

Teaching Mindfulness Strategies to Parents of Adolescents with Executive Functioning Deficits to Support Caregiving Skills

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SETTING & BACKGROUND

Health Horizons

- Suburban private medical practice located in suburbs of Philadelphia
 - General, integrative, and holistic medicine; psychiatry
- OT referrals contracted to Kimberly S. Mollo's private homecare practice
 - Population: child, adolescent & young adult (ages 7-25)
 - Dx: ADHD, ODD, LD, NVLD, anxiety, & co-morbid executive dysfunction
 - OT sessions in home; parents are present to provide carryover
 - Fee-for-service pay structure

Executive Functioning

- Defined: complex neurological processes necessary for purposeful activity
- Skills emerge, combine, and mature during teenage years
- Lack of skill attainment:
 - Leads to difficulties in all areas of occupation
 - Predictor of level of occupational dysfunction in adulthood
- Parents are ill-equipped to facilitate skill development
- Mindful approach to parenting enhances caregiving ability

PICO QUESTION

Does a therapist-facilitated training program using mindfulness strategies for parents of adolescents/young adults with executive functioning deficits increase parents' caregiving competence when supporting their child during required occupational tasks?



SIGNIFICANCE TO OT

Co-morbidity of executive dysfunction impacts occupational performance & participation!

Children & Adolescents

- Lack independence
- Experience decreased motivation

Parents

- Under or over-compensate
- Inconsistent w/strategy delivery
- Feel incompetent & stressed out

Parental involvement is crucial for success!

Mindfulness strategies can be a bridge!

LITERATURE REVIEW



Themes

- Longitudinal negative occupational life outcomes for adolescents w/executive dysfunction (Biederman et al., 2007)
- Importance of consistent parenting
- Mindfulness training alleviates parental stress (Bogels et al., 2013)
- Positive changes occur in parent-child relationships w/mindfulness practice (Duncan et al., 2009b; Singh et al., 2010a)
- Mindfulness influences attention
- Mindfulness improves executive functioning (Teper & Inzlicht, 2013)

Methodology Findings

- Intervention: few days to 7 months
- ~ 8 weeks w/ ~10-12 sessions (1-2 hrs. per session) (Bogels et al., 2013)
- Provision and consistency of homework necessary for carryover
- Intervention: delivered in-person by trained clinicians

DESIGN & IMPLEMENTATION

IRB approval: JSHP/TJUH

Recruitment @ Health Horizons: Parents w/children ages 9-25: n=7

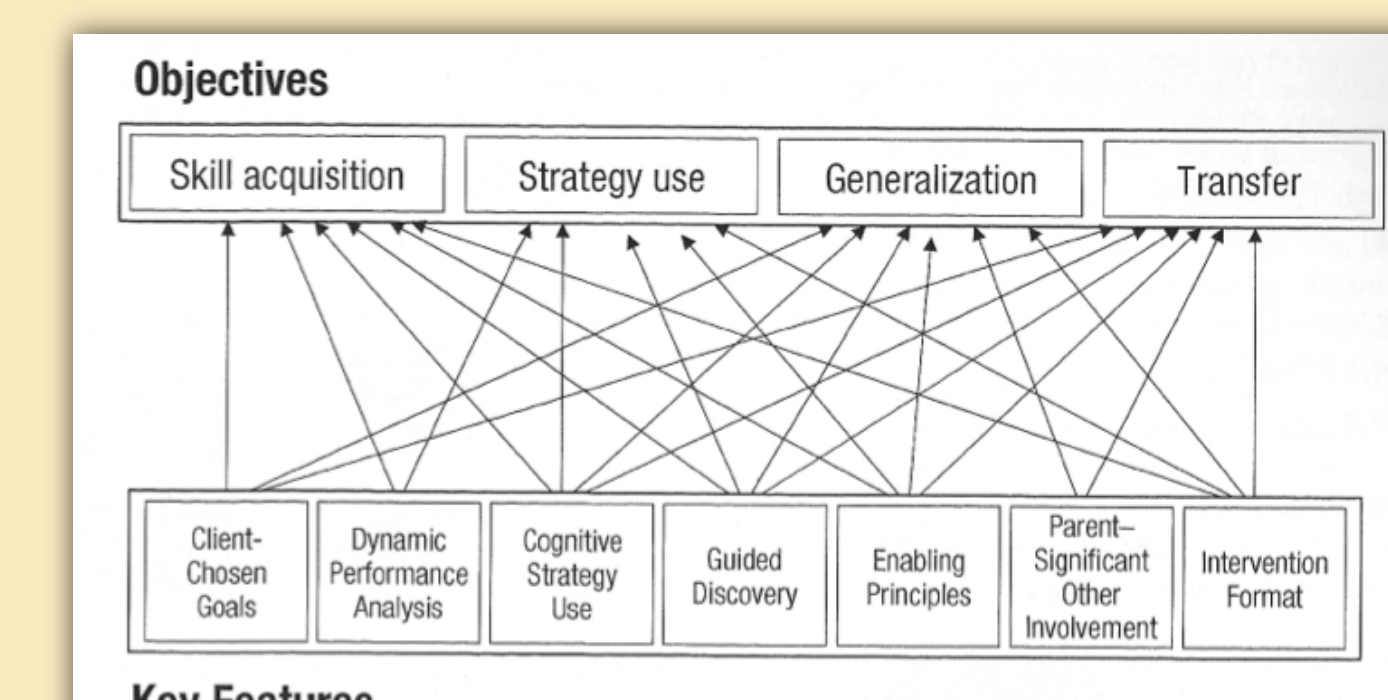
Informed Consent: n=4

Pre- and Post-Measures

Before session 1 & between sessions 5 & 6: self-reports for demographics, mindfulness, parenting competence & relationships, parent stress levels, & program evaluation

6-Week Group Intervention

- Health Horizons conference room
- Parents private residence



CO-OP Model: goal/plan/do/check (Polatajko et al., 2001)

6 Modules (1x week)

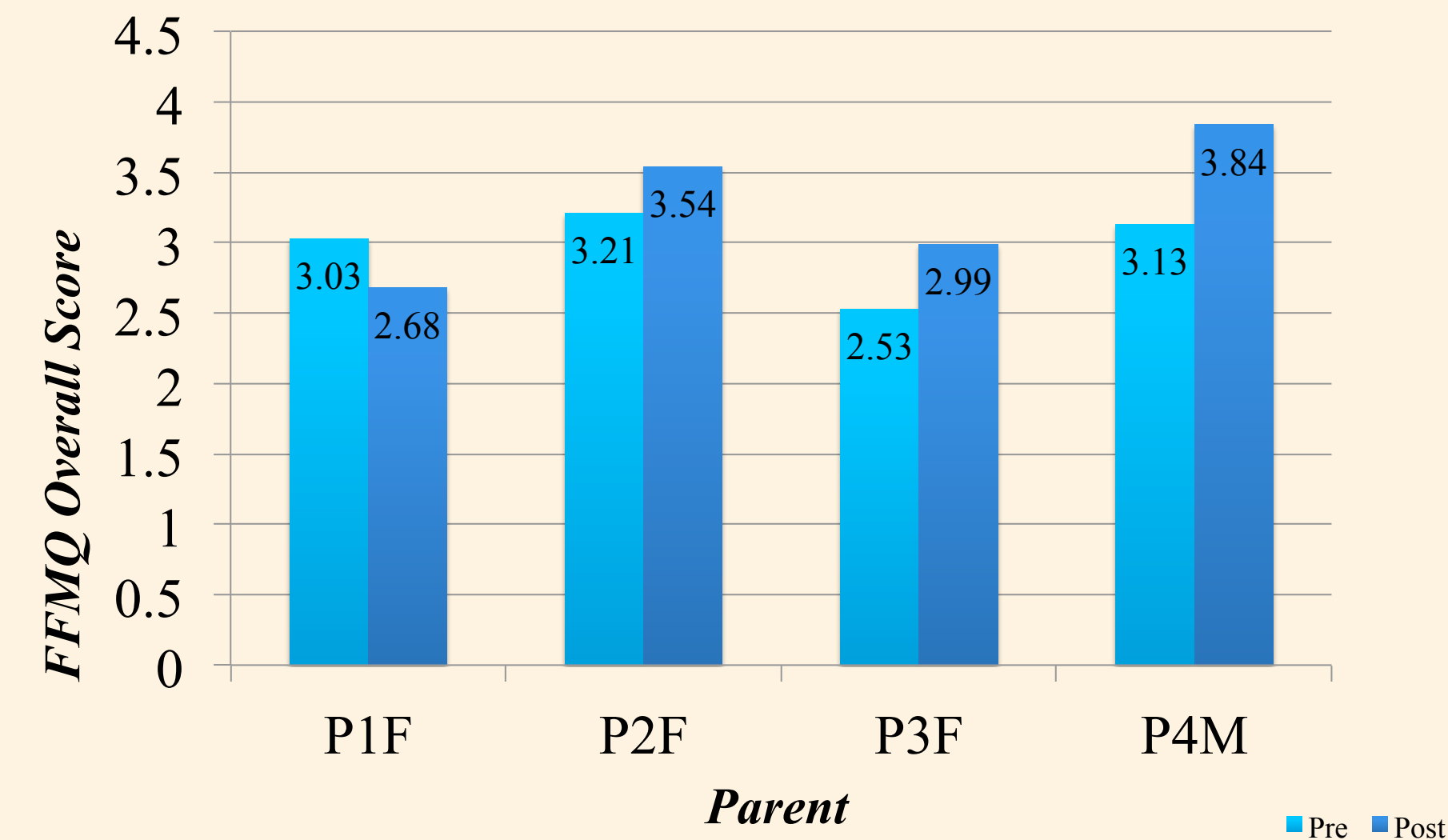
- Automatic Parenting
- Beginner's Mind Parenting
- Reconnecting with the Body as a Parent
- Responding vs. Reacting to Parenting Stress
- Conflict and Parenting
- Love and Limits: Looking to the Future

Session Activities

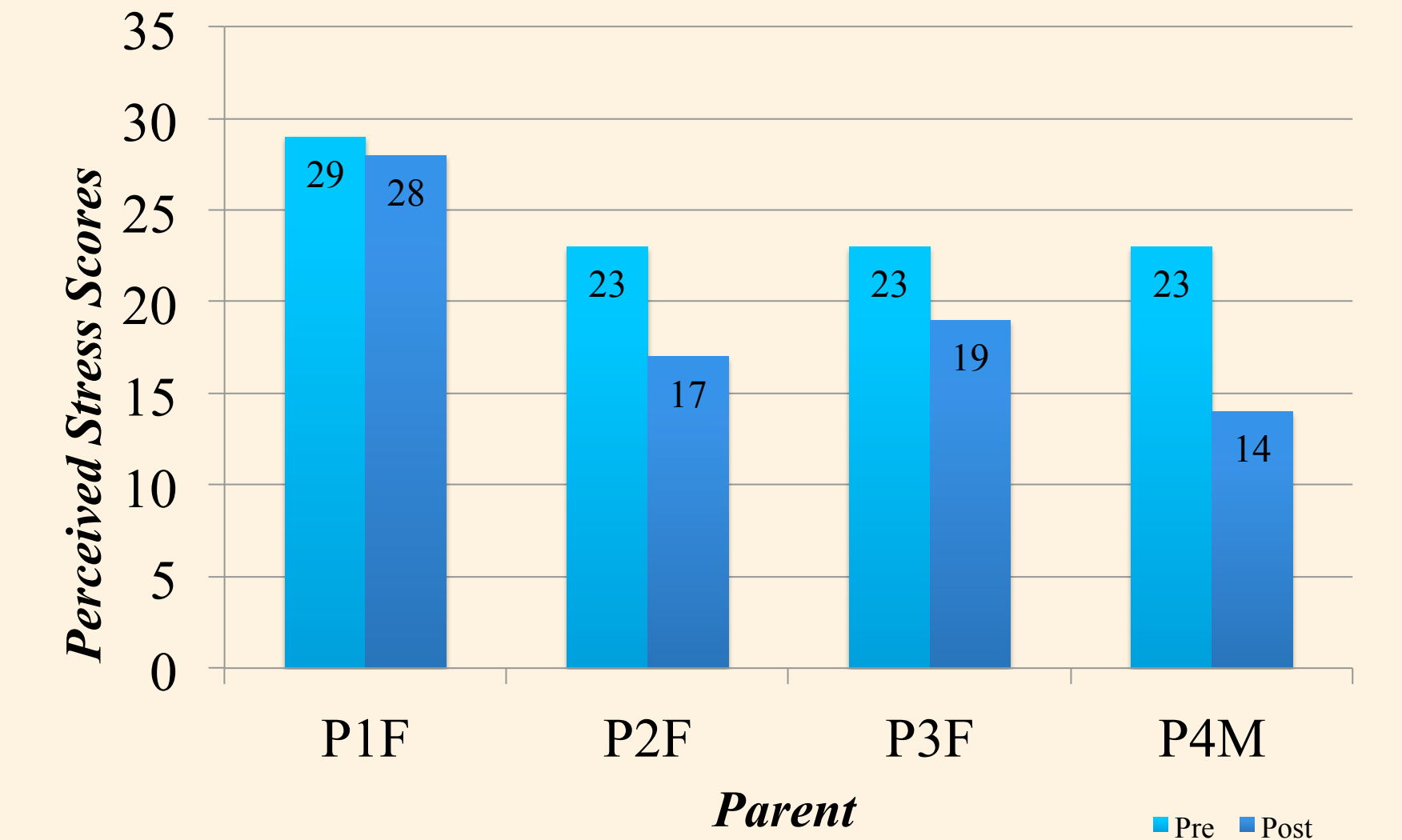
- Seated meditations
- Breathing practices
- Mindful eating
- Body scan
- Yoga
- Walking meditation
- Gratitude practice
- Loving-kindness practice
- Rupture and repair practice
- Executive functioning training
- Goal/plan/do/check via daily routines

OUTCOMES

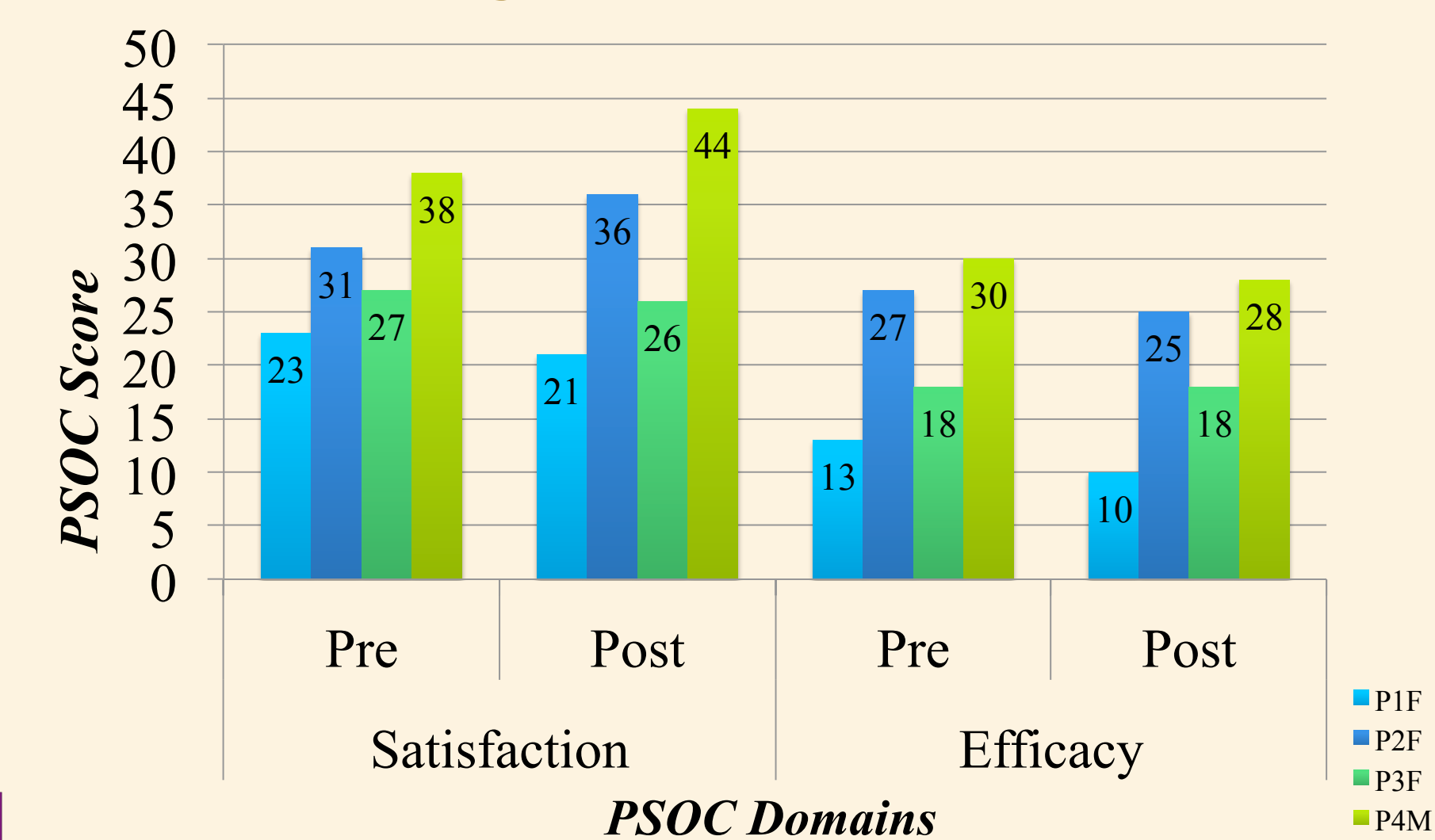
Parent Mindfulness



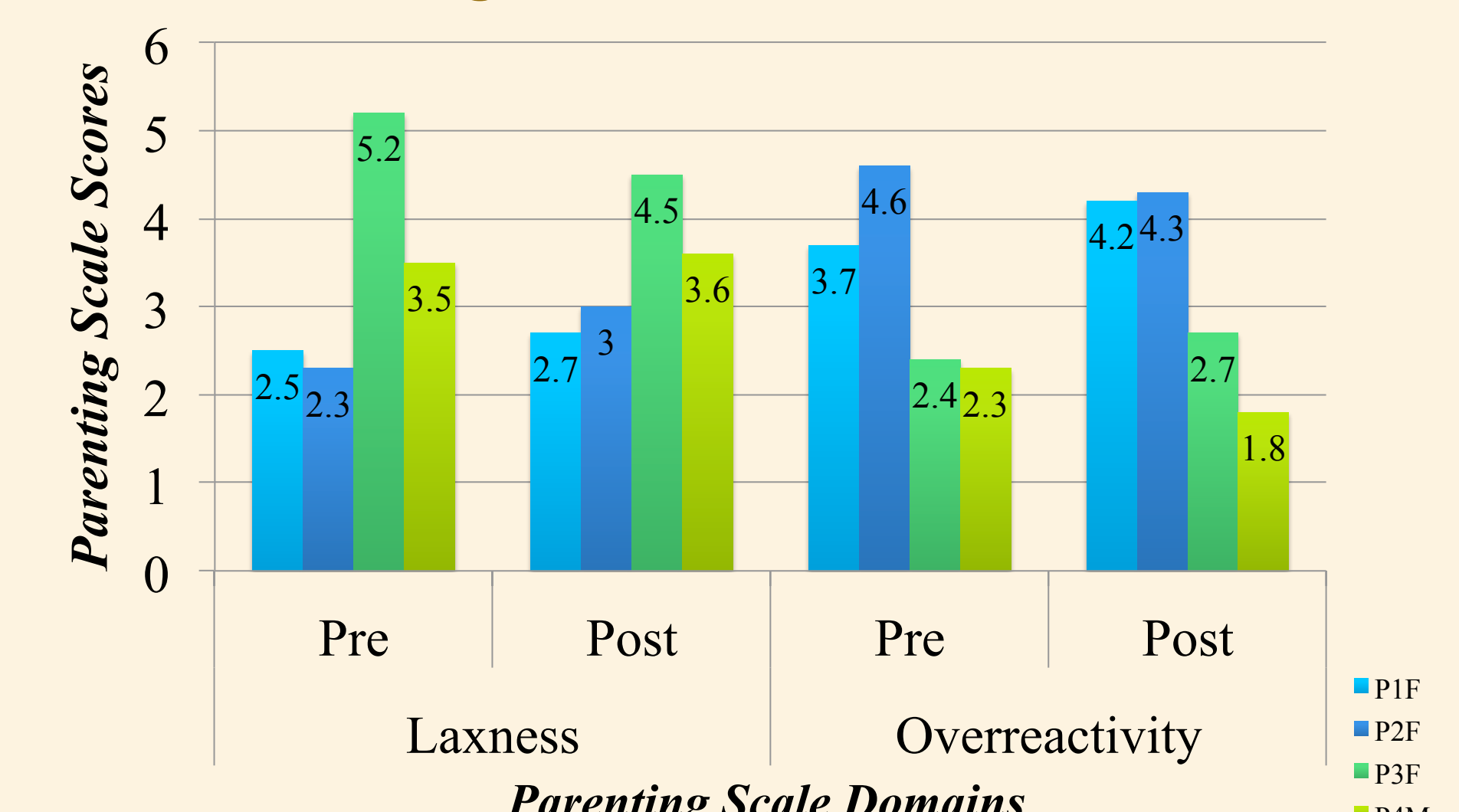
Parent Stress



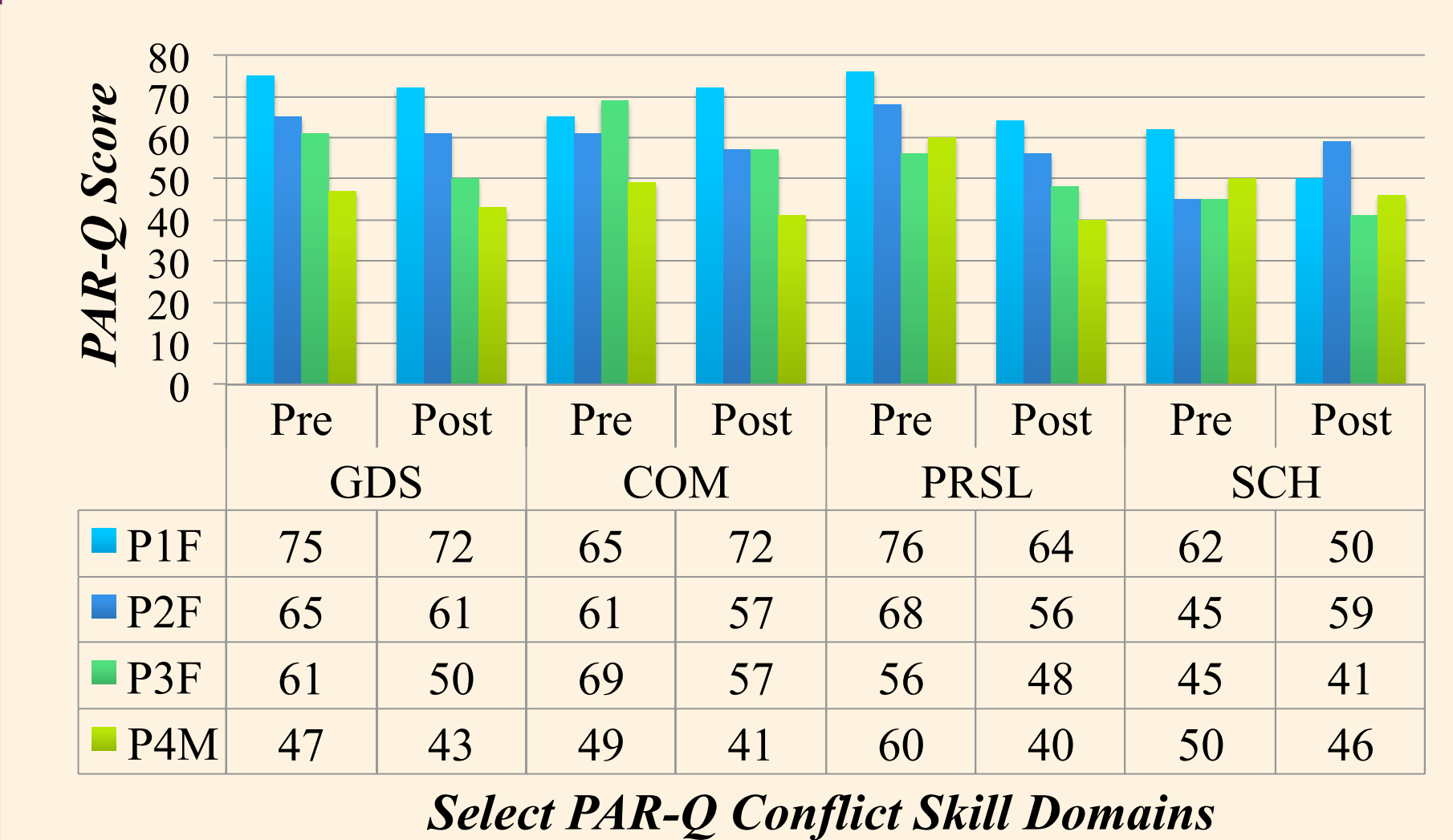
Parenting Competence



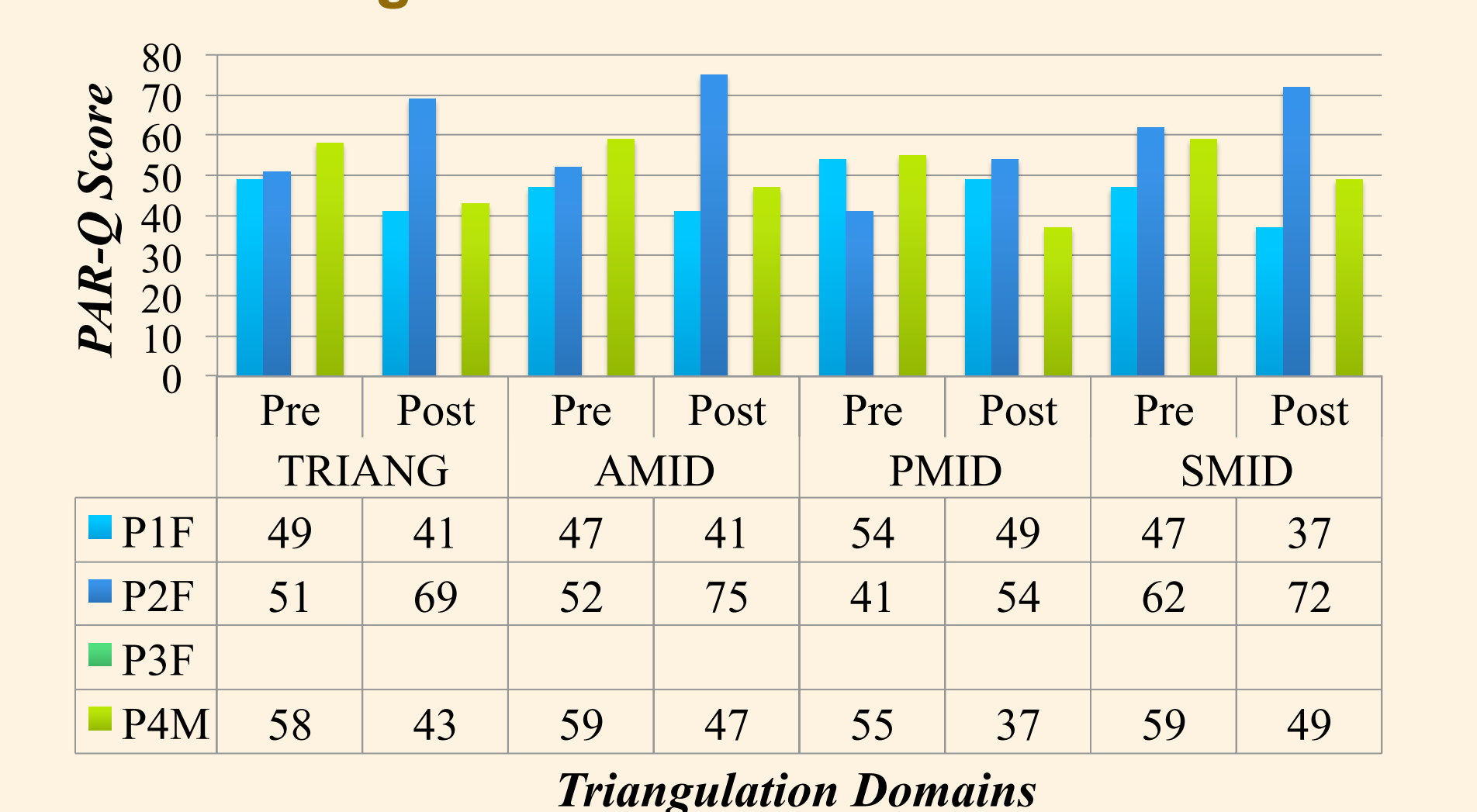
Parenting Skill



Overt Conflict/Skill Deficits



Triangulation Domains



SUMMARY



Consistency, Motivation, & Willingness to Change

- Consistent mindfulness strategy practice:
 - Decreases stress and increases mindfulness
 - More influential than specific mindfulness strategy type
- Increasing parent sense of competency requires > 6 weeks
- Change takes time, skill, support, motivation, and awareness
- Family dynamics are fluid; willingness to change is important (resistance)
- Incorporate Transtheoretical Model & Motivational Interviewing techniques
- Goal/plan/do/check: too complex to do without OT skilled intervention