



Transitions to Adulthood for Youth With Disabilities Through an Occupational Therapy Lens

By Debra Stewart MSc OT Reg (Ont)

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Transitions to Adulthood for Youth With Disabilities Through an Occupational Therapy Lens By Debra Stewart MSc OT Reg (Ont)

There has been a shift in thinking in recent years toward addressing the multiple transitions that youth with disabilities experience as they enter adulthood. *Transitions to Adulthood for Youth With Disabilities Through an Occupational Therapy Lens* explores a developmental lifecourse approach in relation to current occupational therapy models of practice.

In *Transitions to Adulthood for Youth With Disabilities Through an Occupational Therapy Lens*, Debra Stewart and 10 contributors provide occupational therapists with the theoretical and practical knowledge needed for evidence-based services and supports to youth with lifelong disabilities during the transition to adulthood.

Features:

- Connects theory to practice by examining the transition to adulthood for youth with disabilities through a conceptual lens
- Detailed description and clinical application of the *McMaster Lens for Occupational Therapists*©
- Five chapters dedicated to different perspectives on transitions to adulthood for those with a physical disability, learning disability, developmental disability, mental illness, or chronic illness/obesity
- Five areas of occupational performance relevant to adult transitions which include postsecondary education, employment, community involvement, independent living, and socialization/leisure

In this text, a framework of a lens connects theory and practice in a simple and effective way. An extensive review of current evidence about the transition to adulthood for youth with disabilities is provided, including theoretical concepts, models, and recent research findings. The final chapter presents recommendations for future occupational therapy practice, education, and research in this field.

Instructors in educational settings can visit www.efacultylounge.com for additional material to be used for teaching in the classroom.

Transitions to Adulthood for Youth With Disabilities Through an Occupational Therapy Lens will be a pivotal resource for occupational therapy students in entry level and graduate programs, as well as faculty, researchers, and practicing clinicians working with adolescents and young adults.

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Editorial Review

Review

“The book inspires a gold standard of practice and one would feel that by using the book you could plan a thorough service to meet transition needs, with evidence to support a business case...The lens provides a very structured way of considering occupation which I feel would be an invaluable tool for students and newly qualified therapists to guide their thinking in any area of practice. I suspect the book as a whole would be useful not only for the paediatric to adult transition, but also as a guide for any therapist who works in employment transition.”

-Kirsty Gilmour, Occupational Therapist, *Paediatric Community Services, Guys and St. Thomas NHS Foundation Trust, British Journal of Occupational Therapy*

“This book provides tools and resources for the successful transition of youths to adulthood with an emphasis on the role of occupational therapists. It covers a broad range of youth populations and transition scenarios through case examples applying theory to practice. This much-needed book provides current evidence and a focus on occupational performance and engagement for students and practitioners.”

- Anna Domina, OTD, OTR/L, *Creighton University, Doody's Review Service*

About the Author

Debra Stewart, MSc, OT Reg (Ont), is an Associate Professor in the Occupational Therapy program in the School of Rehabilitation Science at McMaster University in Hamilton, Ontario, Canada. She is also a co-investigator at CanChild Centre for Childhood Disability Research, which is also at McMaster University. Her primary research interests include the transition to adulthood for youth with disabilities, and the use of the International Classification of Function Disability and Health from the World Health Organization. She has been the principal investigator for a number of research studies on the transition to adulthood including the development of best practice guidelines in Ontario; development and evaluation of a Youth KIT; and a Canadian study of the transitional tensions facing youth with disabilities.

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