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

➢ To describe the rationale for and construction of the Occupational Repertoire Development Measure-Child (ORDM-C)
Introduction

Occupational Development

A gradual change in occupations over time (Davis & Polatajko, 2010)

Occupational Repertoire

The set of occupations an individual has at a specific point in their life course (Davis & Polatajko, 2006)

A valid assessment is needed to measure these constructs.
## Child Measures and Repertoire Dimensions: The Gap

<table>
<thead>
<tr>
<th>Measure</th>
<th>Environment</th>
<th>Interest</th>
<th>Opportunity</th>
<th>Array</th>
<th>Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peabody Developmental Motor Scales and Activity Cards</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>✓</td>
</tr>
<tr>
<td>Miller Assessment for Preschool</td>
<td>✓</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>✓</td>
</tr>
<tr>
<td>Paediatric Activity Card Sort</td>
<td>X</td>
<td>✓</td>
<td>X</td>
<td>✓</td>
<td>X</td>
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<tr>
<td>Children's Assessment of Participation and Enjoyment</td>
<td>✓</td>
<td>✓</td>
<td>X</td>
<td>✓</td>
<td>X</td>
</tr>
<tr>
<td>Child Occupational Self-Assessment</td>
<td>X</td>
<td>✓</td>
<td>X</td>
<td>X</td>
<td>✓</td>
</tr>
<tr>
<td>Functional Independence Measure</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>✓</td>
</tr>
<tr>
<td>Occupational Repertoire Development Measure - Child</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
ORDM-C aims to support occupational therapists to fully understand the development of a child’s occupational repertoire to improve their work with children and families by identifying specific occupation-based goals for intervention that are meaningful to the child and family.
Occupational Repertoire Development Measure - Child

- Web-based child self-report measure
- Assess occupational repertoire development of children ages 4-12
- 20 minutes to administer
ORDM-C: Groupings

- Personal care
- Sleeping
- Feeding
- Chores
- Academic Activities
- Social Engagement and Community Navigation
- Sports and Recreation
Tie your shoelace

- I do this
- I don't do this
ORDM-C

Tie your shoelace

☐ I do this  ☒ I don't do this

Can you do this?
☐ Yes
☐ A bit
☐ No

Do you want to do this?
☐ Yes
☐ Maybe
☐ No

Have you had a chance to do this?
☐ Yes
☐ No
ORDM-C
## ORDM-C Advantages

<table>
<thead>
<tr>
<th>Computer-Based</th>
<th>Self-Report</th>
<th>Cross-cultural</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Increase access</td>
<td>● Taps into unique perception of the child</td>
<td>● Created concurrently in Portuguese (Brazil) and English (Canada and USA)</td>
</tr>
<tr>
<td>● Decrease materials required</td>
<td>● Top-down assessment</td>
<td>● Has the potential to be adapted for other countries</td>
</tr>
<tr>
<td>● Engaging format for child-users</td>
<td>● Facilitates goal-setting process</td>
<td></td>
</tr>
<tr>
<td>● Digital age is promoting use of computers in everyday life</td>
<td>● Child able to communicate opinions related to their occupational strengths and desires</td>
<td></td>
</tr>
</tbody>
</table>

- Child able to communicate opinions related to their occupational strengths and desires
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.
Thank you!

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