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

Submission date
13/02/2023

Recruitment status
No longer recruiting

Registration date
25/02/2023

Overall study status
Completed

Last Edited
12/09/2024

Condition category
Other

[_] Prospectively registered
[_] Protocol
[_] Statistical analysis plan
[X] Results
[_] Individual participant data

Plain English summary of protocol

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
https://orcid.org/0000-0002-8634-7632

Contact details
University of Reading
Department of Psychology and Clinical Language Sciences
Reading
United Kingdom
RG6 6AL
+44 (0)7904108912
s.c.f.allen@pgr.reading.ac.uk

Additional identifiers

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 objectives
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

Primary study design
Observational

Study design
Single-center cohort study

Study type(s)
Treatment

Health condition(s) or problem(s) studied
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(s)
Parent stress is measured using the Parent Stress Index-Short form questionnaire administered one week prior to and one week following the intervention

Key secondary outcome(s)
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

Completion date
01/10/2022

Eligibility

Key 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

Healthy volunteers allowed
No

Age group
Adult

Sex
Female

Total final enrolment
11

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

Date of first enrolment
27/10/2021

Date of final enrolment
07/03/2022

Locations

Countries of recruitment
United Kingdom

England

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

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

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?
Basic results		09/09/2024	12/09/2024	No	No
Participant information sheet			15/02/2023	No	Yes