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Cognitive strategy use in children referred to occupational therapy for difficulties with social competence: Findings from PRPP@HOME-SOCIAL and PRPP@SCHOOL-SOCIAL: Questionnaires

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Introduction/Rationale: Increasingly children who find reduced social competence a barrier to participation at home and at school are being referred to occupational therapy. The Perceive, Recall, Plan and Perform Questionnaire was developed to identify difficulties with cognitive strategy use which are associated with reduced social competence. Little is known whether there are patterns of cognitive strategy use strengths and weaknesses which may be commonly observed in children experiencing difficulties with social competence during school occupations.

Objective: To investigate the type of difficulties in cognitive strategy use experienced by children referred to occupational therapy for difficulties with social competence, as measured by the Perceive, Recall, Plan and Perform (PRPP) System of Task Analysis Questionnaire.

Method: A sample of 350 matched Parent (PRPP@HOME: SOCIAL) and Teacher (PRPP@SCHOOL: SOCIAL) Questionnaires for children in K-Year 3 were collected from a private occupational therapy practice. Multivariate and descriptive analyses were completed to discover conceptual grouping between cognitive strategy use and behaviour in the sample.

Results: Preliminary results indicate that students with reduced social competence had inefficient use in recall and planning strategies impacting on a range of social skills during expected performance. Further factor analysis will be used to determine specific cluster of cognitive strategy items commonly experienced by children in this group.

Conclusion: Investigation into the use of cognitive strategies for children experiencing difficulties in social competence can help to build capacity by targeting specific cognitive strategies required for occupational performance at home and school.