**Determinants of Participation**

- Child
- Family
- Environments
- Physical
- Social
- Perception

**Dimensions of Participation**

- Evaluate outcomes
- Support implementation
- Set mutually agreed goals
- Assessment
- Goal Setting
- Relationship building

**PHASE 1: Relationship Building**

**INPUTS**
- therapist attitudes
- therapist interpersonal skills
- child & family involvement preferences

**OUTPUTS**
- Develop an effective collaborative relationship
- define roles

**why?**

quality of relationship affects the usefulness of advice from parent’s point of view

**Q:** What was the biggest help to achieving Jon’s participation?

**A:** Having a wonderful, patient, and truly dedicated physical therapist. She was supportive and kept me motivated and “on task.”

**Case Study | JON**

**DIAGNOSIS:** Cerebral Palsy

**GMFCS:** IV

**MACS:** III

**CFCS:** III

**Age:** 12-years

**PHASE 2: Goal Setting**

**INPUTS**
- Goal-oriented
- Participation focused
- Identify interests, successes & struggles

**OUTPUTS**
- Set mutually agreed goals
- examine family routine
- ensure readiness
- devise measureable goals

**CASE-STUDY: JON**

**GMFCS:** IV

**MACS:** III

**CFCS:** III

<table>
<thead>
<tr>
<th>COPM Issue</th>
<th>Importance</th>
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<tbody>
<tr>
<td>Home Participation</td>
<td>Control of the household environment including phone, bedroom lights, and TV</td>
</tr>
<tr>
<td>Community Participation</td>
<td>Attend a church youth group and actively participate in the scheduled activities</td>
</tr>
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</table>
**PROBLEMS**

<table>
<thead>
<tr>
<th></th>
<th>PERFORMANCE</th>
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<tbody>
<tr>
<td>1. Jon’s ability to physically participate</td>
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**Assessment / Make Telephone Calls**

**AIM:** Identify what needs to change & formulate plan

- **Jon**
  - Learn the phone call task
  - Physical ability to activate switch, phone
- **Family**
  - What is available & how to obtain
  - How to assist Jon to practice
- **Environment**
  - Maryland telecommunication center

**Action Plan / Make Telephone Calls**

Therapist’s role as consultant:
- Explored high-end technology
- Communicated with Jon’s teacher
- Began by using what family had available
- Progressed to low cost technology
- Therapist / parent / Jon went to telecommunication center to explore options
- Instruction to Jon on how to use voice commands etc
- Recommendations for practice
- Awareness emerged of Jon’s need to develop conversation skills

---

**Phase 3: Assessment**

**Inputs**
- Child assessment
- Family assessment
- Environment assessment
- Knowledge & evidence

**Outputs**
- Consider strengths
- Consider performance environment

**Area**

**Performance/Competence**

**What Needs to Change/Improve?**

**Action Plan**

**Interest / motivation**

- Eager but nervous, unsure about not being with family

---

**Knowledge**

- Activities will vary, enjoys religion & singing

---

**Speech or communication**

- Low voice & less communicative until knows person

---

**Physical abilities**

- Needs assistance with transfers, eating, bathroom

---

**Social, behavior attention**

- Shy, sometimes distracted

---

**Routines / Structure**

- Mother able to transport; drive

---

**Health safety issues**

- Leaders need to be aware of safety

---

**Understanding of child abilities**

- Jon able to participate; time to adjust; limitations in physical assist

---

**Support to the child**

- Family will discuss activities, encourage Jon

---

**Resources**

- Family has Asst. technology

---

**Attitude, interest, perception**

- Encouraged by Jon doing on his own

---

**Strength**
PHASE 4: Support

**INPUTS**
- Real-life experiences
- Short-term
- Active engagement of child & family
- Others

**OUTPUTS**
- Share information
- Others
- Solution-focused

**Implement action plan**

---

**Goal Attainment Scaling: Community Participation**

**Goal**: Jon will attend and participate with support of a non-family member

- **-2**: Jon invited but has not attended
- **-1**: Jon will attend 2-3 meetings with support of a non-family member
- **0**: Jon will participate ≥ 2 activities with support of a non-family member
- **+1**: Jon will participate ≥ 2 activities with support of a peer
- **+2**: Jon will initiate participation in an activity

---

**PHASE 4 | Implement and Support Action Plan**

**ACTION PLAN highlights**:
- Priorities
- 1st steps
- Who is responsible

- Holistic practice in natural environment
- Guidance on physical manipulation of phone
- Support for communication for phone
- Calling family and friends during daily routines
- Trial and problem-solving with 2 systems

---

**Area** | **Performance/Competence** | **What Needs to Improve?** | **Action Plan**
---|---|---|---
Physical (accessibility, transportation) | Building accessible | **STRENGTH** | 
Help and physical assistance from non-family members | One Leader is respiratory therapist, not familiar with Jon | Leader ability to address physical, attention, safety | 
Social (attitudes, values, beliefs, and supports from others) | Leaders excited to have Jon attend, willing to talk to youth | **STRENGTH** | 
Community resources | WC accessibility for outings | Communication between family & Leaders | 
**Environment**

---

**Area** | **Performance/Competence** | **What Needs to Improve?** | **Action Plan**
---|---|---|---
Interest/motivation | Eager but nervous, unsure about not being with family | Positive and confident attitude | Communicate with Jon about what to expect
Knowledge | Activities will vary, enjoy religion & singing | Knowledge of activities prior to meeting | Communicate with Youth Group leaders
Speech or communication | Low voice & less communicative until known person | Talk with stronger voice, move closer, express needs | Consult Jon’s communication & strategies
Physical abilities | Needs assistance with transfers, eating, bathroom | Physical assist & verbal instructions | Instruct leaders / youth = physical assistance
Social, behavior attention | Shy, sometimes distracted | Listening to instructions, following directions | Consult to minimize distractions; support Jon

---

**Child**

---

**Area** | **Performance/Competence** | **What Needs to Improve?** | **Action Plan**
---|---|---|---
Attitude, interest, perception | Encouraged by Jon doing on his own | **STRENGTH** | 
Routines / Structure | Mother able to transport; drive | **STRENGTH** | 
Health | Leaders need to be aware of Jon’s health | Consult with Group Leaders & youth
Safety issues | Jon able to participate; time to adjust; limitations in physical assist | Assurance, assist with transfers
Understanding of child abilities | Jon able to participate; time to adjust limits in physical assist | Therapist to attend group; Jon to practice transfers
Support to the child | Family will discuss activities, encourage Jon | **STRENGTH** | 
Resources | Family has Assist. technology | **STRENGTH** | 

---

**Family**
Area | Performance/Competence | What Needs to Improve? | Action Plan
--- | --- | --- | ---
Physical (accessibility, transportation) | building accessible | STRENGTH | Consultation: Information and instruction
Help and physical assistance from non-family members | One Leader is respiratory therapist, not familiar with Jon | Leader ability to address physical, attention, safety | Consultation: Information and instruction
Social (attitudes, values, beliefs, and supports from others) | Leaders excited to have Jon attend, willing to talk to youth | STRENGTH | Consultation: list of questions when planning outings
Community resources | WC accessibility for outings | Communication between family & Leaders | Consultation: list of questions when planning outings

**PHASE 5: Evaluation**

**INPUTS**
- What helped most?
- Biggest barrier?
- What did you learn?

**OUTPUTS**

Evaluate outcomes → What goals did your child achieve?

**Goal Attainment Scaling: Community Participation**

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**CHANGE SCORE**

| CHANGE SCORE | 5.5 | 9.5 |

**Dimensions of Participation**

- Self
- Physical
- Social
- Dynamic
- Environment

**Determinants of Participation**

- Power
- Mobility
- Assistance
- to eat
- Youth assisting Jon engages Jon initiates & engages in conversation
- Jon does not ask to leave
- Enjoys participant
- Self-determination is capacity building
- "Life-altering”
  - "He feels so proud of himself for being able to independently make phone calls, learn on lights…”
- Facilitator: therapist
- Barrier: technology, time to research and understand options

**PHASE 5 | Evaluate**

- Therapy is so much more than just stretching muscles or physically working with a child. The things that are most important to my child is having friends and activities.
What do you feel you learned or gained?

“I realized my expectations from other people concerning the care and inclusion of my son are not selfish or unrealistic. Having someone advocate exactly the way I would made me realize it’s not obnoxious to ask others to help with my sons care and give a little extra to make him feel included. I will have more confidence in advocating for my son now”

Jon’s mother

Reference