

## Background / Rationale

- Assessment of Instrumental Activities of Daily Living in pediatrics is often overlooked because IADLs are associated with adults
  - Children's IADL participation is neglected in non-traditional learning environments (Shil et al., 2022)
- Researchers reviewed literature on occupational therapy's role in the assessment and intervention of pediatric IADL engagement
- Limited research was found on community programs supporting IADL development and the influence of occupational therapists
- OTs have the expertise to incorporate IADLs into various settings
- Researchers contacted St. Andrews Catholic Academy and Alliance for Community Empowerment for collaboration
  - Researchers created an observational checklist based on COSA and PVQ assessments (Kielhofner et al., 2008; 2014)
- Results guided program planning and OT intervention ideas for IADL skill building in non-traditional settings

## Research Question

Which IADLs do children perform in after-school programs, and where are the participation gaps OT can address?

## Methods

- Design/Measures:
  - Mixed-methods needs assessment
  - OTPF-based observational checklist
  - Semi-structured staff interviews
- Participants: Children ages 4-10 and staff at St. Andrews Catholic Academy & Alliance for Community Empowerment
- Procedures:
  - Observed presence/absence of IADL behaviors/engagement
  - Interviewed staff about children's strengths, challenges, and routines as related to IADLs
  - Interview question: "What challenges do you notice children having with independence?"
  - Organized observational data and interview notes into themes to identify areas of concern
- Aligned with the research question by identifying children's IADL participation, challenges, and opportunities for OT support

## Results

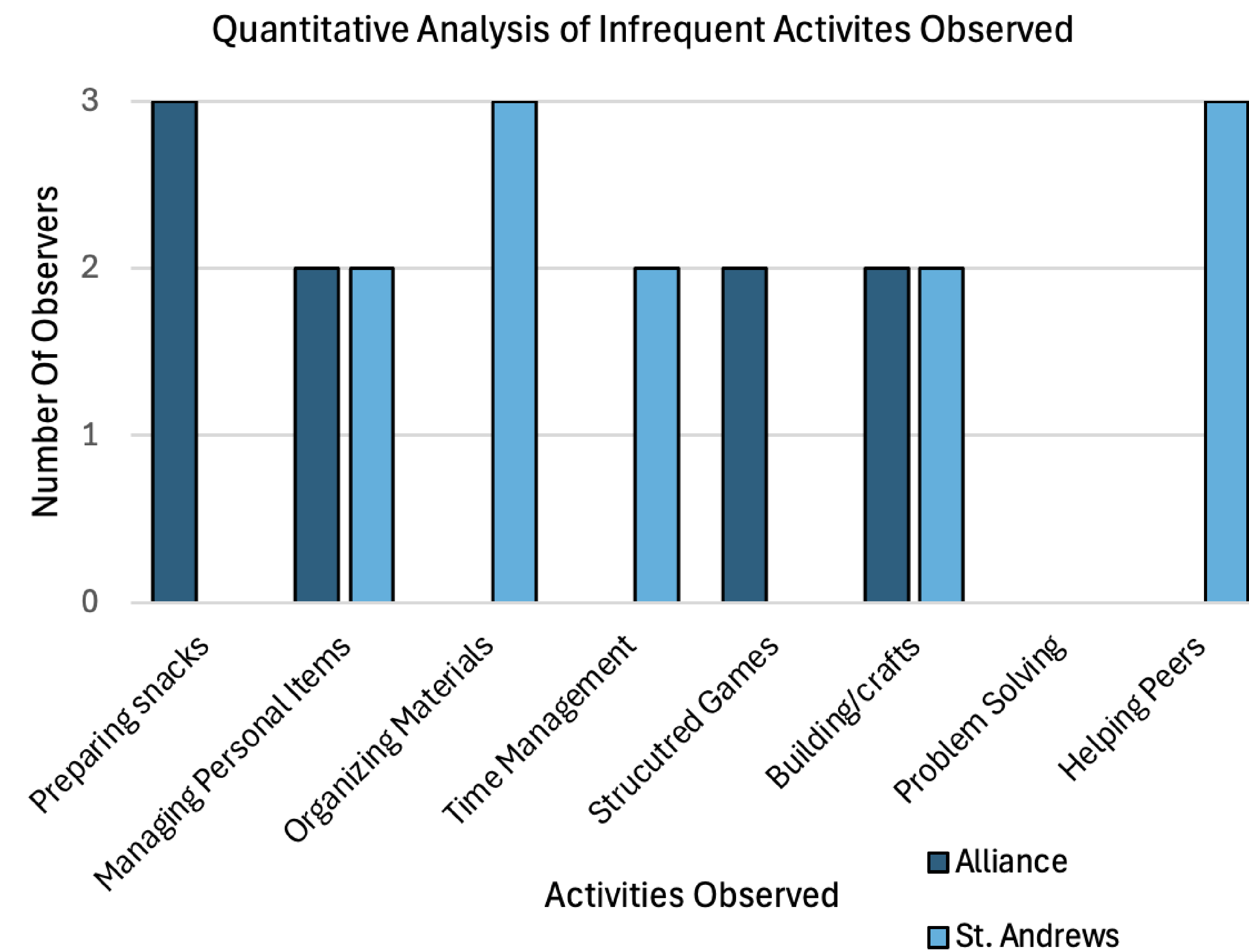


Figure 1: Quantitative Analysis

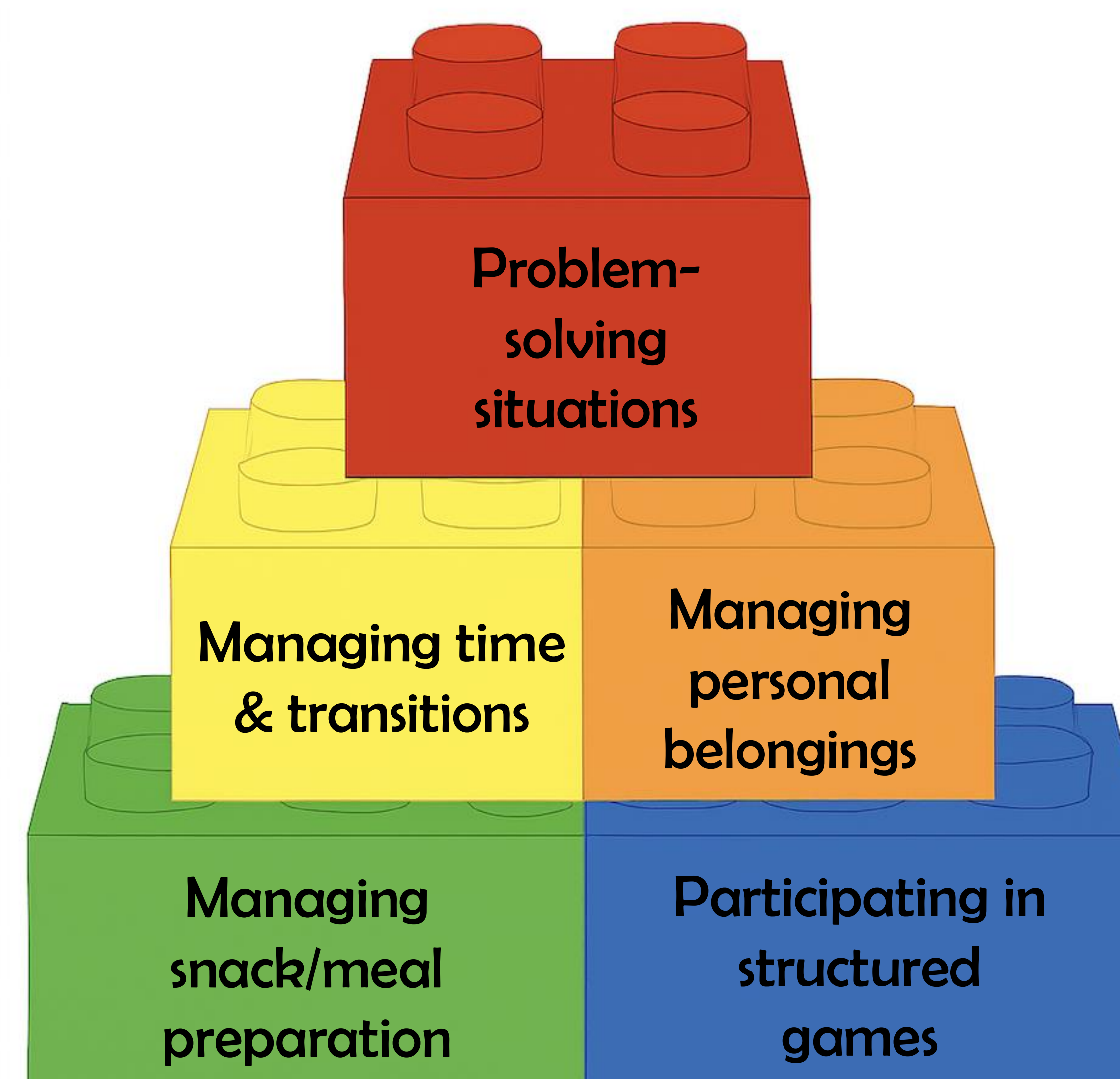


Figure 2: Thematic Analysis

## Ethical / Safety Considerations

- IRB approval wasn't required due to non-intrusive observations
- All staff interviews were voluntary and limited to program practices
- Ensured respect for privacy and safety, data remained confidential

## Discussion

- Findings support pediatric IADLs remain under-addressed
- Lack of structured opportunities limits the practice of IADLs
- Staff expressed interest but lacked time, training, and task ideas
- Five pediatric IADL areas were rarely observed
  - Observational data informed the creation of a Pediatric IADL Activity Booklet to support engagement in various settings
- Limitations:
  - Small sample, limited observation time, full outcome follow-up was unable to be completed
- Future Directions:
  - Follow up with programs on the use/effectiveness of booklets
  - IRB-approved study to survey pediatric OTs on IADL practices
- Implications for OT:
  - OTs can partner with community programs to promote early life skills beyond academic and sensory needs

## THRIVING BEYOND SCHOOL: PEDIATRIC IADLS



Sacred Heart  
UNIVERSITY  
Graduate Program in Occupational Therapy



Scan Me!

## Contact Information & References

bowenn2@mail.sacredheart.edu  
imbrogno2@mail.sacredheart.edu  
luciam2@mail.sacredheart.edu  
seanors@sacredheart.edu

