TITLE:  Goal Setting Tools for Children: Clinical Effectiveness and Guidelines

DATE:  09 January 2014

RESEARCH QUESTIONS

1. What is the clinical effectiveness of goal setting approaches for individualized rehabilitation planning for children with disabilities or acquired brain injury within an interdisciplinary context?

2. What is the clinical evidence for the most effective tools for collaborative goal setting for children with complex developmental disabilities or acquired brain injury, and their families, within an interdisciplinary context?

3. What are the evidence-based guidelines for goal setting tools and approaches for children with complex developmental disabilities or acquired brain injury?

KEY MESSAGE

Two systematic reviews, two randomized controlled trials, six non-randomized studies, and one evidence-based guideline were identified regarding goal setting approaches for individualized rehabilitation planning for children with disabilities or acquired brain injury.

METHODS

A limited literature search was conducted on key resources including PubMed, The Cochrane Library (2013, Issue 12), University of York Centre for Reviews and Dissemination (CRD) databases, Canadian and major international health technology agencies, as well as a focused Internet search. No filters were applied to limit the retrieval by study type. Where possible, retrieval was limited to the human population. The search was also limited to English language documents published between January 1, 2009 and January 6, 2014. Internet links were provided, where available.
RESULTS

Two systematic reviews, two randomized controlled trials, six non-randomized studies, and one evidence-based guideline were identified regarding goal setting approaches for individualized rehabilitation planning for children with disabilities or acquired brain injury.

Rapid Response reports are organized so that the higher quality evidence is presented first. Therefore, health technology assessment reports, systematic reviews, and meta-analyses are presented first. These are followed by randomized controlled trials, non-randomized studies, and evidence-based guidelines. No health technology assessments were identified.

Additional references of potential interest are provided in the appendix.

Health Technology Assessments
No literature identified.

Systematic Reviews and Meta-analyses


OBJECTIVE: This systematic review provides an overview of the effectiveness of conceptual approaches and additional therapies used in lower limb physical therapy of children with cerebral palsy and supports the development of clinical guidelines. DATA SOURCES AND STUDY SELECTION: A literature search in 5 electronic databases was performed, extracting literature published between 1995 and 2009. Studies were evaluated using the framework recommended by the American Academy for Cerebral Palsy and Developmental Medicine (AACPDM), which classifies outcomes according to the International Classification of Functioning, Disability and Health (ICF). DATA EXTRACTION: Three evaluators rated the strength of evidence of the effects according to the AACPDM levels of evidence classification, and the quality of the studies according to the AACPDM conduct score system. DATA SYNTHESIS: A total of 37 studies used conceptual approaches (neurodevelopmental treatment (NDT), conductive education, Vojta therapy, sensory integration, functional training and goal-oriented therapy) and 21 studies focused on additional therapies (aquatic therapy and therapeutic horse-riding). CONCLUSION: Level II evidence was found for the effectiveness of therapeutic horse-riding on posture and for NDT and functional training on gross motor function. Goal-oriented therapy and functional training were effective on the attainment of functional goals and participation. With level IV evidence, NDT was effective on all levels of the ICF.
Randomized Controlled Trials


Non-Randomized Studies


Guidelines and Recommendations

APPENDIX – FURTHER INFORMATION:

Studies Evaluating Goal Setting Tools


Clinical Practice Guidelines - methodology not stated


Additional References


