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Theory of Occupational Adaptation: Making Connections between Theory, Practice and Research

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Learning Objectives

- After this course, participants will be able to explain working knowledge of the theory of Occupational Adaptation.
- After this course, participants will be able to explain the role of the Occupational Adaptation Practice Guide (OAPG) and Relative Mastery Measurement Scale (RMMS) in facilitating the theory in client-centered practice.
- After this course, participants will be able to describe RMMS outcomes and the benefits of a mentoring program for Juvenile Drug Court participants when the OAPG was used as the intake procedure.
What is “Occupational Adaptation”? 

- A theoretical Approach Generated by Faculty at Texas Women’s University
  - A response to reductionist practice of OT
  - Theoretical Base for PhD Program
- Combines Occupation and Adaptation into one Construct
- OA: A normal developmental process leading to competence in occupational functioning
- The process through which the benefits of occupational therapy occur
- A perspective that promotes holistic practice

WHY OA? 

- Focus on Core Concepts (Mulligan, White & Arthanat, 2014)
- Potential Negative Influence of Health Care Reformation (Orszag & Emanuel, 2010)
- Need for promoting client involvement in Goal Setting (Rosewilliam, Roskell & Pandyan, 2011)
Evidence to Support use of OA

- Guide a Top-Down Approach
  - Prioritizes clients’ engagement or return to meaningful occupations vs Human factors (sensorimotor, cognitive, or psychosocial)
  - Research supports effectiveness when therapy is based on clients’ unique interests, abilities, and needs (Doig, Fleming, Cornwell, & Kuipers, 2009; Jack & Estes, 2010; Stelter & Whisner, 2007)

Section 1 About OA

- **Learning Objectives - Section 1**
  - Theory of Occupational Adaptation (OA)
  - Understand the assumptions of the Theory of Occupational Adaptation
  - Understand the normal process of OA as demonstrated in the ‘OA model’
  - Be able to state 2-3 key points about an assessment and intervention using OA
  - Be able to describe how you would use OA to assess a client and plan your intervention
  - Describe the unique feature of OA in comparison with other occupation-based and client centered approaches
Overarching Assumptions

- Occupation provides the means by which human beings adapt to changing needs and conditions, and the desire to participate in occupation is the intrinsic motivational force leading to adaptation.
- Occupational adaptation is a normative process that is most pronounced in periods of transition.
- The person’s desire for mastery produces a response to the occupational challenge—leading to adaptation—then to mastery.

Sources

OA Construct

- Occupation
  - Activities characterized by three properties
    - Active participation
    - Meaning to the person
    - Product that is the output of a process

OA Construct

- Adaptation
  - A change in functional state of the person as a result of movement toward relative mastery over occupational challenges
OA: The State

- A state of competency toward which human beings aspire.
- Depends on:
  - The Efficacy of Occupational Responses in producing relative mastery over occupational challenges
  - The extent to which responses have successfully generalized to a variety of occupational challenges

OA: The Process

- The process through which the individual and the occupational environment interact when the individual is faced with an occupational challenge calling for an occupational response
The Framework (OA Model) 
Schkade & Schultz, 1992

The Framework (OA Model)

- 3 basic elements
  - Person - desire
  - Occupational environment - demand
  - Interaction between the person & environment - press/ call

Desire

Person

Press for Mastery

Occupational Environment

Demand

Person

Press for Mastery

Occupational Environment
Person Systems

- Sensorimotor
- Cognitive
- Psychosocial

Genetic
Environmental
Experiential

Occupational Environment

- Work
- Play/Leisure
- Self-Maintenance

Subsystems
Subsystems
Subsystems

Physical
Social
Cultural
Physical
Social
Cultural
Physical
Social
Cultural
Attributes of Occupational Environments

- Physical
  - Objects, space, materials, time (non-human)
- Social
  - Individuals with personalities, predispositions
  - Social networks
  - Formal/informal leadership
- Cultural
  - Way people and objects interact
  - Organizational structure
  - Internal policies and procedures
  - External constraints
  - Dress codes, communication methods

Interaction Leads to an Occupational Challenge
Occupational Role Expectations

Adaptive Response Generation Subprocess (ARGS)
**Adaptive Response Generation Subprocess**

<table>
<thead>
<tr>
<th>Energy Level</th>
<th>Adaptive Response Mode</th>
<th>Adaptive Response Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>Existing</td>
<td>Primitive</td>
</tr>
<tr>
<td>Secondary</td>
<td>Modified</td>
<td>Transitional</td>
</tr>
<tr>
<td></td>
<td>New</td>
<td>Mature</td>
</tr>
</tbody>
</table>

**Adaptation Gestalt**

- Sensorimotor System
- Cognitive System
- Psychosocial System

**Adaptation Energy**

- Finite supply present at birth (Selye, 1969)
- Upper limit can be used at any one time
- Threshold necessary to potentiate adaptive response
- Primary
  - Higher energy usage
  - Directed attention to problem
- Secondary
  - More sophisticated, creative
  - Lower energy usage
Adaptive Response Behaviors

- **Primitive**
  - Hyperstability (sensorimotor, cognitive, psychosocial)

- **Transitional**
  - Hypermobility (sensorimotor, cognitive, psychosocial)

- **Mature**
  - Mobility blended with stability (sensorimotor, cognitive, psychosocial)

What might your AR Behavior look like? (All Person Systems)

- Seeing a Snake? Yikes!
- Giving a Speech to a crowd of 1,000!
- Running late for work... leaving your house and you cannot find your keys and phone?
Adaptive Response Modes

- Existing mode
  - Initially used in response to occupational challenge
- Modified mode
  - If existing is inadequate, person develops modified or new mode
- New mode
  - New combined with existing
  - Reconfiguration of old modes
  - Uniquely new

What would your AR Mode Be?

- First time mom - grocery shopping with a newborn?
- Graduate Student taking Neuroanatomy from a Surgeon?
- First time applying OA in the clinic?
Adaptation Gestalt

- The Plan for the organizational balance of the person systems for carrying out the occupational response

---

Adaptation Gestalt Examples

Playing professional basketball

- S | C | P

Playing a game of basketball with a child

- S | C | P

Practicing making basketball shots alone in your driveway

- S | C | P
Occupational Response

- The planned response is carried out!

Occupational Response

- Your Response when you see the Snake!
- Your Response to the challenge of giving a speech to 1,000 people
- Locating your keys and phone when running late for work
Adaptive Response Evaluation Subprocess (ARES)

Experience of Relative Mastery
- Efficient
- Effective
- Satisfying to self
- Satisfying to society

Placement on Occupational Adaptation Continuum

<table>
<thead>
<tr>
<th>Occupational Dysadaptation</th>
<th>Homeostasis</th>
<th>Occupational Adaptation</th>
</tr>
</thead>
</table>

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Adaptive Response Integration Subprocess (ARIS)

- Person
- Press for Mastery
- Occupational Environment
- Occupational Challenge
- Internal/External Role Expectations
- Occupational Response

Learning that has taken place becomes integrated into the person systems and modifies those systems accordingly.

- Adaptation
  - Generalization
  - Initiation
  - Enhanced relative mastery
Assessment of Response Outcome (ARO)

- Person
- Press for Mastery
- Occupational Environment
- Occupational Challenge
- Internal/External Role Expectations
- Occupational Response
- ARO
- ARGs
- ARIS
- ARES

Assessment of Response Outcome

- Occupational environment evaluates the occupational response
- Observations of Relative Mastery
- Initiation and Generalization
Incorporation into the Occupational Environment (IOE)

- Agents of the Occupational Environment receive feedback
- Modifications may be made to the Physical, Social, Cultural Subsystems
  - Physical - Home Modifications, automatic door openers
  - Social - Changing ways of interacting, changing who you socialize with, meeting new people/ forming new friendships
  - Cultural - Ways of doing things (changing patterns, e.g. Ordering groceries through an app and picking them up vs. grocery shopping)
Questions???

- You have now been introduced to the Model!
- What questions do you have about how OA Views the Person, Environment, and the Press for Mastery?
- Can you relate to what is going on in the ARGS? (The construct of Generation of the Occupational Response)?
- Does the evaluation subprocess (ARES) have face validity? Do you assess your occupational responses in this way?
- What about the learning that takes place each time we assess our occupational responses?
- Do you believe that agents of our OE evaluate our Occupational Responses?
- Does our Social OE learn from each OR as well as the “person”

Application to Practice

The next session is based on Schultz & Schkade, 1992

Occupational Adaptation: Toward a holistic approach for Contemporary Practice, Part 2
Initial Data Gathering

- Establish a Therapeutic Climate
- Engage Client: Identify the client's occupational roles specific to the occupational environments
- Engage Client: Identify the critical occupational environment/role on which to base the initial occupational therapy program
- Engage Client: Identify the occupational performance expectations associated with the critical occupational environment/role

Evaluation of Person System and Occupational Environments

- Engage Client: Evaluate the person systems that contribute to occupational functioning and which may interfere with their critical occupational environment/role
- Engage Client: Determine what environmental subsystems or factors specific to the critical occupational environment/role that effect the client's ability to perform
Treatment Planning and Implementation (Performance Phase)

- Formulate the initial OA program
  - Therapeutic climate
  - Occupational activities * (3 properties active, meaningful, process)
  - Occupational readiness activities (skill based impact person systems)
- Engage the client in OA program
- Assess the client’s relative mastery of critical occupational environment/role performance

Treatment Planning and Implementation (Adaptation Phase)

- Create opportunities for our clients to generate and produce occupational responses
- Engage the client in reflecting on personal and environmental attributes that contribute to and limit performance
- Assess the underlying structure of the client’s adaptation process
Evaluation of the OA Program

- Client’s adaptive response evaluation and integration process
- Effect of adaptive response integration on occupational functioning

Research Evidence... lacking valid and reliable instruments

- Past Research on OA - Quasi Experimental Comparing OA to traditional Approaches (Small n, lack of standardized measures with known reliability and validity)

- Current Research on OA emphasizes Qualitative methods to learn about the adaptive strategies (depth vs. breadth)

- A limitation to research is the lack of instruments to guide practice and measure outcomes
Section 2 : Instrumentation

- **Learning Objectives - Section 2 Introduction to the Occupational Adaptation Practice Guide (OAPG) and Relative Mastery Measurement Scale (RMMS) based on OA**
- Understand OAPG development and pilot-test results of a test of practical feasibility
- Be familiar with the 4 sections of the OAPG: Data Gathering, Occupational Challenge Analysis, Person-Environment Analysis, Program Planning
- Describe the development and testing of the construct validity and Unidimensionality of the RMMS
- Complete the OAPG and RMMS with regard to a self-identified, personally meaningful occupational challenge in participants’ daily life

Who, What, Where & When

- **Who**
  - All ages
  - Individuals with and without disabilities
  - People are overwhelmed, stuck, or hypermobile
  - Persons who can engage in problem solving (agent)
- **What & Why**
  - Strategy to engage in self-reflection and generation of approaches
- **Where**
  - Community & Health Care Settings
- **When**
  - Periods of transition (life situations/ illness, etc)
Criteria for OAPG

- Administratively feasible
- Facilitate therapists to view the client holistically
- Establish the therapist’s role as an agent of the client’s occupational environment
- Empower the client to become their own agent
- Acknowledge equal importance of the person, the environment, and the interaction of the two

Cont

- Include the client in identifying occupational roles and related occupational challenges (goals)
- Evaluate ‘first’ at the level of occupational functioning
- Evaluate human factors [Person Systems] ‘only’ when they interfere with performance of occupations
- Include client in their own assessment, treatment planning and evaluation processes
- Include data gathering, program planning, and an evaluation of OA program effectiveness
Resulting Instruments

- Occupational Adaptation Practice Guide (OAPG)
- Intake Tool
- Relative Mastery Measurement Scale (RMMS)
- Objective Measure of Relative Mastery (Indicator of OA)

Occupational Adaptation Practice Guide (OAPG)

4 Sections
- Data Gathering
- Occupational Challenge Analysis
- Person & Environment Analysis
- Program Planning (ARGS)
Participate in the Process!

- WE WILL GO THROUGH THE OAPG
  - Take out a piece of paper and complete the OAPG with regard to your own self-identified OCCUPATIONAL CHALLENGE
  - Identify a role or roles where you are experiencing Occupational Challenges
    - Can be related to work, a relationship (e.g. partner or parent), a leisure activity

Boone & George-Paschal (Accepted for publication - British Journal of OT)

Data Gathering
Occupational Challenge Analysis

Person/ Environment Analysis
Evaluate Personal and Environmental Attributes that Contribute to or Limit Occupational performance

- Discuss/ Reflect
- Evaluate with a Standardized Test
- Evaluate through Activity Analysis

Program Planning

Objectives

Primary Objectives - Occupations of Daily Living or Occupational Activities

Environmental Objectives - Address an subsystems of the environment - Physical, Social, Cultural

Secondary Objectives - Address a Person System in need to improvement (Occupational Readiness Activities)
Program Planning, Cont.

OAPG - Summing it up!

- Intake Instrument Based on Occupational Adaptation
- Client-Centered -
  - Engages clients in their own Assessment and Intervention Planning Processes
  - Guides the Generation of Occupational Responses.
  - Leads to Reflection on Personal and Environmental Factors Influencing Occupational Performance
  - Promotes Occupational Engagement

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Relative Mastery Measurement Scale (RMMS) (George, 2001)

- First Author Created the RMMS --consistent with the definition of Relative Mastery (Schkade & Schultz, 1992; Schultz & Schkade, 1992)

- Effectiveness, Efficiency, and Satisfaction to self & others

- *Relative Mastery can also be observed through signs of Initiation and Generalization

RMMS (George, Schkade, & Ishee, 2004)

- Content Validity 27-Item Scale reduced to 12 Item

- Evaluated Content Validity by having 6 experts in OA rate the degree each item measured the intended aspect of the construct of RM

- Nine ‘Dichotomous Items’ for Effectiveness, Efficiency, and Satisfaction to self and others

- Piloted with 150 Clients in an Acute Rehabilitation Setting --Ratings based on their performance on a chosen task and lower-extremity dressing

- 2 efficiency items misfit on Chosen Task and one efficiency item misfit on the dressing task

- Resulted in a 12-item scale
Reflecting on your most recent performance of your chosen task __________________________, rate yourself on the following 12-items using a 5 point Likert Scale.

1 Strongly Disagree  2 Disagree  3 Neutral  4 Agree  5 Strongly Agree

Example Items:

I successfully completed the task.  (Effectiveness)

I felt exhausted after finishing the task (physically, emotionally, or cognitively).  (Efficiency)

Others would be happy with my level of ability on this task (e.g. employers, teachers). (Satisfaction of Others)

I am very pleased with my performance.  (Satisfaction)

RMMS Instrument Development

- George-Paschal (2014) Completed an IRB approved study of the Unidimensionality and repeated measures analysis for a 12-item measure rated on a 5-point Likert scale.
- Participants - 52 Master’s level OT students engaged in service-learning. Rated Self-identified challenge 3 times over 12 weeks.
- DATA - 76 total RMMS scores (12-item scale)
  - n=13  Time 1, 2 and 3
  - n=20  Time 1 and 2
  - n=11  Time 2 and 3
- Mokken Analysis  (76 completed RMMS) 8 of 12 items scalable (H> .30)
- Three efficiency items and one satisfaction item had H coefficients <.30
Cont.

- **Chronbach Alpha reliability coefficient** = .80 (8 items)
- **One Way Repeated Measures Anova** (n=13)
- (13 subjects were needed for power of .80)
- 6 items chosen for analysis (2 per domain)
- Time 1 2.90 and Time 3 3.20 (.31 increase) (F= .27, df= 2, 11, p=.70)
- Observed power = .09
- *Inability to detect sig. mean differences across time periods"

(2014 Research supported by the UCA University Research Council)

Section 3: Research Application with Adolescents Assigned to Faulkner County Juvenile Drug Court

- **Learning Objectives - Section 3** Describe the utility of the OAPG as an approach to help adolescents set meaningful goals in a mentoring program based on the theory of OA
- Share how the OAPG guides OT student mentors in helping adolescents address self-identified goals
- Reflect / Discuss results of the repeated RMMS administration for selected adolescents
- Appreciate thematic results related to the benefits of a program based on OA -based on focus groups for three sets of participants: adolescents, OT students, and Drug
Purpose & Research Question

- **Purpose:** Evaluate the benefits of a 12-week mentoring program based on Occupational Adaptation for Adolescents assigned to the Faulkner County Juvenile Drug Court.

- **Research Question:** What impact does participation in a mentoring program based on the theory of Occupational Adaptation have on participating adolescents’ relative mastery on self-identified goals?

Student Developed Mission

- Our goal is to come alongside each adolescent to help build their self-esteem and understanding of what incredible talents, ideas, and personality that they have to offer to the world.

- Let them know that we understand there is great potential in each participant and we want to utilize first and foremost our care, but also our skills related to occupational therapy to see that potential realized through the use of engagement activities and invested mentorship.
Methods, Data, Participants

- Mixed Methods Study
- Quantitative Analysis of RMMS Ratings - Descriptive
- Qualitative Results based on Focus Group Data (Semi-structured Interview Guide)
  - Participants (n=8)
  - OT Students (n=7)
  - Drug Court Counselors/ Officials (n=4)

Procedures 12-week program

- Week 1-2 Parent/ Participant Welcome - OAPG / 1st RMMS
- Weeks 3-5 Group Activities
- Week 6 2nd RMMS Completion
- Weeks 7-11 Group/ Individual Activities
- Week 12 3rd RMMS Completion/ Adolescent Focus Group

*OT Student and Drug Court Official Focus Groups held within 2 weeks
Group/ Individual Activities

- Practice Driving Tests (Individual and Group)
- Driving Simulator (Practice)
- Group Cooking Activities
- Game Night/ Snacks
- Fundraiser - Raised $300.00 (Donated $150.00 to Faulkner County Women’s Shelter)
- Packed Meals for Mobile Pack
- Volunteered to help with a Halloween Dance for adults with developmental disabilities
- Painted a Chair for CASA (Court Appointed Advocates for Children)
- Crafts (Arm Knitting, Ceramics)

Hanging out/ painting at the OT House!
CASA - Festival of Chairs
$200.00 Donation

Halloween Dance
Cooking – with Deliver Hope!

Chicken & Biscuits!
Game Night

Fitting in on a College Campus!
Building Trust!

Having Fun!

Saying Congrats to these guys! We miss you already!
2015: Donation of $150.00 to Faulkner County Women’s Shelter

2016: Donation of $200.00 to CASA
Ceramics

Rolling the Clay - Artist Keilah Herman reminded the students that with clay a mistake can easily be erased by just “rubbing it out”!
### Participant Number and % Attendance (11 sessions)

<table>
<thead>
<tr>
<th>Participant</th>
<th>Goals</th>
<th>#RMMS Administrations</th>
<th>Range of RMMS Ratings and Trend</th>
</tr>
</thead>
<tbody>
<tr>
<td>1+ 73%</td>
<td>Get driving permit</td>
<td>Time 1,2,3</td>
<td>(41-47)♭</td>
</tr>
<tr>
<td>2+ 73%</td>
<td>Bring grades up Driving Permit</td>
<td>Time 1,2,3</td>
<td>(40-52)♭</td>
</tr>
<tr>
<td>3+ 82%</td>
<td>Improve score on college admission test</td>
<td>Time 1,2,3</td>
<td>(40-52)♭</td>
</tr>
<tr>
<td>4+ 73%</td>
<td>Get driving permit Get a job</td>
<td>Time 1,2,3</td>
<td>(39-39)♭</td>
</tr>
<tr>
<td>5+ 55%</td>
<td>Improve grades Get driving permit</td>
<td>Time 1,2,3</td>
<td>(40-39)♭</td>
</tr>
<tr>
<td>6 36%</td>
<td>Improving grades</td>
<td>Time 1*</td>
<td>N/A</td>
</tr>
<tr>
<td>7 55%</td>
<td>Improve score on admission test for military ASVAB Get driving permit</td>
<td>Time 1</td>
<td>N/A</td>
</tr>
<tr>
<td>8+ 100%</td>
<td>Improve grades Get driving permit</td>
<td>Time 1,2</td>
<td>(37-44)♭</td>
</tr>
<tr>
<td>9+ 91%</td>
<td>Anger management See his son</td>
<td>Time 1,2,3</td>
<td>(21-50)♭</td>
</tr>
<tr>
<td>10 64%</td>
<td>Pass his classes Observe a mechanic and get a job as a mechanic</td>
<td>Time 1</td>
<td>(40-45)♭</td>
</tr>
</tbody>
</table>

### Participant #9: OAPG Results

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Existing Mode</th>
<th>Occupational Environment</th>
<th>Role</th>
<th>Internal Expectation</th>
<th>External Expectation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manage Anger Issues</td>
<td>Going to Counseling</td>
<td>Everywhere</td>
<td>None!</td>
<td>I could be less angry</td>
<td>They think negatively of me</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Managing Anger Issues</th>
<th>Contributes to</th>
<th>Detracts from</th>
<th>Person System Further Assessment</th>
<th>Environment Subsystems to Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person System</td>
<td>Workout [sensorimotor]</td>
<td>Lose control of strength [sensorimotor]; unaware of surroundings/ loss of judgment [cognitive], Distraction, disappointed because of actions, negative violent thoughts [psychosocial]</td>
<td>Cultural - Is viewed negatively; Value not getting angry and value spending time with his son</td>
<td></td>
</tr>
<tr>
<td>Environmental Subsystems</td>
<td>Anywhere [physical] Family, girlfriend [social], encourage self control [cultural]</td>
<td>Old friends, peers, son's mom [social]; anger runs in genes [cultural]</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Participant #9: OA Program Planning

<table>
<thead>
<tr>
<th>Objective</th>
<th>Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coping with anger</td>
<td>Staying around positive inputs, take meds</td>
</tr>
<tr>
<td></td>
<td>Staying away from bad influences and people,</td>
</tr>
<tr>
<td></td>
<td>Get phone number changed; staying busy, making good decisions</td>
</tr>
<tr>
<td></td>
<td>about surroundings</td>
</tr>
</tbody>
</table>

### Participant #3: Score Higher on Compass College Admissions Test

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Existing Mode</th>
<th>Occupational Environment</th>
<th>Role</th>
<th>Internal Expectation</th>
<th>External Expectation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score higher on Compass (college admissions test)</td>
<td>Done it twice by myself in 20 minutes</td>
<td>UACCM</td>
<td>Becoming a college student</td>
<td>Perform highly</td>
<td>Mother expects me to give it my all</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Score Higher on Compass Test (College Test)</th>
<th>Contributes to</th>
<th>Detracts from</th>
<th>Person System Further Assessment</th>
<th>Environment Subsystems to Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person System</td>
<td>Memory, problem solving, planning [cognitive]</td>
<td>Short attention span, alertness, judgment [cognitive]</td>
<td>Short Attention span, alertness, judgment</td>
<td>Need a good routine for studying</td>
</tr>
<tr>
<td>Environmental Subsystems</td>
<td>Internet [physical]; parents and sister [social]</td>
<td>Not a good routine in studying [cultural]</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Participant #3: Score Higher on Compass College Admissions Test

<table>
<thead>
<tr>
<th>Objective</th>
<th>Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learn about LPN Program</td>
<td>Find Advisor / take pre-requisites</td>
</tr>
<tr>
<td>Sign up for classes</td>
<td>Go to UACCM, do my work</td>
</tr>
<tr>
<td>Get accepted into the LPN Program</td>
<td>Try my hardest</td>
</tr>
</tbody>
</table>

Participant #5: Get a Job

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Existing Mode</th>
<th>Occupational Environment</th>
<th>Role</th>
<th>Internal Expectation</th>
<th>External Expectation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Get a Job</td>
<td>(Trying) by myself</td>
<td>Just need a job: Krispy Kremes, Chickfila, Kroger?</td>
<td>Provider for self and family</td>
<td>I would try to show up on time; Give my Best</td>
<td>My mom and boss would want me to do my best</td>
</tr>
</tbody>
</table>

Person System

<table>
<thead>
<tr>
<th>Person System</th>
<th>Muscles Strength [sensorimotor], Judgment [cognitive], Coordination; Focusing (short attention span) [cognitive]; Interpersonal skills [shy]</th>
<th>Coordination, focusing, short attention span, interpersonal skills</th>
<th>Coordination, focusing, short attention span, interpersonal skills</th>
<th>Environment Subsystems to Address</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Muscle Strength [sensorimotor], Judgment [cognitive], Coordination; Focusing (short attention span) [cognitive]; Interpersonal skills</td>
<td></td>
<td>have trouble getting up in the morning</td>
<td></td>
</tr>
</tbody>
</table>

Environmental Subsystems
### Participant #4: Get a Job

<table>
<thead>
<tr>
<th>Objective</th>
<th>Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>No objectives were written relative to getting a job (all objectives were about getting his permit [second goal])</td>
<td>No methods were written</td>
</tr>
</tbody>
</table>

### Participant #4: Get a Driver’s Permit

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Existing Mode</th>
<th>Occupational Environment</th>
<th>Role</th>
<th>Internal Expectation</th>
<th>External Expectation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Get Permit</td>
<td>Never tried to get it</td>
<td>DMV</td>
<td>Becoming a driver</td>
<td>I expect to try hard</td>
<td>My Mom</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Person System</th>
<th>Contributions</th>
<th>Detracts from</th>
<th>Person System Further Assessment</th>
<th>Environment Subsystems to Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Get Driver’s Permit</td>
<td>Problem solving [cognitive],</td>
<td>Short attention span and memory [cognitive]</td>
<td>Short Attention span; bad memory; don’t have a good routine to study</td>
<td>I don’t have a book yet;</td>
</tr>
<tr>
<td>Environmental Subsystems</td>
<td>Mom [Social]</td>
<td>Don’t have a book yet [physical]; Don’t have a good time to study [cultural]</td>
<td></td>
<td></td>
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</tbody>
</table>
Participant #4: Get a Driver’s License

<table>
<thead>
<tr>
<th>Objective</th>
<th>Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Get permission from counselor to take the test</td>
<td>No specific methods written</td>
</tr>
<tr>
<td>2) Study the permit book</td>
<td></td>
</tr>
<tr>
<td>3) Find out what documents are needed to take the test</td>
<td></td>
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</table>

Relationship between Number of Objectives and Methods and 1st and 3rd RMMS Ratings

<table>
<thead>
<tr>
<th>Student</th>
<th>Occupational Challenge</th>
<th># Objectives</th>
<th># Methods</th>
<th>Change in RMMS Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Get Permit</td>
<td>3</td>
<td>0</td>
<td>+ 6 pts</td>
</tr>
<tr>
<td>2</td>
<td>Improve Grades</td>
<td>2</td>
<td>2</td>
<td>+12 pts</td>
</tr>
<tr>
<td>3</td>
<td>Score Higher on College adm. test</td>
<td>3</td>
<td>3</td>
<td>+12 pts</td>
</tr>
<tr>
<td>4</td>
<td>Permit</td>
<td>3</td>
<td>0</td>
<td>⇐</td>
</tr>
<tr>
<td>4</td>
<td>Get a Job</td>
<td>0</td>
<td>0</td>
<td>+ 13 pts</td>
</tr>
<tr>
<td>5</td>
<td>Pass classes</td>
<td>1 vague</td>
<td>1 vague</td>
<td>+ 1 pt</td>
</tr>
<tr>
<td>5</td>
<td>Get permit</td>
<td>1</td>
<td>2</td>
<td>+ 6 pts</td>
</tr>
<tr>
<td>8</td>
<td>Get good grades</td>
<td>1</td>
<td>4</td>
<td>+ 7 pts</td>
</tr>
<tr>
<td>9</td>
<td>Manage anger</td>
<td>1</td>
<td>7</td>
<td>+ 29 pts</td>
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</tbody>
</table>
Qualitative: Thematic Results

- Adolescent Participants (n=10)
- Occupational Therapy Student Mentors (N=7)
- Drug Court Officials and Counselors (n=4)

Adolescent Results

- **4 Themes**
  - Participation increased motivation
  - Participation facilitated realizations
  - Participants have limited experience with self-initiated goals and self evaluation (outside of sports, school, and counseling)
Sample Adolescent quotes

- “I had more motivation than I did before the occupational program”

- When you write goals... “Feel like you can accomplish them... If you want you’re gonna accomplish it”

- “I liked learning new stuff” “socializing with people - getting out of the house”

- “Getting help from somebody that is on my level, like agewise”

Occupational Therapy Student Mentors

3 Themes
- Program resulted in a circle of benefits
- Positive role models and the introduction of new interests was a positive influence to counteract unhealthy backgrounds and past experiences
- Instruments facilitated insights for the mentor and mentee
Sample OT Mentor quotes:

- “I feel like it has taught me a lot of skills on how to build rapport.. Many skills that I can carry over with me as an OT”

- “We provided them with experiences such as the Halloween dance, crafts, cooking activities, it opened their eyes to opportunities for them and to develop interests that they may not of known were available to them”

- “I think the paper [OAPG/RMMS] was good for them because they were able to see certain things that were impacting their goals and that might not be something they were thinking about.. So it kinda opened their eyes to that.”

Drug Court Officials (n=2) and Court Counselor (n=2) Results

- 6 Themes
  - The Good and the Bad Traits of adolescents
  - Socialization, new interests & opportunities
  - Instrument helps students focus on goals
  - Need for teamwork
  - Benefits of Drug Court and Court-Related programmatic changes to OT program moving forward.
Drug Court Counselor/ Official Sample quotes:

- “They can really write well, they have the ability to go to college! They have not done life sober”
- “Exposure to a college campus is good for them”
- “They are learning new interests; Getting positive Feedback from others (Judge)"
- “They are finishing something they start “This is magic to them!”
- “They are helping and giving back”

In Sum - Themes Across Focus Groups

- The UCA mentoring program using the OAPG and RMMS
  - Offers a strategy to help adolescents self-assess, set goals & plan action steps
  - Helps adolescents break down their occupational challenges
  - The instruments may be difficult to navigate without a mentor
  - It’s the first time many participants had set goals outside of school, sports, or counseling
  - Increased numbers of relevant goals and methods was related to increased RMMS ratings.
  - Positive Role Models on a college campus helped adolescents picture themselves as “a part of”
Relevance of the Program

- Consistent with Lienmann and Reed (2008) and Lemaires’ (2010) suggestions that encoding all aspects of a task may be useful to help adolescents identify effective strategies.

- Participation in a mentoring program may help adolescents stop the cycle of maladaptive attributions frequently associated with the population of at risk youth (Licht, 1983).

Phase 3 RMMS  Juvenile Drug Court

- A 12-item measure rated on a 6-point Likert scale.
  Participants - 15 Adolescents / 7 OTS in a 12-week Juvenile Drug Court Mentoring Program.

- Revisions resulted in
  - < # RMMS items to 6
  - eliminated negatively worded items
  - further modified efficiency items,
  - changed scale to capture negative relative mastery
  - added opportunity to track RMMS scores
Phase 3 Development

References


References


Questions??

<table>
<thead>
<tr>
<th>Occupational Adaptation (OA)</th>
<th>Instrumentation</th>
<th>Mentoring Program Based on OA</th>
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</thead>
<tbody>
<tr>
<td>OAPG / RMMS</td>
<td></td>
<td></td>
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</tbody>
</table>

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LorrieG@uca.edu