



Impact of Occupational Deprivation: Reducing the trauma

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Today we will cover:



- Occupational Therapy and Occupation
- Occupational Deprivation and Trauma
- Case Example
- Strategies to promote engagement

Occupational Therapy



Everything we do is an occupation, it's the activities that occupy our time.

Occupational Therapy helps a person achieve their activities.

Person Environment Occupation



Person: The attributes of the individual that are brought to interact with the environment.

Environment: The context of which the individual performs their occupations.

Occupation: The activities which a person completes to achieve their needs and fulfillment.

Law et al. (1996)

Occupational Deprivation



Occupational deprivation is the experience of being prevented or having the inability to participate and engage in activities of choice or necessity. Through occupational deprivation, a person can experience detriment to their:

- Physical health
- Mental health
- Relationships
- Quality of life

Occupational Therapy Australia (2016)

The trauma.



The loss of occupation can affect a person's;

- Support network
- Accommodation
- Behaviour
- NDIS Plan
- Sense of self and purpose
- Social inclusivity
- Service interactions

Case Example



- Joe is a 17yo individual who lives with their family; mum, dad, younger brother and sister.
- Joe has a moderate intellectual disability, Autism and a neuromuscular disorder affecting their strength and balance.
- Joe finished school at 16 and has been attending a day program for the last 11 months.
- Joe has started summer holidays, and Joe's family report they have increased anxiety about the holidays, Joe appeared anxious before holidays begun.

Case Example



Joe's life during this time was affected by:

- Unable to have regular support workers
- Joe began hitting themselves and others
- Joe stopped going out into the community
- Joe was taken to the Emergency Department where they were sedated and 4-point restraints were used

Case Example



Long term Joe may:

- Be prescribed medication unnecessarily
- Experience a difficult relationship with their family
- Find activities less enjoyable
- Experience difficulty maintaining regular support workers
- Experience anxiety whenever they go to the GP or hospital



Many hands make light work.

Enabling and supporting participation may need a team approach.



Before we begin.....

Communication



To support an individual's successful engagement, it is important we think how to communicate. This includes:

- What we tell the person
- When we tell the person
- How we tell the person (including resources)

Consistent, direct and clear communication is essential!

Choice



- Choice is an important right of all of us
- Choice provides us an opportunity to explore different options
- Choice can be overwhelming
- Choice sometimes needs to be simple

For some individuals limiting the choices they are presented can make it easier to communicate, to concentrate and to make a decision.

Resources



Resources you can use include:

- Family
- Support staff
- Teachers and day program staff
- Written tools such as communication books, charts, and recording tools
- Supporting resources such as pictures, social stories, calendars, clocks, etc
- Healthcare professionals – they are a part of the team too

Step 1: How we support



Assisting someone to engage in occupation means understanding the role we have in supporting the person either assisting with:

- Identifying activities
- Planning activities
- Engaging in activities

Step 2: Plan the activity



We should be thinking about:

- What is the activity, and what are the steps to complete it
- How will we communicate the activity
- Who will lead the communication
- How will we positively reinforce the activity
- What will we do if any issues come up

Step 3: Engage the person



Hearth
Allied Health

Engaging a person includes:

- Knowing their likes and dislikes
- Empowering choice
- Creating a positive attitude and environment
- Being responsive to meet the person's support needs
- Reinforcing the positives

Step 4: Reflect on success



When a person needs more support, it's important to reflect on what made the experience successful. This can include reflecting on:

- How we communicated
- What engaged the person
- How we reinforced positive experiences and behaviours
- How we could do it differently to improve the experience

Activity Record

Date: _____

Purpose: To provide a record of what _____ does daily, and to better support _____ to participate in their everyday activities.

This record is to be used when presenting _____ with choices of activities such as going out or doing an activity at home that is not part of their daily routine (e.g. personal care, meal time or TV time).

<p>What 2 activities were presented?</p>	
<p>What activity did they choose?</p>	
<p>What was their behaviour like?</p>	
<p>If they presented with positive behaviour, how did you reinforce the positive behaviour?</p> <p>How did they respond to the positive reinforcement?</p>	
<p>If they presented with negative behaviour, what strategies did you use?</p> <p>How did they respond to the strategies you used?</p>	
<p>Any additional observations?</p>	

Reflection & Communication

In Summary



The important take homes are:

- Communicate
- Plan
- Engage
- Reflect



THANK YOU

Questions?