

Parents Perceptions of Developmental Therapy Home Programs

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AIM

- Investigate barriers and enablers to parents carrying out home programs
- To empower parents by having their opinions considered and valued
- To investigate potential changes in service delivery

Rationale

- Family focussed model is based on a partnership between therapists and parents
[Moore and Larkin 2006]
- The role of the parent is considered critical
- Therapists have identified numerous barriers to collaboration [Hinjosas et al 1988]

Rationale

- Little research into parents perceptions on why home programs do not work
- Majority of research is with children with significant disability [Piggot 2003]
- Little research on a multidisciplinary approach within a community setting

Study Design

Qualitative research project

- Participants are the parents of:
 - Children aged between 0-5years
 - With developmental issues
 - Have received 2 or more intervention sessions



Study Design

- Semi-structured interviews to explore parent perceptions around a number of themes:
 - Establishing effective relationships
 - Establishing mutually agreed goals
 - Construction of the therapy home program
 - Support
 - Evaluation of the therapy home program

[Novak 2006]



Analysis

- 20 interviews conducted as saturation was reached
- Data analysed from interview transcripts of interviews
- Key themes categorised based on current research

Analysis

- Using Nvivo to perform a thematic analysis
- Coding and entering is carried out by the Chief Researcher plus 2 other researchers to ensure consistency

Main Themes

- Communication in the Goal Setting Process
- Information use in Home Programmes
- Integrating home programme into daily life

Communication in Goal Setting

Implementation of Goals

- Time commitment
- Resources
- Ease of implementation
- Practicality

Communication in Goal Setting

Relationship

- Parent concerns – have they been listened to
- Active listening
- Open and honest communication
- Child/Parent rapport
- Partnership –equal share of power

Communication in Goal Setting

Communication

- Mode – written/verbal and demonstration
- Amount of information
- Parent learning style
 - Visual
 - Verbal
 - Kinaesthetic
 - Need to check for retainment and understanding

Information Use

- Method
- Equipment

Information Use

Method

- Written
- Verbal
- Demonstration
- Technology –Video /Email /Intranet
- Appropriate language

Information Use

Equipment

- Visual aids – Pictures, cards etc
- Photograph record
- Videos
- Specialised equipment

Integrating into Home Life

- Home Programme Activities
- Family Dynamics
- Demonstration / Practice

Home Programme Activities

- Complexity
- Number
- Relevance to child and parent of goals and activities
- Achievability

Family Dynamics

- Therapist knowledge of family routine
- Who else to support / carry out HEP
 - At home
 - Child Care
 - Other settings
- Parental / carer capacity to adopt/ integrate

Integrating into Home Life

Demonstration and Practice

- Ability to practice with the therapist
- Equipment at home
- Home visit
- r/v of technique

Challenges

- Located on 2 sites within the Health District
- Large team working on the project with 11 members
- Minimal research experience



Challenges

- Co-ordination is essential
- Need to allocate tasks equally according to individual strengths
- Frequent meetings set on a regular basis

References

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