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 focused 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 0-5 years
  – 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 retention 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
Integrating into Home Life

Home Programme Activities

- Complexity
- Number
- Relevance to child and parent of goals and activities
- Achievability
Integrating into Home Life

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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