Improving the participation of youth with disabilities in community-based occupations: The effectiveness of the PREP intervention

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Presented by Stephanie Tremblay
INTRODUCTION

PARTICIPATION

Discuss participation and factors that affect it

PREP

Introduce the PREP approach

STUDY METHODS & RESULTS

Discuss findings and future directions

RESOURCES

Share resources for facilitating participation
Participation

“Participation reflects the extent of engagement in the full range of activities that accomplish a larger goal” (Coster & Khetani, 2008)

- Participation of youth with disabilities is restricted compared to typically developing peers (Michelsen et al., 2009, Engle-Yeger et al., 2009, Imms et al., 2008)

- Discrepancies evident in home, school and community settings (Law et. al., 2013, Coster et al., 2013, Bedell et al., 2013)
Impact of the environment

- A scoping review found that all aspects of the environment – physical, social, attitudinal, familial and institutional – have an impact on children’s participation (Anaby et al., 2013).

36% of parents of children with disabilities reported no access to, or availability of, programs and services, compared to only 3% of children without disabilities (Bedell et al., 2013).

Participation-Focused Interventions

- Tailored interventions that involve education/coaching appear to enhance participation (Adair et al., 2015).
• 12-week strengths-based, environment-based approach
• Modifies a client’s natural environment and/or the activity
• Therapist collaborates with the youth and family to identify and implement solution-based strategies to remove environmental barriers
• Therapist engages and coaches youth/parents and other service providers

5 M-Steps

1. Make goals
2. Map out a plan
3. Make it happen
4. Measure the process and outcomes
5. Move forward

The PREP intervention protocol is now available on the CanChild website:
To examine whether the PREP intervention, which aims to remove environmental barriers and provide education for parents and youth in the form of coaching, can effectively improve youth’s participation in their community.
PREP Intervention Study

- 28 youth (14 females) with physical disabilities aged 12 to 18 years (mean=14.6, SD=1.8)
- On average, youth had moderate physical disabilities (67.6 based on the ASK*) and a range of functional issues (mean=6.7, SD=2.9)
- 3 activities/goals were set by each youth
- Interrupted Time Series Design (Anaby et al., 2014)
- Goal performance was measured twice a week using the COPM (32 data points/goal)
- Performance of 79 goals analyzed using Segmented Regression and HLM

*Activity Scale for Kids
## Participation Intervention Study – Sample Goals

<table>
<thead>
<tr>
<th>Participant</th>
<th>Goal 1</th>
<th>Goal 2</th>
<th>Goal 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>20002</td>
<td>Socialize with friends outside of home and school</td>
<td>Join a dance program/class</td>
<td>Play boccia in the community</td>
</tr>
<tr>
<td>20004</td>
<td>Take a yoga class with friends</td>
<td>Ride a regular bike</td>
<td>Play wheelchair basketball</td>
</tr>
<tr>
<td>20006</td>
<td>Go sailing</td>
<td>Socialize with friends</td>
<td>Take swimming lessons</td>
</tr>
<tr>
<td>20007</td>
<td>Socialize with friends outside of home/school</td>
<td>Attend a dance class</td>
<td>Attend a football game</td>
</tr>
<tr>
<td>20008</td>
<td>Join a community art class</td>
<td>Go shopping at shopping center</td>
<td>Take sewing classes</td>
</tr>
</tbody>
</table>
GOAL 1: Socialize with Friends from School, outside school hours

GOAL 2: Attend a Dance Class

GOAL 3: Attend football Game

Dana Anaby PhD, BOT
Goal 1: Art Classes

Goal 2: Shopping at Carrefour laval

Goal 3: Sewing Classes

Dana Anaby PhD, BOT
GOAL 1: Socializing with friends out of home/school

GOAL 2: Participating in a dance program/class

GOAL 3: Playing boccia in the community

Dana Anaby PhD, BOT
Overall intervention effect (79 goals)
PREP Intervention Study - Results

- A positive and **statistically** significant treatment effect (B=2.08, p<0.0001) was observed across goals (n=79)

- An average improvement of more than **2 points** on the COPM performance scale was observed (**clinically** significant change)

- Improvements in COPM scores were **maintained** at 20-week follow-up

- The PREP was **positively perceived** by both occupational therapists (n=12) and parents (n=12)

Anaby et al., 2017; Anaby et al., 2018
What's happening now?

- Testing the PREP among young children
- Testing the additional benefits of the PREP approach
- Finalizing an online Learning Module of the PREP intervention
- Developing workshops for clinicians, parents and managers to increase the uptake of the PREP in the clinical setting
Take-home messages

- Interventions targeting the environment are effective in increasing youth participation and can empower youth/families.
- Findings support emerging therapeutic approaches that emphasize changing the environment and/or the task, rather than merely focusing on changing the child.
- Results increase therapeutic options in occupational therapy.
Participation Knowledge Hub

What is participation?

Participation is defined by the World Health Organization as “involvement in life situations”. At home, school and in their communities, children and youth take part in a wide range of activities, such as playing games and team sports, doing arts and crafts, joining a youth group, or going to the movies with friends. Participation in everyday activities plays a key role in child and youth development.

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Thank You!

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References


