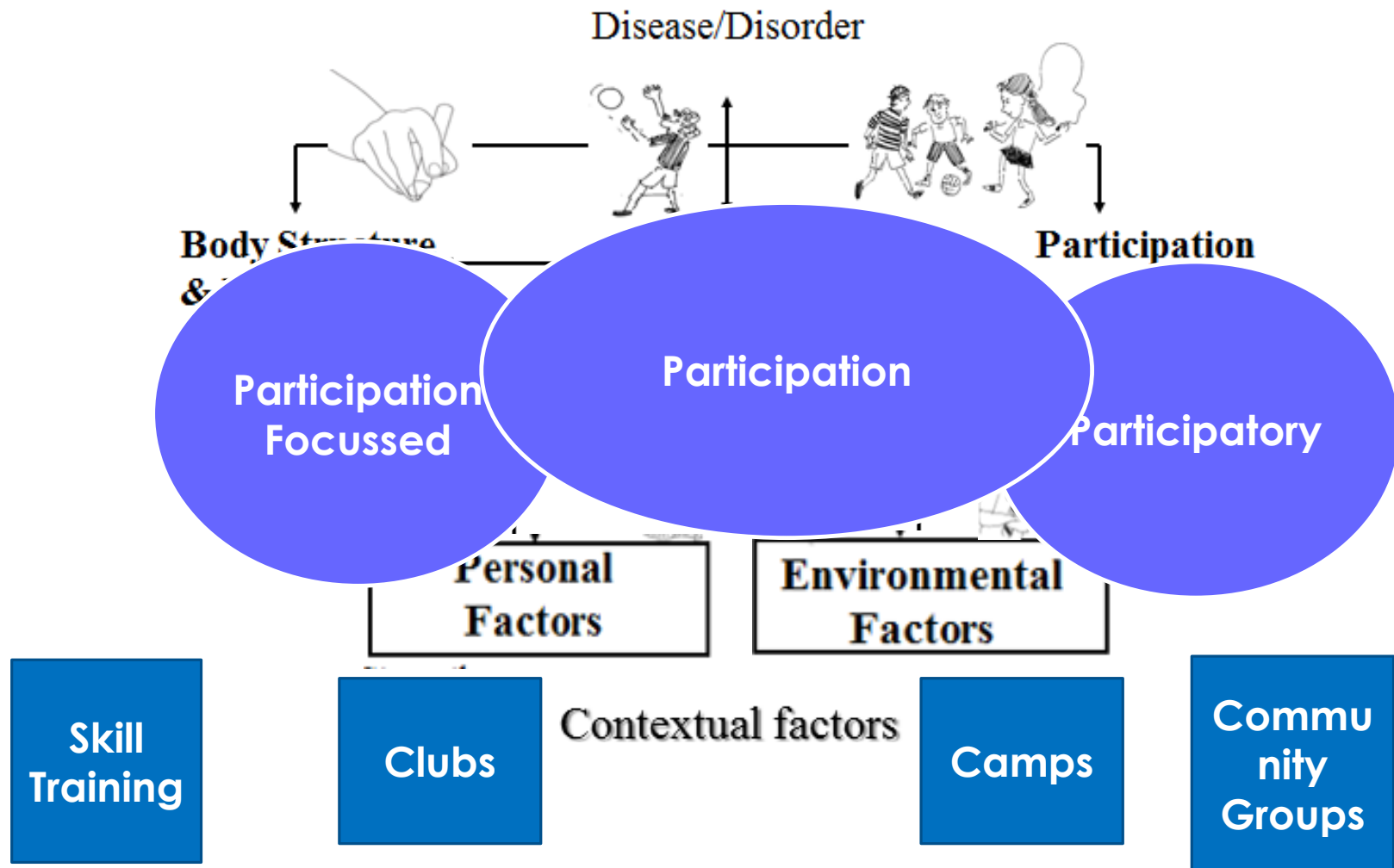
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Illustration of the Interactions Between the Dimensions of the ICF













Research in Developmental Disabilities

Volume 78, July 2018, Pages 103-113



The Cognitive Orientation to daily Occupational Performance (CO-OP) Approach: Best responders in children with cerebral palsy and brain injury

Michelle Jackman ^{a, b}  , Iona Novak ^{a, c} , Natasha A. Lannin ^{d, e} , Claire Galea ^c , Elspeth Froude ^f 

Implementing a modified cognitive orientation to daily occupational performance approach for use in a group format

Rose Martini,¹ Angela Mandich,² and Dido Green³

Table 1. Comparison of group Intervention format, and with typical one-to-one format

Format feature	Typical Individual (one-to-one) CO-OP Intervention	Summer day-camp group (Martini et al 2012)	After-school group (Green et al 2008)
Age	Over 7 years, but has been done with children as young as 5 years	7–10 years	5–11 years with a young group (5–8 years) and older group (9–11 years) each week
Number of participants in an Intervention session	1	6 children per group	6 children per group
Frequency of Intervention sessions	10 sessions Usually weekly or bi-weekly	8 sessions CO-OP session twice per day for 1 camp week (4 consecutive days)	20 sessions – weekly Average attendance 17
Length	45 minutes to 1 hour	45 minutes to 1 hour	1 hour
Interveners (number consistently present)	One occupational therapist	One occupational therapist Two occupational therapy students	One senior occupational therapist One junior occupational therapist
Number of activities worked on	3 All child-identified goals	4 One of child's goals plus three other goals that have been identified by other children which may/may not also be one that the child identified	One 'theme' per session to cover referrer ranked goals. Each child had a dedicated session to work their personally selected goal between sessions 12 and 18 (one session per child goal)
Theme	Detective (typically)	Detective club	Detective club with membership wallet documenting homework strategies
Supplementary information		Provided with information sheet on CO-OP and welcomed to ask questions at any time	Provided with information sheet on CO-OP and welcomed to ask questions at any time
Other		Children were given the opportunity to interact with similar-aged children at the other sports camps during: lunch time, pool time, before/after camp care, as well as during the field trip	



BEITOSTØLEN
HELSESPORTSENTER



RE-HABILITERINGSOPPHOLD



UTDANNING



FORSKNING



OM SENTERET



KONTAKT



HENVISNING/SØKNAD



SØK



RELEVANTE SIDER
OM BEITOSTØLEN
HELSESPORTSENTER

Filmer fra BHSS

  og hefter

Beitostølen Healthsports Center

- A pioneer institution within rehabilitation
- Focus on the potential by means of adapted physical activities



Aktivitetshjelpemidler

RESPECT performed by The Kaos Signing Choir

Press **Esc** to exit full screen



Pause (k)



0:01 / 3:20

Scroll for details





In your practice

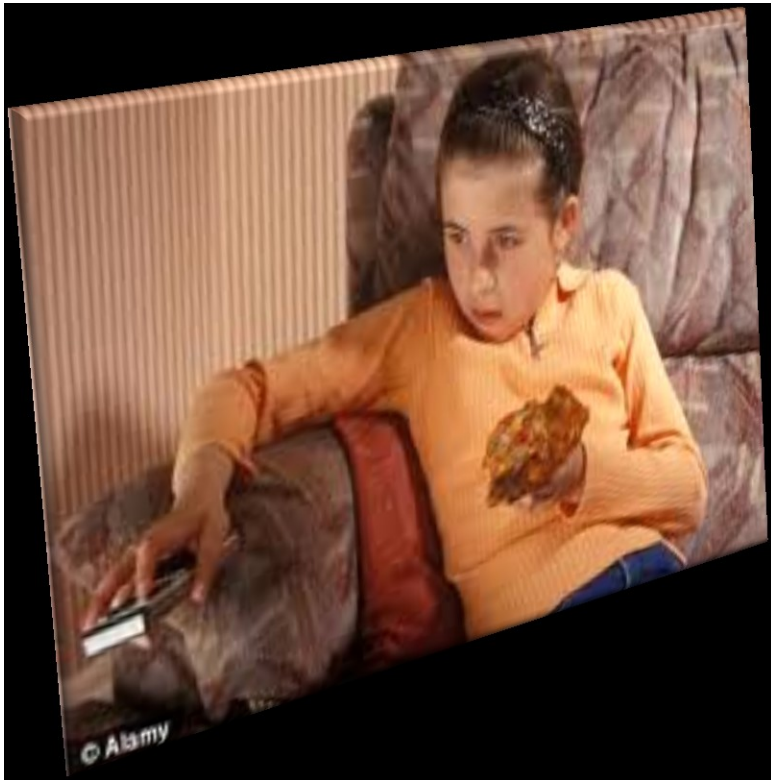
- What do you feel are the key barriers to delivering participation focused interventions?
- What do you feel are the key barriers to delivering participatory interventions?
- What facilitators can you think of in your practice?

BRIDGES



- Have you developed or come across any solutions?
- Do you use patient reported outcome measures and or patient reported experience measures in your work?

Participating or Engaging?





Motivational Constructs towards Self-regulated Learning

Schunk & Zimmerman

Perceived role of rewards

Intrinsic motivation – internal regulation for internal drive

"I learnt how..." based on inherent interests in the activity itself

Extrinsic motivation – external regulation dependent on cues and external feedback

"My teacher taught me.." based on internalised values and goals and external reinforcement

Psychological Need	Motivating Engagement processes	Therapeutic Strategies
Autonomy	Willingness	<ul style="list-style-type: none"> • Support Client decision maker • Participation and Choice • Importance– information on effectiveness of intervention • Meaningfulness – of intervention • Acknowledge negative feelings
Relatedness	Receptiveness	<ul style="list-style-type: none"> • Collaborative Relationship • Understanding - Openness • Providing Hope - Investment • Conveying belief – Building Trust
Competence	Self-efficacy	<ul style="list-style-type: none"> • Pacing tasks to ensure success • Providing 'Just right challenge' • Providing encouragement • Working with-from client's skill levels

From Poulson, Ziviani, Cuskelly , 2015 *Goal Setting and Motivation in Therapy* p77-104

Therapeutic Strategies

- Supporting Client as decision maker
- Choice
- Importance– information on effectiveness of intervention
- Meaningfulness – of intervention

- Collaborative Relationship
- Building Trust
- Providing Hope
- Conveying belief

- Pacing tasks to ensure success
- Providing 'Just right challenge'
- Providing encouragement
- Working with-from client's skill levels

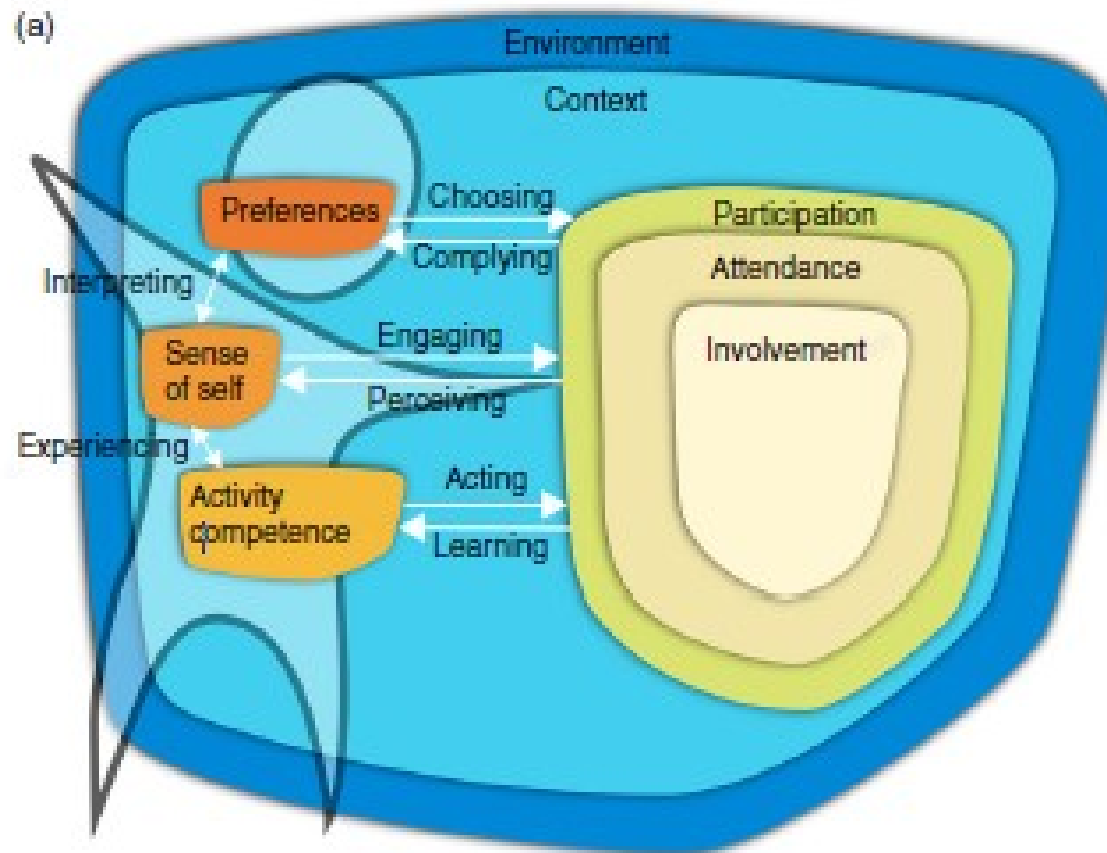
Key Clinical Tools

- Collaborative Goal Setting
- Variations and options
- Context: actions and settings

- Co-production
- Removing assumptions
- 'Normalcy'

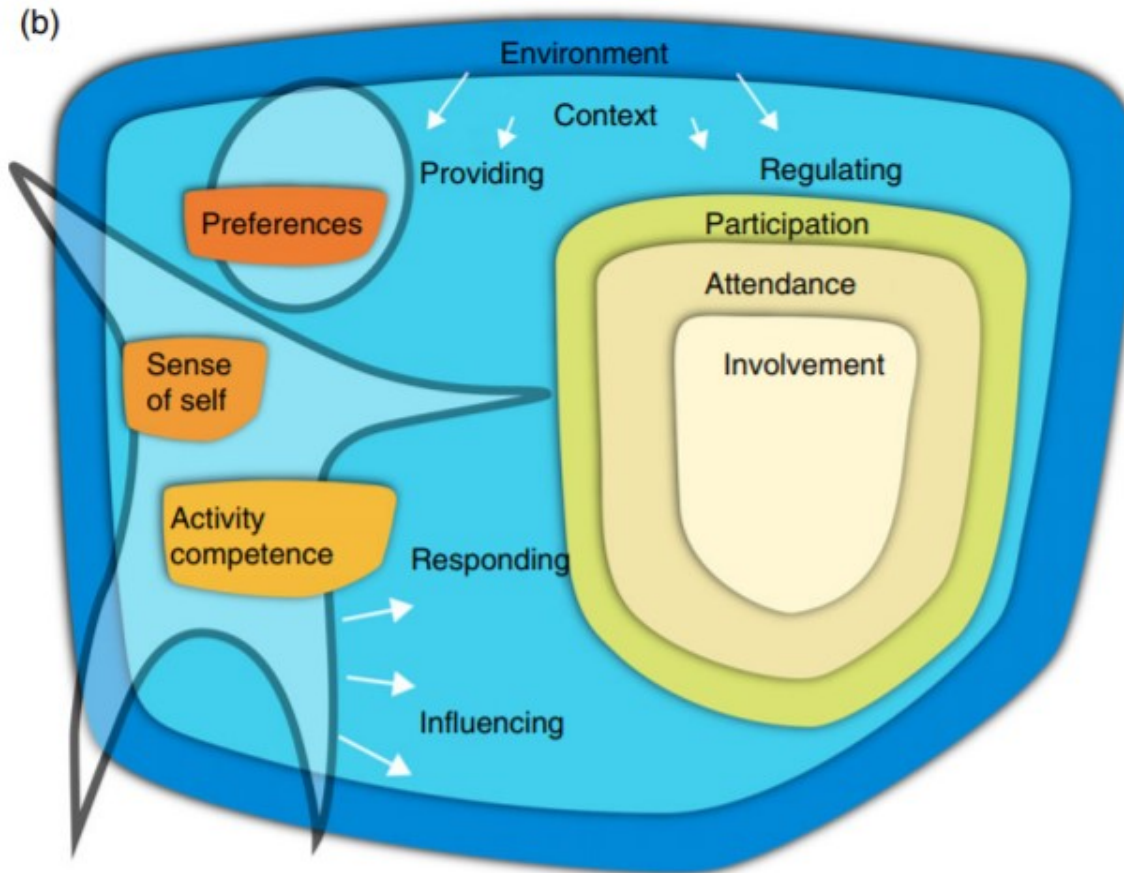
- Scalability – Goal Attainment Scaling
- Scaffolding
- Feedback

Family of Participation Related Constructs – person focussed



Imms C et al (2017) Participation, both a means and an end: a conceptual analysis of processes and outcomes in childhood disability. *DMCN* 59 16-25.

Family of Participation Related Constructs Environment focused



Imms C et al (2017) Participation, both a means and an end: a conceptual analysis of processes and outcomes in childhood disability. *DMCN* 59 16-25.

- A psychological force that leads one to either approach or avoid an object or goal
- Persistence, curiosity, exploration and interest are **general** indicators of motivation
- A motivated child is not necessarily highly competent and may not have good skills at the present time

Preferences – Motivation – Mastery Motivation

Mastery Motivation is a psychological force that stimulates an individual to attempt independently, in a focused and persistent manner, to solve a problem or master a skill or task which is at least moderately challenging for him or her”

(Morgan, Harmon, & Maslin-Cole, 1990)

DESIGN CONCEPT

- Concept
- Construct
- Context

PLANNING

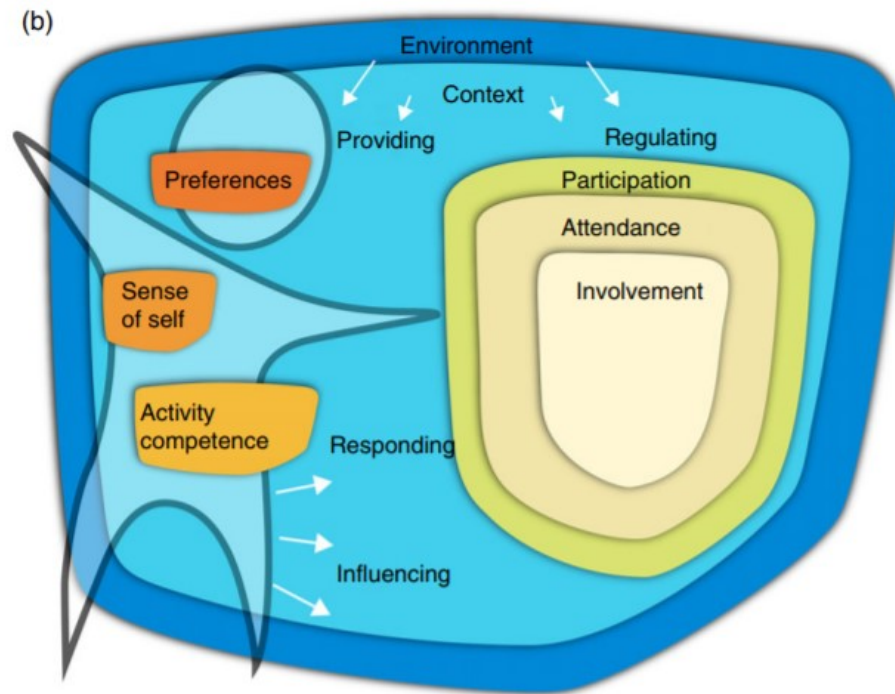
- Information
- Logistics
- Risks
- Funding
- Sustainability

IMPLEMENTING

- Training
- Timetabling + Homework (log books)
- Staffing - Scheduling

DESIGN CONCEPT

- Concept
- Construct
- Context



PLANNING

- Information
- Logistics
- Risks
- Funding
- Sustainability

DETECTIVE CLUBS for Children with Coordination Difficulties

Detective Clubs

Oxford Health NHS Foundation Trust and Oxford Brookes University are running a programme of *After School Clubs* for children who have specific difficulties learning movement skills such as riding a bike, tying shoelaces, handwriting or catching and throwing balls.

Groups of six to eight children will have the opportunity to participate in group games over 15 weekly clubs. Instructions are designed to make these and other activities easier to do. These activities should also be fun to do.

When and Where

Wednesdays 4pm to 5pm for 15 weeks

Venue: Lower Gym (Building K on attached map) and playing fields of Harcourt Hill Campus, Harcourt Hill

Getting there:

Buses: The U1 goes between Wheatley and Harcourt Hill via Headington and Oxford City Centre half hourly.

Car: Harcourt Hill Campus is on Harcourt Hill. **Parking** is available in the Visitor Car Park. Please sign in with your car registration number at Reception (Building D2) to avoid a fine.



Picture from <http://pvglider.com/>

The Detective Club Programme

These after school clubs for children with coordination difficulties aged five to 11 years will use the Cognitive Orientation to Daily Occupational Performance (CO-OP) approach. This intervention approach has been shown to be effective in helping children acquire the skills they need and want to achieve (Green, et al. 2008) and is recommended in recent European Guidelines (2012). Clubs are free of charge for 2014.

Activities will include games to enable: Ball skills, jumping and skipping, tying (aprons, ties, shoelaces), cutlery control (cutting, spreading), organisation (obstacle courses, sandwich making), and special activities chosen by each child such as roller skating or bike riding.

DOING

- Training
- Timetabling
- Homework
(log books)
- Staffing
- Scheduling

CO-OP approach treatment group programme

9-11 years

Week	Aim	Present	Materials
1	Teaching of Global Strategy	Parents & Children	Feet <u>hoops</u> , <u>Ties</u>
2 TG	Dressing	Children	Ties review and <u>Shoe laces</u> (Aprons)
3 TG	Ball Skills – target games (incl. joining group games)	Children	Badminton Football skills
4 TG	Feeding	Children	Cutting apples, ice cream
5TG	Skipping	Children	Pre-skipping, skip ropes, group skipping (French skipping),
6 TG	Fine motor Handwriting as 'Private Detective' homework tasks	Children	Chop sticks, tweezer activities buttoning (Dad's old shirts)
7 TG	Review of goals and strategies – Organisation and complex tasks	Children	Jam sandwich and cling film / / parcel wrapping / Aprons if not done earlier (Life jackets)
8 CG	Children's goals		As required
9 CG	"		As required
10 CG	"		As required
11 CG	"		As required
12 CG	"		As required
13 CG	"		As required
14	Consolidation /		Frisbee
15	Consolidation	Children and Parents	? Children to teach parents 'their' strategy doing something new?

TG = Therapist Goals from Referral reasons

CG = Child's Goals – one per session

General Session structure:

Magic Camp timetable



Week 1 Time	13/08	14/08	15/08	16/08	17/08	Notes
10:00-11:00	Welcome and magic show	Review of homework/new trick	Review of homework/new trick	Review of homework/new trick	Review of <u>all</u> tricks	
11:00-11:30 Snack	Fruit and cereals	Fruit and cereals	Fruit and cereals	Fruit and cereals	Fruit and cereals	
11:30-12:30	Cups and balls, coin slide, leaping rubber band	sponge balls, snappy snapper, rubber and levitating pencil	Genie in the Vase Thumb string, rope cutter	Hanky trick (dancing) Tel-A	Card tricks 5&6, Rope Magic	
12:30-13:15 Lunch	Lunch including cutting food	Lunch including carrying bin liners	Lunch using 2 hands to wipe tables clean!	Snack	Lunch with 2 hands	
13:15-14:15	Frisbee /Scratch it	Go-Go	Archery	Skip ropes *	Circus Games	
14:15-15:45	Template design and Magic bag	Bags	Jacket	Bow Ties	Wand/ 'Magic Show'	
15:45-16:00	Homework	Homework	Homework	Homework	Homework	
16:00	Finish	Finish	Finish	Finish	Finish	
Week 2 Time	18/08	20/08	21/08	22/08	23/08	
10:00-11:00	Review homework/new trick	Review homework/new trick	Review homework/new trick	Review of <u>all</u> tricks	Review of <u>all</u> tricks	
11:00-11:30 Snack	Fruit and cereals	Fruit and cereals	Fruit and cereals	Fruit and cereals	Fruit and cereals	
11:30-12:30	Performance Large Tricks Vase and Vase	Peter & Paul, (Paddle) Large tricks plus	performing paper clips large tricks practice, card tricks	All (puzzles, glasses, straws) corks	Coin into elbow, jumping ring, balloon art. Dress rehearsal	
12:30-13:15 Lunch	Lunch including cutting food	Lunch including carrying bin liners	Lunch using 2 hands to wipe tables clean!	Lunch	Lunch with 2 hands	
13:15-14:15	Tray and cone races/Invitations	Circus tricks	Favorite games	Thank you card preparation	Walk through on stage	
14:15-15:45	Hats	Finish costume Jackets	Jackets	Dress rehearsal – stage not ready	Play/video REST TIME/ Homework setting	
15:45-16:00	Homework	Homework	Homework	Homework	17:00 MAGIC SHOW award ceremony	
16:00	Finish	Finish	Finish	Finish		

Transactional Processes to Participation

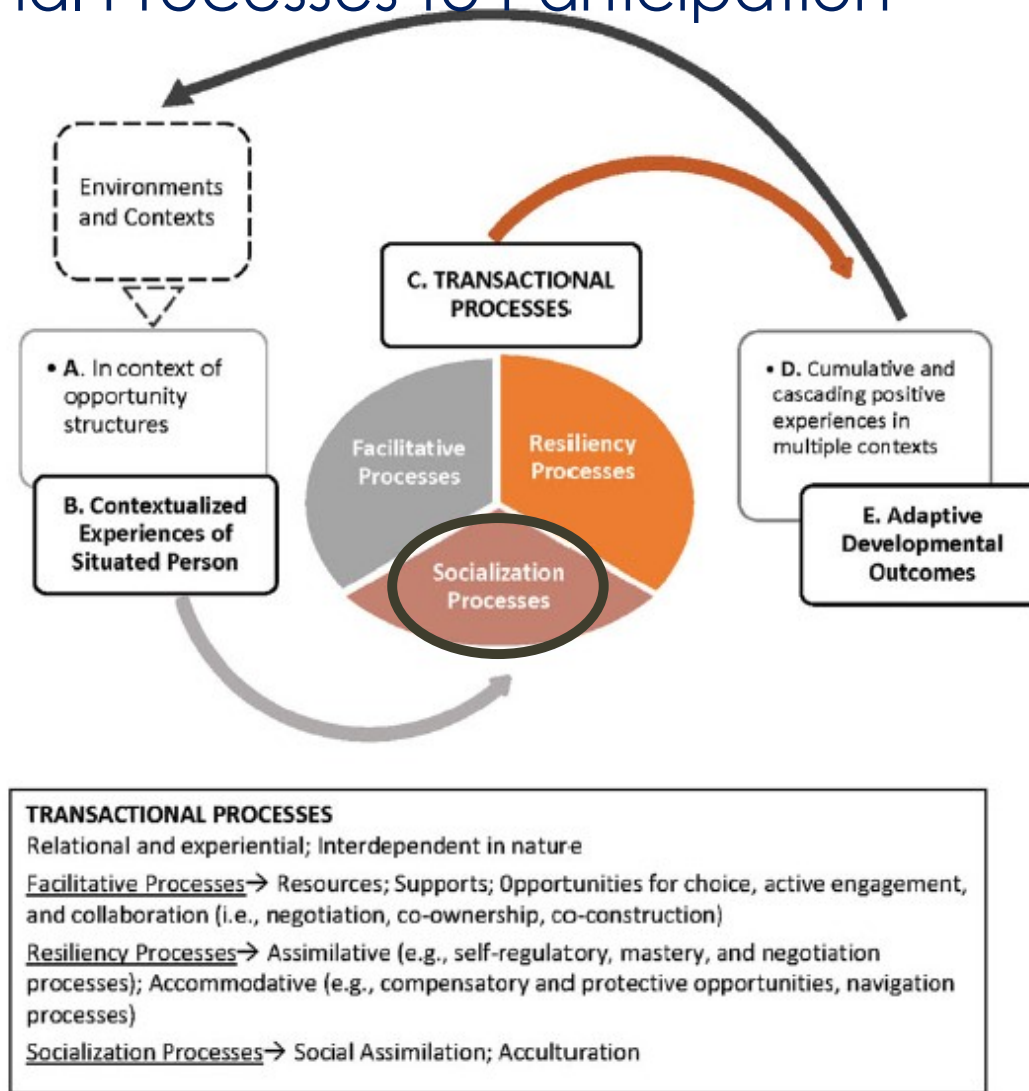


Figure 3. A framework of transactional processes and adaptive development for pediatric rehabilitation.

King G, et al. (2017). *Disability and rehabilitation*, 1-13.

EXPECTATIONS & OUTCOMES

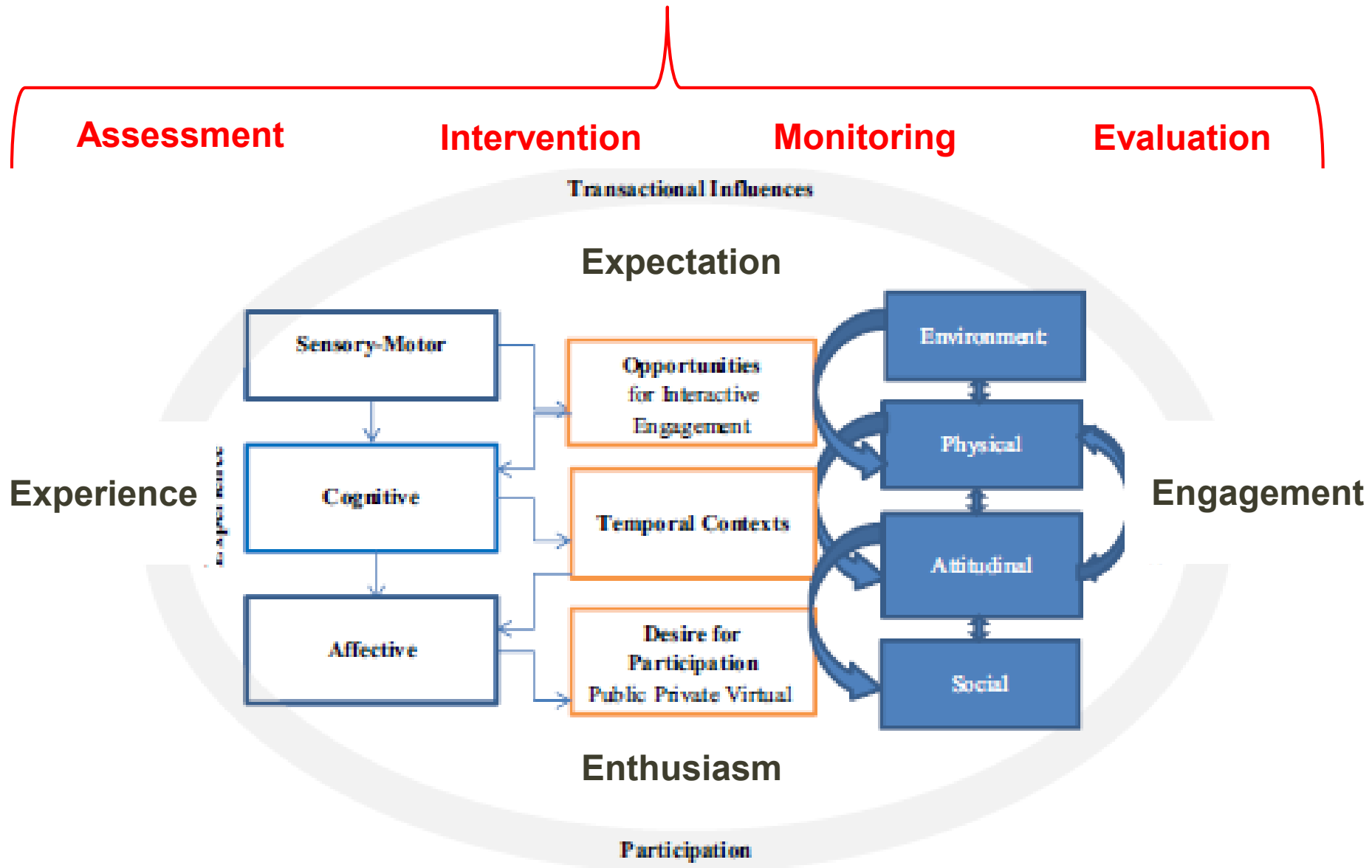


Fig. 1 A transactional framework to capture the dynamic interactions between the person, participatory elements and environmental influences

Jerron Hermon dancing <https://www.youtube.com/watch?v=IRMpE6gxf1o>



Thank you for listening and thanks to the children, their families & our funders, partners, supporters..

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NHS Foundation Trust

 COLUMBIA UNIVERSITY
IN THE CITY OF NEW YORK



The Tel Aviv Sourasky
Medical Center

KING'S
College
LONDON

A CATALYST
FOR INNOVATION
IN HEALTH

GUY'S &
ST THOMAS'
CHARITY

UnLtd 

מאוחדת
איך נכל (זלז)

Maria Knecht-Gut

TEL AVIV UNIVERSITY  תל אביב-יפו

 **אגודת הקוסמים**
The Israeli Society of Magicians

 Brunel
University
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 Bar-Ilan University
Tradition of Excellence



King's College Hospital **NHS**
NHS Foundation Trust

 **30** שנים
מרכז חינוך מוגבלות
מרכז חינוך מוגבלות
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