

# Occupational Therapy

GAS GOAL REVIEW SPRING TERM 2017

**THE VILLAGE SCHOOL**

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### GAS GOAL and the OCCUPATIONAL THERAPY DEPARTMENT

Goal Attainment Scaling (GAS) is a way of measuring progress and outcome data which is used by many strands of the wider Multi-Disciplinary Team, in many settings. Goals are set out on a 5 point scale from -2 to +2. Using GAS enables data to be placed on a quantitative measurement scale, thus tackling the problem of how to adequately identify and measure qualitative goal impact and attainment.

The Occupational Therapy Department at the Village School has only been running class based OT sessions since November 2015 and has only been setting GAS Goals for pupils since the beginning of the academic year 2016 – 2017. In total, 33 pupils have been set GAS goals and these pupils have had their goals reviewed as of the end of the Spring Term 2017.

The percentages of the pupils' progress is tabulated below.



Table 1.

A table can also be found below, detailing the exact numbers of students who made less than expected, greater than expected or expected progress. Less than expected progress indicates students that have minimal or no gains in therapy. A table has been completed below which highlights potential reasoning behind goals that were not met. Students who made expected progress have progressed either 1 or 2 points. Students who have made greater than expected progress have made a progression of 3 points in relation to GAS goals. This is above what is expected of the students. Students who have made much greater than expected progress have made progress by 3/4 points (-2/-1 to +2) which is much more than what would be expected for the student.

**Table 2: Progress made with regards to OT GAS goals during this time period**

Total number of students on GAS goals for this time period	Amount of students who made <i>less than expected</i> progress	Amount of students who made <i>expected</i> progress	Amount of students who made <i>greater than expected</i> progress	Amount of students who made <i>much greater than expected</i> progress
<b>33</b>	<b>6</b>	<b>17</b>	<b>6</b>	<b>5</b>

Some pupils have not had an adequate block of therapy and in some cases, this has negatively affected their progress. In other cases, there have been gains in a short space of time, as well as conversely where despite adequate access to therapy, pupils may not have made sufficient progress. The reasons for this are outlined in a separate table below. (Table 3)

Student Initial	Absenteeism	Inadequate Structuring	Behaviours that may challenge	Inappropriate GAS Goal
HB		✓		
AB		✓		
PK	✓			
TV			✓	
I F-M		✓		
SS				✓

**Table 3.**

Although we can see that most pupils who have been set GAS Goals have made expected progress, there is scope for a more streamlined approach to assessment and measurement of progress and this OT department hopes to use photographic and video evidence to complement anecdotal evidence to show progress.

It is significant to note too that the pupils who have made more than expected progress, in 60% of cases are those pupils who have received a 1:1 level of input. In one case, a pupil who made more than expected progress is a pupil whose intervention was not carried out by the OT at all, but daily in class by the Class team, showing the effectiveness of a consultative approach to therapy.

Although the department fully understands the necessity of evidence based practice, it believes that there is opportunity for more meaningful and even less subjective practice in the future.