



Impact of Caregiver Workshops on Families with Children in Early Intervention

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Site Description

- **Total Education Solutions (TES) Therapy** is a pediatric outpatient clinic that provides a variety of therapeutic services in clinics, homes, and schools.
- **Services:** occupational, physical, speech, center based program, and applied behavior analysis therapy.
- **Connect, Learn, and Play Program** is center-based Early Intervention (EI) program aimed to enhance clients' social, emotional, cognitive, language, and physical skills in a developmentally appropriate environment.
- **Mission:** "Empower individuals of all abilities by fostering opportunities for success through customized, innovative solutions." (TES, n.d.)

Learning Objectives

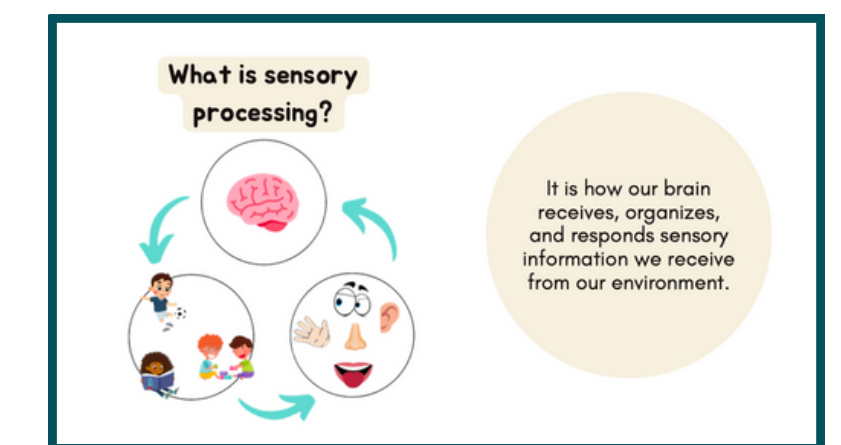
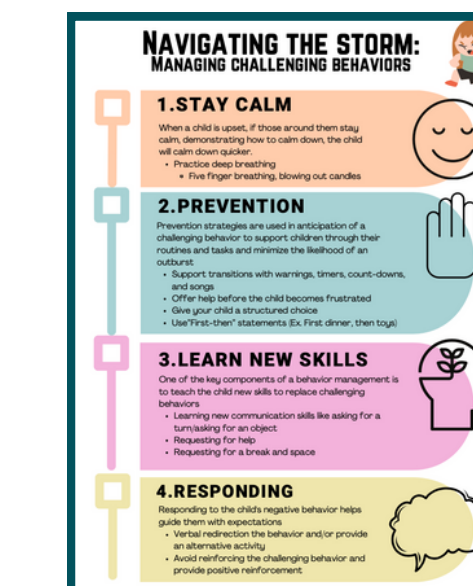
- Primary Focus Area:** Program Development
1. By the end of 14 weeks, the capstone student developed and implemented a caregiver workshop providing education and strategies on various topics to increase caregiver self-efficacy and knowledge competencies.
 2. By the end of 14 weeks, the capstone student created caregiver educational resources of information and strategies presented during the workshop to increase generalization and transference at home.
 3. By the end of 14 weeks, the capstone student conducted an evaluation of the program to determine the effectiveness of the workshops.

Project Description & Implementation

- **Purpose of the "Grow Together" workshop:** present evidence-based information and strategies to increase at-home carry-over and intentional interaction between caregivers and their children.
- **Goal:** increase self-efficacy and knowledge competency for families who receive early intervention (EI) services.
- 10 group sessions:
 - Frequency: 2 times a week for 5 weeks
 - Duration: approximately 30 minutes
- Topics encompassed all areas of development, including milestones, sensory strategies, self-help skills, behavior strategies and other related content.

Scholarly Deliverables

- Included in the Google Drives are the following scholarly deliverables: presentation slides, educational handouts, staff in-service presentation, and group protocols
- **Scan QR Code to view:**



Summary of Needs Assessment

1. Caregiver education workshop
2. Educational resources and handouts
3. Standardized documentation

Literature Review

- Caregiver education and coaching form the basis for the two prominent themes discussed in the literature review:
 - Child Outcomes:**
 - i. A systematic review by Althoff et al. identified autism spectrum disorder (ASD) behavior, communication, play, and adaptive functioning as positive client outcomes from families who received parent-mediated intervention.
 - ii. Parent training showed increased improvement in disruptive behavior and adaptive functioning for children with ASD (Bearss et al., 2013).
 - Parent Outcomes:**
 - i. Following occupational performance coaching, mothers reported they were able to apply knowledge, reflect on their experience to the next session, and approach problems more proactively (Foster et al., 2014).
 - ii. Parents who received therapist-assisted PMI reported that they developed a greater understanding of their child's skills, a better understanding of how to support their child's needs, and experienced a greater sense of empowerment to apply strategies with their children in comparison to self-directed therapy (Ingersoll et al., 2016).

Evaluation and Project Outcomes

- **Evaluation method:** Pre and post-survey
- **Demographics:**
 - 14 participants completed the pre and post-survey
 - Ten participants were fathers, and four were mothers
- **Quantitative data:** single-subject design
 - 13 out of the 14 participants reported a change of one or more points on the Likert scale for both knowledge and confidence items of the survey (see Table 1)
 - 11 participants rated the sessions as "very relevant," and three rated the sessions as "relevant" (see Table 2)
 - 12 participants rated the information as "very achievable," and two participants rated it "achievable" (see Table 2)
- **Qualitative data:** two open-ended, aiming to collect qualitative data on the specific strategies or information participants intended to apply at home
 - "Have you identified any specific strategies or actions from the workshop that you plan to implement?"
 - Session 4: "Making food fun and portions (small). Offering and exploring more. Expressions to encourage the meal to be good."
 - Session 5: "How to play with my children to get more of her attention."
 - Session 6: "To be more friendly and reasonable with my children"
 - "What aspects of the workshop did you find most beneficial?"
 - Session 3: "How to understand our children more"
 - Session 5: "Follow their lead more often when playing with them"
 - Session 6: "I found the behavior prevention strategies helpful"

Table 1
Summary of Participants' Perceived Knowledge and Confidence Before and After Workshop Session (N=14)

Session #	Participant #	Pre-Knowledge	Post-Knowledge	Pre-Confidence	Post-Confidence
1	1	3	4	4	5
	2	5	5	3	4
2	1	4	5	4	5
	2	5	5	4	4
	3	3	4	3	5
3	1	3	5	4	4
	2	4	5	4	4
4	1	4	5	5	5
	2	5	5	5	5
5	1	5	5	5	5
	2	3	5	3	5
6	1	3	4	4	4
	2	5	4	5	4
10	1	3	4	5	5

Note. A Likert scale was utilized to gauge participants' perceived knowledge and confidence regarding the session topic. For items assessing knowledge, the scale ranges from 1 ("very little") to 5 ("a lot"). For items measuring confidence, the scale ranges from 1 ("not confident") to 5 ("very confident").

Table 2
Summary of Participants' Rate of Relevance and Achievability of Session Information (N=14)

Session #	Participant #	Relevance	Achievability
1	1	5	5
	2	5	4
2	1	5	5
	2	4	5
	3	5	5
3	1	5	5
	2	4	4
4	1	4	5
	2	5	5
5	1	5	5
	2	5	5
6	1	5	5
	2	5	5
10	1	5	5

Note. A Likert scale was utilized to rate the relevance and achievability of the session content. For items assessing relevance, the scale ranges from 1 ("not relevant") to 5 ("very relevant"). For items measuring achievability, the scale ranges from 1 ("not achievable") to 5 ("very achievable").

Discussion and Implications

- When provided with the opportunity for caregiver education through various mediums, such as one-on-one coaching or group sessions, participants report improved competency and self-efficacy regarding topics related to their child's developmental growth.
- In the post-survey, caregivers were able to identify specific actions they intend to implement at home, implying an intention to carry over these skills at home.
- **Implications:**
 - Greater need for caregiver education workshops to promote family-centered care in occupational therapy practices.
 - Occupational therapists can facilitate platforms or groups where caregivers can connect, share experiences, and learn from each other.

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References

