



# Developing Independence Workshop

Occupational Therapy Team  
Hackney Ark



# What is Occupational Therapy?

## **What?**

We support children to be as independent as possible in everyday tasks (occupations), at home and at school.

## **How?**

By looking at: the Child, the Task and the Environment



# Examples of 'occupations'



# Aims of today's session?

- Set an achievable self-care goal for your child and make a plan of action
- Discuss, identify and practice strategies
- Learn some tips & tricks





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# Introductions

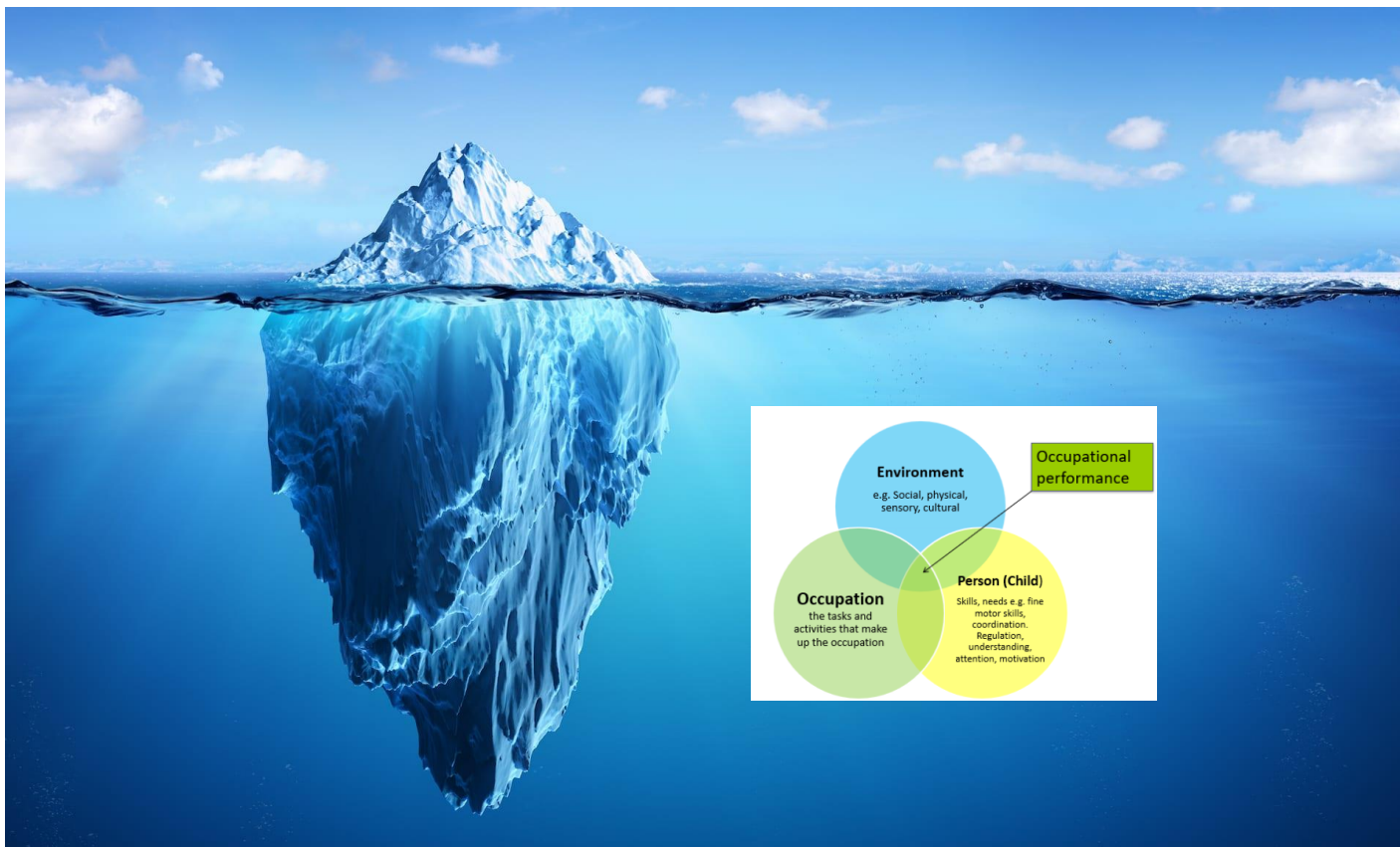
- Your name, your child's name & age
- Briefly share a daily task or area of participation (like self-care, leisure, or school skills) that you'd like your child to make progress in



# 1) Goal idea?

- *"I'd love for them to be able to get dressed in their school uniform on their own without me needing to step in."*
- *"It would be great if they could make themselves a simple snack, like toast, without needing a lot of help."*
- *"I really want them to learn how to cross the road safely, so I can feel confident they'll be okay out in the community."*





Child	C	Environment	E	Task	T
<ul style="list-style-type: none"> <li>• Motivation</li> <li>• Understanding</li> <li>• Communication skills</li> <li>• Attention</li> <li>• Regulation (emotional/sensory)</li> <li>• Fine motor skills and coordination</li> </ul>		<ul style="list-style-type: none"> <li>• Where?</li> <li>• What and who else is in the environment?</li> <li>• Distractions e.g. noise, visual</li> <li>• What position are they in?</li> <li>• Who and how much support can we offer?</li> </ul>		<ul style="list-style-type: none"> <li>• Is it too hard?</li> <li>• Are there sensory parts of the task that are hard to cope with?</li> <li>• Do they have the right equipment?</li> </ul>	





## 2) Iceberg

Goal: ***"I'd love for them to be able to get dressed in their school uniform on their own without me needing to step in."***

Child	Environment	Occupation
Very tired in the mornings	Cluttered or distracting bedroom setup	Time constraints (e.g., pressure to get ready quickly in the morning)
Emotional regulation challenges (e.g., frustration if the task is difficult)	Limited time or rushed morning routine	Lack of clear routine (e.g., no consistent process or checklist for getting dressed)
Trouble with sequencing or staying focused	Parental over-helping or inconsistent expectations	Variability (e.g., different clothes for PE days, weather changes, or special events)
Low confidence or motivation	Lack of visual supports (e.g., checklist, mirror)	

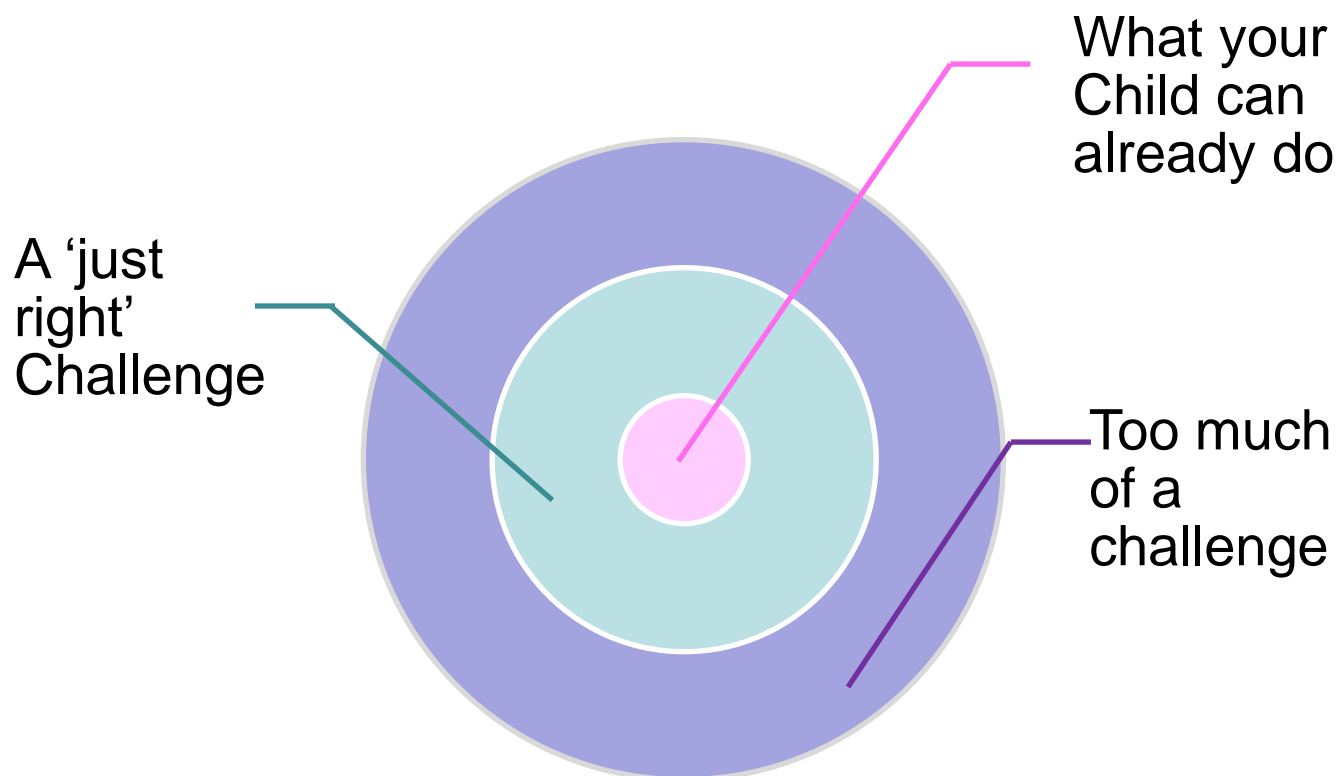





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# GOALS







Can you arrange this tasks in order of difficulty?




Put on T-Shirts  
and Jumpers




Choose  
Clothing  
appropriate for  
the weather.



Help pull down  
Pants.



Do up large  
buttons.



Take off tops  
and bottoms.



## Task in order of difficulty

3

Put on T-Shirts  
and Jumpers

5

Choose  
Clothing  
appropriate for  
the weather.

1

Help pull down  
Pants.

4

Do up large  
buttons.

2

Take off tops  
and bottoms.

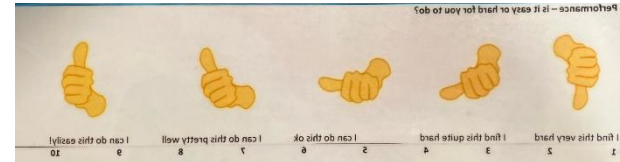


## Goal Examples

***"I'd love for them to be able to get dressed  
in their school uniform on their own  
without me needing to step in."***

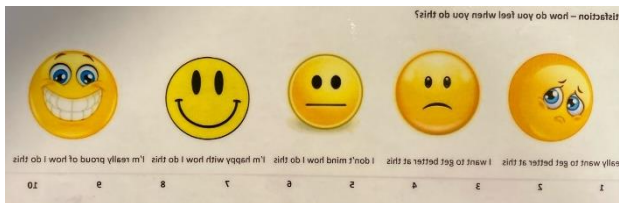
- I'd like them to be able to put on their school shirt and trousers independently, with minimal help for the buttons or zips, by the end of the month
- I'd like them to independently put on their school shoes and tie the laces (with a bit of help for the bow) by the end of the month
- "I'd like them to lay out their uniform (shirt, trousers/skirt) on the bed or chair by themselves, by the end of the month."





On a scale of 1 – 10:

- **Performance:** How well does your child currently perform this activity?
- **Satisfaction:** How satisfied are you with your child's current ability to perform this activity?





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# Sharing ideas

Have you faced a similar issue as other parents? Do you have any top tips?





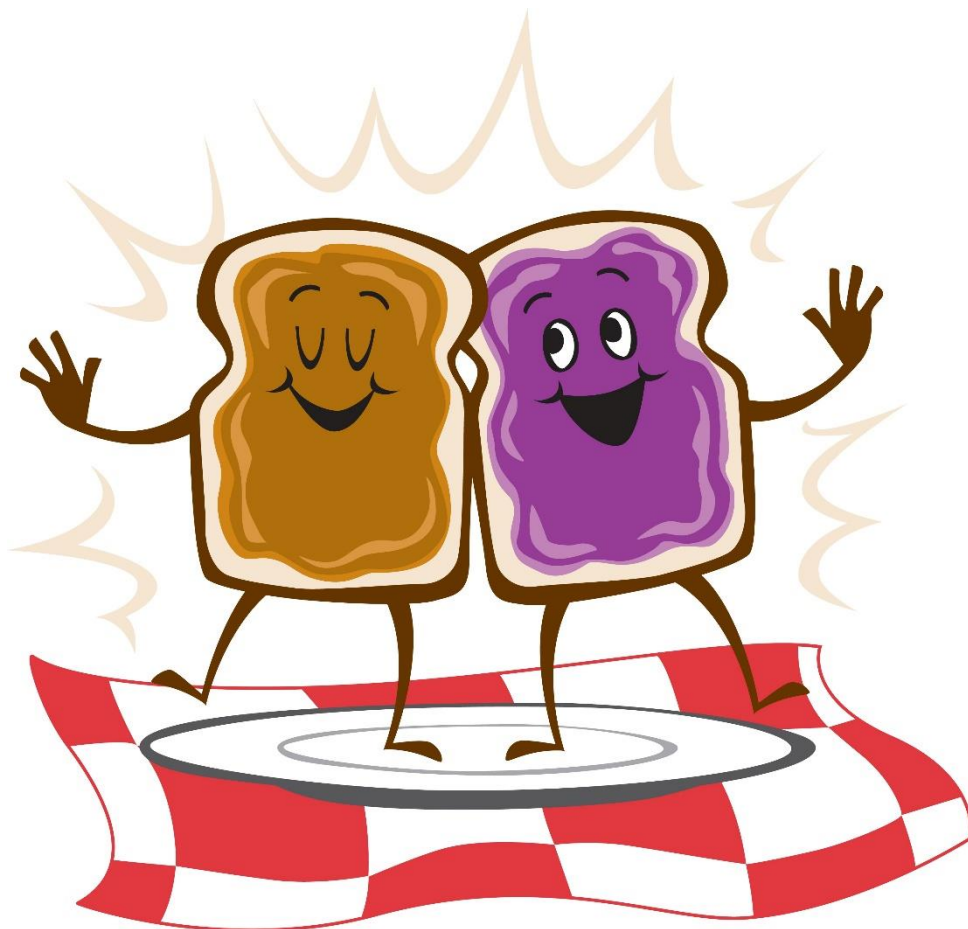


# STRATEGY IDEAS



## Short Video

[Making a sandwich](#)





1. Put a slice of bread on the plate.
2. Open butter
3. Use a knife to scrape butter
4. Use the knife to spread butter on the bread
5. Open jam
6. Scoop an amount and put on the bread.
7. Spread the jam evenly on the bread with the knife
8. Fold the bread in half
9. Eat your jam sandwich



# Techniques and Approaches

## Backward chaining

You start the activity, and your child completes the last step.

### What to consider.

- What are the steps?
- What can your child already do independently?
- What prompt would you provide to achieve the next step?



# Techniques and Approaches

## Grading

A method of modifying how and an activity/task is performed to make it more manageable

## What to consider

- Think about your child's goal....
- Break the task down into steps
- Which bits might be the most difficult?
- Which bits could you make easier?



# Techniques and Approaches

## Modelling

Demonstrate how to complete the task in front of your child

## What to consider

- Ensure you have their attention, and the activity is motivating
- Is it something that can be integrated into the daily routine
- Make it fun and include other family members



## Strategies to try at home



ANY  
*Questions?*







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**YOUR OPINION  
MATTERS**

