

- Title : Curriculum–Framework Alignment and Collaborative Service Delivery: Occupational Therapy in Taiwan’s Life Management Curriculum
- Research Overview : This study examined the alignment between Taiwan’s Life Management curriculum and the Occupational Therapy Practice Framework (OTPF-4), and explored collaborative service delivery between special education teachers and occupational therapists. The findings indicated that 15 of 22 subcategories aligned with OTPF-4 domains (68.2%), while institutional constraints affected implementation in school settings.
- Purpose of Study : In the global trend of educational reform emphasizing inclusive education and curriculum-based service delivery, the repositioning of professional roles and service models within school settings has become a significant issue in international education research. Within Taiwan’s 12-year compulsory education framework, the “Special Needs Domain Curriculum” emphasizes the development of students’ functional life skills and social participation. Among its components, the “Life Management” subject is closely associated with the core constructs of occupational therapy, including Activities of Daily Living (ADLs) and Instrumental Activities of Daily Living (IADLs). However, there remains a lack of empirical research examining how policy frameworks and curriculum guidelines are translated into practice within educational contexts.
- Research Methods : This study adopted a qualitative research design, focusing on both textual alignment and professional service delivery models. It integrated document analysis and focus group interviews. First, document analysis was conducted to examine the correspondence between the three dimensions and 22 subcategories of the Life Management subject and the occupational domains defined in the Occupational Therapy Practice Framework (OTPF-4). Second,

separate focus group interviews were conducted with elementary school special education teachers and part-time occupational therapists in Kaohsiung City to explore collaborative practices and contextual constraints in educational settings.

- **Results and Discussion :** The findings indicated that 15 out of 22 subcategories were aligned with OTPF-4 occupational domains, yielding an alignment ratio of 68.2%. This result suggests that the curriculum objectives and core professional domains share a substantial degree of similarity at the content level. In terms of service delivery, occupational therapists primarily functioned in indirect roles, providing consultation and instructional support, while direct intervention was less frequent. Regarding collaboration models, an interdisciplinary model was predominantly adopted during the student assessment phase, whereas a transdisciplinary model was more commonly applied during the implementation of educational goals, indicating a phased transition in collaborative practices. The effectiveness of collaboration was influenced by several institutional factors, including the level of teacher engagement, the specificity and practicality of occupational therapy recommendations, the continuity of services, and policy and funding support. While current practices demonstrated a certain level of feasibility, these factors continued to shape the extent to which collaboration could be effectively implemented in educational settings.

The study reveals that although there is a notable level of alignment between curriculum structures and occupational therapy frameworks at the conceptual level, existing service configurations and institutional arrangements do not fully support the implementation of curriculum-based professional integration. This gap highlights the challenges involved in translating conceptual alignment into consistent educational practice.

This study contributes empirical evidence from Taiwan and enriches the

understanding of curriculum-based service delivery and interdisciplinary collaboration within an East Asian context. The findings provide insights for future policy development and practical implementation, and contribute to ongoing international discussions on the integration of allied health professionals in educational systems.

- Keywords : Inclusive Education; Transdisciplinary Collaboration; Occupational Therapy; Curriculum-Based Service Delivery; Life Management Curriculum.