Activating Fit Families: Occupational Therapy with a Focus on Weight Management
Jazminne Orozco, OTD, OTR/L
Assistant Professor of Clinical Occupational Therapy & Pediatrics
University of Southern California

Overview
• What is occupation x
• What are childhood occupations x
• Why do they matter x
• What is obesity x
• How does it impact youth’s participation in daily activities? x
• What is occupational therapy x
• Why is OT involved in weight management x
• How can OT address weight management x
• How can you use these strategies in your everyday life and with transitional age youth x
• Resources

What is Occupation?
What are childhood & youth occupations?

How does obesity impact participation?

Play & Leisure

Occupational Performance Challenges (Play/Leisure)

- Difficulty with motor coordination and/or endurance
- Decreased joint flexibility & orthopedic problems
- Imbalance between sedentary & physical activities
- Too much screen time
- Limited access to safe parks, local recreational centers, afterschool clubs, affordable fees for team sports/equipment
Social Participation

Occupational Performance Challenges (Social Participation)

- Weight bias
  - Negative judgments or comments based on stereotypes (i.e., lazy, poor self-control)
- Bullying
  - Verbal or physical, social exclusion
- Poor self-esteem & body image
- Feelings of loneliness & isolation
- Difficulty with making & keeping friends
- Mental health disorders (i.e., anxiety, depression)

Activities of Daily Living
Occupational Performance Challenges (Activities of Daily Living)

- Difficulty in choosing & preparing healthy meals
  - Time management & organization skills for planning & preparation
  - Limited knowledge about basic nutrition
  - Prevalence of poor fast food options
- Limited access to healthy food options
  - Limited financial resources (including limited transportation)
  - Distance to local farmers markets and grocery stores
- Difficulty completing self-care activities
  - Finding clothes that fit well
  - Changing/showering after physical activities

Sleep & Rest

- Excessive rest/sleep
  - Due to depression and/or low energy levels
- Poor sleep patterns at night
  - Decreased energy & academic performance
  - Co-occurring conditions (sleep apnea)
Occupational Performance Challenges (School & Work)

- Decreased endurance & capacity on the playground & in physical education activities
- Decrease in academic performance
  - Social stresses
- Physical and/or social barriers at workplace
  - After-school jobs or internships

What contributes to weight status?
Children with developmental disabilities...

- 40% more likely to develop obesity
  - Secondary conditions
    - Pain, isolation, de-conditioning
  - Predisposing factors
    - Genetic syndromes, medications that cause weight gain
- Limited access to:
  - Accessible playgrounds and parks
  - Trained staff to adapt programs for inclusion
  - Equipment and assistive devices that allow for participation

Occupational Therapy

- Therapeutic use of occupations to support meaningful participation in daily activities.
- Develop health-promoting habits & routines that are realistic, sustainable, & enjoyable so that they become lifestyle changes.
- Problem-solving skills, self-efficacy & internal locus of control.
- Promote health, well-being, and quality of life.
Areas of Occupation | Client Factors | Performance Skills | Performance Patterns | Context & Environment | Activity Demands
--- | --- | --- | --- | --- | ---
Activities of Daily Living | Values, Beliefs & Spirituality | Sensory Perceptual Skills | Habits | Cultural | Objects Used
Instrumental ADLs | | Motor & Praxis Skills | Routines | Personal | Space Demands
Rest & Sleep | Body Structures | Emotional Regulation Skills | Roles | Physical | Social Demands
Education | | Cognitive Skills | Rituals | Social | Sequencing & Timing
Work | Communication and Social Skills | | Temporal | Required Actions
Play | | | Virtual | Required Body Functions
Leisure | | | | Required Body Structures
Social Participation | | | | |

Foundation for Participation

- Performance skills
  - Sensory perceptual skills
  - Motor & praxis skills
  - Emotional regulation
  - Cognitive skills
  - Communication & social skills
- Performance patterns
- Habits, routines, roles & rituals
- Context & Environment
  - Cultural, personal, physical, social, temporal, & virtual

Occupational Therapy Process

- Occupational Self-Analysis
- Knowledge
- Skill-Building
- Emotional Regulation
- Family Relationship & Communication
- Collaborative treatment-planning & goal-setting
Self-Analysis

• Analyzing performance skills & patterns
• Environmental analysis
• Readiness to change
• Motivational interviewing

Motivational Interviewing: 5 principles

• Reflective listening & expressing empathy
• Building on discrepancies between goals and behavior
• Avoiding confrontation or arguing
• Rolling with resistance
• Supporting self-efficacy & optimism
Motivational Interviewing Steps

• Engage
  – Talk about patient concerns & hopes.
  – Establish trust.

• Focus
  – Narrow the conversation to specific habits or patterns that individual wants to change.

• Evoke
  – Elicit motivation for change.
  – Probe understanding of the importance of change, self-efficacy and readiness

• Plan
  – Guide goal-setting. Develop practical steps to implement changes.

Knowledge & Skill Building

• Start with task analysis
• Grade information based on individual needs
• Practice planning, preparing, & problem-solving skills
• Develop an accountability structure
Collaborative Treatment Planning & Goal-Setting

Make enjoyable activities part of daily routine
Make mealtime a priority for family participation
Ensure children are healthy in related aspects

Increase leisure & play activities based on family’s interests
Evaluate homes to make meal preparation & mealtime safer, easier, & more enjoyable.
Address weight bias, body image, & bullying

Adapt physical & social activities to family’s needs & abilities
Opportunity for social-emotional development
Emotional self-regulation self-efficacy

Praise and use positive reinforcement to support participation
Create a positive social environment
Strengthen parent-child relationship

Weight Management in Primary Care

Clinic & Population Overview

- Over 46% of Latino children and adolescents are overweight or obese. (California Center for Public Health Advocacy, 2011)
- In underserved communities, there is a disproportionate prevalence of obesity and increased barriers to healthy behaviors. (Shih, 2012)
- Interprofessional interventions must provide culturally-relevant, family-centered approaches that leverage individual disciplines strengths to support families to implement behavior change strategies (Braden, 2014; Shih, 2012)
- Parents: female, yearly income of <$15,000, high school education or less.
- Patient-Centered Medical Home co-located at metropolitan pediatric hospital
BodyWorks Evidence Base

- Transtheoretical Model (Stages of Change) (Prochaska)
- Social Cognitive Theory (Bandura)
- Observational learning (modeling)
- Self-efficacy (confidence in one's ability to perform a behavior)
- Goal setting
- Behavioral capability (knowing what to do and how to do it)
- Motivational Interviewing (Miller & Rollnick)
- Adult Learning Principles (Knowles)
- Gagne's Nine Instructional Principles


Weekly Schedule

- Week 1: Introduction to Changing Habits
- Week 2: Basics of Healthy Eating
- Week 3: Physical Activity & Screen Time
- Week 4: Nutrition Labels, Portions, & Fast Foods
- Week 5: Planning, Preparing, & Shopping (Grocery Tour)
- Week 6: Cooking & Eating Together
- Week 7: Environmental Analysis & Media Influences

Interprofessional Team:
- Medical Assistants
- Nutritionist
- Occupational Therapist
- Pediatricians
- Program Coordinator
- Family-Centered
- Motivational Interviewing
- Eating & Activity Behaviors
- Goal-Setting
- Self-Efficacy

BodyWorks Evidence Base
Daily Schedule

- 4:30PM - 5:00PM - Registration & Vitals
- 5:15PM - 5:30PM - Family Snack Time & Celebrations
- 5:30PM - 6:15PM - Parent / Child Groups
- 6:15PM - 6:30PM - Goal-Setting
- 6:30PM - 7:00PM - Family Physical Activity

For More Information...

- www.aota.org
- www.otaonline.org
- www.clintonfoundation.org
- www.cdc.gov/obesity
- www.just-for-kids.org
- www.moveitloseitlivehealthy.com
- www.yaleruddcenter.org/resources/bias_toolkit/index.html

Thank you!

Jazminne Orozco, OTD, OTR/L
jaorozco@chla.usc.edu
(323) 361-7711