

STAR FRAME OF REFERENCE:

Value of Video Coding for Therapist Growth and Client's Outcome

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ABSTRACT

Objective: To explore the value of using video taping to document therapist's growth and child's outcome across time

Introduction: Video recordings are useful to assist in the development of therapist's clinical reasoning and child's outcome. There's no data about how a therapist 's growth could be measured while using the STAR PROCESS. Praxis and Functional Emotional Capacities concepts were used to measure the child's outcome.

Methodology: Exploratory, descriptive study of two methodologies to measure therapist growth and child's outcome.

Results: Therapist use of number of STAR targeted interventions changed over time. Praxis and Functional Emotional Capacities changed in the child changed

Discussion: This study demonstrated a novel method to measure therapist growth in applying strategies linked to the STAR Frame of Reference .as well as new methodology for documenting child response to intervention.

OBJECTIVES

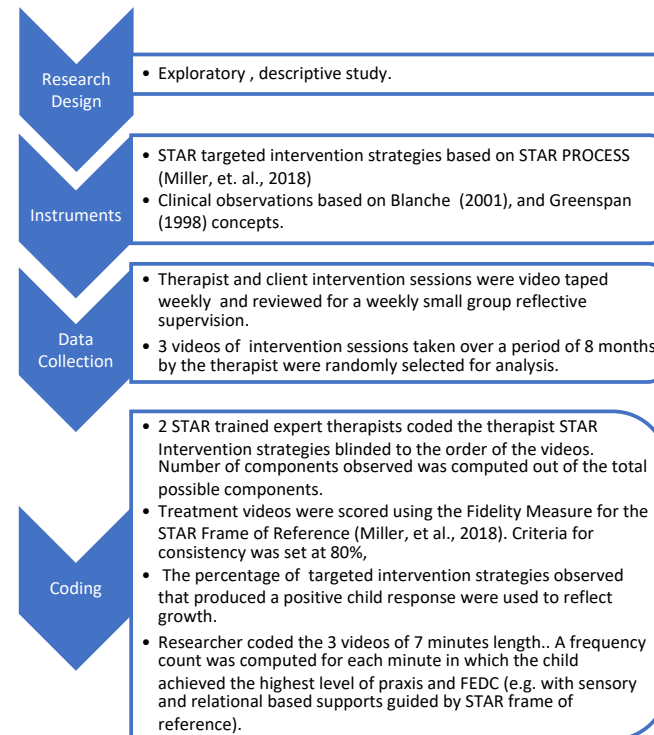
This study sought to answer the following questions:

1. What is the value of video taping as a mechanism for documenting therapist growth through self-reflection and child's outcome over time?
2. Does coding the presence of STAR PROCESS intervention components reflect meaningful change in the growth of the therapist?
3. Does coding praxis levels and functional emotional developmental capacities reflect change in the child's outcomes.

LITERATURE REVIEW

- Video recordings have proved useful in qualitative and quantitative research of child's play, and social interactions (Kent, Cordie, Joosten, Wilkes-Gillan, & Bundy 2020). It assists in the development of therapist clinical reasoning (Schaaf, 2015; da Silva Araujo, Kinsella, Thomas, Demonari-Gómez, & Quevedo-Marcolino, 2022), can be used for building a narrative reasoning in sensory integration intervention (Burke, 2001), testing instruments to measure progress in single-subject design studies (Szklut, Burokas, James, 2023), and helping therapists to reflect on experiences with their clients (Pierce 2005) to achieve an embodied learning (Skulmowski, & Rey, 2018).
- Occupational therapy's ecological model is a parent-centered approach that addresses the child's challenges through parent-child/therapist-child interactions. Sensory-based strategies, are integrated with relationship-based theories to support the development of a sensory lifestyle (Miller & Summers, 2001). In the Sensory Therapies and Research (STAR) Frame of Reference the therapist joins the child in their chosen activity and "works in flow" to facilitate emotional and sensory regulation, and joyful relationships (Miller, Schoen, & Spielman, 2018). Reflective supervision helps the therapist to increase hands on action skills (Shahmoon-Shanok, 2001) and develop bodily engagement in a high integrated task (Skulmowski, & Rey, 2018). The STAR PROCESS (play, relationships, organize, communicate, enjoy, sensation, and success) articulates key components that allow the therapist to assess the application to practice (Miller, et., al., 2018); Schoen, Miller, Camarata, & Valdez, 2019). There's no data about how a therapist's growth could be measured in the STAR PROCESS.
- It's proposed that coding video clips that show a child's positive response can reflect the therapist's growth. Strategies reflecting the the STAR PROCESS include arousal regulation, attunement for engagement, trust with the child, sensory integration principles, child's joy, emotional regulation acknowledgment, creating circles of communication and avoiding the use of discipline during play based therapy. The STAR Fidelity Measure (Miller, et., al. 2018) was used to design a therapist growth measure.
- The relationship between praxis and playfulness in autistic children is unclear and a greater understanding of ideation may be needed to make more specific targeted interventions (May-Benson, et al., 2017). A developmental description of different levels of praxis that considers the body in time and space horizons may be a useful framework for analyzing change (Blanche, & Parham, 2001). The DIR/Floortime approach describes functional emotional developmental capacities (FEDCs) that support the child's individual differences and can be used to facilitate joy in play (Greenspan, Wieder & Simmons, 1998). Blanche's (2001) descriptions of praxis and Greenspan's (1998) FEDCs are proposed as clinical observations to code changes in the child's outcomes.

METHODOLOGY



PROFILE RESULTS



THERAPIST

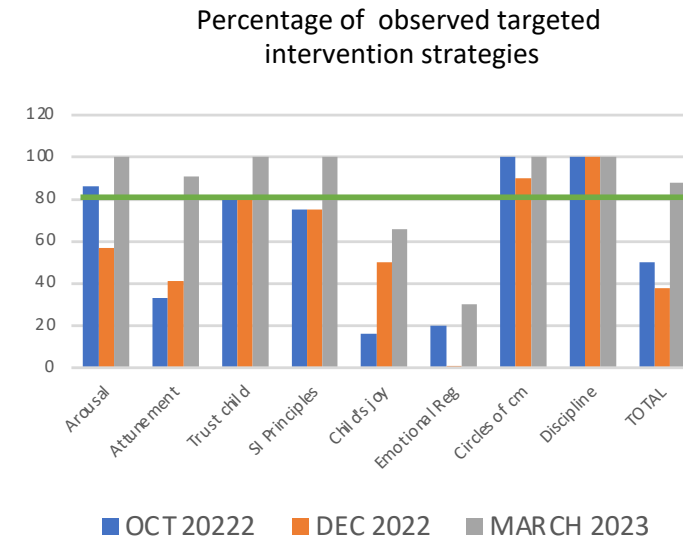
- Therapist reflections from STAR Mentorship 2 and reflective supervision
- Sensory divergencies match better with high arousal and social engagement.
- Needs more vestibular and proprioceptive input
- Need sof structured sensory-motor play
- Less therapist ideation and experience more emmbodied joy.

CHILD

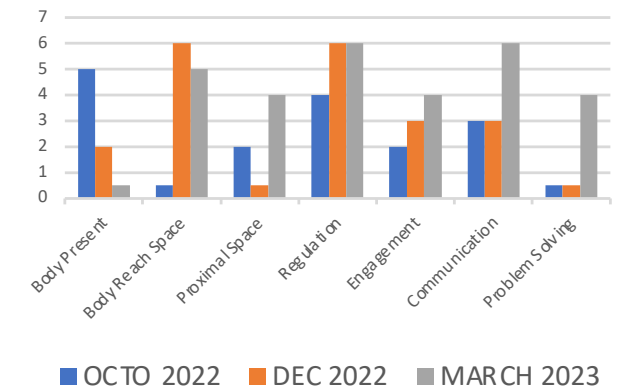
- D is a 3 year old male
- ASD with challenges in daily life activities, play and social participation
- Sensory Differences: auditory, tactile, visual, proprioceptive and vestibular under-responsivity
- Discrimination: auditory, tactile, visual and vestibular challenges
- Postural abilities were a strength
- Praxis: challenges in ideation and sequencing.
- FEDC: challenges in the first 3 FEDC levels : self regulation, engagement and circles of communication

RESULTS

Percentage of observed targeted intervention strategies



Frequency of praxis in time and space/and Functional Emotional Developmental Capacities



DISCUSSION

- This study demonstrated a novel method to measure therapist growth in applying strategies linked to the STAR Frame of Reference .
- Therapist growth in application of all 8 targeted intervention strategies was observable over time, but not in a linear or consistent manner. This could indicate an interaction between child's and therapist's profile, which made it harder for the therapist to implement attunement, emotional regulation and facilitate child's joy.
- Reflective supervision allowed therapist to make changes in the implementation of STAR PROCESS.
- The mentorship 2 and reflective supervision follow up process allowed for therapist embodiment the concepts of STAR frame of reference (regulation, relationship and sensory processing).
- This study also demonstrated a novel method to measure child change in praxis and engagement .
- Improvement noted in child's praxis from "body present" to "reach in proximal space".
- Improvement noted in FEDCs over time in the frequency of regulation and shared attention, number of circles of communication and emergence of problem solving. As child ideation developed, the therapist was able to better engage in child's play theme and support attunement, emotional regulation and shared joy.

IMPLICATIONS FOR OT

- Novel tools can be used to measure outcomes:
- Reflective supervision follow up was an effective method to embodiment of intervention strategies
- The application of these targeted intervention strategies resulted in a bidirectional growth in the therapist-child relationship.
- Scaffolding for differences in praxis may support the development of engagement levels as measured by the FEDCs

REFERENCES

