Parents' Goals: An Analysis of Therapist Reasoning

Amy L. Miller, OTS
*Thomas Jefferson University*, amy.miller@jefferson.edu

Rachel L. Dumont, OTS
*Thomas Jefferson University*, rachel.dumont@jefferson.edu

Janice P. Burke, PhD, OTR/L, FAOTA
*Thomas Jefferson University*, janice.burke@jefferson.edu

Ellen S. Cohn, ScD, OTR/L, FAOTA
*Boston University*

Sarah E. Kauper, OTS
*Thomas Jefferson University*, sarah.kauper@jefferson.edu

*See next page for additional authors*

Let us know how access to this document benefits you

Follow this and additional works at: [https://jdc.jefferson.edu/otpresentations](https://jdc.jefferson.edu/otpresentations)

Part of the [Occupational Therapy Commons](https://jdc.jefferson.edu/otpresentations)

Recommended Citation

Miller, OTS, Amy L.; Dumont, OTS, Rachel L.; Burke, PhD, OTR/L, FAOTA, Janice P.; Cohn, ScD, OTR/L, FAOTA, Ellen S.; Kauper, OTS, Sarah E.; Schaaf, PhD, OTR/L, FAOTA, Roseann C.; Bull, OTS, Eric D.; Doria, OTS, Denise G.; Frank, OTS, Jamie A.; Grady, OTS, Jenna R.; and Truong, OTS, Phoi, "Parents' Goals: An Analysis of Therapist Reasoning" (2015). *Department of Occupational Therapy Posters and Presentations*. Paper 25.

[https://jdc.jefferson.edu/otpresentations/25](https://jdc.jefferson.edu/otpresentations/25)

---

This Article is brought to you for free and open access by the Jefferson Digital Commons. The Jefferson Digital Commons is a service of Thomas Jefferson University's Center for Teaching and Learning (CTL). The Commons is a showcase for Jefferson books and journals, peer-reviewed scholarly publications, unique historical collections from the University archives, and teaching tools. The Jefferson Digital Commons allows researchers and interested readers anywhere in the world to learn about and keep up to date with Jefferson scholarship. This article has been accepted for inclusion in
Parents’ Goals: An Analysis of Therapist Reasoning

Amy L. Miller, OTS1; Rachel L. Dumont, OTS1; Janice P. Burke, PhD, OTR/L, FAOTA3; Ellen S. Cohn, ScD, OTR/L, FAOTA2; Sarah E. Kauper, OTS1; Roseann C. Schaaf, PhD, OTR/L, FAOTA1

with contributions from: Eric D. Bull, OTS1; Denise G. Doria, OTS1; Jamie A. Frank, OTS1; Jenna R. Grady, OTS1; Phoi Truong, OTS1

1Thomas Jefferson University, School of Health Professions, Department of Occupational Therapy
2Boston University, Sargent College of Health and Rehabilitation Sciences, Department of Occupational Therapy
3Thomas Jefferson University, School of Health Professions

Background

- Difficulty processing and integrating sensation is highly prevalent in children with ASD and has been shown to impact participation (Ben Sasson, et al, 2008).
- Parents’ goals for their child with ASD often focus on independence in ADLs (Schaaf et al., 2014) and social participation (Cohn, Kramer, Schub, & May-Benson, 2014)
- Occupational therapists have a unique skill set to address these goals and, when appropriate, may use a sensory integrative (OT/SI) approach.
- There is a paucity in the literature describing how OT/SI therapists use assessment data to link SI factors to participation challenges.
- Data Driven Decision Making (DDDM) provides structure to guide therapist’s clinical reasoning in interpreting assessment data, developing goals and planning interventions (Schaaf, 2015)
- SI factors chosen based on literature (Ayres, 1977, 1989; Ben-Sasson et al., 2008; Mailloux et al., 2011; Reynolds, Lane, & Thacker, 2012)
- Use of the systematic DDDM process addresses the AOTA Centennial Vision of science-driven and evidence-based practice (AOTA, 2007).

Purpose

Illustrate the use of DDDM to develop parent-identified goals for occupational therapy and to identify underlying sensory integration factors hypothesized to be impacting participation.

Participants

Children ages 4-8 years with ASD (n=32) from a RCT evaluating outcome of occupational therapy using sensory integration (Schaaf et al., 2014). ASD diagnosis confirmed through ADI-R and ADOS.

Table 1: Participant Demographics

<table>
<thead>
<tr>
<th>Metric</th>
<th>Mean ± SD (range)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean age in months (SD and range)</td>
<td>71.8 (50 = 12.8; range = 4.0 - 71.1)</td>
</tr>
<tr>
<td>Gender (male)</td>
<td>81.25</td>
</tr>
<tr>
<td>Ethnicity (% Caucasian, Asian, not reported)</td>
<td>90.6% Caucasian, 6.25% Asian, 3.1% not reported</td>
</tr>
<tr>
<td>Percent of parents with education at 4 year degree or higher</td>
<td>62.5%</td>
</tr>
<tr>
<td>Non-verbal IQ (range)</td>
<td>93.4 (55-119)</td>
</tr>
<tr>
<td>MeanADOS autism severity score (range)</td>
<td>8.08 (5-10)</td>
</tr>
</tbody>
</table>

Methods

1. One hundred and sixty goals were identified and developed in collaboration with parents; they were then confirmed by parents for accuracy and rated by importance and relevance.
2. Using the DDDM process, goals were analyzed to identify underlying SI factors (sensory reactivity, sensory perception, vestibular-bilateral integration, and somatopraxis).
3. Goals were organized in categories according to OTPF 3 (AOTA, 2014) area of occupation (e.g. ADLs, Rest and Sleep, Education, Play, or Social Participation).
4. ICF category (body structure-function, activity, participation) also identified.
5. Frequency counts of each area of occupation, SI factors, and ICF category. Goals were organized into pictorial representations to identify the SI factors impacting each goal area.

Table 2: Sample of Parent-Identified Goals, OT Practice Framework Area, Hypothesized SI Factors, and ICF Area

<table>
<thead>
<tr>
<th>Goal</th>
<th>OT Practice Framework Area</th>
<th>Hypothesized SI Factors Based on assessment Area</th>
<th>ICF Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>JM will decrease oral-tactile sensitivity as a basis for brushing his teeth for 1 minute, one time per day.</td>
<td>Activity of Daily Living</td>
<td>Sensory Reactivity</td>
<td>Activity</td>
</tr>
<tr>
<td>RB will improve body awareness and motor planning as a basis for parallel play with other children for 5 minutes on 5/7 days per week.</td>
<td>Play</td>
<td>Sensory Reactivity</td>
<td>Participation</td>
</tr>
<tr>
<td>LA will decrease auditory and tactile sensitivity to remain alert for 5 hours per night.</td>
<td>Rest and Sleep</td>
<td>Sensory Reactivity</td>
<td>Participation</td>
</tr>
</tbody>
</table>

Findings

- Parent-identified goals for OT/SI most frequently focused on areas related to ADLs, play, and social participation.
- Forty-seven percent of the goals were classified at the participation level of the ICF framework, 50% at activity level, and 3% at the body structure-function level.
- Sensory reactivity (over- and under-reactivity) was the most frequently hypothesized SI factor followed by somatopraxis and sensory perception contributing to goals.
- ADLs were most frequently impacted by sensory reactivity and somatopraxis.
- Social participation was most frequently impacted by sensory reactivity, perception, and somatopraxis.

Interpretation and Implications

- A comprehensive assessment of sensory integration is an important component of the occupational therapy process for children with ASD when parent-identified goals relate to ADLs, play, or social participation in daily routines.
- Parent-identified goals for occupational therapy focused on activity and participation-related outcomes of ICF framework highlight the importance of these areas in the daily lives of children and families with ASD.
- Through systematic clinical reasoning and analysis of assessment data, therapists should consider that parent identified goals may have a sensory basis.
- Sensory reactivity is found to be an impactful SI factor, which is congruent with parents’ identification of poor self-regulation of behavior as an explanation for seeking OT/SI intervention (Cohn et al., 2014)
- The use of DDDM provides a roadmap for occupational therapists to explicitly use assessment data to link parent-identified goals to hypothesized SI factors impacting occupational performance.
- Use of data to customize interventions to address and measure outcomes at the SI factor level (proximal outcome) and the participation level (distal outcome)

Conclusions

Findings emphasize the value of addressing parents’ goals and the need to identify the factors that may be impacting these goals. DDDM can be used to guide an occupational therapist’s reasoning when identifying and analyzing goals.
References


