

Author(s) and Publication Year	Country	Type of Design	Sample Characteristics	Intervention	Key Findings
Simo-Algado, Mehta, Kronenberg, Cockburn, & Kirsh (2002)	Kosovo	Qualitative case study	Children survivors of war ages 6-14 in the city of Gjakova	Community-based, preventive program that used projective techniques to allow for positive emotional expression	Engaging in projective techniques that allow for emotional expression, such as painting and drawing with free themes, helped children express and process traumatic events. Through these techniques, children were able to express how they are feeling, learn the importance of expressing their emotions in a positive way, and continue engaging in activities that were meaningful to them.
Al-Heresh, Bryant, & Holm (2013)	Jordan	Qualitative case study	Palestinian refugees living in Jordan	Community-based rehabilitation that allowed for the expression of positive emotions and development of new friendships in children	As more children in the community became interested in playing on the playground, it allowed for the development of new friendships and expression of positive emotions. This type of community-based rehabilitation not only allowed children to participate socially with others, but it also created opportunities that gave them occupational fulfillment.
Copley, Turpin, Gordon, & McLaren (2011)	Australia	Qualitative case study	High school aged students from refugee backgrounds	An activity-based group program that addressed social competence in refugee students	Activities that provided opportunities to address social competence, such as cooking and engaging in science experiments, fostered better alignment between teachers and occupational therapists as well as improved learning in new environments. Participating in such activities allowed for the development of social skills in refugee students to support participation and performance in the classroom.
Bishop, & Purcell (2013)	United Kingdom	Exploratory study using qualitative methodology	Adult refugees of working age who were recruited from members attending a weekly allotment group	Gardening or horticulture that promoted social inclusion	Gardening or horticulture was identified as a meaningful activity due to its therapeutic nature and social inclusion. This activity also allowed the participants to grow crops from their native countries, allowing them to reminisce on past occupations and maintain a connection to their culture.
Boyle (2014)	Australia	Qualitative case study	Occupational therapists involved as volunteers in two different refugee programs in Australia and Bhutan	Community-based refugee programs that allowed for social participation and integration into society	Descriptions of the community-based programs suggested that social participation, such as playing sports and participating in choirs, allowed for refugees' social integration into new communities. These types of programs addressed occupational deprivation by providing refugees with social outlets and supporting them to become a part of larger communities.
Werge-Olsen & Vik (2012)	Norway	Cohort study	11 adult students at an adult education center between the ages of 20 and 65	Familiar and meaningful activities from native countries	During language training, students' prior engagement in meaningful activities received little attention. A thorough understanding of an individual's activity history could make it easier to apply skills and expertise from native countries. Familiar and meaningful activities from refugees' native countries could enable communication when language skills are limited.
Suleman & Whiteford (2013)	Australia	Qualitative case study	Refugees in a post-resettlement program in Brisbane	Community-based programs that focused on mastery of practical skills to navigate in a new environment	Community-based rehabilitation that focused on practical skills, such as community mobility and money management, enabled refugees' ability to engage in new environments.