

The intervention process as a generic learning experience

developing and applying capacity building strategies in the
intervention process



Participation – Inclusion in Action Conference 2024

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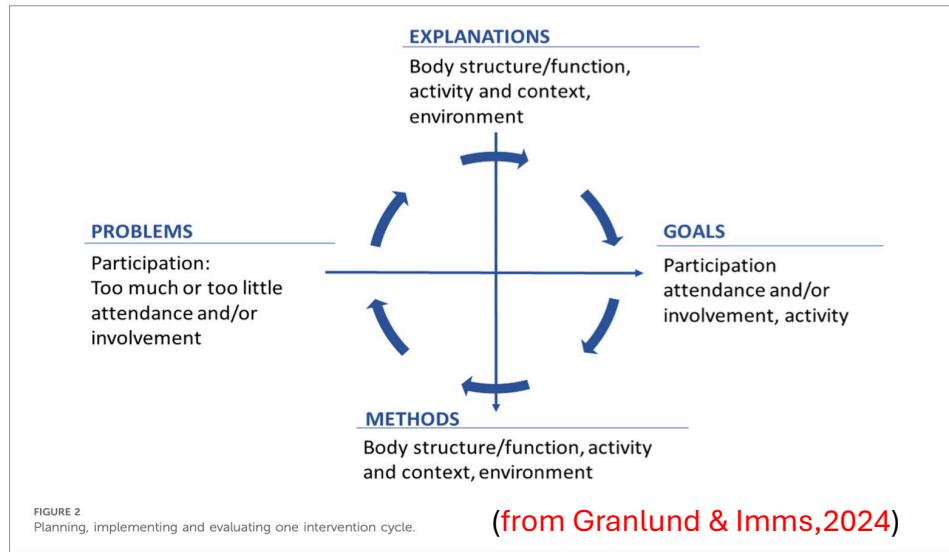
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(Based on Granlund & Imms (2024) Participation as a means – implications for intervention reasoning

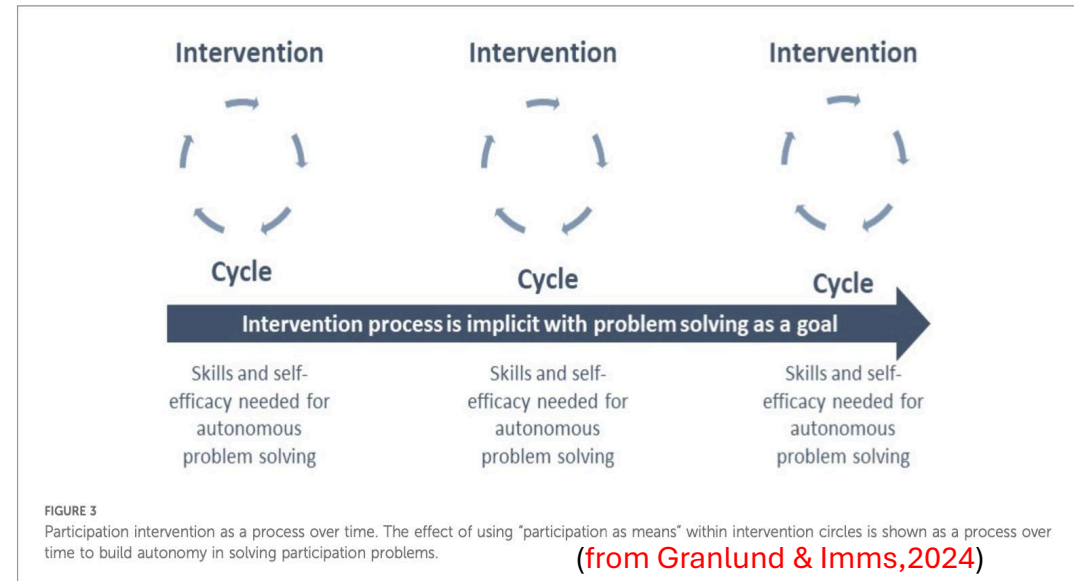


Learning in the intervention process



The intervention process contains a series of generic steps in encounters with professionals: identifying issues to deal with, seeking explanations, prioritizing intervention goals, selecting intervention methods, implementing interventions, and evaluating process and outcomes. The steps are repeated over long time periods in children's life

Participation in the intervention process may increase child and family control over intervention and family and child wellbeing. Participating in the process is partly a learning experience





Relational and participatory practices

- Supportive relationships encompass empathetic practices such as active listening and empathic responses, as well as encouragement and guidance (King et al, 2014).

BUT

- Relationships alone may not necessarily impart the knowledge and skills essential for the child's future participation experiences (Antoniadou et al, 2023).
- Participatory capacity-building practices focus on how professionals utilize their supportive behaviors and routines to empower family members and children to become autonomous problem-solvers (An et al, 2018; Andersson et al, in prep.; Dunst et al, 2009, 2019).



Functioning

S

Body

Activity performance

Participation

Person

person (context)

person in context

Seeing

looking

watching a movie

Assessment/norm

level of support

context/meaning

Expert knows

expert know better

child/family knows



Focus of service/intervention

Person ----- Person in context

Assessment
focus on person

Person and context
in focus

Proxy rated

Self reported/rated

Most existing
Instruments

Few instruments focus
on person in context



Aim

- To identify and investigate components of an intervention process that support professionals in fostering the skills and capacity required for lasting intervention outcomes in children and their families





Method

- **Multiple sources of data were used to explore child and family participation in each of the six intervention steps.**
- Data from two scoping reviews related to investigating intervention process components as perceived by professionals (Antoniadou et al, 2024) and interventions aimed at increasing parent and child involvement in the intervention process (Andersson et al, in prep.)
- Focus group data involving children, parents, and professionals (total n= 6 groups) in four regions in Sweden. (Granlund et al, in prep.)
- Data from all sources were analyzed separately and then merged in a deductive content analysis based on the step(s) in the intervention process and possible outcomes for each step.

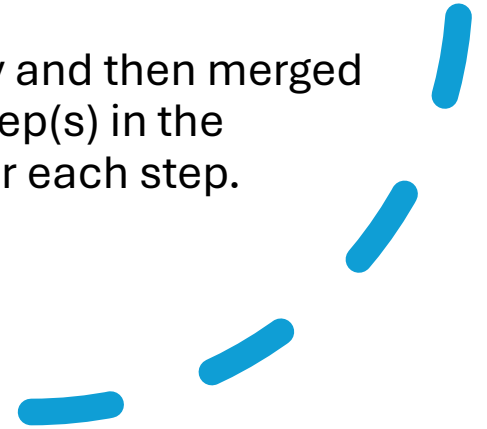


TABLE 3 Examples of hypothetical educational goals for involvement in the intervention process.

Step	i	ii	iii	iv	v	vi
Stakeholder	Identifying participation problem	Explaining participation problem	Prioritizing problem to work with and set goals	Design the method	Implement method	Evaluating outcomes
Child	Explicit knowledge about preferences	Learn how impairment and environment affect participation	Learn to reason about consequences of choices; Skills in goal setting	Learn to look for multiple explanations for participation problems	Problem solving skills and self-advocacy	Skills in self-evaluation
Family	Learn about child and family preferences	Learn about how impairment and environment affect participation	Managing family and child priorities; skills in goal setting	Learn to look for multiple explanations for participation problems	Problem solving skills and family advocacy	Skills in evaluation for solving future problems
Professional	Understand child preferences	Identify explanations for problems	Understand Family priorities; confirm outcome	Understanding of natural contexts and impacts on participation	Understand link between explanations and methods	Learn more about effective interventions

(from Granlund & Imms,2024)



Problem description

The importance of involving children in identifying participation problems to change cannot be under-estimated.

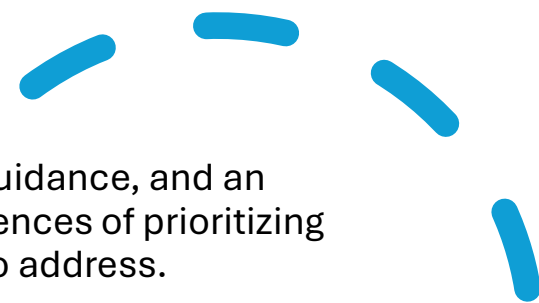


Explain problems

- It seems more difficult for children and care providers to generate explanations to their problems than to identify problems with participation
- Each explanation about the child need to be linked to contextual explanations
- Professionals usually have the tools for assessing aspects of the individual, such as activity competence and self-determination, but are often not aware of instruments for assessing the context or environment.
- The explicit distinction between problem identification and problem explanation is crucial when working with participation interventions.

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Prioritize and set goals

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- Four blue, curved, brush-stroke-like lines are arranged in an arc in the upper right quadrant of the slide.
- The child and the caregivers may require guidance, and an opportunity to discuss the possible consequences of prioritizing or selecting a certain participation problem to address.
 - Goals set by children are just as valid as goals set by parents.
 - Constructing the GAS scale provides opportunity to investigate and discuss the expectations of children and care providers regarding the outcome of an intervention, and to track changes in expectations during the intervention period.

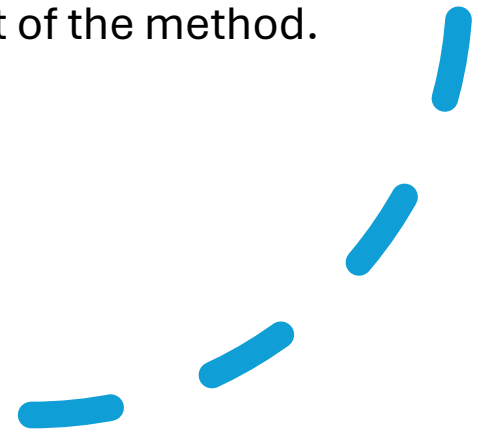
Designing the method

- **Intervention methods are usually developed based on the explanations to the problem.**
- When there are multiple explanations, more actions can be taken in designing the intervention method.
- The child and care providers are usually the experts on the activity's environment.
- Coaching children and care providers about how impairments and activity restrictions are related to environmental prerequisites is important.



Implementing the intervention

- Intervention methods that are adhered to, are probably those that are relatively easy to perform
- Children and care providers themselves can modify intervention methods if they are aware of the “active ingredients” in the method.
- Knowing the active ingredients is facilitated if children and care providers understand the relationship between the explanations to the problem for which a goal is set and the content of the method.





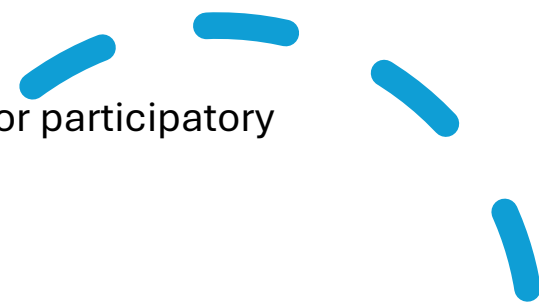
Evaluate implementation and outcomes

- Both intervention implementation and outcomes should be evaluated.
- Outcomes can be evaluated following single, as well as a series of interventions.





Discussion and conclusion

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- Relatively few studies focus on strategies for participatory capacity building
 - Strategies for enhancing child participation in identifying participation problems need to be evaluated
 - Very few studies focus on supporting children/adolescents in explaining participation problems
 - Many studies exist on involving children in goal setting concerning body functions/skill - the same strategies can be applied for participation goals
 - Most studies about coaching children concern coaching in clinic to improve skills, few studies concern distance coaching focusing on participation goals – strategies for distance coaching are needed