Drumming within the Framework of Occupational Therapy
For Children, Youth, and Adults
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Occupational Therapy supports “health and participation in life through engagement in occupation.”

Drumming may be used to teach concepts applicable to living a FUNctional life!

Applied to the following areas of Occupation (everyday activity):

- **Social Participation**: Prosocial behaviors (turn-taking, sharing, respect of others)
- **Play**: Coping strategy, social skills, creativity (self-expression)
- **Rest and Sleep**: Relaxation, promotion of general mental and physical health and happiness
- **Work**: Leadership, initiation, sense of mastery, accomplishment, flexibility/adaptive performance, persistence, dependability

Involved in following Outcomes: **Occupational Performance** (the act of doing and accomplishing a selected activity or occupation), **Health and Wellness** (physical, mental, social well-being), **Participation** (engagement in desired occupations), **Quality of Life** (satisfaction, self-concept, health, functioning), **Role competence** (effectively meet the demand of roles), **Adaptation** (change in response approach to an occupational challenge), **Prevention** (creating conditions necessary for health at individual and social levels).

Used in types of Occupational Therapy Interventions (therapeutic use of drums):

- **Occupation-based intervention** (used as engagement in the occupation itself)
  Example: Drum for engagement in play and group drumming for engagement in social participation.
- **Purposeful activity** (used to develop skills that enhance occupational participation)
  Example: Drum as a method of teaching/developing mathematical concepts (addition, subtraction, multiplication, division) to enhance educational success.
- **Preparatory methods** (used to prepare individual for occupational participation)
  Example: Drum to promote relaxation/rest/sleep (which also impacts other areas of occupation).

Performance Skills (abilities demonstrated):

- **Motor & Praxis**: Posture, mobility, coordination, strength/effort, energy, skilled purposeful movements.
- **Sensory-Perceptual**: Visual (vision), auditory (hearing), proprioception (position of body in space), vestibular (balance), tactile (touch)
- **Communication & Social**: Verbal, non-verbal (body language, looking, gesturing), taking-turns, acknowledging others, community/teambuilding/group cohesiveness (sense of belonging, commitment to roles).
- **Cognitive**: Sequencing/creativity, focus/attention, memory, judging of self (self-esteem), grasp of concepts.
- **Emotional Regulation**: Expression of feelings, impulse/self-control, relieving stress (utilizing relaxation strategy)

The information in this overview is not intended to be all-inclusive

Sources of Information:

- Occupational Therapy’s Role in Mental Health Promotion, Prevention, & Intervention With Children & Youth: Promoting Strengths in Children and Youth. Retrieved February 18, 2013