

# “Doing nothing all over again”

## Children’s occupational participation in residential homes

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# Today's presentation

The research project

Objectives

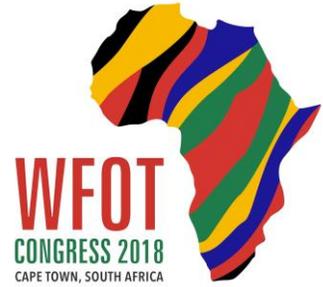
Methods

Results

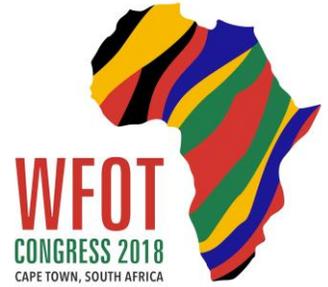
Conclusion



Denmark



# Objectives



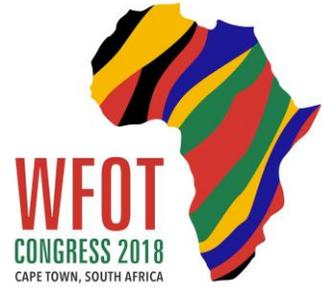
Growing up in out-of-home-care

Protection, responsibility, structure and predictability

School experiences in childhood

Occupational development

# Methods and Theory



- Action/participatory research
- Participants
  - Children, parents, professionals at residential homes and schools, pedagogues, teachers, social workers, leaders from the two municipalities involved
- “Conduct of everyday life”
- A child centred approach
- Occupation

# Results

Children are vulnerable and need care

Organization of everyday life

- adults are near the children around the clock

Barriers for children to practise age appropriate and independent decisions about

- engaging in occupations
- making their own arrangements



Rasmus wants to go for a walk in the village. You must not visit anyone without permission beforehand, he is told.

*And then I go to Sven's house and ask if he can play and he wanted to. Then we went back to my place. I was actually thinking of asking if we could phone Sven's parents and ask if it would be ok to play.*

*But we did not ask because the pedagogue was immediately annoyed over me visiting Sven without permission.*

# Results

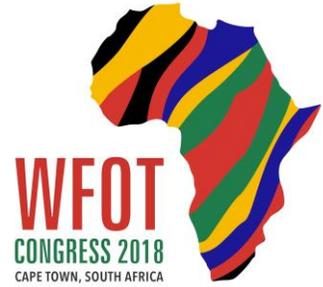
Professionals take responsibility for organising everyday occupations



The children are exempt for

- responsibility and possibility
- self-chosen participation with peers

The majority of leisure time is spent in the presence of adults



*Monday – relaxing*

*Tuesday - swimming*

*Wednesday – mom or dad visiting*

*Thursday - relaxing*

*Friday, Saturday and Sunday -  
relaxing*

*-and then it all repeats itself,*

***"Doing nothing all over again"***

# Conclusion

Living in residential homes creates a dilemma as the children are being deprived of

- making decisions about engaging in everyday occupations
- taking responsibility for participation in everyday occupations
- deciding when, where and with whom they want to do childhood occupations

This leads to an unintentional lack of possibilities for the children to develop and learn through engaging in everyday occupation and peer participations

OTs working with children in residential homes should be aware of this and need to facilitate learning, development and occupational balance in the children's everyday life through enabling occupation and participation

# Articles



- Schwartz, I., Hansen, A.B. & Stokholm, G., 2015. Tværprofessionelt samarbejde om børneliv i vanskeligheder. *Nordiske udkast*, 43 (1), 37-50
- Schwartz, I., 2017. Putting the child at the centre of inter-professional cooperation in out-of-home care. *Child and Family Social Work* 22 (2), 992-999
- Stokholm, G. 2015. Udviklingsvanskeligheder, krav og udfordringer i børns hverdagsliv. *Tidsskrift for socialpædagogik*, 18 (1), 67-76

# Thank you for your attention