

Audit tool - Evidence summary of occupational therapy home programmes for chil

Instructions for use: Always read the evidence summary in conjunction with this tool. The tool can be used individually or as a team to establish current best evidence. It can be used to audit individual home programmes or to give an overview of your current practice. Each row in column summary. Consider each statement and complete column B with a description of what you (your team or service) currently do to meet this reco service) as to how far you meet the recommendation using the drop down choices of 'Yes' or 'No'. If you do not feel the recommendation is ful use this as an action plan to help you work towards fully meeting the recommendations from the best evidence for

| Recommendation | Current activity/evidence | Recommendation met? | Actions needed to implement recommendation |
|---|---------------------------|---------------------|--|
| A collaborative partnership with the parent(s) and child are established | | | |
| Child and family set goals to work on at home | | | |
| Baselines are established | | | |
| Evidence based interventions are chosen | | | |
| Interventions which match the goal are chosen | | | |
| Interventions which can be woven into everyday life are chosen | | | |
| The programme content is agreed with parent and child | | | |
| There is a collaorative approach with other members of the MDT to incorporate all goals and avoid multiple programmes | | | |
| The programme content is agreed with other relevant professionals | | | |
| Programmes are designed in the home environment | | | |
| Programmes are designed to enable the family to use their own toys/ existing materials | | | |

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| Programmes are designed to support parent perspectives, choices of content, when to do and length of each session | | | |
| Programmes include a small number of activities which parents are confident and capable of carrying out safely and therapeutically in the home | | | |
| Parents are aware of frequency and duration of practice needed for effectiveness and that under dosed programmes are not effective | | | |
| The therapist gives the family information about what outcomes to expect from the programme | | | |
| Any specialist equipment required is provided | | | |
| Logbooks for recording sessions are provided to the parents | | | |
| The therapist provides regular support and coaching to family to identify improvements and adjust as needed | | | |
| The therapist gives regular feedback about progress | | | |
| The therapist offers regular coaching to parents to carry out the programme | | | |
| The therapist scaffolds and models activities to ensure 'just right' challenge | | | |
| Outcomes are evaluated jointly by parent, child and professional(s) | | | |

