

Spring 4-12-2023

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Recommended Citation

Restrepo, Z., Kasyan-Howe, P., Domville, K., & Hartsook, K. (2023, April 12). Occupational Therapist Perception and Utilization of Occupation-Based Evaluation and Assessment with Children and Youth with ASD.. Poster presented at the Virtual OTD Capstone Symposium, University of St Augustine for Health Sciences. Retrieved from <https://soar.usa.edu/otdcapstonesspring2023/38>

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Occupational Therapist Perception and Utilization of Occupation-Based Evaluation and Assessment with Children and Youth with ASD.

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Background

Autism spectrum disorder (ASD) is defined as a neurological and developmental disorder displaying difficulties with communication and interactions, restricted interests, repetitive behaviors along with other symptoms that affect their ability to participate in day-to-day occupations (National Institute of Mental Health, 2022).

- ❖ Children with ASD participate less in ADLs & IADLs than typically developing children(Travers et al.,2022).
- ❖ Parents reported that their top goal area for their child with ASD was personal self-care. management (Hilton et al 2020).

Problem

The problem is a gap between the known occupation-based assessments and utilization of the assessments by occupational therapists treating children and youth with ASD (Manee et al., 2020; Luna, 2019). This gap results in decreased activity participation diversity for the child and decreased ability for the occupational therapists to evidence effectiveness of occupation-based services (Manee et al., 2020; Luna, 2019)

Purpose

The purpose of this quantitative type of capstone project is to analyze occupational therapists who treat children and youth with ASD to determine the utilization frequency of occupation-based assessments in home, school, and community contexts.

Methods

- ❖ A **quantitative research** design was used to analyze occupational therapy practitioners' perspective and utilization of occupation-based assessment versus the use of performance-based assessment tools with children and youth with ASD.
- ❖ Data was collected through Microsoft forms distributed on social media platforms such as Facebook and Instagram.

> Sampling and recruitment

- ❖ Snowball sampling used
- ❖ inclusion criteria: OTR/Ls and COTAs ages 18-65
- ❖ 31 Total participants
- ❖ Average 6 minutes 23 seconds to complete.

> Microsoft Forms

- ❖ Informed consent (1st question)
- ❖ 42 total questions:
 - 20 Likert-scale questions
 - 20 multiple choice
 - 6 Demographic

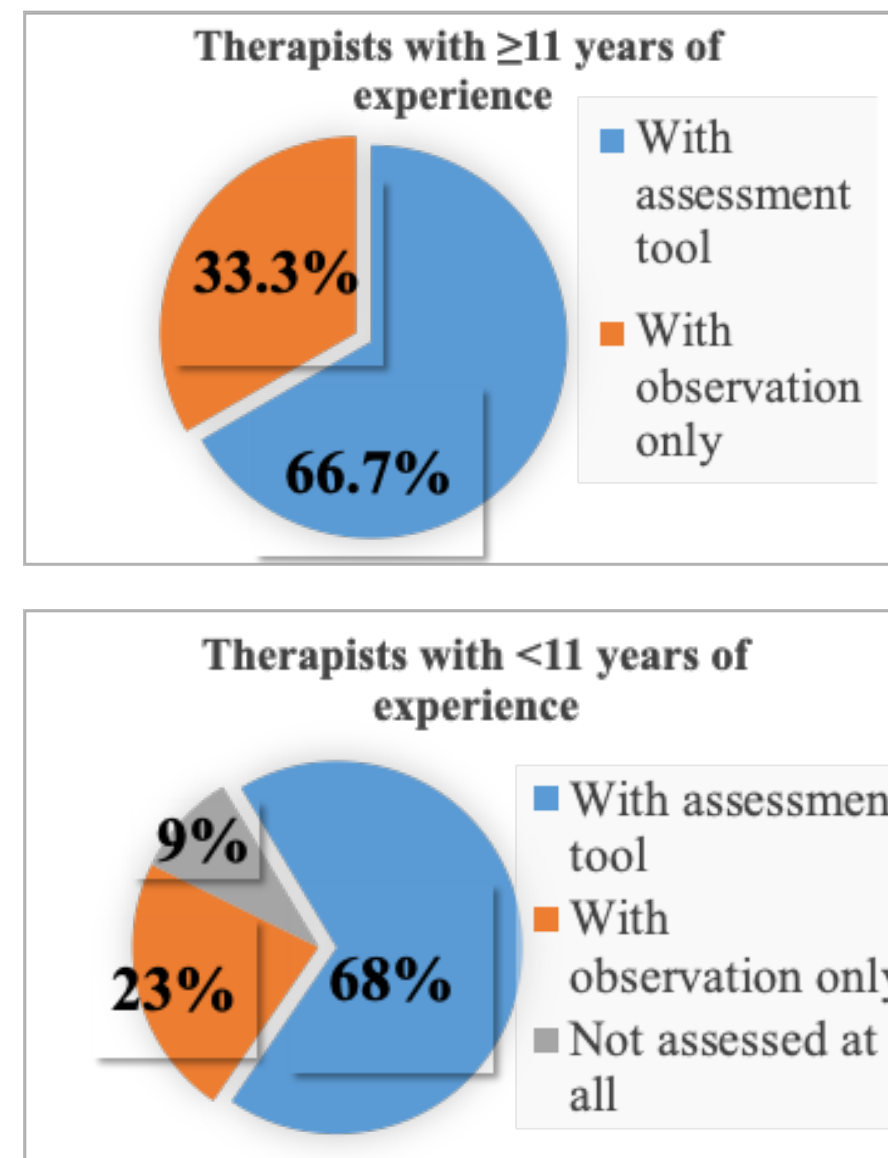
> Research Q's:

- **RQ 1** Is there a relationship between years of experience evaluating and treating children with ASD and use of occupation based/ activity participation assessments?
- **RQ 2.** Is there a relationship between years of experience evaluating and treating children with ASD and use of client factor deficits and performance skills?
- **RQ 3** What Frequency do OTs experience common barriers to using occupation-based/activity participation assessment tools?

- ★ The criteria used to consider an experienced therapist will be if they reported 11 or more years of experience.

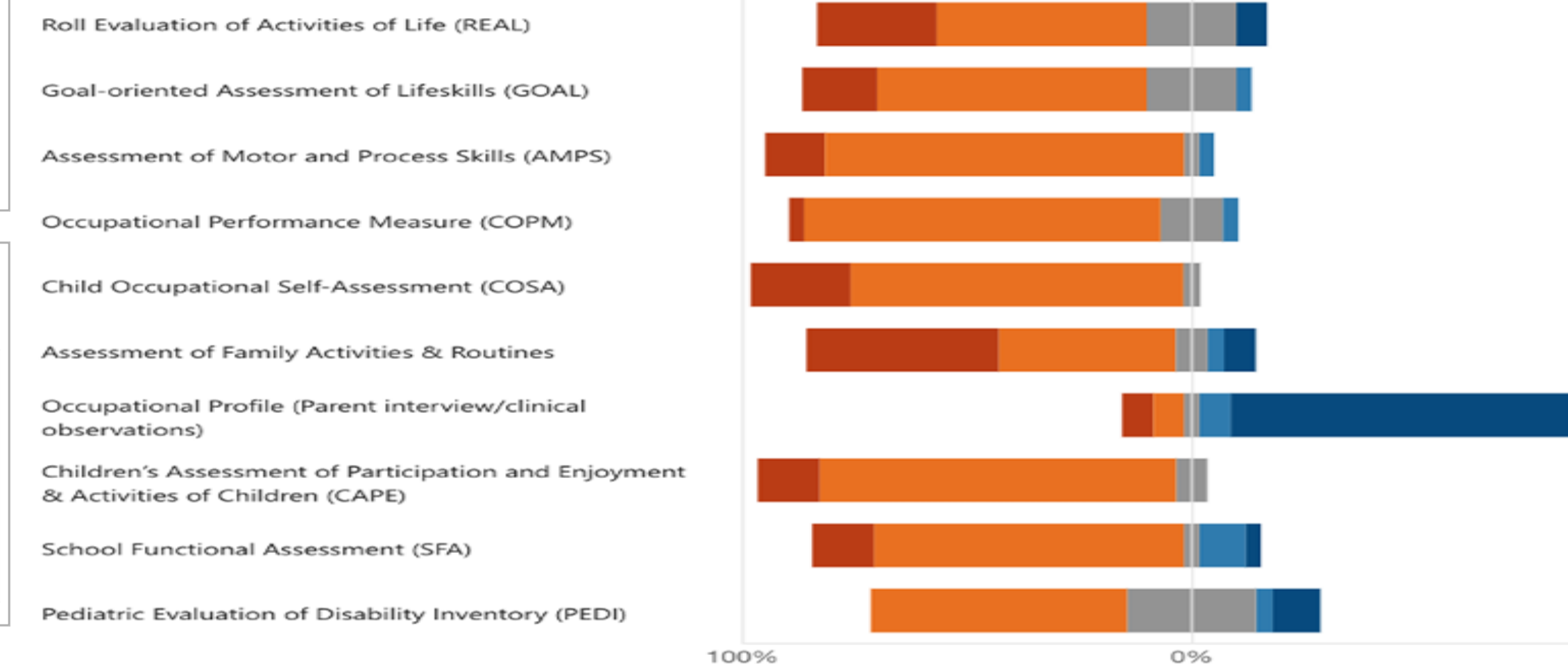
Quantitative Results

RQ 1: The data rejected the hypothesis, there is no relationship between the years of experience and the use of OB Assessment tools.

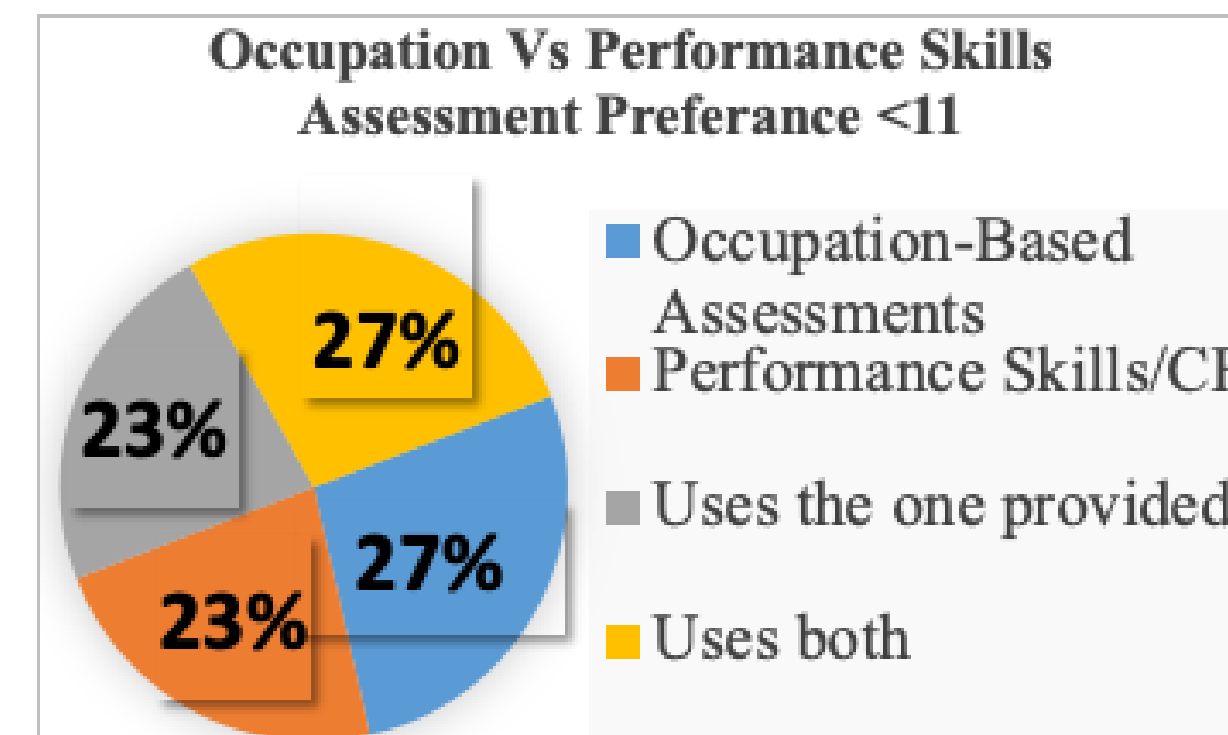
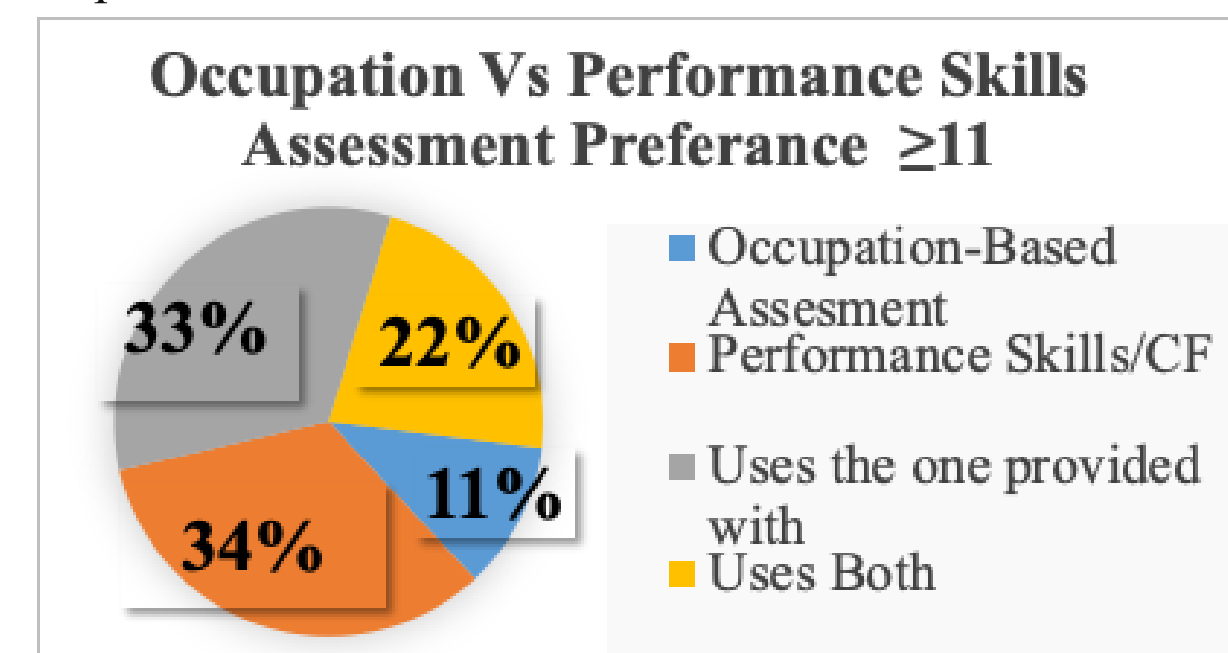


Legend for RQ 1: I am unaware of this evaluation tool (dark red), Never Use (orange), Rarely use (yearly; 0-25% of caseload) (grey), Sometimes (monthly; 26-50% of caseload) (light blue), Always (Daily; 76-100% of caseload) (dark blue)

The Child and Adolescent Scale of Participation (CASP)



RQ 2: The data rejected the hypothesis, there is no relationship between the years of experience and the use of performance skills assessment tools

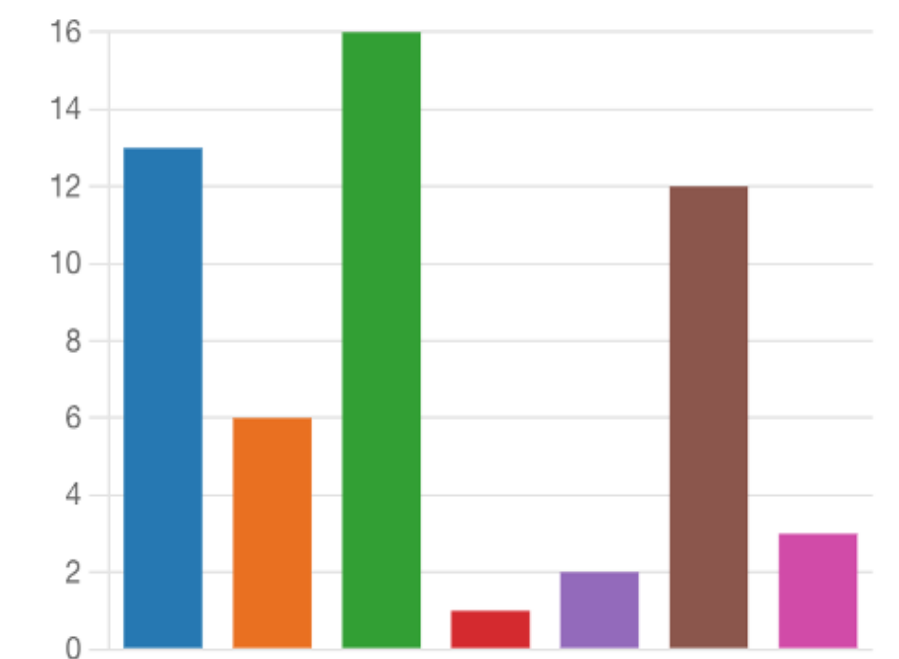


RQ 3: OTs are experiencing barriers at a high frequency

Have you experienced any of the following barriers to use occupation-based/activity participation assessment tools because (select all that apply)

More Details

- Scarcity of time: 13
- Effort required to administer, int...: 6
- Unavailability at my workplace: 16
- Established psychometric prope...: 1
- Reimbursement: 2
- Unfamiliarity with Assessment t...: 12
- My environment does not allow ...: 3



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