

With word through picture, the child emerges: The construction of the Occupational Repertoire Development Measure-Child (ORDM-C)

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Introduction: Children have their own interests in occupations that may differ from their parent's wishes as well as the assumptions that occupational therapists hold about what children should be doing at certain "ages and stages." Our experience in using participation measures with children suggests that children define their occupational involvement in their own way often without considering associated occupational performance. We also found that participation tools for children do not capture the processes of shaping and part-whole learning that are important for understanding occupational development. To address these gaps, we have created an occupational repertoire development measure to capture the child's perspective about their occupations across all occupational levels.

Objective: We will describe the rationale and construction of the Occupational Repertoire Development Measure-Child (ORDM-C) and present the pilot version of the ORDM-C.

Method: A complex, multi-step process was used to create the ORDM-C: goal, construct, and measurement specification; item identification, generation, and validation; and scale generation.

Results: The ORDM-C is an online child-report measure comprised of detailed animated drawings of children doing activities, tasks, and/or actions. Children are asked to report whether they can or cannot do (their perceived ability) the whole or a part of the occupation, and their interests in and opportunity for learning, performing, and engaging in occupations.

Conclusion: The ORDM-C will provide occupational therapists with a specific client-centred, occupation-based tool to understand the occupational repertoire development of children, facilitating interventions that address occupational performance and engagement issues.