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Occupational Therapy Intervention in Mainstream school: A Scoping review

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Occupational Therapy Interventions in Mainstream schools: A Scoping review

Background: Mainstream school where children with typical developing and special need study in one roof. In school, along with teachers, other health professionals, including professional therapists, work together to mainstream education. Current literature suggests, occupational therapist delivers a wide range of intervention mainstream school to ensure child's participation in school.

Aim: To explore the range of occupational therapy interventions in mainstream school

Methods: Since the study aim was to explore the range of occupational therapy intervention, Arksey & O'Malley scoping review framework was used in the current review. Articles published from January 2010 to November 2020 were searched based on key terms such as occupational therapy interventions, a population consisting of schoolchildren.

Result: A total of 28 articles were included in the study based on inclusion and exclusion criteria and dates were drawn up based on the types of intervention, geographical location and types of approaches. Out of 28, 17 articles reflected OT intervention related to scholastic skills, mainly handwriting and reading skills. Other articles were occupational therapy intervention based on gross motor skills, play involvement, ergonomics and sensory processing and social interaction skills.

Conclusion: Study findings suggest that apart from improving scholastic skills like reading and writing, OTs also provide interventions related to transition planning, ergonomics, self-regulation and psychosocial support to school-going children. OTs also collaborate with other professionals and stakeholders associated with the child at school.

(Key term: occupational therapy intervention, mainstream school, school going children)