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| **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.  1. *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.  1. *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.  1. 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. |