

# 3. Achieving Goals

## Contents

About the second edition .....	2
Dear reader.....	3

### **Achieving Goals**

Why teach goal setting?.....	4
The GPPDR routine .....	6
Implementing the GPPDR routine	10
Personalising the GPPDR routine	12

### **Tools for goal setting and decision making**

GPPDR tools .....	15
Developing ideas .....	20
Decision making.....	21

### **Tools for planning**

Getting ready for school .....	23
Assignments .....	24
Determining priorities .....	27
Planning my time: when should I start my assignment? .....	29
Planning for meetings at school ..	30

### **Tools for predicting, doing and problem solving**

Predicting and monitoring .....	31
Do .....	34
Solving problems .....	35
The steps of problem solving .....	36
Problem solving: Brainstorming ..	37
I'm stuck, what can I do? .....	38
I'm stuck but I can have a go! .....	40
The "change in plan" plan .....	42

### **Tools for reviewing**

A format for reviews.....	44
Scripts for reviewing .....	45
Final draft checklist .....	46
Assessment review sheet .....	47

### **Tools for getting the job done**

What can I do now? .....	49
Whole class planner .....	50
Weekly study timetable .....	51
Keeping track of homework and tests.....	53
Assignment planning and organising .....	55
Assessment sheet .....	56
What I'd like other teachers to know about this student (teacher form) .....	58
What I'd like my new teacher to know about me (student form) ....	59
The important things about me! ..	60
Thinking about my week.....	61

### **Summary and resources**

Summary .....	63
Useful resources/references .....	64
Paediatric brain injury services in NSW .....	65
Paediatric brain injury services in Victoria.....	66

# About the Second Edition...

This booklet is one of a series of “Fact Packs” that were developed by The Kids’ Team at South West Brain Injury Rehabilitation Service (SWBIRS) in Albury over many years. The creation of the second edition of Fact Packs is intended to provide updated content designed to enhance the clinical usefulness of these resources.

Our aim was to collate some practical, user friendly material that has been found to assist families and educators in our work and in the research literature. We hope that we have developed a set of resource booklets containing a range of referenced, user friendly strategies and ideas relating to common issues that arise after an acquired brain injury (ABI). Introducing any new ideas or strategies will take time, patience and persistence. The advice from countless parents would be “hang in there.”

It is intended that the Fact Packs will be used in conjunction with service provision by The Kids’ Team or other ABI health professionals.

Some of the material included has been adapted from textbooks. Some has been developed by team members and much has been developed by the educators, rehabilitation workers and families supporting the children we see. Wherever possible, we have obtained permission to use the resources included in the book.

Please advise us if we have left something out!

To keep our material clear, we have used “he” to refer to the child with ABI throughout the Fact Packs. This reflects real life for us, too, as the majority of the children with whom we work are boys!

We extend thanks to the NSW Department of Health who provided the initial funding for this project. Without this funding, the development of the Fact Packs would have been an idea that remained trapped in the minds of several enthusiastic but busy ABI workers. Finally, we are very grateful to all the Kids’ Team members past and present, in addition to all the parents, teachers, school counsellors, students, therapists and ABI workers whose wisdom, energy, creativity and support has contributed to the development of these resources.

The eight Fact Packs in this series include:

- ◆ Achieving Goals
- ◆ Behaviour
- ◆ Especially for Parents
- ◆ Heads Up on Brain Injury
- ◆ Choosing a School
- ◆ Siblings
- ◆ Study Skills
- ◆ Teachers and Aides

We hope you find the Fact Packs useful. If you have ideas, resources, or material that could be included in future editions, please let us know!

**The Kids’ Team, SWBIRS**

# Dear Reader,

**If you are reading this, chances are that you are involved in some way with a child who has had a brain injury. Have you ever said to yourself, “This child couldn’t plan their way out of a paper bag?” Do they need you to tell them every step of the way before they can get something done? Do they never remember to pack their jumper, put off starting assignments, and tell you only the end of the story?**

Planning and organisation skills are often significantly affected when a child has an acquired brain injury (ABI). For children with an ABI, learning to plan is difficult and needs to be taught. Problems in these areas are not always obvious when children are young because you plan for them. Up until a child is about 8 years old you are probably doing a lot of planning for them. Later, when you start to “expect them to think for themselves,” the problems may begin...

Many children don’t automatically pick up the elements of planning. You are planning all the time but may not even be aware yourself of the different steps involved. Talking with your child about how to set goals and to make a plan isn’t enough. You will need to demonstrate it. Model it. Talk about it when other people are doing it. Use planning and goal setting with your child. These children will need to regularly practice goal setting and planning in real life situations. Goal-Plan-Predict-Do-Review at every available opportunity.

Try using different planning forms and come up with what works for you. Begin with an activity that is simple and really motivating for your child. From planning the steps involved in making a chocolate milkshake your child could be organising his own birthday party celebration.

Teaching children the process of achieving goals is a wonderful way of increasing their independence and the basis for developing everyday routines. Teaching children to plan and achieve goals are skills they will need for life, not just school planning. Hopefully this Fact Pack will encourage you to view everyday situations as an opportunity for learning and development.

This Fact Pack has more detailed explanations than most of our other Fact Packs. This is because our aim is to demonstrate how to teach goal setting AND provide you with the tools and information required for your child to get the job done and achieve goals (i.e. start that school project, get ready for school on time, etc.).

This Fact Pack will be useful for anybody who is involved with a child with an ABI - parents, teachers, aides, therapists, etc. For consistency we have used the words “child” (unless discussing a specific school based example where we may use “student”) and “he” throughout to refer to any child/student/patient with an ABI.

Happy planning!

## The Kids’ Team

South West Brain Injury Rehabilitation Service

---

# Why teach goal setting?

To get through any day people need to be able to make plans. A plan forms a 'mental blueprint' of what it is we have to do or want to achieve in order to reach goals. It is actually a rather complex skill that most people take for granted. Many people are also able to quickly change or adjust plans if the first plan doesn't seem to be working out or if something gets in the way of achieving a goal.

Goals can be everyday activities such as:

- Getting packed for school
- Cooking a cake
- Completing homework
- Handing assignments in on time
- Taking a phone message
- Walking to school
- Planning to go to the movies

Goals can also be bigger, more long-term things such as:

- Playing sport again
- Getting a driver's licence
- Getting a part-time job
- Living independently

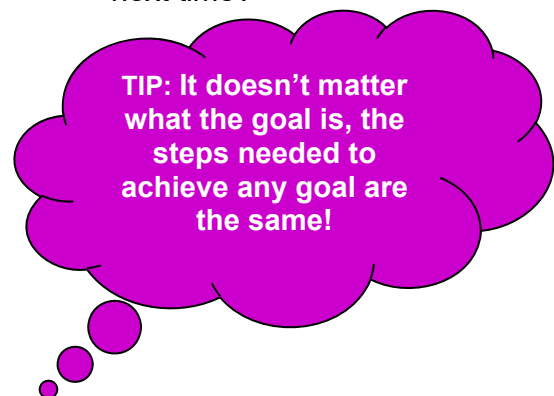
To successfully achieve a goal people need to be able to complete the following steps:

- ◆ Set a reasonable **goal** for themselves,
- ◆ Work out a **plan** to achieve their goal,
- ◆ **Predict** if the task will be easy or hard, **predict** what help they may need or want,
- ◆ **Do** it! (implement the plan),

- ◆ **Problem solve** along the way if things are not working,

Then, (and this is a really important yet often overlooked step)...

- ◆ **Review** how they went and what happened and ask the "big three" questions
  - ◆ What worked?
  - ◆ What didn't?
  - ◆ What will I do differently next time?



There is often the expectation that children "just learn" the process of achieving goals. Some do! However, for many children with an ABI, planning how to get through the day, achieve a goal or complete a task can be quite difficult. This is because of changes to their *executive system*, the control processes needed to put knowledge and abilities into action. As a consequence, it is highly unlikely that a child with an ABI will learn to achieve goals via "osmosis".

These children will need to be **explicitly taught** how to set goals, how to plan, and how to review their actions. For example, they will need to be taught a routine way of approaching a task.

While this may seem like a lot of things to have to teach someone, the steps required for achieving goals can be made into a *really easy* and flexible routine called:

**Goal-Plan-Predict-Do-Review (GPPDR).**

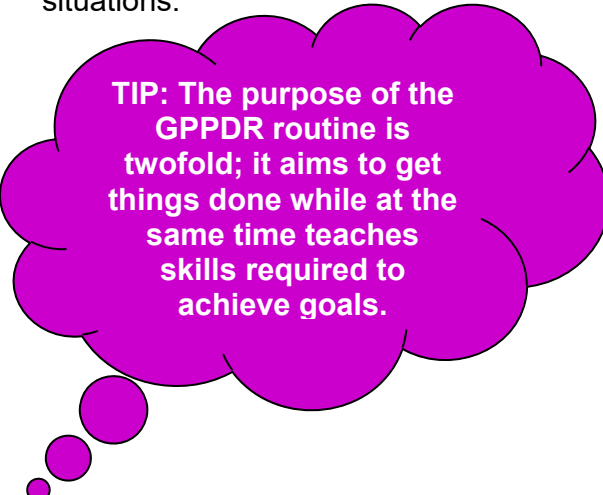
## **Goal-Plan-Predict-Do-Review (GPPDR)**

Working through the Goal-Plan-Predict-Do-Review (GPPDR) routine assists children to develop multiple executive function skills (i.e. planning, problem solving, reviewing, etc.) in an integrated manner.

For example, children who have difficulties in specific steps of the achieving goals routine (such as planning) can be supported to develop this skill while ensuring it remains in the context of the other steps to achieving goals. Importantly, research has shown us that skills learnt in context are more easily generalised into other life areas.

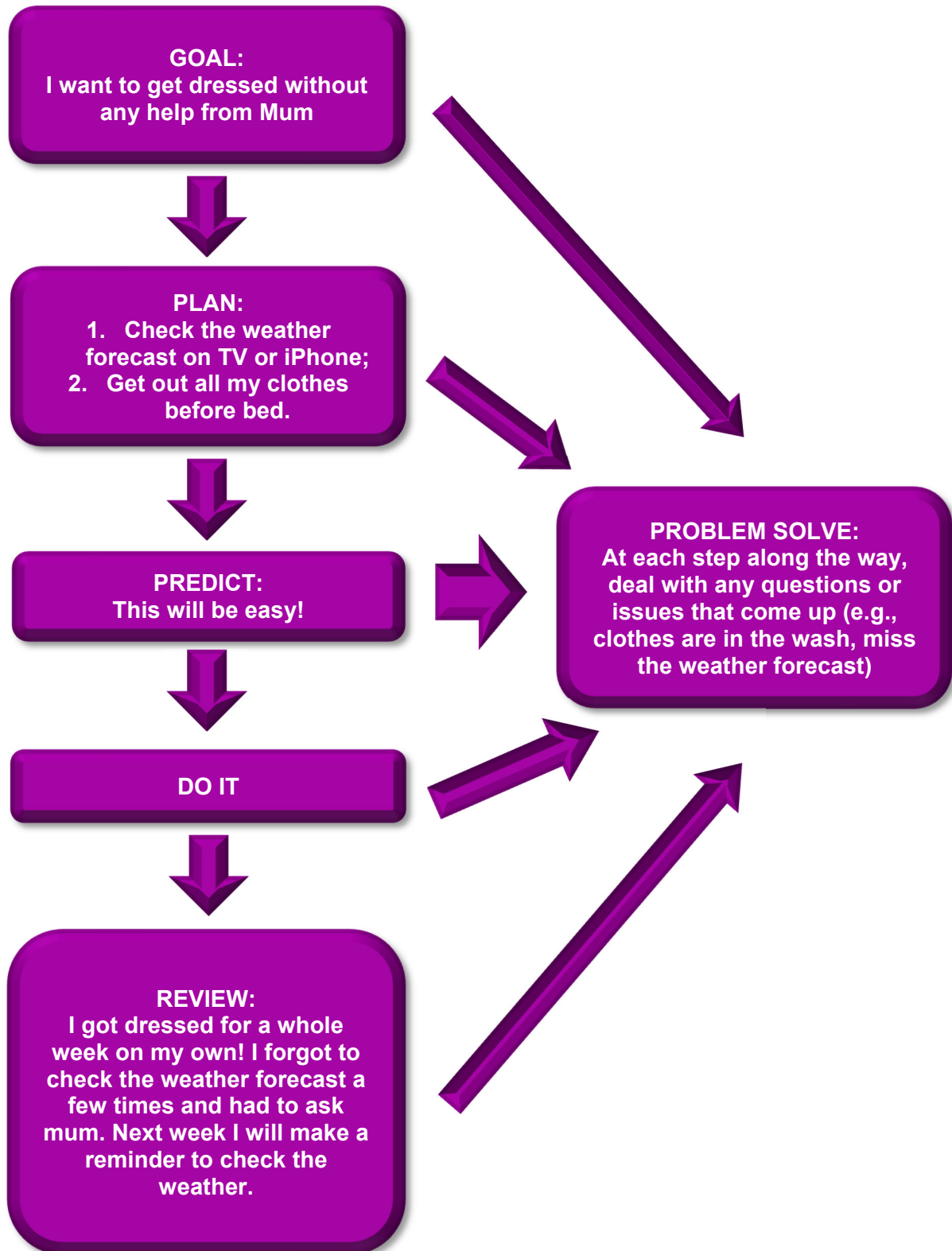
Using the GPPDR routine means that executive function skills can be developed and practiced using everyday tasks and activities.

That's because to complete everyday tasks people need to be able to: set a goal, determine a plan to achieve the goal, implement the plan and then review what worked and what didn't work so that (hopefully) success and not mistakes are repeated. Using the GPPDR routine is like using real life rehabilitation drills with real life situations.



**TIP: The purpose of the GPPDR routine is twofold; it aims to get things done while at the same time teaches skills required to achieve goals.**

# The GPPDR routine



# The GPPDR Routine

For children with an ABI it can be hard to know even where to start a task. Teaching them to use the six steps in the GPPDR routine can really help. You will find that teaching and using these same six steps will help achieve lots of different goals in lots of situations!

## 1. Goal

A goal is a thing that the child wants, or maybe has to do. It might be finishing an assignment, saving up for a scooter, writing a letter to someone, or thinking of things to do when they are bored.

## 2. Plan

The plan is how the child is going to achieve the goal. To make a plan, the child usually needs to think about several things:

- ◆ What do they need to complete the goal? (This might be a whole list of things like in a recipe)
- ◆ What steps do they need to take to get it done?
- ◆ How much time do they have to do it?

## 3. Predict

If possible children should predict how well they will do. They could also think about problems that might come up and how to solve them. This is when the child needs to consider:

- ◆ If the task will be easy or hard

- ◆ If they might need help and who could help
- ◆ How long it might take
- ◆ If they have done anything like this before
- ◆ What problems might come up, and how they might solve them

## 4. Do it!

This is when the child works through the steps to achieve the goal.

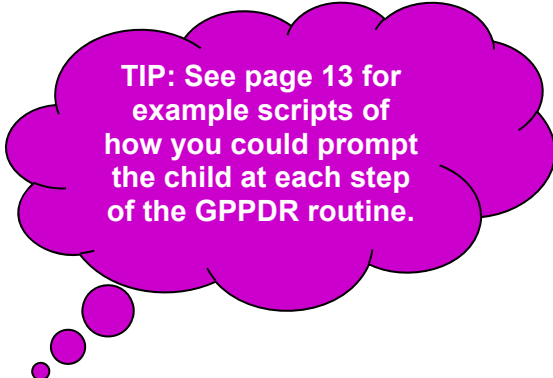
## 5. Review

This is when you talk with them about how everything went. Reviewing helps the child to consider what worked for them, or what didn't work, to help them learn for next time. The child can be prompted to think about:

- ◆ Did they do what they planned to do?
- ◆ What worked?
- ◆ What didn't work?
- ◆ What problems did they have?
- ◆ Do they need to do anything differently next time?

## 6. Problem solving

We all know that even the best laid plans often need tweaking. It's important to convey to the child at every stage that people often need to problem solve along the way if things change, don't work, or if any issues arise. Also let them know that while problems may come up, people can usually think of solutions, and that it is fine to ask for help!



**TIP: See page 13 for example scripts of how you could prompt the child at each step of the GPPDR routine.**

# GPPDR: Verbal Example

The GPPDR routine can be used verbally or written. Both formats follow the GPPDR routine described on the previous page. Using the GPPDR routine in a conversational format as often as possible provides a great way of modelling planning and problem solving in everyday life. It can be used “on the go” for nearly every situation. A useful prompt for you to use the GPPDR routine is whenever you are about to tell your children what to do. Consider the following two versions of this event: which one gets the job done **and also** offers an opportunity to practice planning and problem solving?

1. “Okay Tom, it’s nearly time to go to your sleepover. Get your PJ’s, sleeping bag, and toothbrush and pop them in this bag.”
2. “Okay Tom, it’s nearly time to go to your sleepover. What do you think you should pack? You don’t know...hmmm.. what do you normally wear to bed?...Great – your PJs. And what will you need to keep you warm while you sleep?... Yep – we need to take your sleeping bag. What’s the last thing you need to do before going to bed? ... Good – so grab your toothbrush. Now, what can we put all of this in?”

Here’s another real life example of a parent teaching goal setting and planning through the GPPDR routine.

*Gus and his mother had a really hard time during the term with getting ready for school on time. During the holidays Gus’s mum, Millie, said to him, “We’ve had lots of fights about you getting dressed for school in the morning. Let’s*

*work out some ways that will make it easier for you. I don’t want to be yelling all morning before you get to school. Next term, why don’t we aim for happy mornings where you get to school on time?” This was the goal!*

*She talked with Gus about what things might make the mornings easier and soon they both realised that Gus got pretty confused with the whole “Getting dressed and getting ready” routine. Together they decided it might help if Gus had his clothes out the night before and had a chart to help him remember his morning routine. This was the plan.*

*Together they worked out the steps of the plan. They decided to (1) get the clothes ready the night before and (2) make a chart with photos or drawings of the morning sequence.*

*Millie asked Gus how he thought he would go and, somewhat to her surprise, Gus was pretty enthusiastic about the whole thing. He thought that in a few weeks he may not need her to remind him but could look at the chart himself. They were making a prediction here.*

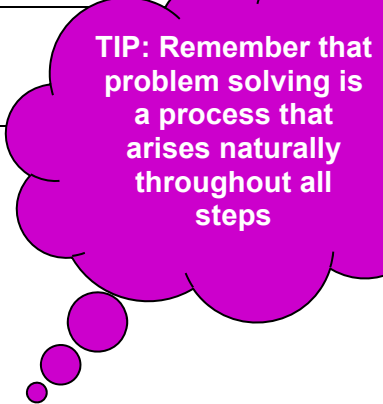
*Problem solving occurred at several stages of the GPPDR routine. The idea of making a chart came from **problem solving** around how Gus would remember the steps. They also had to **problem solve** around how Millie could remind him if he forgot. They agreed that Gus was only happy for Millie to say, “Check your chart.” Not to tell him what to do!*

***Reviewing** happened really naturally. Millie was finding mornings much less stressful and Gus was feeling really good when he could get through the week with masses of ticks on his chart. Millie and Gus talked about how making charts for other activities might help too. Gus was going to remember that this “making a chart” procedure could make things easier for him.*



# GPPDR: Written Example

The GPPDR routine can be used verbally (like the example of Gus and his mother on the previous page), or in a written format. Using a written form can nicely complement a conversation and also become a helpful memory aid. Written formats can be helpful for longer tasks, such as completing school projects. The example form below was created during a conversation between an aide and a student, with the aide filling in the form for the student during the conversation.

<p><b>GOAL</b> (What do I want to accomplish?)</p> <p><i>Finish my project on an Olympic athlete.</i></p>	
<p><b>PLAN</b> (How am I going to accomplish my goal?)</p> <p><u>Steps</u></p> <p><i>First I'll choose an athlete</i> <i>Next I'll read the questions on my project sheet</i> <i>Then I'll look for information in the newspaper and on the internet</i> <i>Then I'll answer the questions on my project sheet</i> <i>Then I'll check for spelling mistakes before printing it all out.</i></p> <p><u>Materials/equipment</u></p> <ol style="list-style-type: none"><li><i>1. Sports section of the weekend paper</i></li><li><i>2. Computer and internet</i></li><li><i>3. Project sheet</i></li><li><i>4. Printer</i></li></ol>	
<p><b>PREDICT</b> (How will I go?)</p> <p><i>I think it will be easy to find information on the internet. It might be tricky making sure I put the information into my own words. If the internet or the printer doesn't work, I can ask mum or dad for help.</i></p>	
<p><b>DO</b> (Have any problems arisen? What are some solutions for these?)</p> <p><i>I got bored easily, so mum and I made a homework timetable which showed me how much time I had to spend on my project every week.</i></p>	
<p><b>REVIEW</b> (How did I do? What did/not work? What will I try differently next time?)</p> <p><i>I finished it on time! It was easy to put information into my own words when I looked at just one section at a time and highlighted the important bits. It was good to have dad's help for the internet. Having the homework timetable was good so I knew when I could stop and go play.</i></p>	

In the next section, we will show you how to implement the GPPDR routine with children with an ABI.

# Implementing the GPPDR Routine

To assist children to eventually become independent in planning and problem solving, use of the GPPDR routine needs to become part of their routine. To establish this routine it may help to follow this structure:

## 1. Introduce the GPPDR routine

When using the GPPDR routine, the aim would be to sit down with the child soon after a goal has been decided (e.g. “*I want to pass maths*” or “*I want mum to stop nagging me to clean my room*”) and to go through the routine. You might do this by saying:

- ◆ “*I have a useful planning tool that might help us*”;
- ◆ “*When I don’t know where to begin I think about these questions: What’s my goal? What’s my plan? So what’s your goal? What do you have to do?*”

Weekly review meetings or regular homework sessions with a child are good opportunities to introduce and model the use of the GPPDR routine.

## 2. Model its use

When you first introduce the GPPDR routine, model its use by discussing each step and completing each step with or for the child.

Model the GPPDR routine in everyday life. An easy way to do this is to think out loud. For example, “*What are we going to have for dinner? I might make a chicken stir fry. What do I need to make this happen? I need a recipe book then I can see what ingredients I have. My plan is to read the recipe then I’ll chop all my ingredients and be ready to cook. Hmm... the recipe says*

*it will cook fast so I might need to get someone else to set the table for me while I cook. Okay, that’s my plan. So I’ll start by chopping the vegetables.*”

## 3. Initiate its use with lots of prompting, support, and reinforcement

- ◆ Encourage the child to use “*that planning form we used last time*”, or to “*think about those questions that help us know where to begin*”.
- ◆ Provide enough support or scaffolding so the child is confident in discussing the next step, or filling out the form if using one.

## 4. Gradually fade the support as the child starts to initiate use independently

While the child may initially require a high level of support to use this routine, this support should be reduced over time as they develop their planning skills.

For example, the scripts you use could start as statements “*So your goal is to finish your project. Let’s use a plan to help us work out what to do to get this done. First, let’s see if you have everything you need...Now to start this project we could....*”

Then as the child develops their skills the scripts can become questions, such as “*Okay, what’s your plan to get your homework done? What materials do you need? What’s your first step? And then?*”

**Note: We have provided many more example scripts on pages 12-13.**

### Key message:

The overall idea of GPPDR is that this planning and problem solving routine will eventually be internalised by the child, so that it becomes part of their automatic problem solving thought process

One overwhelming observation we've made is that the GPPDR routine and tools have been most effective when taught as a "whole-class" strategy, or when you use it for all your children at home. We have found that all children can benefit from learning this approach, and the child with an ABI invariably takes the strategy on board better when others are using it too (e.g. classmates or family).

Here is an example of the GPPDR routine being implemented at school:

### Conversation 1

Teacher/Aide: "OK, we have a science assignment to do. Let's try an assignment planning form to get ourselves organised. Here is a form we can use ... First, what has the teacher asked for (goal). What do we need to do to be able to finish this on time (plan)?"

### Conversation 2 (two weeks later)

Teacher/Aide: "Another assignment! Remember last time we used that assignment planning form and managed to get it finished in time? Can you get the form and start working through it? I can help you if you are not sure."

The teacher/aide then works with the student helping them to complete the parts they are not able to do.


### Conversation 3 (next term after repeated use of the form)

Teacher/Aide: "Another assignment! Okay what could you use to help you plan the assignment?"

### Conversation 4 (much further down the track)

Teacher/Aide: "So you have another assignment? You don't seem to need to use that form anymore now that you plan so well. Why don't you tell me what your plan would be? Remember you can always check out the form if we get lost."

You might see that the child doesn't always use a GPPDR form directly, but starts to apply the routine to their everyday thinking and the way they approach tasks. This can take years, so you may not always see the results of your labours, but teachers in later years will be thrilled that you've done it!



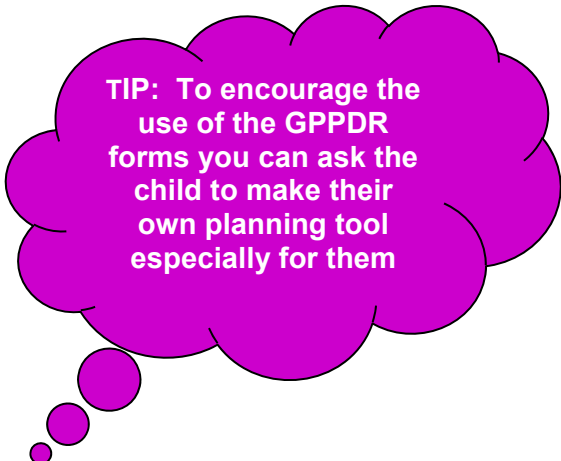
**TIP: Use GPPDR in everyday situations (in conversational or written formats) to help following the GPPDR routine become a habit for the child**

# Personalising the GPPDR routine

As every child is an individual, it is important that you modify and personalise the use of the GPPDR to suit your child's age, needs, likes, personality, etc.

If using a written GPPDR tool, this should be personalised in terms of how it looks (colour, format, size, font, etc.) or what language you use with the child.

For example, it may be helpful to enlarge some tools to create wall charts that a child can refer to independently. Alternatively, some children may benefit from having a small version of their planning tools in a flip book or fact sheets in the front of their folder. In the later sections of this booklet we provide examples of forms which have been modified visually to give you some further ideas.



**TIP: To encourage the use of the GPPDR forms you can ask the child to make their own planning tool especially for them**

We have found it useful to write scripts using the words your child uses. Pictures can be a great addition. We've listed some example scripts in the following sections. Many come from [www.projectlearnnet.org](http://www.projectlearnnet.org)

## Goal

- ◆ Okay, what are we trying to do here?
- ◆ What are you aiming to do?
- ◆ What does Mrs X want us to do?

## Plan

- ◆ Okay, to do this we need a plan.
- ◆ Let's make this easier to do by using a plan.
- ◆ Where do we start? What's the plan?
- ◆ What's the first thing we need to do?
- ◆ What are the steps?
- ◆ What will we need to get this done?
- ◆ Imagine we are telling someone else how to do this. What should they do first?
- ◆ Have we/you done anything like this before? Did you make a plan? What did you do first ... next ... etc.?
- ◆ Have we got a form or a planner that will help us here?
- ◆ How will I know if you need help?
- ◆ Ok, what would you like me to do?

## Predict

- ◆ How many questions will you get done?
- ◆ How long will it take?
- ◆ Will we get this finished today?
- ◆ Will this be simple or a bit hard/tricky?
- ◆ Is this going to be easy or hard? If it is hard, what will you need?
- ◆ Have you ever done this before? What happened?
- ◆ Do you think we'll need some help?
- ◆ What might go wrong? What solutions can you come up with for the possible problems?
- ◆ On a scale of 1 to 10 rate how well you think you will go.

## Do


- ◆ Let's do it!
- ◆ Okay, let's start.
- ◆ If we get stuck, we can work out another way. I'm here to help if you need it. Just ask.

## Problem solving & strategic thinking along the way

- ◆ That didn't seem to work so well. What can we do differently?
- ◆ What else can we try?
- ◆ Did any problems arise?
- ◆ What are some solutions for these?
- ◆ Can you think of a smart thing to do about this?
- ◆ Do you think this will work?
- ◆ That was a smart thing to do!
- ◆ Let's remember to do that again.

## Review

- ◆ We did a great job. No fights in the morning. Did we stick to the plan?
- ◆ So, how'd it go? How did you do?
- ◆ Have you answered all the questions?
- ◆ On a scale of 1 to 10 rate how you went? What worked? What didn't work?
- ◆ What did we need to get the job done?
- ◆ What were some really good things we learnt to do?
- ◆ What helped you do this so well?
- ◆ What didn't help?
- ◆ What could have helped?
- ◆ Was it as easy/hard as predicted? What will you try differently next time?
- ◆ Tell me exactly what happened... and then what?
- ◆ What were you thinking when...?
- ◆ Would you do this differently next time?
- ◆ How would you do this differently next time?



**TIP: Remember that you can begin using scripts as statements and then use them as questions as the child develops their planning skills**

# Tools and information

Some children may require more assistance than others in specific stages of the GPPDR routine to achieve their goals. This section focuses on each of the GPPDR stages in detail and provides ideas and examples of written tools for each stage. In this section we have attempted to group the information and tools into functional sections:

1. Generic GPPDR tools
2. Tools and information for **goal setting** and **decision making**
3. Tools and information for **planning**
4. Tools and information for **predicting, doing, and problem solving**
5. Tools and information for **reviewing**

Some tools could easily be in two sections, so it will be worth getting familiar with the whole lot! Each tool in this book has the goal of assisting a child to complete a task more independently and efficiently. As mentioned previously, tools often need to be modified and personalised for each child. Feel free to photocopy the forms, or ask your child to create their own version. You and your child will no doubt come up with lots of great, individual, ideas.

Obviously there are lots of other commonly available planning and organising tools that we use all the time. Some of these, like diaries, calendars, wall planners, priority lists etc. might be better suited to your child. (The internet has lots of sites for teacher support and these are

listed in the *Teachers and Aides Fact Pack*). Although these may not have space to document a plan like many of the forms in this booklet do, they all help us write down what it is we want to achieve, figure out when we will do it, and think about how much time we have to achieve that goal. This thought routine in itself helps us formulate a rough plan of the steps involved in achieving that task and being able to 'cross it off our list'.

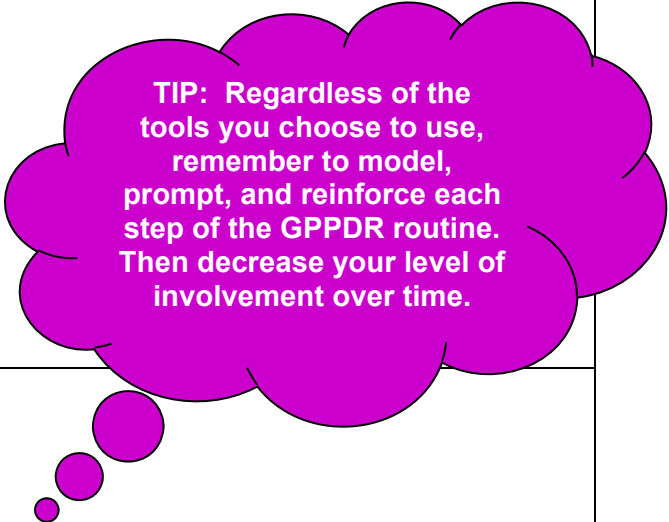
Whether you use the forms in this booklet or other organisational tools, they all help you to give your child a language for planning and organising themselves. You are helping them to gain more insight and control over a situation and helping them to use the tools that will assist them and promote independence. You are sharing a tool that might make life easier for everyone rather than telling the child what to do!

These generic GPPDR tools can be used in a variety of situations and tasks.

These generic tools are all variations on a form taken from Ylvisaker, M. (Ed). (1998). *Traumatic brain injury rehabilitation: Children and adolescents* (2<sup>nd</sup> ed). Boston, MA: Butterworth-Heinemann.

# GPPDR: Example #1

<b>What am I trying to do?</b>
<b>My Plan - what items/materials do I need?</b> 1. 2. 3. 4. 5. 6.
<b>My Plan - what steps do I need to do?</b> 1. First I'll ... 2. Next I'll ... 3. Then I'll ... 4. If X happens, I can ...
<b>My Predictions</b> 1. How will I go? Why? 2. Do I need to ask for help? Who could I ask for help? 3. Have I done something like this before? 4. Do I know some shortcuts to help me do this better or faster? 5. Have I got templates that will make this easier?
<b>Just do it!</b>
<b>Review</b> 1. What worked? 2. What did not work? 3. What would I do differently next time?



# GPPDR: Example #2

<p><b>GOAL</b> (What do I want to accomplish?)</p>
<p><b>PLAN</b> (How am I going to accomplish my goal?)</p> <p><u>Steps</u></p> <p>First I'll</p> <p>Next I'll</p> <p>Then I'll</p> <p>Then I'll</p> <p><u>Materials/equipment</u></p> <ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li><li>4.</li></ol>
<p><b>PREDICT</b> (How will I go? Why?)</p>
<p><b>DO</b> (Have any problems arisen? What are some solutions for these?)</p>
<p><b>REVIEW</b> (How did I do? What did/not work? What will I try differently next time?)</p>



# GPPDR: Example #3

**GOAL - what can I do to accomplish my goal?**

.....  
.....

**PLAN - how am I going to do this?** .....

1. Materials and equipment required .....
2. Steps/assignments:.....

**PREDICTION**

How well will I do? .....

How much will I get done? .....

**DO - problems arise, work out a solution for each problem**

1. problem/solution: .....

2. problem/solution: .....

**REVIEW - how well did I do?**

1. Self rating 1 2 3 4 5 6 7 8 9 10

2. Other rating (teacher, parent, peer, family member) 1 2 3 4 5 6 7 8 9 10

3. What worked/did not work? .....

.....

4. What will I try differently next time? .....

.....

# GPPDR: Example #4

## IDENTIFY THE GOAL - *what are you trying to do?*

.....

## PLAN - *how will you do it?*

1. Where .....

2. Who .....

3. How .....

4. Materials needed .....

5. Scripts .....

6. Sequence of steps .....

## PREDICT - *how do you think will you go? Why?*

Self prediction 1 2 3 4 5 6 7 8 9 10

Why.....

.....

Other prediction (teacher, parent, peer, family member) 1 2 3 4 5 6 7 8 9 10

Why .....

.....

## PROBLEM SOLVING

Seize opportunities .....

Planned problem solving .....

## REVIEW

How did you go? self rating 1 2 3 4 5 6 7 8 9 10

Why: .....

Other rating (teacher, parent, peer, family member) 1 2 3 4 5 6 7 8 9 10

Why:.....

# Tools for *goal setting & decision making*

We do not have many tools that are specific to goal setting as in most cases other people prescribe the goal for the child e.g. set the table, hand in an assignment on an Australian band.

From time to time children come up with their own bright ideas about things they would like to achieve, however may have difficulty clearly articulating this goal.

Specific goal setting and decision making forms are useful when the child has been given an open ended task, or when they are trying to develop their own ideas about a topic, or when they are deciding how to spend their time. Thus the purpose of these specific goal setting and decision making forms are to help the child to transfer their own thoughts and ideas into an achievable goal (e.g. what is the desired outcome, or what will it look like when they have reached the goal), and to narrow down topics (i.e. make a decision.).

Having a clear idea or goal will make the planning process much easier.

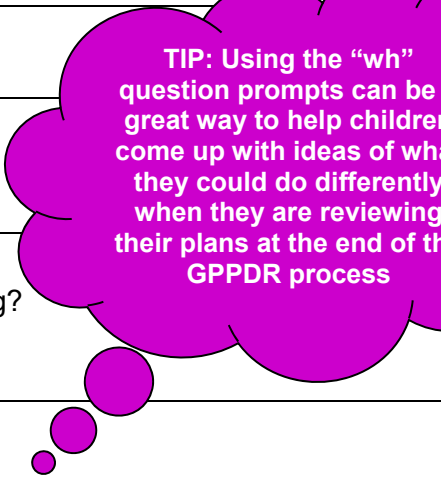
## Developing ideas

Children with brain injuries often have difficulties coming up with ideas or expanding on their ideas. Providing them with structure can often make this an easier process for them. Teaching them to use the “wh” questions to guide their thinking (who, what, where, when, how) is a good way to provide them with structure which helps direct their thinking. Use these questions to help the child expand on ideas and develop their goal (i.e. What is it they specifically want to achieve? What might it look like at the end?). Having to answer the “how” question leads nicely into the next GPPDR step of creating a plan to carry out their ideas!

Two examples of how the “wh” questions can be used to develop ideas is provided on the next page.

An example of how “wh” questions can be used specifically to assist with developing ideas for assignment planning and organisation can be found on page 24.

# Developing ideas: Example #1

<p><b>Idea to be developed? Question to be answered...</b></p> <ul style="list-style-type: none"> <li>◆ I'm bored!</li> </ul>	 <p><b>TIP:</b> Using the “wh” question prompts can be a great way to help children come up with ideas of what they could do differently when they are reviewing their plans at the end of the GPPDR process</p>
<p><b>Who.....</b></p> <ul style="list-style-type: none"> <li>◆ ... Who can you play with?</li> <li>◆ ... Who else do you want involved?</li> </ul>	
<p><b>What....</b></p> <ul style="list-style-type: none"> <li>◆ ... Do you want to play something? Make something? ... Go somewhere?</li> <li>◆ ... What toys or games do you have to play with?</li> </ul>	
<p><b>Where.....</b></p> <ul style="list-style-type: none"> <li>◆ ... Where do you want to play this?</li> <li>◆ ... Where can you go?</li> </ul>	
<p><b>When</b></p> <ul style="list-style-type: none"> <li>◆ ... When do you want to do this?</li> <li>◆ ... When do you have to finish your game? How much time do you have?</li> </ul>	
<p>Then put it all together and you have the goal:  <b>“I’m going to play lego and then I’m going to draw a picture for Dad”</b></p>	

# Developing ideas: Example #2

<p><b>Idea to be developed? Question to be answered...</b></p> <ul style="list-style-type: none"> <li>◆ I want to make something for Jessie’s birthday</li> </ul>	
<p><b>Who.....</b></p> <ul style="list-style-type: none"> <li>◆ ... Who is this for? Just for Jessie or for everyone at the party?</li> </ul>	
<p><b>What....</b></p> <ul style="list-style-type: none"> <li>◆ ... What format do you want your idea to take (i.e. poster, lego, cake, card, picture)?</li> <li>◆ ... What do you want it to look like at the end?</li> </ul>	
<p><b>Where.....</b></p> <ul style="list-style-type: none"> <li>◆ ... Where can you look for ideas? (i.e. recipe book?)</li> <li>◆ ... Where do you want to do this?</li> </ul>	
<p><b>When</b></p> <ul style="list-style-type: none"> <li>◆ ... When do you want to have this finished?</li> <li>◆ ... When do you want to do this?</li> </ul>	
<p>Then put it all together and you have the goal:  <b>“I want to make a rainbow cake with mum to take to Jessie’s birthday tomorrow”</b></p>	

You may find that not each “wh” question is relevant in every situation. Go with what works.

# Decision Making

Use this form to help make decisions when setting goals (i.e. choosing a topic for a school project, deciding on party ideas, choosing an activity to do next, etc.)

**What do I have to make a decision about:**

**Brainstorm possible ideas:**

**Idea one:**

**Positives of idea:**

**Negatives of idea:**

Is this the best idea? Yes  No

**Idea two:**

**Positives of idea:**

**Negatives of idea:**

Is this the best idea? Yes  No

**Idea three:**

**Positives of idea:**

**Negatives of idea:**

Is this the best idea? Yes  No

**Just do it!**

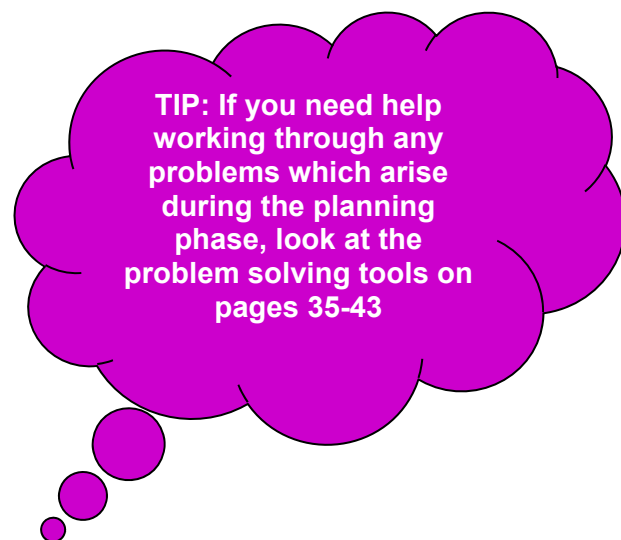
**Evaluation - did it work?**

# Tools for *Planning*

Planning is about breaking tasks down into smaller and manageable steps, working out what materials and support are needed, as well as working out the priorities or timing of steps (i.e. you can't brush your teeth before you are out of bed!). Everyone uses planning skills for daily tasks like getting ready for school or completing homework. Planning is also needed for bigger picture or future activities, such as moving to the next grade.









In this next section we have included some forms that give ideas about how to manage the main aspects of planning, including planning out the steps and materials required, and determining priorities and timelines. Other examples of planning forms can be found on pages 48-56.

By using these forms and working with the child to identify what needs to be done, what materials and support they may need, and have their steps in order, you are teaching them how to plan. Once the child knows their plan, they can carry it out.



# Getting ready for school

This is a good planning form to use with younger children who need help with their morning routines. This is the form we discussed with the example around Gus and Millie on page 8. Change it to suit your needs. You can brainstorm with the child to come up with the important steps they need to complete, and the order they need to be completed in. Once this is known, you can work together to make a chart that helps the child. Make sure it is easily seen (i.e. on their bedroom door) and that checking the chart becomes part of the morning routine. The child can put a tick in the box when the activity has been completed.

What do I need to do?	Monday	Tuesday	Wednesday	Thursday	Friday
Get out of bed 					
Eat breakfast 					
Clean my teeth 					
Get dressed 					
Lunch in bag 					
Jumper and raincoat in bag 					
Library books and reader in bag 					
Kiss mum and dad goodbye 					
How did I go?					

# Assignments: Example #1

Below are two example forms that help teach the child how to apply a planning format specifically to assignments. These forms provide a template for children to break down large tasks into smaller and more achievable steps to help them get the job done. More example forms on assignment planning can be on pages 55-56.

What is the assignment about? ◆ ◆
Is this a Project <input type="checkbox"/> Poster <input type="checkbox"/> Model <input type="checkbox"/> Speech <input type="checkbox"/> Essay <input type="checkbox"/>  When is it due?  How long should it be?
What am I being asked to do? <i>(Read the questions and underline the important parts)</i> ◆ ◆
What information do I need? ◆ ◆  When do I need it by? ◆  Where will I find it? e.g. class notes, library, internet ◆  What else do I need? ◆ ◆
<i>Make your plan</i> What will I do first? ◆  And then ◆  Next ◆ ◆
<b><i>Do it!</i></b>



# Example #2

Is this a:    Project    Speech    Poster    Story    Model    Essay

Due Date: \_\_\_\_\_

I have been asked to write about:

\_\_\_\_\_

\_\_\_\_\_

Where can I find the information I need?

Class notes    Library    Internet    Encyclopaedia    Research (e.g. survey, questionnaire, and observation)

Has my brother/sister done something like this before? Yes/No      Can I look at it their assignment for ideas? Yes/No

What resources/tools do I need?  
(e.g. paper, cardboard, ruler, magazines, textas)

Use this space to draw a plan of your assignment  
(e.g. what will your poster/model look like?)

What information do I know/ have I found?	What else do I need to know? What questions do I need to answer?	By when?

### TIMELINE

Task	Date to be completed	Notes/Reminders	Tick when completed
Complete assignment plan			
Start researching			
Finish researching			
Finish first draft			
Give draft to someone to review			
Finish final draft			
Get someone to proof read final draft			
Finish final good copy			
Hand in assignment			

# Determining Priorities

These forms are useful if the child needs support around planning timelines and determining priorities or the order of tasks. They can be used for anything from completing chores around the house, to setting homework priorities for the evening. Once all the steps required to complete the goal are written down, work with the child to determine the order of the steps. The following prompts may be useful when considering priorities:

- *When will you need it by?*
- *What has to be done before this step?*
- *How long will it take?*

These forms are also useful to work out *when* they need to begin tasks.

## Example one: **Goal: Organise tonight's homework**

Tasks	When do I need to finish it?	How long will it take?	Thoughts? Considerations?	Order
Maths test	5 <sup>th</sup> Sept	1 hour	My test is tomorrow, so this is a high priority tonight.	1
English essay	13 <sup>th</sup> Sept	1 – 2 hours	This is not due until next week so I can finish it tomorrow night if I run out of time tonight.	3
Write up science experiment	5 <sup>th</sup> Sept	20 mins	This won't take long so I'll do it tonight after maths.	2
<b>Total time I need:</b>		Between 2:20 and 3:20 hours	I should start at 6pm so if I finish in time I can watch TV at 8:30pm.	

## Example two: **Goal: Clean my bedroom**

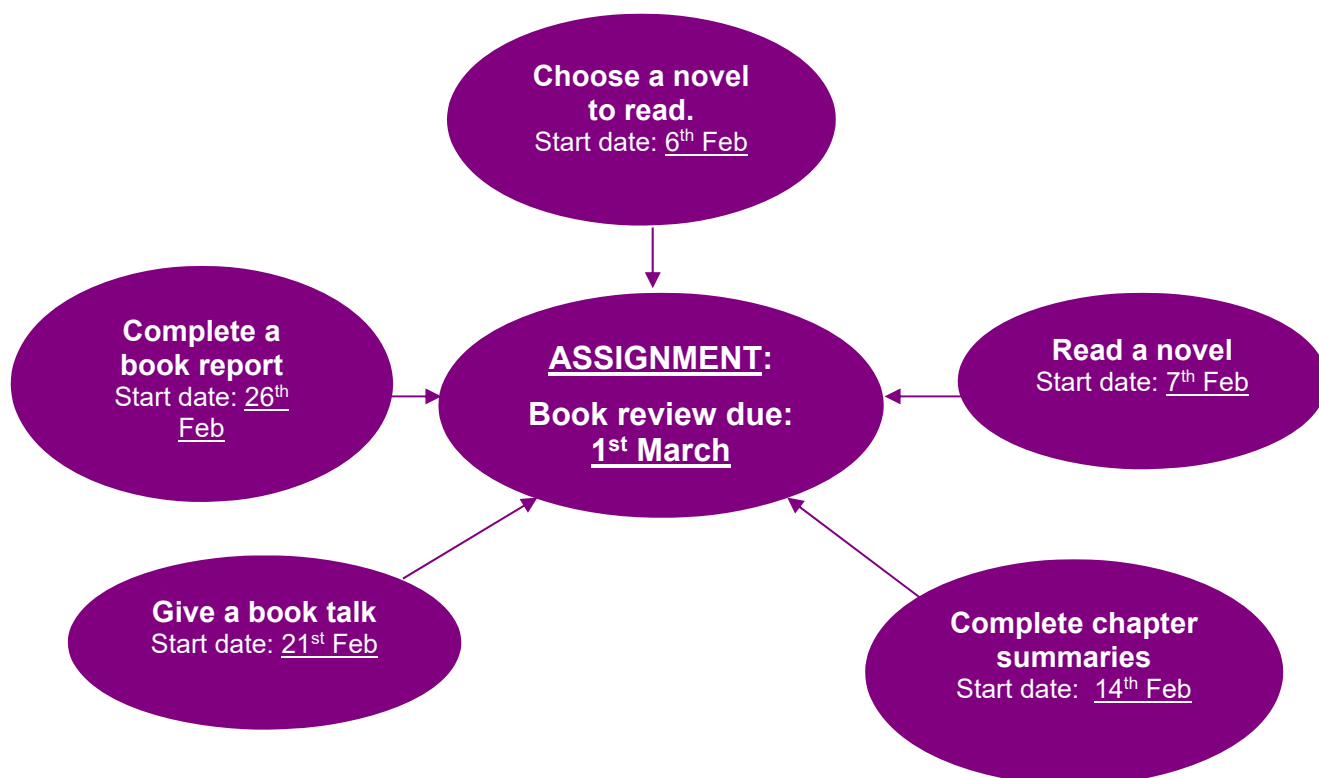
Tasks	When do I need to finish it?	How long will it take?	Thoughts? Considerations?	Order
Make my bed	Before 12:30pm today	5 minutes	I need to put away the clothes on my bed first	3
Vacuum	Before 12:30pm today	10 minutes	Everything needs to be off the floor before I vacuum	4
Put clothes in washing basket	Before 12:30pm today	1 minute	I need to do this before I can vacuum	2
Hang up clean clothes	Before 12:30pm today	10 minutes	I need to do this before I can vacuum	1
<b>Total time I need:</b>		31 minutes	I need to start by 11:59am today	



# Planning my time: When should I start my assignment?

Another useful way to help a child learn to manage time is by using a semantic map. This can also help the child to break the assignment into smaller steps.

1. Draw a circle in the middle for the topic.
2. Use arms or branches to list all of the steps required to get the assignment finished. Don't get hung up trying to generate the first step first.
3. Once all the steps are written down help the child to number the steps in the order they need to be completed in.
4. Next, work out the timeline by working backwards from the due date and attaching possible dates to each step. Using a book review as an example, if the due date is March 1, ask the child how many days they need to complete the last step, which is "Complete a Book Report". If the answer is three days then the report needs to be started on February 26<sup>th</sup> and that date is added under "Complete a book report". Next, decide how many days are required to complete the Book Talk and choose a date to start "Give a Book Talk", e.g. five days would mean starting on February 21<sup>st</sup>. Continue to work backwards until you reach the first step, "Choose a Novel to Read" and decide on a date to start the entire project.



# Planning for meetings at school

This is a form that a teacher can complete with a student in preparation for learning support team meetings that the student will attend. It helps to prepare the student and provides a structure to help the student organise his thoughts.

When is the meeting and where will it be?

Who will be there and what is their job?

Now, it's time to think! What things are going really well for you at school and home?

- ◆ What things are easier to do in the classroom?
- ◆ What things do you enjoy?
- ◆ What things help you to get your work done by yourself?

What things would you like some more help with?

- ◆ What things take a long time?
- ◆ When do you feel like you are stuck?
- ◆ When do you feel very angry or sad?
- ◆ Do you have ideas that might help?

Are there any other things you'd like to talk about at the meeting?

Review:

- ◆ How did the meeting go?
- ◆ What would I like to happen differently next time?
- ◆

# Tools for *predicting, doing, and problem solving*

In the “predicting” and “doing” stages of the GPPDR routine, the child is asked to predict how their plan will go and then to begin carrying out their plan (the doing part). The doing phase involves monitoring their performance to check they are on track, and if necessary, problem solving as issues and questions arise (e.g. they can’t find the right book in the library; they run out of eggs while baking a cake; the tasks are taking longer than planned).

This next section includes information and forms that aim to help teach children to predict, monitor, and problem solve. If you want to read further detailed information on the importance of self-monitoring and self-regulation in planning and problem solving, we recommend you look at the self-monitoring information under the “tutorials” section of the [projectlearn.net.org](http://projectlearn.net.org) website.

## Predicting and monitoring

An important component to be able to achieve goals (and to be successful in life) is being able to accurately predict and review your own performance. Predicting and reviewing require the skills of self-monitoring, self-regulation, and insight into your own strengths and weakness (self-awareness). When you ask your child to predict (and review) their performance when using the GPPDR routine you are providing them with space for learning and reviewing their knowledge of their own abilities. Simply put, you are helping them to increase their self-awareness.

Scripts to use in the predicting and reviewing stages of the GPPDR routine can include:

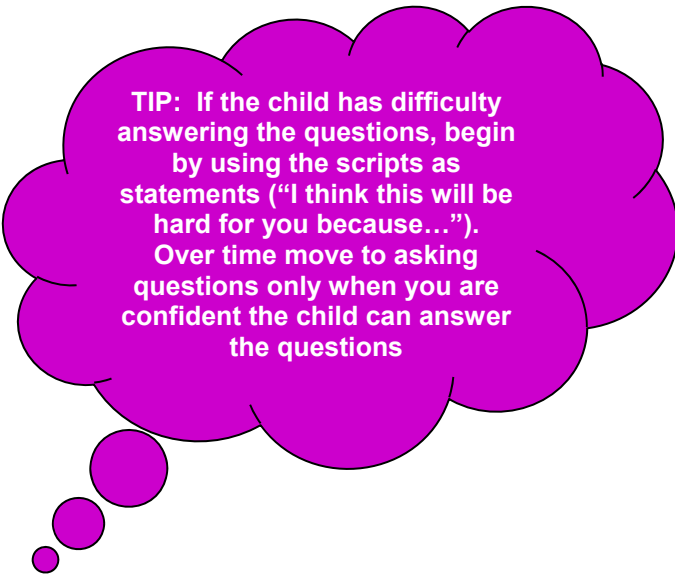
- ◆ How well do you think you will do?
- ◆ On a scale of 1 to 10 how well do you think you will do?
- ◆ Have you done anything like this before?
- ◆ How many questions will you get done?
- ◆ How long do you think it might take?

- ◆ Will we get this finished today?
- ◆ Do you think this will be easy or hard/tricky/tough?
- ◆ Okay, if it is a bit hard/tricky/tough, what will you need?
- ◆ Do you think you will need help with any step?
- ◆ What might go wrong/not work?
- ◆ What problems might come up?

The scripts that you use when predicting performance can also be used to prompt the child to monitor their performance when they are carrying out the plan. The only change is that questions move from “how **will** you go?” to “how **are** you going?”

Some additional scripts that may be useful to prompt self-monitoring include:

- ◆ Are you on track to finish on time?
- ◆ Is anything taking you longer than predicted?
- ◆ Are you following your plan?
- ◆ What’s stopping you from following your plan?



**TIP: If the child has difficulty answering the questions, begin by using the scripts as statements (“I think this will be hard for you because...”). Over time move to asking questions only when you are confident the child can answer the questions**

An important part of the prediction and reviewing process also includes asking the reason *why* the child makes particular predictions/review statements. For example, “*tell me three reasons why you think this will be easy/hard?*”. This helps ensure the child is considering their abilities in relation to the goal and can also help generate solutions if they predict something will be difficult for them.

Having an adult also predict (and later review) the child’s performance provides an opportunity for modelling this process. This may be especially useful if you feel a child has poor self-awareness and makes a prediction that you would not agree with (i.e. they think a task is going to be super easy while you think they may need some help along the way).

In this situation, it will be important to keep a gentle, inquisitive tone when you give your prediction (i.e. “*On a scale of 1 to 10 how tough do you think this will be?*” “*Wow, a 4? I think it might be tough and a 9 for you because last time I think you found this hard. Well, if it does get tricky you can always ask for help and we can figure it out as we go. Let’s follow the plan and see at the end if it was easy or hard for you.*”) Avoid a confrontational tone (“*There is no way this will be easy for you! You always find this hard. I think your prediction should be a 9*”).

To overtly model for the child *how* you come up with a particular prediction of

their performance, aim to include the following four aspects in your prediction scripts (as detailed on the [projectlearn.org](http://projectlearn.org) website):

1. A statement around if you think the goal will be easy or hard for them (i.e. “*I think this might be a bit tricky for you*”)
2. The reason why (i.e. “*This might be tricky for you because you have not made a cake before*” or “*This might be really easy for you because you made a cake yesterday*”)
3. Offer a strategy of what they can do if it is hard, or highlight what strategies they use that make it easy for them (i.e. “*If it does get tricky you could ask me for help*” or “*I think it’s easy for you because you are really good at following recipes*”)
4. General reassurance (i.e. “*Don’t worry if you get stuck, you can always ask for help and there is always something that works*”).

Making predictions and reviewing performance also help teach the important skill of anticipating problems. For example, a child predicts that a task will be hard and they will likely require support, or when monitoring their performance they see that they will not be finished on time. Use the review stage of the plan to revisit both of your predictions (see page 44 for further information on reviews).

If and when problems are anticipated this naturally leads into the problem solving part of the GPPDR routine. For example:

- ◆ If it is hard, what can you do?
- ◆ How might we solve these possible problems?
- ◆ What solutions can you come up with for the possible problems?
- ◆ If you get stuck what might you do?

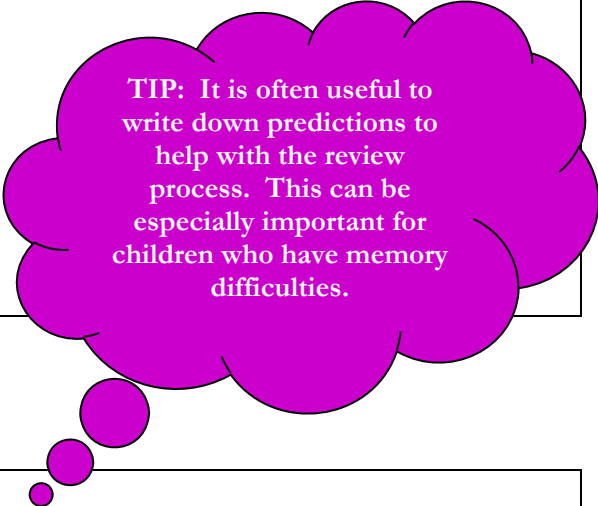
Problem solving will be discussed in more detail on page 35.



Here are some example formats for recording predictions (you may have already noticed that the majority of the GPPDR templates include a space for recording predictions and reviews).

## Example #1

<p><b>PREDICTION</b></p> <ol style="list-style-type: none"> <li>1. How will I go? Why?</li> <li>2. Do I need to ask for help?</li> <li>3. Have I done something like this before?</li> <li>4. Do I know some shortcuts to help me do this better or faster?</li> <li>5. Have I got templates that will make this easier?</li> </ol>	<p><b>REVIEW</b></p> <ol style="list-style-type: none"> <li>1. How did I go? Why?</li> <li>2. Did I need to ask for help?</li> <li>3. Did the shortcuts help me?</li> <li>4. Were the templates useful?</li> <li>5. What worked? What didn't work?</li> <li>6. What would I do differently next time?</li> </ol>
---	--



## Example #2

<p><b>PREDICTION</b></p> <p>How well will I do?</p> <p>Why?.....</p> <p>How much will I get done? .....</p> <p>Self prediction 1 2 3 4 5 6 7 8 9 10</p> <p>Other prediction (teacher/parent/peer/family member) 1 2 3 4 5 6 7 8 9 10 (state <b>why</b>)</p>	<p><b>REVIEW</b></p> <p>How well did I do? Why? .....</p> <p>How much did I get done? .....</p> <p>Self review 1 2 3 4 5 6 7 8 9 10</p> <p>Other review (teacher/parent/peer/family member) 1 2 3 4 5 6 7 8 9 10 (state <b>why</b>)</p>
---	---

# Do

By the “doing” stage of the GPPDR routine, the plan should be well established and the child should know where and how to begin. A great way to test this out is to ask the child to tell you what their plan is. Avoid asking “do you know your plan?”, (they are likely to just say “yes”) and instead ask “what’s your plan?”. It doesn’t matter if they read it back to you from a written plan or reel it off the top of their head. What matters is that they know what their plan is!



## An example of a GPPDR plan ready to be carried out:

<b>GOAL</b> To be ready for school on time so I can have 30 minutes free time for drawing before catching the bus
<b>PLAN</b> <ol style="list-style-type: none"><li>1. Check my diary and pack my school bag the night before</li><li>2. Set my alarm the night before</li><li>3. Get up when my alarm goes off (allow 5 minutes)</li><li>4. Have a shower using my timer so I know when my 5 minutes are up</li><li>5. Get dressed (allow 10 minutes)</li><li>6. Make and eat breakfast (allow 15 minutes)</li><li>7. Draw!!!</li></ol>
<b>MY PREDICTIONS</b> <ol style="list-style-type: none"><li>1. I think this will be hard the first time, but with practice it will become easier.</li><li>2. I will practice it two or three times in the school holidays to check my plan works.</li><li>3. I think I will find getting out of bed the hardest, so I will put my alarm clock where I can’t reach it.</li></ol>
<b>PARENTS PREDICTIONS</b> <ol style="list-style-type: none"><li>1. This will be hard for her the first few times as she has never been ready on time before. But, she is very persistent and tries very hard, so I think she will be able to achieve her goal in the end. I think setting the timer for the shower will be very useful.</li></ol>
<b>JUST DO IT!</b>
<b>REVIEW</b> <ol style="list-style-type: none"><li>1. What worked?</li><li>2. What did not work?</li><li>3. What would I do differently next time?</li></ol>

# Solving problem

We all know that even the best laid plans often need tweaking. It's important to convey to your child at every stage of the GPPDR routine that people often need to problem solve along the way if things change, don't work, or if issues arise. Also let them know that while problems may come up, people can usually think of solutions, and that it is fine to ask for help! This section is dedicated to helping children with an ABI explore and solve problems.

Problem solving can be done preemptively (based on concerns that may arise from making predictions and self-monitoring) or may need to be done "on-the-run" as unforeseen problems arise.

When a problem is encountered people must try and figure out a strategy, tactic, or activity that overcomes the obstacle. Some problems are solved automatically with little thought, others require deliberate and conscious efforts.

Many people seem to "just learn" how to problem solve. As mentioned earlier, for many children with an ABI problem solving can be more difficult because disruptions to the *executive system* in the frontal regions of the brain can mean the specific skills needed to identify and solve problems are impaired. Such skills which children with an ABI can have difficulties with include being able to monitor and review their own performance, checking if they are on track, stopping distracting or irrelevant behaviours (self-regulation), and making adjustments (problem solving) as issues arise.

Opportunities to practice and develop problem solving often occur naturally at each step of the GPPDR process.

For example:

- ◆ To clarify the **goal** ("What topic will I choose?")
- ◆ To make a **plan** ("What do I need to do first?", "What materials do I need?")
- ◆ To make **predictions** ("What is likely to go wrong, and how can I avoid this?")
- ◆ **Do** ("How do I work around this issue that has arisen?")
- ◆ To **review** the plan ("How can I improve my plan for next time?")

Throughout any activity, seize these opportunities for practical problem solving (life is full of them!) and think out loud as a way to demonstrate problem solving on the go. Encourage your child to come up with answers and solutions in these situations rather than giving them.

A nice way to encourage children to speak up or problem solve is to use what we call "planned stupidity". Planned stupidity is when you make overt mistakes on purpose to prompt the child to problem solve. Planned stupidity can be used at a very basic level, such as dropping a whole egg into a bowl while making a cake so that the child says "*What are you doing? You need to break open the egg!!*" This then gives you the opportunity to say, "*Oh, great thinking. Wow, you did some great problem solving there! Okay, so now what do I need to do next?*". A more sophisticated level could be if you are making a cake and you ("accidentally") run out of flour, instead of saying "*Let's borrow some flour from the neighbour*", ask "*What can we do about this?*"

## The steps of problem solving

The steps in effective problem solving include:

- ◆ Identifying the problem (setting the **goal**)
- ◆ Brainstorming possible solutions
- ◆ Listing the pro's and con's associated with each possible solution (e.g. time, other resources required, difficulty of implementing the solution, potential for other problems being created by the solution) and choosing the most attractive solution (making **predictions** and creating a **plan**)
- ◆ Giving it a go (**do it**)
- ◆ Monitoring and reviewing the results (**review**)

As you may have noticed, these steps follow the same steps as the GPPDR routine. Like the GPPDR routine, these problem solving steps are not only useful for everyday hurdles (choosing a project topic, deciding

what to do when you are bored), but are also relevant for larger problems.

Consider the following example. A child with an ABI may see an older child bullying a younger student. The child with an ABI may take it upon himself to reprimand the bullying student. He may do this physically. While his intentions are noble he has specified a problem but come up with an inappropriate solution. Using the problem solving format below a teacher could work through the situation to come up with a range of more appropriate actions such as speaking to the teacher on playground duty.

As with each stage of the GPPDR routine, problem solving can be completed as a conversation or written down. Written templates and further ideas to assist with problem solving can be found on the following pages. Review page 13 for ideas of scripts to use when problem solving.

### Specify the problem (goal)

- ◆ What is not working?
- ◆ What went wrong?
- ◆ What needs to change?

### List possible solutions (plan and predict)

- ◆ List the pros and cons associated with each possible solution (e.g. time, other resources required, difficulty of implementing the solution, potential for other problems being created by the solution).
- ◆ From the list of possible solutions select the most attractive solution and create a plan.

### Giving it a go... (do)

- ◆ Act on the solution

### Monitor and review the results (review)

- ◆ What worked?
- ◆ What did not work?
- ◆ What will I do differently next time?

# Problem Solving: Brainstorming

This tool may be useful if your child has difficulties in coming up with alternative ideas.

What is the problem?

Once the problem has been identified, brainstorm the possible solutions and consider what the positives and negatives for each solution are (e.g. time, other resources required, difficulty of implementing the solution, potential for other problems being created by the solution).

Possible Solution 1:

Positives of solution:

Negatives of solution:

Is this the best solution?

Yes  No

Possible Solution 2:

Positives of solution:

Negatives of solution:

Is this the best solution?

Yes  No

Possible Solution 3:

Positives of solution:

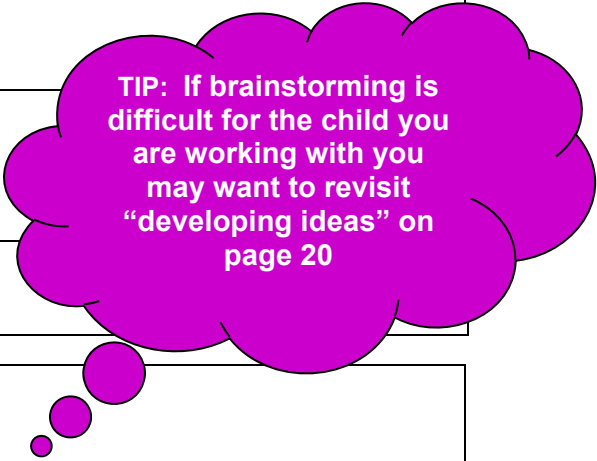
Negatives of solution:

Is this the best solution?

Yes  No

Just do it!

Evaluation - did it work?



TIP: If brainstorming is difficult for the child you are working with you may want to revisit "developing ideas" on page 20

# I'm stuck... What can I do?

Sometimes children with an ABI have trouble with various aspects of problem solving such as knowing what is wrong, what kind of help they need and what to do next. On the next two pages are some questions and prompt cards they can use when they think they are stuck. These can be printed onto a card on the desk, or stuck into a prompt book. Model use of the cards, then prompt use until the child goes through the process independently.

## I'm stuck...what can I do?



- ◆ What do I have to do? What is my goal?
- ◆ What is my problem?
- ◆ Have I done something like this before? Can I look around the room for clues? Can I check what my buddy is doing?
- ◆ What helped me when I did this task before? (e.g. I asked for help; I looked at Mrs X; I used my story writing card; I checked how I was sitting, etc.)
- ◆ Have I got a prompt card/tip sheet that will help me to do it?
- ◆ What does the prompt card/tip sheet tell me to do first?

## I still don't know what to do....

- ◆ What do I have to do?
- ◆ Why can't I do it? What is stopping me from finishing this?
- ◆ Who is the best person to ask?
- ◆ What will I ask?
- ◆ What is the right way to ask?

**Do it!**

Sometimes children with an ABI have trouble knowing what is wrong, what kind of help they need and what to do next. On this page is a tool that many teachers use in classrooms. The page can be copied, folded in half and laminated and then placed on the child's desk. Before seeking the teacher's attention, the child can use the form to clarify what they need to ask.

## What's wrong?

### I need help because...

I don't understand



I'm bored



I don't think I can do this



I'm tired



I can't do this



I'm cranky



..... fold along dotted line .....

## What can I do?

### When I am stuck I can...

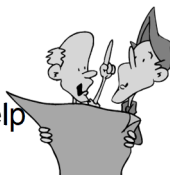
Look around the room for clues before



Look at the work I've done



Ask the person next to me to help



Put my hand up



Ask the teacher/aide to help me different



Take a break, do something



# I'm stuck but I can have a go!

This is another tool to help children identify what the problem is and some possible solutions.

<b>What do I have to do?</b> I am trying to...
<b>What is stopping me from doing this? .....</b>
<b>Have I done something like this before?</b>
<b>What helped me then?</b> <ul style="list-style-type: none"><li>◆ Do I have a prompt card/tip sheet that will help me to do it?</li><li>◆ Is there something in my book that will help?</li><li>◆ Are there some clues in the classroom?</li></ul>
<b>Things I could try now</b> <ul style="list-style-type: none"><li>◆ Ask someone for help</li><li>◆ See if I can tell what to do by looking at what other people are doing</li><li>◆ What is the first thing I need to do?</li></ul>
<b>Ways to ask for help</b> <ul style="list-style-type: none"><li>◆ What do I have to do?</li><li>◆ Why can't I do it? What is stopping me from finishing this?</li><li>◆ Who is the best person to ask?</li><li>◆ What will I ask that person?</li><li>◆ What is the right way to ask?</li></ul>
<b>Just do it!</b>



# Problem solving to cope with change

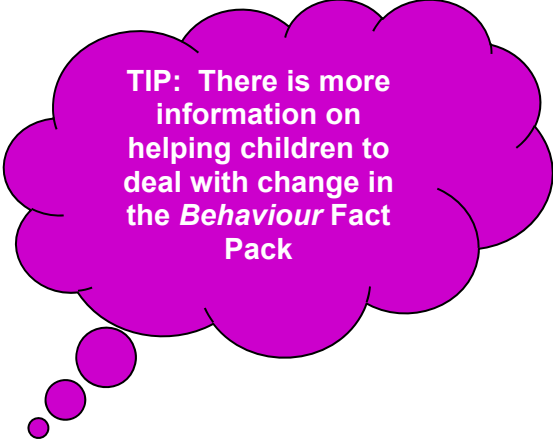
Being able to cope with change requires being flexible and being able to create changes in plans on the run. Coping with change is a perfect illustration of when problem solving skills on the go are required.

Children with an ABI often benefit from creating a routine for when there are changes in routine (like a “plan for when the plan changes”), or for when the plans don’t work out quite right. Some changes in plans can be predicted and planned for in advance (e.g. the move to school or a new house). Other changes are unpredictable and unavoidable and may require planning on the go (e.g. change in health, cancellation of an event). When faced with an unexpected change, we can help children to manage this by asking the following questions:

- ◆ What has changed?
- ◆ Is there a problem? Why?
- ◆ If it is, what can I do? What are my options?
- ◆ What option will I choose?
- ◆ Who can help me?
- ◆ How do I want them to help?
- ◆ What is my new plan?

Anticipate changes when you can (e.g. *“It might be hard to get to soccer next week because of your school concert. If you don’t get to training, how can you get some practice in?”*). Doing this provides the child with modelling of anticipating change and also leads naturally into problem solving and planning around changes.

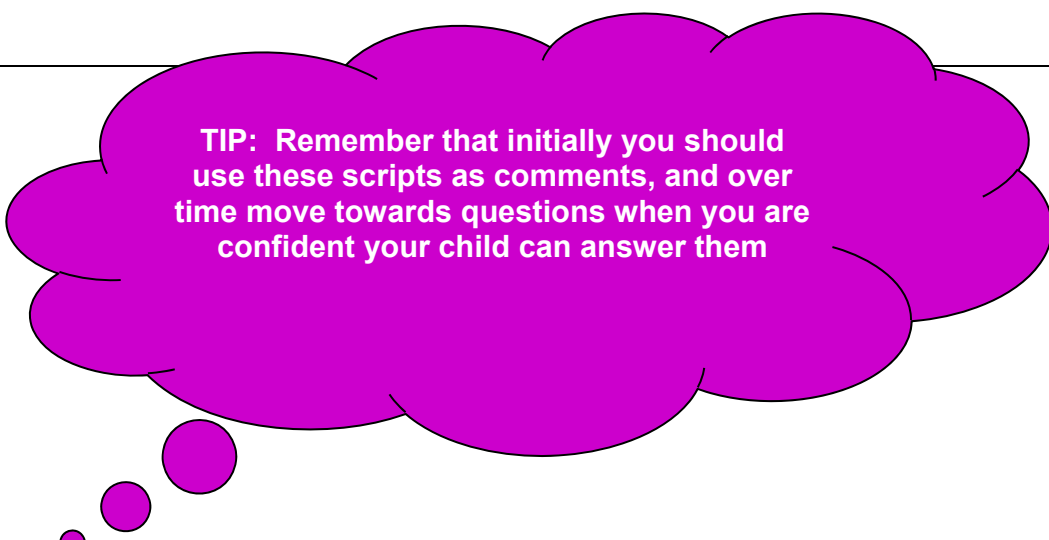
When unpredicted change occurs, you could model problem solving behaviour by talking about the changes in the plan and saying something like *“This looks like a time to use the “Change in Plan” plan. What is the first question we have to answer?”*



**TIP: There is more information on helping children to deal with change in the *Behaviour Fact Pack***

# The “Change in Plan” Plan

◆ What has changed?
◆ Is there a problem? Why?
◆ If there is a problem, what can I do? What are my options? a)  b)  c)
◆ What option will I choose?
◆ Who can help me?
◆ How do I want them to help?
◆ What is my new plan?



**TIP: Remember that initially you should use these scripts as comments, and over time move towards questions when you are confident your child can answer them**

# The “Change in Plan”

## Plan: Example

One morning a young boy was ready to leave for the park with his mum. He was so excited and was all dressed and ready to go when there was a knock on the door. His mum’s friend was there with a cake and ready for a big talk. The boy was so angry and was ready to yell and scream like his mum had never heard before. His mum, seeing the look on his face, asked the boy:

◆ **What has changed?**

Mum’s friend has arrived

◆ **Is this a problem? Why?**

You bet. Now we can’t go to the park. Mind you she has brought a big cake.

◆ **What can I do now? What are my options?**

- a) Ask mum if we can go to the park later and eat the cake while mum and her friend are talking
- b) Ask mum’s friend if she wants to come to the park with him and mum.

**The boy chose the option of asking to eat the cake now and go to the park later**

◆ **Who can help me?**

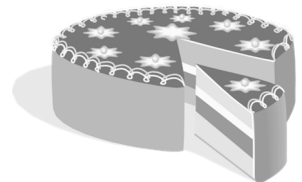
Mum can help me.

◆ **How do I want them to help?**

- By listening to my questions and telling me what time we will go to the park
- By cutting some cake for me

◆ **What is my new plan?**

- 1) Take off my jacket and eat my cake.
- 2) Go and play with my Lego until the clock say it is 2 o’clock.
- 3) At 2 o’clock I can remind mum it is time to go to the park



# Tools for reviewing

Being able to review your own performance is a very important skill. While we often review young children's performances for them, ("*Great job! You answered that question in great detail!*"), it is important that we also teach them to review their own performance. The skills required to review performance can assist children to self-regulate and self-monitor their behaviour, as well as provide them with insight into their strengths and weaknesses (self-awareness). As you can imagine, these skills are very important to be able to complete school work independently, act appropriately, keep a job, maintain social relationships, etc.

This section looks at the evaluation of the final product or performance. Reviewing not only aims to answer the question "Have I met my goal?", but also the equally important questions of "How did I go? Why?" and "What would I do differently next time?"

By helping children with an ABI to learn to review their performance they learn **how** to determine if their actions have been successful, and they learn **how** to adapt and change their plans to continue or increase their success next time.

These questions asked during the review process naturally direct the child back into creating their next plan; thus highlighting the cyclic nature of the GPPDR routine. Remember that the method used to teach these skills involve **modelling** the behaviour, **prompting** the behaviour, and then **fading** the prompts over time.

## A format for reviews

A nice script to model reviewing behaviour (based on script formats

from [projectlearnnet.org](http://projectlearnnet.org)) should include the following steps:

1. Revisit the goal and outcome.
2. State 2 or 3 reasons why you think the outcome occurred (i.e. what worked or didn't work).
3. State what could be done differently next time.
4. Offer general reassurance (e.g., "*Great; that was kind of hard to do – but you asked for help and we did it. There's always something that works, isn't there?*")

Here are two example of how this modelling conversation might go...

*"Wow! You achieved your goal of finishing your project on time. [Step 1] I think you finished on time because you planned your time really well. I think it also really helped that when you became stuck you asked your teacher for help, and that then you and I made changes to your plan. [Step 2] Next time you have a project you could use the same planning process. It might also be useful next time if you plan to review how you are going two weeks before the projects due. That would give you heaps of time to ask your teacher any questions. [Step 3] I'm really impressed with how you followed your plan – even though you became stuck you worked out a plan to get yourself through." [Step 4]*

or

*"Hmm, the plan of getting ready by yourself in the mornings didn't quite work this week. [Step 1] I think the plan might not have worked because you forgot to turn the alarm on before bed, and it also took you longer to wash your hair than you thought. [Step 2] Perhaps for next week we can put*

*up a reminder to turn your alarm on, and maybe wash your hair at night. [Step 3] We can change the plan so that it works better next week.” [Step 4]*

Remember, after modelling this format to the child for some time you can start increasing their independence by moving from comments to questions:

1. “How did you go?”
2. “Tell me three reasons why”.  
“What worked? What didn’t work?”
3. “What will you do differently next time?” “How/What would you change?”

## Scripts for reviewing

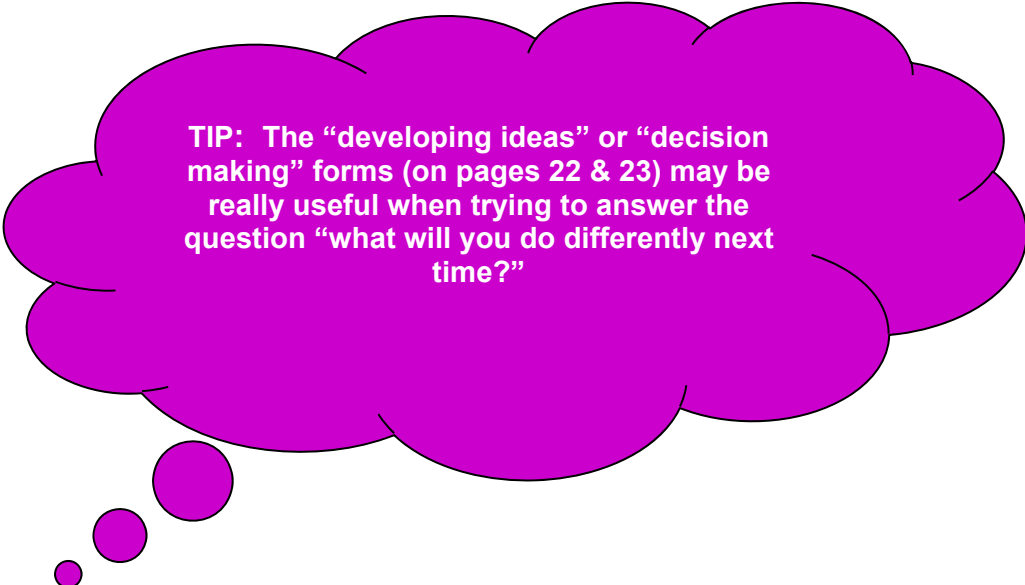
Below are some helpful reviewing questions we have come up with. Unless you want to be thumped don’t ask them all at once!

- ◆ Was that hard or easy for you?
- ◆ Did you understand what you had to do?
- ◆ Did you do everything you were supposed to do?

- ◆ Have you answered all the questions?
- ◆ What helped you to do this so well? (if well done, obviously)
- ◆ Did you use a template card?
- ◆ What was hard about this?
- ◆ what made this hard to do?
- ◆ “Did the plan we made help you or not?” (avoid asking “was the plan good or bad”. Asking if it was helpful or not can naturally lead to making changes to the plan, rather than abandoning the planning process altogether)

Being able to state WHY an outcome occurred can be very hard for some children and they may require you to ask some guiding questions to help them figure out what worked or not for them.

To help review their performance some children may benefit from having clear guidelines or prompts. On the next few pages we provide you with some examples of review worksheets which may be helpful in these situations. Adapt them to meet your and the child’s needs.



**TIP: The “developing ideas” or “decision making” forms (on pages 22 & 23) may be really useful when trying to answer the question “what will you do differently next time?”**

# Final draft checklist

This form can be used by a child before handing in an assignment or project. It helps provide the answer to the question “have I finished?”.

1. Have I answered all the questions?

Yes       No

2. Have I answered all the different parts of each question?

Yes       No

3. Have I written enough information?

Yes       No

4. Is my writing clear?

Yes       No

5. Have I included references that are needed?

Yes       No

6. Have I used a variety of resources?

Yes       No

7. Have I drawn logical conclusions?

Yes       No

8. Have I checked for spelling or grammatical errors? (remember spellcheck is not always right!)

Yes       No

9. Have I made a copy of my assignment?

Yes       No



# Assessment review sheet

Here is an example of an assessment marking sheet. This helps children with self-evaluation and planning and criteria can be changed. Obviously this form may need simplifying for younger children.

## Marking scheme

Criteria and allotted marks	Comment	Mark
1. Maps/pictures and information are accurate – <b>60%</b>		
2. Information is easy to read and well presented. Writing is clear and presentation is colourful – <b>20%</b>		
3. Student demonstrates use of at least 4 different resources in assignment preparation. References appropriately documented – <b>10%</b>		
4. Accurate spelling, punctuation and grammar - <b>10%</b>		

## Marking criteria

<b>A</b> – Student has high level of excellence in all the above areas
<b>B</b> – Student covers the points above and demonstrates good work
<b>C</b> – Students covers the above adequately with overall competence but has minor errors
<b>PASS</b> – Fails to cover some areas and contains errors or flaws
<b>FAIL</b> – Fails to cover several elements and contains serious errors. An F paper looks like an early draft.

# Tools for getting the job done

In this section we have included examples of tools that you may find useful when using the GPPDR routine. While some of these tools may not explicitly teach the steps of the GPPDR routine, they are all useful in helping achieve goals and in getting the job done. Consider these tools as resources that may assist you, especially in the **planning** or **doing** phases. Many of these have been developed in response to a specific situation (i.e. assignment planning) and these are often the best forms for this purpose. Please feel free to adapt and change the look and language used in the tools to suit you and the children you are working with. The tools included in this section are outlined in the table below.

Title	Description	Page
What can I do now	<i>A great response to "I'm Bored." This is a good goal-plan-do form in action.</i>	49
Whole class planner	<i>This is an example of how a planning form can be used as a whole class activity</i>	50
Weekly study timetable	<i>A useful timetable planner to help with time management</i>	51
Keeping track of homework and tests	<i>Can help students keep track of what homework they have and when it is due.</i>	53
Assignment planning and organising	<i>A useful form to help students break an assignment down into manageable steps. It can also be used to help them organise and summarise information they are researching for an assignment</i>	55
Assessment sheet	<i>An example of how a teacher set up an assignment form to help students with planning and organising their assignments.</i>	56
What I'd like the teachers to know about this student (teacher form)		58
What I'd like my new teacher to know about me (student form)		59
The important things about me!		60
Thinking about my week	<i>Another great form to assist with the review process. This form can be especially useful for students who are in the early stages of a return to school program.</i>	61

Further worksheets to assist with study skills can be found in the Study Skills Fact Pack.

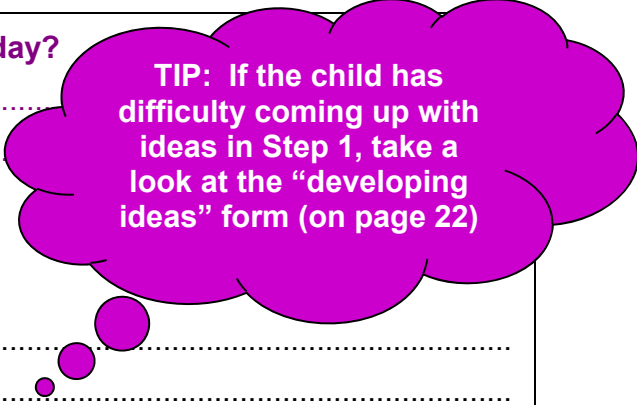


# What can I do now?

A great response to "I'm Bored." This is a good goal-plan-do form in action.

**1. What are some of the things I could do today?**

.....  
.....



**TIP:** If the child has difficulty coming up with ideas in Step 1, take a look at the "developing ideas" form (on page 22)

**2. What do I need to do that?  
(e.g. money, umbrella etc)**

.....  
.....

**3. Make a plan - make steps**

.....  
.....

**4. What other things do I need to think about?**

.....  
.....

**5. What can I do if something different happens?**

.....

**6. After the activity...**

**How did it go?**

.....  
.....

**Would I do it again?**

.....  
.....

# Whole class planner

This is an example of how a planning form can be used as a whole class activity (e.g., for getting set up in the mornings). By working with your class to determine what needs to be done, and in what order, you are modelling different aspects of planning for them.

A class helper can put a tick in the box when everyone has completed the activity

<b>Getting set up in the mornings</b>	Monday	Tuesday	Wednesday	Thursday	Friday
Line up quietly outside the room					
Put your bag on your hook					
Come into the room in an orderly manner					
Sit on your chairs, ready to listen					
Listen carefully to the plan for today					
Get out your pencil case and writing books					
Start your writing task					

# Weekly study timetable

For some students it will be enough to write, “do homework” into their study planner. Many students may need to write the steps they identified in their assignment plan onto a study timetable (i.e. “Begin draft of English essay”, “Research history project”, etc.). What they need to do in their study time must be very clear! At first, you may need to help fill in this timetable (**modelling**) but it is important that over time the student learns to do this themselves.

To use a weekly study timetable:

- ◆ Write on the timetable any regular activities such as sport, work, etc.
- ◆ Write on the timetable time for everyday activities e.g. dinner, shower
- ◆ Help your child think carefully about TV viewing and timetable this into their routine as a reward
- ◆ Use the assignment planning forms and write the steps onto the planner

At first, using these forms may seem complicated, but with practice the steps will become part of the student’s routine and will actually speed up the process. They will be working smarter – not too much harder! An example of a study planner used by students at our unit can be found below. The first is for a student who is able to work out the steps of her homework. The second has been left blank for you to try with your child.

## Example<sup>1</sup>:

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
4.00	H/W	H/W	TAFE	H/W	Gym		
4.30	H/W	H/W	TAFE	H/W	Gym		
5.00	Therapy	H/W		H/W			
5.30	Therapy						
6.00	Therapy	Shower	Shower	Shower	Shower		
6.30	Dinner	Dinner	Dinner	Dinner	Dinner		
7.00	TV	TV	TV	TV	TV		
7.30	All		Jobs	H/W			
8.00	Saints	H/W	H/W	H/W			
8.30	Jobs	Big	Blue	This is			
9.00	Shower	Brother	Heelers	your Life			
9.30	TV						

<sup>1</sup> Taken from: Elliott, J. (2001) *Treading water while the sharks are circling: Practical study skills for secondary school students* (5th ed.). Perth, WA: University Counselling Services, Curtin University of Technology.

# Weekly study timetable

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
4.00							
4.30							
5.00							
5.30							
6.00							
6.30							
7.00							
7.30							
8.00							
8.30							
9.00							
9.30							

# Keeping track of homework and tests

An important part of planning homework time is knowing what has to be done and when it needs to be done by. This can include maths exercises, projects, essays, exams, etc. To do this, the child will need to keep a record of what homework is given in each subject and when it is due. Using this form is a good way of remembering that information.

If they use this form there should be no confusion about what will be covered in their tests and exams, or when things are due. They could keep this form on their noticeboard or in the front of their folder or diary.

## Example

Subject	Task /Test	Date Set	Date Due	Date Completed
Maths	<b>Maths test:</b> We will be tested on all three probability chapters in our text book i.e. 4, 5 and 6.	2 <sup>nd</sup> Feb	9 <sup>th</sup> Feb	8 <sup>th</sup> Feb
English	<b>Book review:</b> Choose your favourite character and write about their role in the novel	3 <sup>rd</sup> Feb	4 <sup>th</sup> Feb	
Geography	<b>Geography test:</b> It could be on anything in our notes on the Australian Outback	4 <sup>th</sup> Feb	17 <sup>th</sup> Feb	
History	<b>Outlaw project:</b> Write about three famous outlaws	4 <sup>th</sup> Feb	27 <sup>th</sup> Feb	25 <sup>th</sup> Feb

# Keeping track of homework and tests

Here is a blank form for students to record what their homework is and when tests will take place. Some students may initially need help recording enough information. Over time they should be encouraged to make decisions about what is recorded independently.

Subject	Task / Test	Date Set	Date Due	Date Completed

**TIP: If you want help figuring out which homework task to begin first, see the form on page 29.**

# Assignment planning and organising

This is another useful form to help students break an assignment down into manageable steps. It can also be used to help them organise and summarise information they are researching for an assignment.

What is the main idea?

Who:

When:

Where:

What:

Why:

How:

# Assessment sheet

The way teachers set out assignments will make a difference to how well students complete it (e.g. clear identification of your expectations for each question will make it more likely that a student will cover key topics). Below is an example of a Food Technology assignment, with thanks to Wendy Grove at Albury High School.

## Food Technology Assessment Sheet

### Outcomes for this assessment task:

- 1) Identifies and discusses a range of historical and contemporary factors which influence availability of particular foods; and 2) Selects appropriate equipment

**QUESTIONS** (See marking scheme for discussion of points).

### PART A – RESEARCH (15 marks)

- ◆ Select a country which has an easily identifiable staple food.
- ◆ Discuss the factors that lead this country to accept this staple food.

### PART B – MEAL PLANNINGS (5 marks)

- ◆ Write a meal plan for a day which is typical for a person from your country.

### PART C – PRACTICAL (5 marks)

- ◆ Prepare a meal using the staple food from your country (remember to submit your recipe).

### PART D – EVALUATION (5 marks)

- ◆ Evaluate your meal to assess your food handling practices.

## MARKING SCHEME

### PART A

- ◆ **15 marks:** Factors such as geography, climate, agriculture, history, level of technology, importance of food in the diet, all discussed and their role in developing the sorts of food discussed.
- ◆ **10 marks:** Most factors discussed but a failure to link their findings to develop the staple food.
- ◆ **4 marks:** Few factors mentioned and a vague association between historical development of the staple food discussed.

### PART B

- ◆ **5 marks:** Full day's foods listed with a clear indication of the time of day meals are eaten. Recipes given.
- ◆ **3 marks:** Lacking clear guides of all the foods eaten at each meal.
- ◆ **1 mark:** Inadequate setting out with vague indication of the foods eaten during the day.

### PART C

1. **5 marks:** Students select the appropriate equipment and utilise safe work practices.
2. **3 marks:** Foods prepared in a disorganised manner but using safe practices.

### PART D

- ◆ **5 marks:** Students to evaluate their work indicating their organisational skill, work practices and the suitability of their food for the practical.
- ◆ **3 marks:** Lack of a clear indication of the methods employed and a failure to support the findings.

**Date due:** \_\_\_\_\_ **Date of practical:** \_\_\_\_\_



# Reviewing to plan for school transitions

One of the most important things a teacher can do for a student with an ABI is to learn about a student's strengths and weaknesses. Then the strategies and supports used to overcome weaknesses can be passed on from one classroom to the next. Teachers are always preparing students for the next time of transition. One of our greatest frustrations is when, often at the beginning of the new school year, the amazing wisdom acquired by a teacher over the year is "lost." It may be in a file that no one has access to, in their head, on bits of paper or, as is sometimes the case, written off as "nothing special, just what anyone would do."

The following three forms and templates have been designed to facilitate communication between educators about the "big three":

- ◆ What works?
- ◆ What doesn't work? and
- ◆ What needs to change?

Teachers have designed some of these forms. Once again, many teachers have recognised the value of similar forms for all students and in a number of schools every student in the class completes them. There are two fantastic consequences to this. The "new" teachers have some terrific information about the students who will move into their classes and the students are learning about themselves: what they do well, what they need help with and what helps! What wonderful information to be armed with as you move through life! Further information and resources on transitions and moving to secondary school are available in our "Moving to High School" fact pack.

A final word: For some students, these forms have become the basis of a video that the student helps to make. These videos give teachers a quick way of identifying the student in the class who needs help and the student is making huge gains in the areas of self-awareness and insight!

More information transition videos can be found in the following article:  
Shanahan, L. (2004). Self-advocacy videos at periods of transition: A powerful rehabilitation tool for children with brain injury. *ACQuiring Knowledge in Speech, Language and Hearing*, 6(1), 26-29.

## What I'd like other teachers to know about this student (teacher form)

Choose the questions to suit the student. The teacher can fill in this form.

*What things  
doesn't this  
student like?*

*What things does this  
student like?*

*What things  
help when this  
student is  
writing stories?*

*What things help  
the student to  
understand  
better  
in class?*

*Here is a picture of the  
student*

*What things  
calm this  
student down  
when they are  
getting a bit  
wound up and  
angry?*

## What I'd like my new teacher to know about me (student form)

Choose the questions to suit the student. The student can fill in this form.

*What things  
don't I like?*

*What things  
do I like?*

*What things  
help when I  
am writing  
stories?*

*What things help  
me to  
understand  
better in class?*

*Here is  
a picture of me*

*What things  
calm me down  
when I'm  
getting a bit  
wound up  
and angry?*

# The important things about me!

This form may be more useful for high school students than the previous form.

**This year I have achieved...**

.....

.....

**This year I have needed some help with...**

.....

.....

**The things that help me in class are...**

**The person who helps me in class  
(and how) is...**


**My 3 goals for next year are:**

- 1.
- 2.
- 3.

**I describe myself as...**

# Thinking about my week

This form can be used weekly with the student and an identified support/ review teacher. It may be especially helpful in the early stages of a return to school program.

<b>Who will help me think about your week? When will I do this?</b>
<b>What things are going really well for me at school and home?</b>
<b>What things have been easier to do in the classroom this week?</b>
<b>What really good choices or decisions have I made this week?</b>
<b>What things haven't worked out as well as I wanted this week?</b>
<b>What things have helped me to get your work done by yourself?</b>
<b>How did I handle my "no choice" activities this week?</b>
<b>What has been the highlight of my week? Why?</b>

# Thinking about my week (cont.)

What things would I like more help with?

What things have taken me a long time this week?

When have I felt like I am stuck?

When have I felt very angry or sad?

What would I like to do differently next week?

What am I going to follow up from today?

What is my goal?

What are the steps?

- 1.
- 2.
- 3.

Who can help me do this?

How do I get started?

# Summary

All of us plan tasks and activities every day, and for most of us, it's something we do automatically. However, for children with an ABI learning to plan goals, and organising the time and resources to achieve goals can be difficult.

Many don't automatically pick up the elements of planning, and just telling them how to do it isn't enough to teach them. In this Fact Pack, we have discussed a technique for setting and achieving goals called the *Goal-Plan-Predict-Do-Review* technique. This is a technique that children can learn to use in a range of situations at home and school. However, they will need you to demonstrate it, model it and talk about it when other people are doing it. They will also need you to guide them through using it, and once they've had lots of practice, you can encourage them to do it independently.

We have provided a range of "scripts" (or suggested statements and questions) that you can use when teaching the children this technique. We have also provided a range of forms and templates that you might like to use to help children plan particular tasks and activities (e.g. assignments). We hope this information and these resources are useful for you.

Remember that we are also here to help you learn the technique, teach it to your children and problem-solve any issues that arise along the way. Please contact the South West Brain Injury Rehabilitation Service if you have any questions or would like any more information (Phone: 60419902 or email: [swbirs@health.nsw.gov.au](mailto:swbirs@health.nsw.gov.au)).

# Useful References/Resources

Ylvisaker, M. (Ed.). (1998). *Traumatic brain injury rehabilitation: Children and adolescents* (2<sup>nd</sup> ed). Boston, MA: Butterworth-Heinemann.

Ylvisaker, M. & Feeney, T. (2002). Executive functions, self-regulation, and learned optimism in paediatric rehabilitation: A review and implications for intervention. *Pediatric Rehabilitation*, 5(2), 51-70.

**Project learnet:** [projectlearnet.org](http://projectlearnet.org)

*This website was developed by the Brain Injury Association of New York State (2008), with Mark Ylvisaker writing the majority of the tutorials with the assistance of Mary Hibbard and Timothy Feeney. If you want some further reading on teaching children and students with an ABI to use goal planning and problem solving routines we recommend you look at this website!*



# Paediatric Brain Injury Services in NSW

Inpatient Services	Phone	Address
Sydney Children's Hospital Network - Westmead	(02) 9845 2132	Cnr Hawkesbury Road & Hainsworth Street Westmead NSW 2145
Rehab2Kids, Sydney Children's Hospital (Randwick)	(02) 9382 1590	High Street Randwick NSW 2031
Kaleidoscope Paediatric Brain Injury Rehabilitation Team (John Hunter Hospital)	(02) 4925 7963	Kookaburra Circuit New Lambton Heights NSW 2305
Community Services	Phone	Address
South West Brain Injury Rehabilitation Service (Albury)	(02) 6041 9902	335 Reservoir Road Lavington NSW 2641
Southern Area Brain Injury Service (Goulburn)	(02) 4823 7911	PO Box 274 Goulburn NSW 2580
Illawarra Brain Injury Service	(02) 42238470	8 Eyre Pl, Warrawong NSW 2502
Mid Western Brain Injury Rehabilitation Program (Bathurst)	(02) 6330 5114	Heritage Building Bathurst Health Service Howick Street Bathurst NSW 2795
New England Brain Injury Rehabilitation Service (Tamworth)	(02) 6767 8350	Dean Street Tamworth NSW 2340
Mid North Coast Brain Injury Rehabilitation Service (Coffs Harbour)	(02) 6652 2856	39 Victoria Street Coffs Harbour NSW 2450

# Paediatric Brain Injury Services in Victoria

Other nearby services (based in Victoria)	Phone	Address
<p><b>Victorian Paediatric Rehabilitation Service (VPRS)</b>  <i>Provide interdisciplinary rehabilitation for children with congenital, developmental, or acquired conditions that require rehabilitation. There are 8 sites across Victoria, the two covering North Victoria are:</i></p>		
<p><b>Goulburn Valley (Hume region)</b></p>	<p>(03) 5832 2322</p>	<p>Goulburn Valley Health            Graham Street            Shepparton VIC 3630</p>
<p><b>Bendigo (Loddon Malle region)</b></p>	<p>(03) 5454 6001</p>	<p>Bendigo Health            John Lindell            Mercy Street            Bendigo VIC 3550</p>
<p><b>Melbourne City Mission,            Statewide Paediatric ABI            Service</b>  <i>Assist those working or living with children and young people (aged 0-18 years) with an ABI.</i></p>	<p>1800 343 287            (Disability            Services            Intake)</p>	<p>Head Office:            164-180 Kings Way            South Melbourne VIC 3205</p>