# Ziembowicz, Megan CoP Thematic Codebook

| Code | | Definition |
|---|---|---|
| **Contextual Factors** | | |
| **1.1 Interpersonal-level factors** | | |
| **1.1a** | **Individuals** | Individual OTP practitioner's opinions, biases, and personal barriers/facilitators |
| **1.1b** | **Families/Caregivers and Students** | Interpersonal relationships between student and their support system and OTPs |
| **1.1c** | **School Staff** | Teachers, Administrations, and Board Members opinions, biases, education [typically colleagues] |
| **1.2 Organizational-level factors** Structural, political and cultural context within a given entity responsible for implementation and change (I.e., the school) | | |
| **1.2a** | **Culture and Education** | Above interpersonal relationships at a cultural level of changing 'status quo' |
| **1.2b** | **Logistics** | Routines, schedules, Staffing, finances etc. |
| **1.2c** | **Curriculum** | Curriculum factors, programs, etc that serve as support or barriers to change **[MTSS, PBIS]** |
| **1.2d** | **Regulatory and Legal Factors** | IDEA, IEPs, LRE, adherence to or inability to adhere to in regards to caseload and workload |
| **1.2e** | **Models of disability** | Societal perspective on disability, medical and social models |
| **Capacity Building** | | |
| **2.1 Support system** CoP efforts to build capacity for change | | |
| **2.1a** | **Education and Training** | Evidence-based practice discussions, articles, etc. |
| **2.1b** | **Collaboration and engagement** | Sharing of personal stories, success, from peers |
| **2.1c** | **Tools for Advocacy** | Resources provided to aid in change-making, templates, phrases etc. |
| **2.2 Synthesis and knowledge translation** Efforts to implement workload-based models of service delivery in schools | | |
| **2.2a** | **Suitability** | Comments about the suitability of changes in service delivery for the school and students |
| **2.2b** | **Adaptability** | Comments about the extent to which the program could be or was modified to meet the needs of their school/students |
| **2.2c** | **Usability** | Comments about the ease or difficulty of instituting change |
| **Components of Influence** | | |
| **3.1 Adoption of Change** | | |

| | | |
|---|---|---|
| Extent to which individuals are psychologically and behaviorally prepared to make the changes necessary to implement changes in service-delivery model (influenced by support and resources available) | | |
| 3.1a | **Practitioner Readiness** | Barriers and facilitators to OTPs willingness to make changes |
| 3.1b | **School readiness** | School-wide, staff, administration, etc willingness to modify service delivery models |
| 3.1c | **Student and Support System Readiness** | Are those who receive the services ready for changes? |
| **3.2 Implementation policies and practices** Practices, policies, structures and/or strategies used to implement/inhibit changes in service delivery | | |
| 3.2a | **Previous Structure** | References to initial service delivery practices prior to CoP |
| 3.2b | **Current Structure** | Current strategies, efforts, negotiations or success in service delivery models in school |
| 3.2c | **Future considerations** | OTPs future desires, negotiations, and steps toward change |
| **3.3 Implementation climate and efficacy** If changes in service delivery have occurred – their reception and their impact thus far | | |
| 3.3a | **Practitioner Level** | Effectiveness of changes in service delivery to improve adherence to EBP and encompass full role of school-based practitioner |
| 3.3b | **School/District Level** | Changes, impact, and effects of changes in service delivery for school routine, other clinical professionals, administration, etc. |
| 3.3c | **Student, Family, Caregiver Level** | Reception of changes by student and their family, if their perceived needs are/are not being met |

*Note.* CoP = Community of Practice; OTP = Occupational Therapy Practitioner; MTSS = Multi-Tiered System of Supports; PBIS = Positive Behavioral Interventions and Supports; IDEA = Individuals with Disabilities Education Act; IEP = Individualized Education Program; LRE = Least Restrictive Environment; EBP = Evidence-Based Practice.