occupational Therapy participation in Occupation in Occupation Education Participation in activities needed for successful academic performance (Activities of Daily Living)

academic performance such as handwriting. organizing books and supplies, sensory processing and self-regulation

(Activities of Daily Living)

Participating in mealtimes in the cafeteria (eating, engaging in conversations with friends), managing clothing, using the restroom, and hygiene (washing hands)

Work

Learning basic pre-work skills such as cleaning up after an art project or lunch: time-management: following directions; volunteer activities





(Instrumental Activities of Daily Living)

IADLs

Participation in activities to support daily life in school & community (e.g. basic cooking). Using tools to communicate (e.g. phone, keyboard)



Taking care of one's mental health (mental health literacy, coping) and physical health (nutritious diet). Sensory processing strategies for well-being



Social **Participation**

Making & keeping friends, respect for differences, including others, developing social and emotional learning (SEL) (e.g. recognizing feelings, modifying behavior)

Sleep / Rest

Developing sleep routines to support growth and health (e.g. getting enough hours of sleep, knowing how to prepare for sleep); recognizing the need for rest and a balance of activities





Leisure

Exposure to and participation in healthy extracurricular hobbies and interests after-school and on weekends (e.g. music, dance, sports, crafts, clubs)

Play

Participating in healthy play activities during recess (both structured and unstructured), interacting as a team, following rules, engaging in playful interactions with peers