



## Model of Human Occupation

### Archived List Serv Discussion

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#### School Setting

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**February 24, 2009**

Hi,

I am a second year OT student doing my level II fieldwork within a school district. The OTs here serve students with a variety of needs. Most students have goals that are related to physical skills but I believe that, for many students, addressing volition could play an even greater role in increasing their participation. MOHO is not currently being used by the therapists that I have worked with but I think it would be beneficial to our students. I am interested in hearing experiences from therapists who are using MOHO in the school setting and, in particular, which assessments have been especially helpful in working with students.

Thanks!

Sarah Weaver

**February 27, 2009**

Dear Sarah. Our experiences in School setting with young children are diverse (Chile, Perú, Argentina). We have used SCOPE, PVQ, ACIS to determine occupational needs of students. People are beginning to use the SSI too when appropriate.

OTs have worked with teachers, principals, directors and parents facilitating volition in different schools contexts ( in different learning activities in the classroom, break time, lunch time); and at home. They are including some extra activities at schools concentrating on play and within that context they work specifically volition and communication interaction skills.

OTs participate in the different contexts specially when assessing, and act as consultants for the rest of the team regarding facilitation of occupational participation. The model has clarified their notion of the role of student and how to vision their educational programs in order to enhance the learning process with these children. The understanding of the Re-motivation process and the Pediatric Volitional Questionnaire has helped teachers and parents to feel better about their own performance in their roles.

There have been school programs developed by OTs who work with adolescents at risk, these programs have been integrated into the School program as a whole. They include as assessments the OPHI-II, the OSA, the WEIS, VQ and ACIS...programs have had the goal of working wth adolescents on their volitional process through participation in group

projects through the year such as having their own radio at school, having volunteer projects for the school and community, and classroom time to have self support groups and occupational orientation. Individual follow up was given when they left school, to support and facilitate their working roles in the Community.

I hope this helps some...

big hug

Carmen Gloria

### **February 27, 2009**

The focus on motor only in pediatrics is something that bewilders me, and I have been a pediatric therapist for 9 years. We are the activity people not the upper extremity movement people (upper extremity movement happens to be a big part of many activities). Whatever is stopping kids from performing their role as students should be our place in the schools. In NYC at the schools I worked at, our departments were somewhat autonomous and we utilized many MOHO evaluations and programming- the COSA is particularly helpful at establishing volition/percieved self efficacy before, during and in finishing OT programs with students. The other assessments were also very useful. Remotivation is not written in a way that it is easy to apply to kids- but the concepts are very interesting (if motivation was never established it may just be motivation not re). Anyhow- we utilized MOHO quite a bit on the school level. Systematically- the NYC DOE is caught up in the "motor only" trap- which doesn't work as well when PDD and ADHD are probably your most common occurences nowadays...  
Leon

### **February 28, 2009**

Hi there, I work with children following ABI and feel this is a greatly under identified population in state school system. I have used the COSA as it asks questions about occupational performance including school related tasks and the importance of those performance areas to the child. Provided a great tool for generating discussion and helps the child identify their priorities.

Good Luck

Alison Self