

Full source reference:

Laverdure, P., & Beisbier, S. (2021). Occupation-and activity-based interventions to improve performance of activities of daily living, play, and leisure for children and youth ages 5 to 21: a systematic review. *The American Journal of Occupational Therapy*, 75(1), 7501205050p1-7501205050p24.

Free access link:

N/A

Article Overview:

- This is a systematic review examining the effectiveness of occupation- and activity-based interventions to improve participation and performance in activities of daily living (ADLs), and play and leisure in children and young people with disabilities aged 5- to 21- years old.
- There were 23 articles included in this systematic review. Each study was differentiated between strong, moderate or low strength of evidence.
- 3 groups of interventions were identified:
 - (1) Supporting engagement in occupations
 - (2) Based on cognitive supports
 - (3) Using technology.

Key take home messages:

1. Evidence suggests that **supporting engagement in occupations**, supporting participation with **cognitive supports** and using technology to promote occupational participation and performance **can be effective** in improving ADL, play and leisure participation and performance in children/youth with disabilities.
2. *Improving ADL participation and performance: there is –*
 - **strong** evidence for interventions supporting engagement in occupations (e.g.; engagement in occupations in home and community settings);
 - **strong** evidence for cognitive supports interventions (e.g., goal setting, coaching);
 - **moderate** strength of evidence for video modelling;
 - **strong** evidence for web-based play with children with CP.
3. *Functional mobility outcomes: there is –*
 - **strong** evidence for engagement in functional mobility activities and structured exercise programmes
 - **strong** evidence for cognitive supports interventions
 - **low strength** of evidence for virtual reality interventions.
4. *Improved engagement in play and leisure: there is –*
 - **moderate strength** of evidence for occupation and activity-based interventions
 - **low strength** of evidence for cognitive supports interventions
 - **low strength** of evidence for virtual reality interventions and computer-based play.
5. This review emphasizes the importance of the following as key ingredients:
 - explicit occupational skills training/education
 - collaborating with clients and caregivers in the development of goals
 - coaching and feedback
 - embedding interventions in natural routines/contexts
 - considering use of technology to support occupational participation.