

# Appendix 9.15:

Resource-Presentation for  
Workshop



# "FIT & CONNECT"

**A KitSet to Help Children  
Participate after Traumatic  
Brain Injury**

Margaret Jones

# Workshop Outline

- Margaret's Presentation: Outline of study & Presenting "draft" KitSet of strategies for supporting the children's participation.
- Question time.
- Morning Tea
- Small discussion groups to develop feedback on resource. Return to share ideas.
- Lunch
- Small discussion groups reconvene to consider other groups' feedback.
- Closing

# Privacy and Confidentiality Reminder

- You may wish to talk about your own experiences with particular children.
- After the workshop ends, it is important that we do not share with anyone the names of other people who attended the workshop, the names of any children that were mentioned, and details of our discussions.
- Information which is recorded will be stored securely, and no identifying information will be used on any resources or reports that come from the workshop.

# Background

- The Tool Kit was developed from six Case Studies I have completed with Aotearoa New Zealand children aged 9-12 years old who have had traumatic brain injuries, and with their families, teachers, and community supports.
- The information from the study forms the basis for commonsense strategies that can be used in the children's communities to support their participation.

# What is Participation?

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Sharing in Meaningful  
Activities with Others.

# Why is Participation Important for Children after TBI?

- Social Networks
- Context for Friendships
- Opportunities for new Experiences
- Learning & Skill Development
- Rehabilitation of Function
- Necessary for Health
- Neurological Development

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# What was Important about the Children's Participation in the Study?

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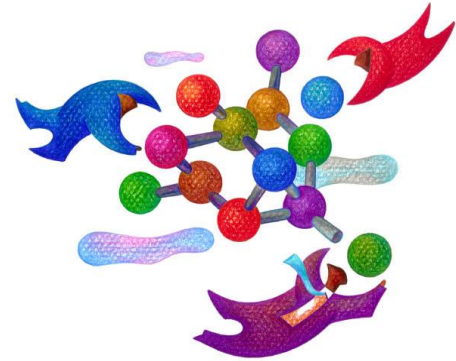
- Fitting In!
- Connections
- Exchange of Information
- Balance
- Change

# Changes after a Traumatic Brain Injury

- Change in Child and Whanau/Family
- Change in Place
- Change in Routines
- Interrupted Participation
- Misfit of People, Environment, Occupation and Time
- Disconnection
- Reduced Opportunities
- Imbalances and dissatisfaction

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# KitSet Goals



*To Increase Satisfaction by:*

- Improving the Fit between the 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

# Important Features of Participation Interventions

- Begin Straight Away!
- Meaningful Activity
- Activity Shared With other people
- The Child has a Say
- The Child and Others are Satisfied
- Experiences are Shared.
- Quality not Quantity
- Focus on Fit not Difference
- Flexible & Do-Able



# KitSet Strategies

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



# 1. Connecting for Participation

- Connections provide Opportunities.
- Connections take Time to establish.
- Connections need Maintenance.
- Connections Go 2 Ways

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# Building & Maintaining Connections

## WHAT PARTICIPATION?

- Talk with the Child
- Talk with Others
- Energy
- Safety

## CONNECTIONS WHEN?

- Begin Straight Away!

# Building & Maintaining Connections

## CONNECTIONS WITH WHO?

- Families & Friends
- Key People in Child's life
- Community Activities
- Localised Information Sources
- Contacts through other parents & children
- Rehabilitation Professionals

## 2. Planning for Participation

- One Activity at a Time
- Check out FIT:
  - Setting
  - Time Frames
  - Activity and Actions
  - Who
- Allow Time
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# 3. Teaming for Participation

- A Team is 2 or more People
- Who? It depends on the Activity.
- Formal vs Informal
- Staying in Touch

# 4. Maintaining Connections

- Bringing Participation to the Child
- Participation for Rest-times
- Participation in Rehab.

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# 5. Position for Participation

- Part of the Group?
- Minimise Distractions or Manage Behaviour?
- Mobility or Sensory Impairments?
- Short Attention Span?
  
- Shifts in Position

# 6. Activities for Participation

- Structured Activities
- Group Activities
- Adapted Activities
  - *Time Frames*
  - *Physical Context*
  - *The Activity*

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# 7. Information Exchange

Understandings Change through Learning

- Coaching and Modeling
- Questioning & Sharing Experiences
- Direct Instruction

## 7. Information Exchange

### Learning Actions that Support Fit

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

## 7. Information Exchange Sharing Participation Experiences

- Visual Media
- Symbols of Participation
- Opportunities to Share Experiences

# 8. Participation with Children

- Impromptu Sharing. People use on-the spot prompts to others or invite the child to join an activity, or to support participation.
- Formal Sharing Arrangements: Buddies and Peer Tutors.

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# 9. Participation with Adults

- **Adult Support:**
  - Seating Arrangements
  - Environmental Cues
  - Plan to Fade Support
  - Work with a small Group
  - Encourage Peer Support
- **Involve other Adults to Build Connections**