

# Team members' experiences about Children's Participation in Paediatric Habilitation Clinics.

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# CHILD PMH; CHILD PARTICIPATION AND MENTAL HEALTH

Longitudinal

Habilitation

Focus groups with  
children, parents and  
professionals

**My thesis focus;  
Professionals/  
Team members  
Organisation**



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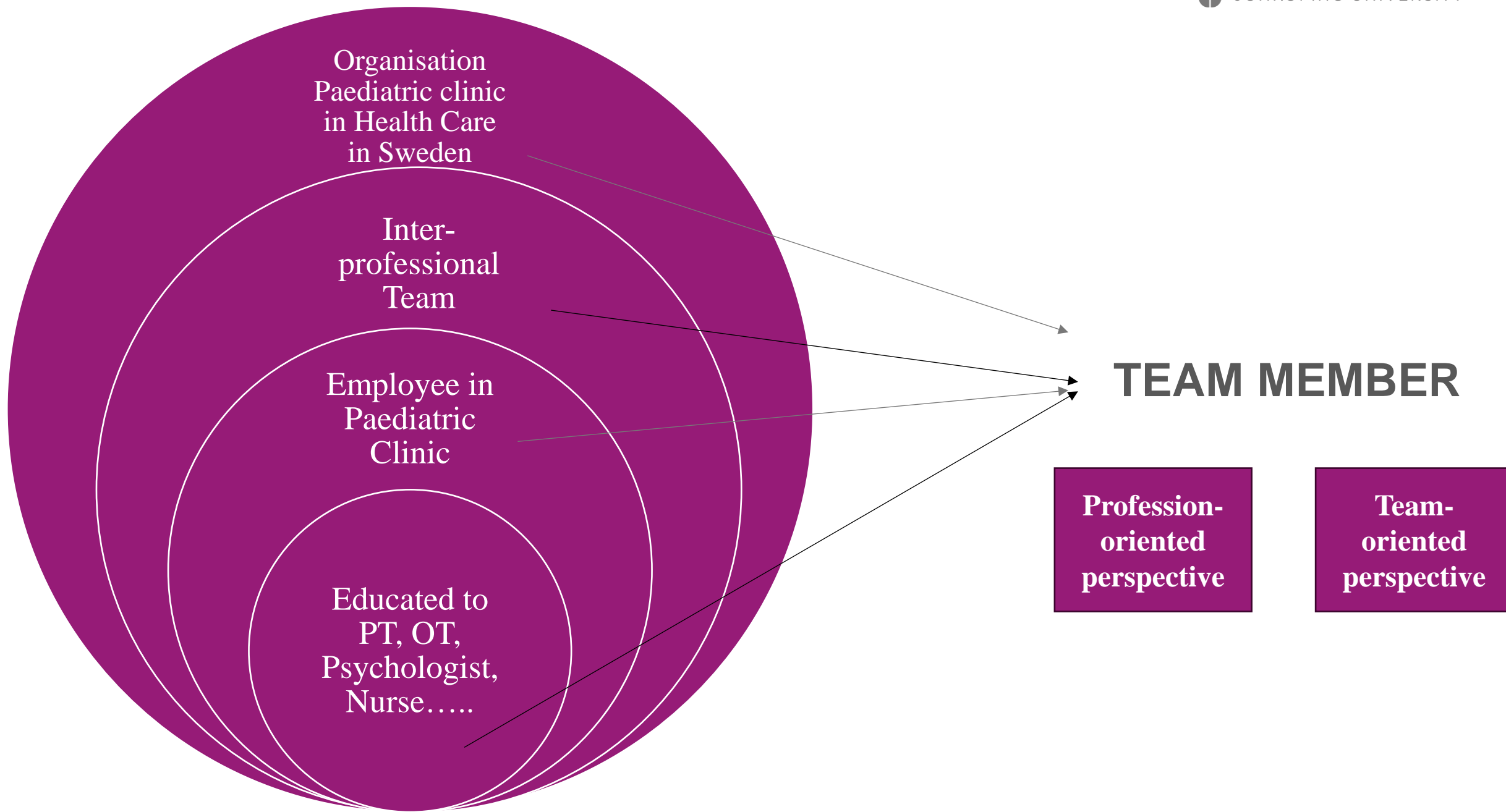
# PAEDIATRIC HABILITATION CLINIC IN SWEDEN

- All Children with disabilities in Sweden can get support from Paediatric Habilitation clinic
- Available in every region
- Organisation and target group are different.
- History of work in Interprofessional teams
- Intervention process; Assessment, Goal setting, Implement Intervention, Evaluation
- **Habilitation goal - activity and participation**



# PARTICIPATION

- Participation?  
fPRC model two dimensions:  
Attend, Involvement
- Convention on the Rights of the Child (CRC)  
guaranteeing children the right to express their  
opinions on matters that affect them.  
- Law in Sweden, 2020
- In society are children with disabilities less  
frequently engaged in activities compared to  
children without disabilities.
- **Team members** working with making children  
involved in the habilitation process increases the  
likelihood of increasing involvement in everyday  
life for the child



# STUDIES I AND II

## Study I

Children's Participation in Paediatric Rehabilitation Clinics from the Team Members' Perspective: A Focus-Group Design (submitted)

Sjödin L , Lygnegård F , Augustine L (2024)

Aim; To explore team members' experience of barriers and facilitators for the participation of children with disabilities in the intervention process from both collective team perspective and individual professional perspectives.

Method: Focus group with team members from four different paediatric habilitation clinics

## Study II (in progress)

Sjödin L, Lygnegård F, Arnell S, Augustine L,

Aim: To study the team members' experience and perceptions of organisations barrier and facilitator to work for children's participations.

Method: Focus group with team member from four different paediatric habilitation clinics.

# METHOD

- Inclusion: Work directly with children with disability in paediatric habilitation clinic
  - Don't know profession or team
- One focus group per region
  - 3 to 7 participants
- Took place during the spring of 2021
  - One at habilitation. Due to COVID-19, three were held online.
  - Duration of the focus group; 48 – 80 min, whereas the at habilitation took 80min
- Audio recorded, transcribed

## Analysed study I

### Deductive

- Step in Intervention process (assessment, goal setting, implement intervention, evaluation)
- Profession oriented, team collective oriented

## Analysed Study II

### Inductive

# PRELIMINARY RESULTANT STUDY I

## Two parts:

The experiences of children's participation in the intervention process

Perceived facilitators and barriers for children's participation in intervention process.



# TEAM MEMBERS EXPERIENCE OF CHILDREN'S PARTICIPATION IN INTERVENTION PROCESS

## Goal setting;

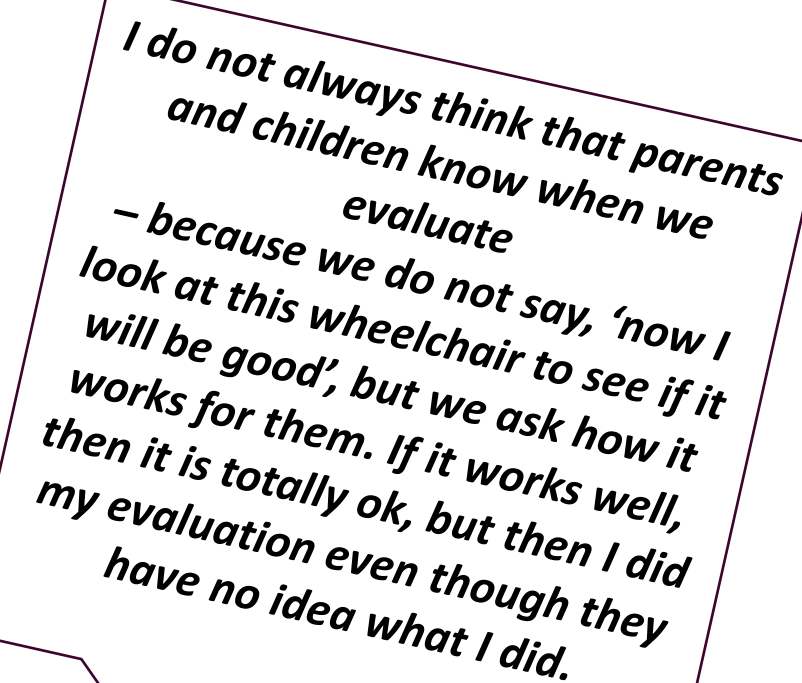
Profession oriented; Some don't think that children should attend the meeting

Team oriented; Adapt the meeting so children could participate and be engaged

## Evaluation

Profession oriented: Included children

Team oriented: Used informal evaluations without involving children



*I do not always think that parents and children know when we evaluate – because we do not say, 'now I look at this wheelchair to see if it will be good', but we ask how it works for them. If it works well, then it is totally ok, but then I did my evaluation even though they have no idea what I did.*


# PERCEIVED FACILITATORS AND BARRIERS FOR CHILDREN'S PARTICIPATIONS IN INTERVENTION PROCESS

Overall, a facilitator was trust!

Trust internally in organisation

Trust between team member and children/families.

To build trust needs time which was mentioned as a barrier.



*- I think it has to do with the trust in me as a professional as well. Then I think you [the children] become more involved*

# PERCEIVED FACILITATORS AND BARRIERS FOR CHILDREN'S PARTICIPATIONS IN INTERVENTION PROCESS

Categories that included both facilitator and barrier

*What we do sometimes is that you go home or to preschool because they feel safe in that environment. (...) It is easier to get the child more involved where they feel safe.*

## **Context**

- **Children's social context**
- **Physical place for meeting**

## **Comprehension of meetings**

## **Organisation**

*But if it is not a bit, for example, before we do a CPUP, then we usually send home some information before. Then I think that we should be better at sending pictures; this is how it goes, and you have some kind of pictures that you show when they come so as to prepare the child to be more involved*

# CONCLUSION

**Children's participation depends on factors ranging from the physical context to the comprehensibility of the intervention process**



**Common barriers discussed included lack of time, while facilitators included using cognitive support.**

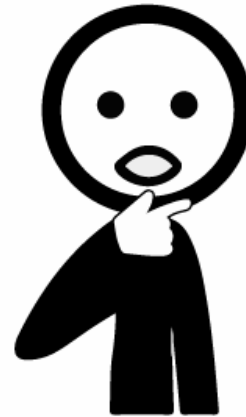
**The context affect children's participation which agree with fPRC model**



**Working in teams was seen as a facilitator for children's participation**



Thank you for listening!



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