

# Selly Oak Trust School

## A Specialist Science College

Supported Learning Community

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### An Evidence Summary of Home Learning Approaches

**Home learning has been shown to be as effective** as expert-provided intervention in many instances. Home learning is particularly effective when there is a **coordinated team approach**. Research has shown that selecting the **most appropriate type of intervention is more important than the frequency or duration of intervention**.

Home learning produces **POSITIVE** outcomes when:

- ✓ We work towards **family-set targets** or families are involved in target-setting
- ✓ We arrange **follow-up calls** and **review progress with families**.
- ✓ We **send reminders** in a way that works for families, such as phone alarms or log books
- ✓ **Interventions are individualised** to each family, rather than generic advice.
- ✓ We explain **how to do** the intervention and **why it is important** for them.
- ✓ We **focus on the bigger picture**, including the family's **social environment** (e.g. do they have siblings or other caring responsibilities?), **physical environment** (e.g. what space and resources do they have?) and **values** (e.g. is academic work important to them right now?)

**COACHING** and **EDUCATION** with families have been shown to be effective:

Using:

- ✓ Telephone
- ✓ Video call

With:

- ✓ Parents/carers
- ✓ Children

To change:

- ✓ Academic performance
- ✓ Mental health
- ✓ Behaviour
- ✓ Function

Home learning **DOES NOT** produce positive outcomes when:

- x **Targets and interventions are set for the family**, not with the family.
- x **Targets focus on problems alone** (e.g. behaviour, sensory, limited active/social time) without considering the bigger picture.
- x **One-off interventions**, without follow-ups or reviews.
- x **Starting with the frequency/duration of intervention** (e.g. 'we'll phone this family each week' or 'we'll do a short piece of work with this family for 6 weeks'), rather than the type of intervention
- x **Sending generic advice** to families.

#### How this can guide our practice:

1. Use an identification tool to select the most appropriate intervention and staff group to facilitate it.
2. Identify lead staff for each family, but build-in forums to enable sharing of knowledge/resources between staff.
3. Set targets with each family.
4. Pool similar targets into group coaching/education sessions, where appropriate.
5. Arrange follow-ups with all families and confirm/review targets in these sessions.
6. Ensure you, as a staff member, feel comfortable using coaching/education approaches.
7. Ensure you, as a staff member, are aware how the environment and activity impact on feelings/behaviour.



Aspire

Thrive

Achieve

### The following journal articles were reviewed:

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- Feinberg, E., Augustyn, M., Fitzgerald, E., Sandler, J., Suarez, Z. and Chen, N. (2014) 'Improving maternal mental health after a child's diagnosis of autism spectrum disorder: Results from a randomized clinical trial'. *JAMA Pediatrics* 168(1), 40–46
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- Mast, J., Antonini, T., Raj, S., Oberjohn, K., Cassedy, A., Makoroff, K. and Wade, S. (2014) 'Web-Based Parenting Skills to Reduce Behavior Problems following Abusive Head Trauma: a Pilot Study'. *Child Abuse and Neglect* 38(9), 1487-1495
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- Novak, I. (2011) 'Effective Home Programme Intervention for Adults: a Systematic Review'. *Clinical Rehabilitation* 25(12), 1066-1085
- Novak, I., McIntyre, S., Morgan, C., Campbell, L., Dark, L. and Morton, N. (2013) 'A systematic review of interventions for children with cerebral palsy: State of the evidence'. *Developmental Medicine & Child Neurology*, 55(10), 885–910
- Novak, I. (2014a) 'Evidence to practice commentary: New evidence in coaching interventions'. *Physical & Occupational Therapy in Pediatrics* 34(2), 132–137
- Novak, I. and Berry, J. (2014b) 'Home program intervention effectiveness evidence'. *Physical & Occupational Therapy in Pediatrics* 34(4), 384–389
- Novak, I. and Honan, I. (2019) 'Effectiveness of Paediatric Occupational Therapy for Children with Disabilities: a Systematic Review'. *Australian Occupational Therapy Journal* 66(3), 258-273
- Sakzewski, L., Ziviani, J. and Boyd, R. (2013) 'Efficacy of upper limb therapies for unilateral cerebral palsy: A meta-analysis'. *Pediatrics* 133, 175–204
- Stultjens, E., Dekker, J., Bouter, L., Van De Nes, J., Lambregts, B. and Van Den Ende, C. (2004) 'Occupational therapy for children with cerebral palsy: A systematic review'. *Clinical Rehabilitation* 18(1), 1–14
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- Zwi, M., Jones, H., Thorgaard, C., York, A. and Dennis, J. (2011) 'Parent training interventions for Attention Deficit Hyperactivity Disorder (ADHD) in children aged 5 to 18 years'. *Cochrane Database of Systematic Reviews* 12, CD003018