Dutch Children’s Perspectives on the Constructs of the Child Occupational Self-Assessment (COSA)

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Example COSA rating scale

<table>
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<tr>
<th>Statement</th>
<th>IK HEB VEEL MOEITE DIT TE DOEN</th>
<th>IK HEB EEN BEETJE MOEITE DIT TE DOEN</th>
<th>IK DOE DIT GOED</th>
<th>IK DOE DIT HEEL GOED</th>
<th>NIET ZO BELANGRIJK VOOR MIJ</th>
<th>BELANGRIJK VOOR MIJ</th>
<th>HEEL BELANGRIJK VOOR MIJ</th>
<th>HET BELANGRIJKST VOOR MIJ</th>
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<td>Mijn klusjes in huis doen</td>
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Does COSA measure ... ... what it intends to measure?

Model Of Human Occupation
Claim: Client-directed assessment tool & outcome measure
  * Sense of competence for performing everyday occupations
  * Importance attributed to occupations

Dutch translation
Cognitive testing:
Should be standard in developing questionnaires
  * Question-answering process model

How do children with special needs interpret the meaning of the COSA-items?

Keller et al, 2005; Kielhofner, 2008; Adrichem, 2004; Willis, 2005
Method

Qualitative study
• Cognitive interviewing approach
  Three Step Test Interview

Participants
• Purposeful sampling; 3 boys & 3 girls; age 8-12; receiving OT
• Ethical considerations

Data Collection
• COSA questionnaires; TSTI: observations & interviews
• Audio & Video-registrations
• Field notes & Reflective notes

Data Analysis
• Guided by Constant Comparative Method

Results:
Variations in understanding COSA-items

- Discrepancy score & stories
- Mismatch answer & intended meaning
- Lack of clarity in some COSA-items
- Translation inaccuracies

‘Dressing myself’: ‘I do this ok’ 😊
Well, that I... uh ... sometimes it doesn’t work, and then mummy dresses me quite often

‘Keep my mind on what I am doing’
Uh..., I don’t understand

‘Have enough time to do things I like’ => ‘Plan my time well’
Results:
‘So much to do, so little time’
Managing daily occupations

- Need for play
- Lack of time
- Being tired
- Social environment, supportive or barrier

Because sometimes there is hardly any time left over to play outside and then I am busy with some school work and then I want to finish it very quickly ... because I like playing outside very very much, I like it very much
Discussion & Implications for practice

• Is Dutch COSA already an outcome-measure?
• Develop COSA with children
• Cognitive questioning & pretesting are essential in developing self-reports
• Standard translation procedures: forward-backward & cultural differences
• Exchanging independence for interdependence
COSA-dialogue *can* enable children to share what they find important & how they perceive performing daily occupations.

Thank you for listening.

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