

### Underpinning Principles

- top down approach (focus on roles to facilitate participation, and in turn build skills)
- strengths based practice
- routines based practice
- neurodiversity affirming principles - strategies, tools, accomodations, focusing on a mix of environment and occupation change rather than occupation alone.

### Intervention Planning

- Preperation (establish goals with child and caregiver, ascertain buy-in)
- Acquisition (implement strategies and apply to goals)
- Verification (generalisation and reinforce)

### Brofenbrenner's Ecological Systems Theory

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### Assessment Process

- occupational profile
- observation/reporting from caregivers

### formal assessments

**Vineland Adaptive Behaviour Scales** (semi structured interview or questionnaire assessing daily living skills, communication, socialization, and motor skills of children aged 0-12 years to evaluate their adaptive functioning)

### Sensory Profile (Infant/Toddler/Child)

**Strengths and Difficulties Questionnaire** brief behavioral screening tool used to assess the emotional and behavioral wellbeing of children and adolescents aged 2 to 17 years. It measures five domains: emotional symptoms, conduct problems, hyperactivity/inattention, peer relationship problems, and prosocial behaviour.

### Interventions

#### Joint Attention

- Remove all toys, use every day objects
- Add a sensory layer e.g. noises, touch, movement
- Sprinkle 'no talking dust'
- Animated facial expressions and big gestures
- Add a level of anticipation to encourage joint attention
- Repetition and extending

#### Play Skills

- Facilitate sense of power, working with passions and enabling control
- Join in with current pretend play and extend
- Look for opportunities to develop specific play skills
  - Object substitution
  - Play script
  - Social
  - Create problems in advance to facilitate social problem solving

