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

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 Questionaire 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

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