

**Canterbury**

District Health Board

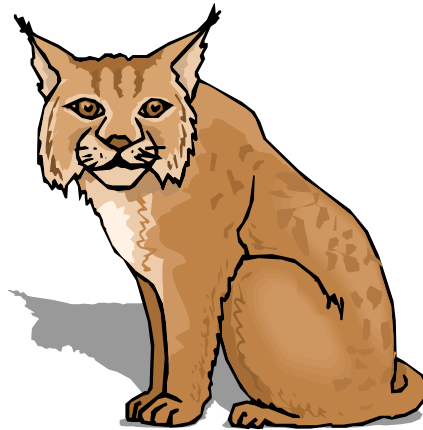
Te Poari Hauora o Waitaha

# Creating groups for parents and children using CO-OP

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Dr Fiona Graham

# Where am I?



# Workshop Objectives



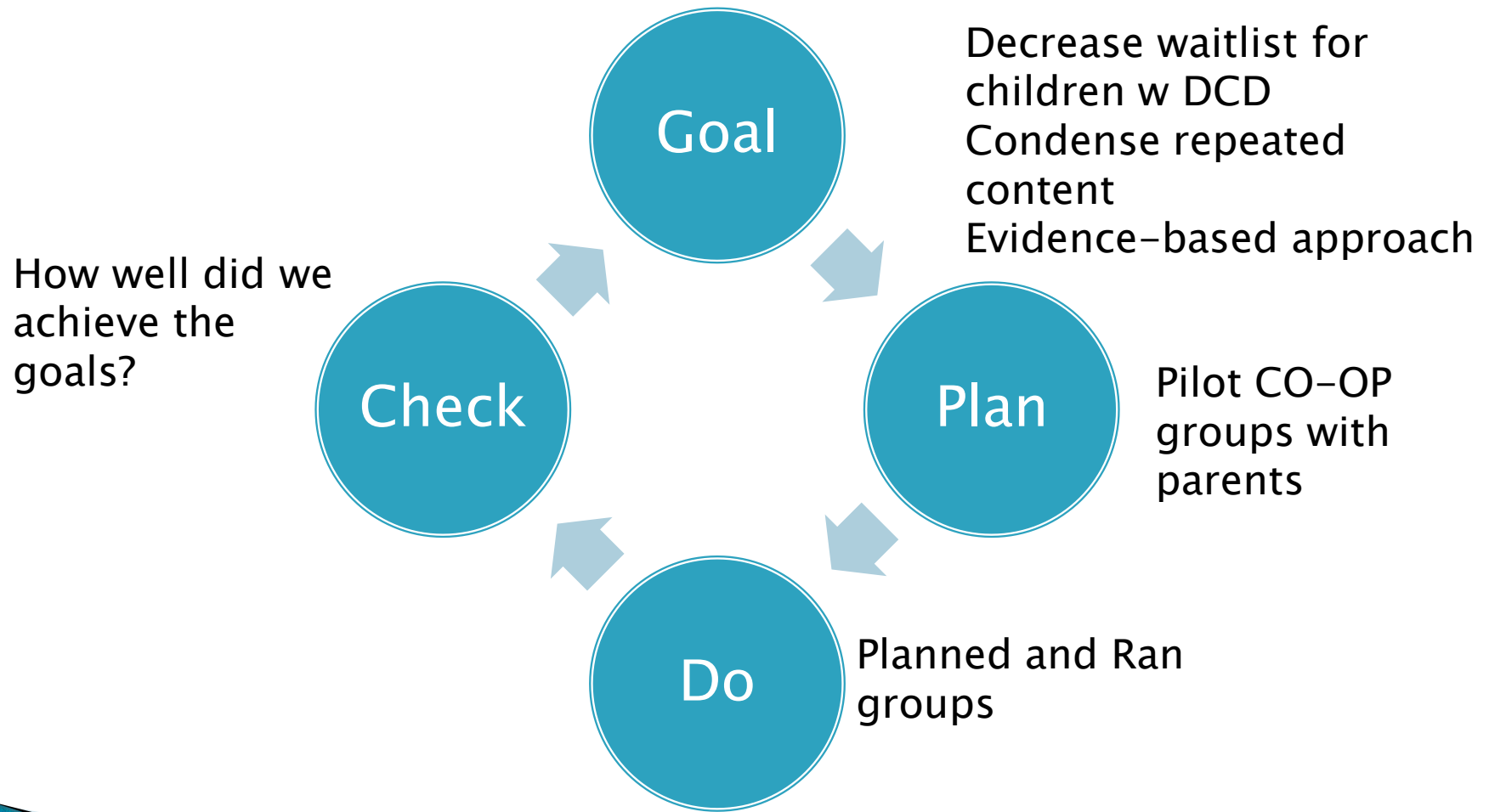
Share own  
experience:  
Parent group  
programme

Discuss  
challenges  
and problem  
solve

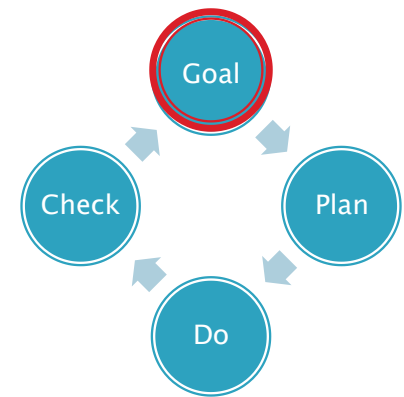
Share  
resources

Investigate how you might use  
CO-OP (and other teaching  
methods) in your own practice

# Our journey

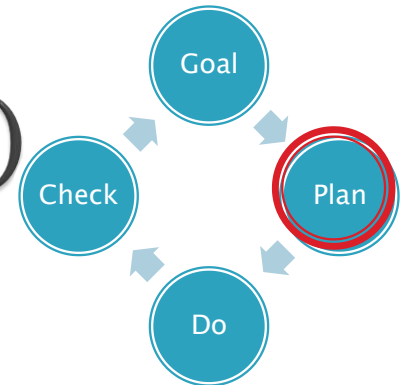


# Defining the Goal



- ▶ To improve the occupational performance of children with DCD
  - With minimum
    - therapist time
    - waiting time
    - repetition of content and intervention
- ▶ Research
- ▶ Family centred practice (FCP)

# Amenable to groups (how?)

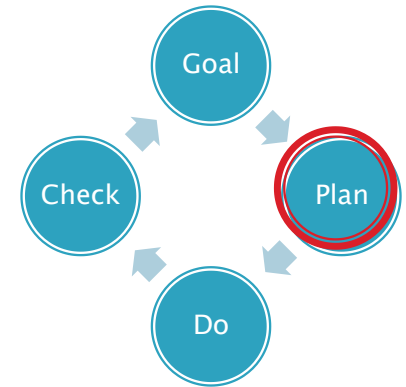


## ▶ Research

- What are best practice teaching/ learning methods with parents?
- What teaching methods would be consistent with CO-OP?
- How is CO-OP taught to other groups?

# Tasks to be organised

- ▶ Decide on selection criteria
- ▶ Decide on content of group
- ▶ Delivery methods
- ▶ Outline format of the group



# What would work for you?

- Which CO-OP methods am I comfortable with?
- What teaching/learning methods will I use?
- What teaching/ learning resources does my service have?



# Problem-solving



- ▶ Immediate solutions vs long-term
- ▶ Pragmatics (recruitment and attrition)
- ▶ Content (expectations of parents)
- ▶ Service confidence

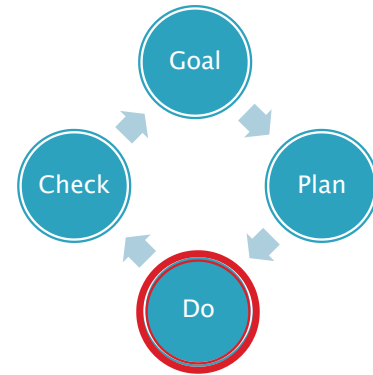
Challenges

Solutions

**50% of parents enrolled for  
course turned up and  
completed.**



# How did we do it?



1. Prepared education package
2. Screened
3. Pre-group meeting (PEGS, adapted COPM)
4. Parent groups (3 sessions)
5. Parent and child check-in session
6. Parent groups (2 sessions)
7. Post-group follow up (re-administered COPM)
8. Discharge/ referral to other resources

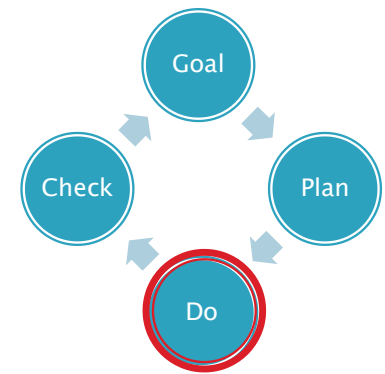
# What did we do?

## ▶ CO-OP

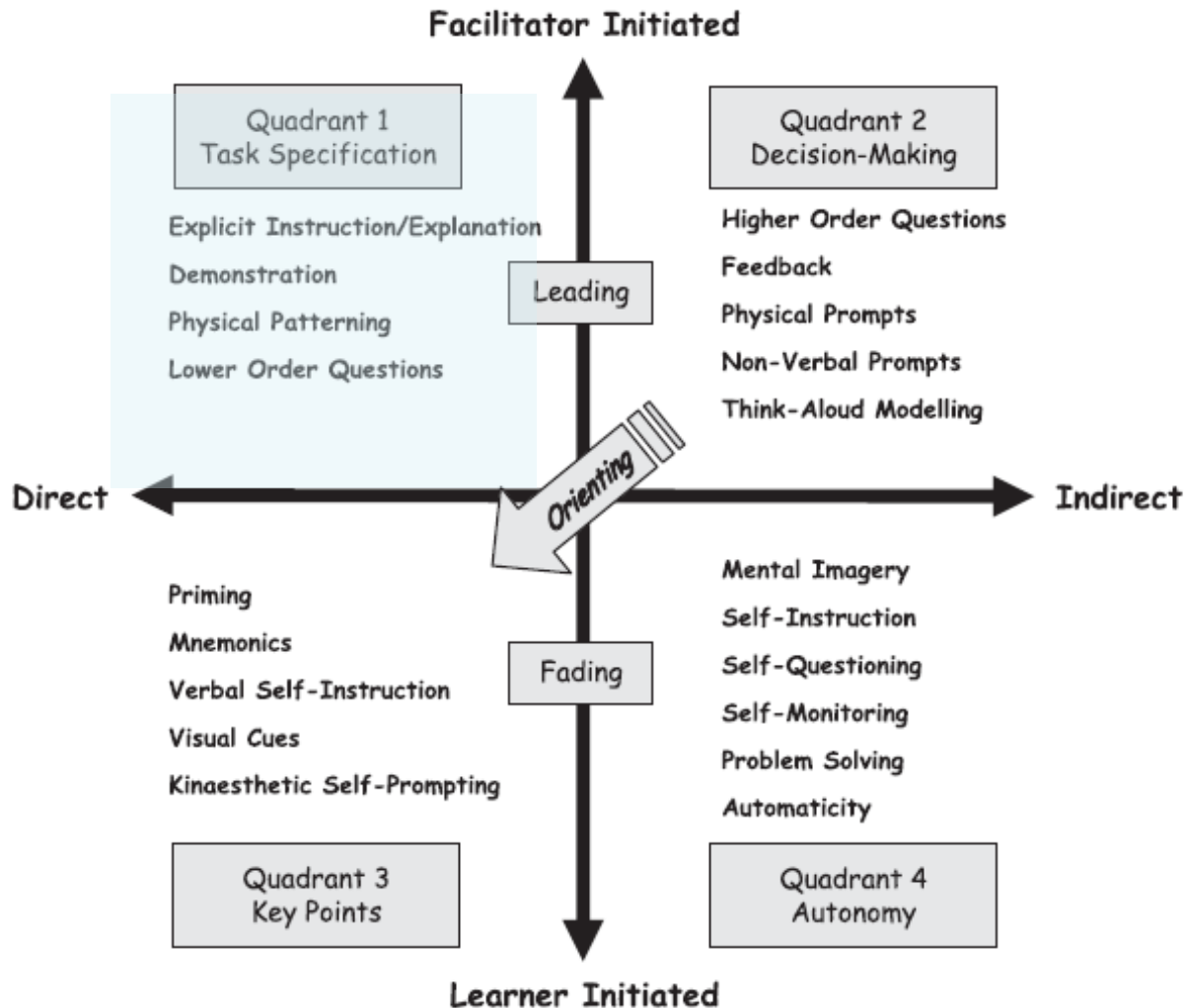
- Dynamic Performance Analysis (DPA)
- Global strategy (Goal Plan Do Check)
- Guided discovery

## ▶ Additional Methods

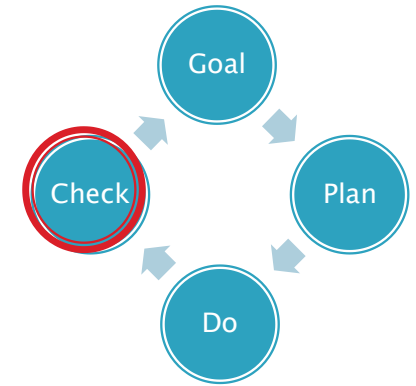
- 4 Q Model (Greber, 2007)
- Developing parent goals



# 4 Quadrant Model (Greber, 2007)

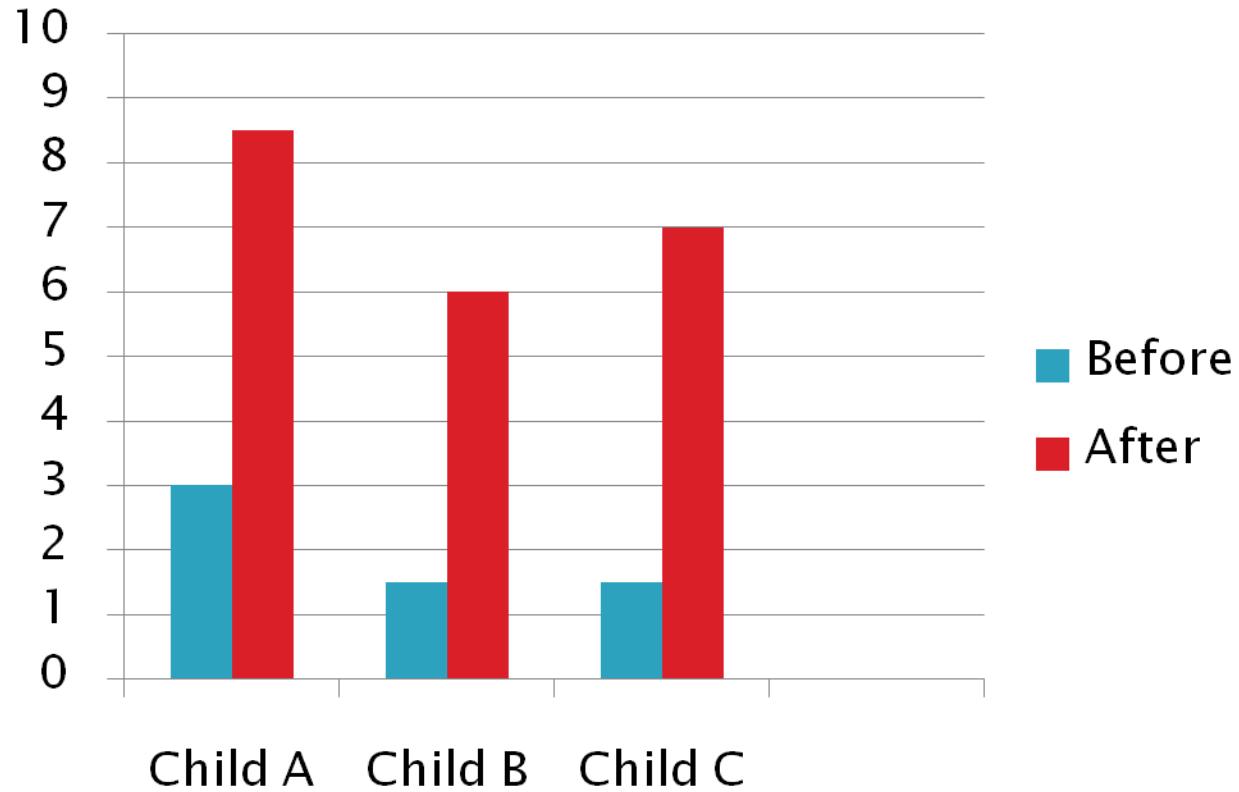


# Evaluation



- ▶ Occupational performance outcomes
- ▶ Economic advantage
- ▶ Parents experiences (FCP)
- ▶ Therapists experiences

# Changes in performance (COPM)



# Economic Costs / Benefits

	Individual 8 sessions x3 children X 1 therapist	Group 3 individual & 5 group sessions x3 parents X2 therapists	Future Group sessions x10 parents X1 therapist
Sessions	24hrs	24hrs	12hrs
Content development	1.5hrs	10hrs	2hrs
Session planning & prep	8hrs	2.5hrs	2.5hrs
Notes	4hrs	1 hr	3.3hr
Travel time	24hrs	9hrs	10hrs
<b>TOTAL</b>	<b>61.5hrs</b>	<b>46.5hrs</b>	<b>29.8hrs</b>

# Parent experiences

- ▶ Anonymous feedback forms (questionnaire)
- ▶ Student telephone follow up

Because self esteem comes from facing difficult challenges and overcoming obstacles, kids and therapists need a chance to solve problems by themselves. Dr Susan

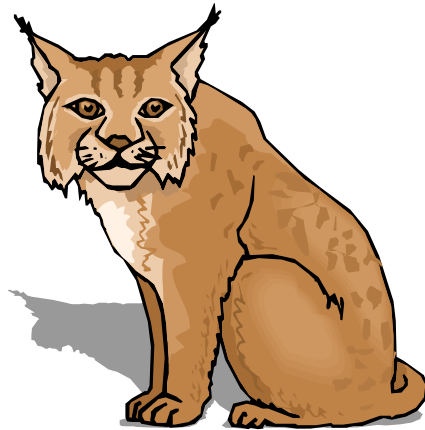
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# Thinking ahead

- ▶ Service wide education of parents
- ▶ Contractual responsibilities
- ▶ FLEXIBILITY??

# Where am I now?



# References

- ▶ Polatajko, HJ and Mandich, A. Enabling Occupation in Children: The Cognitive Orientation to daily Occupational Performance (CO-OP) Approach. CAOT publications. Ontario. 2004
- ▶ Green, D. COOP Groups: Efficacy of treatment for DCD. Hand out of power point presentation as part of course. 8–9 November 2007. Evelina Children's Hospital, London. Guys'a and St Thomas' NHS
- ▶ Greber, C and Ziviani, J. A frame of reference to enhance Teaching–Learning: The Four–Quadrant Model of Facilitated Learning. In: Kramer, P & Hinojosa, J. Frames of reference for Pediatric Occupational Therapy. 3<sup>rd</sup> Ed. Wolters Kluwer/Lippincott Williams & Wilkins. 2010.
- ▶ Dunford, C. Goal–Oriented Group intervention for Children with Developmental Coordination Disorder. Phys & Occ Ther in Pediatrics. Early online: 1–13, 2011. Informa Healthcare. USA