

# Integrative Autism Parents' Training IPAT IO4/Internal Evaluation Report



## Coordinator



## Partners





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## **Introduction**

### **PURPOSE OF THE REPORT**

The purpose of this report was to assess effectiveness and satisfaction of the participating participants with the IPAT project in all partner countries.

### **METHODOLOGY**

This study was designed as a mixed research method. Creswell and Plano Clark (2018) define mixed methods research as an approach that involves the collection and analysis of qualitative and quantitative data shaped by philosophical and theoretical understandings in order to understand a topic or research phenomenon, and the purposeful integration (combination) of the results obtained from the analysis.

#### **Participants**

The study group of the research consisted of 4 people in total, one person from each of the four countries involved in the project (Greece, Turkey, Spain, and Italy) who took part in the training activities.

#### **Instruments**

Research data were collected with quantitative and qualitative measurement tools. The quantitative data collection tool was a questionnaire consisting of 18 questions and 4 dimensions. The qualitative data collection tool consisted of 4 main questions and 3-4 sounding questions under 4 main questions. To collect the data, quantitative and qualitative data collection tools were sent to the participants via e-mail. The forms were organized through Google forms. Participants were encouraged to fill in the relevant forms in a systematic way.

#### **Data Analysis**

In the analysis of the quantitative data of the study, descriptive analysis was performed with SPSS software program. Qualitative data were analyzed by content analysis method. During the content analysis, each main question was identified as a theme (Input, Context, Process and Product). According to the data obtained from the content analysis, sub-themes were created under each theme.

## 1. Quantitative findings on program effectiveness evaluation

**Table 1.** Descriptive statistics for quantitative data

Statements	Dimensions	$\bar{X}$	Sd
1. The training is designed with the emotional context for parents in consideration.	Input	4,75	,50
2. The training is designed with the cognitively context for parents in consideration.	Input	4,75	,50
3. The audio visual materials of the training program have positive effects on the parents learning	Input	4,50	1,00
4. The objectives of the training are appropriate for the parents with autistic children preliminary knowledge of autism.	Context	4,25	,50
5. The objectives of the training program meet the needs of the parents.	Context	4,00	,00
6. The content of the materials of the training program is comprehensible.	Context	4,75	50
7. The training program enables the parents to participate in the meetings.	Process	4,25	,50
8. Sufficient activities are done about each topic in the meetings.	Process	4,00	,81
9. The activities of the meetings help the parents learn easily.	Process	4,25	,95
10. The total duration of the training is adequate.	Process	4,25	,50
11. The materials of the training program appropriate for the parents' readiness.	Process	4,00	,81
12. Training activities are easily followed and applied.	Process	4,00	,81
13. The materials of the training program attracts the parents' attention.	Process	4,00	,81
14. The training program increases the parents' knowledge about autism.	Product	4,75	,50
15. The training program helps the parents assist their children with autism.	Product	4,50	,57
16. The training program meets the parents existing needs related with autism.	Product	4,00	,81
17. The knowledge of autism the participants acquire at the end of training is satisfactory.	Product	4,25	,50
18. The training program meets the parents' individual needs.	Product	4,25	,95



As seen in Table 1, the statements with the lowest mean (regarding the effectiveness of the training program are items 5, 8, 11, 12, 13 and 16. Especially the items related to the process dimension were lower than the other dimensions.

**Table 2.** Descriptive statistics for the dimensions and general program effectiveness

	General	Input	Context	Process	Product
Mean	4,30	4,66	4,33	4,10	4,35
Sd	,35	,38	,00	,48	,50

As seen in Table 2, evaluators found the general ( program to be highly effective. In terms of dimensions, they found the lowest effective in the process (dimension. The highest effective by dimension is in the input ( dimension.

**Table 3.** Descriptive statistics by countries

Dimensions	Türkiye $\bar{X}$	Spain $\bar{X}$	Italy $\bar{X}$	Greece $\bar{X}$
Input	5,00	4,33	5,00	4,33
Context	4,33	4,33	4,33	4,33
Process	4,71	3,71	3,71	4,28
Product	500	3,80	4,20	4,40
General	4,77	3,94	4,16	4,33

As seen in Table 3, Türkiye has the highest average ( of countries that find the program effective in general. The lowest average ( is in Spain. In terms of dimensions, Spain and Italy have the lowest averages ( in the process dimension.

## 2. Qualitative findings on program effectiveness evaluation

### Theme 1: Input

- 1.How much do you think was the budget adequate enough to carry out the program?
- 2.How much do you think the program defined before application?
- 3.How much do you think that activities in each training module helped parent participants gain information and skills to assist their children with autism?

**Table 4.** Input process evaluations of the program

Sub-Themes	Codes
<i>The budget</i>	✓ not enough (TR)
	✓ overall preservation good (TR)
	✓ adequate (GR)
	✓ quite tight (SP)
	✓ adequate (IT)
<i>The program</i>	✓ planning problems (TR)
	✓ well-defined (GR / IT)
	✓ undergone changes (SP)
	✓ needs to be more specific (SP)
<i>The activities</i>	<b><i>Emotional Support</i></b>
	✓ emotionally supported / great therapy (TR /SP)
	✓ provided support and empathy (GR)
	✓ mediated by the facilitators (SP)
	✓ helped parents (IT)
	<b><i>Cognitive Support</i></b>
	✓ tremendous progress in understanding children (TR)
	✓ obtaining good literature and practical knowledge (TR)
	✓ facilitated understanding and knowledge acquisition. (GR)
	✓ guided the families in specific aspects of demands (SP)
	✓ helped them gain knowledge (IT)

As seen in Table 4, all participants agreed that the program met all of its objectives. However, they have also stated that the application needs certain changes, such as simplicity and some minor adjustments. They also agreed that the program's activities assisted participants both emotionally and cognitively.

## Theme 2: Context

- 1.How much do you think the need assessment was done effectively? (Why, Why not?)
- 2.Do you think that the program materials were adequate to achieve the program goals? (Why, Why not?)
- 3.How much do you think the program meets the needs of the participants?
- 4.How much was the training environment suitable for the activities?

**Table 5.** Context process evaluations of the program

Sub-Themes	Codes
<i>The assessment</i>	<ul style="list-style-type: none"><li>✓ sufficient to achieve (TR/IT)</li><li>✓ issues mentioned superficially (TR)</li><li>✓ adequate and aligned with the program's goals (GR)</li><li>✓ comprehensive and relevant (GR)</li><li>✓ interactive (SP)</li><li>✓ long and monotonous excess of scientific terminology (SP)</li></ul>
<i>The program materials</i>	<ul style="list-style-type: none"><li>✓ fully met the needs (TR / GR)</li><li>✓ exceeded expectations. (TR)</li><li>✓ met the criteria defined (SP)</li><li>✓ Helpful in terms of parents' needs (IT)</li></ul>
<i>The needs of the participants</i>	<ul style="list-style-type: none"><li>✓ completely suitable (TR / GR)</li><li>✓ provided accessibility, comfort, and the availability (GR)</li><li>✓ A positive environment (SP)</li><li>✓ Suitable (IT)</li></ul>
<i>The training environment</i>	<ul style="list-style-type: none"><li>✓ completely suitable (TR / GR)</li><li>✓ provided accessibility, comfort, and the availability (GR)</li><li>✓ A positive environment (SP)</li><li>✓ Suitable (IT)</li></ul>

As shown in Table 5, except for the participant from Italy, the participants stated that the assessment was carried out effectively. He considered the assessment procedure to be tedious and full of scientific jargon. As for the materials, they all agreed that the program materials fulfilled their needs. They also asserted that the needs of the participants had been completely addressed. They also believed that the environment was positive.

### Theme 3: Process

- 1.How much do you think that the online and face-to-face transnational meetings helped you to run the program in an effective way?
- 2.How much do you think was each phase (beginning, working, and terminating) of the training program well-designed?
- 3.How much do you think did the participants actively participates in activities?

**Table 6.** Process process evaluations of the program

Sub-Themes	Codes
<i>The online and face-to-face transnational meetings</i>	<ul style="list-style-type: none"><li>✓ Standardization achieved (TR)</li><li>✓ Some parts not understood (TR)</li><li>✓ the program implemented (TR)</li><li>✓ effective in running the program (GR)</li><li>✓ facilitated communication, collaboration, and the exchange of ideas (GR)</li><li>✓ Face-to-face meetings highly appreciated (SP)</li><li>✓ online meetings-have advantages- allowed the project to move forward (SP)</li><li>✓ really helpful (IT)</li></ul>
<i>The phases</i>	<ul style="list-style-type: none"><li>✓ the first stage chaos (TR)</li><li>✓ the recovery phase nice/ passed to the parents (TR)</li><li>✓ The final phase: the content reorganized perfectly (TR)</li><li>✓ Each stage-well-designed (GR / IT)</li><li>✓ All phases - enriched the process (SP)</li><li>✓ intermediate phase- a little delayed (IT)</li></ul>
<i>The participation</i>	<ul style="list-style-type: none"><li>✓ with all their attention and very effectively (TR)</li><li>✓ a satisfactory level of active participation (GR)</li><li>✓ very active (SP /IT)</li></ul>

Table 6. Shows that participants valued both online and in-person meetings. Although they agreed that each phase was properly designed, the Turkish participant reported that the first phase was chaotic, and the Italian participant claimed that the intermediate phase was delayed. All of the participants agreed that there was complete and effective engagement.

#### **Theme 4: Product**

- 1.How much do you think of how well did the program achieve outcomes and goals?
- 2.How much do you think what areas of the program could be improved?
- 3.What were the cognitive and behavioral positive changes that parent participants reported during and at the end of the training modules?
- 4.Has a negative outcome been obtained from the process?



**Table 7.** Product process evaluations of the program


Sub-Themes	Codes
<i>The outcomes</i>	<ul style="list-style-type: none"> <li>✓ good at getting results (TR)</li> <li>✓ fully achieved the resulting final targets (TR)</li> <li>✓ achieved its outcomes and goals (GR /IT)</li> <li>✓ the content and methodology-appropriate &amp; fully adjusted to the project (SP)</li> </ul>
<i>Improvements required</i>	 <ul style="list-style-type: none"> <li>✓ Simplification needed (TR)</li> <li>✓ alternative communication required (TR)</li> <li>✓ Additions needed to the adolescent parts (TR)</li> <li>✓ refining the training materials (GR)</li> <li>✓ more interactive activities (GR)</li> <li>✓ addressing specific participant needs (GR)</li> <li>✓ enhancing the evaluation and feedback processes (GR)</li> <li>✓ country-specific factors and cultural differences taken into account (GR)</li> <li>✓ more specific contents (SP)</li> <li>✓ personal experiences, presentations and videos (SP)</li> <li>✓ more attractive, simpler language (SP)</li> <li>✓ more user-friendly tool (SP)</li> <li>✓ updated or redirected reliable sources (SP)</li> </ul>
<i>Positive changes</i>	<p><b>Cognitive</b></p> <ul style="list-style-type: none"> <li>✓ empathy skills developed (TR)</li> <li>✓ importance of spending quality time with children understood (TR)</li> <li>✓ increased knowledge about autism (GR)</li> <li>✓ understanding of effective strategies (GR)</li> <li>✓ improved problem-solving abilities (GR)</li> <li>✓ Greater knowledge about the reality of autism and the need for planning and involvement in policies and legal aspects (SP)</li> <li>✓ created a sense of belonging (IT)</li> <li>✓ Learning - provided information to understand their children with ASD (IT)</li> </ul> <p><b>Behavioral</b></p> <ul style="list-style-type: none"> <li>✓ activities on how to spend quality time understood (TR)</li> <li>✓ realization of triggering their children's behavior problems (learning and adding to their lives these regulations) (TR)</li> <li>✓ increased the capacity for implementing new approaches (GR)</li> <li>✓ better communication with their children (GR)</li> <li>✓ increased confidence in their parenting skills (GR)</li> <li>✓ Perception of greater parental competence (SP)</li> <li>✓ creation and expansion of the social support network (SP)</li> <li>✓ had a what's up group (IT)</li> <li>✓ talked about situations not currently experiencing (e.g. sexuality, etc.)/the opportunity to think about and discuss the future.</li> </ul>
<i>Negative outcomes</i>	<ul style="list-style-type: none"> <li>✓ not a single negative result (TR /IT)</li> <li>✓ participants having a limited understanding of the project processes (GR)</li> <li>✓ some families desiring a more continuous and prolonged process to reduce the intensity and a more progressive assimilation of the contents (IT)</li> </ul>

Table 7 demonstrates that the program could achieve the targeted outcomes and aims. The participants did, however, claim that various aspects of the content, videos, activities, presentations, and materials might be improved. Cultural variations may be taken into account while making necessary modifications. During the training modules, participants reported good cognitive and behavioral changes. In terms of negative outcomes, participants from Türkiye and Italy stated that there were no negative outcomes, whereas the participant from Greece stated that the participants had a limited understanding of the project processes, and the participant from Italy reported that some families would prefer a more continuous and prolonged process.

## **General Conclusion**

The IPAT project internal evaluators generally evaluated the process and outcomes of the project positively and consider that it has reached the objectives set, based on both quantitative and qualitative evaluation findings. They have also stated that the digital self-learning tool needs certain changes, such as increased simplicity and minor adjustments.

According to the quantitative findings the IPAT project pattern training module was highly successful in terms of input context process and product for example the internal evaluators underlying that the training module was comprehensive and enhance the parents information about autism related issues the differences regarding the effectiveness of the program among countries were quite small since the internal evaluators or each country considered the program as effective according to the qualitative findings the budget was adequate the program was successful for planning problems the activities facilitated parental learning and guided to families successfully on the other hand one internal evaluated also mentioned that the budget could be higher and the program may cover additional topics about autism.

Participants in the training activity generally evaluated the training process positively in terms of program effectiveness and materials. Although there were occasional setbacks in terms of participation in the program, it was generally evaluated positively. The users of the self learning digital tool claimed that various aspects of the content, videos, activities, presentations, and materials might be improved.

## **REFERENCES**

Creswell, J. W., & Plano Clark, V. L. (2018). Designing and conducting mixed methods research (3rd ed.). Sage.