



Children with profound intellectual and multiple disabilities and their participation in family activities

The family is a central setting for children's wellbeing and development. The family offers a number of activities, but when it comes to children with profound intellectual and multiple disabilities (PIMD) participation in these activities can be difficult to achieve. It usually requires support from a person in the child's close environment to make the child participate, i.e. to be present and engaged. The overall aim of the research is to study what the pattern of participation in family activities looks like in children with profound intellectual and multiple disabilities and to find strategies that might facilitate this participation. As a theoretical framework Bronfenbrenner's bio-ecological model is used, where the child is in the center and the child's parents and external personal assistants are in the child's microenvironment. Through a bidirectional and a potential transactional perspective children's, parents' and external personal assistant's mutual influence on each other regarding the child's participation in family activities is studied.

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