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Plan for the session (11:30-12:15)

- Theory update – just the new bits
- Content and Purpose of the MOHO-ExpLOR
- Administration – when, how, where...?
- Items and Rating Scales
- Exercise(s)
A little bit of theory...
Occupational Levels of Doing

• Participation (involvement in life roles)
  – Engaging in meaningful occupations that are significant socially as well as personally

• Performance
  – Individual activities that are carried out as part of engaging in a role

• Skills
  – Observable goal-directed actions required for each activity (Motor, Process, Communication & Interaction)
  – NEW!! Volitional Skills, Habituation Skills
Volitional Skills and Habituation Skills

- ‘Subtle’ skills
- Actions we ‘notice’...
- Can the person explore and engage in their daily life? Can the person choose, show preferences and/or select from a range of choices?
- Can the person maintain patterns of behaviour and/or habits? How does the person adapt and learn new ways of doing things? What is the person’s sense of belonging like? Does the person have an awareness of responsibilities?
Environmental Dimensions
(MOHOST, REIS, ratings criteria...)

• Physical spaces
  – Natural or constructed

• Physical objects
  – Natural or constructed. Symbolic meanings

• Social groups
  – 1:1, small groups, large groups

• Occupational forms/tasks [...activities...]
  – (demands, conventionalised ways of doing things)
## Skills and Environmental supports

<table>
<thead>
<tr>
<th>SKILLS (discrete behavioural manifestations)</th>
<th>ENVIRONMENTAL SUPPORTS</th>
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<tbody>
<tr>
<td><strong>VOLITION</strong></td>
<td></td>
</tr>
<tr>
<td>Exploring, Engaging, Choosing</td>
<td>Validation, Encouragement, Regulation</td>
</tr>
<tr>
<td><strong>HABITUATION</strong></td>
<td></td>
</tr>
<tr>
<td>Maintaining, Adapting, Belonging</td>
<td>Continuity, Variety, Transition</td>
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<tr>
<td><strong>COMMUNICATION &amp; INTERACTION</strong></td>
<td></td>
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<tr>
<td>Indicating, Relating, Conforming</td>
<td>Responsiveness, Inclusion, Advocacy</td>
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<tr>
<td><strong>PROCESS</strong></td>
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<tr>
<td>Attending, Knowing how, Timing</td>
<td>Structure, Flexibility, Modulation</td>
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<tr>
<td><strong>MOTOR</strong></td>
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<tr>
<td>Enduring, Moving self, Moving objects</td>
<td>Spatial arrangement, Static posture, Travel</td>
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</tbody>
</table>
People with ‘complex needs’

• Do you know anyone who matches any of the criteria?
• EVERYONE has an occupational life...
• Purpose of MOHO-ExpLOR
  – Accurately capture, in detail, how people participate in meaningful everyday activity
  – ‘Subtle’ skills may only be present when environmental supports are provided
  – Accurate profile of SKILLS and ENVIRONMENTAL SUPPORTS provides platform for planning intervention
Assessment aims

- Demonstrate relative strengths and limitations at the exploration stage
- Highlight the significance of the environment for supporting exploratory participation
- Guide environmental adaptation
- Document environmental improvements irrespective of personal progress
- Enable flexible data-gathering
- Build up a detailed picture over time
When, How, Where, How long...?

- Referral, Review, Discharge
- Multiple data-gathering
  - Informal observation
  - Formal observation
  - Discussion with clients, carers, MDT
  - Case notes
  - Other assessments (e.g. REIS, VQ, ACIS)
- 1 for each setting (if there are differences)
- Intensive setting vs Community setting
Skill scale

- **Spontaneous**  without support
- **Involved**  minimal support
- **Hesitant**  maximal support
- **Passive**  does not show behaviour even with support
Environmental Supports

• Strongly Supports
• Supports

• Interferes
• Strongly Interferes
Making ratings

• **Professional judgement** (informed by the data gained from the assessment)

• Criterion statements are **for reference**

• Think about the **meaning of the scale** rather than trying to match exactly to the criterion statements (and don’t take too long... 😊)

• If in doubt, choose the lower rating.

• The form has a shortened version of the criteria to act as a reminder.
Link statements and make a rating

- Observation statement and domain provided
- Place the statement next to the item
- Decide the rating
- Compare with a colleague
Resources

• A User’s Manual for the Model of Human Occupation Exploratory Level Outcome Ratings (MOHO-ExpLOR) Version 1.0 (2018) available from Queen Margaret University, Edinburgh. Send order form to: circle@qmu.ac.uk

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