The Participation Ripple Effect: Implementing Pathways and Resources for Engagement and Participation (PREP) in children’s neurorehabilitation

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Background
• PREP is an innovative, participation-focused intervention (Anaby et al., 2015).
• Little is known about implementation of PREP in ‘real-life’ clinical settings.
• Children and young people (CYP) present with restricted participation patterns following an acquired brain injury (ABI) (Foo et al., 2012).

Study Aims
To understand PREP implementation in a UK clinical context with CYP following ABI.

Method
• All occupational therapists working in a neurorehabilitation centre participated (n=6).
• Coghlan and Brannick’s (2014) action research framework guided implementation processes and evaluation of clinician’s experiences.
• Therapists provided 2 PREP sessions per week, over 4 weeks for one child on their caseload.
• CYP were aged 3-17 years at different stages following ABI.
• Therapists participated in two focus groups pre and post intervention. Data were thematically analysed following Braun & Clarke’s (2006) framework.

Findings
• Four themes emerged:
  1. OTs shifting to a participation perspective
  2. Participation moves beyond the OT
  3. Environmental challengers and remedies
  4. Whole family readiness
• PREP caused a participation ripple effect, increasing participation opportunities for CYP with ABI.
• PREP built capacity with families and professionals to reduce environmental barriers.
• A new participation lens was acknowledged when recognising the value of peer relationships for CYP to experience enjoyment and belonging.

Create the ‘Ripple Effect’: Key messages for practice

- Identify and build a participation team
- Create peer support for the participation team
- ‘Seek out’ local community and leisure opportunities
- Actively listen to CYP and family, understanding their readiness to participate
- Draw on the family’s strengths and existing resources
- Social environments are key facilitators: Involve peer groups and social opportunities for CYP

Conclusion
PREP constructed a participation-focused perspective for OTs and the multi-disciplinary team. Findings illustrate applicability of PREP in a ‘real-life’ clinical setting, offering practical guidance for those implementing participation-focused interventions.

References
- Coghlan, D. and Brannick, T. (2014)
- Foo, W., Galvin, J. and Olsen, J. (2012)