Primary Concepts

- Social needs of teens support group-based assessment

- Interests of typical teens guide student-centered assessment and intervention

- Nocturnal shift in sleeping patterns of adolescents require novel activities

Instructions

1. In this chapter, the research team found that few published assessments to identify needs and guide intervention existed. This research team chose to use the pie of life and a vocational interest collage to assess time-use patterns and current interests. Based on your understanding of group theory and activities, select five group activities and analyze those activities for the assessment data that might be discovered. How might the activity reveal values and interests? What contexts (social, virtual, spiritual, spatial, temporal, cultural, etc.) might be discovered by having youth engage in this activity?

2. In a group of two or three, share your chosen activities, further analyze the activities, and then select two activities to use as assessments to guide intervention for a group of 14- to 17-year-old males placed in a residential detention facility or a group of 13- to 17-year-old females who are pregnant and living in a residential educational facility.

3. Give your rationale for selecting each activity. Use theory to guide your thinking. What occupations or life skills do you expect to get information about by using this activity? Knowing that teenagers have a shift in sleep patterns, describe how you will address the need for novel activities. Often group dynamics in these classrooms present challenges to running group activities. What group dynamics among the youth might you need to anticipate and prepare for during the activity?

4. From your expected assessment data, plan two intervention sessions for each of the identified groups above.

Understanding the Linkage Between Occupational Science Foundational Knowledge, Occupational Therapy's Role as a Related Service to Youth in Alternative Education Programs, and State Core Content

Purpose

The goal of this learning support is to for students to develop understanding of the linkages between occupational science foundational knowledge, occupational therapy as a related service in education systems, and how services provided to youth in alternative education programs must align with the State Department of Education core content.

Primary Concepts

- Interests, sleep patterns, physical and emotional development, educational and social demands of typical youth

- Related services and educational relevance

- State-defined core content for grades K through 12

Instructions

1. Go to your state department of education's Web site and search for the K through 12 academic standards (sometimes called *core content* or *core content for assessment*). You will usually find standards that address art, science, language, math, history, health or physical education, and prevocational and life skills. Read through the standards and identify those standards that are a strong fit between occupational therapy and the state standards.

2. Identify concepts from occupational science foundational knowledge that support occupational therapy's involvement as a related service for youth with special needs. Citing the standards that fit with your preparation as an occupational therapist, write a memo to the special education director of your district proposing weekly group-based services for youth in a high school special education classroom.

3. Identify one standard of interest to you and develop group-based, weekly intervention sessions for youth at risk who, due to truancy or random drug screens or behaviors, have been moved from special education services in the traditional school to an alternative education program in your district (e.g., for a math class you might design a cooking activity a teen would enjoy and reinforce the concept of fractions by using the recipe). Design 1 month of weekly 50-minute interventions, specifying goals, materials, ways of organizing the group, and real products the teens can consume or take home.

Interviewing as Assessment: Individual or Focus Group?

Purpose

The purpose of this learning support is to give the student an opportunity to compare and contrast two different types of interviewing: individual or group-based.

Primary Concepts

- Semistructured interviews

- Data collection techniques for individual or group-based interviews

- Transcription of data