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The Perceptions of Occupational Difficulties, Support and Intervention of adolescents with learning difficulties (LDs) and their parents in South Africa

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Introduction & Rationale

Occupational therapy for adolescents with
LDs (ADHD & SLDs)

Intervention dilemmas

No follow-
through

Focus \neq
Adolescent
occupations

Limited
evidence





Treated as big children or little adults?



Image¹

OR



Image²





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Literature review

- Mainly from psychology – key studies by Brook & Boaz³⁻⁵
- = very little occupational therapy literature specific to population
- Suggestions to adjust occupational therapy paradigms by Journey & Loukas⁶ and Loukas⁷





Method

- Descriptive, explorative, qualitative study design
- Card sort of occupations – ranking of occupations
- Focus groups & interviews – inductive data analysis
- Occupation by Design model by Pierce^{8,9}
- 18 Adolescents aged 13 – 21 years with LD (SLD / ADHD / LSEN school) – not intellectual disabilities
- 9 Parents (of adolescents participating)





Occupational difficulties

3 themes

1. Developmental difficulties

2. Occupational difficulties

3. Intervention-related difficulties





Support & intervention

Main sources of support:

1. Teachers / school environment
2. Parents(mother) & other family
3. Friends / Self-determination
4. Other adults / professionals (occupational therapist, psychologist, counsellor, coach)

3 themes

1. Support and mentoring

2. Intervention

3. Promotion of self-determination



Image¹¹





Conclusion & Recommendations

- 5 Principles for intervention
 1. Adolescent-centred
 2. Environment
 3. Now & future
 4. Skills & adaptations
 5. Strengths & weaknesses

Note: Proper discharge practices



Image¹²



Image¹³



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