



## Hints for Giving an ESI In-Service

As with any presentation, your audience will be one of the first things to consider when preparing. Different groups of people will want different types of information. Clinicians, for example, will want to know about how the ESI will help them in their daily practice. Researchers and academics will want to know about research supporting the validity and reliability of the ESI. The information below will help you think about special considerations to modify your in-service for different types of audiences.

### **Audience: Research Colleagues**

- Encourage them to read published ESI studies — have copies of the ESI reference list (available from the CIOTS website, [www.innovativeOTSolutions.com](http://www.innovativeOTSolutions.com))
- Refer them to Chapter 3 in the ESI manual (4th edition — validity and reliability studies)
- Discuss the unique perspective from which occupational therapists view social interaction (i.e., we focus on doing, activity, occupation)
- Show the computer-generated ESI Results Report and explain how it can be used to objectively measure outcomes

### **Audience: Academicians**

- Incorporate the hints above for targeting an audience of research colleagues
  - Academicians may be familiar with Griswold and Simmons (2014) who describe the occupational therapy perspective on social interaction
- Point out that the ESI is a complex assessment and that students will need to take an ESI training course to learn to administer and score it
- If you have administered the ESI several times, consider using a case example to demonstrate how ESI can be used in the intervention planning process

### **Audience: Occupational Therapy Clinicians**

- Use a case example
- Show your computer-generated reports
- Allow extra time to discuss how you interpreted the person's ESI results, set goals, and planned intervention

### **Audience: Clinicians from Related Disciplines**

- Include general information about the unique focus of occupational therapy (the conceptual model of the ESI is useful to illustrate this)
- Give general information about the ESI
- Point out that no one profession “owns” social interaction, but that occupational therapy has a unique perspective on activities that involve the person talking and interacting with other people
- Focus on what occupational therapists can learn about that person's quality of social interaction when we administer the ESI and how that information differs and may compliment the information we can learn from other assessments
- Have copies of the ESI reference list available as a handout

### **References**

Fisher, A. G., & Marterella, A. (2019). *Powerful practice: A model for authentic occupational therapy*. Ft. Collins, CO: Center for Innovative OT Solutions.

