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SCOPE-IT Model Applied to an Occupation-Based Home Intervention to
Increase Performance Skills: A Case Study

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Note: This document describes a Capstone Dissemination project reflecting an individually planned experience conducted under faculty and site mentorship. The goal of the Capstone experience is to provide the occupational therapy doctoral student with a unique experience whereby he/she can demonstrate leadership and autonomous decision-making in preparation for enhanced future practice as an occupational therapist. As such, the Capstone Dissemination is not formal research.
Abstract

The client selected for this case study is a six year-old boy with a diagnosis of Down syndrome who is being raised by a single father. The client and his sister, who also has a disability, were both adopted at a young age. The focus of this case study is on the collaboration with the client and his father to develop a home program that easily fits into their existing family routines. The case study involves the use of a newer model of practice that emphasizes client-centered, occupation-based interventions as a means and an end through active participation within a natural environment. The Synthesis of Child, Occupation, Performance, Environment-In Time (SCOPE-IT) model (Poulsen & Ziviani, 2004a) was the model chosen to be the foundation in developing an occupation-based home program. In addition, this model emphasizes a top-down approach to therapy, which takes into consideration the dynamic nature of a child and the temporal factors that influence one’s performance.

A home interview with client’s father and observations of the client in his home environment, as well as during school-based occupational therapy sessions were completed in order to gain an understanding of the child’s performance in the four domains outlined in the SCOPE-IT model including: 1) activities of daily living, 2) work, 3) rest, and 3) leisure/play. Based on the information gathered during these observations and interview, long-term and short-term goals were formulated that addressed the above areas of performance. Interventions were designed to provide opportunities to practice and document each skill on a daily bases to ensure accountability of tasks. At the completion of the four-week home program, results indicated that the child demonstrated an increase in occupational performance across all domains. Additionally, this case study signifies the importance of the collaboration with a family when developing a home program for their child.
Introduction

One in 150 babies in the United States is born with a chromosomal abnormality (March of Dimes, 2009). Some of these chromosomal abnormalities don’t affect health, but most cause multiple problems. These include physical and mental difficulties. Many children experience difficulties with fine and gross motor tasks, learning in school and completing self-care and daily occupations. These chromosomal abnormalities occur in the early stages of development.

Every cell in the human body, apart from eggs and sperm, contain 46 chromosomes arranged in 22 pairs, plus the two sex chromosomes (BMA Complete Family Health Guide, 2010). The 22 pairs are known as autosomes, and each cell is estimated to contain about 35,000 pairs of genes on these chromosomes. These genes “provide instructions for making proteins involved in the growth, multiplication, and function of the body’s cells” (BMA Complete Family Health Guide, 2010). These abnormalities are usually due to a fault in the division of chromosomes during meiosis, and these abnormalities either involve an incorrect number or a defect in the structure (BMA Complete Family Health Guide, 2010). Extra or missing autosomal chromosomes usually result in the miscarriage of the embryo; however one exception to this is having an extra chromosome 21, known as trisomy 21 (March of Dimes, 2009). This chromosomal abnormality is known as Down syndrome.

According to the National Down Syndrome Society (2012), Down syndrome occurs in one in 691 babies in the United States and is the most commonly occurring chromosomal condition. There are three types of Down syndrome: “trisomy 21 accounts for 95% of cases, translocation accounts for about four percent and mosiacism for about one percent” (National Down Syndrome Society, 2009). The number of incidents of births of children with Down syndrome increases with age but, “due to the increase in fertility rates in younger women, 80%
of children with Down syndrome are born to women under 35 years of age” (National Down Syndrome Society, 2009). The rate of having a child with Down syndrome increases with late pregnancy but there is still a high chance of occurrence in births of younger women.

The extra chromosome causes some problems in development of the embryo and some of the most common defects are seen physically. Some common physical signs of Down syndrome include, “decreased muscle tone, flattened nose, single crease in palm of hand, small ears/mouth/hands, upward slanting eyes and overall slower physical development” (A.D.A.M. Medical Encyclopedia, 2012). There are also delays in mental and social development resulting in, “impulsive behavior, poor judgment, short attention span and slow learning” (A.D.A.M. Medical Encyclopedia, 2012). In addition to physical and mental problems, there is an increased chance of medical complications and conditions. These conditions will not occur in every child, but some may experience, “birth defects involving the heart, dementia, hearing/vision problems, hip problems and increased risk for certain types of leukemia” (A.D.A.M. Medical Encyclopedia, 2012). These physical conditions such as small fingers and hands and decreased muscle tone may lead to difficulties with fine motor occupations such as school and occupations of daily living requiring fine motor precision, dexterity and hand strength. These deficits, if not addressed, may lead to a decrease in independence.

**Background Information of Client**

To ensure confidentiality and to protect the identity of the client and his family, informed consent was obtained and their names have been altered. Jason Fisher is a six-year old boy with Down syndrome attending kindergarten at Liberty Early Childhood Center in the Lakota Local School District. Jason has a sister who was born with a genetic disorder that presents similar to cerebral palsy. She requires a day-nurse to assist with her care and tube feeding throughout the
Mr. Fisher adopted Jason at birth and his sister at eighteen months. Jason received therapy services prior to attending kindergarten and he currently receives school-based occupational therapy, physical therapy and speech therapy. Due to time constraints and scheduling conflicts for the family, Jason does not receive outpatient therapy at this time. Jason and his sister are being raised by their single father who works full-time as a pediatrician at Cincinnati Children’s Hospital. Due to Mr. Fisher’s work schedule, Jason and his sister go to a babysitter’s house before and after school. One weekend a month, Mr. Fisher is on-call via telephone for the hospital and this interferes with leisure time for the family and therefore they must plan any events around this schedule.

Jason receives occupational therapy services at school once a week for 30 minutes. Based on the information provided by Jason’s IEP from the 2011-2012 school years, he imitates pre-writing shapes of horizontal and vertical lines and is able to trace lines and connect dots using a functional right hand modified tripod grasp. Jason is able to trace his name independently, don scissors and cut simple shapes of a circle and square using both hands, with minimum physical assistance to turn the paper. In the classroom, he is able to independently doff coat, including unzipping the zipper and hanging his coat in the cubby. He does have difficulty with directionally placing his coat and engaging the zipper to zip it up. He is able to complete hand washing with moderate verbal cueing for sequencing the steps and supervision for safety. Jason still requires activities to promote hand strengthening and finger dexterity, direct motivation in functional self-care skills and opportunities to make choices between two activities to promote level of interest.

Some of Jason’s occupational therapy IEP goals at school include copying his first name and tracing his last name from a model; independently completing a two part motor planning
sequence and cutting simple shapes of a square, circle and triangle independently on five documented dates by the end of the IEP period. In addition to this fine motor goal, his self-care goal includes completing fasteners of zipper, snaps and buttons on clothes he is wearing, independently don coats and mittens, and follow the hand washing routine on five documented dates. These school-based and self-care goals will carry-over to his performance in the areas at home in addition to school.

**Scope-It Model**

The Synthesis of Child, Occupational Performance, and Environment-In Time (SCOPE-IT model, Poulsen & Ziviani, 2004a,b) is based on Primeau and Ferguson’s (1999) description of the occupational frame of reference, as well as theoretical models that focus on the person, environment, and occupational performance such as Person-Environment-Occupation-Performance Model (Christiansen & Baum, 1997), Human Ecology Model (Dunn, Brown, & McGuigan, 1994), and Model of Human Occupation (Kielhofner, 1997). Primeau and Ferguson (1999) focuses on enabling occupation through the use of client-centered practice. The model proposed that, “improvement of occupational performance through maximization of the child-environment fit within the scope of time” (Haertl, 2010, pp. 272-273). By creating an ideal fit, there can be an increase in occupational performance. “The SCOPE-IT model emphasizes personal effort and choice as it is synthesized with the child, environment, and temporal factors in order to influence occupational performance” (Haertl, 2010, p. 273). The four domains of this model are work, rest, activities of daily living, and leisure/play. The model emphasizes the importance of the balance between these four domains.
In this frame of reference to enhance childhood occupations, there are six assumptions that are consistent with the understanding of the study of occupation. These assumptions outlined by Poulsen and Ziviani include,

“children are occupational and social beings, the use of occupation is the underlying foundation of occupational therapy and is equally important both as a means and as an end, personal, environmental, social, cultural, and temporal factors influence occupational performance; occupational development occurs through a dynamic process involving innate drives and guided participation; engagement in occupation brings about change; and occupational engagement influences health and well-being” (Haertl, 2010, pp. 268-269)

These assumptions create the foundation and core ideas that influence the development of successful interventions to enhance a child’s participation in occupations. These assumptions help shape the development of goals and objectives that result in an increase in active participation, which brings about change in the child and influences health and well-being.

Within this frame of reference to enhance childhood occupations, the occupational therapist works with the child to foster autonomy and mastery, “through the use of positive environments; education of the child, caregivers, and teachers; the use of occupation-based interventions in naturalistic environments; selection of modified tasks to fit the child; and the use of interventions designed to adapt and create empowering environments for success” (Haertl, 2010, p.288). The occupational therapist acts as facilitator of occupational engagement through the use of occupation as a means to achieve the desired outcome. There are many components that influence the occupational role balance. “The importance of balancing time spent in core occupational performance areas of work, rest, play/leisure and self-care has been acknowledged
throughout the profession’s history by Meyer (1952), Kielhofner (1977), and Christianson (1996)” (Poulsen & Ziviani, 2004, p. 73). These components include examining the relationships between how satisfying the occupational engagement has been for the individual, how much time has been proportioned or is available to complete the activity and the contextual supports or constraints for activity engagement (Poulsen & Ziviani, 2004).

The SCOPE-IT model provides a holistic view of promoting increased occupational performance through, “the maximization of the child-environment-occupation fit” (Haertl, 2010, p. 301). Currently, there are a limited number of research studies where this model has been applied to intervention or practice. However, Poulsen and Ziviani (2004) examined the factors influencing physical activity engagement patterns in children. In this article, they applied the SCOPE-IT model to analyze the factors that influenced the children’s engagement in physical activity. The model was used as a conceptual framework for describing the interpersonal, intrapersonal and temporal aspects of occupational performance. The article highlights the different factors that may prevent children from engaging in physical activity and provides suggestions for promoting an increase in participation. The application of the model to identify key factors that prevent participation outlines the main concepts of the model that can be applied to any case study.

This model of practice was chosen due to the holistic, occupation-based nature. This model provides many opportunities to provide client-centered, occupation-based interventions in a natural environment. Poulsen and Ziviani feel that, “intervention within real-life environment promotes contextual specific skills development and improved occupational performance” (Haertl, 2010, p. 288). In addition, the model promotes active doing and increasing opportunities to participate in order for the child to feel success, “facilitates greater adaptive change” (Haertl,
and therefore increases autonomy and confidence in their ability to complete daily occupations. Finally, this model was chosen because it encourages collaboration with family members. “If the therapist works with the child and significant persons to establish an optimal child-environment-occupation fit, then occupational performance will improve and desired outcomes (health, satisfaction, well-being, etc…) will be met” (Haertl, 2010, p. 288). The combination of occupation-based, active participation, modifying environments for optimal performance and adaptation and the encouragement of collaboration to provide this ideal fit are the main reasons the SCOPE-IT model was chosen for this case.

Uniqueness of Case Study

The case study involved innovativeness and creativeness through the use of a newer model that emphasized the use of occupation as a means and an end through active participation in occupations in a natural environment. The SCOPE-IT model emphasized the core foundations learned in the program and allows creative expression in developing an occupation-based home program in collaboration with a family. In addition, the model chosen is a top-down approach to therapy which takes into consideration the dynamical nature of a child and the temporal factors that influence one’s performance.

Finally, the development of a home program into a family’s existing routines added to the innovativeness of the project. Working closely with the family to embed a home program into their already existing routine will ideally promote adherence and completion of said program. In addition, the family dynamic is unique, as the family consists of a single parent, taking care of two adoptive children with developmental disabilities, in addition to his responsibilities in the clinic as a pediatrician.

Evaluation

Client history including relevant diagnostic, demographic, and background information.
Jason’s father is a pediatrician at Cincinnati Children’s Hospital and his area of specialization is working with children who have developmental disabilities and complex medical care issues. Jason and his sister are adopted and live with their father. While Jason’s father is at work during the week, Jason spends time before and after half-day kindergarten at a home day-care where he receives breakfast and lunch.

A typical day for the Fisher family consists of waking both children up in the morning and getting them dressed. After getting Jason dressed, Mr. Fisher gives him a small snack while he finishes feeding and getting his daughter ready for the day. Jason’s sister has a day-time nurse that assists with her care at home and Jason is dropped off at his in-home daycare sitter where he receives breakfast and catches the bus to kindergarten. After kindergarten, he returns to the in-home daycare sitter’s for lunch and playtime with the other children. Mr. Fisher picks Jason up from daycare on his way home from work and upon returning home, Jason usually wants a snack. While he has snack, his father starts to prepare dinner. Jason is able to manipulate eating utensils to feed him independently and drinks from a cup with a lid. These modifications allow him to complete his feeding occupation independently. After dinner Mr. Fisher spends about thirty minutes playing with the kids until it is time to start getting both children ready for bath time and bed. Jason assists in bath time by undressing himself but requires his father to dress him after the bath. Jason’s sister is typically in bed around 8:00 p.m. and Jason around 9:00 p.m. Mr. Fisher usually has to lie in the bed with Jason for about ten to fifteen minutes before Jason falls asleep. Jason typically sleeps through the night; however on some occasions he has woken up and started playing in his room. Mr. Fisher puts a child’s gate outside Jason’s bedroom for safety during the night if he were to get up.

Home interview
Due to the short time frame of the home program and the nature of the goals being set, home interviews, parental satisfaction, and goal completion were the measures used to determine the program’s success. During the home interview, general background information about the family was obtained as well as a typical daily schedule of their routines. In addition, current occupational performances were discussed in relation to the model’s domains. Jason’s father identified areas of occupational performance that he would like to see improvement. The area of improvement that Mr. Fisher identified as a priority for the home program included Jason’s assistance with his morning dressing routine. Mr. Fisher stated that Jason is able to retrieve items from the dresser if Mr. Fisher closely monitors and provides moderate verbal cues and physical prompts. In addition, while dressing, Jason is able to complete dressing with moderate physical assistance from his father to initiate and complete fasteners. Mr. Fisher stated he would like Jason to be able to assist getting his clothes together for dressing and start working towards being independent with dressing. Mr. Fisher shared Jason’s increased interest in helping out around the house and wanted to give Jason simple household tasks around the house. Dressing, picking out clothes and starting to establish small chores for Jason were the main areas Mr. Fisher identified during the initial home interview.

**Describe relevant observations of the patient/client’s occupational performance**

Jason was observed at school in the classroom with his peers, one-on-one in occupational therapy and in his home environment with his father and sister. By observing Jason in a variety of settings, observations could be made to assist in the development of goals and interventions for the home program. The variety of settings allowed observations to be made of his occupational performance in social situations, fine motor tasks, and occupations of daily living.
Jason was first observed during a one-on-one occupational therapy session. Jason was observed completing a craft that required sequencing, cutting, attention, and fine motor precision to complete and tracing the letters in his name. The occupational therapist provided a picture schedule for Jason to follow as the session progressed. He used a similar picture schedule and reward system in the classroom. Jason demonstrated proper hand positioning with the scissors while benefiting from minimum physical assistance, from the occupational therapist, to hold the paper for turning corners. Jason held the scissors properly and demonstrated slow, concentrated cutting along the line. Once the items were cut out, Jason applied a large amount of glue to the paper, careful not to get his fingers dirty. When glue got on his finger, Jason signaled for a paper towel to wipe the glue off before moving on.

While working on tracing numbers and his name, Jason demonstrated a right-handed modified tripod grasp. When starting the worksheet, Jason started at the bottom right hand corner of the sheet and worked right to left, bottom to top to complete tracing of the numbers. He was able to correctly identify numbers one through four and eight. Jason’s handwriting showed inconsistencies between the classroom settings versus the one-on-one occupational therapy sessions. In the classroom, in order to write his name, he required hand over hand physical assistance to trace the dotted letters for his first name. When observed during the occupational therapy session, he was able to independently complete tracing of his name with minimal verbal cueing. Jason has a tendency to work left to right and top to bottom on worksheets and benefits from moderate verbal and visual cueing where to start. There were times throughout the session that Jason acted shy when asked to perform certain tasks with an audience. Upon returning to class, he refused to go into the classroom and it took approximately five minutes to convince him to enter back into the room with promise of a reward. Per report from the occupational therapist
and teacher, this is not the first instance and some days Jason refuses to enter the classroom at the beginning of the day or upon returning from therapy.

The day Jason was observed in the classroom, he was having difficulty keeping his hands to himself. He repeatedly put his hands in other students faces as they were talking, reaching across students laps to point and talk to adults and attempted to touch adult’s face and hair without permission. The teacher reinforced his behavior by stating to Jason that he needed to ask permission or keep his hands to himself. Jason typically corrected his behavior after one or two verbal prompts, but on one occasion he was required to be isolated from the group for a few minutes before returning to class during the school morning due to inappropriate behavior. Jason’s social interactions with other students were deemed inappropriate at times and he would consistently look at the teacher for her reaction. Jason typically displayed more appropriate interactions during playtime with other students when the teacher was not around. When the teacher was present, Jason tended to act out inappropriately to seek her response.

The final environment that Jason’s occupational performance was observed was at home with his father and sister. When Jason was first observed at home he was in the living room watching television while his father and I spoke privately. During this time, Jason was able to entertain himself and only interrupted the conversation a few times. He asked his father for a snack and Jason retrieved the bread independently from the pantry and got a slice out on his own. Jason then put the slice of bread in the toaster and Jason’s father stepped in to operate the toaster and monitor Jason while he waited for his bread to finish toasting. His father removed the bread from the toaster and Jason took the snack back into the living room to eat.

The other time Jason was observed at home, he engaged in play with his father, sister and occupational therapy student. For the most part, Jason engaged in appropriate play but at times
would steal a toy away from his sister or get up in his father’s face and crawl all over him. Jason enjoyed engaging in pretend play and imaginative play with himself and really enjoyed looking in a mirror while doing so. He engaged in individual play as well as interactive play. Whenever Jason’s father suggested an activity, Jason would refuse and throw the toy across the room. It was very common that Jason would explore the same activity and toy a few minutes later and engage in play. There were instances of stubborn behavior demonstrated when his father tried to suggest anything.

Through the home interview and observations at school and home, deficits in the areas of the domain of work, activities of daily living, and social participation were exhibited. Based on the interview and observations, goals and interventions were formed to address those areas. These forms of evaluation will be tools to measure the effectiveness and satisfaction of the home program developed within this case study.

**Goal Setting**

Goals for Jason’s home program were developed based on the principles and theories of the SCOPE-IT model of practice. Information was gathered from previous research which explored parents’ and therapists’ experiences and recommendations for implementing a home program. The goals addressed the four domains of the SCOPE-IT model, including work, activities of daily living, play/leisure, and sleep/rest. Through the evaluation process, problems areas were identified and occupation-based goals were developed in collaboration with Jason’s father.

**Goals**

1) By the end of four weeks, Jason will perform one daily household chore and one weekend household chore with supervision and minimum verbal cues in 5/8 opportunities.
1a) At the end of one week, Jason will be introduced to 4-5 new chore opportunities and perform at least three chores with moderate physical assistance.

1b) At the end of week two, Jason will complete one daily chore and one weekend chore with moderate physical assistance and verbal cueing in 4/8 opportunities.

1c) At the end of week three, Jason will complete one daily chore and one weekend chore with minimum physical assistance and verbal cueing in 5/8 opportunities.

2) By the end of four weeks, Jason will don two items of clothing with minimum physical assistance in 4/7 opportunities.

2a) At the end of week one, Jason will be provided opportunities to practice dressing in the morning/evening 4/7 days of the week; with physical and verbal assistance when needed.

2b) At the end of week two, Jason will practice putting on socks and threading pants with moderate physical assistance in 4/7 opportunities.

2c) At the end of week three, Jason will don two items of clothing with moderate physical assistance in 4/7 opportunities.

3) By the end of four weeks, Jason will retrieve four items of clothing (making an outfit) using a picture guide as supervision with minimum verbal cues from dad in 5/7 opportunities per week.

3a) By the end of week one, Jason will assist his dad in putting away laundry in designated drawers, as identified by pictures, 1x per week with moderate physical assistance.

3b) By the end of week two, Jason will match clothing items to picture figure while retrieving clothing from drawers with minimum physical assist in 3/5 opportunities.
3c) By the end of week three, Jason will use a picture figure to retrieve three items of clothing from dresser with minimum physical assistance in 5/7 opportunities.

4) At the end of four weeks, Jason will demonstrate cooperative play by sharing toys with playmate without verbal prompts during two observed playtimes.

   a) At the end of two weeks, Jason will share toys with sister with minimal verbal cues during one observed playtime.

**Justification of Goals**

The goals were formulated based on the results from the parent home interview and observations made in the classroom and during occupational therapy sessions. Mr. Fisher identified that he would like to see functional improvement in Jason’s performance during the bedtime routine of picking out clothes, dressing, and assisting around the house with small chores. Price and Miner (2007) proposed that using the family’s occupation as the form of intervention will help to promote positive change in the direction of the occupational outcome goals. The domains of the model reflected the existing family occupations that Mr. Fisher and Jason were completing on a daily basis. The areas of improvement identified by Mr. Fisher complimented the main domains of the model chosen for this case study and were formulated to address the different domains, in addition to capture the theory and principle of the model. These areas identified by Mr. Fisher emphasize the models principle of developing a balance between the four domains.

The SCOPE-IT model emphasizes the importance of the top-down approach to assess overall performance. Poulsen and Ziviani (2004a) emphasize that, “the focus is not on the underpinning components of performance but on the balance and quality of time spent engaging in daily occupations” (p. 73). During the evaluation process, the child’s routines, habits, interests
and roles were assessed to determine which areas the child had deficits in the balance of his occupational performance within the four domains of the model. Goals were formulated with an underlying component of providing increased opportunities to master the occupations through increased participation in the occupations. Kellegrew (2000) emphasized the importance that with increased opportunities, there will be an increase in occupational performance. Additionally, Segal (2000) suggested that simplifying the child’s occupation and routines by breaking them down into smaller components and directing the child to take one step at a time may lead to an increased performance. By creating the perfect occupation-environment fit proposed by the model, the child will perform occupations graded for the just-right challenge.

By developing occupation-based goals, the “therapeutic doing that involves true occupational engagement facilitates greater adaptive change” (Haertl, 2000, p. 287). The client-centered, occupation-based approach considers the child and important individuals in his/her life as the primary change agents in the process (Haertl, 2010). Choosing goals that are important and meaningful to the individual and the family, and determined by them to be valuable, will help foster a deeper meaning and motivation to work towards those goals. This component is very important for the development of the home program due to the fact that Jason’s father is a working, single parent with two children and does not have a lot of extra time to devote to a home program that doesn’t fit into their already existing routine. Therefore, goals had to be established that would easily integrate into their schedule.

Finally, the occupation-based goals were written to be measurable in order to be used as an evaluation tool to determine the success of the program, due to the lack of formal assessments used. The goals included the components of behavior, condition, criteria, and frequency/time frame. Forsyth and Kielhofner (2008) suggest that, “a goal with these elements clearly indicates
what therapy aims to accomplish and provides a way of determining whether clients are achieving their goals” (pp. 418). The goals written for the program provided an objective way to demonstrate any increases in occupational performance and the success of the program.

**Plan of Care**

The plan of care for Jason not only involved direct treatment provided during his established occupational therapy session at school but follow-through with a home program. The program was completed with input from Jason’s father, Jason, his school-based occupational therapist and his teacher. Each discipline provided insight to Jason’s typical day to day routines, habits, interests and roles. The home interview with Jason’s father provided further detail and information that helped base the development of the goals and interventions for the home program. Once the home program was developed, Jason’s father was introduced and educated on the interventions created, scheduling and tracking, and goals. Jason was present during the initial home evaluation and during the education portion of the home program to his father. The occupational therapy student provided guidance throughout the program as Jason’s father took over the role as the facilitator of the interventions of the home program. Once Mr. Fisher took over the responsibility of carrying out the program, open communication was established via email and telephone to ensure the program was being implemented daily. A face-to-face meeting was held at midpoint and conclusion of the program to review Jason’s progress towards the established goals.

**Intervention**

**Occupational forms**

The primary occupational forms utilized in the home program included naturalistic settings and occupations. The program was designed to be implemented into the family’s
existing routine and use daily occupations to increase performance skills. The main occupational forms included clothing items, laundry supplies, grocery store items, eating utensils, toys, charts with stickers, and pictures. Jason had successful experience using picture schedules and representations at school for a variety of his daily occupations; therefore this concept was integrated in the home program through the use of picture representations of a placemat setting and clothing items as well as a visual chart to track his weekly progress. Naturalistic occupational forms were the main source for the program.

**Intervention Schedule**

A four week home program was developed based on the information gathered during the initial evaluation and the home interview conducted February 21st, 2013. The program consisted of four long-term goals based on the four domains of the SCOPE-IT model and weekly short-term goals. The program was developed and then taught to Jason’s father on March 15, 2013, when he was introduced to the goals, interventions, and documentation charts. At this time, Jason was introduced to the different visual tools created to help facilitate his development of the skill areas.

Jason was asked to demonstrate his abilities to set the table using the placemat model which had visual representations of the utensils and dinner ware for a place setting (see Appendix A for placemat picture model). The placemat was created to the scale of normal utensils and dinner ware so Jason could easily match up items to the pictures. The placemat was laminated to ensure longevity and prolonged use past the time frame of the program. Jason demonstrated his ability to recognize and verbally identify the different eating utensils and dinner ware that was represented on the placemat picture model.
In addition to the placemat picture model, a picture model was created to represent the different items of clothing on a human body (see Appendix B for dressing picture model). This picture model represented a shirt, pants, underwear and socks. Each article of clothing had a piece of Velcro attached. Small pictures were cut out and laminated to represent the items of clothing in Jason’s dresser drawers and were used to match to the corresponding items of clothing on the picture model until a full outfit was created (see Appendix C for dresser picture label example). Jason demonstrated competencies in body awareness and recognition by matching items of clothing with the appropriate spots on the picture model. These baseline competencies were important to be demonstrated prior to starting the home program.

Mr. Fisher was introduced to the documentation charts created for each week, addressing the different goal areas. Weekly calendars were created for each goal and were broken down by the days of the week (see Appendix D for documentation chart example). Mr. Fisher was instructed to document the days the occupations were practiced by placing a sticker on the designated day and to mark the level of physical assistance provided to his son to complete the task. The different levels of physical assistance were broken down below the chart in order to serve as a reference during documentation. Mr. Fisher was instructed to complete the daily documentation and was told that the charts would be used to determine if established goals were met at midpoint and conclusion of the program. Mr. Fisher implemented the program on March 18th, 2013 and the program concluded after four weeks on April 14th, 2013.

Face to face meetings took place March 30th, 2013 and April 14th, 2013, with Mr. Fisher in order to review Jason’s progress toward the established goals for the program. The documentation charts for each goal area, as described above, were reviewed in order to assess Jason’s performance and any discrepancies on level of physical assistance provided during the
occupations. Jason’s fathers completed the Parent Satisfaction Survey (PSS) at midpoint after two weeks and at the conclusion of the program (see Appendix E for the questions in the PSS). The PSS was used to gather information related to the number of times the program was implemented per week, Mr. Fisher’s impressions of the program and Jason’s performance towards the goals and any concerns or modifications to the program and areas to focus on for the discharge plans. The results from these meetings and the Parent Satisfaction Survey are discussed in detail in the outcome section.

**Development of Interventions**

Conclusions from previous research studies regarding implementing home programs into a family’s routine were considered when developing interventions for Jason and his family. Previous research included home programs introduced into families with children with disabilities and focused solely on their impression of the ease and success of the program developed for their family. Bernheimer and Keogh (1995) suggested that the integration into a family’s life requires that there be a good fit between the suggested intervention and the family’s ecological niche. Many factors need to be considered when developing home interventions for a family. Jason’s father is a very busy man, between working full-time and taking care of two children with special needs. The program needed to be able to fit into his already existing schedule and not be a burden or take away time from spending time with both of his children. Bateson (1996) and Segal (2000) both suggest that in order to integrate a frequent activity into one’s daily life, the daily life cannot be organized as a schedule, as a linear set of activities, but rather the activities should be enfolded with each other. The interventions developed for Jason’s family had to complement their existing routine. They were developed to enfold into their current routines to encourage increased participation and ease of implementation. Cohn and Law
(2010) stated in an AOTA position paper that, “occupational therapists engineer the environment as they consider the occupational needs of clients in their lived environment” (p. 8). By taking the family’s current routines into consideration, occupation-based interventions could be developed to cater to Jason’s occupational needs and result in increased opportunities to practice these skills.

The home program developed for Jason’s family utilized occupation as both a means and an end to achieve the desired outcomes. Haertl (2010) suggested that through the use of strategies to enhance performance, adapt environments and occupations, and providing education to the family will lead to an increase in participation and performance. An important component of the home program developed was incorporating occupation-based interventions. “Therapeutic doing that involves occupational engagement facilitates a greater adaptive change” (Haertl, 2010, p.287). The entire program developed for Jason’s family is occupation-based. The SCOPE-IT model focuses on a top-down occupational perspective. By active participation completing these daily occupations, underlying skills are being practiced and therefore increasing overall performance. When participating in these daily occupations, Jason is working on his underlying skills such as fine and gross motor, sequencing, body awareness, time management, visual skills, and social skills. By choosing occupations that are meaningful to Jason leads to his development of “self-perception of competence which leads to increased willingness to engage in activity over time” (Haertl, 2010, p. 288). Jason is at the age where he wants to be independent without receiving assistance from his father to complete his daily occupations. By providing increased opportunities through interventions to practice these skills, it will lead to an increase in occupational performance (Kellegrew, 2000). Kellegrew (2000) believed that daily reinforcement of occupations provides a practice component that can be crucial for both skill
acquisition and maintenance. The program focused on providing daily opportunities to practice and develop these skills that are meaningful to both Jason and his father.

**Description of Interventions**

During the initial evaluation and home interview, Jason’s father identified Jason’s recent increase in interest to help around the house during simple chores. A household chore goal was created in order to provide daily opportunities for Jason to actively participate in order to develop the skills needed in order to take on household responsibilities. This goal was meaningful to Jason’s father as well due to the fact that he is a single parent raising two children. By helping facilitate opportunities for Jason to develop the skills and increase his role in household chores, it will result in a decrease in Mr. Fisher’s workload around the house. As previously described, the interventions used to address these goals included developing a placemat picture model with visual representations of utensils and dinner ware. Placemats were created for Jason, his father and his sister in order to increase the amount of repetitions practicing the skill. The placemats had visual representations of all the silverware and dinner ware used to set the table. This occupational form was utilized daily as one of Jason’s household chores to actively participate in. For the first week of the program, Jason’s father was instructed to present his son with many different opportunities to participate in household occupations which included setting the table, clearing the table after dinner, picking up his toys, assisting with laundry and putting away groceries on the weekend. A documentation chart was created listing out the variety of household chores identified that first week and Jason and his father were instructed to put a sticker in the corresponding box for the chore completed for the designated day of the week (see Appendix F for the household chore chart documentation). Jason’s father then identified the amount of physical assistance he provided. His father stated that he does laundry and grocery
shopping on the weekend so these two chores were reserved for the weekend. His father was instructed to slowly introduce small jobs for his son to participate in for these chores. For example, Jason was instructed to separate darks and whites and assist with loading clothes into the washing machine. When his father comes home with groceries, he creates a separate pile of pantry items for Jason to put away. As Jason’s performance increased, the workload and responsibility could be increased as well.

The next goal addressed in the program was the activities of daily living domain, dressing goal. At the initial evaluation, Jason was receiving moderate to maximum physical assistance from his father to get dressed in the morning. In addition to this underdeveloped skill, Jason’s father admitted that time constraints prevent the opportunity to practice Jason’s dressing skills in the morning. In order to address this time constraint expressed, an additional goal was formulated for the bedtime routine domain. A nighttime routine of picking out his clothes was developed as part of the program in order to give the family more time in the morning to practice Jason’s dressing skills. The intervention created for addressing picking out his clothes included a picture model to facilitate Jason’s ability to match items of clothing to create an outfit.

The first component of the intervention was for Jason and his father to spend time organizing his clothes in his dresser in order to make it more accessible. Velcro was placed on the dresser drawers and then pictures were used to identify the items of clothing in the different drawers. Jason was instructed to match items of clothing on the dresser to the picture model to create a full outfit. When Jason retrieved the picture of the clothing from the dresser to put on the model, he is to retrieve the item of clothing from the drawer until a full outfit is put together. Progress is marked on the corresponding chart that identified participation and the amount of physical assistance provided from his father. This portion of the program provided additional
time in the morning to focus on dressing skills. The progress is monitored by using the documentation charts previously discussed to identify the days the skills were practiced and the amount of physical assistance provided by his father.

The program developed provides, “interventions within real-life environments which promotes contextual specific skills development and improved occupational performance” (Haertl, 2010, p. 288). The times of day for implementing the program were based on previous programs suggestions for a successful home program and the time identified in the analysis of the family’s daily routine. Segal and Beyer (2006), provided insight from parents who participated in home programs with therapists and included their suggestions to choose interventions that were enjoyable to the child, and incorporated into family’s existing routines. They suggested that interventions should take place during the morning and evening because there are already clear set routines during that time. The interventions chosen for Jason’s family included morning and evening routines that the family already participated in. The more timely interventions such as the weekend chores were reserved for the weekend when the family had more time to focus on interventions that took more than twenty minutes to complete.

**Outcome**

**Progress on Goals**

1) By the end of four weeks, Jason will perform one daily household chore and one weekend household chore with supervision and minimum verbal cues in 5/8 opportunities.

This long-term goal was not met. Jason had demonstrated an increase in performance over the four weeks of the home program; however he did not reach the level of supervision for the household chores. By the completion of the program, Jason performed his daily chore of choice
of setting the table with minimal physical assistance and minimal verbal cuing for direction. Mr. Fisher reported that Jason showed enthusiasm with this task and even sets his father and sister’s place at the table when his setting is complete. Jason is still performing his weekend chore of assisting his father switching laundry from the washing machine to the dryer with moderate physical assistance. When the family goes to the grocery store, Jason uses a small cart to follow behind his father and help collect grocery items. Prior to the program, Jason would run off from the cart and his father would spend most of the time dealing with behavior issues. His father reported that now Jason is an active participant in the grocery shopping experience and shows responsibility by following alongside his father and assisting to collect items off the shelf. When the family returns home from the store, his father gives him his own pile of groceries to put away. Mr. Fisher reported that at times moderate verbal cueing with minimal physical assistance to place the item in the appropriate location and when deciphering if the item should be refrigerated or not. During the final week of the program, Jason’s sister was admitted to the hospital for the week and therefore the opportunities to practice his household chores decreased from previous weeks. Jason and his father only tracked participation in household chores for 2/7 days. Jason will continue to work towards this goal after the completion of the program.

1a) At the end of one week, Jason will be introduced to 4-5 new chore opportunities and perform at least three chores with moderate physical assistance. This short-term goal was met. The first week of the program, Jason’s father introduced a variety of different household chores for Jason to engage in. The chores that were introduced included setting the table using the placemats introduced in the intervention section, clearing the table, picking up toys, helping with laundry, and helping with grocery shopping and unloading groceries. The first week Jason engaged in setting the table, assisting with laundry, and helping
with groceries with moderate physical assistance from his father. The chores that were introduced and practiced the first week became the chores that Jason would complete each week.

1b) At the end of week two, Jason will complete one daily chore and one weekend chore with moderate physical assistance and verbal cueing in 4/8 opportunities.

This short-term goal was met. Overall, Jason participated in household chores 5/7 days of the week. Jason continued to participate in all chores introduced to him during week one, providing an increase in opportunities to practice mastery of the tasks. At the end of week two, Jason performed setting the table with minimal physical assistance 3/4 opportunities practiced. Jason performed both weekend chores of assisting with laundry and grocery shopping with moderate physical assistance when Jason and his father practice this skill.

1c) At the end of week three, Jason will complete one daily chore and one weekend chore with minimum physical assistance and verbal cueing in 5/8 opportunities.

This short-term goal was partially met. Jason practiced his daily household chores and weekend chores seven times. Jason met the portion of the goal related to his daily chores by performing setting the table with minimal physical assistance during his three opportunities. Jason performed clearing the table with maximum physical assistance during the first opportunity and moderate physical assistance during the second opportunity. Throughout the week, Jason performed the chore of picking up his toys with moderate physical assistance in 3/4 opportunities. The part of the goal that was not met was completing one weekend chore with minimal physical assistance. Jason still required moderate physical assistance to perform both assisting with laundry and groceries at the end of week three.

2) By the end of four weeks, Jason will don two items of clothing with minimum physical assistance in 4/7 opportunities.
This long-term goal was partially met. During the fourth week of the program, the family spent the week in the hospital and was not able to participate in their normal morning routine. Despite not actively participating in dressing and tracking during the fourth week, Jason had met the performance portion this goal at the end of week three, however did not meet the required amount of opportunities practicing the skills during week four.

2a) At the end of week one, Jason will be provided opportunities to practice dressing in the morning/evening 4/7 days of the week with physical and verbal assistance when needed.

This short-term goal was met. At the end of week one, Jason was provided the opportunity to practice dressing 6/7 days of the week. Jason performed dressing of socks, pants, underwear, shirt, and pajamas with varying levels of physical assistance. Jason completed donning socks with minimal physical assistance in all five opportunities. He performed donning pants with minimal assistance in all four opportunities, donned underwear with no physical assistance in 3/4 opportunities (minimal physical assistance for remaining opportunity), donned shirt with moderate physical assistance in 3/4 opportunities (minimal physical assistance for remaining opportunity) and pajamas with moderate physical assistance in 3/4 opportunities (minimal physical assistance for remaining opportunity). Jason had many opportunities to practice dressing skills during week two and by the end of the week he had progressed in performance and started to require less physical assistance.

2b) At the end of week two, Jason will practice putting on socks and threading pants with moderate physical assistance in 4/7 opportunities.

This short-term goal was partially met. Jason required maximum assistance to don socks in 2/3 opportunities (minimal physical assistance one opportunity). Jason only practiced donning socks
three days of the week instead of the four outlined in the goal. Jason practiced threading his pants three days of the week and performed with moderate physical assistance in 2/3 opportunities (minimal physical assistance the remaining opportunity). Even though Jason did not meet the requirements for opportunities to meet the goal he did progress towards performing donning his pants with moderate physical assistance as identified in the goal.

2c) At the end of week three, Jason will don two items of clothing with moderate physical assistance in 4/7 opportunities.

This short-term goal was met. At the end of week three, Jason donned his underwear with minimal physical assistance in 5/7 opportunities, donned his shirt with minimal physical assistance in 5/7 opportunities, and donned his pajamas with minimal physical assistance in 6/7 opportunities. The areas for improvement still include donning socks and pants. Jason donned his pants with moderate physical assistance three times and minimal physical assistance two times. In addition, he required maximum physical assistance to don his socks three times and moderate physical assistance two times. Despite requiring more physical assistance to don his socks and pants, Jason’s performance improved over the course of the week with more opportunities to practice.

3) By the end of four weeks, Jason will retrieve four items of clothing (making an outfit) using a picture guide at supervision with minimum verbal cues from dad in 5/7 opportunities.

This long-term goal was partially met. Jason met the level of physical assistance for part of the goal by completing the routine with no physical assistance and minimal verbal cuing for attention. However, due to the circumstances stated in previous goals, Jason was unable to perform the number of opportunities to practice during week four. Jason’s father reports that
Jason uses the pictures on the dresser (mentioned in intervention section) to retrieve the correct items to complete an outfit using the picture model provided. Mr. Fisher stated that he has to supervise and provide minimal verbal cueing to keep Jason on task.

3a) By the end of week one, Jason will assist his dad in putting away laundry in designated drawers, as identified by pictures, 1x per week with moderate physical assistance.

This short-term goal was met. At the beginning of week one, Jason and his father reorganized his dresser and placed the pictures with Velcro to give Jason a visual representation of what items were in each drawer. At the end of the week, Jason put away his laundry into the designated drawers with moderate physical assistance from his father. By participating in putting away his laundry, this allowed Jason the extra opportunity to practice retrieving and placing items in the designated drawers identified by the pictures.

3b) By the end of week two, Jason will match clothing items to picture figure while retrieving clothing from drawers with minimum physical assist in 3/5 opportunities.

This short-term goal was met. By the end of week two, Jason matched each clothing item to the picture while retrieving the clothing from the designated drawers with either no physical assistance or minimal physical assistance in 3/5 opportunities. Jason retrieved his shirt and pants from the drawers with no physical assistance in the three opportunities. He retrieved his socks with no physical assistance in 2/3 opportunities (one opportunity minimal physical assistance), and his underwear with minimal physical assistance in 2/3 opportunities (one opportunity no physical assistance).

3c) By the end of week three, Jason will use a picture figure to retrieve three items of clothing from dresser with minimum physical assistance in 5/7 opportunities.
This short-term goal was met. Jason performed his bedtime routine of picking out an outfit with no physical assistance in 5/7 opportunities. Jason’s father reports that Jason still requires him to supervise the occupation and provide minimal verbal cues to keep Jason on task. Jason can successfully use the model created and the visual representations on his dresser drawers to pick out a complete outfit consisting of four items.

4) At the end of four weeks, Jason will demonstrate cooperative play by sharing toys with playmate without verbal prompts during two observed playtimes.

This long-term goal was met. Jason’s father reported that he has noticed that Jason has taken a leadership role during play, especially with his sister and has started sharing more often. Mr. Fisher identified two different opportunities where he observed his son sharing his toys with his sister and classmate without verbal cueing.

4a) At the end of two weeks, Jason will share toys with sister with minimal verbal cues during one observed playtime.

This short-term goal was met. Mr. Fisher reported that during the first two weeks of the program, Jason required moderate verbal cues to share toys with his sister and occasionally Jason would steal toys away while she was engaging in play. Mr. Fisher motivated Jason to engage in cooperative play and share with his sister by providing a reward of a marshmallow for good behavior. Mr. Fisher reported two different opportunities during week two where Jason shared his toy with his sister without being verbally cued or giving out a reward.

**Post-Intervention Assessment**

No formal assessments were used to gather data on the progress made during the home program due to the short time-frame of the program. Furthermore, assessments such as the *Vineland Adaptive Behavioral Scales II* (Sparrow, Cichetti, & Balla, 2005) are not sensitive
enough to denote change within the short time-frame. Observations, progress towards goals, and the reports from Jason’s father were used to denote improvement in Jason’s occupational performance. Jason was observed completing the setting the table occupation and picking out an outfit using the picture model at the end of week four.

Jason demonstrated his competency setting the table at end of week four. He used the placemat picture model created for the intervention. Jason was observed in his home, setting the table for dinner that evening. Jason’s father provided the initial set-up by gathering the utensils and dinner ware that Jason would need to set the table and placed them on the counter within his reach. Once the set-up was completed, Jason retrieved one item at a time and placed it on a small table in the living room where the family typically eats their meals. Jason was observed using picture representations of the utensils on the placemat to match each utensil he retrieved from the kitchen. After each item was placed on the table, he benefited from verbal cueing to continue the task in order to retrieve the next item for the placemat. Jason successfully retrieved each item needed to set the table and complete the occupation with no physical assistance (see Appendix G for placemat setting sequence). Jason demonstrated confidence and excitement completing the occupation. Jason’s father reported that Jason completes his own and his father’s placemat setting every evening. If Jason’s father tried to assist with the table setting occupation, Jason refuses the help and verbalizes that he can complete the task independently.

The second intervention observed at the end of week four was Jason demonstrating his competency in picking out an outfit with guidance from the picture model. Jason showed enthusiasm upon entering his bedroom where he showed the occupational therapy student his dresser organized and labeled with the picture representations for the items of clothing in the drawers. Hung up on the wall across from his dresser, was the picture model used to facilitate
him picking out an outfit at night. Jason began to gather items of clothing from his dresser using the visual aid of the picture model to complete a full outfit (see Appendix H for example of picking out clothes). Jason used the picture labels on the dresser drawers to discriminate which item of clothing was in each drawer and was able to retrieve pants, a shirt, socks, and underwear without physical assistance. Jason required minimum verbal cueing to redirect Jason towards the picture model hung on the wall to help determine which item of clothing to retrieve next from the dresser. Mr. Fisher reported that his son has no problems getting the items of clothing out of the drawers but needs verbal cuing to refer to the picture model hung on the wall to continue the task.

The final observation noted was Jason’s performance during occupational therapy at school. Since beginning the program, there has been an increase in Jason’s expression for independence during his sessions. When he was first observed, prior to week one of the program, Jason would want the occupational therapist to share the work during the session. After the completion of the program it was observed that Jason continues to expresses his independence when completing tracing and cutting occupations at school. Jason’s teacher reported that he wants to be the one to don and doff his coat at the beginning and end of school and to independently pull up his underwear and pants in the restroom at school. These areas of increased occupational performance were observed to carry over from the progress made at home through the home program into the school setting.

**Family Report on Program**

Mr. Fisher reported that he noticed an increase in his son’s occupational performance since starting the program. Mr. Fisher reported that Jason appears to be very motivated by the
visual interventions created for the program and demonstrates confidence and increased mastery of the different occupations performed during the program.

At midpoint of the program (two weeks), Mr. Fisher completed the Parent Satisfaction Survey (PSS), created to document his reaction and perspective on the progression of the program and his son’s progress toward the established goals. At midterm, Mr. Fisher was very pleased with Jason’s progress towards the goals and stated that he was seeing an increase in performance in his bedtime routine of picking out clothes using the picture model created. Mr. Fisher shared that Jason was finding his clothes more readily and was able to use the pictures on the placemats for guidance when setting the table. Mr. Fisher shared that his favorite aspect of the program was his son’s increased interest and willingness to help with the household chores. Additionally, he noted an increase in his son’s level of motivation and participation with all the daily occupations in their routine.

At the conclusion of the four week program, the Parent Satisfaction Survey was modified to gather the same information gathered at the midpoint. The questions were discussed in person. The progress noted at the midpoint of the program provided Mr. Fisher increased motivation for implementing the program more frequently throughout the week. Mr. Fisher stated he felt motivated to provide increased opportunities for Jason to practice his skills. Mr. Fisher tracked on the documentation charts provided, Jason’s performance in the dressing occupation, bedtime routine of picking out his clothes and household chores. He noted that during week four of the program, he did not track on the documentation charts due to the fact his daughter was in the hospital and they were not able to perform their daily routines. This interruption in their daily routine affected the program and resulted in a decrease in participation and in occupational performance due to the lack of opportunities for Jason to practice the skills in the different goal
areas. Once the family returned from the hospital, Mr. Fisher made the effort to continue the program the remaining two days and track on the documentation sheets when they engaged in the occupations of the different goal areas. Jason was only provided two opportunities during week four to practice the skills, compared to the full seven days during the week he was provided in the previous weeks.

Mr. Fisher expressed his gratitude and satisfaction with the program developed specifically for his son. He reported that the program was designed to fit into his family’s daily occupations and many of the components and interventions were already part of their current daily routine. He reported that the only “extra” item that deferred from their routine was having Jason picking out his clothes at night. He stated that by having Jason pick out his clothes in the evening Mr. Fisher now has more time in the morning to practice dressing skills with Jason. Mr. Fisher identified an increase in his son’s confidence and enthusiasm while completing dressing and household occupations. Mr. Fisher stated that Jason has shown an increased interest in helping at the grocery store and was evident by Jason verbally requesting to help assist his father by pushing a small cart, helping collect groceries throughout the store. Another observation Mr. Fisher noted was Jason’s improved ability to contribute to the dressing routine in the morning. At the beginning of the program, Mr. Fisher was providing maximum physical assistance for all items of clothing. Now, Jason is performing dressing with minimal physical assistance and continues to show improvement each day. Mr. Fisher noted that if he tries to help his son, Jason pushes him away in an effort to complete his dressing routine independently.

Overall, Mr. Fisher reported satisfaction with the home program created for his son. He was satisfied with the realistic goals and the intervention tools created. He stated that his son was very motivated by all the picture models used with the interventions. Mr. Fisher noted that he
would like to continue to work on Jason’s dressing skills past the time of the program until his son is independent.

**Inferred Meanings for Client**

The occupations and interventions chosen and designed for the program were meaningful to Jason. Jason had recently expressed interest in participating in household chores and becoming more independent with his occupations of daily living. Jason had shown interest and motivation through the use of picture schedules at school and therefore this visual aspect was incorporated into the interventions and documentation charts. The opportunity of choice through the household interventions affords the child a sense of control and therefore he is more invested and willing to participate. The more invested and motivated a child is about an occupation, the more time he will spend actively participating. At the conclusion of the program, Jason identified his favorite part of the program was the table setting occupation. When I asked him why he liked it, he reported that it was made in his favorite color and when he completes the occupation he gets to eat. The tools and resources created for the interventions were made to establish a just-right challenge and achieve the desired occupation-environment fit proposed by the model. By breaking down the occupation of setting a table with the use of a picture placemat, Jason was able to complete the individual steps that helped him to eventually complete the task as a whole. This just-right challenge provided meaning and purpose for Jason to master and be independent with these daily occupations. Jason developed confidence by being provided an increase in opportunities to practice the skills he needed to master his daily occupations.

**Conclusion**

**Discharge Recommendations**
Upon conclusion of the four week home program, recommendations were provided to Jason’s father for the purpose of continuing to foster Jason’s occupational performance in his daily occupations. An interchangeable chore chart was created to continue to track and motivate Jason to complete his new daily and weekend household responsibilities (see Appendix I for discharge chore chart). The column that contains the different chores is interchangeable and each week Jason can decide which chores he would like to be his responsibility. This interchangeable aspect allows Jason’s father to develop and write out new chores as Jason’s skills improve. In addition, the chart is laminated in order to be used for an extended period of time. A wet-erase marker was provided in order for Jason to mark down when he completes the occupation. Jason’s father was encouraged to continue to introduce new chores as Jason masters his existing chores.

By providing increased opportunities, over time Jason may develop skills that will help him in school and at home. A set of weekly chores will allow opportunities for Jason to develop time management skills and acquire a sense of responsibility; improve his sequencing skills, attention skills, and fine and gross motor skills. The occupation of daily chores provides an endless amount of intervention ideas that can be modified and broken down into smaller tasks in order to provide the just-right challenge and promote adaptation and growth.

In addition to the chore chart, additional copies of the weekly tracking charts motivational stickers were provided to Mr. Fisher in order to continue to implement the program after discharge. Mr. Fisher identified the motivational factor that the charts provided for his son and the visual reminder will help facilitate the continuation of the program into the future. With continued practice and the use of the documentation charts, Jason will improve his dressing skills until he becomes independent.
Implications

The goal of the case study was to develop a home program based on the principles of the SCOPE-IT model that would easily fit into a family’s existing daily routines. According to the SCOPE-IT model, providing a child increased opportunities to engage in an occupation will lead to an increase in occupational performance. Naturalistic occupations were implemented into the program in order to provide motivating interventions. Intervention tools were created in order to help facilitate participation in daily occupations. The interventions were created with the family’s routine in mind and to ensure compliance. The four week program embedded occupations into the family’s existing routine, taking in consideration of the unique family dynamic of Mr. Fisher being a single parent to two children with disabilities, in addition to working full-time as a physician. At the conclusion of the program, Jason showed increased occupational performance in all identified goal areas.

The SCOPE-IT model of practice was chosen due to its holistic, occupation-based nature. This model provides many opportunities to provide client-centered, occupation-based interventions in a natural environment. Poulsen and Ziviani feel that, “intervention within real-life environment promotes contextual specific skills development and improved occupational performance” (Haertl, 2010, p. 288). In addition, the model promotes active doing and increasing opportunities to participate in order for the child to feel success, “facilitates greater adaptive change” (Haertl, 2010, p.287) and therefore increase autonomy and confidence in an individual’s ability to complete daily occupations. Finally, this model was chosen because it encourages collaboration with family members. “If the therapist works with the child and significant persons to establish an optimal child-environment-occupation fit, then occupational performance will improve and desired outcomes (health, satisfaction, well-being, etc…) will be met” (Haertl,
The combination of occupation-based interventions, active participation, modifying environments for optimal performance, and the encouragement of collaboration with the family reinforced the application of the model to the case study.

The methods used during the program and the outcomes of this case study provide occupational therapy clinicians ideas for the development of future home programs with their clients. The use of occupation-based interventions and collaborating with the families to ensure a natural fit into their family routines will serve as the guidelines for implementing home programs with clients in a variety of settings and diagnoses. The program’s goals were developed based on input from the family as well as the interests, roles, routines of the child. In addition, consultation and guidance from the occupational therapist, will allow the opportunity for re-synthesis and modifications as the dynamics and demands of the family’s routines change. As demonstrated by the outcomes of this case study, providing multiple opportunities to practice a variety of daily living skills leads to acquisition of underlying skills that the child can generalize in the various environments in which he or she engages.

The outcomes of this case study also provide implications for occupational therapy research. There is very little research on the application of the SCOPE-IT model to intervention. This case study provides insight on the collaborative effort between the occupational therapist and the family to develop a program that fits the family’s existing routines. Occupational therapists must take a holistic approach to the development of the home program and consider the entire family’s needs and unique dynamic. Occupational therapy clinicians must identify the family’s current roles, routines, and cultural differences in order to develop a program that will be successful. In addition, this case study supports the research completed on parent’s perception of the success of a home program and recommendations for a successful program. The outcomes
of the program also support the concept of developing occupation-based interventions in a naturalistic setting in order to improve occupational performance. The outcomes of the case study support previous research in regards to improving occupational performance using those guidelines.

Innovation

In summary, this case study applied the SCOPE-IT model to develop an occupation-based home program into a family’s existing routine in order to improve occupational performance. The outcomes of this case study indicated the importance of the collaboration with the client and family to develop a program unique to their needs. In addition, the use of client-centered, occupation-based interventions in a naturalistic setting facilitated the improvement of the child’s occupational performance across domains. Another main component of the program was emphasizing the increase in opportunities for the child to practice the skill set. By increasing the amount of opportunities to engage in the occupations, the child was able to adapt and acquire skills to complete and improve functionally. The services and home program developed for the case study are not in the typical scope of practice for a school-based occupational therapist. However, the concepts utilized in the case study could apply to practice in a various settings. The results of this case study may provide sound data to help shape the way occupational therapists, teachers, and families collaborate to develop home programs to enhance a child’s occupational performance.
References


Appendix A

Placemat Picture Model
Appendix B

Dressing Picture Model
PICKING OUT CLOTHES
Appendix C

Dresser Picture Label Example
Photo release was obtained April 13, 2013
Appendix D

Documentation Chart Example
### Dressing Goal Tracker

**Week 1:** Please put a sticker if practiced dressing the item of clothing and level of assistance provided (see below)

<table>
<thead>
<tr>
<th>Clothing</th>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Socks</td>
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<td>🟠</td>
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<tr>
<td>Pants</td>
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<td>🟠</td>
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<tr>
<td>Underwear</td>
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<tr>
<td>Shirt</td>
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<tr>
<td>Pajamas</td>
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**Independent (I):** Completed with no physical help; verbal cues okay

**Minimal assistance (MinA):** Completed about 75% of work

**Moderate assistance (modA):** Completed about 50% of work

**Maximum assistance (MaxA):** Completed about 25%

**Total (T):** You completed 100%; no help from...
Appendix E
Parent Satisfaction Survey
Parent Satisfaction Rating Scale
SCOPE-IT home program

1. How often are you implementing the program into your daily routines?
   a. Daily       b. 3-4x week       c. 1-2x week       d. less than 1x week

2. What is the reason for not implementing program more often?
   a. Time constraints   b. child’s disinterest   c. too complicated of task   d. not fitting into routines e. Other (please explain)

3. What is your favorite aspect of the program?

4. Do you feel comfortable performing the different components of the program?

5. Are the established goals being met? Are they appropriate and feasible at this point?

6. Are you seeing an increase in your son’s participation and performance?

7. If yes, in what areas?

8. What would you recommend to change in order for the program to be successful the remainder of the time?

9. Do you feel that we are in contact enough to answer questions when needed?

10. Would you continue the program past the 4 weeks for this project?
Appendix F

Household Chore Chart Documentation
Household Chore Chart Example

<table>
<thead>
<tr>
<th>Chore</th>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
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<th>Saturday</th>
<th>Sunday</th>
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<tbody>
<tr>
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<td>Clear Table</td>
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<td>Pick-up toys</td>
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Please mark with a sticker when completed for the day and add level of physical assistance provided:
- Independent (I): Jason completed with no physical help; verbal cues okay
- Minimal assistance (MinA): Jason completed about 75% of work
- Moderate assistance (modA): Jason completed about 50% of work
- Maximum assistance (MaxA): Jason completed about 25%

*Weekend chore
Appendix G

Placemat Setting Sequence
Appendix H

Example of Picking out Clothing
Photo release was obtained April 13, 2013
Appendix I

Discharge Chore Chart
### Helping Hands

<table>
<thead>
<tr>
<th>Chore</th>
<th>Monday</th>
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<td>Pick up toys</td>
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<td>Laundry</td>
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<td>Grocery</td>
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