

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

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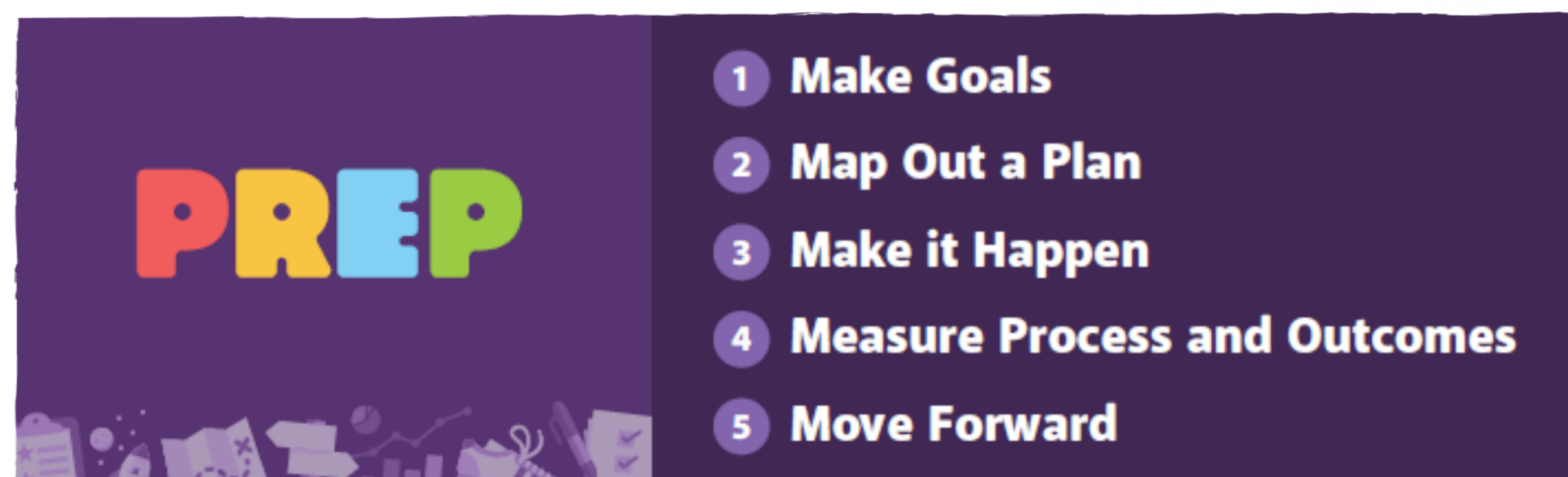
## Background

- PREP is an innovative, participation-focussed 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-focussed 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-focussed interventions.

## References

- Anaby, D., Law, M., Teplicky, R. & Turner, L. (2015)
- Braun, V. and Clarke, V. (2006)
- Coghlan, D. and Brannick, T. (2014)
- Foo, W., Galvin, J. and Olsen, J. (2012)

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