

**CSUDH** OCCUPATIONAL THERAPY

Occupational Therapy Department  
**Childhood Occupations:  
 More than School and Play**

Sheryl Ryan, PhD, OTR/L  
 www.csudh.edu

---

---

---

---

---

---

---

---

**CSUDH** OCCUPATIONAL THERAPY

**Objectives**



I hope:

1. You will think about childhood occupations in a new, bigger way.
2. You will be able to reflect on the concepts I present and apply them into your own practices/contexts.
3. You will be able to imagine ways pediatric OT can continue to grow in transition services to youth 11-17 and in population health initiatives.

© Sheryl Ryan, PhD, OTR/L

---

---

---

---

---

---

---

---

**CSUDH** OCCUPATIONAL THERAPY

**Plan**



To tell some stories:

- ☒ Why childhood occupations?
- ☒ Our childhood occupations
- ☒ Where we are as a profession and childhood occupations
- ☒ A study about childhood occupations
- ☒ Imagine implications for theory and practice

https://www.dreamstime.com/cartoon-afro-girl-boy-coin-over-white-background-vector-illustratio...  
 © Sheryl Ryan, PhD, OTR/L

---

---

---

---

---

---

---

---

**CSUDH** OCCUPATIONAL THERAPY

# Introduction and Activity

© Sheryl Ryan, PhD, OTR/L

---

---

---

---

---

---

---

---

**CSUDH** OCCUPATIONAL THERAPY

## Why Childhood Occupation?



© Sheryl Ryan, PhD, OTR/L

---

---

---

---

---

---

---

---

**CSUDH** OCCUPATIONAL THERAPY

### Activity: Your Childhood Occupations

	0-5	6-11	12-14	15-18
School				
Play				
Work				
Other				

© Sheryl Ryan, PhD, OTR/L

---

---

---

---

---

---

---

---

**CSUDH** OCCUPATIONAL THERAPY

# The Literature!

© Shaylyn, PhD, OTR

---

---

---

---

---

---

---

---

---

---

**CSUDH** OCCUPATIONAL THERAPY

## School and Play

© Shaylyn, PhD, OTR

---

---

---

---

---

---

---

---

---

---

**CSUDH** OCCUPATIONAL THERAPY

## School and Play

### Children & Youth

**AOTA resources**  
<https://www.aota.org/Practice/ChildrenYouth.aspx>

Explore Children & Youth Topics

Autism Resources	Early Intervention - Early Childhood
Literacy	Mental Health
Play	School-based Practice
Sensory Integration: Resources for Occupational Therapy Practitioners	Occupational Therapy's Role in Transition
Teen Driving	Occupational Therapy's Distinct Value in Children & Youth

© Shaylyn, PhD, OTR

---

---

---

---

---

---

---

---

---

---

**CSUDH** OCCUPATIONAL THERAPY

## Cultural Views of Childhood

- Zeller 1985  
Social history of childhood: economically useful to emotionally priceless
- Piaget 1936  
Empowered role of play in learning
- Huxsley 1948  
Play is how children learn to relate

© Shaylyn, PhD, OTR/L

---

---

---

---

---

---

---

---

**CSUDH** OCCUPATIONAL THERAPY

## Person, Environment, Occupation, Performance Model

Expanded cultural imagination leads to more consideration of the impact of environments

© Shaylyn, PhD, OTR/L

---

---

---

---

---

---

---

---

**CSUDH** OCCUPATIONAL THERAPY

## Childhood Occupations in Context

- ↳ Childhood occupations are culturally constructed and change over time
- ↳ Perceptions differ from adults:
  - Children's perceptions of play
  - Teens' strategies for technological safety
- ↳ Teens identified experience-based categories of occupation

© Shaylyn, PhD, OTR/L

---

---

---

---

---

---

---

---

### Childhood Occupations in Constrained Contexts

- ↳ Poverty presents a barrier to occupational participation among children
  - OT work in population health
- ↳ Studies of specific constrained contexts
  - Teen transitions out of foster care
  - Immigrant youth
  - Sports disability inclusion in high school

© Sheri Lynn Pyno, PhD, OTR/L

---

---

---

---

---

---

---

---

### Childhood Occupational Development

Reasons for Engagement in Occupations

- Personal motivation
- Initiation
- Opportunity
- Resources

Wiseman, Davis, & Polatajko, 2005

Process for Involvement in Occupations

- Exposure
- Initiation
- Continuation
- Transformation
- Outcomes

© Sheri Lynn Pyno, PhD, OTR/L

---

---

---

---

---

---

---

---

### Occupational Justice

Leadley & Hocking, 2017

“...their ability to engage in a full and balanced range of occupations that supports growth and development and enriches their lives is being compromised. This is essentially a form of occupational injustice and occupational deprivation. Occupational therapists are well placed to advocate for action that supports healthy community environments and promotes equal access to full engagement in meaningful occupations and healthy activities.”

© Sheri Lynn Pyno, PhD, OTR/L

---

---

---

---

---

---

---

---

**CSUDH** OCCUPATIONAL THERAPY

# Results of Childhood Occupations Study

© Stephanie Flank, MS, OTR/L

---

---

---

---

---

---

---

---

**CSUDH** OCCUPATIONAL THERAPY

## Special Acknowledgement



Stephanie Flank, MS, OTR/L  
 Chloe Latz, OTS  
 Ean Tolentino, OTS  
 Therese Vesagas, MA, BCBA, MS, OTR/L

© Stephanie Flank, MS, OTR/L

---

---

---

---

---

---

---

---

**CSUDH** OCCUPATIONAL THERAPY

## Community Partner

- ☒ Non-profit organization in South Central Los Angeles
- ☒ College-going culture program for middle school youth
  - 25 youth
  - 3 staff
  - 2 Saturdays/month from Sept 2018  
March 2019

© Stephanie Flank, MS, OTR/L

---

---

---

---

---

---

---

---

### Research Questions

- What are the students' perceptions of their educational and career futures?
- What can be learned about childhood occupations and occupational engagement from the students' perceptions?

© Shaylyn, PhD, OTR/L

---

---

---

---

---

---

---

---

### Methods

- Qualitative, limited phenomenological study
- 13 consenting youth
- 80 hours of participant observations
- 13 small group interviews:



© Shaylyn, PhD, OTR/L

---

---

---

---

---

---

---

---

### Results

- 4 Themes:
- Career goals and interests alignment
  - A practical and idealistic approach
  - Many, big steps are required
  - Money is a problem



© Shaylyn, PhD, OTR/L

---

---

---

---

---

---

---

---

**CSUDH** OCCUPATIONAL THERAPY

### Career Goal and Interest Alignment

Martin: Yeah, I still want to go to college. I want to be a doctor and make a lot of money. When I was little, every time one of my siblings used to get hurt, I would always take care of them sometimes.

R: Do you remember what type of schooling it takes to become a doctor?

Martin: Well, you have to get into a good high school, good college and go to medical school. Oh, and have a lot of money to pay for it all.

R: Do you know what kind of doctor you would like to be?

Martin: One that helps babies or little kids.

© Shay Ryan, PhD, OTR/L

---

---

---

---

---

---

---

---

---

---

---

---

**CSUDH** OCCUPATIONAL THERAPY

Pseudonym	Careers	Interests
Andrea	Veterinarian	Pet dog, animals, drawing Attend private girl's high school, take biology and medical class Attend UCLA
Sofia	FBI agent/Law	Law, likes crime shows on TV Attend private girl's high school Attend UCLA
Martin	Pediatrician	Wants to help people and make money Takes care of siblings when hurt Go to good high school, college, and medical school
Marisol	Marine biologist	Loves the ocean and studying sea creatures Need bachelor's and master's degrees, and lab experience Attend private boarding high school Attend UCSD

---

---

---

---

---

---

---

---

---

---

---

---

**CSUDH** OCCUPATIONAL THERAPY

### Practical and Idealistic Approach

Daniela: We probably don't have, like, enough time to do it. Because at home so much chores. Our parents are yelling at us all day trying to do it. And then school - I go to the after school program so I get home around 5:00. And I go to this [program] on Saturdays. And now I'm going to take dance classes. 'Cause my mom just wants to put me in there. She put me in a lot of stuff. She put me in modeling. She put me in book club too.

R: What does she want for your life?

Daniela: Like if she dies early and if we need money. I took guitar lessons too. Like, we could just do it in the street to get money.

© Shay Ryan, PhD, OTR/L

---

---

---

---

---

---

---

---

---

---

---

---

### Many, Big Steps are Required

- Q R: Is there anything you can do now that might affect college later?
- Q Sofia: You gotta get good grades, 'cause you gotta get into a good high school. And then you gotta get - in that high school it gives you recommendations to get into a good college. And then from college you gotta get good grades if you're on a scholarship. If not they'll take it away.

© Shay Ryan, PhD, OTR/L

---

---

---

---

---

---

---

---

### Many, Big Steps are Required

Extracurricular activities	Academic pursuits
Play sports	Study hard, get good grades
Join clubs	Go to a good high school
Volunteer and do community service	Get recommendations from teachers
Have good manners	Apply to college in 11th or 12th grade
Attend extra programs like the Saturday program	Visit colleges, sit in on a class

© Shay Ryan, PhD, OTR/L

---

---

---

---

---

---

---

---

### Money is a Problem

Marisol: I didn't know, like, the estimated amount of money you had to pay per year to your tuition. I didn't know it was like \$7,488.

Andrea: Well, scholarships to get more money since it's a lot of money to go to college. Like what the guy said today - we can get scholarships for being Hispanic. And the first generation college thing. Since my mom didn't go to college, even though my brother might go to college and I'm going to college, we can get money.

© Shay Ryan, PhD, OTR/L

---

---

---

---

---

---

---

---

**CSUDH** OCCUPATIONAL THERAPY

## Discussion

- Childhood and adult occupations
- Dynamic present-future occupational choices



© Shaylyn, PhD, OTR/L

---

---

---

---

---

---

---

---

**CSUDH** OCCUPATIONAL THERAPY

Childhood Occupations	Adult Occupations
<ul style="list-style-type: none"> <li>▪ Rest &amp; sleep</li> <li>▪ Formal &amp; informal education</li> <li>▪ Play, leisure, &amp; social participation</li> <li>▪ Habits, routines, &amp; roles</li> </ul>	<ul style="list-style-type: none"> <li>▪ Care of others</li> <li>▪ Financial &amp; home management</li> <li>▪ Volunteer participation</li> <li>▪ Safety maintenance</li> <li>▪ Employment interests &amp; pursuits</li> </ul>

---

---

---

---

---

---

---

---

**CSUDH** OCCUPATIONAL THERAPY

- **Dynamic present-future occupational choices**
  - Current interests, activities, and occupations impact future choices and occupational participation
  - Imagined occupational futures impact present activity and occupational participation choices
  - Occupational ideation may be especially relevant for youth in transition, ages 11-17



© Shaylyn, PhD, OTR/L

---

---

---

---

---

---

---

---

**CSUDH** OCCUPATIONAL THERAPY

Christensen, 1999



"I have maintained that it is the **imagined self** that provides the context for motivation and purpose and that competence is interpreted as the capable expression of identity within a social world."

https://i3.amazonaws.com/kajabi-storefronts-production/products/50680/images/ps/CEv4AR2b5JfzEw48\_imaginaton.jpg © Shay Ryan, PhD, OTR/L

---

---

---

---

---

---

---

---

---

---

---

---

**CSUDH** OCCUPATIONAL THERAPY

## Implications for Theory and Practice

© Shay Ryan, PhD, OTR/L

---

---

---

---

---

---

---

---

---

---

---

---

**CSUDH** OCCUPATIONAL THERAPY

### Implications for the Profession

- ↳ Population health
- ↳ Community practice
- ↳ Relevance to more diverse cultural experiences
- ↳ Expanding transition services for youth 11-17



© Shay Ryan, PhD, OTR/L

---

---

---

---

---

---

---

---

---

---

---

---

### Implications for Practice

↳ Dynamic imagination for childhood occupations

- For all ages
- Occupational needs for youth 11-18
- Transition services starting in middle school
- Population health, wellness, and prevention

© Sheri Lynn PhD, OTR/L

---

---

---

---

---

---

---

---

### Reflection: Your Practice



© Sheri Lynn PhD, OTR/L

---

---

---

---

---

---

---

---

### Selected References

© Sheri Lynn PhD, OTR/L

---

---

---

---

---

---

---

---



**Thank You!**

sryan@csudh.edu

© 2007 Ryan, PhD, OTR/L

---

---

---

---

---

---

---

---

**WROTSS 2020**

**Childhood occupations: More than school and play**

**Your Childhood Occupations**

	0-5	6-11	12-14	15-18
School				
Play				
Work				
Other				