



7-1-2024

Mitigating Care Provider Turnover for Children with Developmental Disabilities

Abigail Equinoa
University of the Pacific

Follow this and additional works at: <https://scholarlycommons.pacific.edu/ot-capstones>



Part of the [Occupational Therapy Commons](#)

Recommended Citation

Equinoa, Abigail, "Mitigating Care Provider Turnover for Children with Developmental Disabilities" (2024). *Occupational Therapy Student Capstones*. 36.
<https://scholarlycommons.pacific.edu/ot-capstones/36>

This Capstone is brought to you for free and open access by the Occupational Therapy Program at Scholarly Commons. It has been accepted for inclusion in Occupational Therapy Student Capstones by an authorized administrator of Scholarly Commons. For more information, please contact mgibney@pacific.edu.

Mitigating Care Provider Turnover for Children with Developmental Disabilities

Presented by
Abigail Eguinoa, OTD/S

In collaboration with:
Lexi Herman, OTR/L, OTD
Priscilla Ortiz, Director of Regional Center Services
Leticia Robles, President of Pacific Homecare Services



UNIVERSITY OF THE
PACIFIC

School of
Health Sciences

Background

Approximately 1 in 6 children in the United States have a developmental disability
(Caicedo, 2014; U.S. Centers for Disease Control and Prevention, 2024)

The increased stress and time demands that come with caring for a child with a developmental disability
may lead to occupational imbalance and caregiver burnout
(Bellone et al., 2023; Elangkovan & Shorey, 2020; Graaf et al., 2022; Hayes et al., 2022)

In 2021 the care provider turnover rate was 65.2%
(Home Care Association of America, 2021).



UNIVERSITY OF THE
PACIFIC

School of
Health Sciences

Program Purpose

To identify the most prevalent factors impacting respite care provider job satisfaction in order to:

- Develop strategies to mitigate job turnover
- Improve client care outcomes
- Promote occupational balance
- Increase occupational performance of care providers and primary caregivers



UNIVERSITY OF THE
PACIFIC

School of
Health Sciences

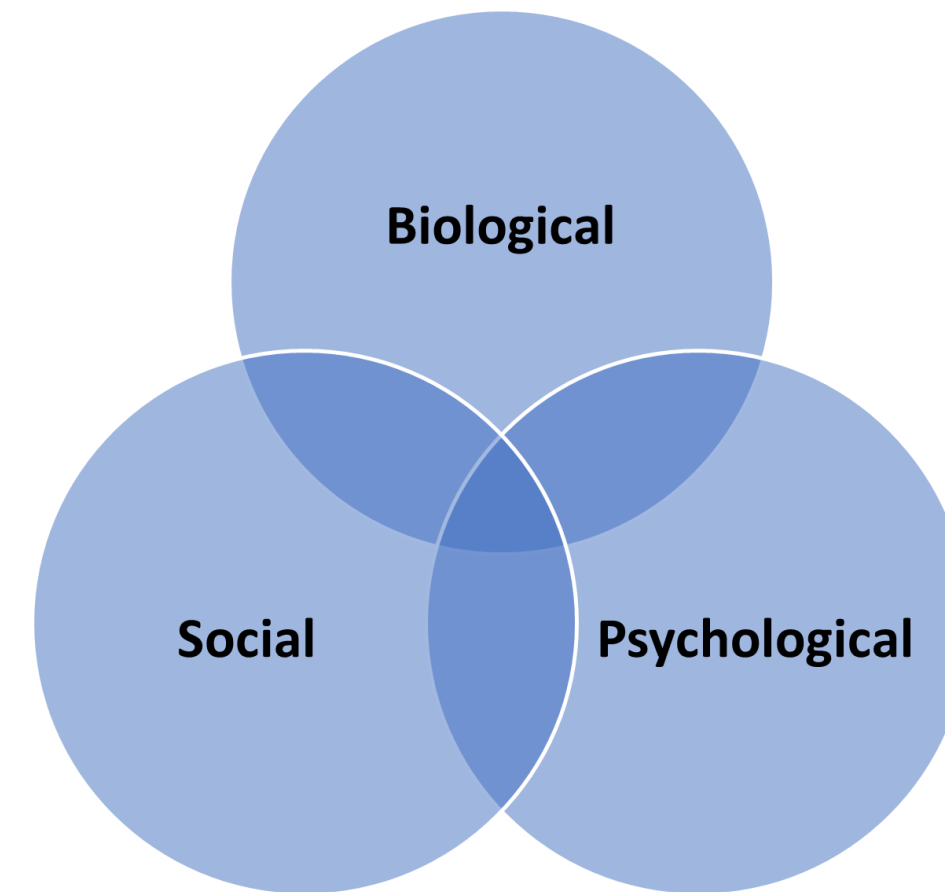
Guiding Theories

Person-Environment-Occupation- Performance



(Christiansen et. al., 2005)

Biopsychosocial Model (BPS)



(Rogers, n.d.)



UNIVERSITY OF THE
PACIFIC

School of
Health Sciences

Literature Review

Respite care allows the primary caregiver to engage in desired occupations, complete activities of daily living, rest and sleep, maintain employment, and manage their personal health

(Cooke et al., 2020; National Institute on Aging, 2023; Zarit et al., 2017).

Care providers may experience occupational stress due to the lack of necessary skills to confidently perform their job role, inadequate resources, and lack of support from their workplace

(Dallacosta, 2019; Ruotsalainen et. al., 2015; Schlack et.al. 2021)

Enhancing professional competence allows an individual to confidently gain knowledge in necessary areas for their job role and provide better client services

(Alshammari & Alenezi, 2023; Shiri et. al. 2023)



UNIVERSITY OF THE
PACIFIC

School of
Health Sciences

Needs Assessment

An anonymous 7 item survey was distributed to 795 respite care providers

Findings:

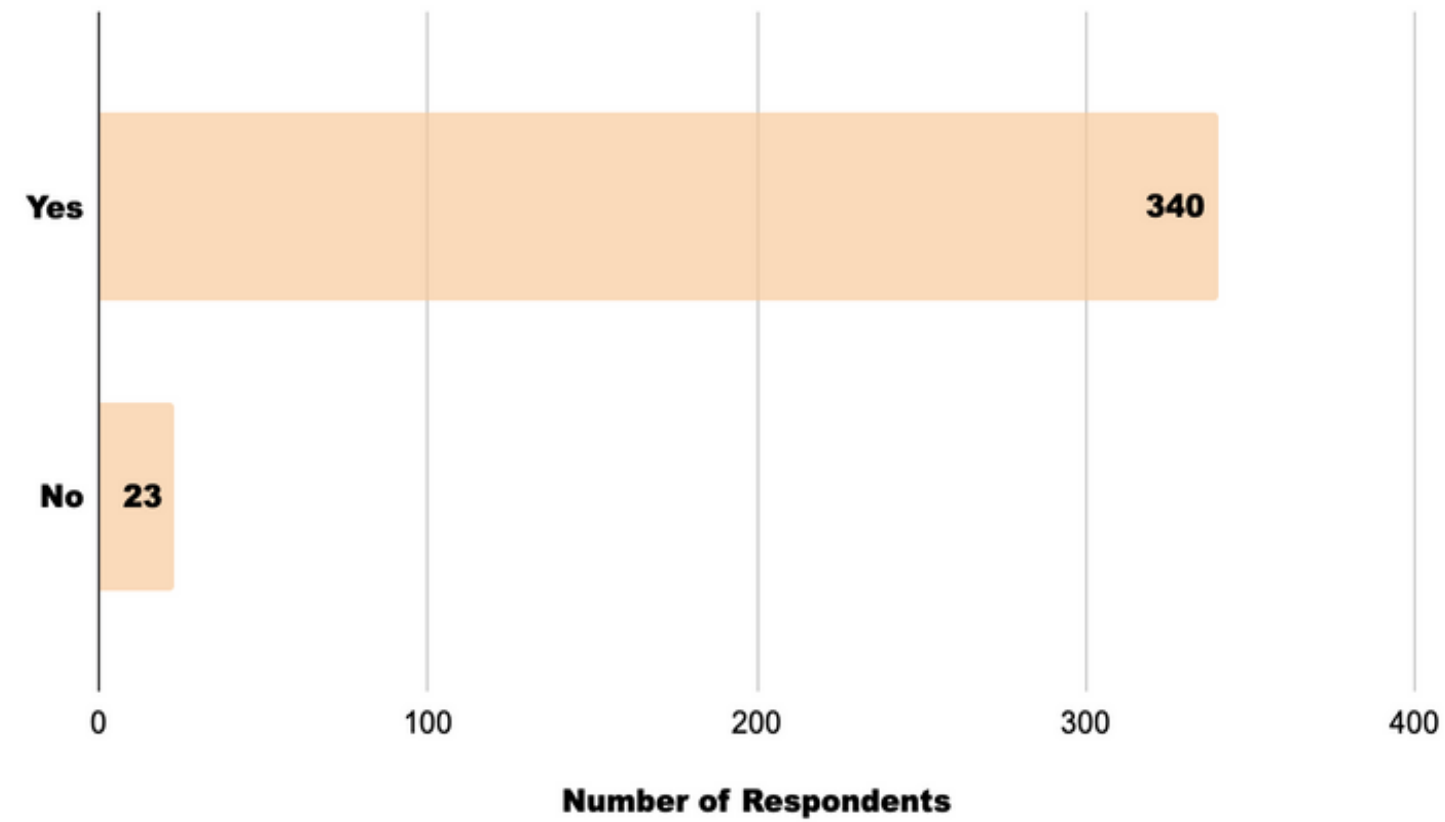
- Limited educational opportunities in the areas of:
 - Behavior management
 - Nonverbal communication
 - Understanding the impact different diagnoses have on occupational engagement
 - Effectively managing job responsibilities



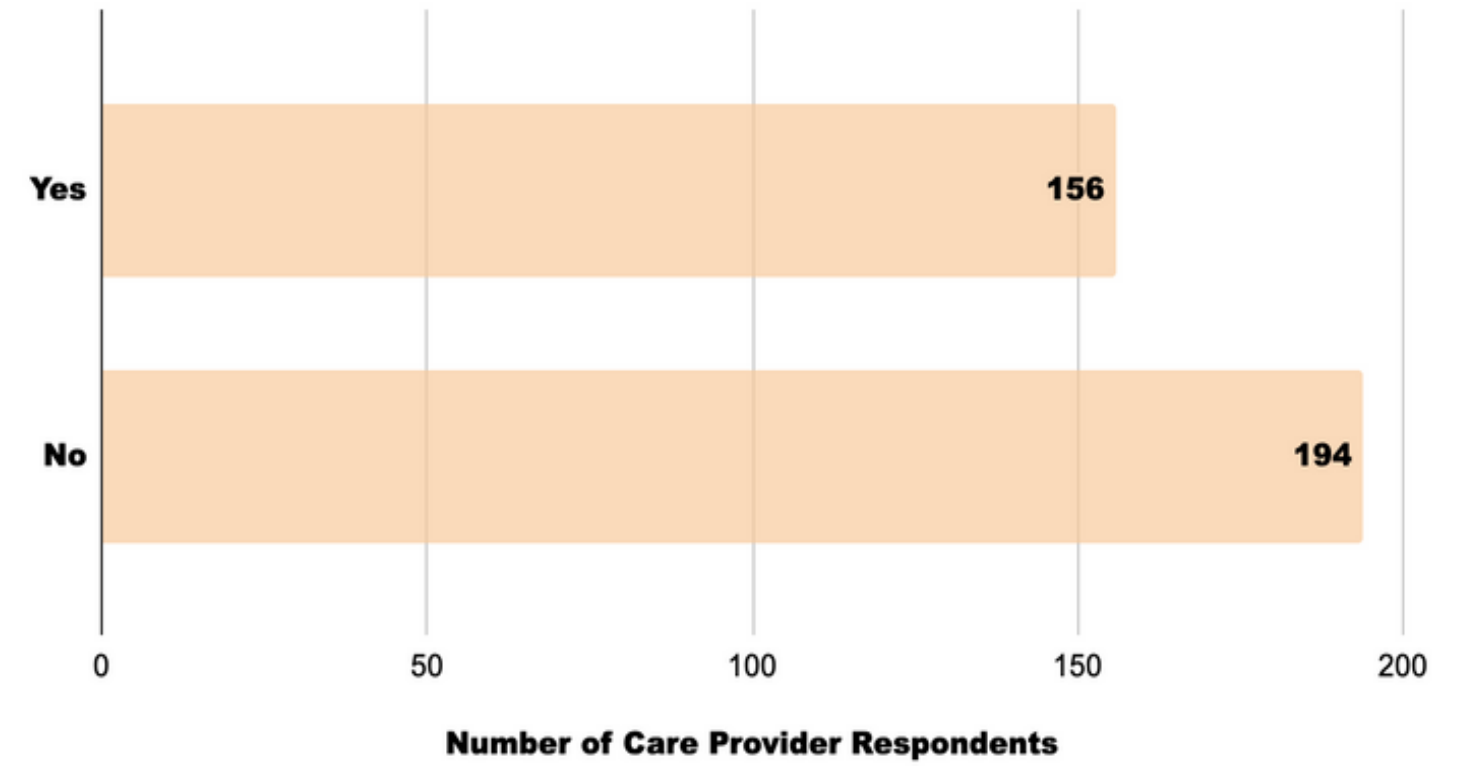
UNIVERSITY OF THE
PACIFIC

School of
Health Sciences

Do you feel you are adequately trained as a Care Provider?



Do you believe mentorship would benefit you as a care provider?



UNIVERSITY OF THE
PACIFIC


School of
Health Sciences

Outcomes

1. Educational Resources and Trainings

Care Provider Burnout

Abigail Eguinoa, OTD/S
University of the Pacific Capstone Project



Pacific HomeCare Services

UNIVERSITY OF THE PACIFIC School of Health Sciences Occupational Therapy

Activities to Promote Skill Development

Abigail Eguinoa, OTD/S
University of the Pacific Capstone Project

Pacific HomeCare Services

UNIVERSITY OF THE PACIFIC School of Health Sciences Occupational Therapy

Autism Spectrum Disorder

Abigail Eguinoa, OTD/S
University of the Pacific Capstone Project

Pacific HomeCare Services

UNIVERSITY OF THE PACIFIC School of Health Sciences Occupational Therapy

AUTISM SPECTRUM DISORDER (ASD)

WHAT IS ASD?

- Autism spectrum disorder (ASD) is a developmental disorder that impacts how an individual interacts with others, communicates, and behaves
- ASD is a spectrum with a wide variety of abilities
- Individuals with ASD may have different ways of learning, moving, or paying attention

SIGNS & SYMPTOMS

- Little or inconsistent eye contact
- Not responding or slowly responding to their name being called
- Difficulty with back and forth conversation
- Intense interests
- Difficulty understanding social cues
- Being more or less sensitive to sensory input (e.g. sound, light, texture)
- Difficulty with changes in routine
- Repeats words or phrases over and over (echolalia)

Pacific HomeCare Services

FINE MOTOR SKILLS

WHAT ARE THEY?

- Skills that involve the use of the smaller muscles of the hands which are responsible for precise movements and coordination
- Fine motor skills include reaching, grasping and manipulating objects with your hands and fingers

WHY ARE THEY IMPORTANT?

- These skills are needed for school skills, engaging in play, dressing, bathing, and eating
- Without the ability to complete these tasks, a child's performance is impacted and their play options are limited

ACTIVITIES

- Stringing beads
- Manipulating play-dough or putty
- Picking up items with tongs, tweezers, or clothespins
- Building with blocks or Legos
- Arts and Crafts
- Games with manipulatives such as dice, small pieces, or cards

Click Here: [Arts and Crafts for Fine Motor Skill Development](#)

Pacific HomeCare Services

VISUAL PERCEPTION AND VISUAL MOTOR INTEGRATION

WHAT ARE THEY?

- Visual Perception:** The ability to identify, process, and interpret what is being seen by the eyes
- Visual Motor Integration:** The ability to interpret what is being seen and respond to it with a motor

WHY ARE THEY IMPORTANT?

If a child demonstrates difficulty in the area of visual perception or visual motor integration they may have trouble with:

- Copying shapes, letters, and numbers
- Locating and responding to objects around them
- Completing puzzles
- Matching objects (e.g. shoes)
- Stacking blocks

ACTIVITIES

- Simple puzzles progressing to more difficult ones
- Copy worksheets
- Games that require the child to match the same shape, letter, or number
- Scavenger hunts
- Completing mazes, dot to dot worksheets, or coloring books

Click Here: [Printable Visual Perception and Visual Motor Integration Worksheets](#)

Pacific HomeCare Services



Outcomes

2. Focus Group

Two focus groups were held to gain insight into the experiences and perspectives of respite care providers.

- Utilize the information gathered to create and guide positive future change within the company



UNIVERSITY OF THE
PACIFIC

School of
Health Sciences

Outcomes

3. In-Service

- In service to staff sharing the findings and recommendations based on the analysis of survey results and focus group responses
- Dissemination of resources and trainings



UNIVERSITY OF THE
PACIFIC

School of
Health Sciences

Discussion

Care providers who are well supported are less likely to experience burnout and more likely to engage in self-care

Mentorship positively influences job retention, satisfaction, and client care

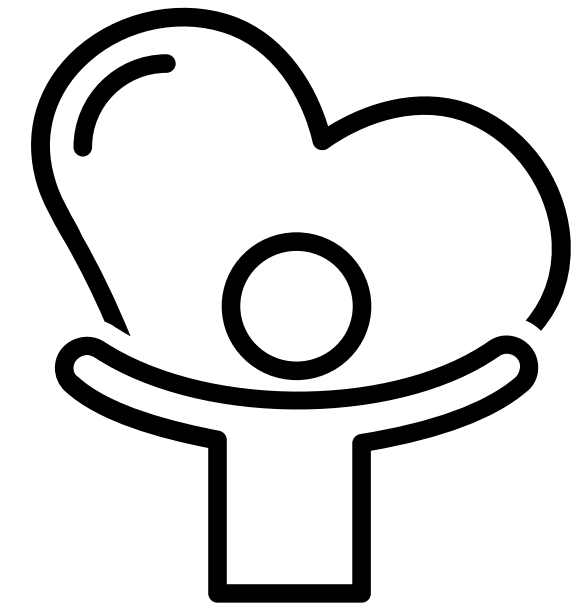
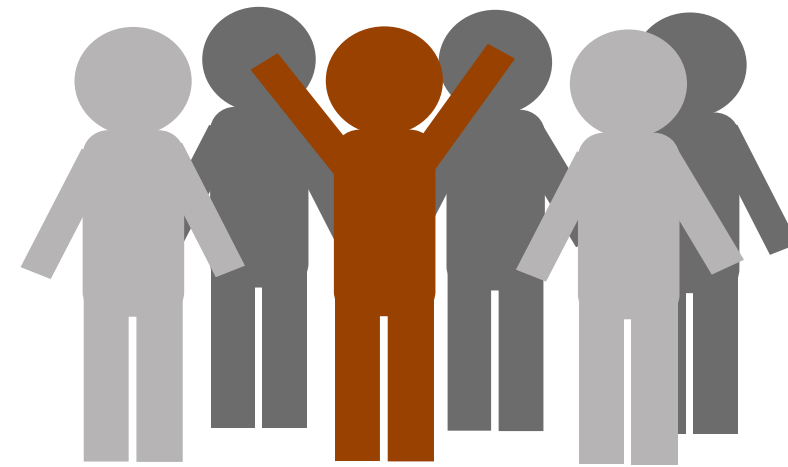
Reducing job turnover will allow more families to receive respite services, allowing the parents to engage in occupation



UNIVERSITY OF THE
PACIFIC

School of
Health Sciences

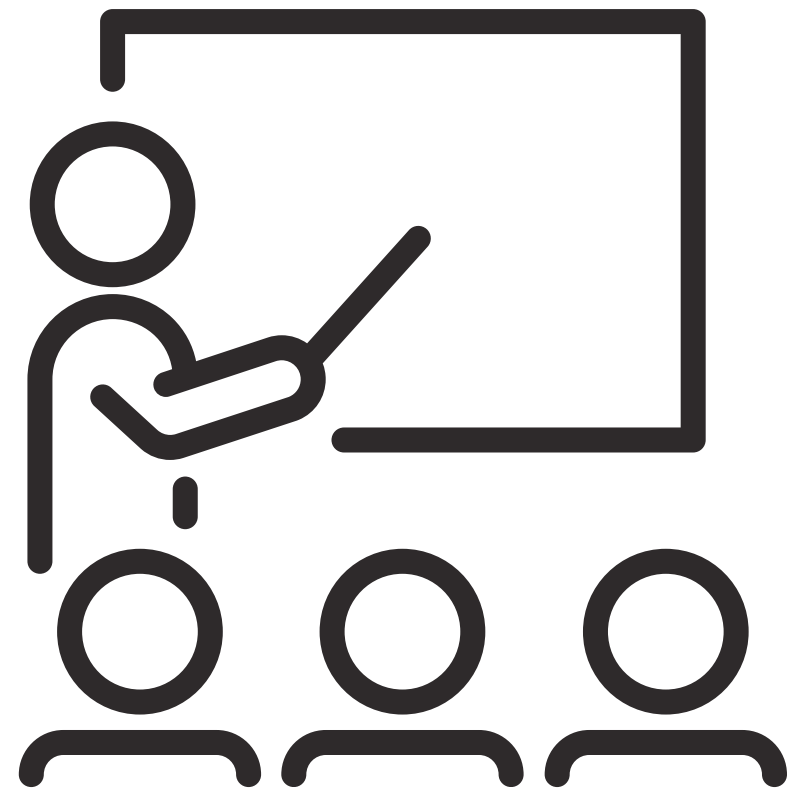
Impact



UNIVERSITY OF THE
PACIFIC

School of
Health Sciences

Future Implications



UNIVERSITY OF THE
PACIFIC

School of
Health Sciences

Acknowledgements

Thank you to my family, Jordan Harrison, Anali Flores, Lexi Herman, the staff of Pacific Homecare Services, and those individuals in my cohort who turned into life-long friends.



UNIVERSITY OF THE
PACIFIC

School of
Health Sciences

References

- Alshammari, M. H., & Alenezi, A. (2023). Nursing workforce competencies and job satisfaction: The role of Technology Integration, self-efficacy, social support, and prior experience *BMC Nursing*, 22(1). <https://doi.org/10.1186/s12912-023-01474-8>
- Bellone, K. M., Elliott, S. C., Hynan, L. S., Warren, B., & Jarrett, R. B. (2023). Mindful self-care for caregivers: A proof of concept study investigating a model for embedded caregiver support in a pediatric setting. *Journal of autism and developmental disorders*, 53(2), 539–552. <https://doi.org/10.1007/s10803-021-05113-6>
- Caicedo C. (2014). Families with special needs children: family health, functioning, and care burden. *Journal of the American Psychiatric Nurses Association*, 20(6), 398–407. <https://doi.org/10.1177/1078390314561326>
- Cavanaugh, K., Cline, D., Belfer, B., Chang, S., Thoman, E., Pickard, T., & Holladay, C. L. (2022). The positive impact of mentoring on Burnout: Organizational Research and Best Practices. *Journal of Interprofessional Education & Practice*, 28, 100521. <https://doi.org/10.1016/j.xjep.2022.100521>
- Centers for Disease Control and Prevention. (2024, May 16). Developmental disability basics. Centers for Disease Control and Prevention. <https://www.cdc.gov/child-development/about/developmental-disability-basics.html>
- Cooke, E., Smith, V., & Brenner, M. (2020). Parents' experiences of accessing respite care for children with Autism Spectrum Disorder (ASD) at the acute and primary care interface: a systematic review. *BMC pediatrics*, 20(1), 244.
- Dallacosta, F. M. (2019). Stress and burnout syndrome in health professionals. *International Journal of Family & Community Medicine*, 3(5). <https://doi.org/10.15406/10.15406/ijfcm.2019.03.00154>
- Elangkovan, I. T., & Shorey, S. (2020). Experiences and needs of parents caring for children with cerebral palsy: A Systematic Review. *Journal of developmental and behavioral pediatrics : JDBP*, 41(9), 730–739. <https://doi.org/10.1097/DBP.0000000000000880>



UNIVERSITY OF THE
PACIFIC

School of
Health Sciences

References

Graaf, G., Baiden, P., Keyes, L., & Boyd, G. (2022). Barriers to mental health services for parents and siblings of children with special health care needs. *Journal of child and family studies*, 31(3), 881–895. <https://doi.org/10.1007/s10826-022-02228-x>

Hayes, K. N., Rossetti, K. G., & Zlomke, K. (2023). Community support, family resilience and mental health among caregivers of youth with autism spectrum disorder. *Child: Care, Health and Development*, 49(1), 130– 136. <https://0-doi.org.pacificatclassic.pacific.edu/10.1111/cch.13025>

Ruotsalainen, J. H., Verbeek, J. H., Mariné, A., & Serra, C. (2015). Preventing occupational stress in healthcare workers. *Cochrane Database of Systematic Reviews*, 2015(4). <https://doi.org/10.1002/14651858.cd002892.pub5>

Schlak, A. E., Aiken, L. H., Chittams, J., Poghosyan, L., & McHugh, M. (2021). Leveraging the work environment to minimize the negative impact of nurse burnout on patient outcomes. *International Journal of Environmental Research and Public Health*, 18(2), 610. <https://doi.org/10.3390/ijerph18020610>

Shiri, R., El-Metwally, A., Sallinen, M., Pöyry, M., Härmä, M., & Toppinen-Tanner, S. (2023, November 3). The role of continuing professional training or development in maintaining current employment: A systematic review. *Healthcare* (Basel, Switzerland). <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC10647344/>

What is respite care? | National Institute on Aging. (n.d.). <https://www.nia.nih.gov/health/caregiving/what-respite-care>



UNIVERSITY OF THE
PACIFIC

School of
Health Sciences