

Attention in Action:

The Role of Attention in Function and Participation

EXPRESSIONS OF INTEREST SOUGHT

MELBOURNE/SYDNEY

2 days - Semester 1, 2027

Attention is a complex sensory-cognitive set of processes which are driven by multiple interacting biological, psychological, and environmental elements rather than a single brain function. Different types of attention include sustained attention, selective attention, alternating attention, and divided attention. Their use is determined by the demands of the daily activity being done as well as the nature of the context in which task performance occurs. Difficulties with attention are often linked with other cognitive and sensory processing dimensions resulting in a reduced ability to use thinking strategies to initiate, plan and organise new or multiple tasks; remember facts and procedures when needed; self-monitor and self-regulate in order to manage everyday routines, self-care, education, employment, relationships, community participation and other meaningful occupations. These difficulties may be particularly evident when environmental demands exceed the individual's available cognitive and regulatory resources.

Although often associated with Attention Deficit Hyperactivity Disorder (ADHD), attentional deficits are characteristic of a number of neurodevelopmental childhood disorders and occur in children with no formal disorder. Presentations vary considerably between individuals and across developmental stages and environments, posing potentially significant impacts with temporary or lasting impact on functional capacity.

This workshop will explore the nature of attention and disordered attention from an occupational performance and functional capacity perspective.

WORKSHOP OBJECTIVES

This practical two-day workshop will assist participant

- Develop a contemporary understanding of attention deficits, their presentation and impact on occupational performance across childhood and early teens
- Identify occupational performance strengths and challenges associated with reduced attention
- Understand the relationship between reduced attention, cognitive processes and functional capacity across self-care, education, social participation and community activities
- Apply strengths-based, neuro-affirming strategies to support children in responding to attentional challenges, including the capacity to:
 - o self-manage frustration and competing demands
 - o initiate, sustain and complete tasks, particularly when tasks are challenging or less motivating
 - o build flexible planning and problem-solving skills (including time management)
 - o navigate transitions, be flexible and manage unexpected change
 - o engage effectively in desired social participation and relationships
- Collaborate with parents and teachers to create supportive, inclusive environments that promote participation

This workshop is suitable for occupational therapists.

About the Presenter



Associate Professor Chris Chapparo PhD, MA, DipOT -

Dr Chapparo is widely recognised on an international level for her contributions to occupational therapy through teaching, research and community service activities. Dr Chapparo has co-authored the Occupational Performance Model (Australia). Dr Chapparo has interests in cognition, management of sensory/ motor problems in children and adults and occupational therapy theory.

Dr Chapparo is a founding member of Sensory Integration International and the Australian SI Faculty and she is a neurodevelopmental therapy instructor. Her research interests lie in the areas of children's information processing and social participation.

Expressions of Interest Sought – we are currently seeking expressions of interest for this workshop. If you are interested in this workshop, please drop us a line at info@zimei.com.au - Please indicate your preferred location — Melbourne or Sydney — when registering your expression of interest.