Collaborative goal setting with families using GAS and COPM

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Mats Granlund
Jönköping University and Oslo University

What constitutes a family

- Blood relationships or not?

- Marriage?

- Mutual dependency?

- Long lasting?

- Nucleus family or extended family?

The family as a context for child functioning and development

Child related
- Family provides appropriate environment to child – everyday functioning, achievement, culture as seen in routines and rituals
- Child develops optimally – comparison with typical development

Family related
- Family's needs are fulfilled – fulfilled basic needs are necessary to allocate resources to child
- Family has a supportive social network
- Family perceives control over intervention process – family can use support to fulfill family visions and goals
- Family has skills necessary to cope more independent with life in the future - versatility

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Family outcomes survey (Bailey, Scarborugh et al, 2004)

Instructions: Section A of the Family Outcomes Survey focuses on the ways in which you support your child's needs. For each statement below, please select which option best describes your family right now: not at all, a little, somewhat, almost, or completely.	Not at all	A little	Somewhat	Almost	Completely
Outcome 1: Understanding your child's strengths, needs, and abilities					
1. We know the next steps for our child's growth and learning.	O	O	O	O	O
2. We understand our child's strengths and abilities.	O	O	O	O	O
3. We understand our child's delays and/or needs.	O	O	O	O	O
4. We are able to tell when our child is making progress.	O	O	O	O	O
Outcome 2: Knowing your rights and advocating for your child					
5. We are able to find and use the services and programs available to us.	O	O	O	O	O
6. We know our rights related to our child's special needs.	O	O	O	O	O
7. We know who to contact and what to do when we have questions or concerns.	O	O	O	O	O
8. We know what options are available when our child leaves the program.	O	O	O	O	O
9. We are comfortable asking for services & supports that our child and family need.	O	O	O	O	O
Outcome 3: Helping your child develop and learn					
10. We are able to help our child get along with others.	O	O	O	O	O
11. We are able to help our child learn new skills.	O	O	O	O	O
12. We are able to help our child take care of his/her needs.	O	O	O	O	O
13. We are able to work on our child's goals during everyday routines.	O	O	O	O	O
Outcome 4: Having support systems					
14. We are comfortable talking to family and friends about our child's needs.	O	O	O	O	O
15. We have friends or family members who listen and care.	O	O	O	O	O
16. We are able to talk with other families who have a child with similar needs.	O	O	O	O	O
17. We have friends or family members we can rely on when we need help.	O	O	O	O	O
18. I am able to take care of my own needs and do things I enjoy.	O	O	O	O	O
Outcome 5: Accessing the community					
19. Our child participates in social, recreational, or religious activities that we want.	O	O	O	O	O
20. We are able to do things we enjoy together as a family.	O	O	O	O	O
21. Our medical and dental needs are met.	O	O	O	O	O
22. Our child care needs are met.	O	O	O	O	O
23. Our transportation needs are met.	O	O	O	O	O
24. Our food, clothing, and housing needs are met.	O	O	O	O	O

Family outcomes survey, cont.

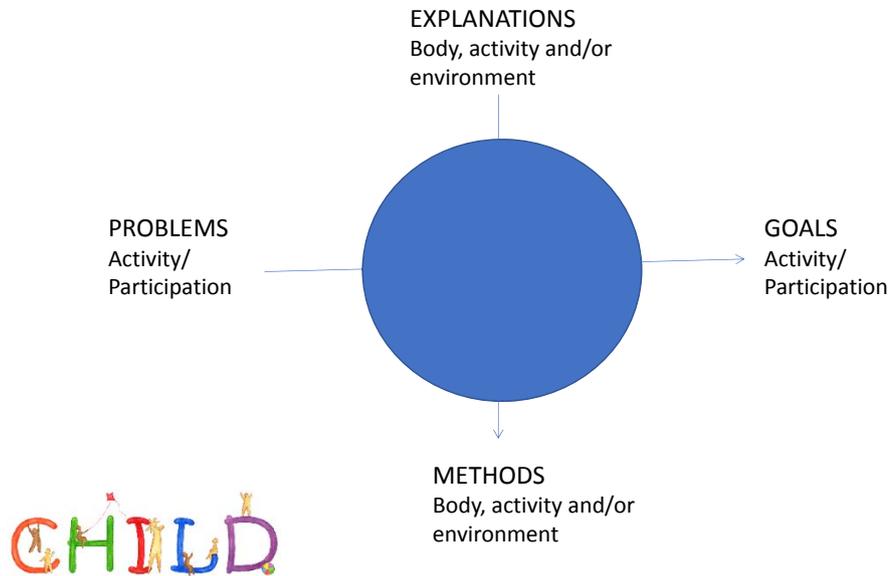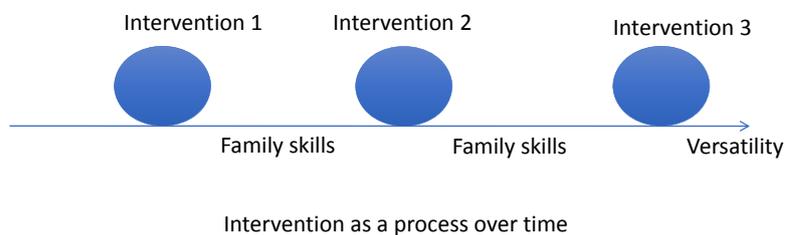|		Not at all helpful	A little helpful	Somewhat helpful	Very helpful	Extremely helpful
Instructions: Section B of the Family Outcomes Survey focuses on the helpfulness of early intervention. For each question below, please select how helpful early intervention has been to you and your family over the past year: Not at all helpful, a little helpful, somewhat helpful, very helpful, or extremely helpful.						
Knowing your rights						
How helpful has early intervention been in…						
1.	giving you useful information about services and supports for you and your child?	O	O	O	O	O
2.	giving you useful information about your rights related to your child's special needs?	O	O	O	O	O
3.	giving you useful information about who to contact when you have questions or concerns?	O	O	O	O	O
4.	giving you useful information about available options when your child leaves the program?	O	O	O	O	O
5.	explaining your rights in ways that are easy for you to understand?	O	O	O	O	O
Communicating your child's needs						
How helpful has early intervention been in…						
6.	giving you useful information about your child's delays or needs?	O	O	O	O	O
7.	listening to you and respecting your choices?	O	O	O	O	O
8.	connecting you with other services or people who can help your child and family?	O	O	O	O	O
9.	talking with you about your child and family's strengths and needs?	O	O	O	O	O
10.	talking with you about what you think is important for your child and family?	O	O	O	O	O
11.	developing a good relationship with you and your family?	O	O	O	O	O
Helping your child develop and learn						
How helpful has early intervention been in…						
12.	giving you useful information about how to help your child get along with others?	O	O	O	O	O
13.	giving you useful information about how to help your child learn new skills?	O	O	O	O	O
14.	giving you useful information about how to help your child take care of his/her needs?	O	O	O	O	O
15.	identifying things you do that help your child learn and grow?	O	O	O	O	O
16.	sharing ideas on how to include your child in daily activities?	O	O	O	O	O
17.	working with you to know when your child is making progress?	O	O	O	O	O

Need

- A need is something that can be used to solve a probelm
- Users usually start by expressing a need rather than a problem
- Important to "guide" the user back from expressing a need to expressing a problem

Planning, implementing and evaluating one intervention

EXPLANATIONS
Body, activity and/or
environment

PROBLEMS
Activity/
Participation

GOALS
Activity/
Participation

METHODS
Body, activity and/or
environment

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Intervention as a process over time

Intervention 1   Intervention 2   Intervention 3

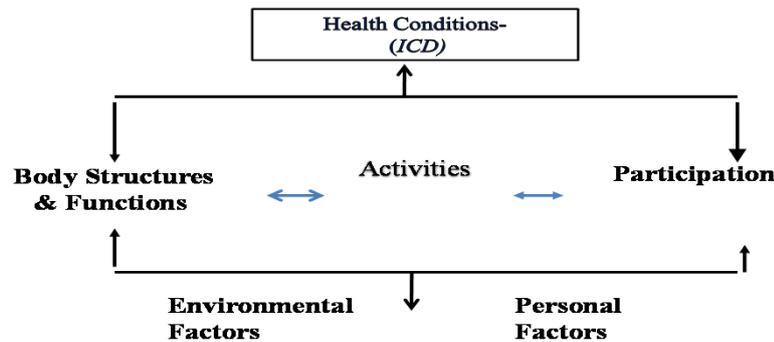Family skills   Family skills   Versatility

Intervention as a process over time

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ICF-CY – what are the areas of expertise for families and professionals

Figure1. The ICF-CY model

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                    Health Conditions-
                        (ICD)

    Body Structures        Activities         Participation
      & Functions      ←→            ←→

         Environmental         Personal
           Factors             Factors
```

To define the problem

- A problem = The difference between how it is and how it ought to be. There is always more than one problem

- A problem must be important to be prioritized

- A problem is usually only discussed if it is considered as solvable. What do the user know about solutions?

- If a problem is not considered solvable, how can it be redefined?

ICF-CY and how the family environment is depicted in ICF-CY
problems – goals families are experts

- The environment as a scene setter –tasks adequate to perform is partially dependent on the setting

  - Settings and tasks can only be described with the help of activity/participation codes

  - Parents, the child and other family members know best what settings and tasks that are important

- The use of participation codes to define problems and to define goals for intervention

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Examples questionnaire items school children : 1

Suggested areas to talk about

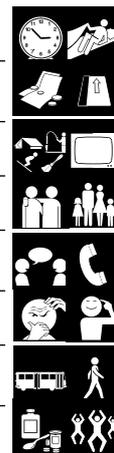| How your daily routines work out |
| How you handle money and your economy |
| How you spend your leisure time |
| How your relations to others are |
| How you can understand and make yourself understood |
| How you manage to learn new things |
| How you mange to go to places you want |
| How you sleep and take care of your body and health |

Administrator_____ Student_____ Date_____

RESTRICTIONS IN PARTICIPATION CAUSED BY COMMUNICATION LIMITATIONS									
SCHOOL RELATED ACTIVITIES	Don't Know	Not Applicable	Greater than Typical Peer	No Restriction	Mild Restriction	Moderate Restriction	Severe Restriction	Complete Restriction	PRIORITIZE for INSTRUCTION
1. Playing with others as an educational activity									
2. Classroom activities (eg.,attending classes and interacting appropriately to fulfill the duties of being a student)									
3. Communal activities (classroom games, assemblies, eating in the cafeteria, field trips)									
4. Recreation (physical education, recess, playground games)									
5. Creative activities (art classes, orchestra/band, chorus)									
6. Civic activities (school paper, student government, school club, serving as student aid, safety patrol member)									
7. Other academic activities (computer labs, science labs, library use, gifted/talented classes)									
8. Social activities (school dances, pep rallies, hanging out with friends at school)									
9. Social independence activities (driver's ed., home economics/shop, after school organized sports)									
10. Vocational training (community work experience, community college, community based recreation)									
11. Transition planning (independent living skills practicum, transportation training)									
12. Looking after one's safety at school (avoiding risks that can lead to injury or harm)									
13. Maintaining one's health (caring for oneself by being aware of and doing what is required for one's health)									
14.Other school related activities? (describe)									

INTERPERSONAL INTERACTION AND RELATIONSHIPS	Don't Know	Not Applicable	Greater than Typical Peer	No Restriction	Mild Restriction	Moderate Restriction	Severe Restriction	Complete Restriction	PRIORITIZE for INSTRUCTION
15. Relating to teachers and other adults at school.									
16. Relating to peers at school									
17. Making and maintaining friendships									
18. Dating or engaging in romantic relationships									
19. Relating to persons in the home (family or other co-inhabitants)									
20. Relating to new people									
21. Other interaction and relationships? (describe)									

To explain a problem

- All problems have several explanations
  - Body functions
  - Activity
  - Environment
- Problems can be explanations to each other
  - Most problems focusing on things that happens too frequently can be matched to too seldom problems
  - Problems of participation can be explained by activity, body and environment factors
- The more explanations the more options for methods

Environmental Factors

1. Products and technology
2. Natural environment and human-made changes to the environment
3. Support and relationships
4. Attitudes
5. Services, systems and policies

Prioritizing among restrictions, selecting a goal for intervention

- The most important restriction to intervene with according to the child

- A restriction that can have effect on other restrictions if worked with

- The restriction that seems easiest to intervene with

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Goals need to be expressed
- Explicit
- Concrete
- Positive terms
- Present time
- From the perspective of the user
- Possible to evaluate
- Specific time period

The goal illustrate a final state!

The road the goal = method!

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I-CY-HAB

Setting the goal for intervention

- Goals related to diversity of participation or frequency of participation
  - Explanations are related to the availability or accessibility of an activity

- Goals related to the degree of involvement when being in the activity
  - Explanations are related to accomodation of activity or acceptability of activity

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Using explanations to design intervention

- All interventions can be described as environmental variables

- Explanations that make it easier to understand problems but do not provide information useful for intervention

- Explanations that can be translated to interventions

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Method

- Based on problemexplanations
- Method should be easy to perform
- Method should be easy enough to be automatized
- Changeable dependent on circumstances
- The method principle should have several possible expressions
- Can be used or supported by several persons

COPM
(Canadian Occupational Performance Measure
(Law et al, 2014)

Is based on a client-centred approach for the purpose of identifying treatment goals, assessing changes, and giving satisfaction in performance over time. The COPM measures changes in self-care, productive and leisure activities.

The scale of the perception of performance ability was used, and for each goal the child completed a self-evaluation of his or her current performance from 1 (not able to do the activity/goal at all) to 10 (able to do the goal/activity extremely well).

Goal attainment scale

Level of goal attainment	Goal description
Better than expected +2	Peter initiates play with peers more than 7 times/day
	Peter initiates play with peers 6-7 times/day
Expected outcome 0	Peter initiates play with peers 4-5 times/day
	Peter initiates play with peers 1-3 times/day**
Worse than expected -2	Peter initiates play with peers less than 1 time/day

Time period for expected change:

** = Present situation