

Coaching mothers of children with sensory integration difficulties: a pre-feasibility collaborative service development

Submission date 13/02/2023	Recruitment status No longer recruiting	<input type="checkbox"/> Prospectively registered <input type="checkbox"/> Protocol
Registration date 25/02/2023	Overall study status Completed	<input type="checkbox"/> Statistical analysis plan <input checked="" type="checkbox"/> Results
Last Edited 12/09/2024	Condition category Other	<input type="checkbox"/> Individual participant data

Plain English Summary

Background and study aims

Sensory processing differences (differences in the way that we process sensation leading to impairment in participation in occupations e.g. self-care, and school skills) are thought to affect approximately 5% of children. Rates are much higher in children with developmental disorders (e.g. autism, attention deficit, and dyspraxia or developmental coordination disorder). We know that sensory processing differences make everyday life harder for children and more stressful for parents. There is a growing understanding of ways to treat children but our knowledge and understanding of intervention with parents are minimal. This study is part of a wider investigation to develop a novel parent intervention to support mothers of children with sensory processing differences. The research has now reached the point whereby the intervention can be designed. The aim of this study is therefore to co-design an online coaching intervention for mothers of children with sensory integration difficulties. The intervention will be delivered by the PhD student Susan Allen who is a qualified occupational therapist with more than 30 years of experience working with children with sensory processing differences and their families. Mothers will actively collaborate in the future design of the program through post-intervention feedback.

Who can participate?

Mothers of children with sensory processing differences aged 5-10 years

What does the study involve?

The intervention group will take place online over a four-week period. Each week the group will gather for 1.5 hours to share their experiences and goal-setting for the following week. The group leader will ask questions to promote envisioning and goal setting. This group will use an approach called Occupational Performance Coaching developed by Dr Fiona Graham. In addition, all participants are offered the opportunity to participate in a What's app group for questions and mutual support.

There will be before and after assessment questionnaire completion and goal setting through an online interview. All participants are free to withdraw at any time.

What are the possible benefits and risks of participating?

This intervention is one of the first to explore supporting parents of children with sensory processing differences that impact the things that we do every day for example washing, dressing, eating, and socialising. Mothers will gain the opportunity through coaching to work through areas of challenge in everyday tasks and activities that are hampered by their child's sensory processing challenges. Other studies have shown that this works well with one therapist working with one family. As an online coaching group participants will be in their own chosen environment minimizing physical risk. Mothers are free to withdraw at any time. Should mothers feel that they need additional emotional support beyond the group or safety concerns are raised the clinician involved will signpost them to the appropriate statutory services.

Where is the study run from?

University of Reading, Psychology and Clinical Language Sciences (UK)

When is the study starting and how long is it expected to run for?

January 2021 to October 2022

Who is funding the study?

The Elizabeth Casson Trust (UK)

Who is the main contact?

Susan Allen, s.c.f.allen@pgr.reading.ac.uk

Contact information

Type(s)

Public

Contact name

Mrs Susan Allen

ORCID ID

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Contact details

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Additional identifiers

EudraCT/CTIS number

Nil known

IRAS number

ClinicalTrials.gov number

Nil known

Secondary identifying numbers

Nil known

Study information

Scientific Title

Does a brief group coaching interventions for mothers of children with sensory processing differences impact mother and child outcomes: a pre-feasibility study

Study hypothesis

1. Brief group coaching does not change the stress levels of mothers of children with sensory processing differences
2. Brief group coaching does not change the sense of competence of mothers of children with sensory processing differences
3. Brief group coaching does not change the perceived performance or satisfaction with child occupations from the perspective of mothers of children with sensory processing differences

Ethics approval required

Old ethics approval format

Ethics approval(s)

Approved 26/10/2021, University of Reading School of Psychology and Language Sciences Research Ethics Committee (School of Psychology and Clinical Language Sciences, Earley Gate, Reading, RG6 6ES, UK; +44 (0)118 378 7106; L.McDermott@reading.ac.uk), ref: 2022-024-FK and 2021-135-FK

Study design

Single-center cohort study

Primary study design

Observational

Secondary study design

Longitudinal study

Study setting(s)

University/medical school/dental school

Study type(s)

Treatment

Participant information sheet

See trial outputs table

Condition

Maternal stress and sense of competence and child occupational performance through mothers of children with sensory processing differences

Interventions

1. Occupational Performance Coaching has been described as an effective intervention but only in the context of a one-to-one intervention rather than a group intervention. In the current study, mothers will, in turn, be invited to share the daily participation challenges that they are facing with their children. A problem-solving approach will be facilitated, with the engagement of peer support. Reflective questioning will be utilized to support analysis and identification of alternative strategies for action. Participants will be invited to share their experience of applying and refining strategies as the group progresses. The intervention is over 4 weeks with online sessions of 1.5 hours.

2. Mums WhatsApp group – To encourage ongoing peer support Mums will be offered the choice of participating in a Mums WhatsApp group. The group leader will invite and set up the group and then withdraw at the end of the intervention. Anonymised content will be transcribed with images excluded. It will be introduced to Mums as a potential mechanism of support. Each day from Monday to Friday the group will be checked for content. If any issues of concern are raised the moderator will intervene and signpost the participant to appropriate clinical support. Mothers will be made aware that the WhatsApp group will not be moderated at other times.

Intervention Type

Behavioural

Primary outcome measure

Parent stress is measured using the Parent Stress Index-Short form questionnaire administered one week prior to and one week following the intervention

Secondary outcome measures

1. Parent sense of competence measured using the Parent Sense of Competence questionnaire in the week prior to the intervention and readministered in the week following the intervention.
2. Child occupational performance measured using the Canadian Occupational Performance Measure in the week prior to the intervention and readministered in the one week following the intervention

Overall study start date

01/01/2021

Overall study end date

01/10/2022

Eligibility

Participant inclusion criteria

1. Mothers of children with sensory processing differences as defined by scores on the sensory processing measure on at least 1 section of 1 standard deviation above mean on the Sensory Processing Measure
2. Child aged 5-10 years old
3. Child sensory processing differences are impacting daily occupations

Participant type(s)

Carer

Age group

Adult

Sex

Female

Target number of participants

10-12

Total final enrolment

11

Participant exclusion criteria

1. Other carers
2. Mothers of children who do not have a child with sensory processing differences

Recruitment start date

27/10/2021

Recruitment end date

07/03/2022

Locations

Countries of recruitment

England

United Kingdom

Study participating centre

University of Reading

Department of Psychology and Clinical Language Sciences

Whiteknights Road

Reading

United Kingdom

RG6 6AL

Sponsor information

Organisation

University of Reading

Sponsor details

Psychology and Clinical Sciences

Reading

England

United Kingdom
RG6 6AL
+44 (0)118 378 7539
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Sponsor type

University/education

Website

<https://www.reading.ac.uk/pcls/staff/fiona-knott>

ROR

<https://ror.org/05v62cm79>

Funder(s)

Funder type

Charity

Funder Name

Elizabeth Casson Trust

Alternative Name(s)

THE ELIZABETH CASSON TRUST, ECT

Funding Body Type

Private sector organisation

Funding Body Subtype

Trusts, charities, foundations (both public and private)

Location

United Kingdom

Results and Publications

Publication and dissemination plan

1. A summary of findings will be shared with participants and recruitment organizations
2. Presentation at professional conference e.g. Royal College of Occupational Therapists Annual Conference
3. Submission to a peer-reviewed journal e.g. Physical and Occupational Therapy in Pediatrics

Intention to publish date

01/03/2024

Individual participant data (IPD) sharing plan

Participants consented to the use of anonymised data for further research within the University of Reading. The anonymised datasets analysed during the current study will be available upon request from Susan Allen (s.c.f.allen@pgr.reading.ac.uk) via the University of Reading for a period of 12 months following publication.

IPD sharing plan summary

Stored in non-publicly available repository, Available on request

Study outputs

Output type	Details	Date created	Date added	Peer reviewed?	Patient-facing?
Participant information sheet			15/02/2023	No	Yes
Basic results		09/09/2024	12/09/2024	No	No