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Article Overview:

This publication is a practice guideline synthesising evidence for interventions promoting activities of daily living, instrumental activities of daily living, play and leisure, sleep, mental health, positive behaviour and social participation, and achievement/participation in school.

Key take home messages:

1. *Interventions improving activities of daily living, instrumental activities of daily living, play and leisure, rest and sleep:*
 - ADL's
 - **Strong evidence** for engagement in self-care activities and routines, functional mobility activities and cognitive-based interventions. Improved outcomes when engaging at home, school or in the community (**natural environment**)
 - The importance of collaborating with parents, school and community as well as providing parental training was emphasised
 - It is worth exploring the use of technology in particular for clients with ASD and ADHD.
 - **Strong evidence** for embedding fitness curricula into the school environment
 - **Strong evidence** for skills-centred education strategies **involving peers, family members**
 - Play and leisure:
 - Use structured and guided play participation.
 - Sleep:
 - Strong evidence on sleep preparation activities including sleep education, coaching and cognitive strategies.
2. *Interventions to improve mental health, positive behaviour and social participation.*
 - **Strong evidence:** associated with yoga and sports activities in addressing mental health outcomes and improving social participation skills.
 - **Strong evidence** for animal-assisted interventions with children and youth with ASD.
 - Play and creative arts interventions should be incorporated to improve social participation
 - It is recommended to use of group service delivery models, and interventions that include parental involvement.
 - **Strong evidence** for use of computer and video games in supporting social skills training and social participation.
 - **Low strength** evidence for outdoor activity groups, life skills groups, video and computer games on mental health outcomes.
3. *Interventions improving learning, academic achievement and successful participation in school.*
 - **Strong evidence** for peer support, peer-mediated interventions in increasing school participation
 - **Strong evidence** supporting therapeutic practices of some activities, in particular yoga and literacy participation interventions

- **Moderate evidence** for use of manualised programs and context modification to promote physical activity.
- Therapeutic practice has stronger empirical support than sensorimotor approaches.
- Therapists to consider and include peer support and parents in the intervention.