Contents

Notes on Contributors xi
Foreword xv
Preface xvii
Acknowledgements xix

1 Introduction to Occupation-centred Practice for Children 1
*Sylvia Rodger and Ann Kennedy-Behr*

Introduction 1
Re-affirming occupation: The core of occupational therapy 5
External influences impacting occupational therapy practice 6
International Classification of Functioning, Disability and Health (ICF) 8
United Nations’ declarations 9
The evolution of occupational therapy practice with children 11
Changing views of child development and maturation 11
Emerging views about occupational development 13
Re-focusing occupational therapy with children 14
Conclusion 15
References 16

2 Becoming an Occupation-centred Practitioner 21
*Sylvia Rodger and Ann Kennedy-Behr*

Introduction 21
Theoretical underpinnings of occupational therapy with children 22
Occupation-centred and performance-component focused approaches to practice with children 23
Characteristics of occupation-centred practice for children 28
Focus on occupational performance and participation throughout the process 30
Conclusion 39
References 40

3 Child and Family-centred Service Provision 45
*Sylvia Rodger and Deb Keen*

Introduction 45
Defining the client: Who and how many? 46
Contents

Client-centred practice 46
Child-centred practice 48
Family-centred practice and service provision 49
Family-centred practice, family-centred services and family-centred care 51
Becoming a child- and/or family-centred practitioner 52
Developing family-centred services 55
Outcomes of family-centred practice and family-centred services and their measurement 61
The extended family and community 64
Conclusion 65
References 66

4 Cultural Influences and Occupation-centred Practice with Children and Families 73
Alison Nelson, Chrisdell McLaren, Tara Lewis and Michael K. Iwama

Introduction 73
Culture and the occupations of the child 74
Culturally responsive occupational therapy 75
The child's and family's stories are central 76
Getting connected 77
Being connected 78
Staying connected 80
Building connections 82
Case studies 82
Making the invisible visible 88
Conclusion 88
References 89

5 Occupational Goal Setting with Children and Families 91
Nancy Pollock, Cheryl Missiuna and Judy Jones

Introduction 91
Giving children and families a voice 92
Goal setting and motivation 93
Goal setting and outcomes 94
Tools to facilitate goal setting with children and families 94
Summary 102
Goal setting contributes to outcome measurement 102
Case studies: Goal setting with children and parents 103
Conclusion 106
References 106

6 Occupational Transitions for Children and Young People 111
Sok Mui Lim and Fiona Jones

Introduction 111
Definition of transition using a life course perspective 112
Transition from home to early childcare centres 112
Transition from early childhood care to primary school 116
School readiness 118
Transition to secondary school 121
Tips for transition to secondary school 125
Transition to post-school options 127
Conclusion 129
References 129

7 Assessing Children’s Occupations and Participation 133
Chi-Wen Chien and Ted Brown

Introduction 133
Bottom-up or top-down approaches to assessment? 135
Occupation- and Participation-Centred Assessment with Children (OP-CAC) framework 137
Occupation- and Participation-Centred Assessment with Children (OP-CAC) framework: Tools 141
Conclusion 159
References 159

Sylvia Rodger and Helene Polatajko

Introduction 165
CO-OP: A brief overview 166
CO-OP Approach: An occupation-centred intervention 169
Review of handwriting intervention 183
Conclusion 183
References 184

9 Perceive, Recall, Plan and Perform (PRPP): Occupation-centred Task Analysis and Intervention System 189
Christine Chapparo

Introduction 189
Information processing, cognitive strategy use and occupational performance 190
The Perceive, Recall, Plan and Perceive (PRPP) System of Task Analysis and intervention 192
Using the PRPP system of task analysis and intervention: David 196
‘Perceive’: Observing and prompting sensory processing strategies during task performance 198
‘Recall’: Observing strategies used for storage and retrieval of information during task performance 199
‘Plan’: Processing information for organizing and problem-solving 201
Contents

10 Occupational Performance Coaching (OPC): Enabling Caregivers’ and Children’s Occupational Performance 209
Fiona Graham, Sylvia Rodger and Ann Kennedy-Behr

Introduction 209
Theoretical and philosophical basis 210
Three enabling domains 211
Research about OPC 228
Conclusion 229
References 229

11 Occupation-centred Intervention in the School Setting 233
Elizabeth Hinder and Jill Ashburner

Understanding the occupations of the school student 235
Educationally relevant occupational therapy in schools 236
Ways of working in schools 238
Planning educational programmes for diverse learners 238
Occupation-centred information gathering in educational settings 240
Occupation-centred programme planning and intervention in schools 244
Collaboration in service delivery 245
Conclusion 249
References 250

12 Occupation-centred Practice: When the Classroom Is Your Client 257
Karina Dancza, Cheryl Missiuna and Nancy Pollock

Introduction 257
Practicalities of implementing occupation-centred classroom-based practice 259
Partnering for Change: A description of the model 269
Conclusion 275
Acknowledgements 275
References 278

13 Enablement of Children’s Leisure Participation 289
Anne A. Poulsen and Jenny Ziviani

Introduction 289
Outcomes of leisure engagement 291
Engaging and Coaching for Health – Child: Model of leisure coaching 292
Step One: Creating successful engagements 294
Step Two: Coaching to promote personal growth 298
<table>
<thead>
<tr>
<th>Contents</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Information from clinical experience</td>
<td>360</td>
</tr>
<tr>
<td>Integrating information given alternatives and uncertainties</td>
<td>361</td>
</tr>
<tr>
<td>Shared decision-making</td>
<td>365</td>
</tr>
<tr>
<td>Conclusion</td>
<td>367</td>
</tr>
<tr>
<td>References</td>
<td>368</td>
</tr>
<tr>
<td>Appendix 1 Assessments Referred to Throughout the Book</td>
<td>373</td>
</tr>
<tr>
<td>Index</td>
<td>377</td>
</tr>
</tbody>
</table>