

Transformation and integration

within an adolescent medium secure service

The Model of Creative Ability

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Model of Creative Ability and its use in the 6 key areas of service delivery

programme planning

graded skills pathway

treatment delivery

individual worksheets

prioritising caseload/caseload management

report writing

Case examples

☐ Patient X

☐ 17

☐ Male

☐ Moderate learning disability

☐ Autistic Spectrum Disorder

☐ Bipolar Affective Disorder

☐ Patient Y

☐ 17

☐ Male

☐ Mild Learning Disability

☐ Unsocialised Conduct Disorder

Programme planning using

FAIR Process and MoCA

- ❑ MOHOST use to clusters young people into various therapeutic groups
 - ❑ Creative ability assessment used to determine strength of motivation
-

FAIR Process

☐ Volition

Appraisal of ability -----

Expectations of success---

Interests -----

Commitment -----

Average overall -----

☐ FAIR

Inhibits

Allows

Inhibits

Inhibits

Inhibits

FAIR Process

Patient X

Volition

A I I I	F	A
	I	R

Habitation

I I I I	F	A
	I	R

Communication & interaction

I I I I	F	A
	I	R

Motor

A I I I	F	A
	I	R

Process

A I A I	F	A
	I	R

Environment

F F A F	F	A
	I	R

Aims for patient X

at the self-presentation level

- ☐ Improve Self-esteem, decrease anxiety
- ☐ Improve social awareness and communication
- ☐ Improve acceptable behaviour in different situations
- ☐ Improve basic tool handling
- ☐ Improve awareness of effect of self on environment
- ☐ Experience fun/enjoyment

Aims for patient x after

FAIR process

- ☐ Focus on maintaining engagement
- ☐ Establish routine
- ☐ Provide opportunities for role fulfilment
- ☐ Provide opportunities to develop basic and effective communication and interaction skills
- ☐ Basic motor and process skill development
- ☐ Use sensory based sessions to regulate levels of arousal

FAIR Process

Patient Y

Volition

F	A
I	R

Habitation

F	A
I	R

Communication & interaction

F	A
I	R

Motor

F	A
I	R

Process

F	A
I	R

Environment

F	A
I	R

Aims for patient Y

at the imitative participation level

-
- ☐ Achievement of product standards
 - ☐ Consolidate understanding of all aspects of task concept
 - ☐ Improve higher level social skills

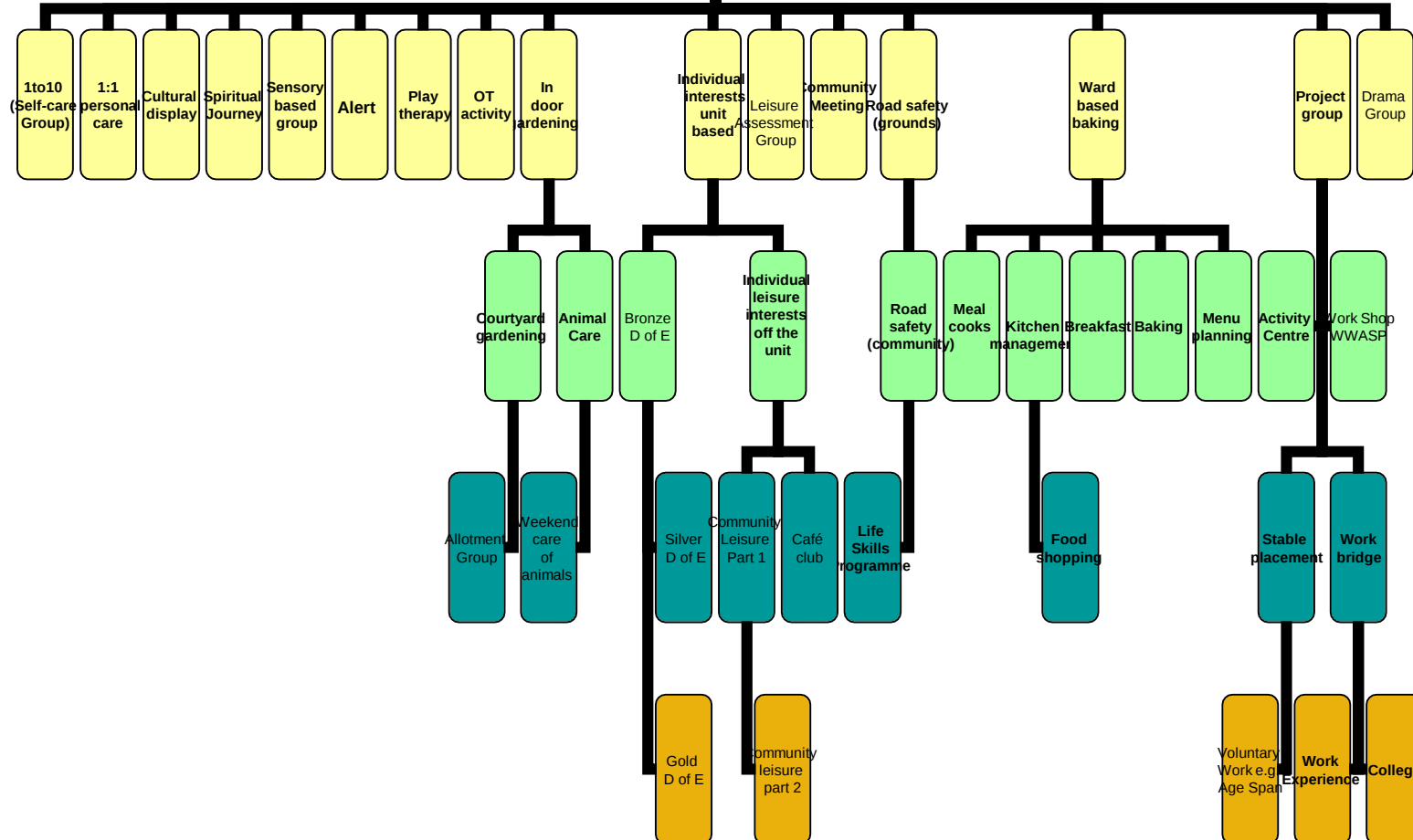
Aims for patient Y after

FAIR process

-
- ☐ Continue to work with to establish and maintain a weekly meaningful routine
 - ☐ Provide further opportunities for role fulfilment
 - ☐ Continue to develop skills and maintain skills within communication and interaction, motor and process skills
-

Occupational Therapy graded skills programme

Assessment



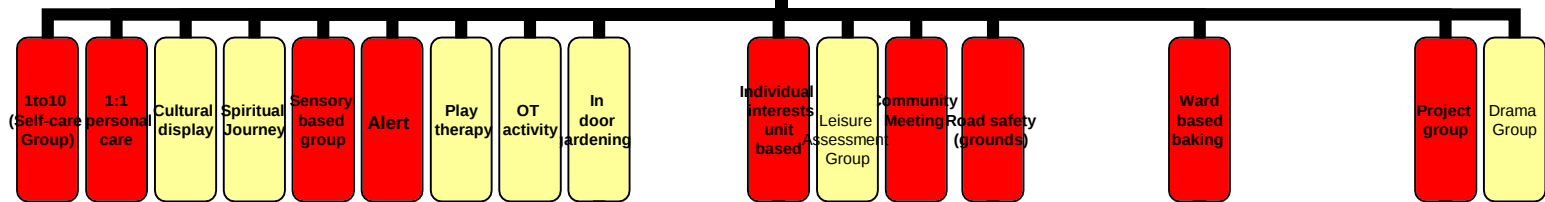
Patient X

Occupational Therapy graded skills programme

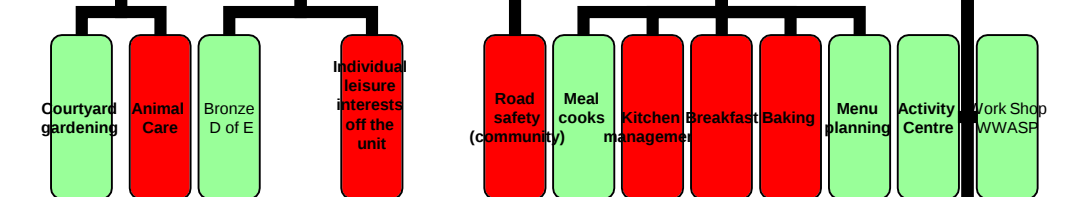
Assessment

Assessment

Engagement assessment



Task based



Life skills



Advanced



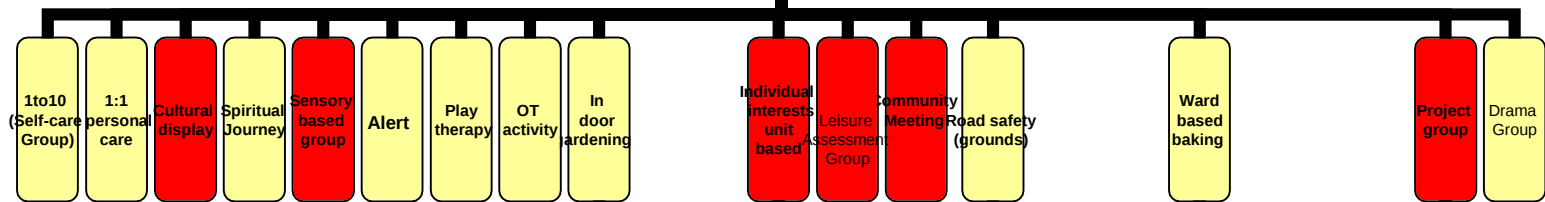
Patient Y

Occupational Therapy graded skills programme

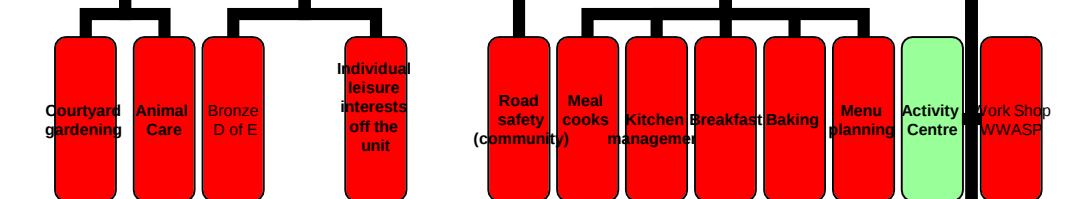
Assessment

Assessment

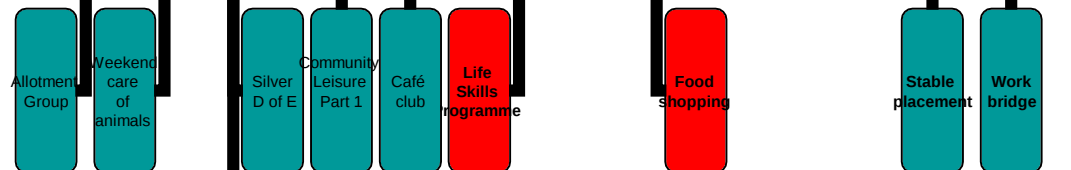
Engagement assessment



Task based



Life skills



Advanced



Treatment delivery

Treatment delivery Project group

Focusing on communication and interaction skills
Developing motor and process skills
Engagement activities and exploring interests
Assessment group

Group was too large ... 2 groups were needed

Self-presentation

Passive participation

Used treatment criteria to provide just right challenges

Extra care unit

Recovery of motivation

Maintain routine

Encourage and promote interaction between staff and young person



Individual sheets

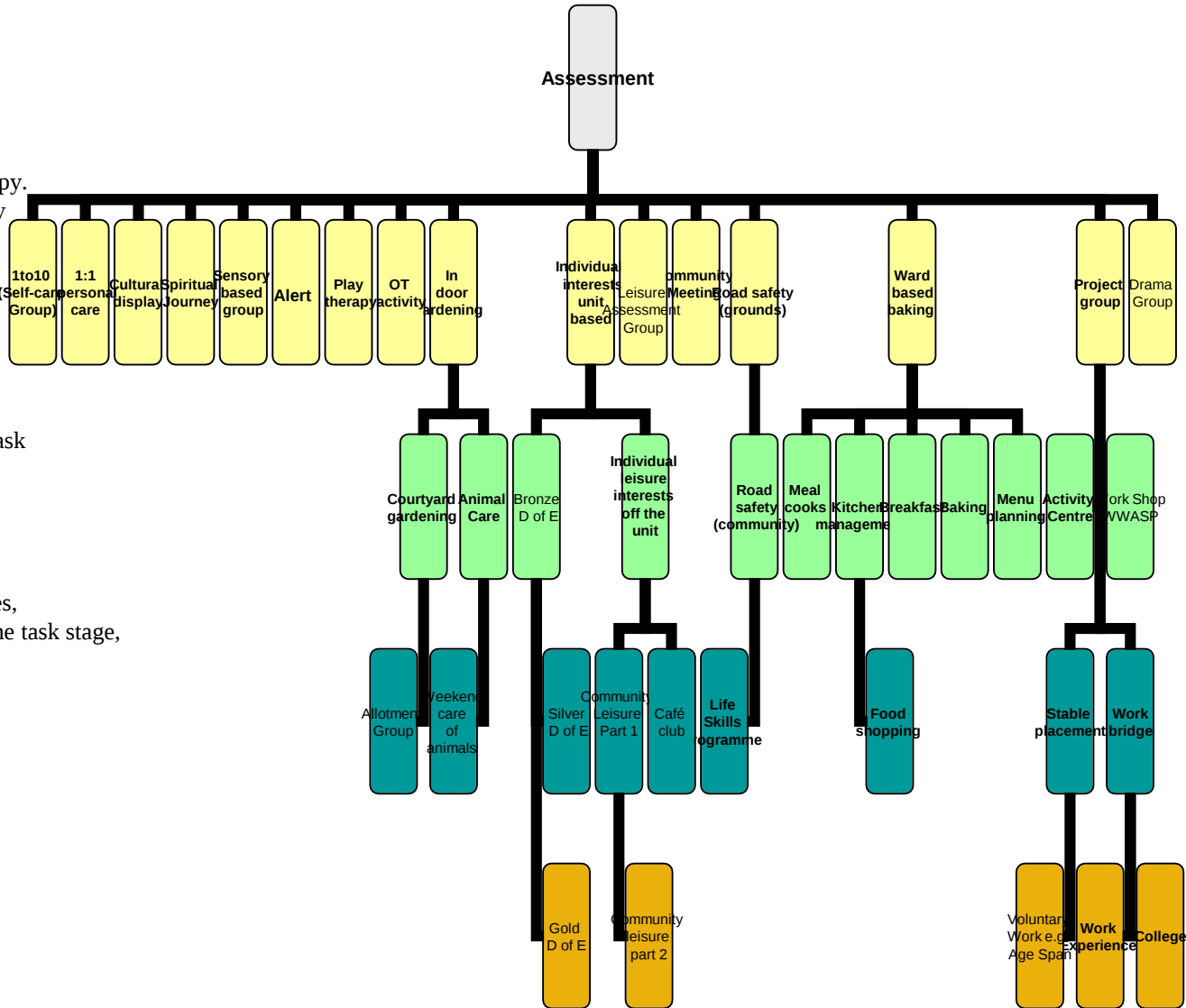
Prioritising caseload

Occupational Therapy graded programme

Ward based basic grade OT will tend to prioritise interventions for young people at this stage of therapy. Young people at this stage tend to be occupationally impaired and require more input. Tend to find young peoples' creative ability is at the self-presentation stage.

The Senior 1 OT will work across all stages primarily the engagement, assessment groups and task based groups.

Technical instructor although works across all stages, will be the primary person to facilitate sessions at the task stage, life skills stage and advance groups. Young peoples' creative ability tends to be at the passive and imitative level.

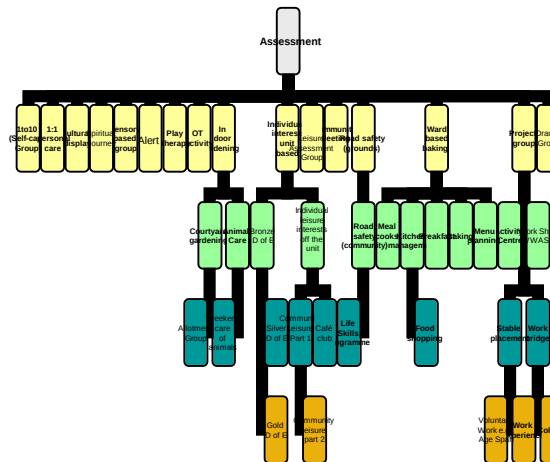


Integrating the MoCA within a MOHO report format

Assessments

Treatment using MoCA guidelines

- Self-presentation
- Passive participation
- Imitative



Karen Helbig, 2005, The graded skills development programme

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