



Assessing Occupational Status in 3- to 8-year-old children using the Paediatric Ergotherapeutic Assessment & Processtool (PEAP)

How do German occupational therapists rate its usefulness?

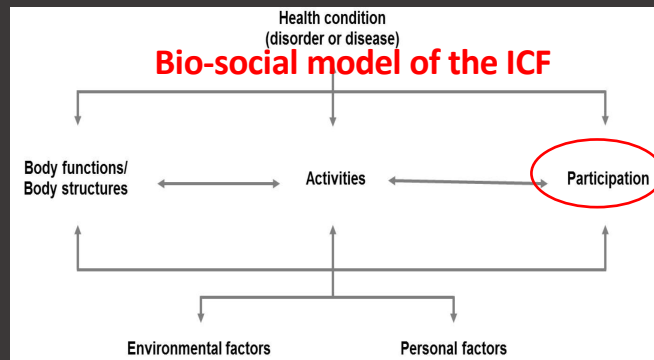
OVERVIEW

1. Context & definitions
2. Describing the PEAP Assessment
3. Practibility Study on PEAP 3.0
4. Conclusion, summary and outlook

CONTEXT & DEFINITION

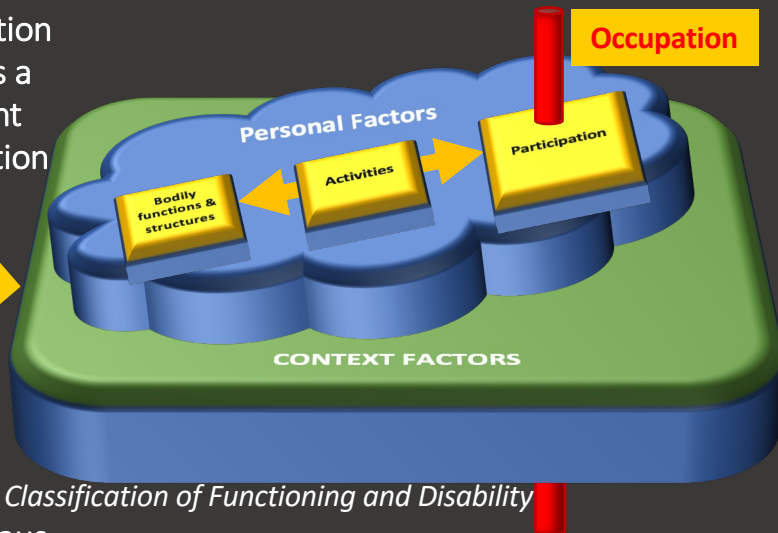
THE CHALLENGE: How do we capture the occupations of increasingly diverse children in different age groups in an rapidly growing complex and digitalising world in a standardised, evidence-yielding manner using an occupation-centred approach, whilst being relationship-focused and discovering the unique needs and aspirations of the child, parents and teachers in a shared decision-making process?

Defining Occupational Status in relation to Participation (ICF)



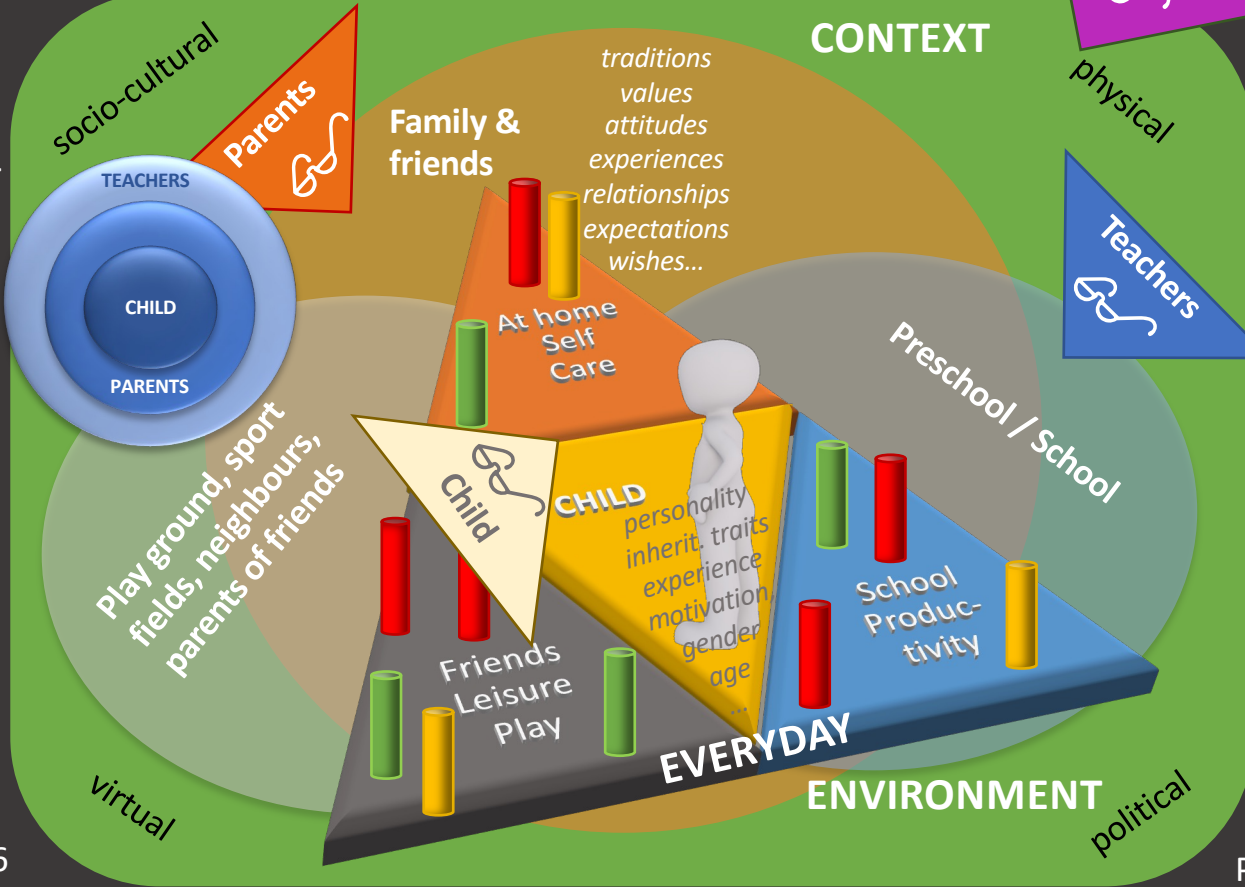
- **PARTICIPATION** = “the involvement in life situations.” ⁽¹⁾
- **OCCUPATIONS** can be seen as definable and observable aspects of participation taking place within the cosmos of personal factors and complex everyday contexts with socio-cultural, physical, situational, experiential, political and institutional dimensions.

Understanding occupation in relation to the ICF and participation requires a different visualisation



- The **OCCUPATIONAL STATUS** is the planning, performing and experiencing a range of **OCCUPATIONS** across different lived realities embedded and influenced by multivariate **CONTEXT FACTORS** at **PARTICIPATION** level.

CAPTURING participation & diversity:



What do we need?

Standardised self-assessment from different perspectives of the everyday experts child–parents– teacher

Standardised external assessment from the perspective of the therapist

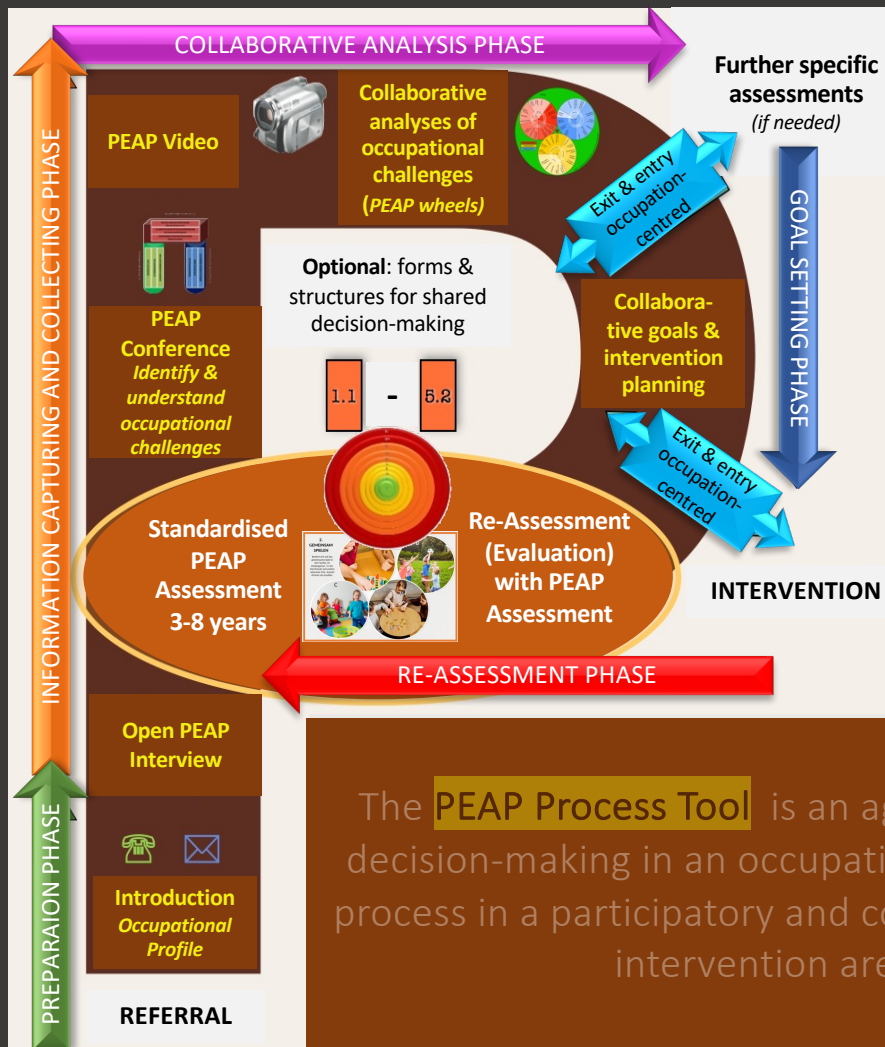
Systematic capturing of physical, socio-cultural, virtual, situational and time-related **context factors**

Establish **motivation for change** regarding specific occupations

Age-specific demands regarding occupations in different life situations and spaces

Clear documentation and visual summary of **occupational status**

DESCRIBING THE PEAP ASSESSMENT



PEDIATRIC ERGOTHERAPEUTIC ASSESSMENT & PROCESSTOOL (PEAP)

The **PEAP Assessment** is a standardized and validated instrument for the multi-perspective evaluation of the occupational status of children aged 3 to 8 years and changes over time.

The status of age-typical occupations is captured from the **perspectives** of the child, the parents/guardians, educators, and therapists, and the **importance of change** is systematically recorded.

The **PEAP Process Tool** is an age-independent assessment companion for shared decision-making in an occupation-centred approach. It accompanies the entire OT process in a participatory and collaborative manner whereby diagnostic process and intervention are seen as an inseparable continuum.

ASSESSMENT = Standardised multi-perspective construction of the OCCUPATIONAL STATUS across different life spaces



Kraus & Romein developed the PEAP in Germany since 2007 and it is used by occupational therapists in German speaking countries since 2013.

The current PEAP Version 2.5 is presently revised to embrace diversity, digitisation of occupations, more recent OT terminology and models and improve usability in Version **3.0**.

Focus in this presentation is version 3.0 for 5-6 year-olds, which we are also translating into English.

PEAP 3.0 Occupational fields in different life spaces

The classic OT domains “productivity – self care – leisure/play” are replaced by 4 everyday lived realities with 12 occupational fields (OF) (instead of 15).

5-6
yrs

Four age-typical *lived realities* with 3 *occupational fields*

Play & Learn

- OF 1 Play on own
- OF 2 Build & create
- OF 3 Use pencils, books & numbers

Interact & use technology

- OF 4 Play together
- OF 5 Talk, listen & understand
- OF 6 Use technology & social media

Live in different places

- OF 7 Take part in family life
- OF 8 Tak part in (pre)school life
- OF 9 Move between places

Care for body

- OF 10 Eat & drink
- OF 11 Care for body
- OF 12 Rest & sleep

DOING ← → BECOMING ← → BELONGING ← → BEING

Play & Learn

Interact & use technology

Live in different places

Care for body

1. Play on own

Plays quietly (A) or actively on own (B) without different games and activities (C) and has own preferences and interests (D)



CONTEXT
At home or at

2. Build and create

Builds puzzles (D) or pieces (A), builds recognizable things without copying (B), builds by copying (C), uses scissors and other tools (D)



CONTEXT
At home, at preschool, etc. Mostly inside

3. Use pencils, books & numbers

Recognizes letters and writes own names (A), copies when drawing or glues own ideas (B), recognizes letters at picture books, recognizes (C), recognizes numbers and captures amounts (D)



CONTEXT
At home, preschool, etc. Mostly inside

11

4. Play together

Plays with others quiet or active games (A), agrees with others or plays together, adheres to rules and plays with the game (C), plays regularly with friends (D)



CONTEXT
Family, preschool,

5. Listen, talk & understand

Tells stories, information or experiences (A), exchanges verbally with others (B), sings songs, recites poems, tells or understands jokes (C), uses non-verbal communication (D)



CONTEXT
Family, preschool, kindergarten, etc. Inside and outside

6. Use technology & social media

Uses technology to entertain or relax (passively) (A), plays computer or digital games on iPad for fun (B), engages in digital educational programs for learning and knowledge generation (C), communicates with friends and family using technology (D)



CONTEXT
Family, preschool, kindergarten, etc. Mostly inside and outside, with children and with adults

7. Take part in family life

Performs routine activities during the week with some support (A) as well as on weekends or holidays (B), engages in enjoyable activities with family members (C), takes part in cultural, religious and/or traditional activities (D)



CONTEXT
At home,

8. Take part in pre-school or Kindergarten life

Takes part in one-to-one or group activities (A), interacts with teachers and peers (B) as well as with other children (C), copes with formal structures and processes (D)



CONTEXT
Family, preschool,

9. Move between places

Visits other places and persons (A), manages required distances to walk, climb steps or cope with different heights (B), uses mobile devices such as bike, scooter or skate board (C), knows public transport and knows traffic rules with supervision (D)



CONTEXT
Anywhere but at home, preschool or kindergarten. Includes short and long outings.

10. Eat and drink

Eats food and drinks liquid in a culturally acceptable manner (A), eats enough and adequate amounts of food (B), adheres to cultural rules at table (C), uses cutlery appropriately and safely (D)



CONTEXT
At home, preschool, kindergarten, or in

11. Care for body

Helps to keep body clean (A), tries to look after his/her body such as brushing teeth (B), goes to the toilet independently (C), takes clothes on and off, needs some support with things (Dressen or socks) (D)



CONTEXT
At home,

12. Rest and sleep

Uses small chairs the fall asleep or falls down (A), rests sufficiently during the day (B), falls asleep at night (C), spends through the night sufficiently long (D)



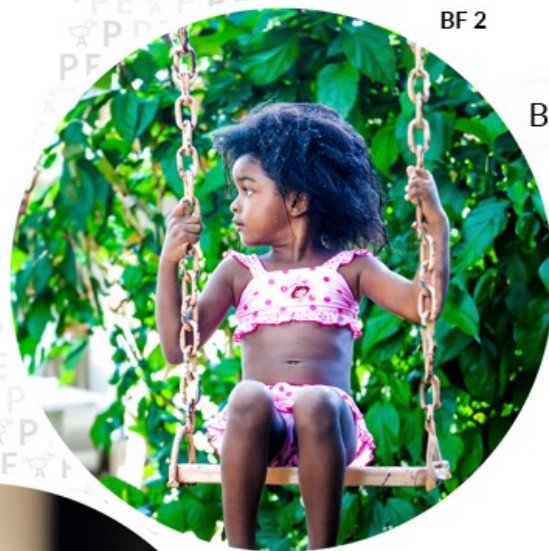
CONTEXT
At home, in kindergarten/ Vorschule, in der Care, Das Dasein des das Kind zu Ruhe kommt / einschläft

1. Play on own

Plays quietly (A) or actively on own (B); chooses different games and activities (C) and has own preferences and interests (D)



A



B



C



D

BF 2

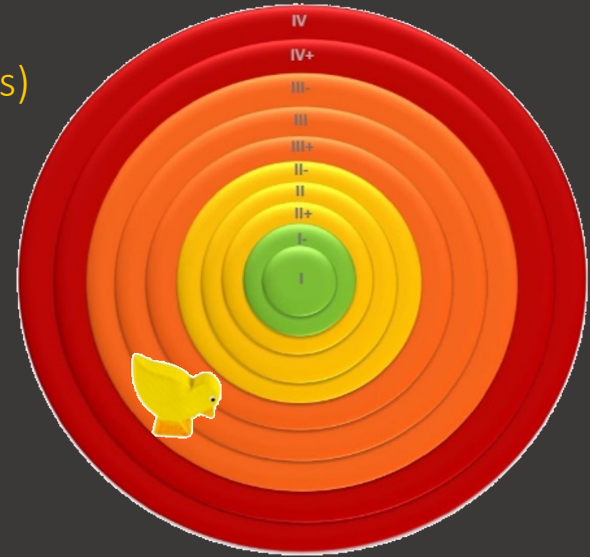
CONTEXT
At home, at preschool, etc. Inside and outside

Standardised PEAP Rating Scale

(How easy/well? Child-Parent-Teacher & Therapist perspectives)

I	Easy/able to do it really well: The child performs task (almost) always easily and without (any) difficulty
+ II -	Quite easy/able to do it quite well: The child performs task (usually) quite easily and with minor (occasional) difficulty or assistance
+ III -	Not very easy/has difficulty doing it: The child performs task seldom or partially, (mostly) with difficulty and requires some assistance
+ IV	Really hard/unable to do it: child has great difficulty task and is (mostly) unable to perform it independently or without

There are 4 main categories with the option to use sub-categories → 10 categories



Physical test material to support the rating process by haptic experiences and make it more fun

5-6 year olds				
	4	3	2	1
Importance	very important	important	a bit important	not important

Use of chick eggs to capture motivation for change (How important? Child-Parent-Teacher perspectives)



2.1 PEAP 5-6 yrs: I PLAY AND LEARN (OF1)

Occupational Field (BF)	Self-assessment of Child - Parents - Teacher Group															Therapist assessment				
	1. Child					2. Parents					3. Teacher					4. Therapist				
	Assessment					Assessment					Assessment					Assessment				
OF 1 Play on own	I -	+ II -	+ III -	+ IV -	N	I -	+ II -	+ III -	+ IV -	N	I -	+ II -	+ III -	+ IV -	N	I -	+ II -	+ III -	+ IV -	N
LEGEND: P = performance – how well SO = single occupation N = not applicable QC = quality criteriy I = Importance of change ∅ = Average	1 2	3 4 5	6 7 8	9 10	0	1 2	3 4 5	6 7 8	9 10	0	1 2	3 4 5	6 7 8	9 10	0	1 2	3 4 5	6 7 8	9 10	0
	Scoring P															I1 = 1; I2 = 4; I3 = 7; I4 = 10				
	P =		I =			P =		I =			P =		I =			P =		I =		
SCORING MATRIX	Re-Assessment					Re-Assessment					Re-Assessment					Re-Assessment				
	1 2	3 4 5	6 7 8	9 10	0	1 2	3 4 5	6 7 8	9 10	0	1 2	3 4 5	6 7 8	9 10	0	1 2	3 4 5	6 7 8	9 10	0
	Scoring P																			
	P =		I =			P =		I =			P =		I =			P =		I =		
QUALITY CRITERIA 1 QC = 1 2 QC = 3 3 QC = 5 4 QC = 6 5 QC = 8 6 QC = 10	¹ O ² O independence					¹ O ² O effort					¹ O ² O efficiency					QC ¹ =				
	¹ O ² O security (danger)					¹ O ² O social appropriateness					¹ O ² O frequency and duration					QC ² =				

5.1 Occupational Status

Michael Stone (6 yrs)

X = 1. Feb 2025

O = 30. March 2025

Lived Reality : PLAY & LEARN															
Difference between assessment & re-assessment	Categories for Quantification Performance how well	Assessment	Re-assessment	I	-	+	II	-	+	III	-	+	IV	highest importance 1	highest importance 2
				1	2	3	4	5	6	7	8	9	10		
				(very) well		usually / quite well			not very well / seldom well			(almost) unable			
+1	OF 1. Play on his/her own	4	3			O	X								
+2	OF 2. Build and create	5	3			O		X							
+3	OF 3. Us pencils, books & numbers	6	3			O			X						

Lived Reality : INTERACT AND USE TECHNOLOGY															
Difference between assessment & re-assessment	Categories for Quantification Performance how well	Assessment	Re-assessment	I	-	+	II	-	+	III	-	+	IV	highest importance 1	highest importance 2
				1	2	3	4	5	6	7	8	9	10		
				(very) well		usually / quite well			not very well / seldom well			(almost) unable			
0	OF 4. Play together				X										
+3	OF 5. Listen, talk and understand					O			X						
-1	OF 6. Technology and social media						X	O							



PRACTICABILITY STUDY

Research question & design

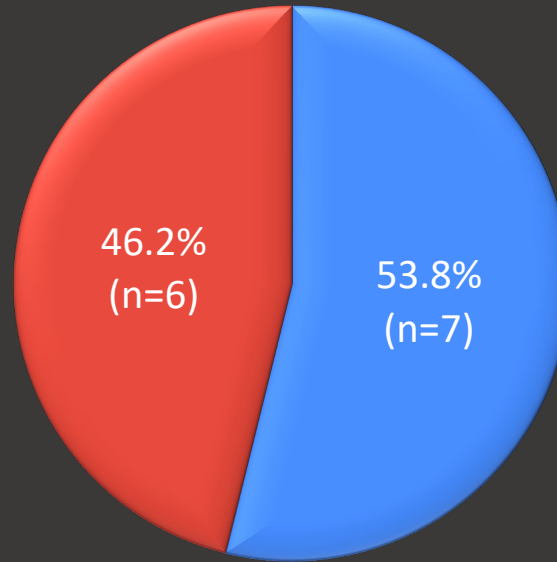
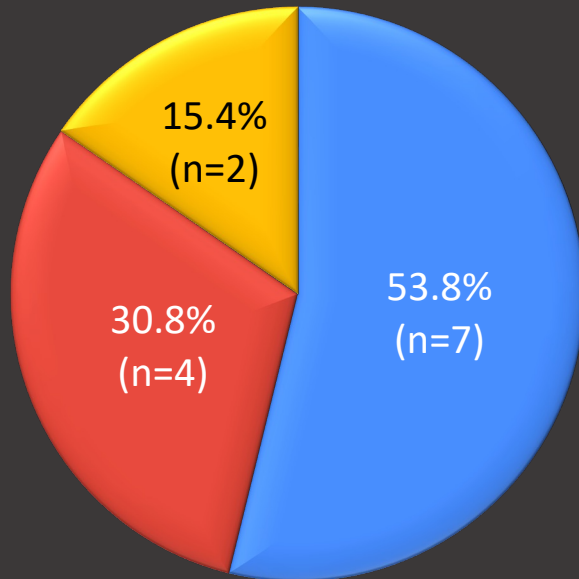
RESEARCH QUESTION: How do paediatric occupational therapists rate the usability of the new PEAP version 3.0 after implementing it with 2-3 children, their parents and teachers?

RECRUITING PARTICIPANTS: Circa 500 paediatric occupational therapists were invited to participate by email and on face-book, using the email list of the paediatric working group of the German association and of PEAP-interested and trained therapists.

METHOD: After a 3-hour online training course, the material was sent to 18 occupational therapist who administered the PEAP 3.0 in their setting to two 5-6-year old children. 13 therapists subsequently completed an online questionnaire with closed and open questions.

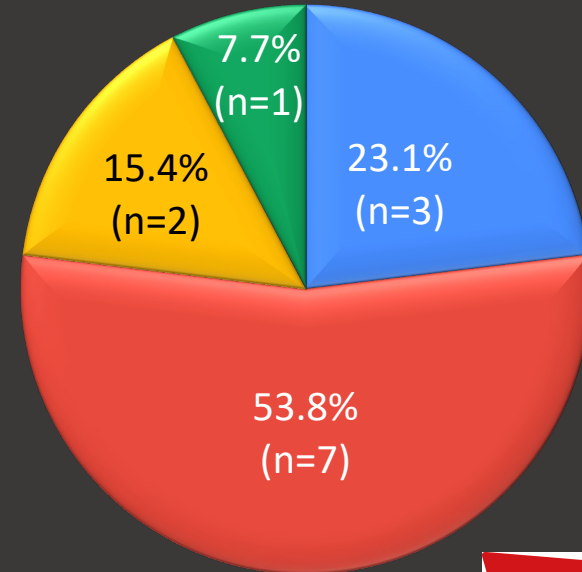
Results (1): *Conceptual Foundations* (N=13)

The new 12 occupational fields (OF) cover the lived realities of typically developed 5-6 year-old children in Germany.



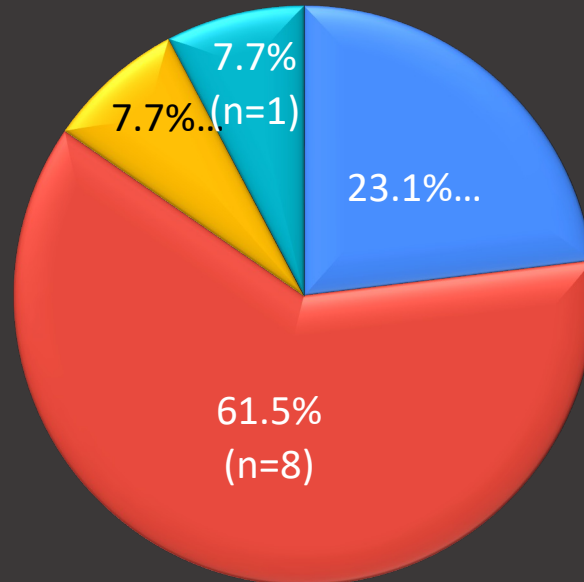
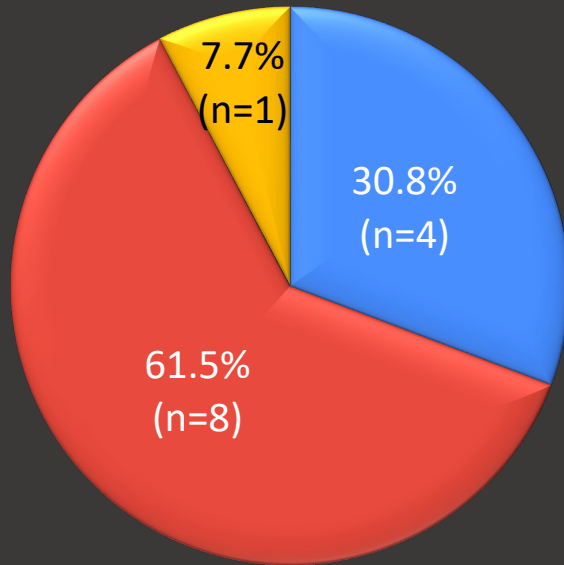
5-6-year-old children's occupations are appropriately structured by the four lived realities.

The PEAP captures an occupational profile that is relevant and sufficiently comprehensive



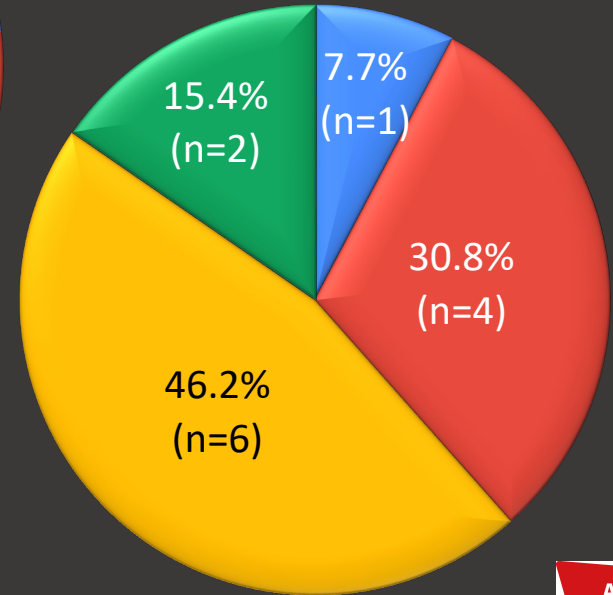
Results (2): Suitability & Practicability (N=13)

The test material is child-friendly, engaging, and generally motivating

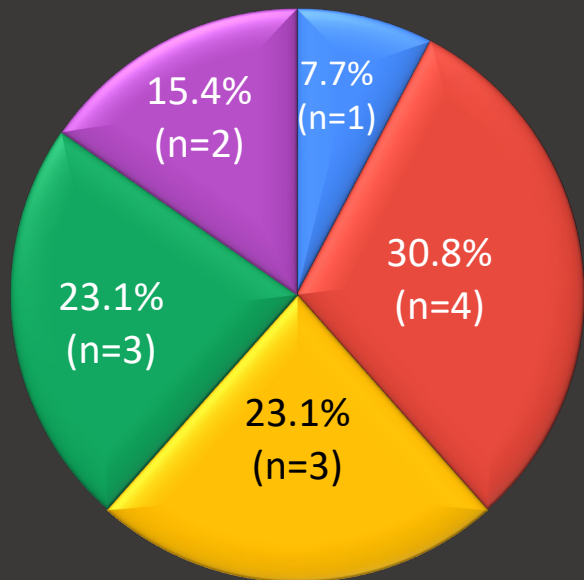


The PEAP photo cards clearly & appropriately represent the respective occupations

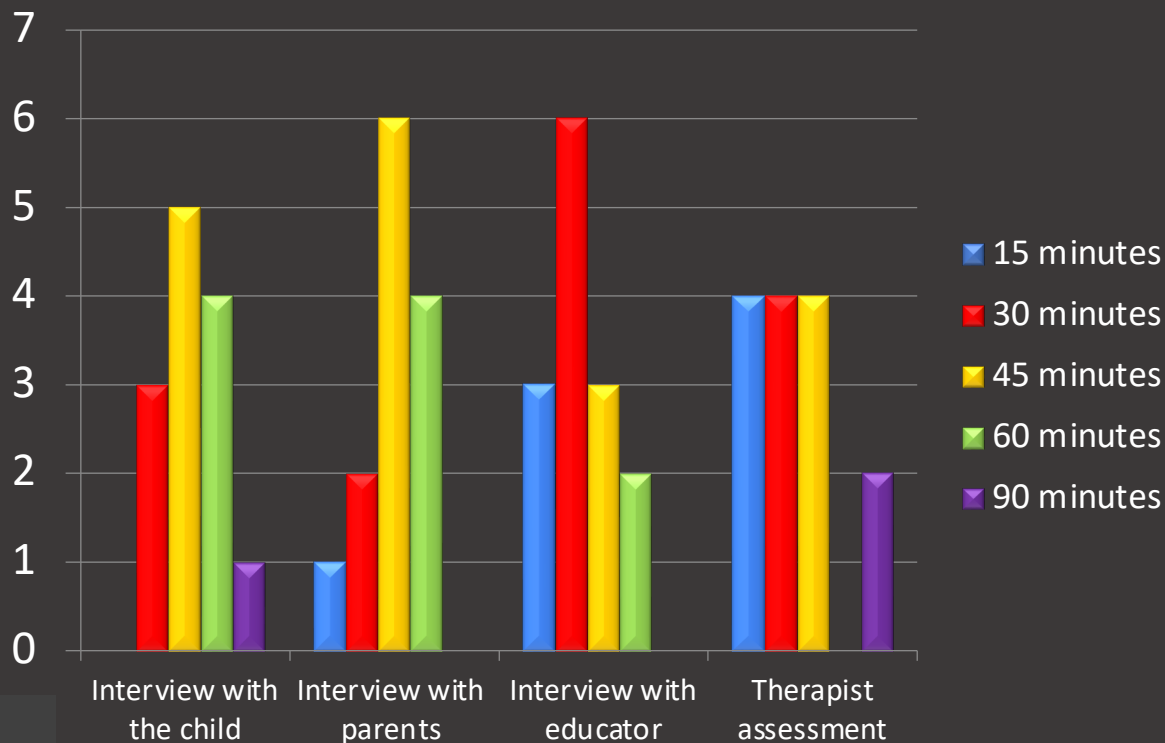
The Assessment Form is clearly structured, well organised, and easy to complete



Practicability in terms of time used (N=13)

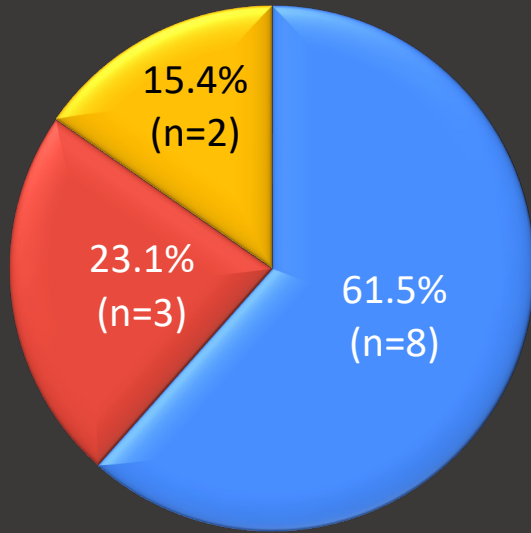


The time required is appropriate given the complexity of capturing real life situations.



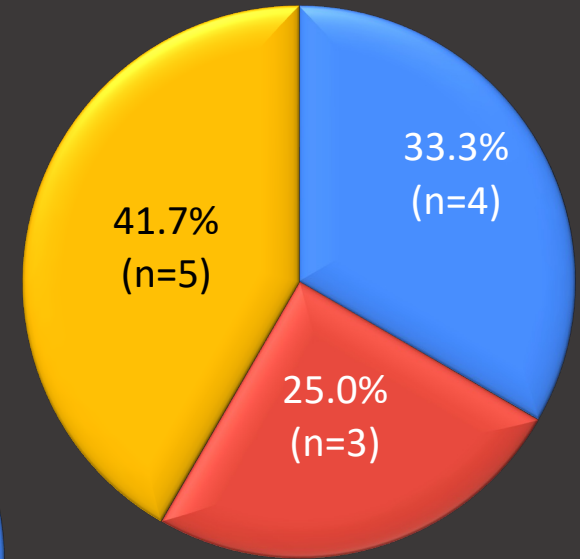
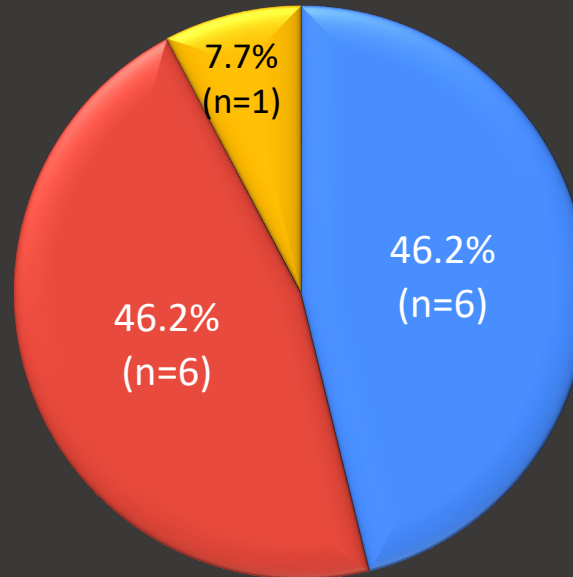
Average overall time used = 2 hrs 30 min

Results (3): Overall usefulness of PEAP 3.0 (N=13)



The PEAP provides a strong basis for identifying key occupational concerns & subsequent goal setting

The PEAP supports the current paradigm of an occupation-centred, relationship-focused, and evidence-yielding Approach



Overall, the PEAP is a useful instrument for appropriately representing a child's occupational status at participation level.



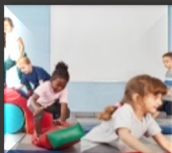
CONCLUSION & OUTLOOK

Conclusion from results

- Whilst most participants found the PEAP V3.0 useful and suitable, about half of them found it to be too time consuming. The analysis of the related open questions revealed that the reasons were mainly due to structural constraints of the work place rather than personal convictions.
- The qualitative analysis also showed that the PEAP 3.0 version may not be suitable for children with *physical handicap* using assistive devices, more *severe cognitive and language delays or excessive behavioural problems*.
- Scoring four perspectives for the child, parents, teachers and therapist is logistically complex, and the assessment sheets were found to be somewhat overwhelming, even though improvements to the previous version were noted. Digitising the documentation and automising the scoring could dramatically improve scoring and documentation, and it would also be more time efficient.

SUMMARY of special features of the PEAP

HOW?



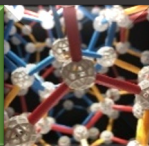
Capturing **occupational status** at participation level, top-down & occupation-centred



Standardised & reliable **Assessment** of child's age-typical occupations (3-8 yrs)

WHAT?

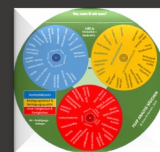
Systematic contextualisation of occupations in different lived realities



	I	II	III	IV
Participation	1	2	3	4
Occupational status	1	2	3	4
Occupational status / Learning goal	1	2	3	4

Re-assessment of occupational status → practice-based evidence

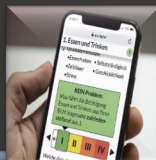
Collaborative & relationship-focussed approach with C-P-T Group



Processtool provides ideas, structures & forms for the entire therapy process

Multiple perspectives (self- & external assessments by child, parents, teachers, therapist)

	I	II	III	IV
Child	1	2	3	4
Parents	1	2	3	4
Teachers	1	2	3	4
Therapist	1	2	3	4



Digitisation using a PEAP App for scoring & documentation)

Assessment + Process Tool for **shared-decision-making**

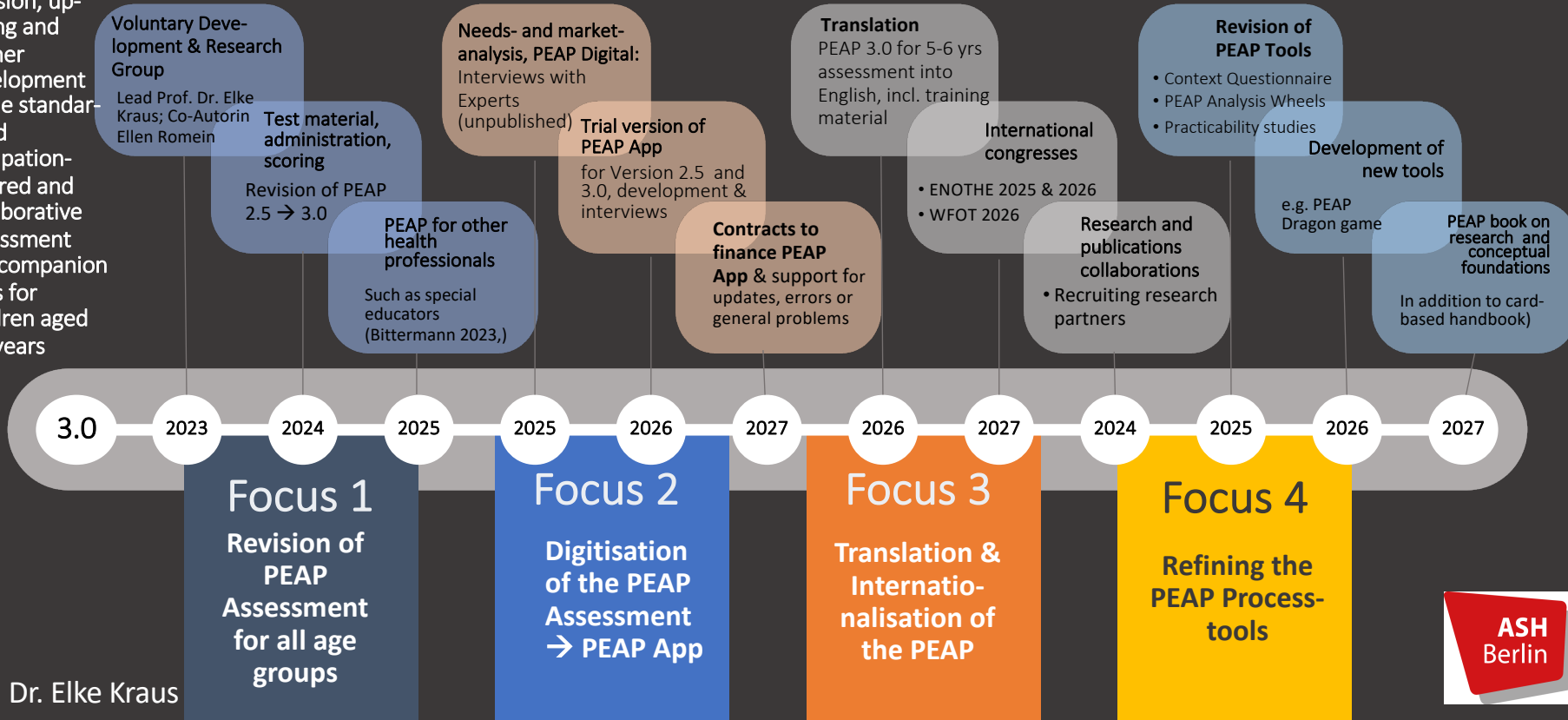


OUTLOOK: further research and development plans

PEAP Version 3.0

OVERALL GOAL:

Revision, updating and further development of the standardised occupation-centred and collaborative Assessment and companion tools for children aged 3-8 years



Thanks so much for listening!

Would you like more information?

Are you interested in collaborative research?

Do you want to know more about the digitisation of the PEAP App?

*We are looking colleagues and/or students doing Bachelor, Masters and PhD,
who would like to develop the PEAP further with us!*



PEAP-Digital

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www.peapinfo.com



PEAP Website

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