

Key features supporting CO-OP objectives

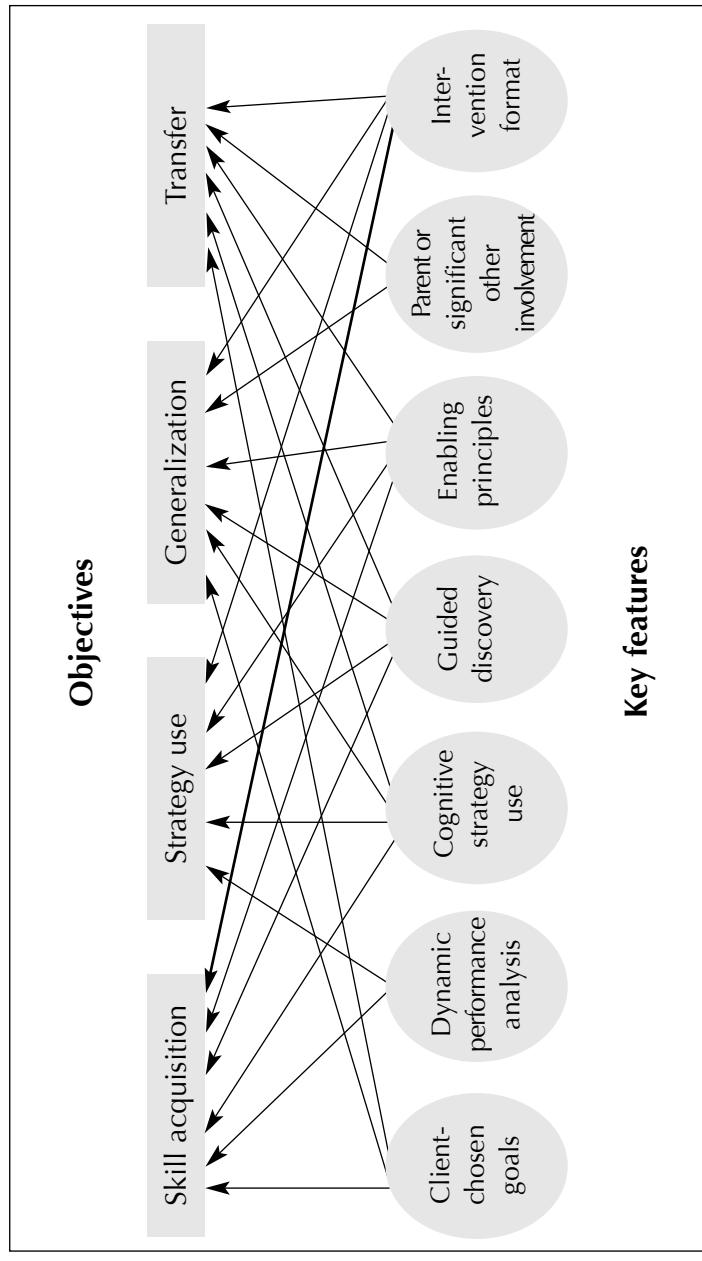


Figure 10
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Key features of the CO-OP approach

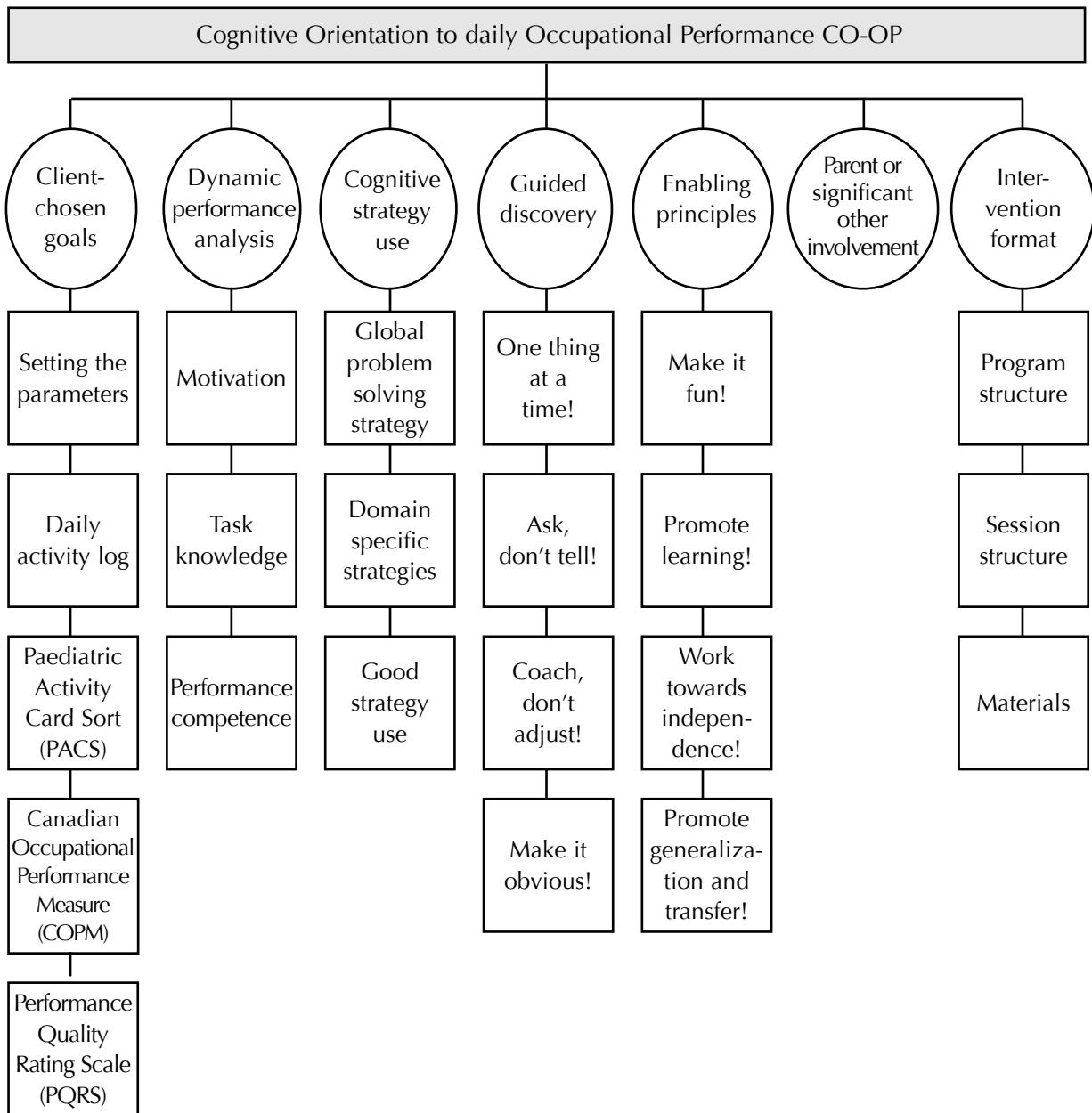


Figure 11

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Dynamic Performance Analysis (DPA) Decision Tree

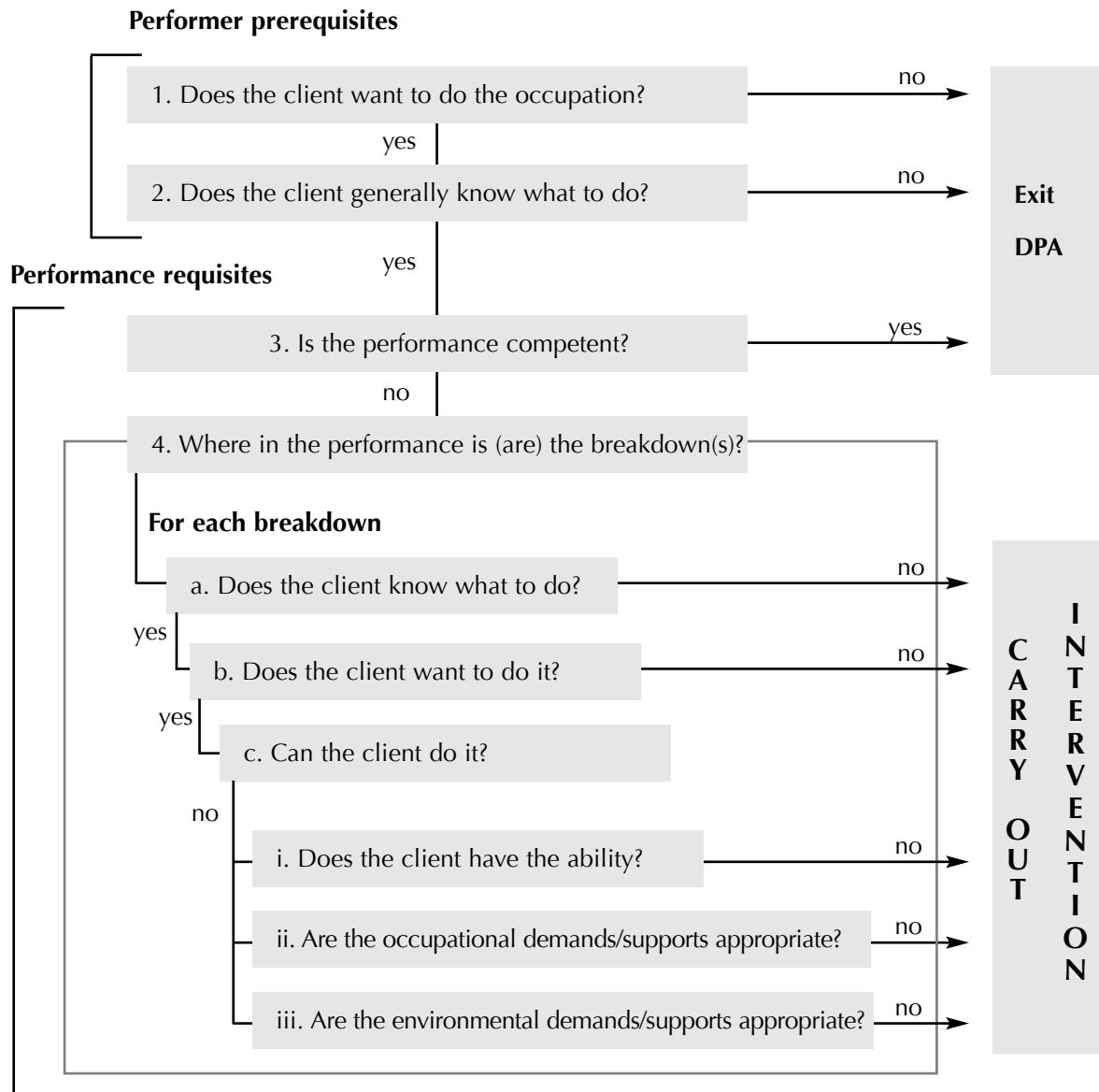


Figure 12

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Name _____

Date _____

Daily Activity Log

7:00 a.m. _____



8:00 a.m. _____

9:00 a.m. _____



10:00 a.m. _____

11:00 a.m. _____

12:00 p.m. _____

1:00 p.m. _____

2:00 p.m. _____



3:00 p.m. _____

4:00 p.m. _____

5:00 p.m. _____



6:00 p.m. _____

7:00 p.m. _____

8:00 p.m. _____

9:00 p.m. _____

10:00 p.m. _____



Figure 24

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Performance Quality Rating Scale: 10 point rating scale

Name _____	Therapist _____	Date – Pre _____	Date – Post _____	Comment							
Goal	Very poor									Very good	
1. _____	1	2	3	4	5	6	7	8	9	10	_____
2. _____	1	2	3	4	5	6	7	8	9	10	_____
3. _____	1	2	3	4	5	6	7	8	9	10	_____

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Performance Quality Rating Scale: Magnitude of change scale

Name _____	Therapist _____	Date – Pre _____	Date – Post _____	Date – Magnitude of change _____
Goal				
5 times worse				
1. _____	-5	-4	-3	-2
no change				
2. _____	-5	-4	-3	-2
5 times better				
3. _____	-5	-4	-3	-2

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Dynamic Performance Analysis Record (1 of 2 pages)

Name _____	Pre-test Date _____
Therapist _____	Post-test Date _____
Occupational Goal _____	
I Performer Prerequisites	
1. Does the client want to do the occupation?	No 1 2 3 4 5 6 7 8 9 10 Yes
2. Does the client generally know what to do?	No 1 2 3 4 5 6 7 8 9 10 Yes
II Performance Requisites	
3. Is the performance competent?	No 1 2 3 4 5 6 7 8 9 10 Yes
III Identification of Performance Breakdown	
4. Performance breakdown:	
Breakdown 1:	
a) Does the client know how to:	No 1 2 3 4 5 6 7 8 9 10 Yes 1 2 3 4 5 6 7 8 9 10 Yes
b) Does the client want to:	No 1 2 3 4 5 6 7 8 9 10 Yes 1 2 3 4 5 6 7 8 9 10 Yes
c) Can the client:	No 1 2 3 4 5 6 7 8 9 10 Yes 1 2 3 4 5 6 7 8 9 10 Yes
Breakdown 2:	
Breakdown 3:	

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Dynamic Performance Analysis Record (2 of 2 pages)

IV Specification of Intervention Strategy		Breakdown 1:										Breakdown 2:										Breakdown 3:									
Performance breakdown: (repeat from # 4)		No 1 2 3 4 5 6 7 8 9 10					Yes 1 2 3 4 5 6 7 8 9 10					No 1 2 3 4 5 6 7 8 9 10					Yes 1 2 3 4 5 6 7 8 9 10					No 1 2 3 4 5 6 7 8 9 10					Yes 1 2 3 4 5 6 7 8 9 10				
		a) Are the client's abilities adequate?		b) Can they be changed?		c) Intervention																									
		No	Yes	No	Yes	No	N/A	No	Yes	No	N/A	No	Yes	No	N/A	No	Yes	No	N/A	No	Yes	No	N/A	No	Yes	No	N/A	No	Yes	No	N/A

Goal-Plan-Do-Check visual cues

Goal:



Plan:



Do:



Check:



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The CO-OP Strategy Observation Checklist for therapists (page 1 of 2)

Observations		Comments
Global Strategy		
Goal		
Plan		
Do		
Check		
Domain Specific Strategies		
Body position		
Task specification/modification		
Feel the movement		
Verbal motor mnemonic		
Verbal rote script		
Supplementing task knowledge		
Attention to task		
Types of Guidance		
Verbal guidance (Therapist)		
Verbal self-guidance (Child)		
Comments		

Figure 31

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The CO-OP Strategy Observation Checklist for therapists (page 2 of 2)

Guided Discovery		Comments
One thing at a time		
Ask, don't tell		
Coach, don't adjust		
Make it obvious		
Enabling Principles		
Make it fun		
Promote learning		
Work toward independence		
Promote generalization and transfer		
Techniques		
Hand-over-hand		
Direct teaching		
Description		
Prompts and cueing		
Questioning		
Comparison and contrast		
Do an experiment		
Modeling		
Shaping		
Fading		
Other		

Figure 31

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Using Strategies

Using strategies is a great way to optimize occupational performance regardless of the demands of the task or task environment. Strategies can be generalized and transferred to new situations and they can be used even when a therapist isn't there to help!



Therapists can help kids learn how to develop strategies using a verbal approach called self-talk. Kids figure out how to evaluate their own performance and figure out how to improve on problem areas. Once you've got the hang of it, you might find that you use it all the time too!

Domain Specific Strategies

Therapist

Body position

Attention to doing

Feeling the movement

Motor mnemonic

Verbal rote script

Client

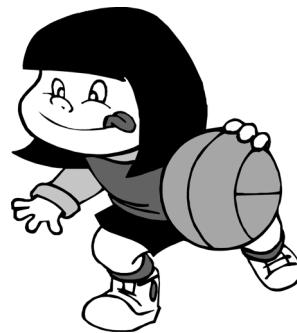
"check my chair"

"stay focused"

"write it in the air"

"stick, bubble, bubble"

"dribble & shoot!"



A Global Strategy

This is what kids can use to self-evaluate and self monitor their performance:



Goal - What do I want to do?

Plan - How am I going to do it?

Do - Carry out the plan!

Check - How well did my plan work?



Figure 32

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Tips for school and play activities

Am I correctly positioned?

- Sit with feet flat on the floor and elbows resting comfortably on the desk
- Sit upright and make sure all four legs of the chair are flat on the floor
- Make sure one hand is used as the 'do-er hand' and the other as the "helper- hand" to improve bilateral hand control. The do-er hand will do the writing, eating etc., and the "helper-hand" will hold the paper, plate, etc.



Helping to get things done!

- Desk space should be clean and clear of clutter
- Ensure appropriate time to start and finish an activity and be aware that some activities may take a little longer than others
- Break down instructions into short, simple steps and give new information in small parts
- Have the child repeat the steps back to you to ensure understanding
- Take breaks about every twenty minutes

More helpful tips to get things done!

- Tape recorders can be used to save time and energy
- Practice keyboarding; it will help save energy and will be of benefit later
- Use 'hand-over-hand' to practice new movements or try drawing the movement in the air with the child
- Older kids can use voice recognition software like 'Dragon Speaking Naturally'™
- Provide child with written worksheets or photocopies to reduce writing demands
- Act as a recorder or secretary for the child when the emphasis is on content or forming new ideas
- Participate in various individual sports like skating or skiing for self-competition and to improve self-esteem



Don't forget to do self-checking!

Figure 33

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Tips for better handwriting

Making Handwriting fun!

- Write on a blank chalkboard with a wet finger
- Using colourful built-up pencil grips for thicker writing utensils
- Write on raised paper or use glitter glue to define the lines, so letters stay between them
- Feel the movement of the letters by practicing writing in the air
- Use exciting and different coloured paper
- Use fun writing utensils such as over-under markers, sidewalk chalk, or paints
- Try a mechanical pencil if the child is pressing too hard
- Dotted middle-lined paper can provide helpful visual clues
- Write out a sentence on a topic of the child's choice



Print

Don't forget to do self-checking!

- Are my letters sitting on the lines?
- Am I holding my pencil lightly?
- Are my letters all spaced the same?
- Do my letters start at the red lines?
- Do my tall letters take up the full space?
- Do my small letters take up half the space?
- Am I sitting correctly?



Therapist's checklist

Body positioning: chair tucked in, paper in central position close to the body, and appropriate chair and table height

Pencil grip: encourage a mature tripod grasp to increase fine motor control

Comprehension: make sure the child understands the cognitive and motor aspects of writing letters

The CO-OP Approach

Certificate of Achievement

Congratulates



On achieving these goals:

- 1.
- 2.
- 3.

Your CO-OP therapist

Date