




## Using the Family of Participation Related Constructs

To inform reasoning in practice and research

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Participation: Inclusion in Action, November 2024

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  - working on closing the gap between what we know and do in participation focused practice
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  - Wes Imms, Julia Morris, Kelly Day, Chris Bradbeer, Nicole Merrick
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## Overview

- Key premises about participation
- Unpacking the family of Participation Related Constructs
- A review of use of the fPRC: what can be learned?
- Why this is a participation focused conference

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## Key premises

- Participation is a human right (*UN, 2007*)
- Patterns of participation influence health and wellbeing
  - positively or negatively (*e.g., Granlund et al, 2022; Kosher, 2023*)
- Participation restrictions are a known problem (*e.g., ADS, 2021-2031*)
- Participation patterns **start early** and are rather stable (*e.g., Adair & Imms, 2019*)
- Evidence for participation-focused approaches to improve outcomes is available (*e.g., Kramer et al; Anaby et al, Missiuna et al...etc*)
- Participation-focused approaches are not well embedded in practice or community (*Anaby et al, 2021*)

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## Getting a common understanding

Convention on the Rights of Persons with Disabilities (*UN, 2007*)




- Principle (c): Full and effective participation and inclusion in society

International Classification of Functioning Disability and Health (*WHO, 2001*)

- Component of functioning and disability: Participation is involvement in a life situation

Family of Participation Related Constructs (*Imms et al, 2017*)


- Framework: Participation is attendance and involvement in life situations, that should be considered within a family of related constructs

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## The family of Participation Related Constructs



**Participation** is involvement in a life situation that has two essential elements

- **Attendance** is defined as 'being there' – being able to turn up in a life situation
- **Involvement** is defined as the experience of participation while attending – may include elements of motivation, persistence, engagement, affect, perhaps social connection

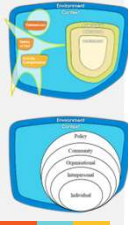
(*fPRC, Imms et al 2017*)

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### Attendance and involvement in life situations

- Attendance and involvement are universal dimensions of participation
  - You must attend (in real life or virtually) to be able to be involved
  - You can be more, or less, involved when you attend
- Participation is always contextualised, dependent on personal, contextual, and environmental factors
  - Each of these can be the focus of interventions
- 'Participation' can be applied to
  - Individuals acting in their lived environment (e.g., family, school)
  - Interactions between individuals and people providing support
  - Universal conditions for participation in society



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### Life situations


- Day to day activities that make up a life
- Described by
  - Activities within settings, e.g., in home activities, in child-care, school, recreation
  - Role, e.g., daughter/son, sibling, play-partner, student
  - Activity, e.g., mealtimes, playing, connecting, dancing, swimming,



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### Participation patterns



church play-group  
climbing dancing dress-ups  
school play dog music friends  
playing shopping  
walking sport family pre-school  
meal-times dinner  
reading play-ground

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Unpacking the family of Participation Related Constructs (fPRC)

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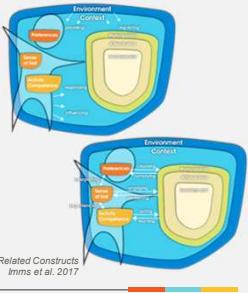
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### fPRC as a guide to thinking

Participation in [YOUR] life situation has two essential elements:

attendance and involvement which are situated within a family of participation-related constructs



Family of Participation Related Constructs  
Imms et al. 2017

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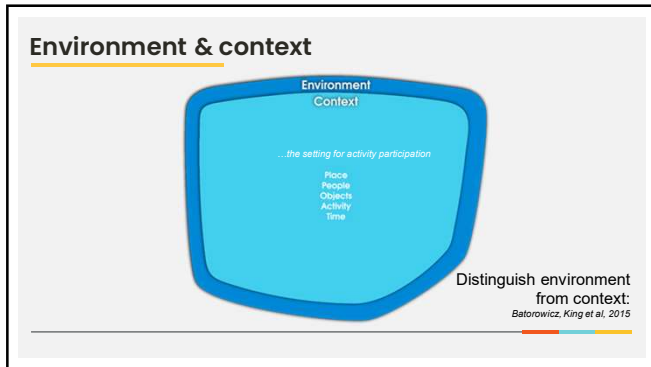
### family of Participation Related Constructs (fPRC)

Environment

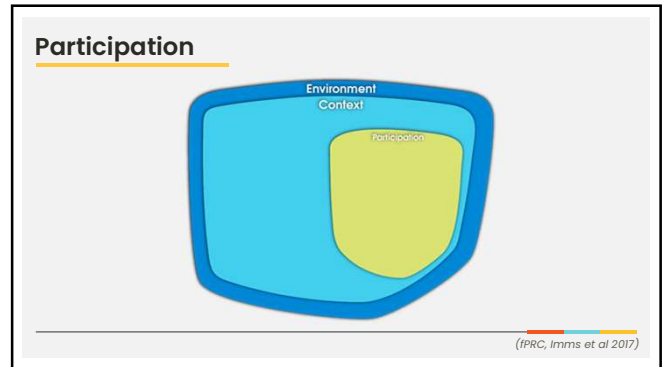
Broad objective physical and social structures in which we live

(fPRC, Imms et al 2017)

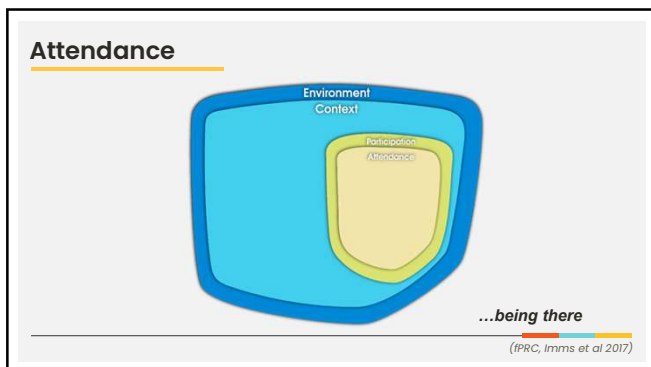
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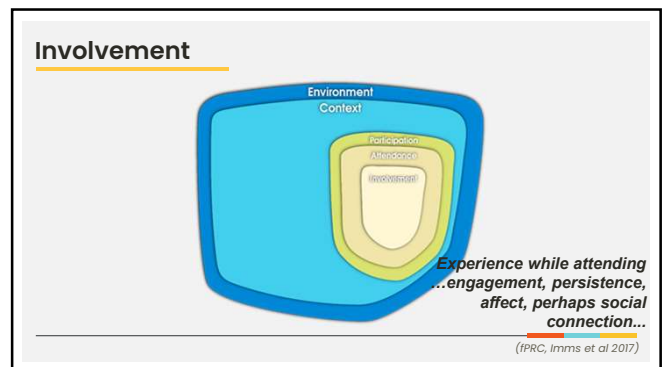
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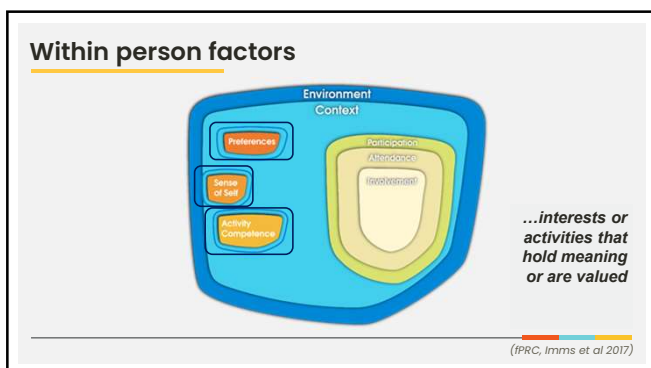
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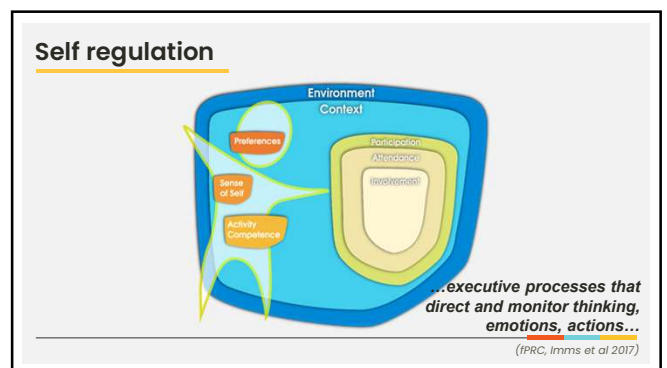
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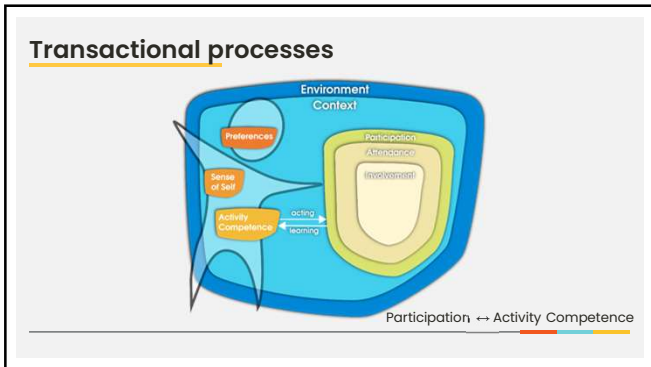
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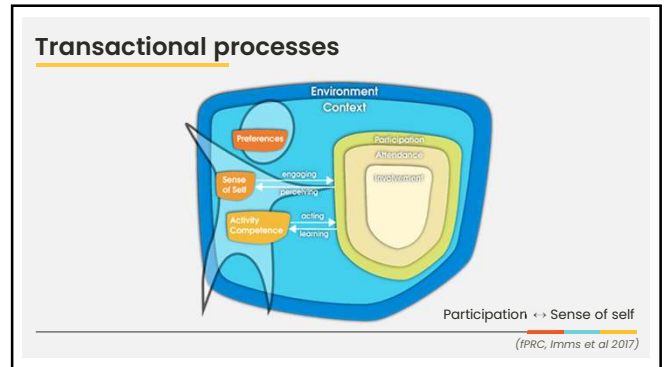
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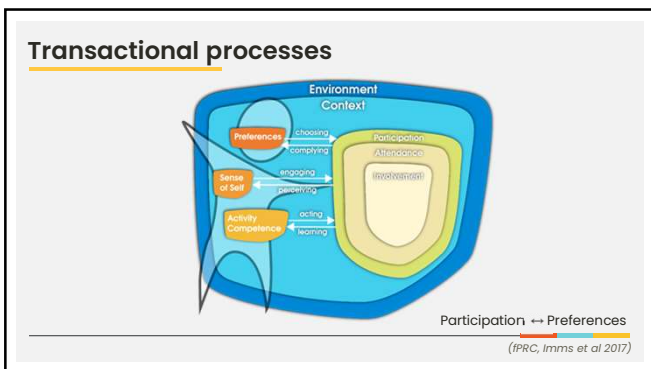
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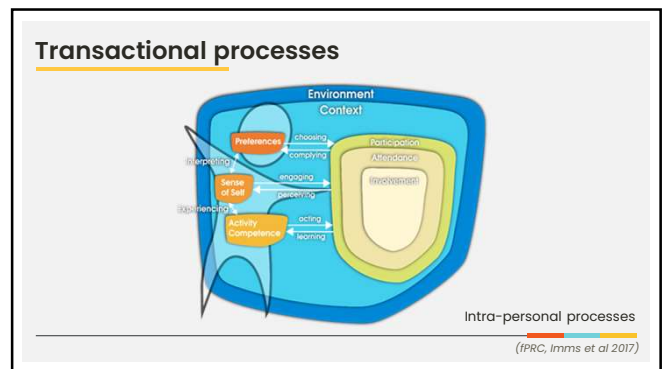
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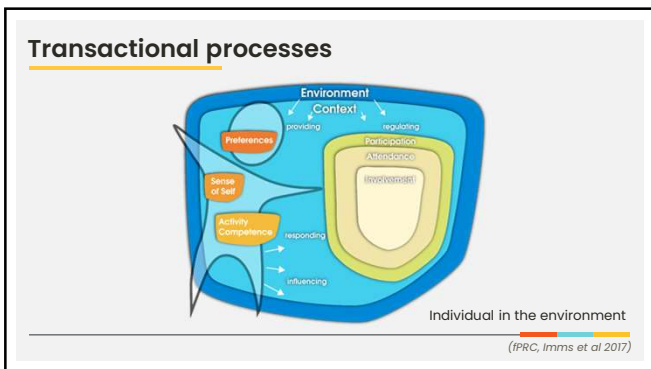
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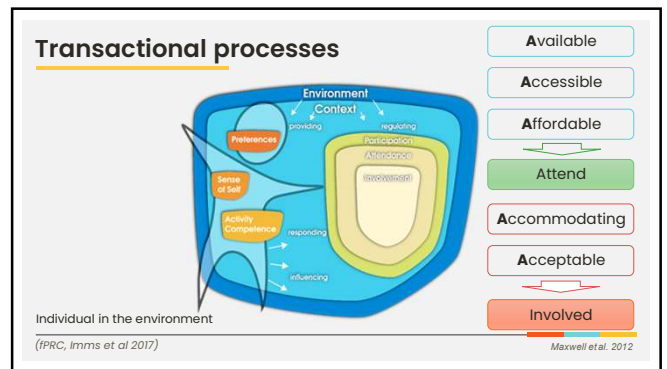
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### Participation in any life situation

**Personal attributes**

- Preferences
- Sense of self
- Activity competencies

both contribute to and are developed from participation experiences

(fPRC, Imms et al 2017)

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### Participation in any life situation

Participation environments and activity contexts

What actions, resources, processes and activities make the settings of varied life situations

- Available
- Accessible
- Affordable
- Accommodating
- Acceptable

(fPRC, Imms et al 2017)

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### A life course perspective

**Infant**

- Activity competence
- Preference
- Sense of self
- Body

**Context**

- Family
- Home
- Community

**Child**

- Activity competence
- Preference
- Sense of self
- Body

**Context**

- Home
- School
- Community

**Adolescent**

- Activity competence
- Preference
- Sense of self
- Body

providing, regulating, responding, influencing, choosing, coping, engaging, perceiving, acting, learning, experiencing, interpreting

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### A life course perspective

Repeated sustained participation that does not optimise positive involvement experiences has consequences for development and for wellbeing

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### A review of use of the fPRC: what can be learned?

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- 2015 SR of trials**  
Of randomised controlled trials of interventions to improve participation; Adair et al.
- 2016 SR of language**  
Of language and measures used to assess participation; Imms et al.
- 2017 Conceptual review**  
Of evidence in support of framework; Imms et al.
- 2024 Citation mapping**  
Of diffusion and use of the fPRC; Imms et al.

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### Diffusion of the fPRC: A citation mapping study

**Aim:** To identify where, how, by whom and for what purpose the fPRC has been used to understand the breadth and/or depth of diffusion of the framework.

- Question 1**  
How, by whom, and for what purposes, has the fPRC been used, as reported in the peer-reviewed literature?
- Question 2**  
How have the fPRC constructs and hypothesised relations been empirically explored and described?
- Question 3**  
How has the fPRC been explored and described in relation to other frameworks or theories?

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### Methods

- Citation search in Web of Science, Scopus, Google Scholar**  
No language restriction; re-run April 2024.
- Enter both papers into Scites for citation mapping**  
Identifies citations as i) mentions; ii) supporting; iii) contrasting
- Document selection**  
Count only: conference-related, commentaries, opinion  
Extract data: peer-reviewed journal publications
- Data extraction**  
Tailored excel form for publication content  
Meta-data
- Analysis**  
Descriptive, to address each question  
Network analysis: using metadata

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### Results of search

Step	Count	Notes
Identified	N = 2,005	Duplicates removed: n = 1,177
Screened	N = 828	Studies excluded: n = 26
Assessed for eligibility	N = 801	Duplicates removed: n = 74
Included	N = 727	Refers to one or both relevant papers

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### Results: Question 1. How used (n = 727)

Type of publication

- Research published in peer reviewed journal: n = 493  
▪ 67.8% of citations
- Other publication types: n = 234
  - Thesis: n = 132
  - Conference related: n = 18
  - Book chapter/opinion piece: n = 56
  - Other publication type: n = 28

Not further examined

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### Results: Growth of use over time (n = 493)

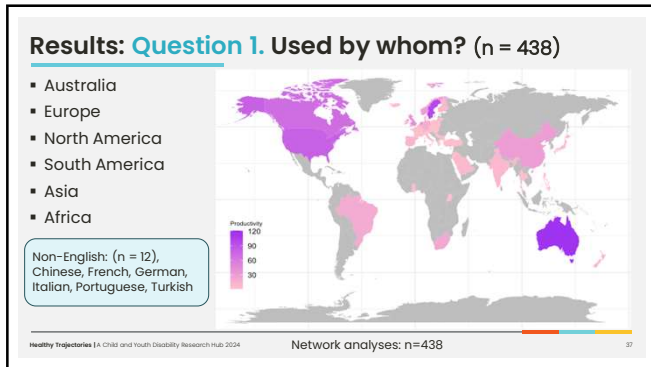
Year of publication	Number
2016	5
2017	22
2018	43
2019	47
2020	71
2021	74
2022	83
2023	107
2024	40
Missing	1

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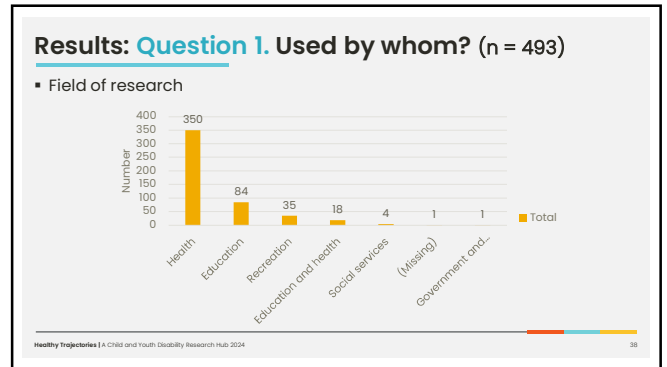
### Results: Question 1. Used by whom? (n = 438)

Network analyses: n=438

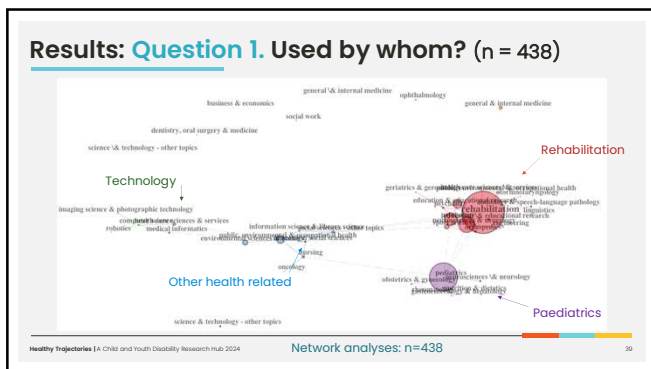
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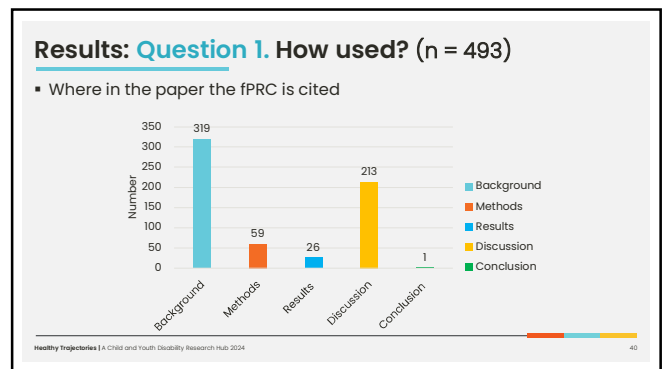
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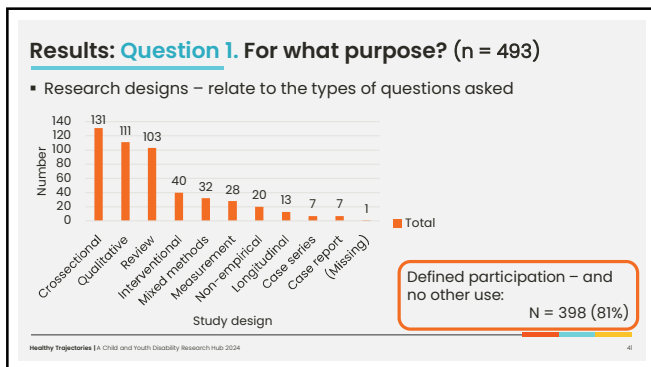
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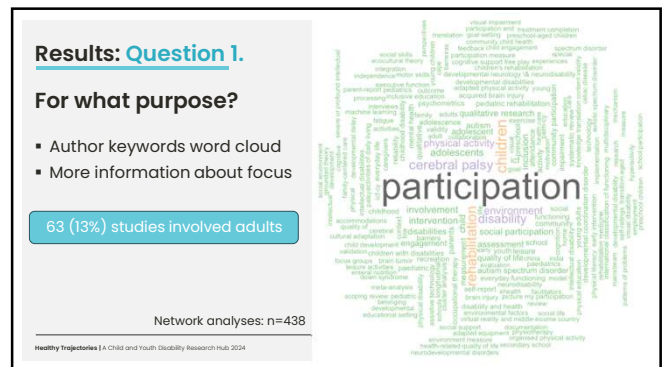
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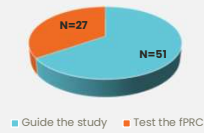


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### Results: Question 2: How fRPC was explored?

To select studies to address this question:

- Excluded all papers that
  - Only used fRPC to define participation
  - Briefly discussed findings in reference to fRPC
- Of the remaining:
  - Used fRPC to guide the study
  - Used the study to test aspects of the fRPC
- N = 78 (16%)



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### Results: Question 2: Used fRPC to guide study

- Reviews, cross-sectional, qualitative studies, mixed methods
  - Study design – beyond the definition of participation
  - Select and / or design measures and data collection
  - Map findings according to fRPC
  - Organise and code results (in qualitative studies)
  - Interpret findings
- Interventional research
  - Design intervention
  - Define outcomes and select measures
  - Test the outcomes

N = 58 (12%) studies

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### Results: Question 2: Used study to examine fRPC

- Test hypothesised relationships: n = 17
- Test or explore the participation construct: n = 4
- Evaluate fRPC usefulness: n = 3
- Develop or evaluate measures: n = 2
- Test a theory: n = 1

N = 27 (5.5%) studies

Bärwalde 2023: Findings suggest *Involvement* should include belonging and interactions  
 Hanzen 2017: Being understood (by others) as an important part of the context  
 Wang 2024: Important influence of parent/carer participation on child participation

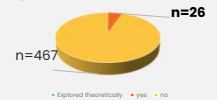
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### Results: Question 3: Other frameworks/theories

How has the fRPC been explored and described in relation to other frameworks or theories?

To select studies to address this question:

- Only included papers that explicitly tested or discussed findings in relation to fRPC and another framework or theory



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### Results: Question 3: Other frameworks/theories

- Predominantly undertaken as part of the discussion rather than tested empirically
- N = 13 (50%) papers discussed fRPC in relation to the ICF
  - Highlighting limitations of the ICF regarding participation construct
  - Typically, supportive of two dimensions of participation in fRPC
  - Suggest need for additional 'code sets' in the ICF (Yi Ling et al. 2019)
- N=12 other frameworks considered

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### Results: Scites assessment

- We used Scites to identify supporting and contrasting statements within the included publications
  - Mentions
  - Supports
  - Contrasts
- Only useful in those papers where fRPC is used to do more than define participation (n = 95)
  - Contrasting statements were identified by Scites in 3 (3.2%) papers

Note: we did not find Scites as useful as suggested  
 Accuracy was somewhat limited

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### The need for measures

- The Social Participation Inventory (SPI; Bernard et al 2024)
  - Measures attendance and involvement and satisfaction with participation
- School Participation Measure (SPQ; McIver, 2020)
  - A measure of participation-related constructs, with 4 scales
  - Identity
  - Competence
  - Symptoms
  - Environment
- Youth Participation and Environment Measure (Y-PEM; Shahin, 2024)
  - Attendance, Involvement, Environmental supports/barriers
  - Home, School, Community, Employment

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### Summary




- The fPRC has been taken up widely
- The main focus has been on using the definition of participation as having two elements
  - Attendance
  - Involvement
- Studies that have used the fPRC more empirically predominantly support the constructs and the hypothesised relationships
- A few studies provide more nuanced understanding
- We still have relatively few conceptually grounded measures

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### The need for measures




- Background: significant knowledge generation about learning environments, and impact on student learning and teaching
  - Multiple measures developed to assess aspects of ILEs
- Scoping and Delphi study with international inter-disciplinary experts
  - Identified and prioritised the critical issues that need to be understood better
  - No suitable measure of student experience of the spaces
- Aim:
  - To design a method of gathering robust evidence about space and student experience
  - fPRC provided theoretical construct to bring these together

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### Measure development





Method

- Item generation: Delphi study, fPRC constructs, existing measures
  - N = 92 items
- Pilot data collection
  - 25 schools (student year groups 5 to 10)
  - 14 countries
  - 5 languages
- Exploratory factor analysis
  - 7 schools in 4 countries – Singapore, Scotland, NZ, Australia (English language)
  - N = 488
  - Aged 10 – 16 years

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### Learning Environments and Participation of All Students (LEaPS)






- Preferences
  - I choose how I want to learn...
  - I can change where I am working...
- Sense of self
  - I feel I belong...
  - I feel safe...
  - I can be myself...
- Activity competence
  - I can think critically...
  - I can be creative...
- Attendance
  - I can get to extra-curricular...
  - I can take part in the same spaces...
- Involvement – self
  - I feel involved...
  - I am focused...
- Involvement – with others
  - I am connecting with others...
- Self-regulation
  - I plan what I need...
  - I make good use of my learning time

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### Learning Environments and Participation of All Students (LEaPS)





- Environment
  - My school...
- Context
  - I can find quiet when I need it...
  - The furniture in the space...
- Context: Teachers
  - My teacher helps me...
  - There is an adult who cares about me...
- Attendance
  - I can get to ...
  - I can take part in the same spaces...
- Involvement – self
  - I feel involved...
  - I am focused...
- Involvement – with others
  - I am connecting with others...

Single item: I prefer to learn in this space (compared to others in the school)

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*Owning the participation problem:  
Why this is a participation focused conference*

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**What don't we know that needs more attention**

- Involvement
- Addressing in equities
- The impact of co-production on outcomes
- Optimising participation attendance and involvement in the big 3
  - Healthcare,
  - Education
  - Employment
- Interventions targeting the environment and context that really work
- Measures capable of capturing change

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**Our conference themes**

- Co-producing participation approaches and solutions for equity
- Participation in education
- Low resource – high resource knowledge exchange
- Understanding and building the experience of involvement

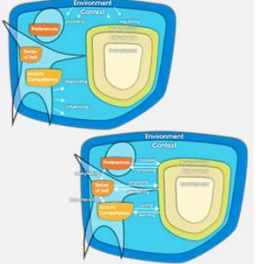
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**Participation is...**

attendance and involvement

which are situated within a family of participation-related constructs



IFRC, Inms et al. 2017

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*Participation is attendance and involvement in meaningful and purposeful life situations:  
...it's living a good life*

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- The Royal Children's Hospital Foundation
  - Melbourne Disability Institute
  - Melbourne Medical School
  - Department of Paediatrics
- The University of Melbourne



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