

Title: Important elements of participation for children who use power mobility- a Canadian perspective.

Authors: Debra Field MHSOT PhD Candidate^{a,b,c}, William C. Miller PhD, FCAOT^{a,c}, Tal Jarus PhD^a, Stephen E. Ryan PhD PEng^{d,e}, and Lori Roxborough MScOT^b

Presenter: Debra Field

Organization/Affiliation: ^aUniversity of British Columbia, ^bSunny Hill Health Centre for Children, ^cRehabilitation Research Program, GF Strong Rehabilitation Centre, ^dBloorview Research Institute, Holland Bloorview Kids Rehabilitation Hospital, ^eUniversity of Toronto

Introduction: Participation in everyday activities such as contributing to family life, learning, or playing with friends promotes independence and well- being. Occupational and physical therapists provide power mobility interventions to help overcome restrictions in participation, but few use participation outcome measures to determine effectiveness. Although several assessments address participation in everyday activities, it is unknown if the content covered is appropriate for children who use power mobility.

Objectives: To determine the elements of participation that are important to measure for children who use power mobility, from a Canadian perspective, and to examine differences between preschool and school- aged children.

Methods: An on- line Delphi survey was conducted with parents of children using power mobility, as well as therapists and researchers experienced with paediatric power mobility interventions or participation issues for children with physical disabilities. The survey addressed needs of children 18 months to 5 years and 6 to 12 years of age. This poster focuses on the views of participants across Canada.

Results: Across the 26 participants, consensus (set at 80% agreement) on important elements of participation was reached on 13 elements for preschoolers and on 21 elements for school- aged children. Elements included what kind of participation, with whom, in what setting, and reported from whose point of view. Differences across the two age groups were noted, as were differences between parents, therapists and researchers.

Conclusions: The expert panel has an understanding of the important elements of participation for children using power mobility. Differences between pre- school and school- aged children are important to consider. The findings will guide decision- making regarding suitable assessments for this population.