

EUREKA! ENHANCING LEISURE PARTICIPATION IN CHILDREN WITH AUTISM SPECTRUM DISORDER THROUGH COACHING IN CONTEXT

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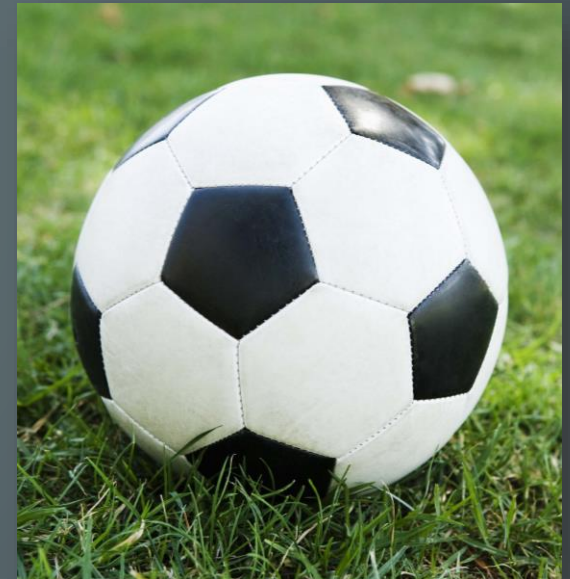


BACKGROUND



RECREATION! WHY?

- Recreation is critical to development and generalization of basic skills in children (Datillo & Schlein, 1994; Sowa & Meulenbroek, 2012)
- People with ASD participate in (Hilton, Crouch, & Israel, 2008; Potvin, et al., 2013):
 - fewer types of recreational activities
 - recreation closer to their home
 - recreation alone and with family members
- Participation in meaningful recreation is associated with higher quality of life (Garcia-Villamizar & Datillo, 2010; Law et al., 2011)
- People with ASD experience poorer quality of life (Beadle-Brown, Murphy, & DiTerlizzi, 2009; Potvin, Snider, Prelock, Kehayia, & Wood-Dauphinee, 2015)



WHAT IS THE C in C PROCESS?



It combines a specific approach to “coaching” and “context therapy”.

Coaching and context therapy have a growing body of research evidence.

“COACHING”

Common Principles of OT Coaching:

- Family-centered
- Strengths-based
- Parent/client empowerment
- Interventionist is a facilitator

Coaching in Context Specific:

- Family-driven
- Strengths-based
- Parent/client empowerment
- Interventionist is a facilitator
- Culturally responsive
- Inter-professional
- Manualized

(Foster, Dunn, & Mische-Lawson, 2013; Graham, Rodger, & Ziviani, 2013; Graham, Rodger, & Ziviani, 2014; Graham, Boland, Ziviani, & Rodger, 2017; Potvin, Prelock, & Savard, 2018)

OT'S ROLE COACHING-IN-CONTEXT

(POTVIN, PRELOCK, & SAVARD, 2018)

- **Facilitates** parents/clients self-discovery of barriers to achieve their own goals
- **Guides** parents/clients in the self-identification, choosing and use of strategies to help them achieve their own goals
- **Helps** parents/clients focus on 'context' not skill remediation

CONTEXT THERAPY

Definition:

Strengths-based approach focused on improving participation of people with disability by altering the task or the environment (Darrah et al., 2011)

Empirical Evidence:

- Enhances participation of children with complex disabilities and ASD (Darrah et al., 2011; Dunn, Cox, Mishe-Lawson & Tanquary, 2012; Law et al., 2011)
- Increases parental self-competence (Dunn et al., 2012)



Coaching in Context (CinC) Process

Parts of Session

- 1. Debrief**
 - Goal(s) attainment rating
 - Action plan review
 - Identify barriers & bridges
- 2. Brainstorm**
 - Individual or group
- 3. Plan:**
 - Family select strategies

Interventionist behaviors...

- Follows the family's lead
- Engages in active listening
- Provides emotional support
 - Empathizes
 - Is responsive
 - Encourages
- Poses reflective questions
- Empowers the family
- Ensures that the process focus on strengths & environment/task modifications

Coaching

Context Therapy



STUDY OBJECTIVES

1. Enhance the recreational engagement of children with ASD
2. Improve the wellbeing of those with ASD and their families
3. Increase the perceived self-competence of parents of children with ASD



METHODS



STUDY DESIGN

- Single subject design (ABA)
- Multiple baseline
- Non concurrent: Goals addressed were randomized
- 2 raters per child
- Pilot study (n=3)



RECRUITMENT

Convenience sample:

- Flyers
- E-mail
- Word of mouth

ELIGIBILITY

- Children 7 to 13 years with a diagnosis of ASD
- No specific motor disability
- No specific genetic syndrome
- No sibling with neurodevelopmental disability

PARTICIPANT CHARACTERISTICS

Characteristic	P001 / P003	P002
Child Age	8 years 8 months	12 years 7 months
Child Gender	Male	Male
Parent Gender	Female	Female
Race/Ethnicity	White/Non Hispanic	White/Non Hispanic
Primary Language	English	English
Household Income	\$100,000-\$149,000	----
Parent's Highest Level of Education	Graduate Degree	Graduate Degree
Kaufman Brief Intelligence Test	SS 119	SS 122
Social Communication Questionnaire	28/40	18/40
Social Responsiveness Scale	T-score \geq 90	T-score \geq 90

OUTCOME MEASURES

Measurement Tools	Administered
1. Life Participation for Parents	Pre-post intervention
2. Parenting Sense of Competence Scale	Pre-post intervention
3. Peds QL - Pediatric Quality of Life Inventory - Child Report	Pre-post intervention
4. Peds QL - Pediatric Quality of Life Inventory - Parent Report	Pre-post intervention
5. Peds QL - Family Impact Module - Parent Report	Pre-post intervention
6. Participation and Environment Measure for Children and Youth	Pre-post intervention
7. Canadian Occupational Performance Measure (COPM)	Pre-post intervention
8. Goal Attainment Scaling (GAS)	Weekly

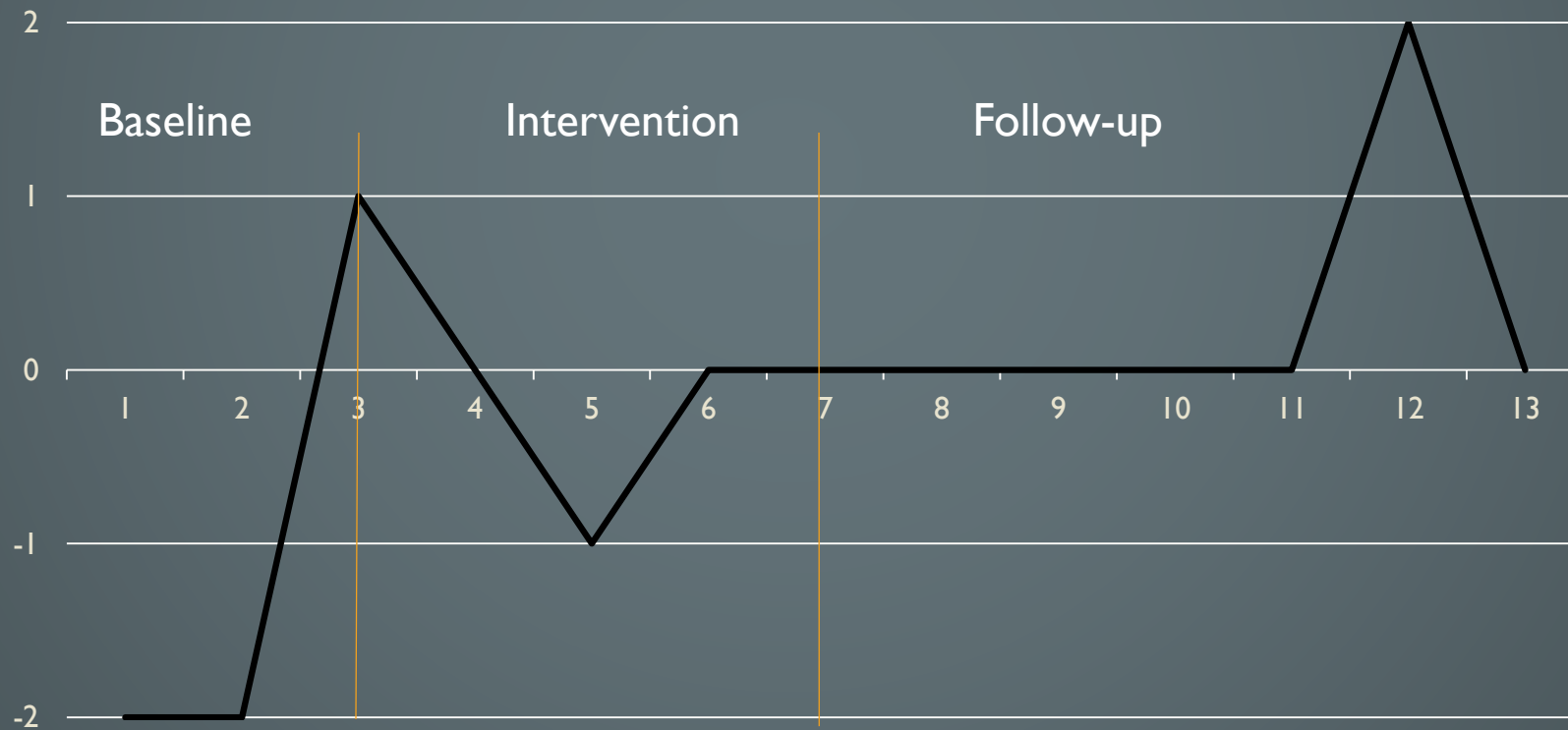
RESULTS



CANADIAN OCCUPATIONAL PERFORMANCE MEASURE

	P001		P002	
	Before Intervention	After Intervention	Before Intervention	After Intervention
Performance	6	18	16	18
Satisfaction	9	14	20	22

GAS RATINGS EXAMPLE: P003 R2 G2



GOAL ATTAINMENT SCALING SUMMARY

P001

- Varied baseline ratings
- Varied intervention ratings
- ↑ in attainment during follow-up

0/3 goal ratings were stable enough data to demonstrate clinically significant change

P002

- Stable baseline ratings
- ↑ in attainment during intervention
- Attainment maintained during follow-up

2/3 goals showed clinically significant change

P003

- Stable baseline ratings
- ↑ in attainment during intervention
- Attainment maintained during follow-up

3/3 goals showed clinically significant change

CONCLUSION & LIMITATIONS

- Intervention appears beneficial in supporting families to meet recreation goals for their children with ASD
- Intervention can also be used with young adults and wide-range of occupations (Pilot: GOALS² Program)
- Results support Dunn's findings that among children with ASD, context-therapy and coaching are effective in increasing children's participation in everyday activities
- Very small sample; replication needed

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SOURCES OF PICTURES

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