

From Classroom Rhythms to Life's Patterns : The Role of Occupation-Based Activities

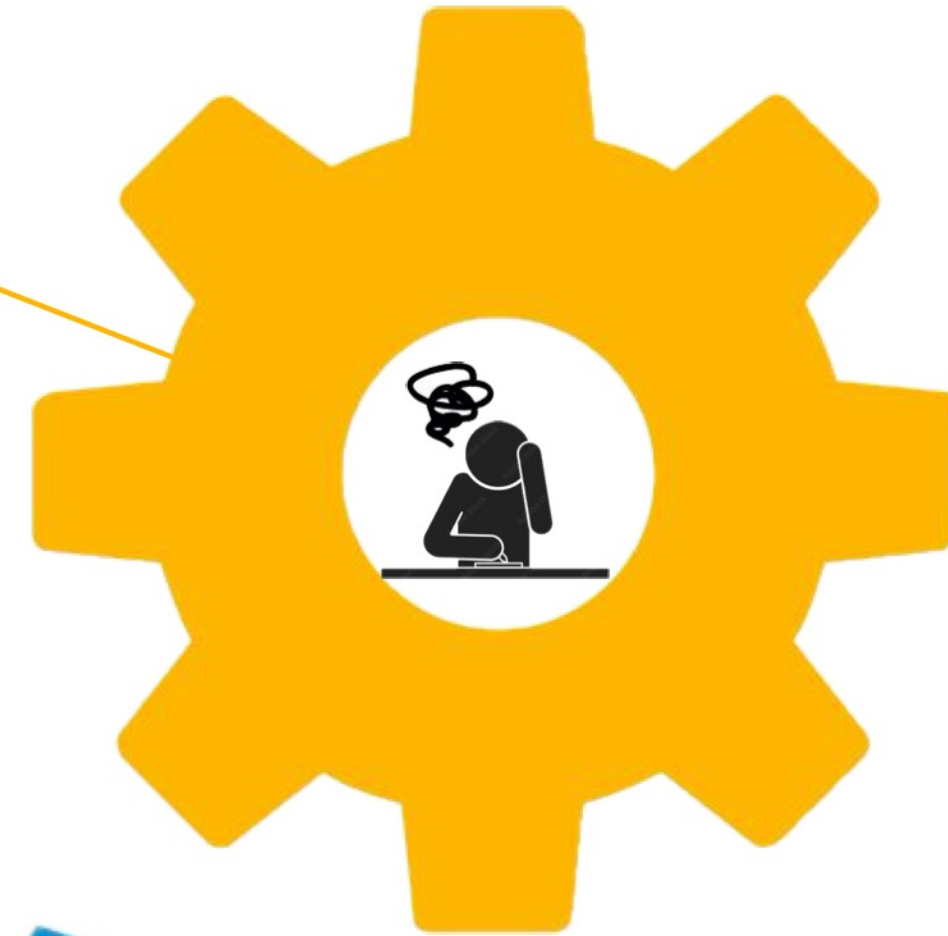
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The LAB white whale developmental center for children

Korea Special Education Act

Reality

1 teacher for 6~7 students(often no aide)
1 teacher for 6~7 students+1 support personnel
High job satisfaction / Frequent choice of leave

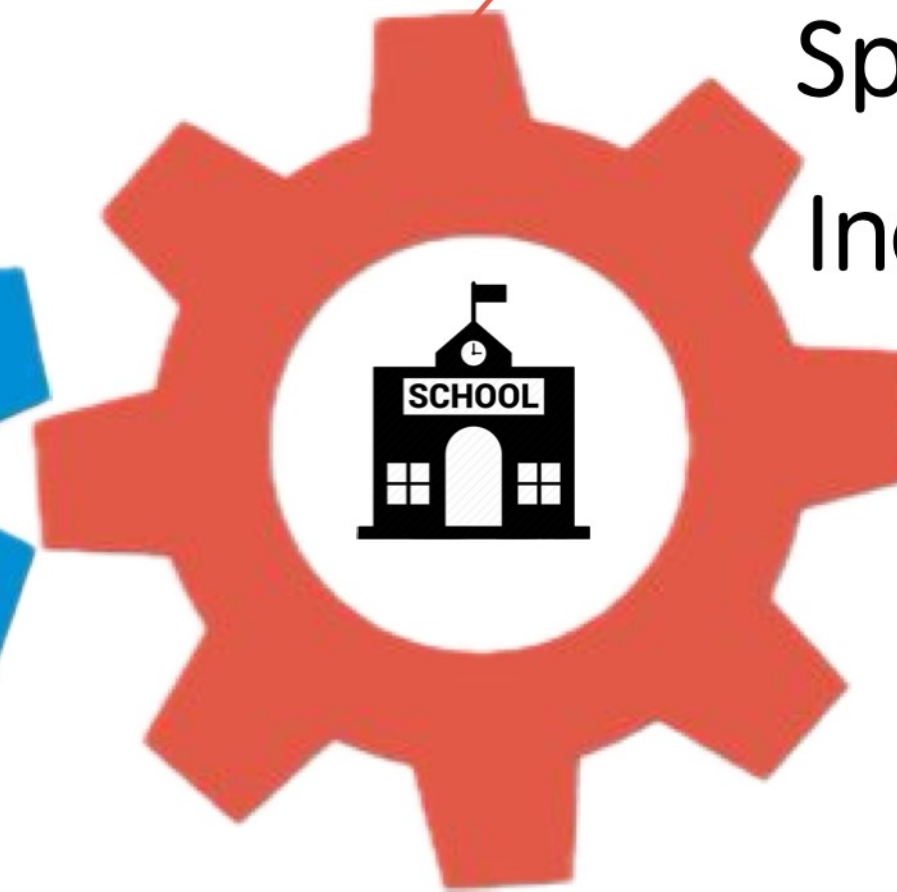


System Options

Special school
Special class
Inclusive general classroom

Right to education

Right to education (State obligation)
Staffing : 1 teacher per 4 students
IEP(Individualized Education Program)
Choice of placement

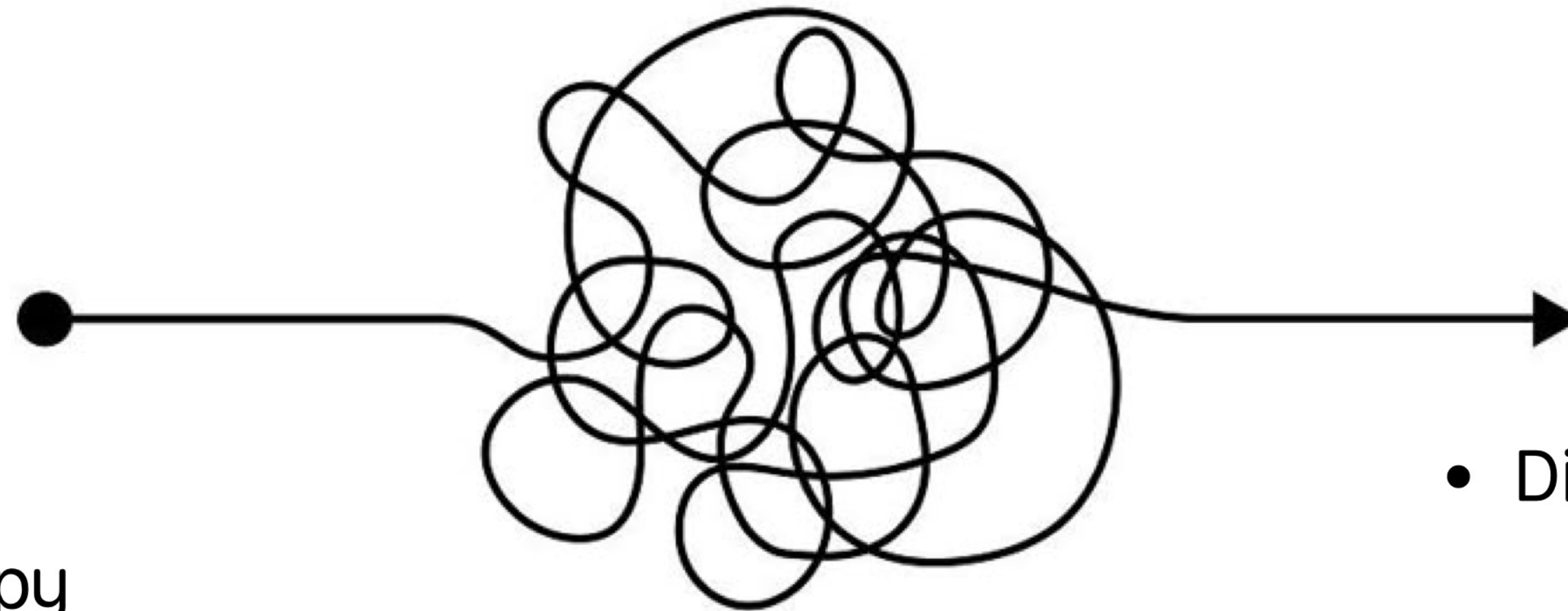


PBS(Positive Behavior Support)

Strengths

Team-based Approach

- Occupational Therapy
- ABA Specialist
- Psychologist



Limitations

- Shortage of specialists
- Limited support available across school
- Long wait times

Result

- Direct request for OT support

Intervention Targets & Methodology

1. Target Group and Approach

- Target setting : A classroom with two students (High-frequency
High-intensity challenging behaviors)
- Intervention Strategy : A dual-track approach featuring (Direct intervention : Individualized students support
Indirect intervention : Systemic support (environment & Personnel))

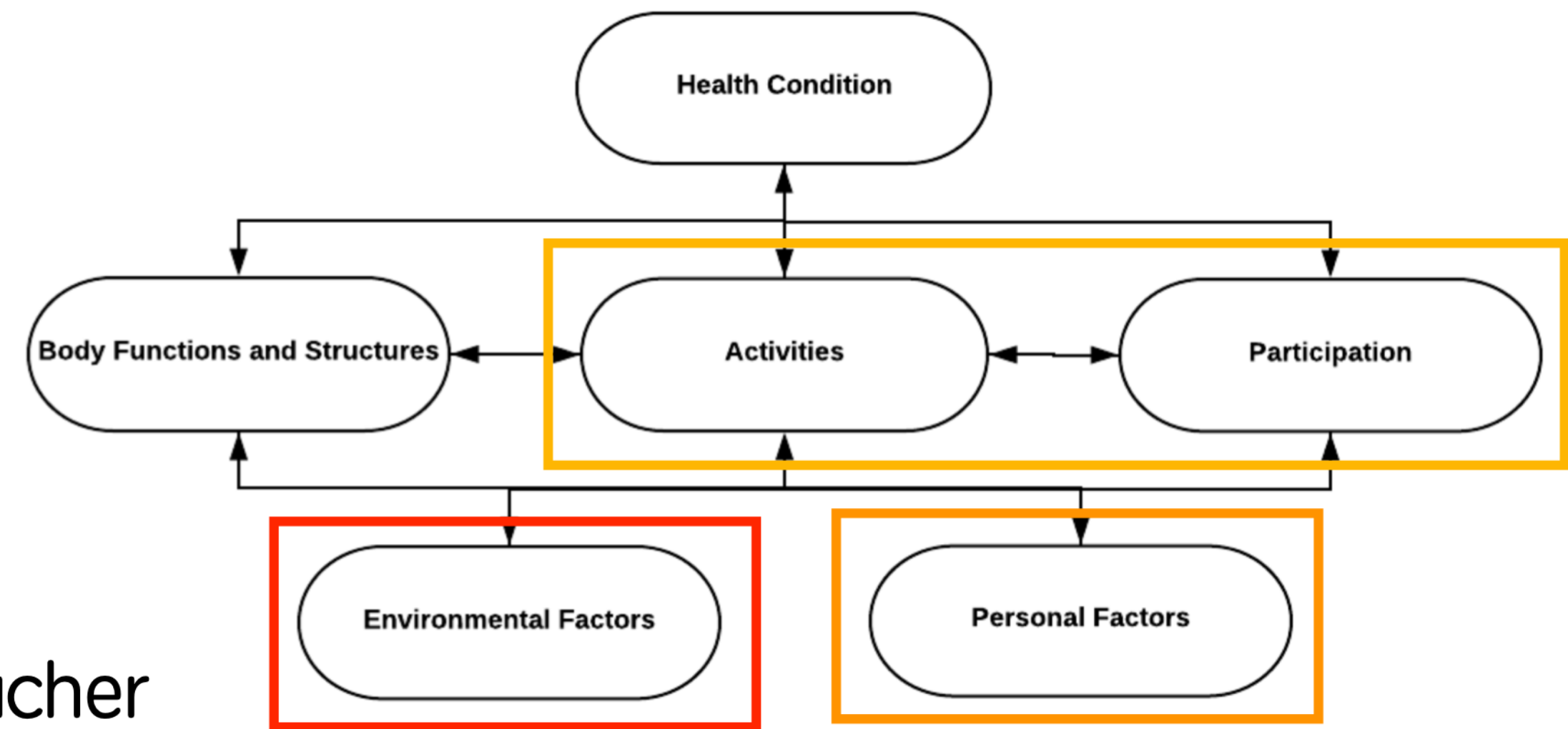
2. Multidimensional Assessment



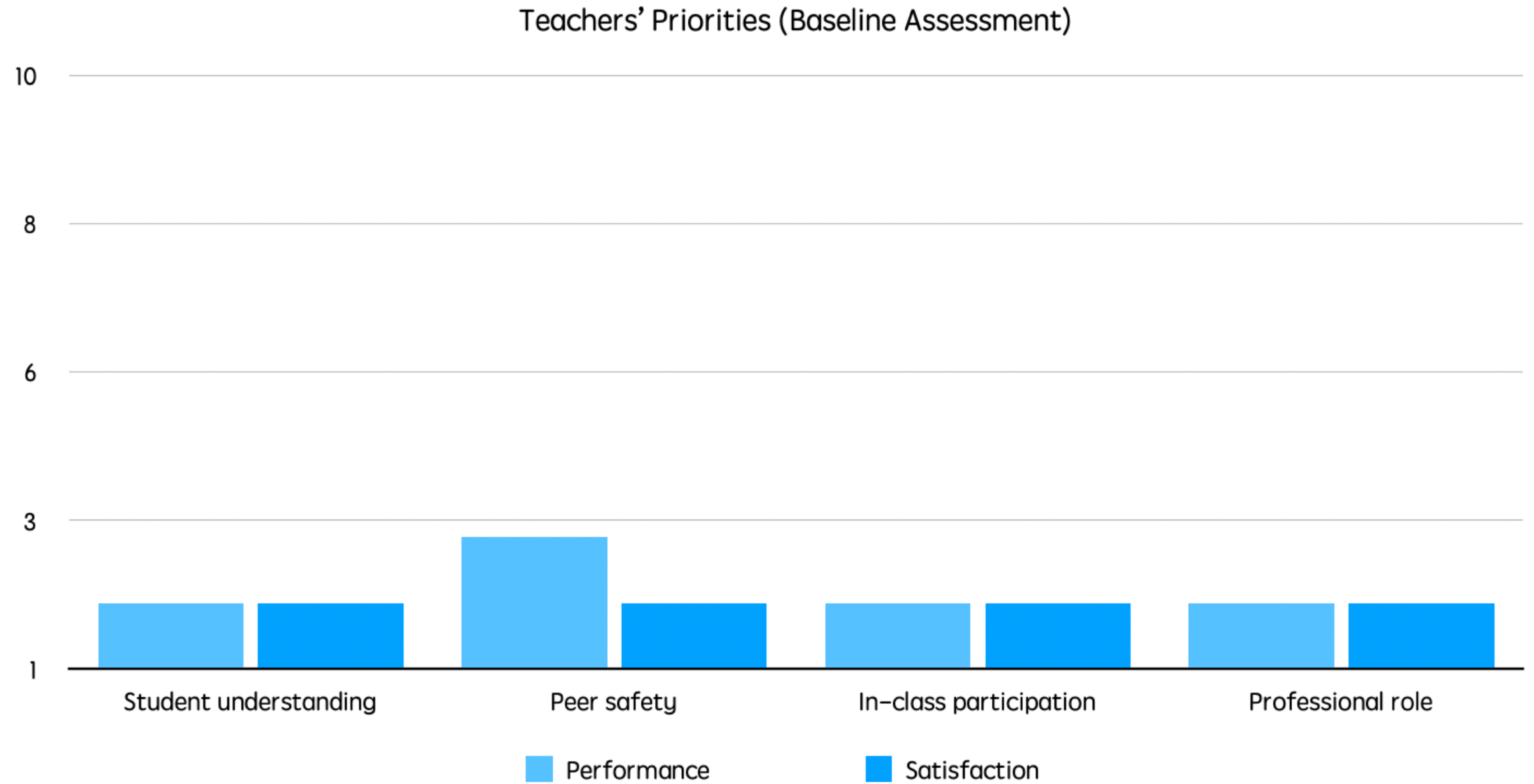
Teachers' Goals & ICF-Based Support Focus



- Enhancing understanding of the student
- Ensuring peers' safety
- Improving student participation during class
- Fulfilling the professional role as a special education teacher



Baseline Results : Teacher Priorities



ICF-Based Functional Profile

Activities & Participation

- d130 : Imitating
- d210 : Carrying out simple tasks
- d315 : Receiving nonverbal messages
- d820 : School education
- d160 : Focusing attention
- d175 : Solving problems
- d3350 : Acting in response to frustration
- d1202 : Smelling
- d145 : Learning to write

Personal Factors

- Can follow simple instructions
- Has difficulty with self-regulation
- Limited sustained task engagement
- Has preferred items/objects

Environmental Factors

- e225 : Climate / temperature
- e360 : Support staff in the classroom
- e250 : Sound
- e425 : Peers' attitudes
- e465 : Unclear rules and expectations
- e2255 : Seasonal and weather changes



OT Intervention Protocol (Total 20 sessions)

Semester 1



Individual Skill Training(10)

- Format : 1:1(OT-student)
- Goal : Therapeutic alliance, self-regulation
- Focus : School-task practice



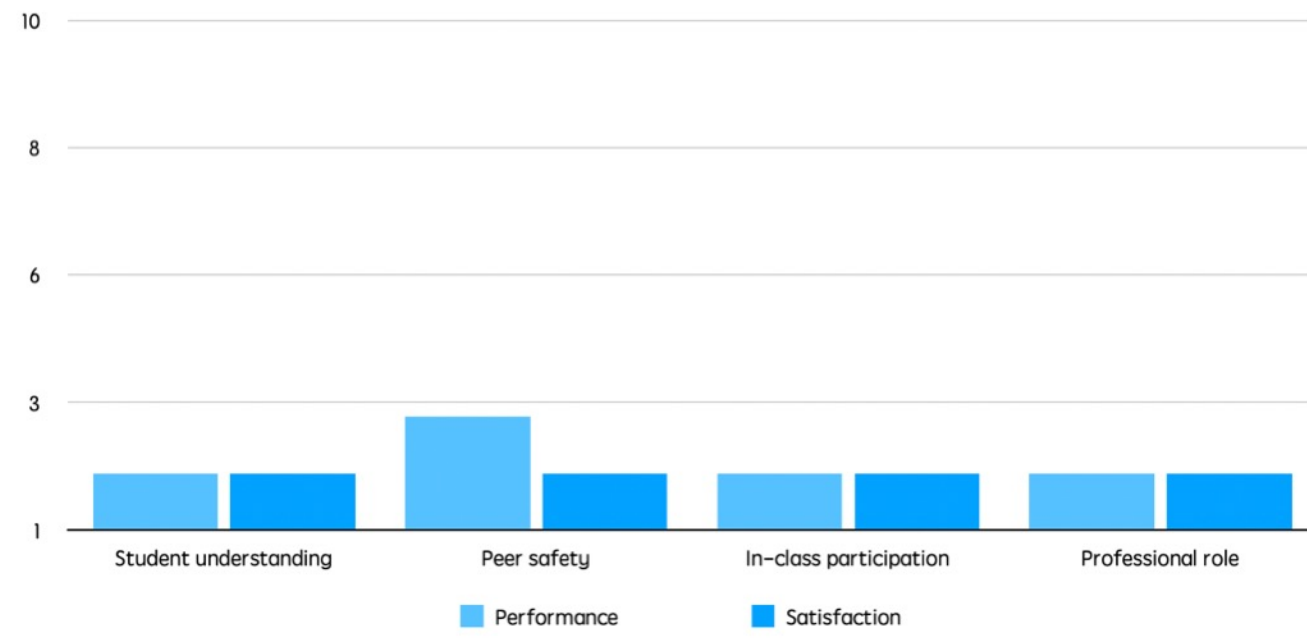
Generalization



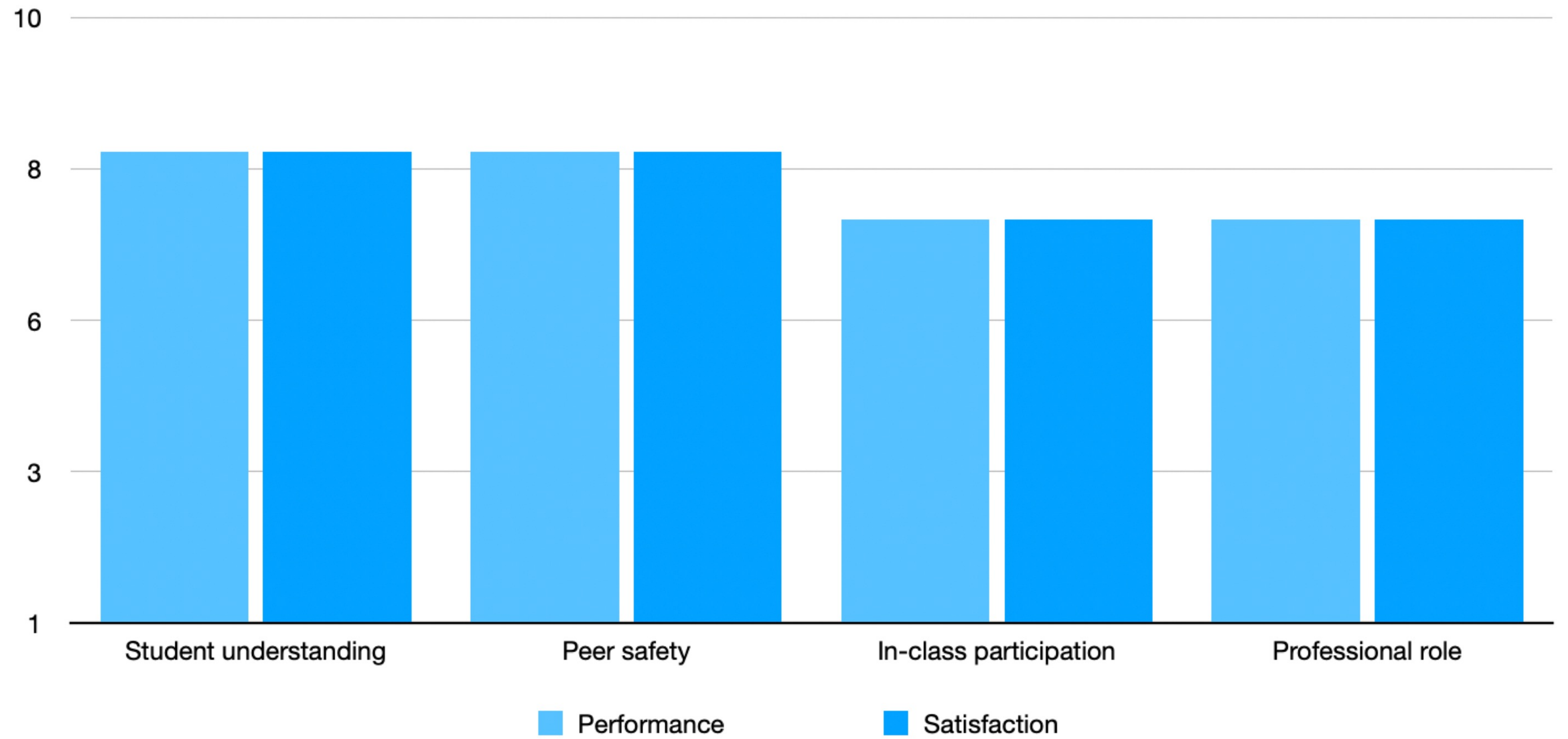
Classroom Implementation(10)

- Format : Classroom-based support
- Goal : Strategy modeling, In-situ coaching
- Focus : Paraprofessional training with in-situ coaching

Teachers' Priorities (Baseline Assessment)



Teachers' Priorities(post-Assessment)





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Generalization



Results & Implications

OT Role in School-Based Support

Participation-focused evaluator
Classroom implementation designer
Environment & task modifier
Team collaboration coordinator



Limitations / Future directions

- Small sample size
- Limited long-term follow-up
- Context-specific factors
(Classroom environment & staffing)
- Need for replication and systemic evaluation across settings

Key Reference

- World Health Organization. (2001). International classification of functioning, disability and health (ICF). World Health Organization.
- Sugai, G., & Horner, R.H. (2002). The evolution of discipline practices: School-wide positive behavior supports. *Child & Family Behavior Therapy*, 24(1-2), 23-50.
- Horner, R. H., Sugai, G., smolkowski, K., Eber, L., Nakasato, J., Todd, A.W., & Esperanza, J. (2010). Examining the evidence base for school-wide positive behavior support. *Focus on exceptional children*, 42(8), 1-14.
- American Occupational Therapy Association. (2020). Occupational therapy practice framework: Domain and process (4th ed.). *American Journal of Occupational Therapy*, 74(suppl.2), 7412410010