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Interactions between disability support workers and people with PMID: Different coding perspectives

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Background

- Main interaction partners for adults with profound intellectual & multiple disability (PIMD) living in supported accommodation are disability support workers (DSWs)
- Interaction within this dyad is different from other interactions dyads
- What happens in interactions between people with PIMD and DSWs has received little research attention

Interactions Between Adults with PIMD and DSWs

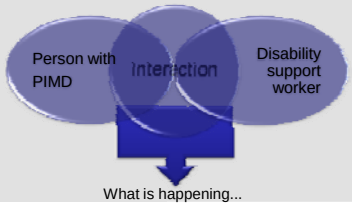
- **Content of messages**
  - DSW message exceeds person with PIMD's comprehension
    - > Banat, Summers, & Pring, 2002; Golden & Reese, 1996; McConkey et al., 1999.
- **Frequency of interactions**
  - Low
    - > Bradshaw, 2001; Felce & Perry, 1995; Golden & Reese, 1996; Grant & Moores, 1977; McConkey et al., 1999; Repp, Felce, & de Kock, 1987; Smith, Felce, Jones, & Lowe, 2002
  - But reasons have not been examined
    - > Clegg, Standen, & Cromby, 1991

DSW Perspectives of Interactions
(Forster & Iacono, 2008)

- **3 DSWs interviewed regarding interaction with 1 person with PIMD**
- **Training did not meet their needs**
- **Conflict between their concept of good interaction and that of their employers**
  - Age-appropriateness
  - Touch
  - Professionalism – emotional engagement
- **Chose their methods because they felt these worked**
- **Time for interaction**

Aim of the Study

To evaluate coding systems when applied to interactions between a person with PIMD and a disability support worker (DSW)



Method

- **Seven coding systems were applied to videos of interactions.**
- **They were examined according to**
  a) theoretical backgrounds,
  b) ease with which the operational definitions could be applied,
  c) information yielded about the interaction,
  d) features that were omitted using each system

Videos

- 3 disability support workers
- 1 woman with profound intellectual and multiple disability
- Natural interactions (play, massage, meals)

Transcript

- **Words**
- **Words + DSW actions**
- **Words + DSW actions + person with PIMD actions**

Word Transcript

L: oh nasty flu Nin
L: are your feet cold
L: they're alright
L: what
L: squeaks doe'n't
L: no
L: do'n want the squeaky toy
L: okay
L: what
L: urf
L: what
L: what
L: what
L: what's-a-matter
L: yep
L: what are watchin
L: big bird

Words + DSW Actions

L: *cough cough: (sits back a little as she coughs and covers her mouth)* (1.2) oh (.) nasty flu Nin- *sniff* (1.0) >are your feet cold< *(reaches and touches D's feet under the cushion)* (.) they're alright- (0.8) *squeek-squeek-squeek-squeek::¯*
L: what. (2.0) *squeak-squeak-[squeak::¯*
L: *squeak:* squeaks doe'n't- (.) *sniff* (.) *squeak::*
L: no-: (2.0) >do'n want the squeaky toy-< (2.6) *squeak* (1.0) o:¯kay. *sniff (shuffles the toys on the pillow, with D watching the cushion)*
L: *(turns to look at D)*
L: *(leans in towards D)*
L: what.
L: urf
L: what.
L: *(reaches to D's head and ruffles her hair)*
L: what.
L: *(removes her hand from D's hair still looking at her)*
L: *(leans in towards D)*
L: what. (1.0) >what's-a-matter<
L: yep *(still watching each other intently)*
L: *(turns away to TV)* >what are watchin< (0.4) >big bird¯< (1.0) *(turns head back to D) >clap-clap-clap<* (1.4) *>clap-clap-clap-clap-clap<*

Words, Actions & D (1)

¤<150029>	L: *cough cough: (sits back a little as she coughs and covers her mouth)* (1.2) oh (.) nasty flu Nin- *sniff* (1.0) >are your feet cold< *(reaches and touches D's feet under the cushion)* (.) they're alright- (0.8) *squeak-squeak-squeak-squeak::¯*
¤<159631>	D: *(rises up suddenly by straightening her back and wobbling her head a little to the side)*
¤<160708>	L: what. (2.0) *squeak-squeak-[squeak::¯*
¤<164825>	D: *[(looks down to piranha in L's hand)]*
¤<165963>	L: *squeak:* squeaks doe'n't- (.) *sniff* (.) *squeak::*
¤<169828>	D: *(very small left right movement of head while watching piranha)*
¤<171644>	L: no-: (2.0) >do'n want the squeaky toy-< (2.6) *squeak* (1.0) o:¯kay. *sniff (shuffles the toys on the pillow, with D watching the cushion)*
¤<184715>	D: *(turns her head to look up at L)*
¤<185392>	L: *(turns to look at D)*
¤<185899>	L: *(leans in towards D)*
¤<186511>	L: what.
¤<187155>	D: urf.
¤<188030>	L: urf

Words, Actions & D (2)

¤<188290>	D: *(lifts up band fabric to eye level, looking at that)*
¤<194063>	D: *(turns and looks up at L)*
¤<195893>	L: what.
¤<198075>	D: *(turns her head slightly away)*
¤<198702>	L: *(reaches to D's head and ruffles her hair)*
¤<198780>	L: what.
¤<199255>	D: *(smiles while maintaining eye contact)*
¤<199845>	L: *(removes her hand from D's hair still looking at her)*
¤<202676>	L: *(leans in towards D)*
¤<203030>	L: what. (1.0) >what-samatter<
¤<205876>	D: ah.
¤<206721>	L: yep *(still watching each other intently)*
¤<210303>	L: *(turns away to TV)* >what are watchin< (0.4) >big bird¯< (1.0) *(turns head back to D) >clap-clap-clap<* (1.4) *>clap-clap-clap-clap-clap<*

Transcription

- Viewing the video was necessary for all of the coding
- Detailed transcription, hence, was not necessary
- Transcripts were not necessary at all for some coding systems

	Theoretical framework	Results	Critique
Conversational Act Categories (Dore)	Child language development	Variety of acts (wh-questions, attribution of internal state). Poor agreement	Poor agreement across raters. Issues with surface vs. deep coding
Attention Focus (Silverman)	Child language development	Most attention to object in own hand (49%). No coordinated attention, however new category: D simultaneously engaging with object and person but not coordinated.	Consistent with infant patterns. Implications for "sensory programs". No attention to DSW behaviours.
Behaviour State (Arthur)	Child development – then children with PIMD	Most awake-alert-self-stim state. Partner present for entire segment.	Implications for DSW in terms of state of person with PIMD. Limited info about what DSW does to affect state.
Communication Acts (Iacono, Carter, Hook)	Child development – then children with multiple disabilities	No intentional comm. acts. 4 perlocutionary acts per minute with 50%comments, 25% protest, 20% response, 5% request.	Richness of interaction not captured. Difficulties implying intention of perloc. acts.
Infant-Caregiver Communication (Ziajka)	Child development	Continual attention from DSW by touch and eye gaze. DSW positioned objects within D's reach and directed her attention to them.	Focus on behaviours "directed to partner" were problematic. Too advanced.
Function of Communication Act (Iacono & Porter)	Development – then children with physical disabilities	Conversational continuers comprised 1/3 functions for each DSW. Coding characterised 3 DSW styles – attention gainer, reinforcer, opportunity to react.	Strong coding system. Some difficulties with surface / deep functions. # of acts varied, but > acts to not seem to = better int.
Affective Attunement (Stern)	Child development	12 incidents in 5 minutes. Eliciting behaviours were sudden loss of control behs. ++ vitality affects vs. Categorical	Reliability of coding system needs work. Gave new information about interactions

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Discussion [1]

- **Coding systems:**
  - Revealed different profiles for the same interactions
  - Captured different interaction styles of DSWs (e.g., attention gaining acts, providing frequent opportunities for the PMID to respond).
  - Captured the behaviours to which the DSW responded.

Discussion [2]: Limitations of Systems

- **Problems ascribing function to different communication acts**
- **Poor inter-observer agreement**
- **Questions about validity in that coding:**
  - Captured only the presence or absence of the DSW
  - Missed the qualities of the existing interaction
  - Captured limited detail
  - Lost the richness of the interaction
  - Did not add any further knowledge about the dyad.

Conclusion

- Coding of interactions within this dyad is a complex process.
- Caution is required when ascribing a meaning to acts of either partner.
- Next steps to capture what is happening during the interaction
  - fine-tuning Affective Attunement observation tool
    >Reliability
    >applying to more dyads.