



COLLABORATIVE PROCESS FOR PARTICIPATION GOALS

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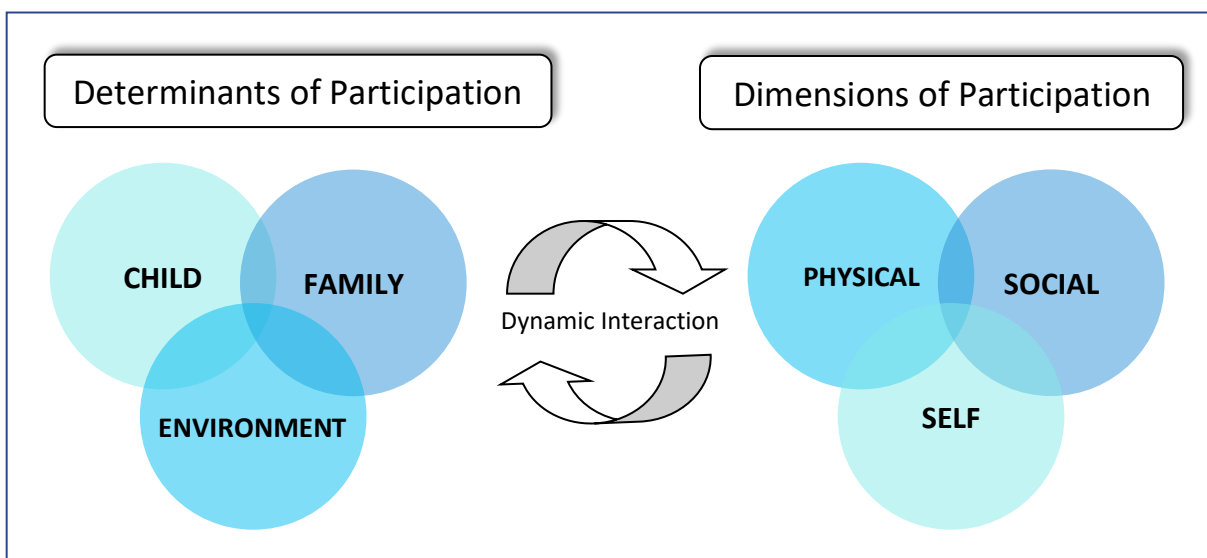
Collaborative Process for Participation Goals

I. Introduction

The Collaborative Process for Participation Goals is designed for use by therapists, children, 5-12 years of age, and families to develop an action plan after a goal for home and/or community participation has been established. Activity is the performance of a task by an individual such as speech, mobility, and manual ability. Participation is defined by the World Health Organization as *involvement in life situations*, the interaction of the person and environment. Talking with friends at a party, playing in a soccer game, and taking art lessons are examples of participation involving the activities speech, mobility, and manual ability.

We have conceptualized *meaningful participation* of children as a dynamic interaction of determinants (attributes of the child, family, and environment) and dimensions (physical, social, and self-engagement) of participation (Palisano et al., 2012) (Figure). Participation emerges from *child* and *family* interests and priorities, and it is optimized by real life experiences in natural *environments* that foster the child's playfulness, learning, skill development, and self-determination. Within the context of an activity, *physical* engagement is the child's actions – what the child is doing. *Social* engagement encompasses interpersonal interactions involving the child that occur during the activity. *Self-engagement* refers to the child's enjoyment in the moment and self-understanding such as learning new things and developing self-concept.

Figure. Conceptual framework for meaningful participation of children with participation restrictions.



The objectives of the *Collaborative Process for Participation Goals* are to systematically:

- a) Identify strengths of the child, family, and environment specific to the participation goal
- b) Determine what outcomes needs to occur to achieve the goal, and
- c) Develop the action plan to achieve the participation goal.

The collaborative process is based on the premise that achievement of child and family participation goals is optimized through a *collaborative process* in which *information is shared, solutions are identified, and interventions build on strengths* of the child, family, and environment. The process is completed by interview, observation, and examination, as needed. The therapist communicates with the child, family, and other people whose input is important and observes the child's abilities, ideally in the setting where participation takes place. Information is gathered from the perspective of the child and parents.

II. Child, Family, and Environment Attributes

Child, family, and environment attributes provide a systematic framework to: a) assess a child's current abilities, the family's situation, and accessibility and availability of environmental resources specific to the goal for participation, b) identify child, family, and environment strengths to achieve the goal, and c) identify outcomes (what needs to happen) to achieve the goal. Attributes are qualities or characteristics associated with learning and participation such as a child's interest in an activity, family support of the child's participation, and a community recreation program that provides accommodations for children with physical limitations. The collaborative process is flexible. Some attributes may not apply for certain goals; for other goals, child, family, and environment attributes not listed might be important.

Child Attributes Specific to the Participation Goal

- 1) Interest and desire to participate in the activity
- 2) Knowledge and understanding of the activity
- 3) Physical abilities (positioning, mobility, and manual)
- 4) Self-care (eating, dressing, hygiene/bathing, toileting)
- 5) Communication abilities
- 6) Social, emotional, and behavioral considerations
- 7) Sensory considerations
- 8) Health and safety considerations

Sample Questions to Assess Child Attributes

For the examples, some questions are phrased for the child and some for the parent. To the extent possible, involve the child in the discussion.

Interest and desire to participate in the activity: Discuss the child's interest and desire to participate and motivation to do what is necessary to achieve the goal.

- What do you like best about (name of activity)?

Knowledge and understanding of the activity: Discuss the child's knowledge and experience with the activity such as rules of the game, how to interact with others, and understanding instructions.

- Have you done this activity or a similar activity before?
- Can you tell me about (name of activity)?

Physical abilities: Task analysis of gross motor and manual abilities associated with the participation goal. Consider whether body functions and structures (e.g., sensory processing, strength, balance, range of motion, endurance) support or limit performance of the activity.

- What (referring to the activity) do you do the best?
- What (referring to the activity) is the hardest?
- Does someone help you to (name of activity)?

Self-care: Identify and discuss self-care tasks that need to occur as part of the participation goal.

- What self-care tasks are you satisfied with?
- What self-care tasks would you like to do better?
- What self-care tasks do you need or want assistance for?
- Are you able to explain to others how you like them to help you?

Communication abilities: Discuss the child's ability to understand, express needs, respond to questions, and initiate communication.

- How does (child's name) usually communicate with adults? Other children?
- Does (child's name) need support to understand others or with self-expression?

Social, emotional, and behavioral considerations: Discuss the child's comfort in meeting people, interacting with others, going places, and trying new activities. Discuss the child's ability to listen, attend to and follow instructions, persist with the activity, share, and take turns with others.

- How does (child's name) usually play with other children?
- How does (child's name) follow instructions or rules when participating in group activities?

Sensory considerations: Discuss whether the child has sensory impairments that might affect participation. This includes vision, hearing, sensory processing, and pain.

- Does (child's name) have any problems in vision or hearing that might require the activity to be modified or adapted?
- Does (child's name) have any sensitivities to smell, touch, or movement that might require the activity to be modified or adapted?

Health and safety considerations: Discuss health and safety concerns that might affect the child's ability to participate in the activity such as seizures, side effects of medications, breathing problems, nutrition status, and limited physical endurance.

- Does (child's name) have any health problems that others (i.e. family members, instructors, coaches) should be aware of for safety reasons?
- Does (child's name) have any health problems that require the activity be modified or adapted?

Other: You can discuss and add attributes or considerations that are important.

Family Attributes Specific to the Participation Goal

- 1) Interest and desire for the child to participate in the activity
- 2) Daily routines and family structure related to participation in the activity
- 3) Concerns related to the child's participation in the activity
- 4) Support for the child to participate in the activity
- 5) Resources for the child to participate in the activity
- 6) Impression of the child's readiness to participate in the activity

Sample Questions to Assess Family Attributes

Interest and desire for the child to participate in the activity: Discuss the family's thoughts about the participation goal. Consider cultural beliefs and values that might pertain to the activity.

- What are your thoughts about (the participation activity)?

Daily routines and family structure related to the child's participation in the activity:

Discuss family routines including work schedules and activity schedules of the child's siblings. Discuss how the activity fits in with the family's routines.

- Are there days or times in your family's schedule when (child's name) could participate in the activity?
- Are there days or times in your family's schedule when someone could spend time with (child's name) to practice and learn the activity?

Concerns related to the child's participation in the activity: Discuss family concerns such as the child's physical and emotional well-being, ability of others to care for the child's needs, acceptance of the child by others, and emergency medical procedures if the need arises.

- Do you have any concern about (child's name) participation in this activity?

Support for the child to participate in the activity: Discuss the family's role in encouraging, guiding, and assisting the child to participate in the activity.

- What have you found to be successful in encouraging (child's name) to try something for the first time?
- Is there information that would help you assist your child in achieving the goal?

Resources for the child to participate in the activity: Discuss the family's availability of time, money, transportation, childcare, toys/materials, equipment, and assistive technology.

- Are there things you have that will be useful to help (child's name) participate in the activity?
- What is necessary to enable (child's name) to participate in the activity?

Impression of the child's readiness to participate in the activity: Discuss the family's thoughts about the child's abilities and overall readiness to participate in the activity. This information is useful for discussion of whether the goal should be modified, the timeframe for achievement, and the time and effort required by the child and family.

- What are your thoughts about (child's name) ability to do the activity?
- What do you think needs to occur for (child's name) to participate in the activity?

Other: You can discuss and add attributes or considerations that are important.

Environment Attributes Specific to the Participation Goal

- 1) Accessibility and safety of the place(s) where the activity will take place
- 2) Availability of physical assistance from peers and adults (non-family members)
- 3) Availability of social-emotional support from peers and adults (non-family members)
- 4) Availability of community resources

Sample Questions to Assess Environment Attributes

For the examples, the questions are phrased for the parent. To the extent possible, involve the child in the discussion.

Accessibility and safety of the place(s) where the activity will take place: Discuss the physical location(s) of the activity, how accessible it is to the child, and safety concerns.

- Is (child's name) able to access the facility and materials required for activity?
- Does the program provide good supervision of all children?

Availability of physical assistance from children and adults (non-family members): Discuss whether the child needs physical assistance and for what parts of the activity. Discuss whether modification of the environment, activity adaptation, or assistive technology could reduce the need for assistance of another person.

- Does the child require physical assistance?
- Are there adults and other children present who are willing to physically assist (child's name) during the activity?

Availability of social-emotional support from children and adults (non-family members):

Discuss the views, values, and beliefs of children and adults participating in the activity.

- What has been (child's name) experience interacting with other children and adults?
- What is the best way for children and adults to encourage (child's name) to participate in the activity?

Availability of community resources: Gather information on services/programs in the community and funding that may provide the opportunity for participation in the desired activity.

Discuss availability of equipment and technology necessary for the child to participate in the activity.

- Are there programs, activities, lessons that you know of and (child's name) would like to do that are related to the participation goal?
- Are there other professional service providers we should include for their input and to partner with to support the participation goal?

Other: You can discuss and add attributes or considerations that are important.

III. Discussion of Time and Effort to Achieve the Goal for Participation

After child, family, and environmental attributes are assessed, the child, family and therapist review the strengths of the child, family, and environment and the outcomes to achieve the participation goal. The time and effort that might be needed to achieve the participation goal are discussed. Finally, whether the goal is the right match for the child and family at this time is considered. If yes, the action plan is developed. If not, the goal is modified.

IV. Action Plan

The Action Plan includes a *Summary of Outcomes to Achieve the Goal; Actions, Strategies, and Procedures* for each outcome; the person(s) responsible for each outcome; and the time frame for expected attainment of each outcome. When developing the action plan, it is helpful to group child, family, and environment outcomes that focus on a similar aspect of the desired participation. For example, the team may consider *together* the *child's* physical and communication abilities (such as assisting with and instructing others on how to transfer him from one surface to another), the *family's* daily routines and concerns (such as opportunities to practice transfers and assurance that others can safely assist with transfers), and the environment's availability of physical assistance from peers and adults (such as non-family members comfort and confidence in assisting with transfers). Several related strategies may be identified to address the child, family, and environment outcomes, to collectively optimize achievement of the goal. Strategies include *communication and coordination, sharing*

information, education, instruction, identification and procurement of resources, and consultation. The plan is intended to highlight priorities and “first steps” and identify the person(s) responsible for initiating an action. In many cases it will be a collaborative process but there may be some steps that the therapist takes primary responsibility and there may be others that the family takes primary responsibility.

Sample Questions to Develop Action Plan

To prioritize outcomes:

- Let’s discuss and decide together the most important areas for us to focus on to support your participation in the activity.
- What do you believe is the first outcome we should work on together?
- What outcome will be easy to accomplish?
- What outcome will take the most work and time to accomplish?

To identify actions:

- Let’s discuss together some ways we can work on this outcome.
- What do you believe is the first action we should try together?
- What are your thoughts if we try _____?

To facilitate discussion on deciding who is responsible for the action:

- What action do you feel comfortable working on?
- What action would you like my help with?

To facilitate discussion on establishing the time frame for completing the actions:

- How long do you think it will take to complete this action?

Reference:

Palisano RJ, Chiarello LA, King GA, Novak A, Stoner T, Fiss A. Participation-based Therapy for Children with Physical Disabilities. *Disability and Rehabilitation*, 34(12):1041-1052, 2012.

Case example 1

Collaborative Process for Participation Goals

Child Information

Name: Jason Smith

Date of Birth: 4/4/2008

Gender: Boy

Age: 12

Health / Developmental Condition: Cerebral Palsy, GMFCS level IV

Medical restrictions, precautions, and safety concerns: Limited self-mobility

Assessment Information

Date: 10/10/2020

Name of Family Member(s) and relationship to Child: Barbara Smith, Mother

Name of Therapist(s)/Professional(s): Sue Jones, Physical Therapist

Information about the Participation Goal

- Description of the participation goal: Jason will participate in the church youth group without his parents present.
- Others who are or may be involved in the activity (i.e. peers, community activity leader, family member): Youth group leader, peers
- Location(s) where participation will take place: Church meeting room, various locations in community for youth outings
- Child's current participation in the activity: None
- Importance of the goal for child and family: Involvement in the church is important to the family
- Time frame for achievement of the goal: 4 months

CHILD ATTRIBUTES

Attributes Specific to the Participation Goal	Current Abilities and Considerations	Outcomes to Achieve Goal
Interest and desire to participate in the activity	Eager but nervous, unsure about not being with family	Jason to feel positive and confident.
<div style="background-color: #2e5496; color: white; padding: 5px; border-radius: 10px; display: inline-block;"> Therapist used motivational interview techniques and actively listened to understand Jason's feelings. </div>		
Knowledge and understanding of the activity	Activities will vary, enjoys religion & singing	Jason to articulate his interests and to learn about planned activities prior to meeting.
Physical abilities (positioning, mobility, manual)	Needs assistance with transfers	Jason to instruct others in how to assist him to transfer.
<div style="background-color: #2e5496; color: white; padding: 5px; border-radius: 10px; display: inline-block;"> Therapist asked Jason and mother to demonstrate transfer from wheelchair to couch as Jason indicated that he would like to get sit on the couch with peers at meeting. </div>		
Self-care (eating, dressing, hygiene/bathing, toileting)	Needs assistance with eating and using the bathroom	Jason to instruct others on how to assist him with self-care tasks.
Communication abilities	Low voice & less communicative until knows person	Jason to talk with a stronger voice, move closer to people, and express his needs.
Social, emotional, and behavioral considerations	Shy, sometimes distracted	Jason to listen to instructions and follow directions.
Sensory considerations	-	-
Health and safety considerations	No additional considerations than those noted above	-
Other	-	-

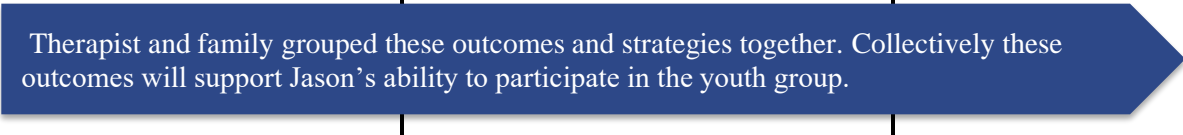
FAMILY ATTRIBUTES

Attributes Specific to Participation Goal	Current Situation	Outcomes to Achieve Goal
Interest and desire for the child to participate in the activity	Interested and especially want to see Jason participate without his parents present	Strength
Daily routines and family structure related to the child's participation in the activity	Church activities are part of family routines. Mother is free on Sunday night and able to drive son to youth group.	Strength
Concerns related to the child's participation in the activity	Safety	Assurance that leaders will supervise and address Jason's needs
<div style="background-color: #2e5496; color: white; padding: 5px; display: inline-block; border-radius: 10px 10px 0 0;"> At the end of the visit, therapist had a chance to talk with parents in private to gather their perspectives and concerns. </div>		
Support for the child to participate in the activity	Family (parents, uncle, and grandparents) is comfortable and familiar with discussing, preparing, and encouraging Jason to participate in new school activities. They are willing to do the same for the youth group activities.	Strength
Resources for the child to participate in the activity	Assistive technology: power wheelchair, manual wheelchair, adapted van	Strength
Impression of the child's readiness to participate in the activity	Jason able to participate but will need physical assistance; will need time to adjust	-
Other	-	-

ENVIRONMENT ATTRIBUTES

Attributes Specific to the Participation Goal	Current Accessibility or Availability	Outcome to Achieve Goal
Accessibility and safety of the place(s) where activity will occur	Building accessible	Strength
<div style="background-color: #2e5496; color: white; padding: 5px; display: inline-block; border-radius: 5px;"> Parents shared pictures of the building and meeting room and therapist visited the youth group. </div>		
Availability of physical assistance from peers and adults (non-family members)	One leader was a respiratory therapist / had a medical background.	Leader needs to be comfortable and competent in assisting with transfers and self-care activities and providing supervision to ensure safety. Need to consider if and when appropriate to have peers assist with physical needs.
Availability of social-emotional support from peers and adults (non-family members)	Leaders excited to have Jason attend; youth receptive but not sure how to converse with Jason.	STRENGTH Youth need to feel comfortable in communicating with Jason.
<div style="background-color: #2e5496; color: white; padding: 5px; display: inline-block; border-radius: 5px;"> Therapist and parent initially talked with youth group leader over the phone and therapist met leaders and peers when she attended. </div>		
Availability of community resources	WC accessibility for outings is uncertain.	Family needs to be aware of community locations in advance of outings.
Other	-	-

ACTION PLAN

Summary of Outcomes to Achieve Goal (Across Child, Family, and Environment Attributes)	Actions, Strategies & Procedures	Person(s) Responsible /Time frame
Jason to have a positive and confident attitude.	To request Youth Group Leader to send Jason an invitation.	Parent / within a week
Jason to have knowledge of activities prior to meeting.	Discuss meeting schedule and activities with Youth Group leaders. Communicate with Jason about what to expect prior to the meeting.	Physical therapist / weekly during first month Transition responsibility to youth group leader with guidance from therapist as needed / 2nd month onward
Jason to complete transfers and self-care tasks with assistance and is able to instruct others. Family to feel assured that Jason will have necessary assistance. Youth group leader to be able to address physical and safety needs.	Physical Therapist to attend group. Support Jason and family in practicing transfers including Jason providing instruction to others. Consult with school OT on adaptations for eating. Instruct leaders / youth on physical assistance. Call family after first youth meeting to share information.	Physical therapist Jason & parent Physical therapist
 <p>Therapist and family grouped these outcomes and strategies together. Collectively these outcomes will support Jason's ability to participate in the youth group.</p>		
Jason will talk with stronger voice, move closer to individuals he is speaking with, and express needs.	Consult with school ST on communication strategies Jason to practice communication strategies with family. Consult with Youth group leaders and peers on Jason's communication & strategies.	Physical therapist Jason & parent Physical therapist
Jason will be able to listen to instructions and follow directions. Youth group leader will be able to provide structure to enable Jason's participation	Provide Jason strategies and support Jason at meeting. Consult with Youth Group Leader on strategies to minimize distractions and how to structure instructions.	Physical Therapist
Communication between family & Leaders regarding community outings	Collaborate on list of questions and checklist for evaluating and planning for community outings.	All, Parent to initiate

Case example 2

Collaborative Process for Participation Goals

Child Information

Name: Nora Law

Date of Birth: 6/6/2012

Gender: Girl

Age: 5 years

Health / Developmental Condition: CP, spastic diplegia

Medical restrictions, precautions, and safety concerns: Challenges in moving safely and without falling especially in new environments and on uneven surfaces due to motor and visual/ perception impairments.

Assessment Information

Date: 30. Feb 2017, physical therapy office

Name of Family Member(s) and relationship to Child: Sally Law (Mother), Kevin Law (Father), Marcus Law (little brother (8 months))

Name of Therapist(s)/Professional(s): Matthew Hart (physiotherapist), Theresa Herman (occupational therapist)

Information about the Participation Goal

Keep in mind to describe the context

- **Description of the participation goal:**
 - To participate together with class peers to a walking trip into a nearby forest. Trip is a weekly school activity (environment class) that everyone attends.
- **Others who are or may be involved in the activity (i.e. peers, community activity leader, family member):** school peers, teacher, and class assistant.
- **Location(s) where participation will take place:** forest nearby the school
- **Child's current participation in the activity:** Nora has not been able to participate in the activity as the forest paths are uneven with roots projecting above the surface, and the school staff is afraid Nora will hurt herself. Nora usually stays in the school library reading while others participate to the class.
- **Importance of the goal for child and family:** Nora wants to join the others to the environment class in the forest to be with her friends and not to stand out from the peers.
- **Time frame for achievement of the goal:** 3 months

CHILD ATTRIBUTES

Attributes Specific to the Participation Goal	Current Abilities and Considerations	Outcomes to Achieve Goal
Interest and desire to participate in the activity	Nora wants to join the environment class, but she is a little shy to contact others or to ask for help.	Nora to have positive experiences interacting and talking with the other children, including being comfortable asking for help.
Knowledge and understanding of the activity	Nora understands the requirements of the class activity.	Strength
Physical abilities (positioning, mobility, manual)	Nora is able to balance and walk on even terrain, but she feels unsure about her abilities especially on uneven forest paths where she can trip on the tree roots. Nora's walking endurance is 0.3 mile and then a short pause.	Nora to increase her walking endurance to 0.5 miles, learn how to fall safely, and develop visual perception strategies to observe the obstacles. Guidance for the school staff to adapt walking speed and provide short pauses when needed.
Self-care	Nora independent, but sometimes is a bit shy to ask for help if needed. Nora has new DAFOS, that help her to walk, but they are not always in use during the school day, as they are difficult for her to put on.	Guidance from the school staff to help Nora to put on her DAFOS. Nora to be comfortable asking for help when needed.
Communication abilities	ok	-
Social, emotional, and behavioral considerations	Nora is happy to participate in smaller group activities and is shy in bigger groups with unfamiliar people.	Nora to develop strategies to feel more comfortable in larger groups and with unfamiliar people. Support to participate in larger groups. Guidance from the school to arrange small group activities.

Identify strengths

Sensory considerations	Nora has glasses to improve her sight. Dim light, unfamiliar environment, and uneven surfaces increase challenges for Nora to act independently due to visual impairment.	Guidance from the school staff to support Nora to observe and adapt her walking in forest paths.
Health and safety considerations	Nora is afraid she will fall and hurt herself in the forest. Nora hopes that a familiar adult would hold her hand during the forest trips. She also feels embarrassed if the other children will laugh at her as she stumbles.	Nora to become more self-confident and feel capable. School staff to support Nora and to hold her hand when she wants help. Influence the attitudes in the school to accept differences.
Other	-	-

FAMILY ATTRIBUTES

Attributes Specific to Participation Goal	Current Situation	Outcomes to Achieve Goal
Interest and desire for the child to participate in the activity	Family wants Nora to participate with her class in this activity.	Strength
Daily routines and family structure related to the child's participation in the activity	Nora and her father go everyday together to a playground next to home by car. Physical therapy appointments on Wednesday evenings.	Strength. Family already has time built into their schedule to support this activity.
Concerns related to the child's participation in the activity	Both feel concerned that Nora's needs are not considered enough in the school and attitudes do not support Nora's participation. Nora sometimes feels lonely and is excluded from the group activities.	Family would like a better partnership with the school. They want to see Nora included and happy. Guidance for the school staff is needed to support Nora's participation and to influence the attitudinal environment in the school.
At the end of the visit, therapist had a chance to talk with parents in private to gather their perspectives and concerns.		
Support for the child to participate in the activity	Very motivated to help Nora to participate. Parents support Nora to practice her skills. They are interested to take a trip into a forest together and to help Nora to have positive experiences and self-confidence.	Strength.
Resources for the child to participate in the activity	ok	-
Impression of the child's readiness to participate in the activity	Nora has abilities and motivation to reach the participation goal but needs support from adults to make necessary adaptations.	Strength (See environment)
Other	-	-

ENVIRONMENT ATTRIBUTES

Attributes Specific to the Participation Goal	Current Accessibility or Availability	Outcomes to Achieve Goal
Accessibility and safety of the place(s) where activity will occur	The paths in the forest have roots and the light is dim (tall trees).	Further survey of the environment. Planning of how to adapt to the uncertain terrain. Consideration of artificial lighting.
Availability of physical assistance from peers and adults (non-family members)	Not always available, the school staff needs guidance.	Assurance and planning that one adult will be in close contact with Nora during the class outing.
Availability of social-emotional support from peers and adults (non-family members)	School staff a bit worried how to support Nora's participation. Peers show interest to interact more with Nora.	Assurance and guidance for the school staff to feel comfortable and capable. Strength
Availability of community resources	NA	-
Other	-	-

ACTION PLAN

Summary of Outcomes to Achieve Goal (Child, Family, and Environment Attributes)	Actions, Strategies & Procedures	Person(s) Responsible/ Timeframe
<p>Nora uses the dynamic ankle orthoses every day at the school and during the forest trips.</p> <div style="background-color: #003366; color: white; padding: 10px; margin: 10px 0; text-align: center;"> <p>Support to the child and family to create solutions and actions to reach the goal</p> </div>	<p>Nora keeps orthosis by school bag so in the morning she will remember to put them on or to bring them to school. Nora crafts and practices the request to ask the school staff for help. Parents support Nora to use the orthoses. Physiotherapist guidance for the school staff to help Nora to put the orthoses on.</p>	<p>Nora together with school staff and parents</p> <p>Physiotherapist</p>
<p>Nora observes the obstacles in the forest better to avoid falling.</p> <p>Nora feels confident to walk on uneven terrain and to attend the forest trip.</p>	<p>Nora will buy a headlamp for the trip and will use it to light the paths to avoid the obstacles.</p> <p>Occupational therapist consultation to school and family related to visual perceptual function.</p> <p>Nora practices balance and strength in physical therapy as well as strategies for safe falling.</p> <p>Nora and father train walking endurance by walking to the nearby playground together twice a week. Nora is encouraged to take a friend along to the playground. (Decided that the family's forest trips are not first steps in the action plan.)</p>	<p>Nora together with Mom</p> <p>Occupational therapist March 5. at 10-12</p> <p>Physical therapist</p> <p>Father</p>
<p>School staff are comfortable and confident to provide physical and socio-emotional support for Nora.</p>	<p>Schedule a joint meeting at the school (During meeting discuss attitudes/perspectives; provide guidance and encouragement; and support problem solving).</p>	<p>Physiotherapist (father and the OT will participate during the meeting) March 5. at 10-12</p>

	<p>Recommend small group arrangements for Nora. PT and OT to discuss with family how to advocate for inclusion.</p> <p>The school group assistant holds Nora's hand during the trip and helps Nora to observe the obstacles in the path.</p> <p>Physical therapist joins the trip first to help the school staff to learn to adapt their practices into different needs of the children.</p>	
Supplement below (5. March 2017, after the meeting at the school with staff)		
<p>School teacher and the group assistant knows how to support Nora to attend the trips.</p>	<p>Physiotherapist attends the forest trip at first with Nora to guide the staff to support Nora's participation.</p> <p>Adult holds Nora's hand during the trips and when Nora feels confident, she can hold hands with her class friends.</p> <p>Class teacher supports Nora to participate in children's activities and arranges small group activities to help all children to actively take part in discussions and activities.</p> <p>(Also, the teacher and the school principal plan a theme day for the whole school on wellbeing and supporting environment for all children.)</p>	<p>Physiotherapist Forest trip on March 10. at 9-11</p> <p>Class teacher During the spring semester</p>