The Occupational Therapy Department of Eastern Kentucky University Presents
The Sixth Annual
Occupational Therapy and Occupational Science Research Day
November 18, 2011

Sponsored by
The Department of Occupational Therapy
Eastern Kentucky University

Brought to You by
The Research Day Committee
and
The Alpha Zeta Chapter of Pi Theta Epsilon
# Program Schedule

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<td>Welcoming Remarks and Introductions</td>
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<td>Colleen Schneck, ScD, OTR/L, FAOTA, Chair, Department of Occupational Therapy</td>
<td>Anne Shordike, PhD, OTR/L Chair, Research Day Committee</td>
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<td>9:00</td>
<td>Keynote: Participation and living life to its fullest: Mental health occupational therapy</td>
<td>Quad A/B</td>
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<td>Virginia Stoffel, Ph.D., OT, BCMH, FAOTA, Professor and Chair, OT Department University of Wisconsin Madison, Vice President, AOTA</td>
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<td>11:00-11:25</td>
<td>Paper Using individualized outcome measures to evaluate the transition to preschool program</td>
<td>Paper Adaptive seating to foster student attention: Teachers’ perspectives</td>
<td>Paper Occupational therapists’ lived experiences in working with clients experiencing visual deficits: A phenomenological study</td>
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<td>11:30-11:55</td>
<td>Paper Defining how occupational therapists utilize intervention approaches in secondary transition services for students with disabilities.</td>
<td>Paper The lived experience of non-traditional students in the occupational science program at Eastern Kentucky University</td>
<td>Paper OT in mental health: Improving quality of life with sensory techniques.</td>
<td>Elizabeth Miller</td>
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<td>12:145</td>
<td>Lunch in Quads A/B and poster viewing in Perkins Lobby</td>
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<td>1:50-2:45</td>
<td>Panel Exploration of diabetes management through photojournaling and interviews</td>
<td>Panel The occupational experiences of ventilator-dependent residents participating in a craft group</td>
<td>Paper 1:50 – 2:10 Young adults with Asperger’s: What the literature tells us</td>
<td>Danielle Bentley, Megan Bosse, Angela Bales, Jordan Delaney, Nikki Delp, Angelique Hilmes, Nicole Minton, Holly Sullivan</td>
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<td>Paper 2:20 – 2:40 Examining the occupational engagement of college students with Asperger’s syndrome: A mixed methodology</td>
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Using individualized outcome measures to evaluate the transition to preschool program
Dana Gaerke, Lauren Jennings, Kristina McCloud, Amber O’Neal, Melissa Tabor, Kayla Valentine, Hannah Wathen
Faculty Mentor: Christine Myers, PhD, OTR/L

Learning Objectives
At the end of this presentation participants will be able to:
1. Understand the usefulness of a transition program, such as the TOPS program, in preparing both typical children and children with disabilities for preschool
2. Recognize the validity of using a goal menu combined with the Canadian Occupational Performance Measure for generating individualized client-centered goals for the pediatric population
3. Describe how Goal Attainment Scaling may be used as an outcome measure with a pediatric population

Abstract
The purpose of this study was to determine if school readiness skills improved through participation in the Transition to Preschool Program (ToPS) as measured by the Canadian Occupational Performance Measure (COPM) and Goal Attainment Scaling (GAS). A one-group pretest-posttest design was utilized. Five subjects, ranging from 2 to 3 years-old, participated in the study. Based on the findings of the COPM and GAS, the most commonly identified area of concern was “social behaviors.” The T-scores of all children increased by the end of the program; with an overall average T-score of 71. There were no clinically significant findings based on the results of the COPM (satisfaction: M = -0.33; performance: M = 0.33). However, the increase in T-scores for all children suggests that participation in the TOPS program did improve school readiness skills for all participants.
Adaptive seating to foster student attention: Teachers’ perspectives

Tyler Henson, Natalie Curry, Rachel Holloran, Barry Hughes, Danielle Jones, Michael Pafunda, Kathleen Stichnot

Faculty Mentor: Shirley O’Brien, PhD, OTR/L, FAOTA

Learning Objectives
At the end of this presentation participants will be able to:
1. Explore sensory processing strategies and use to improve attention in school settings from teachers’ perspectives.
2. Apply the principles of universal design through the use of adaptive seating to promote a supportive learning environment.
3. Advocate for seating alternatives to make learning fun.

Abstract
The purpose of this study was to understand how teacher training impacts implementation of sensory processing concepts using universal design in a school setting. Through a convenience method, schools were selected. Teachers were invited to an inservice, describing sensory processing strategies as they contribute to universal design for learning (UDL). Following inservice, teachers were encouraged to implement population-based sensory strategies in a classroom setting. Support and coaching was provided through the use of Web 2.0 technology. Teacher perceptions were gathered about behaviors observed. Results and implications for practice will be shared.

Building classroom routines that reflect children’s needs in UDL require collaborative efforts between occupational therapists and teachers. Sensory processing, as an underlying model provides a foundation in recommending seating devices to promote attention in the classroom. Teacher training and coaching are important supports necessary for success in changing and adapting classroom environments for learning.

Occupational therapists’ lived experiences in working with clients experiencing visual deficits: A phenomenological study

Rebekah Wurzback

Faculty Mentor: Colleen Schneck, ScD, OTR/L, FAOTA

Learning Objectives
At the end of this presentation participants will be able to:
1. Understand the Kentucky practice act related to occupational therapy low-vision and visual therapy services.
2. Describe the experience of an occupational therapist’s role related to vision in an inpatient rehabilitation facility in Kentucky.

Abstract
Because there is a discrepancy between the described role for OT in the professional literature and the Kentucky Practice Act, it is necessary to consider occupational therapy’s role and to evaluate what type of practice is occurring related to visual deficits in the local environment. The purpose of this study was to explore occupational therapist’s perceptions of their role and experiences in working with visual deficits in an inpatient rehabilitation setting in Kentucky. In this phenomenological study four occupational therapists participated in a one-on-one interview with the principal investigator, lasting from 30-60 minutes. Occupational therapists answered questions about their lived experiences relating to the phenomenon of addressing visual deficits in a rehabilitation setting. Transcripts of the interviews were formed and phenomenological data analysis was used to obtain a better understanding of the phenomenon of addressing visual deficits in a rehabilitation setting. Emergent themes will be explored further during the discussion.
Defining how occupational therapists utilize intervention approaches in secondary transition services for students with disabilities.

Elizabeth Miller
Faculty Mentor: MaryEllen Thompson, PhD, OTR/L

Learning Objectives
At the end of this presentation participants will be able to:

1. Recognize a relationship between occupational therapy intervention approaches established by the occupational therapy practice framework and federally mandated secondary transition services for students with disabilities.
2. Identify current intervention approaches utilized by occupational therapists when addressing secondary transition services for students with disabilities.

Abstract
Students with disabilities have poor adult outcomes following high school compared to students without disabilities. Issues including poor self-determination, limited work and community experiences, and poor life skills contribute to poor adult outcomes. Occupational therapists possess unique skills that guide intervention in these areas. Despite explicit skills, occupational therapists are currently not predominate service providers in secondary transition services for students with disabilities. This study focused on transition-related intervention approaches used by occupational therapists in the Arizona Peoria Unified School District. Data was collected through qualitative research of a larger study designed to establish the role for occupational therapy in effective transition programming. Application of grounded theory methodology revealed themes describing how occupational therapists utilize transition-related approaches. Themes included collaboration with team members, occupational therapists’ transition repertoire, specific interventions, and therapists’ perspectives of students. Application of findings will enhance multi-disciplinary understanding of occupational therapy’s role in secondary transition-related intervention approaches.

The lived experience of non-traditional students in the occupational science program at Eastern Kentucky University

Deana Ward
Faculty Mentor: Peggy Witman, EdD, OT/L, FAOTA

Learning Objectives
At the end of this presentation participants will be able to:

1. Recognize the barriers the non-traditional students experience while in the Occupational Science program
2. Understand the perspective of the non-traditional student while in the Occupational Science program

Abstract
The purpose of this study was to discover the lived experience of non-traditional students in the OS program at EKU. The findings of this research will allow faculty, staff, and other students to gain an understanding of this population of students and their perspective and experience. To reach the research objectives, this study used a qualitative phenomenological approach. Data collection consisted of semi-structured interviews and email follow up with each of the participants. The study included three non-traditional students that were currently enrolled in or had recently graduated from the OS program. Interviews were transcribed, coded, and grouped into common themes to attempt to capture the essence of the experience of non-traditional students. Themes that emerged from data analysis will be discussed in addition to implications for educational systems and future research.
OT in mental health: Improving quality of life with sensory techniques.
Victa Parsa, Leslie Reed, MS, OTR/L, Jeannette Hall, MS, OTR/L, Ame O’Brien, MS, OTR/L.
Faculty Mentor: Shirley O’Brien, PhD, OTR/L, FAOTA

Learning Objectives:
At the end of this presentation participants will be able to:
1. Identify current OT practice in mental health.
2. Discuss sensory-based programming at Eastern State Hospital

Abstract:
The purpose of this presentation is to (1) identify recent evidenced-based practice in an inpatient psychiatric facility and (2) discuss current sensory-based program development at Eastern State Hospital. Eastern State Hospital occupational therapists developed and are currently implementing a sensory group based on Karen Moore’s Sensory Connections program. Specific components are documented following participation in sensory activities: (1) arousal level, (2) social participation, and (3) sensory techniques used & participant’s response. Occupational therapy services in mental health are underutilized in the current health care system. It is imperative that occupational therapists implement evidence-based treatment and conduct research that proves the effectiveness of OT skilled services to improve consumer quality of life outcomes.

Autoethnography of a mother with cancer as a means of reflexive bracketing
Julie Baltisberger, MS, OTR/L

Learning Objectives
At the end of this presentation participants will be able to:
1. Describe the role of autoethnography in qualitative research
2. Understand how research of cancer patients’ experiences can inform practice

Abstract
This paper will describe how the author used autoethnography of her experience as a mother with cancer to identify her assumptions and biases in preparation for a larger study of mothers with cancer. Autoethnography is a useful research methodology in occupational science to determine the patterns and meaning of occupation for the individual. In-depth interviews with key informants and journal entries reflecting on mothering with cancer were collected and analyzed. Findings of this study reveal the impact of physical symptoms of cancer treatments, the need to be a good mother in the face of cancer, the positive role of social supports, post-traumatic growth, and the author’s assumptions about being a mother with cancer. Application of findings to future research and practice will be discussed.

A case study of one occupational therapist at a skilled nursing facility in Kentucky
Shannon M. Mattingly
Faculty Mentor: Peggy Wittman, EdD, OT/L, FAOTA

Learning Objectives
At the end of this presentation participants will be able to:
1. Discuss the literature regarding occupation-based practice
2. Discuss how a single case study design was used to understand the meaning of doing occupation-based practice

Abstract:
The purpose of this case study is to explore the experience of one occupational therapist in delivering occupation-based practice at a nursing home in Kentucky. Open-ended, semi-structured interviews were conducted and then transcribed verbatim. Standard qualitative research coding methods were used to analyze the data. Constant comparative analysis was used to reveal themes present throughout the data. Results will be shared and discussion will focus on how the results can be used to influence OT practice and education.
Young adults with Asperger’s: What the literature tells us
Kara Marcum and Tiffany Sanders
Faculty Mentor: Peggy Wittman, EdD, OT/L, FAOTA

Learning Objectives
At the end of this presentation participants will be able to:
1. Discuss the implications of Asperger’s Syndrome on occupational choices.
2. Recognize the difficulty of social interaction in young adults with Asperger Syndrome.

Abstract
This presentation presents a comprehensive literature review on the occupational challenges of young adults living with Asperger’s Syndrome. Multiple studies were gathered and summarized to comprise information pertaining to occupational challenges, social interactions, and circumscribed interest and obsessions that are typically present in the Asperger’s population. The findings from this literature review will be used as background for a study of occupational choices and preferences in young adults with Asperger’s syndrome as well as their perspective on their quality of life. It also led to discovering more information about the circumscribed interest or obsessions that young adults with Asperger’s Syndrome typically display.

Examining the occupational engagement of college students with Asperger’s Syndrome: A mixed methodology
Laura Henley
Faculty Mentor: Peggy Wittman, EdD, OT/L, FAOTA

Learning Objectives
At the end of this presentation participants will be able to:
1. Develop awareness and understanding of how the young adult population with Asperger’s syndrome engages in occupation and perceive their quality of life.
2. Discuss implications regarding this population’s perceived quality of life and occupational engagement in relation with Occupational Science and Occupational Therapy.
3. Identify and reflect on how Occupational Therapists could be utilized including recommended intervention practices related to this population.

Abstract
The purpose of this convergent parallel mixed methods design was to determine how young adults enrolled in school with Asperger’s Syndrome engage in occupations and how this population perceives their quality of life. Quantitatively, assessment data was gathered using Flanagan’s Quality of life Scale and the Occupational Satisfaction Behaviors Checklist. Qualitatively, a phenomenological approach was taken utilizing the Lifestyle Performance Model as a guide to administer semi-structured interviews in order to determine occupational engagement experiences of the young adult population with Asperger’s Syndrome enrolled in college. Results will be discussed with implications for Occupational Therapy.
The quality of life and occupational choices of young people with Asperger’s Syndrome: A mixed method study
Mary Alice Todd, Audrey Spinks, Jessica Williams
Faculty Mentor: Peggy Wittman, EdD, OT/L, FAOTA

Learning Objectives
At the end of this presentation participants will be able to:
1. Identify occupations in which young adults with Asperger’s Syndrome engage.
2. Understand the perceived quality of life among young adults with Asperger’s Syndrome.

Abstract
The purpose of this study was to gain knowledge about the occupational engagement of young adults participating in a social skills group. A mixed methodological approach of five young adults with Asperger’s Syndrome was used to answer the following research questions: (1.) How do young adults enrolled in school with Asperger’s Syndrome engage in occupations? (2.) How do young adults enrolled in school with Asperger’s Syndrome perceive their quality of life? The Lifestyle Performance Model was utilized as a guide to administer a semi-structured interview to determine occupational engagement across the four domains of; intrinsic gratification, societal contribution, reciprocal interpersonal relatedness, and self-care/self-maintenance. The Flanagan’s Quality of Life Scale and an Occupational Behaviors Satisfaction Checklist were used for quantitative assessment. Research questions, use of the Lifestyle Performance Model, preliminary results, and conclusions will be discussed.

Panels
The occupational experiences of ventilator-dependent residents participating in a craft group
Kristoffer Howard, Carrie Grimm, Brittany Herron, Amanda Moore, Bethany Schmitt, Diane Schulenburg, Cassandra Spencer, Alex Reynolds
Faculty Mentor: Dana Howell, PhD, OTD, OTR/L

Learning Objectives
At the end of this panel participants will be able to:
1. Describe the occupational experiences of clients who are ventilator-dependent in a long-term care facility and participating a craft group
2. Understand the impact of occupation on the perceptions of quality of life for clients who are ventilator-dependent in a long-term care facility
3. Explain the qualitative methods used in this research project

Abstract
Mechanical ventilation may significantly limit activity participation and quality of life. Engagement in occupations, such as crafts, may provide improved health and quality of life for residents of long term care who are dependent on ventilators. The purpose of this qualitative study was to describe the occupational experiences of residents of a long term care facility who are ventilator-dependent and participating in a craft group. Researchers interviewed and observed participants regarding their experiences in a weekly craft group, and took digital photographs of their crafts. Data was analyzed by coding significant statements and observations, grouping statements into units of meaning, and generating thick, rich descriptions of the participants’ perceptions. Findings will aid occupational therapists and other health professionals to design effective programming and therapeutic interventions to enable individuals who are ventilator-dependent to increase their participation in life activities.
Exploration of diabetes management through photojournaling and interviews
Danielle Bentley, Megan Bosse, Angela Bales, Jordan Delaney, Nikki Delp, Angelique Hilmes, Nicole Minton, Holly Sullivan

Faculty Mentor: MaryEllen Thompson, PhD, OTR/L

Learning Objectives
At the end of this presentation participants will be able to:

1. Understand how photo-journaling was used in this research project.
2. Identify how individuals with diabetes manage their daily care through the performance of occupations, habits and routines
3. Recognize supports and barriers to ongoing maintenance of diabetes

Abstract
The purpose of this study is to explore how individuals with diabetes view the daily management of their diabetes as embedded in their daily occupations, habit and routines. The study used a qualitative design including HyperRESEARCH for coding. The researchers collected qualitative data using photo-journaling to guide the interviews. Data was analyzed and coded both individually and by comparison through group discussion. Thematic analysis was validated through member checking. The study included a convenience sample of family and friends of the researchers.

Posters

Making intervention effective: Applying the Occupational Therapy Practice Framework
Camille Skubik-Peplaski, MS, OTR/L, FAOTA

Learning Objectives
By viewing this poster participants will be able to:

1. The participant will understand the application of the OT Practice Framework (OTPF) through case studies including: evaluation results and move through discharge examples.
2. The participant will be able to understand the value of assessing a clinician’s knowledge and ability to use the OTPF.
3. The participant will gain a better understanding of how to implement a client-centered and occupation-based approach to their own practice setting to ensure best practice.

Abstract
To fulfill the overarching statement of the Occupational Therapy Practice Framework (OTPF) for “supporting health and participation in life through engagement in occupation,” it is imperative for OT practice to be occupation-based and client-centered. This aligns with the World Health Organization’s focus on well-being and health. The OTPF includes evaluation, intervention, and targeted outcomes as determined by the client and therapist and ultimately guides practice. Applying the OTPF gives the clinician the tools needed to provide effective intervention. The Cardinal Hill Occupational Participation Process (CHOPP) was designed to be a holistic evaluation and intervention tool based on the OTPF that is applicable to all ages, diagnoses, and settings. The CHOPP allows the therapists to gain a deeper understanding of the domains of the OTPF to develop a holistic profile of the client instead of a component based list of strengths and weaknesses. Case studies were used to demonstrate the CHOPP.
Observations of wedding anniversaries among married couples living in the United States
Elizabeth Miller, Emily Lemaster
Faculty Mentor: Doris Pierce, PhD, OTR/L, FAOTA

Learning Objectives
By viewing this poster participants will be able to:
1. Identify the role of co-occupation in celebrating wedding anniversaries
2. Recognize symbolic significance associated with annual celebratory rituals of wedding anniversaries

Abstract
The purpose of this study is to describe how married couples who were born, raised, and currently reside in the United States observe their wedding anniversaries. Semi-structured interviews were conducted with 15 heterosexual couples who have been married for at least one year. The study revealed four common factors in the celebration of wedding anniversaries. Family involvement was an important role in determining celebratory activities. Couples were less likely to extravagantly celebrate non-milestone anniversaries as years passed, which indicated the effect on anniversary celebration due to the number of years married. Annual means of celebrating wedding anniversaries became their rituals, such as giving gifts. Lastly, planning of activities depended on the number of years married and couples’ rituals. This study will add to occupational science literature and offer empirical evidenced based data regarding social and cultural celebratory occupations in observance of married couples’ wedding anniversaries useful across social sciences.

Refining skills with adults with mental illness
Jessica Bennett, Kayla Chapman, Megan Floyd, Sandra Hunter, Christal Ramsey
Faculty Mentor: Anne Shordike, PhD, OTR/L

Learning Objectives
By viewing this poster participants will be able to:
1. Identify strategies for creating and adapting programs for persons with serious mental illness
2. Demonstrate understanding of professional skills necessary for working with persons with serious mental illness

Abstract
Canaan House is a community housing program for adults with serious mental illness in Lexington, KY. Students from Eastern Kentucky University’s Occupational Therapy Program have worked with residents of Canaan House during Fieldwork placements and graduate projects. Through continuous needs assessment and literature review regarding effective programs for persons with serious mental illness, a program that addresses Prevocational and Vocational Skills; Stress Management; Money Management; Social Skills and Expressive Arts and Crafts has been implemented and evaluated. Evaluation is done by one on one interviews and recorded via field notes, after each session. Ongoing analysis of feedback influences future groups. A focus group including all participants will be conducted at the end of the program period. Evaluation results will be used to refine further programming offered at Canaan House and to reflect on the benefits of occupation-based practice with persons with serious mental illness.
Occupational therapy intervention for Smith-Magenis Syndrome: A case report

*Kristen Gerteisen*

Faculty Mentor: *Christine Myers, PhD, OTR/L*

**Learning Objectives**

By viewing this poster participants will be able to:

1. Describe the basic characteristics of Smith-Magenis syndrome in relation to engagement in childhood occupations.
2. Understand the occupational therapy intervention strategies that best support families with a child who has Smith-Magenis syndrome.

**Abstract**

Smith-Magenis syndrome is a rare disorder characterized by cognitive impairment, fine and gross motor delays, speech and language delays, sensory processing difficulties, and delays in the development of activities of daily living skills (Hildenbrand & Smith, 2011; Sloneem, Oliver, Udwin, & Woodcock, 2011). Occupational therapists provide services for children with Smith-Magenis syndrome, yet the literature describing these services is limited. The purpose of the study is to describe the use of occupational therapy in the rehabilitation of a young child with Smith-Magenis syndrome. This study utilized a case report methodology, including a retrospective chart review and an informal interview with the caregiver. The evaluation process, intervention strategies, and outcomes will be described. By understanding the benefits of occupational therapy intervention for children with Smith-Magenis syndrome, therapists will have an improved awareness of how they can support families’ quality of life.

Living with difference: Oral histories of life and disability in Kentucky - Updated

*Whitney Johnson, Dana Vanderkraats, and Kim Clark*

Faculty Mentor: *Anne Shordike, PhD, OTR/L*

**Learning Objectives**

By viewing this poster participants will be able to:

1. Understand the importance of oral history and its value for occupational science and occupational therapy.
2. Utilize the new fieldkit to participate in this oral history project
3. Understand process, purpose, and technique of administering an oral history interview.

**Abstract**

Our project involved refining the methods and materials of Living with Difference: Oral Histories of Life and Disability in Kentucky. The overall purpose of this oral history collection is to provide a bank of first person accounts of life with disability that can be accessed by all interested parties, family, researchers, persons with disabilities. This project, now in its fifth year, contains the largest collection of oral histories in the state. We reviewed oral history methods, resources, and current technology to redesign materials to make the project more accessible to interviewers, narrators and the general public. We created a website to promote the project and to organize the database of interviews. We designed a fieldkit providing up-to-date technology, forms, and information for interviewers. We collaborated with the Kentucky Oral History Commission and the Eastern Kentucky University library to enhance the project’s progression, organization, and publicity.
Why are 50% of people living in nursing homes clinically depressed?

*Alison Garcia, Valerie Miller, Rebecca Smith*

Faculty Mentor: *Julya Westfall, MPA, OTR/L*

**Learning Objectives**

By viewing this poster participants will be able to:

1. Understand the causes of depression for nursing home residents
2. Know the current approaches to treating depression and why those approaches are not effective
3. Explore alternative, potentially more effective, approaches to alleviating depression

**Abstract**

As a project for the Occupational Science course, Research and Advocacy, the researchers sought to learn about the life experiences of people living in nursing homes. These explorations led to a focus on understanding the prevalence, causes and approaches to alleviating and preventing depression for people living in these institutions. Methods included a cross-disciplinary literature review and interactive research as the researchers spent time in nursing homes engaging with residents. The resulting poster identifies many interrelated causes which link barriers to safe and meaningful doing, being, belonging and becoming. Drugs were found to be the primary treatment approach but other approaches have also been attempted. These treatments have not stemmed the already high rates of depression from continuing to rise. The researchers explore why this is so and explore alternatives which may be more successful. The poster is designed to provide participants with an interactive, thought-provoking experience.

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Rehab outcomes: What matters most for client satisfaction

*Melba Custer, MS, OTR/L*

**Learning Objective**

By viewing this poster participants will be able to:

Identify or consider correlates of client satisfaction and outcomes in a clinical rehabilitation setting.

**Abstract**

Occupational therapists contribute to overall client outcomes in daily practice. In keeping with the AOTA research agenda identified in the Centennial Vision (2007), it is critical to apply methods of computational modeling to predict functional outcomes of clients in rehabilitation facilities (Brown, 2005). Through modeling, exploration of the best predictors of satisfaction in a rehabilitation setting help occupational therapy support valued services by consumers. A convenience sample of 1100 clients in a health care rehab setting were surveyed about their satisfaction across a continuum of care. The measure was mailed to individuals who had been clients in a regional rehabilitation hospital. This is a clinically based, descriptive outcomes research design to build a model of customer satisfaction. Through the use of multivariate statistical techniques, correlations were used to develop a predictive model. Four variables were selected and hypothesized to influence satisfaction and/or be domains of satisfaction.
Whoa-ga program in the kindergarten classroom
Jessica Barrows, Vonda Carmack, Katie Elmore, Megan Hatcher, Ellen Holt, Zachary Schwab, Patricia Truesdell
Faculty Mentor: Colleen Schneck, ScD, OTR/L, FAOTA

**Learning Objective**
By viewing this poster this poster participants will be able to:
Understand the impact yoga and relaxation interventions have on classroom behaviors and attention to task in typical preschool students.

**Abstract**
This study investigated the effects of a 6-week yoga program designed to improve attention and behaviors in typical children in a preschool. The yoga program was implemented to 12 kindergarteners, while 11 four-year-olds served as the control group. The children participated in 20 minutes of yoga twice weekly for 6 weeks lead by occupational therapy students. Emphasis was placed on stretching, poses, breathing and relaxation. It is hypothesized that participation in the program will increase the student’s attention and classroom behavior. Classroom teachers from both the control and experimental groups completed the Attention Rating Scale prior to beginning the yoga sessions and at termination. Experimental student participants completed pretest-posttest Likert scales indicating mood at each yoga session; while control group students completed Likert scales twice weekly. Indications from this preliminary investigation indicate that yoga interventions may improve the child’s mood, attention to task, classroom behaviors and overall educational performance.

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A study of transitions of youth at risk in nontraditional education programs
Amy Marshall, MS, OTR/L

**Learning Objectives**
By viewing this poster participants will be able to
1. Consider methodological issues of qualitative, participatory research in team-based studies
2. Explore the unique role of occupational therapy in providing individualized transition services in nontraditional settings to youth at-risk, a historically underserved population

**Abstract**
The poster illustrates a two-phased research study. The purpose of the first phase was to describe transitions of adolescents enrolled in one of 105 nontraditional state education programs. Completed in collaboration with a state oversight agency, this research provided a foundation for the second phase, the BEST Study (“Building Enhanced Services for Transition”), which uses a participatory action research design to develop models for best practices in transition in collaboration with five nontraditional state education programs. In the first phase, a grounded theory approach was used to describe transitions of state agency youth from the perspectives of youth and administrators. In the 2nd phase, a process of participatory action research is being used to create improvements to collaboratively-identified aspects of transition planning and services in five nontraditional state education programs. The poster presentation will emphasize one site in particular, which is developing a statewide advocacy network for transitioning youth.