

## AOTA Occupational Profile School-Based Pediatric Example

“The occupational profile is a summary of a client’s (person’s, group’s, or population’s) occupational history and experiences, patterns of daily living, interests, values, needs, and relevant contexts” (AOTA, 2020, p. 21). The information is obtained from the client’s perspective through both formal and informal interview techniques and conversation.

The information obtained through the occupational profile contributes to a client-focused approach in the evaluation, intervention planning, intervention implementation, and discharge planning stages. Each item below should be addressed to complete the occupational profile. Page numbers are provided to reference the description in the *Occupational Therapy Practice Framework: Domain and Process* (4th ed.; AOTA, 2020).

OCCUPATIONAL PROFILE		
Client Report	<b>Reason the client is seeking service and concerns related to engagement in occupations (p. 16)</b>	<p>Why is the client seeking services, and what are the client’s current concerns relative to engaging in occupations and in daily life activities? (This may include the client’s general health status.)</p> <p>Client is an 8-year-old, 3rd grader referred for school-based occupational therapy services due to difficulty performing daily activities needed for learning and participating in the student role/education environment, such as organizing and locating materials in his desk and locker and completing assignments. Parents report a fear that the client is “regressing” due to being “highly distractible.” Parents also note concerns in client’s organizational skills, as he often will have difficulty planning how things will fit. Client’s teacher has observed the client shoving papers in his backpack as well as inside his desk.</p>
	<b>Occupations in which the client is successful and barriers impacting success (p. 16)</b>	<p>In what occupations does the client feel successful, and what barriers are affecting their success in desired occupations?</p> <p><b>Success:</b> reading stories, participating in group work, following rules on the playground, social participation during recess and cafeteria.</p> <p><b>Barriers:</b> difficulty organizing and arranging items, decreased visuospatial skills required for arranging objects in desk and backpack and difficulty writing, decreased proprioception and motor planning, in-hand manipulation skills (e.g., translation)</p>
	<b>Occupational history (p. 16)</b>	<p>What is the client’s occupational history (i.e., life experiences)?</p> <p>Client was born via caesarean section at 31-32 weeks gestation. He was cared for in the Neonatal Intensive Care Unit (NICU) for approximately three to four weeks. He was discharged home in good health and has sustained good health since. He takes no medications and has no known hearing or vision problems. Client lives with mom, dad, and older brother. Client moved from Central CA to Los Angeles County 2 years ago.</p> <p>Client did not attend Pre-K and both parents work, so parents often assist with morning ADLs to ensure they leave on time. Mom is primarily responsible for managing schoolwork and dad assists with mealtime.</p>

Client Report	Personal interests and values (p. 16)	<p>What are the client's values and interests?</p> <p><b>Values:</b> Family, religion, friends</p> <p><b>Interests:</b> Robotics, Legos, video games (e.g., Roblox), playing with older brother, riding his scooter, playing with Hot Wheels cars, playing games with friends, watching TV and playing with his Chromebook at home.</p>	
		<p>What aspects of their contexts (environmental and personal factors) does the client see as supporting engagement in desired occupations, and what aspects are inhibiting engagement?</p>	
	Environment (p. 36) (e.g., natural environment and human-made changes, products and technology, support and relationships, attitudes, services, systems and policies, etc.)	<p>Supporting Engagement</p> <ul style="list-style-type: none"> <li>• Quiet learning environment,</li> <li>• Fidgets available in room,</li> <li>• Folder and notebook organizational system in classroom</li> </ul>	<p>Inhibiting Engagement</p> <ul style="list-style-type: none"> <li>• Larger classroom size</li> <li>• Decreased free time from 2<sup>nd</sup> grade</li> <li>• Difficulty transitioning from computer learning to paper learning in class</li> <li>• Decreased time at home to problem solve or make mistakes</li> </ul>
	Personal (p. 40) (e.g., age, sexual orientation, gender identity, race and ethnicity, cultural identification, social background, upbringing, psychological assets, education, lifestyle, etc.)	<p>Supporting Engagement</p> <ul style="list-style-type: none"> <li>• Young age</li> <li>• Educational access</li> <li>• Supportive family</li> <li>• Older brother that models behavior</li> </ul>	<p>Inhibiting Engagement</p> <ul style="list-style-type: none"> <li>• Busy home life</li> <li>• Parents note the client is aware of his challenges and makes statements such as, "Brain, remember this."</li> </ul>
Performance Patterns	Performance patterns (p. 41) (e.g., habits, routines, roles, rituals)	<p>What are the client's patterns of engagement in occupations, and how have they changed over time? What are the client's daily life roles? (Patterns can support or hinder occupational performance.)</p> <p><b>Roles:</b> Client identifies as a friend, brother, and a student</p> <p><b>Routines:</b> Mom helps in the morning with ADLs and gets client ready for school. Dad picks client up from school and assists with mealtime. Client is consistent with attending school. Client also attends outpatient OT on Thursdays to address ADLs and after school programming in robotics every Wed. Routines are structured to accommodate parent's work schedules. Mom packs lunch and picks out outfits the night before to speed up morning time.</p>	
Client Factors		<p>What client factors does the client see as supporting engagement in desired occupations, and what aspects are inhibiting engagement (e.g., pain, active symptoms)?</p>	
	Values, beliefs, spirituality (p. 51)	<p>Supporting Engagement</p> <ul style="list-style-type: none"> <li>• Client believes in "trying his best to succeed."</li> <li>• Client and family prioritize academic achievement in their family</li> <li>• Family is dedicated to facilitating success at home and in school</li> <li>• Responds well to feedback and is a quick learner</li> </ul>	<p>Inhibiting Engagement</p> <ul style="list-style-type: none"> <li>• Client has limiting beliefs such as "I always lose everything", "I'm not good at keeping my desk clean"</li> </ul>
	Body functions (p. 51) (e.g., mental, sensory, neuromusculoskeletal and movement related, cardiovascular functions, etc.)	<p>Supporting Engagement</p> <ul style="list-style-type: none"> <li>• Appropriate development of musculoskeletal system.</li> <li>• Client has good trunk control and dynamic sitting balance.</li> <li>• Client performs best when copying from near-point versus far-point.</li> </ul>	<p>Inhibiting Engagement</p> <ul style="list-style-type: none"> <li>• Difficulty with expressive language.</li> <li>• Unable to smoothly move his eyes across midline or move his eyes independently of head movement.</li> <li>• He demonstrated slight convergence and divergence.</li> <li>• Challenges in spatial awareness, motor planning, body awareness, bilateral coordination, and balance.</li> <li>• Client also demonstrates challenges with proprioceptive processing as</li> </ul>

			evidenced by occasionally slamming desktop/locker.
	<b>Body structures (p. 54)</b> (e.g., structures of the nervous system, eyes and ears, related to movement, etc.)	Supporting Engagement Client's body structures support ability to complete tasks related to his participation in his school setting.	Inhibiting Engagement Has myopia (nearsightedness) and requires corrective lenses.
<b>Client Goal</b>	<b>Client's priorities and desired targeted outcomes (p. 65)</b>	What are the client's priorities and desired targeted outcomes related to the items below?	
		Occupational Performance Client would like to be able to "do well in school." Client's mother would like client to better organize schoolwork and complete work in a timely manner.	
		Prevention Client is open to different techniques to help prevent frustration and improve his ability to pay attention to the teacher. Wants to try using a visual checklist for organizing documents and completing assignments.	
		Health and Wellness Maintain health and fitness through improved ability to participate in recess with friends.	
		Quality of Life Improve self-efficacy through positive reinforcement from family and improve ability to engage in social exchanges at the cafeteria.	
		Participation Wants to continue school-based OT services to improve his ability to in school-related tasks.	
		Role Competence Client would like to meet demands of his role as student, despite his current challenges.	
		Well-Being Wants to reduce negative beliefs and continue engagement in robotics class.	
		Occupational Justice Seeking access to a special education advocate during all Independent Educational Plan (IEP) meetings to ensure client receives equitable services, accommodations, and modifications to fully allow client to participate in his school setting.	

For a complete description of each component and examples of each, refer to the *Occupational Therapy Practice Framework: Domain and Process, 4th Edition*.

## Resources

American Occupational Therapy Association. (2020). Occupational therapy practice framework: Domain and process (4th ed.). *American Journal of Occupational Therapy*, 74 (Suppl. 2), 7412410010.  
<https://doi.org/10.5014/ajot.2020.74S2001>.

American Occupational Therapy Association. (2021). Improve your documentation and quality of care with AOTA's updated occupational profile template. *American Journal of Occupational Therapy*, 75 (Suppl. 2), 7502420010.  
doi: <https://doi.org/10.5014/ajot.2021.752001>

The occupational therapy evaluation and re-evaluation CPT® codes established in 2017 require the inclusion of an occupational profile. For more information visit <https://www.aota.org/practice/practice-essentials/coding>.