

Occupational Therapy Promoting Participation in Occupation

Work

Learning basic pre-work skills such as cleaning up after an art project or lunch; time-management; following directions; volunteer activities

Education

Participation in activities needed for successful academic performance such as handwriting, organizing books and supplies, sensory processing and self-regulation

ADLs

(Activities of Daily Living)

Participating in mealtimes in the cafeteria (eating, engaging in conversations with friends); managing clothing, using the restroom, and hygiene (washing hands)

IADLs

(Instrumental Activities of Daily Living)

Participation in activities to support daily life in school & community (e.g. basic cooking). Using tools to communicate (e.g. phone, keyboard)

Social Participation

Making & keeping friends, respect for differences, including others, developing social and emotional learning (SEL) (e.g. recognizing feelings, modifying behavior)

Play

Participating in healthy play activities during recess (both structured and unstructured), interacting as a team, following rules, engaging in playful interactions with peers

Leisure

Exposure to and participation in healthy extracurricular hobbies and interests after-school and on weekends (e.g. music, dance, sports, crafts, clubs)

Sleep / Rest

Developing sleep routines to support growth and health (e.g. getting enough hours of sleep, knowing how to prepare for sleep); recognizing the need for rest and a balance of activities

Health Management

Taking care of one's mental health (mental health literacy, coping) and physical health (nutritious diet). Sensory processing strategies for well-being

Occupational Education

**United States. Congress. House.
Committee on Education and Labor.
Subcommittee on Elementary,
Secondary, and Vocational Education**

Occupational Education:

Occupational Education: Insights & Perspectives JOHN L. BISOL, 2016-02-27 A collection of discussion papers and essays concerning Occupational Education The intent is to provide insight into the methodology organization and documentation of Occupational Education its history philosophy and Best Practices Every essay or thesis presented herein may not fit every situation however the context presents a uniform approach in that behind every Occupation Trade there is A history A need to document methods A need to have program structure A need to understand social implications

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Occupational Education Introduction

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