

Background

The current school system in the United States is structured to penalize adolescents for behaviors rather than understanding root causes (Pigott et al., 2017).

School systems have occupational therapy programs that hold potential to create intervention programs to increase understanding of behaviors and improve overall self-regulation of students (Pfirman et al., 2023).

Emotional regulation falls within the scope of occupational therapy practice according to the *Occupational Therapy Practice Framework-4* (AOTA, 2020).

PROBLEM STATEMENT

A lack of research is published regarding interventions for emotional regulation completed in schools by occupational therapists (OT) for adolescent students. This lack leads to school faculty and administrators having limited awareness of the value OT holds for interventions for emotional regulation.

Question & Objectives

QUESTION

What emotional regulation interventions are provided for adolescents in school-based settings post COVID-19 that fall within the scope of occupational therapy?

OBJECTIVES

1. Identify school-based interventions for adolescents that address emotional regulation.
2. Determine which interventions fall within the scope of occupational therapy.
3. Identify which professionals are most providing these interventions.

Methods

Conducted with Preferred Reporting Items for Systematic Reviews and Meta-Analyses Extension for Scoping Reviews (PRISMA-ScR) Checklist

Inclusion Criteria	Exclusion Criteria
English	<9 or >19 years old
From Australia, Europe, North America, or South America	From Antarctica, Asia, or Africa
Ages 9-19	Physical health conditions
School interventions within OT scope	Developmental disabilities
Published between 2020-2024	Intellectual disabilities

Methods & Results

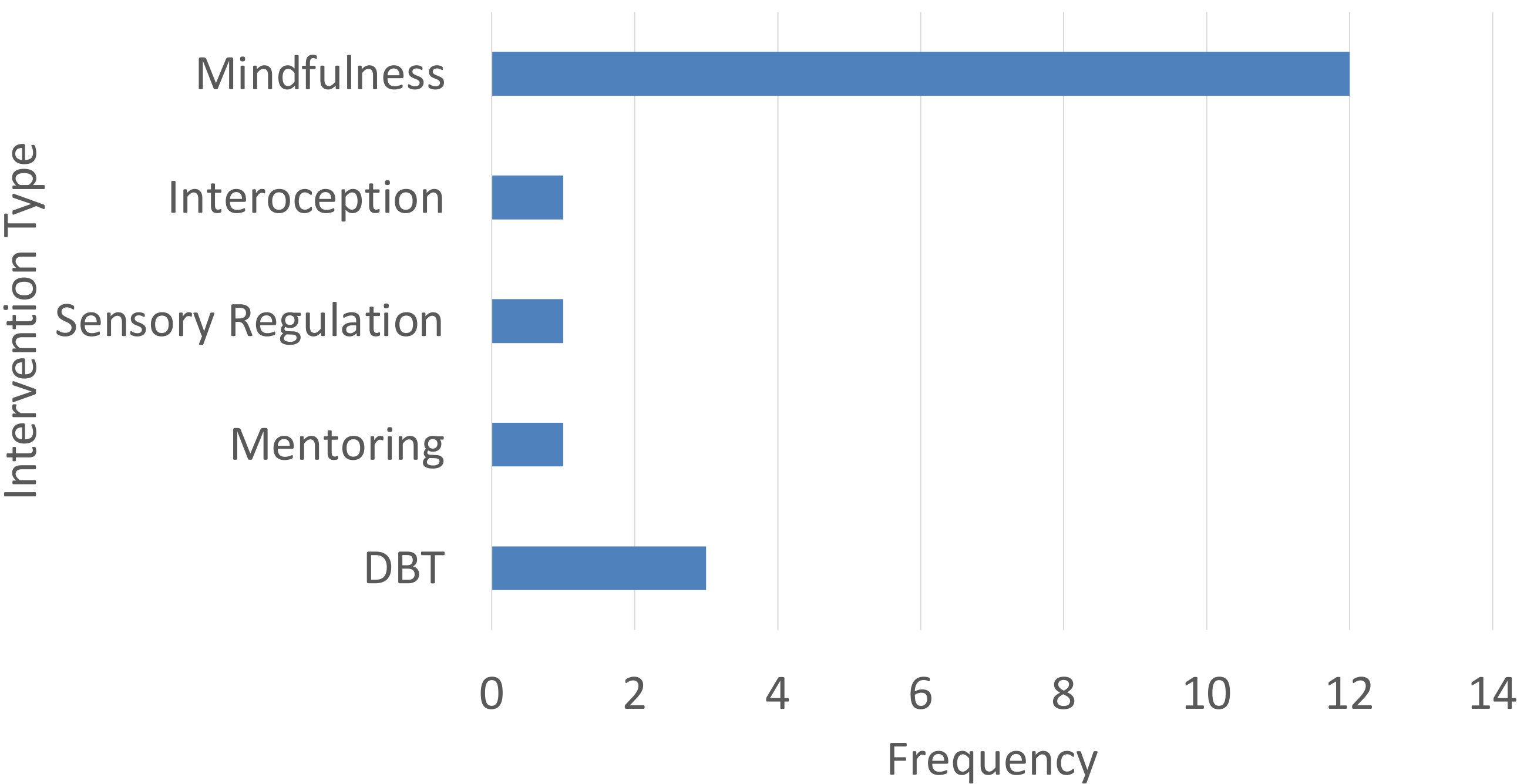
DATA COLLECTION METHOD

- Intervention specifics
- OT type of intervention
- Where the intervention falls within OT scope
- Level of evidence
- Professionals delivering the intervention
- Overall outcome

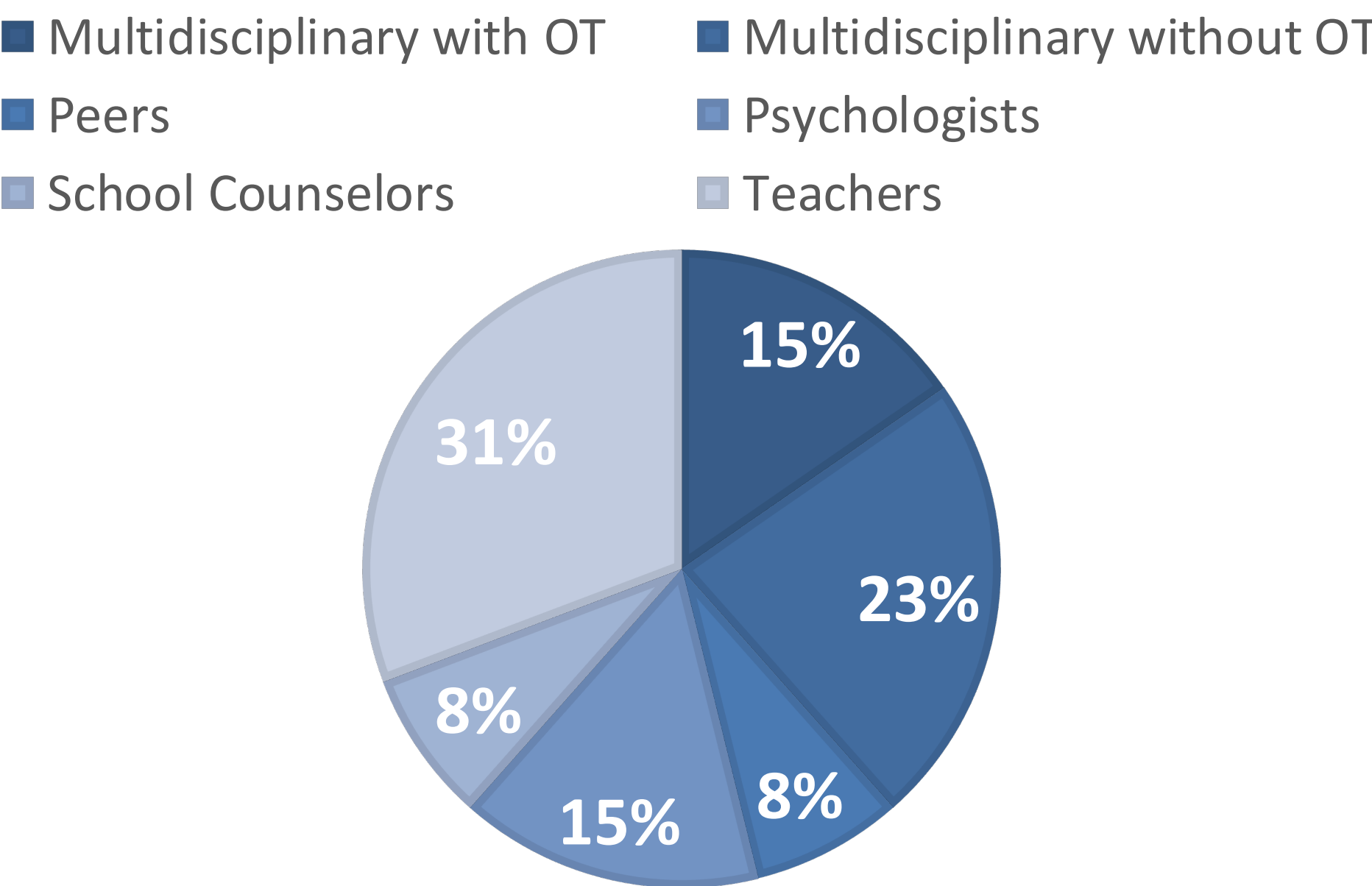
ARTICLE EXTRACTION RESULTS



Multi-Professional Intervention Types

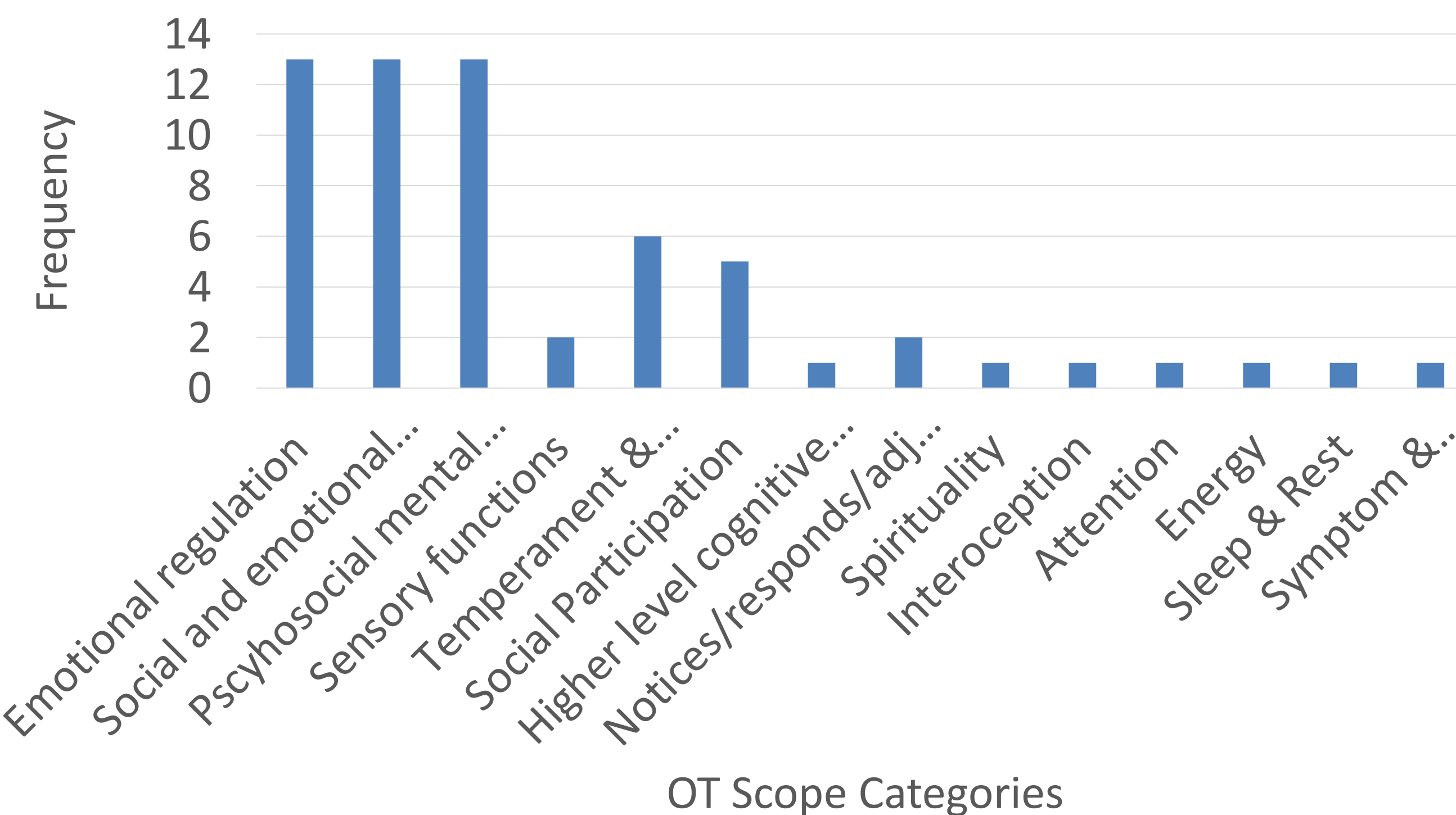


PROFESSIONALS DELIVERING INTERVENTIONS



Results

Where Interventions Fall in OT Scope



Discussion & Conclusions

INTERVENTIONS

The interventions for emotional regulation that are currently being conducted in schools nearly all fall within the scope of OT both in intervention approaches and the topics OTs address. However, they are rarely involved in the provision of interventions for emotional regulation in the adolescent population.

RESEARCH & DISSEMINATION

The profession of OT should place an increased focus on publishing current interventions for emotional regulation that are provided within schools since there is a lack of available literature. The research then needs to be shared with school faculty and administrators to assist in advocacy.

COLLABORATION

OTs should collaborate with individuals providing interventions for emotional regulation to promote the best outcomes for adolescent students.

ADVOCACY

OTs should advocate for the profession's involvement emotional regulation intervention in schools due to their unique clinical education and value.

Scan QR code for references:

