

Design and Implementation of a Goal Attainment Scale Training for Occupational Therapists in Pediatric Private Practice

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Introduction

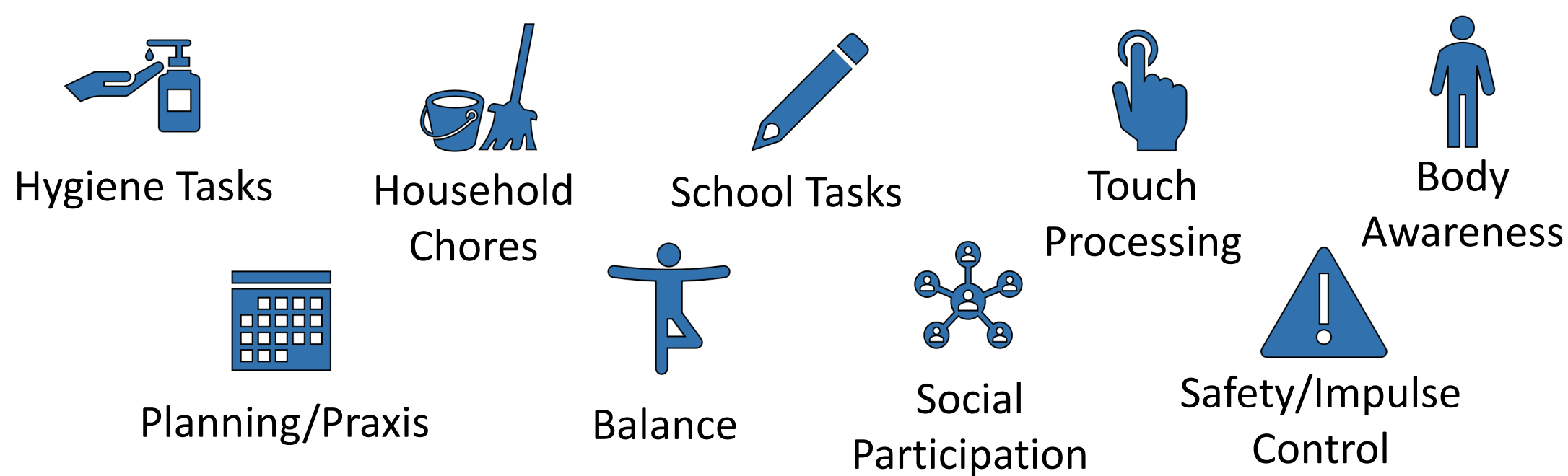
In 2019, Dr. Amy Wheadon, conducted a feasibility study on her manualized group program. *A brief outline of Dr. Wheadon's study will help to inform the current study.*

The Study:

- Quasi experimental; pre and post test design
- 10 children, ages 5-8
- One 60-minute weekly **EXERSHINEkids POWER Bootcamp** class for 16 weeks.
- EXERSHINEkids:** Thematic, structured, high intensity physical exercise group program utilizing occupational therapy principles to target sensory processing challenges.
- Data collection using various measures including **Goal Attainment Scaling**

Results:

Significant improvements in participation or engagement in...



The **current study** seeks to design and implement a **Goal Attainment Scale Training** for occupational therapy practitioners involved in a future multi-site research study utilizing the **EXERSHINEkids POWER Bootcamp Program**.

Literature Review

Goal Attainment Scaling (GAS):

A method that facilitates **collaboration** between clients and healthcare providers to set **meaningful** and **functional** goals that predict **expected outcomes** using a **scaled** approach.

History:

Developed in 1968 as a method to evaluate mental health treatments (Goal Attainment Scaling, 1994.) Three questions led to the development of GAS.

- 1 What **outcomes** are associated with certain patterns of service delivery?
- 2 What was the **effectiveness** of a program for different groups?
- 3 Were people **attaining** the outcomes they desired?

Use in Pediatric Occupational Therapy:

- GAS captures functional/meaningful change for sensory integration therapy/sensory based interventions (Case-Smith et al., 2015 & Mailloux et al., 2007).
- In single site studies, GAS was the most sensitive tool to reflect change in children after participating in occupational therapy (Mailloux et al., 2007).
- Children and families can accurately identify meaningful/functional goals using GAS (Wroland-Nordstrand et al., 2016).
- Adequately captures functional areas that traditional assessment tools do not measure (Goal Attainment Scaling, 1994; Harpster et al., 2019; Krasny-Pacini et al., 2016; Krasny-Pacini et al., 2013; Mailloux et al., 2007; Østensjø et al., 2008).

Strengths:

- Cooperative; team-based (Cusick et al., 2006; Harpster et al., 2019)
- Client-centered (McDougal & Wright, 2019; May Benson et al., 2021)
- Criterion-referenced/standardized (Mailloux et al., 2007)
- Sensitive to small changes (King et al., 2000)

Weaknesses:

- Lack of well-developed psychometrics (May-Benson et al., 2021)
- Time-consuming (King et al., 2000; Krasny-Pacini et al., 2013; Mailloux et al., 2007)
- Lack of training (Harpster et al., 2019)
- Poor study designs (Harpster et al., 2019)

Call to Action

GAS is a highly sensitive tool that supports a client-centered approach. **However**, many literature reviews don't provide any **concrete guidance or trainings** on application to clinical practice or research settings (Krasny-Pacini et al., 2013).

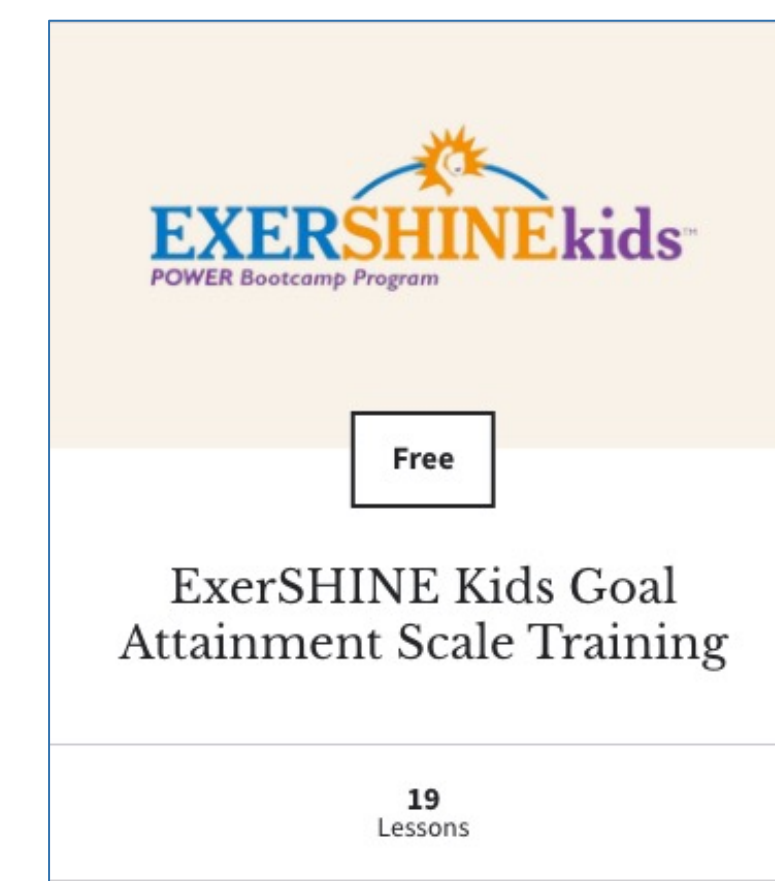


To address this issue many researchers have developed trainings for practitioners implementing GAS. The purpose of a GAS training is to ensure that **goals are well-written, scales include all necessary information, and scoring procedures are done in a standardized fashion** (May-Benson et al., 2021).

A comprehensive training is necessary for the successful use of GAS. A high-quality training can **reduce the risk of bias**, ensure **goal descriptions are clear**, and **improve reliability, validity and clinical effectiveness/rigor of GAS** as an outcome measure (King et al., 2000; May-Benson et al., 2021; McDougall & Wright et al., 2019).

Call to Action: In order to conduct a future multi-site study using EXERSHINE kids as an intervention and Goal Attainment Scaling as an outcome measure, a **GAS training must be developed for researchers involved.**

GAS Training Development and Implementation

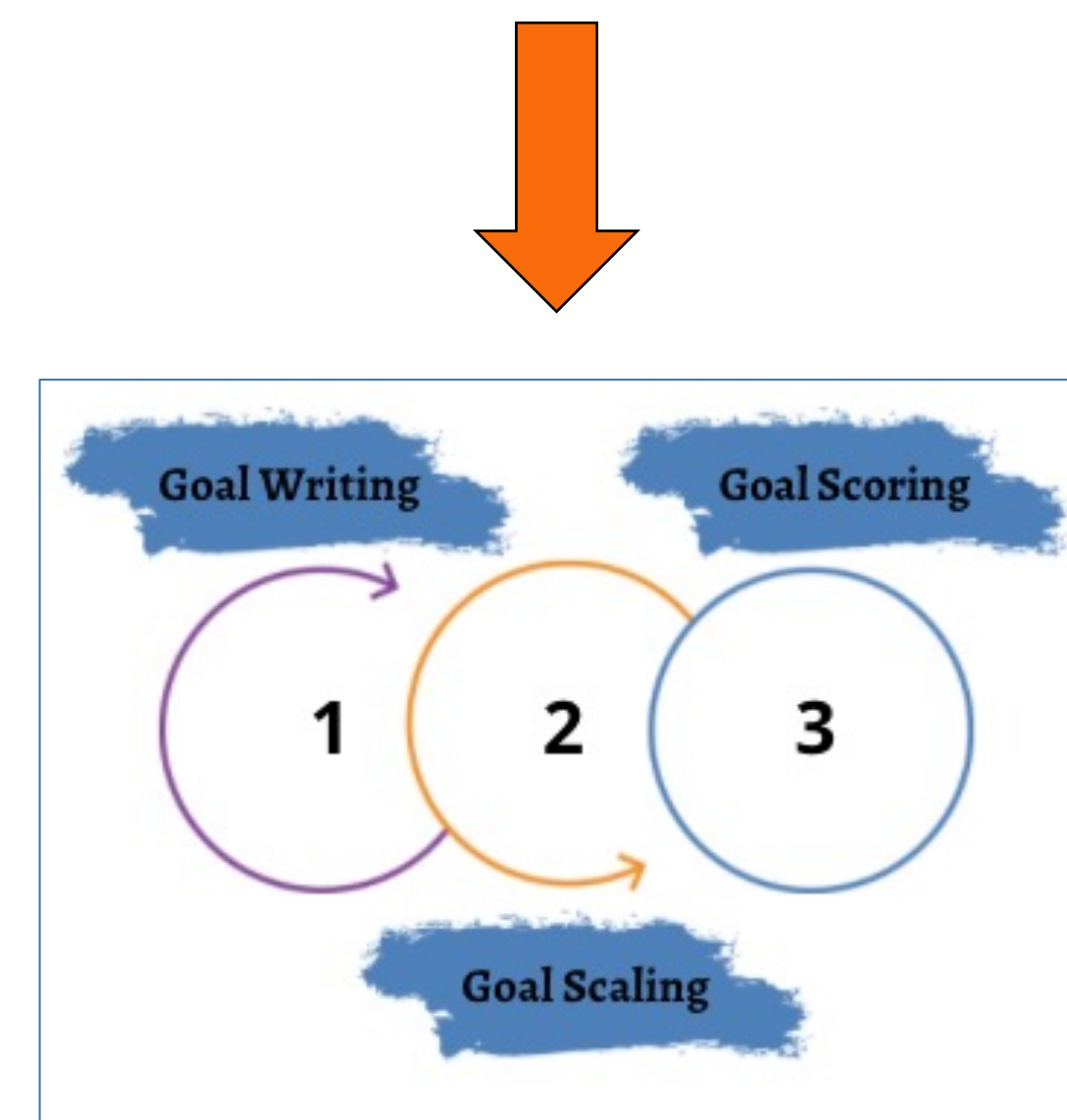
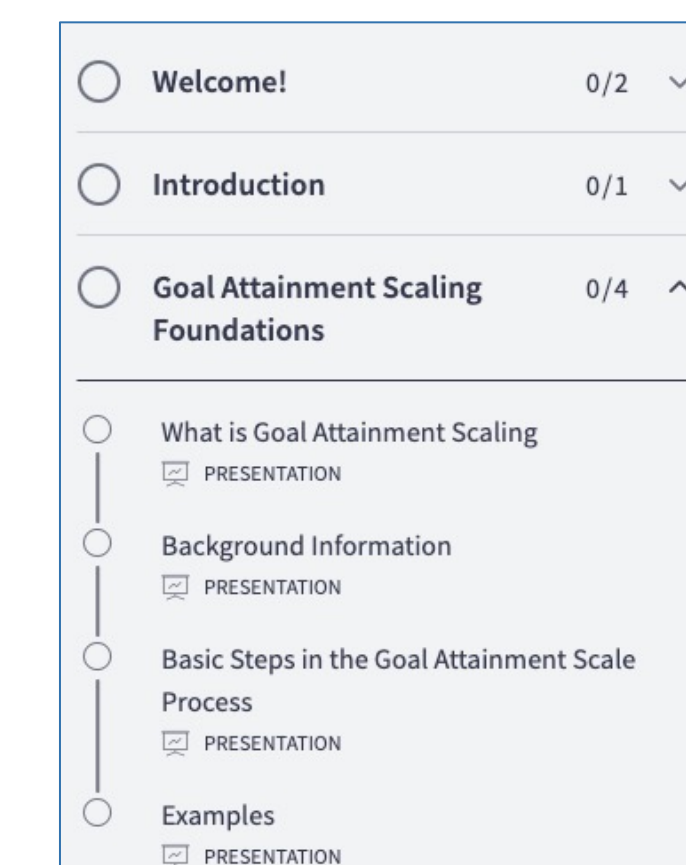


1 Process of Researcher

- Took an online Goal Attainment Scale training (Spiral Foundation)
- Conducted GAS Literature Review
- Explored adult learning pedagogy
- Explored free online course building websites (Thinkific)
- Created training using information from research

2 Training Details

- Online, self-paced course; ~45-60 minutes
- Combination of recorded lectures, case studies, handouts, knowledge checks and examples
- Main content areas: Writing the Goals, Scaling the Goals, Scoring the Goals



3 Implementation

- Training at KidSHINE (March 2022)
- Participants: 6 occupational therapists, 4 occupational therapy assistants and 2 occupational therapy aides
- Following implementation, the researcher made final edits before publishing

Goal Scaling Example

Attainment Level	Score	Scaled Goal
Much Less Than Expected	-2	Client will demonstrate increased balance, body awareness and motor planning skills by completing a 5-7 step obstacle course with maximum assistance on 3/5 trials
Somewhat Less Than Expected	-1	Client will demonstrate increased balance, body awareness and motor planning skills by completing a 5-7 step obstacle course with no more than moderate assistance on 3/5 trials
Expected Level of Performance	0	Client will demonstrate increased balance, body awareness and motor planning skills by completing a 5-7 step obstacle course with no more than minimal assistance on 3/5 trials
Somewhat More Than Expected	+1	Client will demonstrate increased balance, body awareness and motor planning skills by completing a 5-7 step obstacle course with no more than standby assistance on 3/5 trials
Much More Than Expected	+2	Client will demonstrate increased balance, body awareness and motor planning skills by completing a 5-7 step obstacle course with independence on 3/5 trials

Access the Training



<https://katie-l-school-164.thinkific.com/>

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