

## Individualizing cognitive strategy use in group remediation for children with Developmental Coordination Disorder

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**Introduction.** Child and family-centred practice supports the inclusion of parent and child perspectives, reflecting progress in meaningful contexts, when considering the need for therapy and therapy outcomes. **Objectives.** This paper describes the use of a group therapy intervention for children with Developmental Coordination Disorder using the Cognitive Orientation to daily Occupational Therapy (approach) and evaluates parent and child, as well as clinical perspectives, of outcome; controlling for subtype of movement difficulty and other socio-economic and developmental variables. **Methods.** A mixed experimental design was used to consider quantitative change in movement skill and subjective perceptions of progress amongst children in a cross-over intervention programme of 20 weekly group therapy sessions with a 6 monthly review of movement skills and developmental progress, over a period of 2 years. **Results.** A majority of children improved in movement skill via a group intervention using functional tasks as therapeutic procedures (Wilcoxon: negative ranks  $n=30$ , positive ranks  $n=5$ , ties  $n=8$ ,  $Z = -4.34$ ,  $P < .001$ ). Progress was unrelated to degree of initial motor impairment or subtype although those with perceptual and severe movement problems were more likely to have persistent difficulties. **Conclusion:** Despite a group intervention programme, the majority of children made substantial clinical progress using a group therapy intervention model, on individual goals and targets. However, children's confidence and resilience may influence opinions of their self report of change. **Contribution to evidence base of occupational therapy.** The implications for client-centred practice in group therapy models for children will be discussed.