

**Acquired Brain Injury in Children and
Adolescents:
Investigating Assessments of Communicative
Participation in Daily Life Situations**

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Abstract

This thesis aims to explore communication outcome in children and adolescents after acquired brain injury (ABI). A mixed-methods design was applied, using results obtained from linguistic and neuropsychological tests, as well as brain injury data, collected at a regional rehabilitation centre in Sweden.

Data were obtained from assessments of thirty-eight participants with ABI and from their parents, who also took part in the study. The main investigatory tool explored in the thesis is the Communicative Effectiveness Index (CETI) and the data were analysed primarily through Activity based Communication Analysis theory.

An approach is proposed to capture the children and adolescent's self-assessment of communication after ABI and the parental evaluations of important changes in the children and adolescent's communication over time.

The predictive value of the test findings is also discussed, pointing to injury site, language comprehension, naming skills and IQ results as potential prognostic factors of communication outcome after paediatric ABI.

The results obtained in this thesis add to the existing small body of knowledge relating to the usability of the CETI in the daily communicative interactions of children and adolescents with ABI. Individual self-assessments further highlight the uniqueness of each lived communicative experience and could be useful in designing the rehabilitation of communicative participation in daily interactions.

Keywords: communicative participation; acquired brain injuries; adolescents; outcome, self-other evaluations; Activity based Communication Analyses

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