

SPECS

Seeing brain injury clearly

A Social, Physical, Emotional, Cognitive and Spiritual approach
to paediatric neurorehabilitation

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Acknowledgements to Camilla Cookson (TCP)

What does S.P.E.C.S stand for?

S – Social

P – Physical

E – Emotional

C – Cognitive

S – Spiritual



What is SPECS?

SPECS comprises an introductory and advanced day training programme each concentrating on different aspects of psychosocial care, including:

Introductory day

Introduction to SPECS
In the parents' shoes
Grief and loss
Managing expectations and transition
Difficult questions and communication
Behaviour that challenges others

Advanced Day

Cultural and family belief systems
Adjustment, grief and loss, the concept of reasonable hope
Managing expectations and community transition
Behaviour that challenges others and complex presentations

The SPECS Wall

	Social	Physical	Emotional	Cognition	Spiritual
13 – 18 years	peer influences	confidence	mood	executive functioning	debate
	autonomy	intimacy	resilience	academic achievement	reflection
9 – 13 years	peer network	adjustment	emotions	flexibility	morals
	communication	growth	wellbeing	reasoning	culture
5 – 9 years	negotiation	self-care	feelings	learning	choices
	roles	sports	regulation	memory	self-reliance
2 – 5 years	attachment	personal-care	trust	language	sense of self
	interaction	activity	friendship	attention	difference
6 months – 2 years	speech	mobility	family	participation	rituals
	boundaries	safety	supervision	play	celebrations
0-6 months	eye contact	warmth	love	opportunity	security
	comfort	milk	attunement	stimulation	belonging

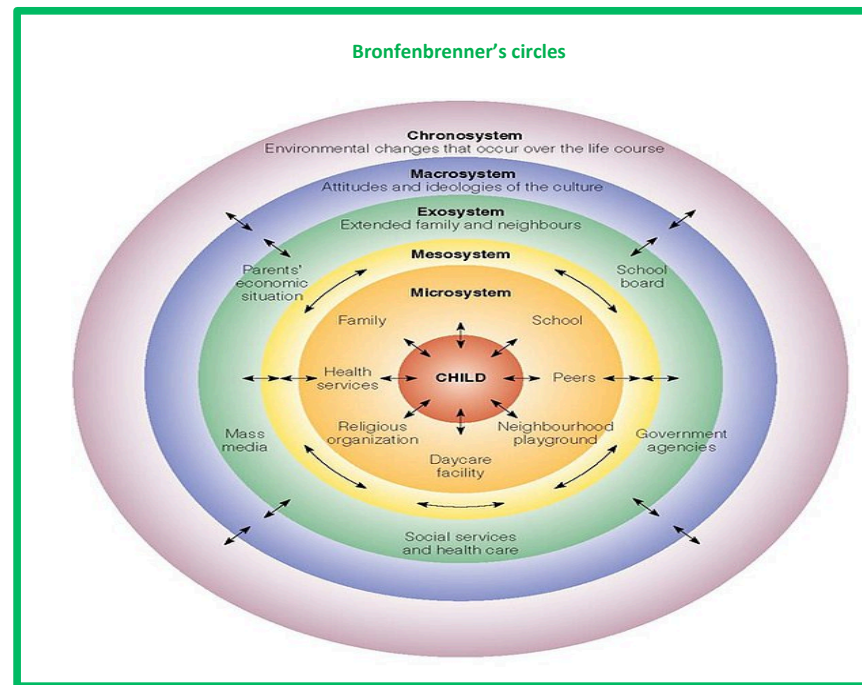
Adapted from 'The Wall' by Adoption UK
 (www.adoptionuk.org/different-kind-parenting/wall)



Seeing brain injury clearly

Cultural and Family Belief Systems

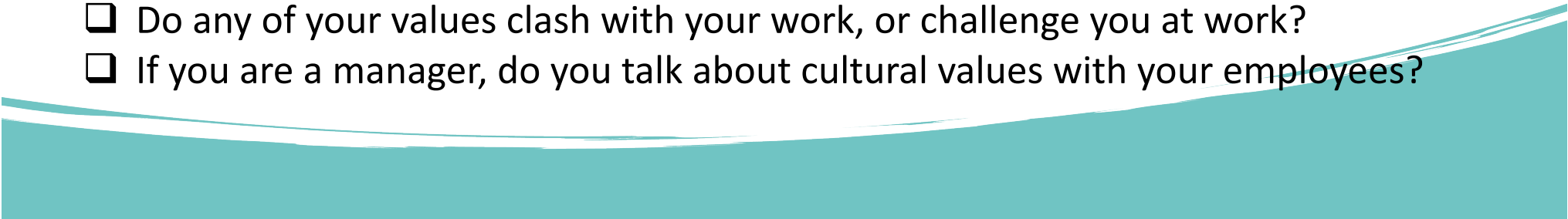
Defining culture...



Reflecting on our own Cultural Values

We *all* have our own culture. Cultural values are often passed along from one generation to the next via communication and imitation.

Culture shapes the way we think, how we behave and our experience of different emotions. Our worldviews and assumptions will also impact how we approach our everyday lives, including our work here.

- What are your cultural values?
 - Where have these come from? *The Bronfenbrenner circles may help you think about this.*
 - What values do you hold that motivate you at work?
 - Do any of your values clash with your work, or challenge you at work?
 - If you are a manager, do you talk about cultural values with your employees?
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The Danger of a Single Story

Getting to know the child and their family

Film: The Danger of a Single Story by Chimamanda Adichie Ngozi

https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?language=en

Watch the film and think about what it means to you.



Opportunities vs Challenges

Don't worry if you feel that you don't know a lot about someone's culture, treat it like a learning opportunity. There are lots of resources on the web that can help us with understanding more about different cultures, religions, faiths and belief systems. A good resource to start with is the BBC's website on:

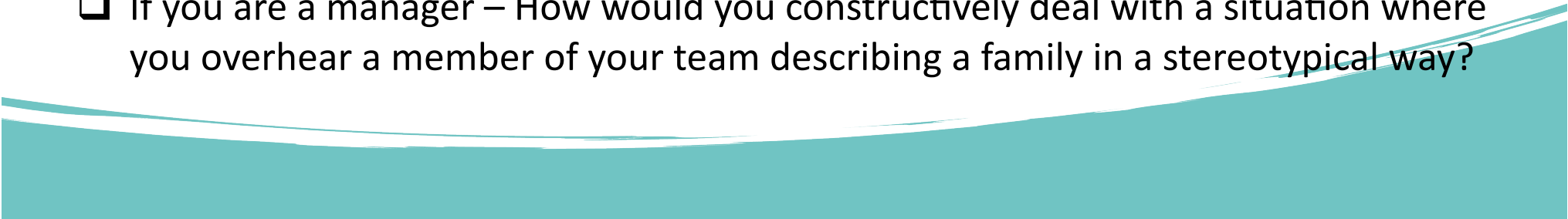
<http://www.bbc.co.uk/religion/religions/>

This lists the major religions and lesser known religions, giving you helpful background information.

A decorative graphic at the bottom of the slide, consisting of a teal-colored area with a wavy, brush-stroke-like top edge that rises from left to right.

Being prepared

Some questions to ask yourself when preparing to meet a new family which can help you develop a respectful relationship with them:

- Being aware of my own cultural values – how can I be mindful of potential points of connections and clashes?
 - How can I keep a check on my own cultural values coming across too strongly?
 - Will I recognise if I am becoming judgmental or disrespectful about a family's values?
 - Am I secretly judging others and thinking other's views are inferior?
 - Is my thinking being influenced by stereotypes?
 - If you are a manager – How would you constructively deal with a situation where you overhear a member of your team describing a family in a stereotypical way?
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We are all diverse

One framework that helps us to remember all the many things that may impact upon an individual's cultural identity uses the acronym 'GRRRAACCEESS'. You can think of it as a SPECS model with finer detail!
'GRRRAACCEESS' stands for:

- Gender
- Geography
- Race
- Religion
- Age
- Ability
- Appearance
- Class
- Culture
- Ethnicity
- Education
- Employment
- Sexuality
- Sexual Orientation
- Spirituality

Top Tips: Working with families to support their cultural values and needs

- Remember every family is *individual* and *unique*.
- Try not to make judgements about a family based on your own cultural assumptions or stereotypes.
- Remain curious about what is most important to the family you are working with.
- Take time to explore the family's values, beliefs, routines and traditions directly with them.
- Draw out family strengths and values that might be helpful during rehabilitation.
- Share this information with your colleagues also working with the family.
- Try and support the family to find ways of observing their cultural values and practises while at the Children's Trust.
- Don't be afraid to admit you don't know about certain religions or belief systems – give permission to find out more, either by asking the family or looking it up and checking back with them
- Remember that interpreters and other colleagues can be valuable sources of knowledge

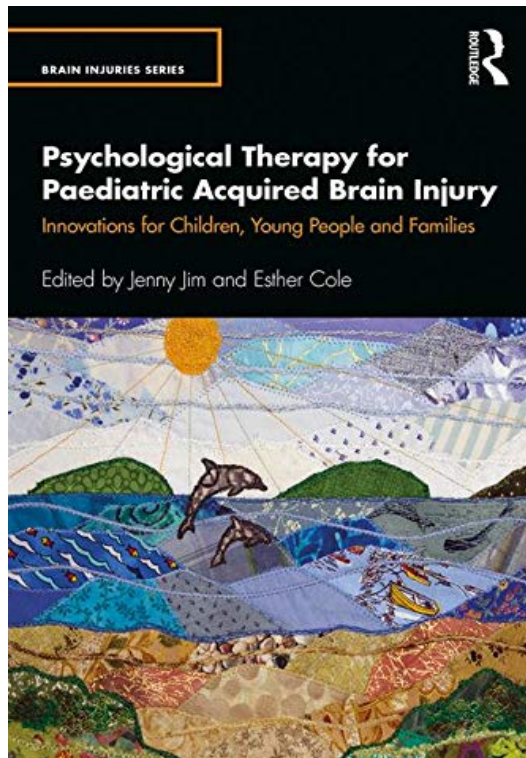
Questions & Comments

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Specs is in press...



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