

Appendix 9.1: Draft Resource for Workshop



DRAFT

"FIT & CONNECT"

A KitSet to Help Children Participate after Traumatic Brain Injury



Background

- The KitSet has been developed from studies completed with Aotearoa New Zealand children aged 9-12 years old who have had traumatic brain injuries, and with families, teachers, and community supports.
- The information from the studies forms the basis for commonsense strategies that can be used to support their participation. Literature provides further evidence for a number of the strategies.
- The KitSet can be applied to Participation in activities with whānau/family, activities at school, and activities in the wider community.
- The KitSet is developed for use by Whānau/Family, Friends, Schools, and Community Support People. While all the strategies aim to support participation, they are formulated as a KitSet so that people can select the strategies they feel are appropriate for them to implement with a particular Activity at a particular point in time.
- The Focus of the KitSet is on working with the Community to improve participation. There are a number of other approaches available that focus on developing the skills of the child to enhance participation. Strategies in the KitSet do not preclude the use of these Child-focussed approaches, and they may be delivered concurrently.

What is Participation?

Sharing in Meaningful Activities with Others

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"...how he fits into the scheme of things" (Julie, 2010).

"...James and Matthew made a hoop out the backyard, last week, and then he just gets James up on the ladder to paint it, but he was a bit wary of that, but you know just little things like getting the hammer out, he does a lot of things like that with him....Yeah, they do a lot of bike riding. They ran, they went for a run um, last week I think it was, or the week before.....Yeah. Like he does boy's things, like takes him to (hardware store) and like you know that kind of stuff? Or takes him down to a rugby, to watch a rugby game or, but real boy things so the whole, three of them like and Sammy, they all just go and do boy things" (Julie, 2010).

Why is Participation Important for Children after a Traumatic Brain Injury?

- Building & Strengthening Social Networks
- Context for Developing Friendships
- Provides Opportunities for new Experiences
- Essential for Learning & Skill Development
- Rehabilitation of Function
- Necessary for Health
- Neurological Development

Anderson & Catroppa, 2006; Bell, Pellis, & Kolb, 2010; Law, 2002; Lewis & Carpendale, 2009; World Health Organization, 2007)

What are Important Aspects of Participation?

FIT

CONNECTION & EXCHANGE

BALANCE

CHANGE



FIT of PEOPLE & CONTEXT

- Fit with Place
- Fit with Time
- Fit with Activity
- Fit with Others' Understandings
- Fit with Others' Actions
- MISFIT** of people, environment, occupation & time limits Participation.

CONNECTION & EXCHANGE BETWEEN PEOPLE & CONTEXT

Children's Participation is Connected with the Participation of their Whānau,/Family and others in their Community

When People Share in meaningful Activities with others, there is an Exchange of information about the activity, those involved, their actions, and their experiences.

Exchange of information can support FIT for those involved.

Exchange also has the potential to strengthen & extend CONNECTIONS, creating new Opportunities for Participation

BALANCE OF SHARED ACTIVITIES

The Degree of Fit and the Strength & Extent of Connections influences the pattern of Activities children are involved with, and the people with whom they share them. More time may be spent in Activities where there are CONNECTIONS & FIT, and less time where there are no opportunities, or where there is MISFIT. This can create IMBALANCES in Participation & reduces satisfaction.

CHANGE

- Takes place both suddenly and over time in people and places.
- Can Influence Participation for Good & for Bad.
- Happens to ALL those Participating through their Participation.
- The Possibility of Change means Participation can be Improved.

Aiden's Grandparents talk together about his Participation

...He feels comfortable, he interacts with [his cousins] really, really, really well and you're talking from say 3, through to 12... he feels comfortable in that realm... when he's with his own relations, his whānau... because as I say, he's probably grown up with them, he's mixing with his first cousins...They're just treated, they're treated as a whole it's, um, probably because they're all just treated the same... yeah they're all the treated as a whole...

It's not as though he's left out at any stage.

... Because they've just known him all the way through... as he is.

Through the years I've explained to them too that you know, you've got to include Aiden in these things. I used to have to sit down and say hey listen, you know Aiden's been through a bit of trauma in his life, you've got to, you know you've got to look after him, take care, and, include him in your games and stuff like that... have a bit of patience with him. And they, and they start to realise that you know. So just explaining that to them, through the years you know when they were growing up and they're sort of starting to cotton on now.....

I try and promote Aiden mixing, mixing with other kids outside the family. I don't go and look for it but, at the same time like, when he's here.

You'll quite often ring up, one of the boys down the road and say oh would you like to come up here.

Yeah, now Daniel is up there, which I'll probably get him down for a couple of days because I think it is, I just think it is important for Aiden to, to just spread his wings a bit further.

Mix with other kids.

Just, have those other outlets, you know what I mean? Where, I guess I'm of the opinion where if something shuts down in one area, there's other avenues. And, and like, if he can, it opens a whole new door for him, regarding others... It's just another avenue for him...

The other day Daniel had been with Aiden all day and he'd actually taken his socks and shoes off like Aiden does.

And Daniel's on the trampoline and he's got his t-shirt off too... So it was a bit like, ... you've got Aiden on the other side teaching Daniel a thing or two as well. (Jim and Erana, 2010)

Changes After a Child has a Traumatic Brain Injury can Limit Participation

- Change in Child and Whānau/Family
- Change in Place
- Change in Routines
- Interrupted Participation
- Misfit
- Disconnection
- Reduced Opportunities
- Imbalances and dissatisfaction

"Sports? A big change. Robbie swam twice a week. He played soccer on Saturdays with two trainings. He played t-ball, he played tennis on Wednesdays. And all that stopped. All of it. So he's gone from, usually having a sport every, at least every second day during the week, some days, he'd have tennis and swimming on the same day. But um yeah he went from being a very active, boy...To nothing. It was a big struggle for him. He loved soccer. And it wasn't necessarily just the game. He loved playing, so now he, now that he knows he can't play... he hasn't kicked a soccer ball since. Not even in the yard... It might be being part of a team, because they were a good little team. They were doing very well, and he was little compared to the other boys in his team, but he was still as fast and, he still got goals and, yeah he just liked it. The winning and achieving and..." (Lynne, 2009)

Important Features of Participation Interventions

- Begin Straight Away!
- Meaningful Activity should be Central
- The Activity is one Shared With other Adults & Children
- The Child has a Say
- The Child and Significant Others are Satisfied with the Participation
- Participation Experiences are Shared.
- Quality not Quantity
- Focus on Fit not Difference; Being "A Part" not Being "Apart"
- Flexible
- Do-Able

KitSet Goals

The Strategies Contained in the KitSet aim to Increase Satisfaction with a Child's Participation after they have had a Traumatic Brain Injury by:

- Improving the Fit amongst a Child, the Physical Context of a Meaningful Activity, the Timing of the Activity, the Activity itself, Other's Understandings, and Other's Actions.
- Maintaining and Building New Connections
- Facilitating Increased Opportunities for Participation

Strategies in the KitSet

- 1) Connecting for Participation Opportunities
- 2) Planning for Participation
- 3) Teaming for Participation
- 4) Maintaining Connections
- 5) Position for Participation
- 6) Activities for Participation
- 7) Information Exchange
- 8) Participating with Other Children
- 9) Participating with Adults

CONNECTING FOR FAMILIAR AND NEW PARTICIPATION OPPORTUNITIES

A CONNECTION GOES TWO WAYS!

As a child moves through the rehabilitation process, Connections with whānau, extended family, friends, the school, and people in the community all play a very important role in providing ongoing opportunities for participation. Maintaining and building these Connections is necessary to support a child's rehabilitation and their involvement for the longer term. Connection is also essential for others in the community to learn about changes and how to be involved. This process needs input not only from whānau/family, but also from the wider community. It needs to continue over time.



BEGIN STRAIGHT AWAY!

At earlier stages in their rehabilitation, children are happy to watch and just be with their peers, while at other times, children are ready to be more involved in an activity. What is important is that people provide them with time to share in an activity with others from their family and community. Begin early on in the rehabilitation process to talk with the child, their friends and family, and others from their community about their interests, activities they would like to try out, and activities they have enjoyed at school. As the child is able, seek out, take, and set up small opportunities for visits from others, and outings. Communication aids and other media can help the child's involvement.

ENERGY AND SAFETY

When considering Opportunities for Participation, it is necessary to take into account a child's energy levels after participating in educational & other activities, so Quality not Quantity is important, as is the Timing of sessions. Within reason, children may have some safety restrictions. If you are unsure if an activity is Safe for your child, contact the neurologist or rehabilitation specialist.

FORMALISING THE PROCESS

It can be helpful to formally develop a list of a child's Participation preferences, Participation Opportunities and contacts that are available in your community (Appendix to be Inserted). Some New Zealand community groups are pro-active in catering for a range of abilities, and it is useful to share information about these groups with other parents.

Appendix could be a Sheet with a Table to help work out Activity Preferences, Important Connections, and ways these could be formed or maintained.

2) PLANNING FOR PARTICIPATION

ONE ACTIVITY AT A TIME

Participation in an activity is more likely to be successful if there is some prior planning. Activities vary in terms of the setting, timing, what's involved, who's involved, and how flexible all these things are. This means that rather than trying to increase participation across a whole range of activities, focus on One Activity at a Time. This might be participation in a class-room activity, an activity in the playground, a social activity at the weekend, an activity at school camp, a cultural activity, or a sports-based activity. When this is working well, then you can focus on another activity if that is needed.

CHECK IT OUT

To plan for Participation in an Activity, some background information is required. Check out the Physical Setting, Time Frames involved (when, how long, what activities happen next), What the children will be doing, and Who else is involved (other children and other adults). Explore how things such as the Setting, Times, and Activities can be changed or adjusted to Fit with the child's abilities. Also think about how well the others involved know the child and their abilities, and whether they can support their involvement in some way. When other adults and children share in an activity with a child, this is how they begin to learn about what to do to help them be included.

ALLOW TIME

Planning needs to be specific, and takes time. It can be really difficult to check out and organize things at short notice, so whenever possible, begin planning early on. This way, the team can work together to come up with solutions that Fit.

EXAMPLE

Jonathan was going on the school camp, and it was decided with his teacher for his father to go with him. At the camp, an adventure tramp was organized as the first activity of the day. Jonathan enjoyed walking, and although he needed a bit of extra time to get places, and some reminders of obstacles, he was looking forward to going. As it happened, information that the walk was happening was not communicated to Jonathan and his father until that morning. The class with the teachers and parent-helps needed to finish the walk within an hour so they could be ready for the next activity, and the walk included some steep ground. As there were concerns that Jonathan couldn't finish the walk quickly enough, and might not cope safely with the steep bits, his teacher decided it would be best if he stayed behind. Jonathan and his father were disappointed.

How could this have been planned so that Jonathan could have shared in the activity with other adults and children?

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3) TEAMING FOR PARTICIPATION

A TEAM IS 2 OR MORE PEOPLE

Setting up for a child to Participate in an activity can be really challenging on your own. This is where Connections are great. Having another person or a small group shares the responsibility, and can contribute additional experience, skills and information.

WHO CAN BE ON THE TEAM?

It depends on the activity. Parents /whānau are usually the first involved, or if the Participation involves a school-based activity, it may begin with a teacher. The child themselves, and sometimes other children should be part of the team; they may be consulted first, or after some adult-team discussion. Sometimes there is a key support person, such as a family friend, a community caregiver or a teacher aide. If there is a key person involved with the activity, such as a coach for a sports activity, or a bus-driver when learning to walk home from school, they might be the first person to approach.

FORMAL OR INFORMAL?

Sometimes, a formal planning session may be needed (Bernabe & Block, 1994). This involves coordinating a meeting where those involved are invited and there is a formal goal-setting and problem solving process. Formal team planning for Participation may be incorporated with an Individual Education Plan (an IEP) at school, or as part of Rehabilitation Planning. At other times, an informal discussion is fine to work things through.

STAYING IN TOUCH

Communication is essential to good Teaming and Connection. When people have busy schedules, it is helpful to be able to get hold of others in the team easily to give an update, or to raise an issue or a new idea. Identify the most efficient and reliable ways and times to contact each other, and regularly review your communication strategies.

ROLES

Think about who might be responsible for what on the team. Who will drive this process? Is there someone on the team who can check out the activity and the context? Is there somebody who can talk with the child and, if appropriate, other children about the plan? Who can oversee any changes that need to be made? And who would be a good person to monitor the child's participation?

4) MAINTAINING PARTICIPATION CONNECTIONS

Participation is hard if you are not there! After a Traumatic Brain Injury, children may spend time in hospital, in rehabilitation, or may need time away for medical procedures. Sometimes, they may not be able to cope with being present for the full duration of activities, and need a rest. And sometimes, rehabilitation activities need to take place, with potential interruptions to participation in other routines.

BRINGING PARTICIPATION TO THE CHILD

When the child is away from those with whom they usually share participation, there are some things that those people can do to help maintain those connections and support Participation from a distance. Visiting is a way of directly facilitating sharing in an activity (i.e. the visitors share in the rehabilitation activity!). In the early phases of the rehabilitation process however, visiting does need to be responsive to the child's need for rest, and visitors should check with parents and staff first if they are comfortable for this to happen. Classmates can keep in contact and share participation experiences via email and other technologies such as web-cams, Facebook, or phone. Classes or teams can put together posters of activities the class has been doing, with messages, letters, photos and drawings. Continuity of shared participation experiences facilitates ongoing participation as the child returns home.

PARTICIPATION FOR REST TIMES

Fatigue is a common symptom after Traumatic Brain Injury and rest is important. However going away, or going out for a rest singles the child out, and reduces participation alongside peers. When Rest-Times need to happen away from usual participation settings (eg. going home from school for a rest) it can be helpful to share information about the need for rest with others who are involved. Share the information in a way that normalizes the experience, and helps children link this need with their own experience of being tired. Often, the rest-times can be usefully be incorporated into the normal school routine, and it might be possible for 1-2 other children to share in the rest activity. Going to a quiet area close to the classroom, and using relaxation techniques, or listening to a very quiet tape of music or a story is a way of supporting participation while still managing fatigue.

PARTICIPATION IN REHABILITATION

Rehabilitation Activities have the potential to limit participation if the child is "Taken Out" to do different, therapy activities on their own. Rehabilitation can involve and address skill development for normal classroom activities or for normal extra-curricular activities directly. While individual rehabilitation sessions in a quiet area are appropriate for some issues, at other times rehabilitation can be integrated into classroom or group routines and environments.

One approach that optimizes participation is to include other children in the therapy activity, working directly with a small group. There are usually a range of abilities in a group or class, and other children may also benefit from training and skill development. This approach has the added benefit of increasing motivation through involving peers, and building in an element of competition, as well as

increasing fit by supporting other children's understandings about a shared activity. Strategies can be modeled for others in the setting.

(The Early Education Team- The Capper Foundation, 1990).

5) POSITION FOR PARTICIPATION

Position is relative to other people or things. Being out of Position means things don't Fit, while Positioning correctly means things Fit together more easily.

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BEST POSITION

Being Positioned as part of a group can work well for children, but make a considered decision about where they are positioned relative to others in the group. Being right on the edge of a large group can mean a child has more space, they can get up and down, and move away more easily, or they can be closer to support people, but reduced proximity to other children also means others are less able to share with them. Likewise, if a child is positioned at a desk on their own with an adult support person's chair routinely beside them, they may concentrate better, but this can flag them as different, and limits their ability to share in an activity with other children.

SHIFTS IN POSITION

Regularly rotating classroom group seating positions is a strategy some teachers use to support children to learn how to work at activities with a variety of children, and while there can sometimes be personality clashes, there can always be another adjustment if required. Regularly changing group positions for school and for community based activities is also a way of supporting children to share activities with peers who have different abilities.

6) ACTIVITIES FOR PARTICIPATION

STRUCTURED ACTIVITIES

Activities with more Structure facilitate Participation. When the processes and actions required for an activity are loosely defined, children need to think harder to actually organize and carry out the activity. They have less capacity to concentrate on interacting with each other, and sharing in the activity together. While we all benefit from activities that are loosely structured that we can direct as we please (eg. children enjoy some undirected time for free play at lunch-time), by clarifying the requirements for a particular activity, this will support participation. Structured activities are more likely to incorporate familiar routines, which support involvement for children after traumatic brain injury.

(DeKlyen & Odom, 1989; Ylvisaker, 1998)

GROUP ACTIVITIES

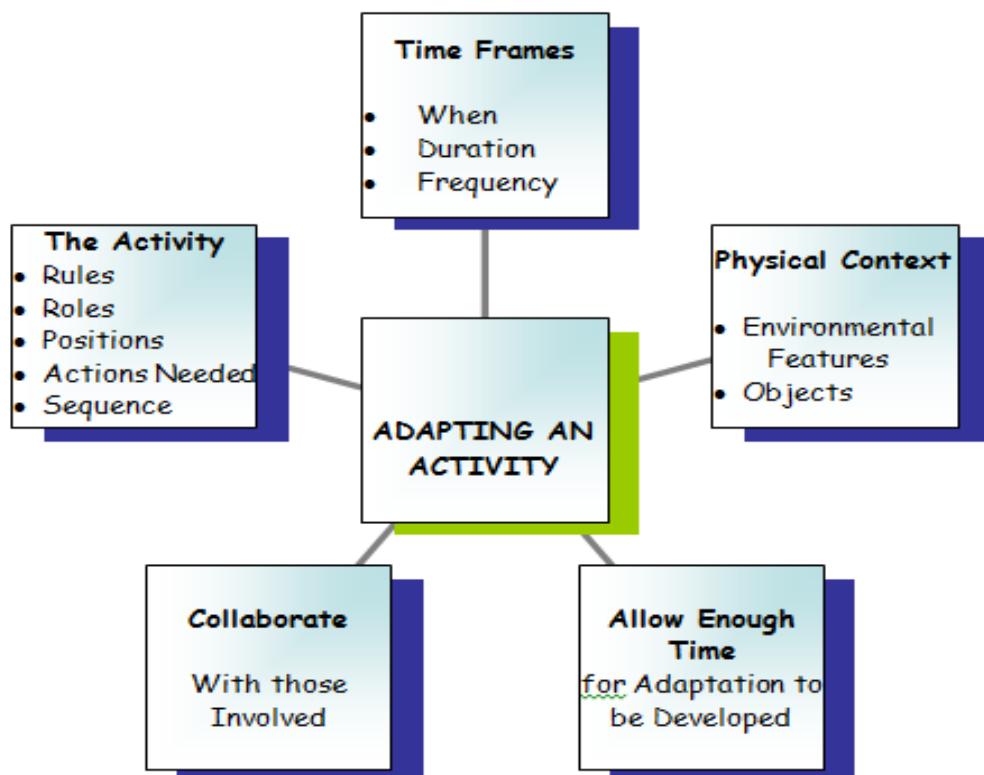
Activities that require Group Cooperation or Team-Work also facilitate Participation. This is where children need to work together to carry out an Activity. This gives all children an opportunity to contribute their own special skills, and to share in Problem Solving. For this to work effectively, establish clear understandings around the task, ground-rules for communication and clarify roles and time-frames before beginning

(Zionts, 1997)

ADAPTED ACTIVITIES

Adapting an Activity and the Context in which it is carried out can enable Participation (Refer above to Planning). This increases the Fit between a Child's skills and abilities and the requirements of the activity. Aspects of the activity that can be changed include Time Frames, the Physical Context, and the Activity itself. As described

in Planning, for more formal activities such as a team sport, some time may be needed to work this through. Collaborate with the key people involved, including other children. Others sharing the activity will need to understand how the activity will be affected for them, if at all, but can also contribute their expertise and creativity. Collaboration may be done formally at a planning meeting, sequentially (eg. adult discussion, then informing children and getting their feedback), or may simply be negotiated on the spot.



Examples:

Structured Activity

Sarah's school routinely included a formal teacher-supervised sports-activity over the lunch hour. Sarah was able to take part in the base-ball game, and she and four other children were given extra time to a count of two to make the run to the bases. This was agreed with the other children who played. Having a structured activity to participate in at lunch time was easier than trying to join in with some of her other classmates who moved between different groups and made up their own activities on the field.

Group Cooperation in Activity

It was now 3 years since Millie had her accident. Millie's class was learning about Leadership. Mrs Jackson, her teacher decided that the children would work in small groups rather than making individual posters. Millie's group made a poster about Sir Edmund Hillary. Each child was given a small aspect of Sir Edmund's life to research- Millie researched Sir Edmund's friendship with Sherpa Tenzing Norgay on the internet with her friend Jasmine, and brought along a book about Sir Edmund Hilary from home to share. With Brandon, who had finished his research early, Millie typed out three sentences about Sherpa Tenzing using Publisher. Two of the children drew a picture of the conquering of Mt Everest, and Millie coloured it in. Another child took responsibility for making a title for the poster. Each child cut out their own research summary, Millie glued them, and Jasmine stuck the summaries onto the poster. Together the children brainstormed ideas about what made Sir Edmund Hillary a leader, and presented these to the class (Zionts, Vannest, & Devore, 2005).

Adapted Activity

At the start of the New Year, Ben made his first visit back to his school on the same day he returned home from hospital after his accident. The children in his class were very excited to see him, and he was invited to participate in a "where you went on holiday" memory game they were playing to get to know each other. Ben's teacher was aware his memory hadn't fully recovered, so quickly adapted the sequence of the activity so he could take part successfully. Rather than coming into the game at Number 20, Ben was given his turn to join at number 3 so he only had to remember information from 2 other children.

Ben was disappointed that due to the risk of a "second impact" head injury, he wasn't able to play rugby, which was previously one of his top sports. Ben's coach invited him to remain part of the team, and talked with Ben, his Mum, and his team-mates about adapting the role he played. Ben began again to take part in all the training exercises except those involving direct contact, and attended all the games. He was given the roles of "water boy" and "ball boy" for all the games. Ben really enjoyed remaining involved, and on one occasion, supported his team-mates by loaning his boots when a player had forgotten his own.

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7) INFORMATION EXCHANGE FOR PARTICIPATION

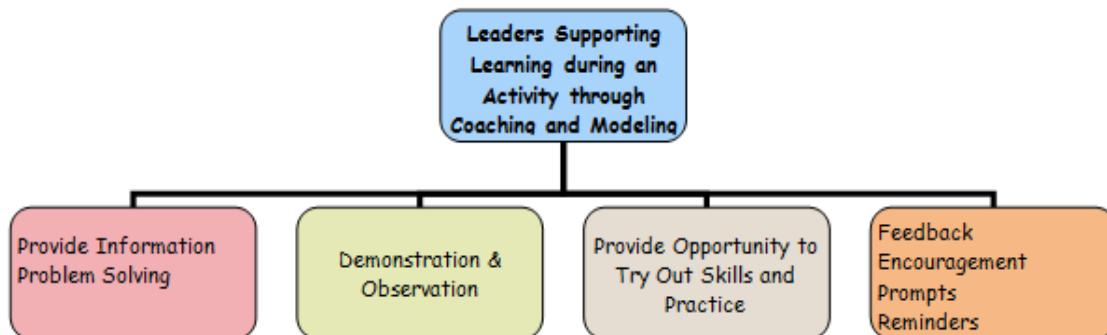
People's understandings about their world form a basis for their actions, or what they do. Sometimes after a child has a traumatic brain injury, adults and other children lack understanding, or have understandings that do not match with the child's actual abilities and needs. This Misfit can prevent the child sharing in an activity.

Katie wasn't invited to a party with other girls in her class. "Yeah the kids' parents didn't include her or didn't encourage to be included. And, I kind of understand that they didn't know Katie's capabilities..... I guess these people sort of, the thought of having to change her, or something like that. She never needed it, but no one ever came and asked. They just stayed away if you can understand. And the only, reasoning maybe to keep myself sane, is that they just, never knew or if they could cope with her or not". (Katie's Mum).

People's understandings can be changed through learning. People can learn through direct instruction, watching others, questioning, sharing information, and experience gained when they do things together.

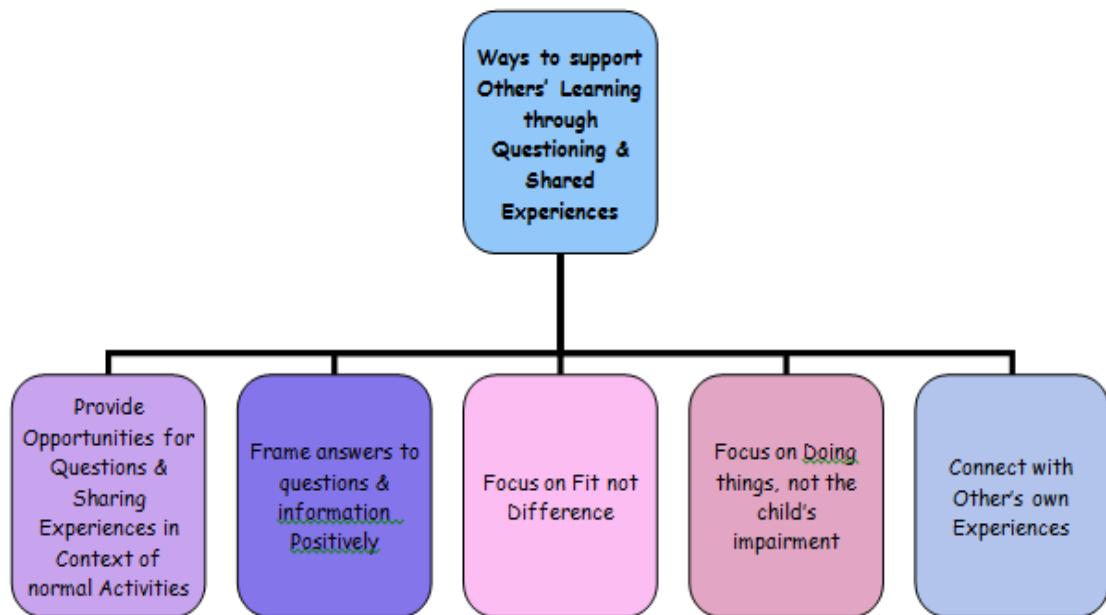
ON THE SPOT LEARNING: COACHING AND MODELING

When other children and adults are sharing in an Activity with a child, such as a group of girls and leaders at Girl Guides, or in a classroom, there are opportunities for a leading adult who is familiar with the child's abilities and needs, to Coach and Model actions that support the child to Fit in.



LEARNING: QUESTIONS & SHARED EXPERIENCES

Children explore their environment through touch, observation, experimentation, and questioning. As people get older, they may refrain from asking or getting involved.



At the start of the year, as part of the curriculum, Wiremu's new class was learning about Health. They talked about the activities that they do to keep healthy, and places they go for help with being healthy. Children shared the healthy activities they do, and Wiremu's teacher helped him show pictures of the things he enjoys doing, such as going Body-boarding, and Riding his Go-Kart. At the next session, Wiremu's mother, Mere visited his class, and Wiremu showed the class some pictures of himself and his whānau in the hospital. Other children in the class talked about the times when they had been to hospital. His mother helped him to talk about some of the things he did when he was having rehabilitation. Some of the children had been to a physiotherapist to help get moving again. Mere said that Wiremu could hold things with his right hand, but that his left hand got a bit stiff sometimes, a bit like when you sit on your leg and it gets pins and needles. Two children who didn't know Wiremu wanted to know about his hand-splint. Mere and Wiremu showed them his hand splint and how it helped him open his water-bottle. Some of the other children tested it for fit, and helped him put it on his hand. Marama said her father had to wear a brace on his wrist when he played basketball.

DIRECT INSTRUCTION

Sometimes, when a child is going to Participate in an Activity, information needs to be directly shared. It is important other adults in the community have adequate information to ensure their actions Fit appropriately to the child's needs. Information can be shared in writing or verbally. Some parents advocate having a small booklet of Positive stories that inform about the child's needs (DeZonia, 2009). Key points could be noted on a card. Similar rules apply-frame the information Positively, focus on Fit not difference, Focus on Doing, involve hands-on Practice, and Connect with others' own experiences.

Kim's class was going on a trip to the beach to count cockles because they were taking part in a shell-fish monitoring survey. His father was going along with him. Two other parent helpers went, as well as the teacher and a teacher aide. Kim and his Dad walked beside the other parents on the way down. Kim was encouraged to have a short rest when they got to the beach. His Dad explained that this was Kim's after-lunch forty-winks to set him up for the afternoon and that he needed this because he got tired and could also move so quickly. On the walk back, Kim's Dad walked with a different group of children and had a chat with the teacher. He asked one of the other parents to stay close to Kim and monitor him at crossings.

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LEARNING ACTIONS FOR PARTICIPATION

Children and adults use particular actions when they share in an activity together. Encouraging others to use these actions with a child who has had a traumatic brain injury helps the child fit in and participate in the activity, supporting further exchange of information. These actions include:

- Greeting
- Inviting
- Noticing (a need for help or to be involved)
- Planning Roles
- Offering Help
- Reciprocating
- Competing
- Encouraging
- Sharing (Experiences, Products, Objects)
- Farewelling

SHARING PARTICIPATION EXPERIENCES

When children participate in an activity together, they routinely Exchange information about their participation experiences during the activity. They show work to each other, comments and opinions are given, and ideas are exchanged. Participation experiences outside the current activity are recalled, and can form a basis against which other experiences can be compared, supporting reflection and learning. Connections with other people through their experiences are facilitated.

It can be more difficult sharing Participation Experiences after a Traumatic Brain Injury. Information can be forgotten, or ineffectively retrieved, and may be difficult to communicate. The need to attend to the doing of the activity itself may limit the degree to which the child can Exchange information. The use of Visual Media such as photo books, drawings, written stories or

poems, and other concrete symbols such as awards, or objects produced during the participation become particularly important tools to help in sharing the participation with others. Provision of regular opportunities to formally share participation experiences (eg. at mat time, for class speeches, after a sports game) also assists the exchange of information needed for Fit and Connections.

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8) PARTICIPATING WITH OTHER CHILDREN

When sharing in an activity, other children can use actions (refer above) that support the child to Fit in. These actions can be set up on the spot, or can be a Formal Arrangement that is set up in advance.

PROMPTING IMPROMPTU SHARING.

Other children familiar with the child can be requested on the spot by adults to share in an Activity with the child, or the child can be invited to join in with the other children. Often, some children finish a task early, or have good skill-sets for a particular activity, and enjoy the chance to share their skills. Others may enjoy having a special support role in an activity. If there is already an established culture of children helping each other, this is seen as a normal part of the activity, and the approach does not place the child who has had the traumatic brain injury as being in a position of having a "special" need. Less is needed in terms of set-up. Studies focusing on children's social interactions have shown that in the longer term, informally spending time together results in as many interactions as those interactions brought about more formal approaches such as training peers to interact (Esposito & Reed, 1986).

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ARRANGING FOR FORMAL SHARING

Formally nominating a Buddy or a Peer Tutor involves making specific longer-term arrangements for a peer to join the child in activities, or to teach them skills for a particular activity. The approaches generally involve formal arrangements between the child with the disability, their family and/or teacher, and non-disabled peers, along with a clear recognition of others' responsibilities, and commitment to carry out the role. Monitoring is provided, and outcomes are ascertained (Zionts, 1997).

There is a place for more formal arrangements, and they can support the child to take part in activities. Given a focus on Fitting In that emerged in the case studies underpinning this KitSet, by routinely allocating a special person or group to the child, there is a concern that such approaches may contribute to Understandings of the child as being different and as requiring help. Some of the approaches, such as having a Buddy or providing a Peer Tutor may minimize this concern if they are a normal part of learning for all children at different points in the school and community. It is also possible that the formal arrangement may work as a catalyst for others' involvement.

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9) PARTICIPATING WITH ADULTS

Adults often share in children's participation. They may be a parent, a teacher, a coach, or a leader of an activity. Adults provide supervision, lead activities, support children to physically carry out activities, and play an important role in facilitating interactions. However, there is evidence that shows that the close presence of adults can also limit interactions between children, and thus reduce the quality of participation (Batchelor & Taylor, 2005). For a child who has had a traumatic brain injury, there is a fine balance between providing adult support to enable them to complete an Activity, whilst optimizing their interactions with other children. The constant presence of an adult in close proximity to a child can enable Fit of the child's abilities with the demands of the Activity, but can equally single a child out as different, reducing their Fit with other children and limiting the connections they form.

Adult Support

Effective provision of Adult Support requires skill and flexibility. It should limit barriers to peer interactions, should facilitate the child to use their own skills as far as possible, and should also ensure the child has a say in the support that is provided. That is not to say that there is no need for support, but that the way the support is delivered needs to be carefully tailored. A number of strategies can be used by Adult support people that Facilitate Participation (

- Position permanent adult seating away from the child's activity or group, and move in and out as needed.
- Whenever possible, use environmental cues rather than verbal cues, such as marking a page with an adhesive label, or providing a sheet of clear steps, or provide only a few steps or problems at a time.

- Develop a plan with the child about aspects of the Activity they can do themselves, environmental cues, and help they might need, then move away to a monitoring and responding role.
- Work with a small group of children to support completion of an activity rather than an individual child.
- Encourage peer support with activities. Ask other children to help, or give some children an "Ask Me" role on a rotating basis. Get children to check things with their neighbours. Allocate partners for all children for particular activities, such as Lunch-Time Partners, or Moving Room Partners, or Maths Partners.
- Plan to Fade the support. This means developing a plan from the start with strategies that will gradually make a shift from "hands on assistance" through to provision of environmental cues, and task adaptation.

(Causton-Theoharis, 2009).

Sharing Adult Participation

If one particular adult consistently shares with the child during Activities, then that adult will become very skilled in providing support, but other adults will not have that chance. As opportunity presents, hand over to other adult supports, particularly other parents or activity leaders. This facilitates Connection with other adults and children in the community. The key support person can still be available for information or to step in if needed.

Ten year old Tony was attending Scouts with his Attendant Care person, Stephen. On arrival, other parents were standing at the door, and they greeted Tony and Stephen enthusiastically. In the hall, Stephen stepped back from Tony, and sat on the bench at the side of the room. Some of the other parents were interested to know why I had come to be with Tony. Other children came up to Tony, and they played games of "chase and fall over" together until the session was ready to start. Sometimes, if Tony became over-enthusiastic, Stephen stepped in and calmed him. Part of the session was relays, with teams of children going across the room using different ways of moving such as running, hopping, crawling, or commando crawling. Lines were marked on the floor with tapes. Stephen physically supported Tony to stand in line with his team, then called another older boy to come and work with him. This boy accompanied Tony each time it was his turn to do the relay, with encouragement and fun with other children every time Tony went off line. A few times Stephen stepped in and prompted the boy on how to support Tony if he was not keeping to the activity.

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