

## Review Article about Teach Back Method

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**Abstract:** Teach back method is a way of communication technique that designed and applied to parents through face to face approach and should follow in systematic steps (Mutto et al., 2021). Also, it is a key part of parent-provider interactions that should be used to introduce a new healthcare concept (Wong Chin Khoon, 2022). So, implementation of teach back method help parents to be able to protect their children from any accidental injuries and maintain good quality of life (Wehman, 2022).

**Key words:** Teach Back Method.

### Introduction

Educating parents of mentally disabled children with teach back method is a good strategy of education which increases parents' productivity and alleviate injuries (Stanhope & Lancaster, 2018). Therefore, the educational program must be relevant to the child's needs, address the child's strengths and weaknesses, consider child's developmental level and consider his or her requirements for support (Swanson & Nies, 2019).

Teach-back method is a key part of parent-provider interactions that should be used to introduce a new healthcare concept. Generally, parent teach-back can be broken down into a handful of steps as: summarize the information in clear language (say "walk" instead of "ambulate"), ask the parent to repeat the information back in their own words, evaluate parents understanding and finally ask the parent to explain better then clarify misunderstood information (Wong Chin Khoon, 2022). This process continues until the parent can correctly recall the information that was given. So, the use of teach-back method will help

parents' to improve their knowledge, skills and self-care abilities with their mentally disabled children (WHO, 2021).

Furthermore, WHO (2020) reported that teach-back method is an evidence-based practice to ensure parents understanding of the information which taught from the providers. Evaluation of parents understanding is a vital aspect of any parents' education process. Also, the use of the teach-back method promotes parents-centered care, increase parents' satisfaction and maintains children safety regardless of the parent's level of literacy.

Implementation of teach back method Teach back method is a way of communication that designed and applied to parents through face to face approach and should follow in a systematic steps as follow (Mutto et al., 2021): 1) inform parents that teach back method is not a test of their knowledge but it is the way of how the provider explain the concept, 2) Plan the approach (It is the way of how the provider asked the parents to back the

information, 3) Chunk and Check (Chunk out information into small segments and allowed the parents to recall it back at the middle of the session and check clarity and correct of their information), 4) Clarify and check again (Explain things many times to prevent misunderstanding, using a different approach then allow parents to describe the information in their own words), 5) Start teach back method slowly and consistently with all parents, 6) teach-back method should be done without distraction and use handouts with colorful pictures to help parents remembered instructions at home as booklet and brochures (Patel et al., 2021).

### **Unintentional injuries**

Unintentional falls as mentioned by North Carolina Division of Public Health (2022), occurred when descending from a height either on the same level as slipping or from a higher level like chairs, beds, windows or stairs. Moreover, Bombaci et al., (2019) reported that children live in concrete houses are more exposed to falls injuries than those who live in muddy houses because of their slippery floors. Fall risk factors include wet floors, loose rugs and poor lighting.

Wounds, Fox (2020) stated that glass is the main cause of serious cuts in children due to the increased usage of glass in the homes and other sharp objects as knife and scissor. These injuries more frequently occur in the kitchen so don't let the child in the kitchen without supervision.

Burns, injuries of burn ranked as the second most common cause of unintentional death in children with ID (Mutto et al., 2021). It occurred due to contact with hot substances, exposure to a fire, stoves, matches fire and hot water.

Scald burns are the most common injuries that occur in the domestic environment. Scald burns accounted

eighty-five percent of burn injuries in these children (El Seifi et al., 2021). According to Lafta et al., (2021) in a study about "Mothers' knowledge of domestic accident prevention involving children in Baghdad City". The study indicated that burn is the most painful and distressing unintentional childhood injuries and may cause long-term psychological and physical impacts. So, various case control studies demonstrated that prevention of scald injuries requires understanding of the modifiable risk factors.

Electrical shock, it occurs after contact with a connected wire or after placing a metal object in a wall socket. Almost all electrical injuries take place in the home environment as a result of an accident or carelessness from parents therefore; it is very important to use the protective coverings to enclose all switches to prevent childhood electrical deaths (Tsoumakas et al., 2020).

Poisoning, it resulted from ingestion of harmful medicines, household products and poisonous foods (Debnath, 2019). According to Khaliq et al., (2021) in a study about "Epidemiology of Admitted Cases of Childhood Injuries in University Teaching Hospital Nnewi, Nigeria". The study stated that hazards of pediatric poisonings occurred due to presence of medicines and household products in the reach of children or in non-original containers. Moreover, Pediatric poisoning is the eighth and fifth major cause of non-fatal injuries among children with ID in USA and Egypt respectively and have long term physical and psychological problems (Sengoelge et al., 2021).

Suffocation, it is a state of generalized decrease in body oxygen which occurs mechanically due to pressure on the trachea by cords, choking with foods as nuts or non-foods as small toys and covered face with plastic bags

(Sengoelge, 2021). Therefore, parents' education about prevention measures can minimize the incidence of children suffocation rates (Zhu et al., 2021).

Drowning, it occurs mainly in three environments such as tub baths, pools and natural water surfaces as lakes and streams. It is one of the leading causes of death in children with ID (Aggarwal et al., 2020). Based on the Royal Life Saving National Drowning Report (2021) identified that 479 children aged from 2 to 8 years old drown in Australia in between 2018 and 2021. The study reported that the prevention program has four key actions including parent supervision, restrict access to water, water awareness and resuscitate, these actions should not be used individually but together to maximize child safety. In addition, Wallis et al., (2021) in a study about "Interventions associated with drowning prevention in children and adolescents: systematic literature review". The study showed that parents' awareness and close supervision of their children can minimize the incidence of their children drowning rates.

In a pilot study conducted by Verma et al., (2020) about "Childhood trauma profile at a tertiary care hospital in India". The study shown that home education is the highest effective method to convey the information, reduce the home hazard and minimize the household injuries particularly in mentally disabled children.

Furthermore, Patel et al., (2021) mentioned that there are three major learning styles as visual, auditory and kinesthetic (VAK). Visual learners usually think in pictures and learn from visualization of images and watching of videos, auditory learners gain information through listening with clarification of the information and kinesthetic learners learn best through hands-on approach and prefer interaction with the physical world.

Consequently, parents should know all the above mentioned instructions to be able to protect their children from any accidental injuries and maintain good quality of life (Wehman, 2022).

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