EUREKA! ENHANCING LEISURE PARTICIPATION IN CHILDREN WITH AUTISM SPECTRUM DISORDER THROUGH COACHING IN CONTEXT

Marie-Christine Potvin, PhD, OTR/L
• Recreation is critical to development and generalization of basic skills in children (Datillo & Schlein, 1994; Sowa & Meulenkoek, 2012)

• People with ASD participate in (Hilton, Crouch, & Israel, 2008; Potvin, et al., 2013):
  • fewer types of recreational activities
  • recreation closer to their home
  • recreation alone and with family members

• Participation in meaningful recreation is associated with higher quality of life (Garcia-Villamisar & Datillo, 2010; Law et al., 2011)

• People with ASD experience poorer quality of life (Beadle-Brown, Murphy, & DiTerlizzi, 2009; Potvin, Snider, Prelock, Kehayia, & Wood-Dauphinee, 2015)
WHAT IS THE C in C PROCESS?

It combines a specific approach to “coaching” and “context therapy”.

Coaching and context therapy have a growing body of research evidence.
Common Principles of OT Coaching:
• Family-centered
• Strengths-based
• Parent/client empowerment
• Interventionist is a facilitator

Coaching in Context Specific:
• Family-driven
• Strengths-based
• Parent/client empowerment
• Interventionist is a facilitator
• Culturally responsive
• Inter-professional
• Manualized

(Foster, Dunn, & Mische-Lawson, 2013; Graham, Rodger, & Ziviani, 2013; Graham, Rodger, & Ziviani, 2014; Graham, Boland, Ziviani, & Rodger, 2017; Potvin, Prelock, & Savard, 2018)
OT’S ROLE COACHING-IN-CONTEXT  
(POTVIN, PRELOCK, & SAVARD, 2018)

- **Facilitates** parents/clients self-discovery of barriers to achieve their own goals
- **Guides** parents/clients in the self-identification, choosing and use of strategies to help them achieve their own goals
- **Helps** parents/clients focus on ‘context’ not skill remediation
Definition:
Strengths-based approach focused on improving participation of people with disability by altering the task or the environment (Darrah et al., 2011)

Empirical Evidence:
• Enhances participation of children with complex disabilities and ASD (Darrah et al., 2011; Dunn, Cox, Mishe-Lawson & Tanquary, 2012; Law et al., 2011)
• Increases parental self-competence (Dunn et al., 2012)
Coaching in Context (CinC) Process

1. **Debrief**
   - Goal(s) attainment rating
   - Action plan review
   - Identify barriers & bridges

2. **Brainstorm**
   - Individual or group

3. **Plan:**
   - Family select strategies

**Interventionist behaviors...**
- Follows the family’s lead
- Engages in active listening
- Provides emotional support
  - Empathizes
  - Is responsive
  - Encourages
- Poses reflective questions
- Empowers the family
- Ensures that the process focus on strengths & environment/task modifications
STUDY OBJECTIVES

1. Enhance the recreational engagement of children with ASD
2. Improve the wellbeing of those with ASD and their families
3. Increase the perceived self-competence of parents of children with ASD
METHODS
STUDY DESIGN

- Single subject design (ABA)
- Multiple baseline
- Non concurrent: Goals addressed were randomized
- 2 raters per child
- Pilot study (n=3)
RECRUITMENT

Convenience sample:
• Flyers
• E-mail
• Word of mouth

ELIGIBILITY

• Children 7 to 13 years with a diagnosis of ASD
• No specific motor disability
• No specific genetic syndrome
• No sibling with neurodevelopmental disability
## PARTICIPANT CHARACTERISTICS

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<thead>
<tr>
<th>Characteristic</th>
<th>P001 / P003</th>
<th>P002</th>
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<tbody>
<tr>
<td>Child Age</td>
<td>8 years 8 months</td>
<td>12 years 7 months</td>
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<tr>
<td>Child Gender</td>
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<td>Male</td>
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<tr>
<td>Parent Gender</td>
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<td>Female</td>
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<tr>
<td>Race/Ethnicity</td>
<td>White/Non Hispanic</td>
<td>White/Non Hispanic</td>
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<td>Primary Language</td>
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<td>English</td>
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<tr>
<td>Household Income</td>
<td>$100,000-$149,000</td>
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<tr>
<td>Parent’s Highest Level of Education</td>
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<td>Graduate Degree</td>
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<td>Kaufman Brief Intelligence Test</td>
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<td>SS 122</td>
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<td>Social Communication Questionnaire</td>
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<td>18/40</td>
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<td>Social Responsiveness Scale</td>
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<td>T-score ≥ 90</td>
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<td>Measurement Tools</td>
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<tr>
<td>------------------------------------------------------------</td>
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</tr>
<tr>
<td>1. Life Participation for Parents</td>
<td>Pre-post intervention</td>
<td></td>
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<tr>
<td>2. Parenting Sense of Competence Scale</td>
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<td>3. Peds QL - Pediatric Quality of Life Inventory - Child Report</td>
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<td>4. Peds QL - Pediatric Quality of Life Inventory - Parent Report</td>
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<td>5. Peds QL - Family Impact Module - Parent Report</td>
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<td>6. Participation and Environment Measure for Children and Youth</td>
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<td>7. Canadian Occupational Performance Measure (COPM)</td>
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<tr>
<td>8. Goal Attainment Scaling (GAS)</td>
<td>Weekly</td>
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RESULTS
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<th>P001</th>
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<tbody>
<tr>
<td></td>
<td>Before</td>
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<td>18</td>
<td>16</td>
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<td>Satisfaction</td>
<td>9</td>
<td>14</td>
<td>20</td>
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GAS RATINGS EXAMPLE: P003 R2 G2

Baseline | Intervention | Follow-up
---|---|---
0 | 2 | 0
-2 | 0 | -2
## GOAL ATTAINMENT SCALING SUMMARY

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<thead>
<tr>
<th>P001</th>
<th>P002</th>
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<tr>
<td>• Varied baseline ratings</td>
<td>• Stable baseline ratings</td>
<td>• Stable baseline ratings</td>
</tr>
<tr>
<td>• Varied intervention ratings</td>
<td>• ↑ in attainment during intervention</td>
<td>• ↑ in attainment during intervention</td>
</tr>
<tr>
<td>• ↑ in attainment during follow-up</td>
<td>• Attainment maintained during follow-up</td>
<td>• Attainment maintained during follow-up</td>
</tr>
</tbody>
</table>

0/3 goals showed clinically significant change

2/3 goals showed clinically significant change

3/3 goals showed clinically significant change
CONCLUSION & LIMITATIONS

- Intervention appears beneficial in supporting families to meet recreation goals for their children with ASD.

- Intervention can also be used with young adults and wide-range of occupations (Pilot: GOALS² Program).

- Results support Dunn’s findings that among children with ASD, context-therapy and coaching are effective in increasing children’s participation in everyday activities.

- Very small sample; replication needed.
ACKNOWLEDGMENTS

• Participating families
• Approach co-developer: Liliane Savard & Patricia Prelock
• Research Assistants: Maura Stonberg, Holly Bodony, Alexis St. Croix, Alex Cohen, & Lauren Santoro
REFERENCES


REFERENCES


SOURCES OF PICTURES

- http://3.bp.blogspot.com/-zVCXsUNnsTY/UDjC2AUKKpI/AAAAAAAAADM/Pbz9M4Rlmvo/s1600/boy-with-magnifying-glass-29eyiol.jpg
- https://www.melbourneosteohealth.com/health-tips/winter-activities-kids/
- https://d2v9y0dukr6mq2.cloudfront.net/video/thumbnail/RJZZIy2/hispanic-girl-holding-sunflowers_ej2icefk__F0002.png