

Participation at the Home, School, Community and Workplace: Perspectives of Youth and Young Adults with Developmental Coordination Disorder



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Introduction

Participation in occupation is context-based and encompasses attendance ('being there') and involvement ('being in-the-moment').

Challenges associated with DCD may adversely affect current and future participation in occupations

Difficulty engaging in activities may be exacerbated during the **transition to emerging adulthood**, as tasks and roles become more complex.

- ❖ *Studies on the participation experiences of transition-aged youth with DCD is still emerging*
- ❖ Investigating the role of **involvement**, **desire for change** and the **environment** in shaping youths' participation is required

Objective

This study aims to better understand the perspectives of adolescents and young adults with DCD on their participation patterns across different settings: home, school, community and the workplace.



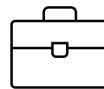
Home



Education



Community



Work

Methods

Design

A qualitative Description study

Participants

Inclusion Criteria

- 12-24 years old
- English and/or French speaking
- Primary diagnosis of DCD

Exclusion criteria

- Inadequate cognitive and communication abilities

Sample

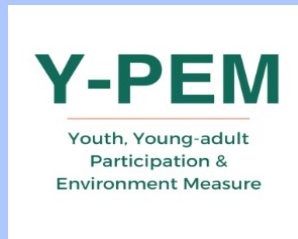
16 youths with DCD (9 males, 7 females)
12-20 years old (mean = 15.4)

Procedure

Meeting 1



Completion of **Y-PEM**, a self-report assessment tool



1 week later

Meeting 2

Stimulated recall interview based on Y-PEM results, following an interview guide



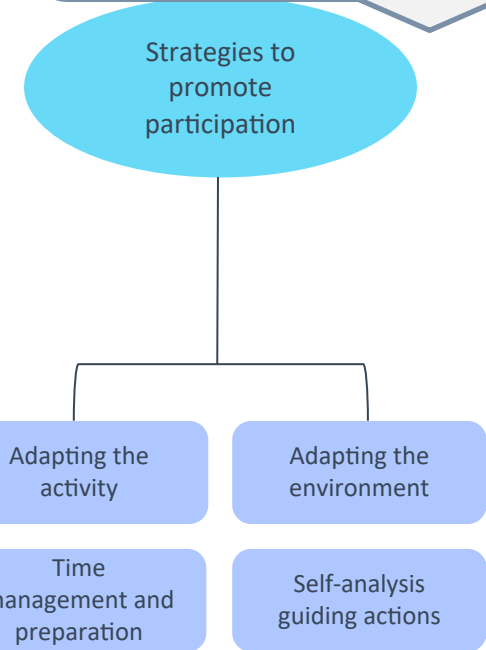
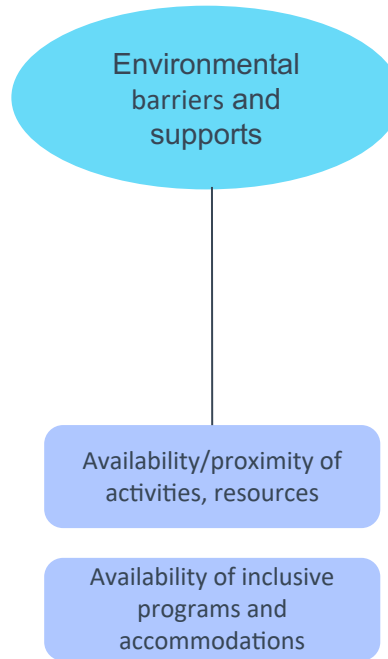
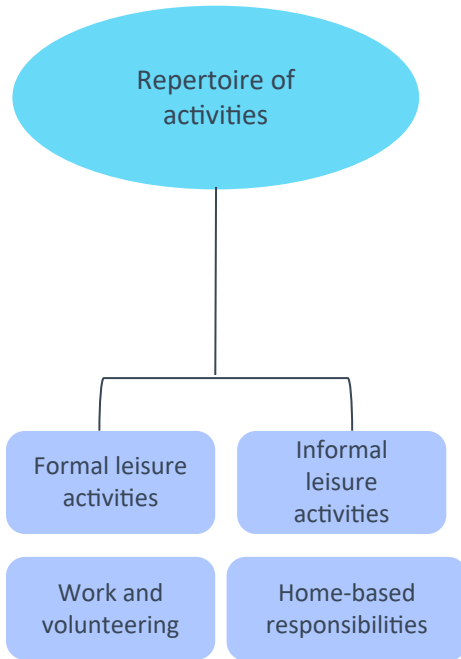
Data Analysis

Elo & Kyngäs (2008) *Inductive content analysis method*: Iterative coding, allowing categories to emerge from the data

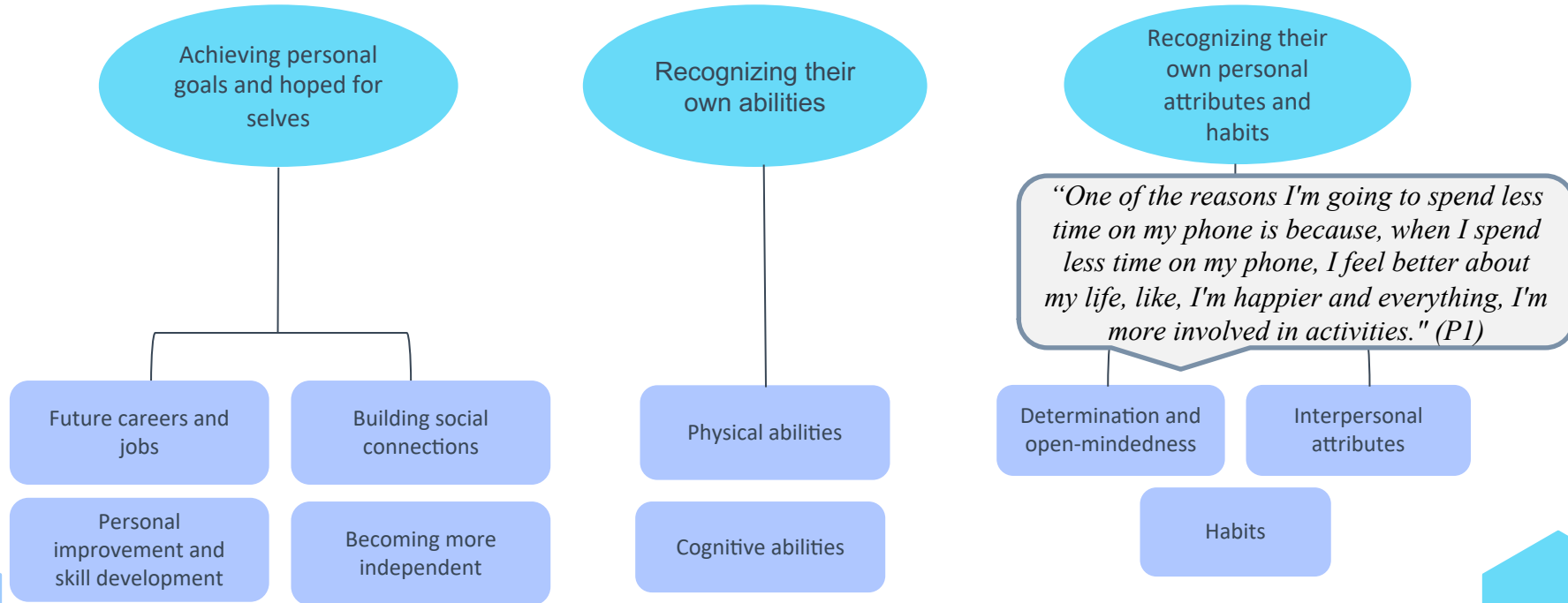


Results - Informative cat

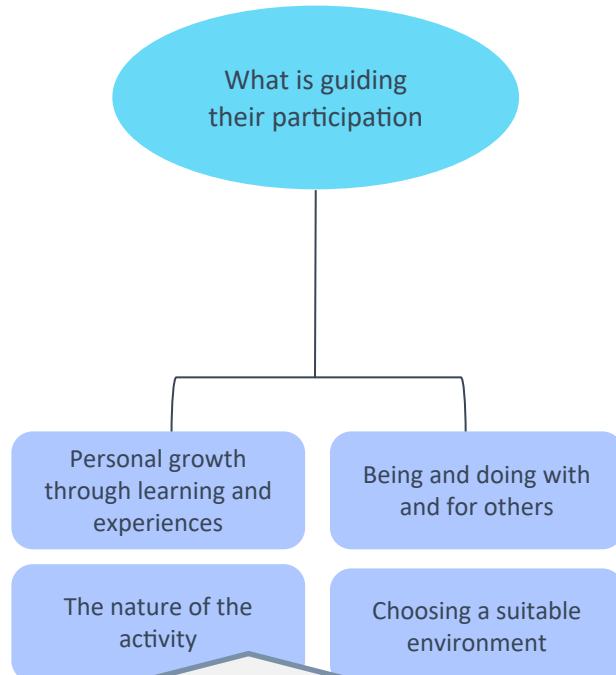
"One time when I was, like, very mad or sad, I decided to do one of the bead things, so like those art supplies can help me in certain ways." (P9)



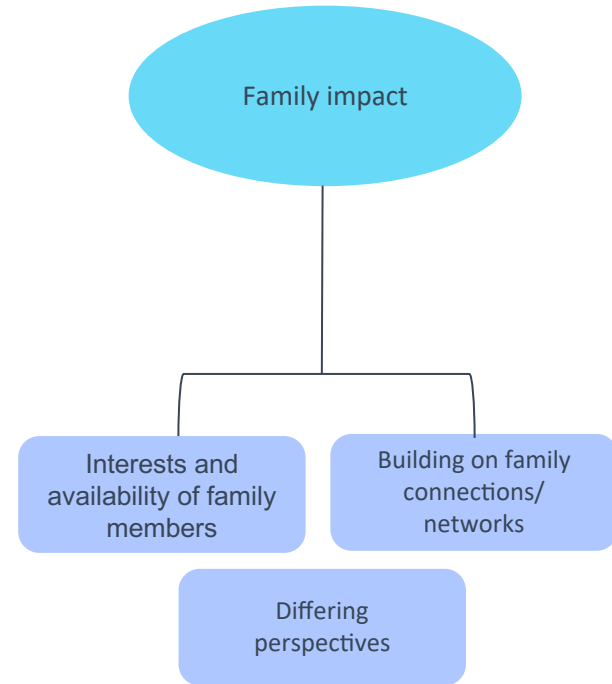
Reflective categories



Reflective Categories



“Well, as I’m not a very physical person, having an activity that doesn’t require great, physical skill precisely, that helps me perform the, the task required better.” (P6)



Conclusion & Contribution to OT profession

Findings can re-direct clinicians' attention towards what the individual youth finds important, such as

Their aspirations, goals, and preferences

What makes an ideal environment

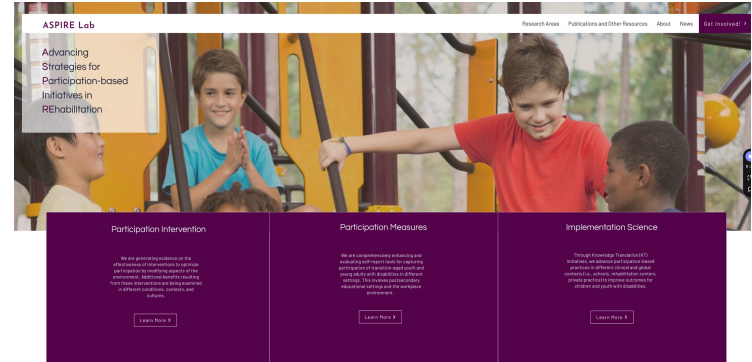
How they analyze the situation and their own abilities

The role of family support

Occupational therapists and youth can use these insights to co-create targeted solutions that facilitate **meaningful** participation during the challenging transition from childhood to adulthood

Thank You!

Do you have any questions?



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