REFERENCES

Allen, S., & Casey, J. (2017). Developmental coordination disorders and sensory processing and integration: Incidence, associations and co-morbidities. *British journal of occupational therapy*, *80*(9), 549-557.

Blank, R., Barnett, A. L., Cairney, J., Green, D., Kirby, A., Polatajko, H., ... & Vinçon, S. (2019). International clinical practice recommendations on the definition, diagnosis, assessment, intervention, and psychosocial aspects of developmental coordination disorder. *Developmental Medicine & Child Neurology*, *61*(3), 242-285.

Houtrow, A., & Murphy, N. (2019). Prescribing Physical, Occupational, and Speech Therapy Services for Children With Disabilities. *Pediatrics*, *143*(4), e20190285.

Jackman, M., Novak, I., Lannin, N., Froude, E., Miller, L., & Galea, C. (2018). Effectiveness of Cognitive Orientation to daily Occupational Performance over and above functional hand splints for children with cerebral palsy or brain injury: a randomized controlled trial. *BMC pediatrics*, *18*(1), 248.

Novak, I., & Honan, I. (2019). Effectiveness of paediatric occupational therapy for children with disabilities: A systematic review. *Australian occupational therapy journal*.

QUOTES

“Occupational therapy practitioners ask, ‘What matters to you?’ not, ‘What's the matter with you?’”

* Ginny Stoffel, AOTA President 2013-2016

Credo for Occupational Therapy:

* That occupation is as necessary to life as food and drink.
* That every human being should have both physical and mental occupation.
* That all should have occupations which they enjoy, or hobbies. These are the more necessary when the vocation is dull or distatsteful. Every individual should have at least two hobbies, one outdoor and one indoor. A greater number will create wider interests, a broader intelligence.
* That sick minds, sick bodies, sick souls, may be healed thru occupation.
	+ - * Dunton, W. R. (1919). *Reconstruction therapy*.

WB Saunders Company.



DEFINITIONS & DIAGRAMS



* **Bottom-Up Approach:** The OT evaluates the foundational components of function and develops the treatment plan based on deficits in these components.
* **Top-Down Approach:** The OT evaluates the client’s functional status in relation to his or her daily occupations and develops the treatment plan based on the client’s ability to participate in those occupations.



GOAL SETTING TOOLS

* **Daily Log**
	+ Simply list times of day on a worksheet, with blanks for the client/parent to fill in activities. Have them star or note what things are difficult.
* **Pediatric Activity Card Sort (PACS)**
	+ Mandich, A., Polatajko, H. J., Miller, L. T., & Baum, C. (2004). *Paediatric Activity Card Sort: PACS*. Ottawa, ON: Canadian Association of Occupational Therapists.
	+ <https://www.caot.ca/client/product2/12/itemFromIndex.html>
* **Activity Card Sort (ACS)**
	+ Katz, N., Karpin, H., Lak, A., Furman, T., & Hartman-Maeir, A. (2003). Participation in occupational performance: Reliability and validity of the Activity Card Sort. *OTJR: Occupation, Participation and Health*, *23*(1), 10-17.
	+ <https://myaota.aota.org/shop_aota/product/1247>
* **Canadian Occupational Performance Measure (COPM)**
	+ Law, M. C., Baptiste, S., Carswell, A., McColl, M. A., Polatajko, H., & Pollock, N. (1998). *Canadian occupational performance measure: COPM*. CAOT Publ. ACE.
	+ <http://www.thecopm.ca/>

INTERVENTION RESOURCES

* Can Child
	+ A research centre dedicated to generating knowledge & transforming lives of children and youth with developmental conditions and their families
	+ Excellent online resources
	+ <https://canchild.ca/>
* **The CO-OP Approach**
	+ **Cognitive Orientation to daily Occupational Performance (CO-OP; the CO-OP Approach)** is a performance-based treatment approach for children and adults who experience difficulties performing the skills they want to, need to or are expected to perform. CO-OP is a specifically tailored, active client-centered approach that engages the individual at the meta-cognitive level to solve performance problems. Focused on enabling success, the CO-OP Approach employs collaborative goal setting, dynamic performance analysis, cognitive strategy use, guided discovery, and enabling principles.  These elements, all considered essential to the Approach, are situated within a structured intervention format, and with parent/significant other involvement as appropriate.
	+ **The Cognitive Orientation to daily Occupational Performance Approach** was developed to provide therapists with an evidence-based approach to enabling performance success in an effective and efficient way.  CO-OP is not only supported by a broad research base but is also embedded in an evidence framework.  Originally designed for children with Developmental Co-ordination Disorder, that is children with motor-based performance problems, it has demonstrated efficacy in helping children and adults with a variety of diagnoses acquire skills and experience success in performing everyday activities that are important to them.
	+ The goal of the Cognitive Orientation to daily Occupational Performance Approach is to enable individuals with performance difficulties, be they physical, cognitive, or other, to succeed in performing the everyday tasks and activities that are important to them. CO-OP uses a process of guided discovery to enable the identification of the specific strategies that will support performance success. In CO-OP individuals learn how to talk themselves through performance problems.

CO-OP REFERENCES

* Polatajko, H. J., & Mandich, A. (2004). Enabling occupation in children: The Cognitive Orientation to daily Occupational Performance (CO-OP) approach. Ottawa, ON: CAOT Publications ACE.

Available at: <https://caot.in1touch.org/client/product2/10/item.html>

* Dawson, D.R., McEwen, S. E., and Polatajko, H.J. (Eds.). (2017). Cognitive Orientation to daily Performance in Occupational Therapy. Bethesda, MD: AOTA Press.

Available at: <https://myaota.aota.org/shop_aota/product/900381>

* The CO-OP Academy Website: <http://co-opacademy.ca/>