

POSTER 51

**EVALUATION THE EFFECTIVENESS OF A COGNITIVE APPROACH FOR
TEACHING DOMESTIC CHORES TO ADOLESCENTS AND ADULTS WITH AUTISM**

Elizabeth Arnett (MOTS)

Sarah Haffner (MOTS)

Amanda Hurt (MOTS)

Kelly Watkins (MOTS)

(Lea Ann Lowery, MEd., OTR/L)
Department of Occupational Therapy

Abstract

Individuals with autism often have difficulty transitioning into adulthood due decreased executive functioning. One important skill which assists in the transition into adulthood is the ability to complete various domestic chores. These tasks often require executive functioning skills such as initiation, planning and organization, and problem solving which individuals with autism often have difficulty with. Currently, there is limited research on effective teaching techniques for supporting individuals with autism in the acquisition of skills needed for independent living. This study aims to determine if the Cognitive Orientation to daily Occupational Performance (CO-OP) is an effective intervention approach for improving problem solving skills. The use of this problem solving approach will be used to attempt to increase domestic chore participation in adolescents and adults with an Autism Spectrum Disorder (ASD). The recruitment process is ongoing, however currently one female participant, age 24 with an ASD diagnosis has begun the intervention process. Three goals were established in collaboration with the researchers and the participant. The primary outcome measures, the Canadian Occupational Performance Measure (COPM), and the Children Helping Out: Responsibilities, Expectations, and Supports (CHORES) will be used to determine an increase in satisfaction and participation in domestic chores. The data from the study is still being collected and will be analyzed after intervention is completed. The researchers hypothesize that the results will support the use of the CO-OP in improving problem solving skills among adolescents and adults with autism.