

**TABLE 7-1. TOOLS AND STRATEGIES FOR ADAPTIVE OCCUPATION**

OCCUPATION	ADAPTIVE TOOLS INTRODUCED
Bathing	Grab bars, tub transfer bench, non-skid mats
Eating	Large-handled utensils, plate guard
Meal preparation	Rocker knives, food processor
Mobility	Ramps for door thresholds, high-visibility stair tapes
Home care	Long-handled broom/dust pan, bed rails
Dressing	Elastic shoelaces, storage containers

for the simple explanation that Andy’s problem was “just behavior,” the true problem might not have been discovered and Andy might not have had such a successful outcome.

### CASE EXAMPLE

This study examined the impact of occupational therapy intervention methods, focused on adaptive occupation, and education/teaching on the daily life task performance of adults with intellectual disability. Do interventions based on adaptive occupations improve occupational performance? Participants included 9 adults with intellectual disability (ages 26 to 73) who lived in community with 10 live-in assistants. Individual interviews were conducted with each of the participants to obtain their perspectives of those ADL/IADL tasks the participants with intellectual disability were and were not able to perform well in their daily lives. Special focus was placed on inquiring about tasks the individuals wanted to perform more independently or safely. The AMPS was administered to evaluate occupational performance. Qualitative data included field observations, interviews, and conversations with participants during intervention sessions. Conversations with participants and results of the AMPS guided the specific interventions for the core members. Individualized interventions were developed based on each core member’s specific strengths and needs and were implemented across 6 months’ time. Consultation and recommendations were provided to assistants for carry-over of interventions for the participants with intellectual disability and use of adaptive equipment and strategies.

The AMPS was administered during the first and last weeks of interventions and used as a pre- and post-test measure. ADL motor and process ability are reported in logits and represent the overall measure of a person’s ADL task performance. Changes in pre- to post-test scores of greater than 0.5 logits for motor skills and 0.4 logits for process skills represent a statistically significant improvement (Fisher & Jones, 2014). Data analysis included qualitative descriptive analysis of notes and observations, which were triangulated with the gain scores derived from pre- and post-test AMPS data.

Data analysis revealed improvements in participants’ performance of daily life tasks. ADLs were targeted for intervention and included tasks addressing food and meal preparation, house cleaning, and caring for pets. Table 7-1 illustrates some of the adaptations and adaptive equipment utilized during this study. Participants reported some of the most significant gains were made in their confidence, engagement, and generalization of their newfound competence in tasks across other aspects of their daily lives.

Table 7-2 illustrates the participants’ motor and process ability measure, reported as logits, obtained during the pre- and post-test evaluation sessions. Collectively there was not a significant change in motor skills from pre-test (M = 1.13, SD = 0.50) to post-test (M = 1.26, SD = 0.54);