

# How are the two participation constructs attendance and involvement related?

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# Why is this interesting?

**In the fPRC framework, participation has two dimensions: attendance and involvement.**

- **Attendance:** Physical or virtual presence.
- **Involvement:** Experience of participation when present.

These dimensions are used in many tools measuring participation in daily activities, often focusing primarily on attendance.

Understanding the relationship between attendance and involvement is crucial for developing theory and guiding interventions.



# What do we know today?

**Most studies with data on both dimensions show strong correlations between attendance and involvement.**

- **Attendance:** Easier to assess (frequency, diversity, duration).
- **Longitudinal studies:** Indicate stable attendance levels over time
- **Involvement:** Includes aspects like engagement, sense of belonging and social connectedness,
  - these may not be strongly related to each other
- **Interventions:** Facilitating attendance doesn't automatically increase involvement



# What problems do we have when it comes to assess participation?

**Participation is by definition contextualized but do we consider that in assessment?**

- **Scores:** Total and subscales scores reliable concerning group data but give little information on participation profiles for individuals
- **Change detection:** Difficulties in detecting change over time related to what and how we assess?
- **Context:** Does it relate differently to attendance and involvement?
- **5 A:s in Assessment might help:**
  - Availability
  - Accessibility
  - Affordability
  - Adaptability
  - Acceptability



# Method

## **Analysis:**

First wave CHILD-PMH longitudinal study of children with disability  
The relationship between children and parents responses concerning attendance and involvement using different types of factor analysis

## **Tools:**

- 1) **FUNDES-CHILD-SE:** A Swedish parent web-based survey proxy rating participation.
- 2) **Picture my Participation (PMP):** Structured interviews with children

Additionally, change scores for attendance and involvement:

based on standard deviations between two time points, one year apart.



# Instruments used

**TABLE 1** Dimensions and rating scales in FUNDES-Child-SE.

Dimension	Frequency of attendance	Engagement	Independence
Question	How often the child/youth participate in different activities compared to children/young people without disabilities (with or without aids or other equipment)	How engaged/involved you think the child/youth is in activities without comparing with other children/youths	How independent the child/youth is in activities (regardless of whether he/she uses technical aids or not)
Scale	0 = <i>the same as or more than what is expected for the age</i> 1 = <i>a bit less than what is expected for the age</i> 2 = <i>much less than what is expected for the age</i> 3 = <i>never do it</i> 9 = <i>not relevant/not applicable</i>	0 = <i>very engaged</i> 1 = <i>rather engaged</i> 2 = <i>little/somewhat engaged</i> 3 = <i>not engaged at all</i> 9 = <i>not relevant/not applicable</i>	0 = <i>independent, does not need any guidance or assistance</i> 1 = <i>need guidance or a little assistance</i> 2 = <i>medium assistance</i> 3 = <i>total assistance</i> 9 = <i>not relevant/not applicable</i>

**Tabel 2** Dimensions and rating scales in Picture My Participation (PMP)

Dimension	Frequency of attendance	Involvement	Three most important	Facilitators/ Barrier
Question	How often do you attend/do.....	How involved are you when attending	Choose the three most important	What makes it easier/difficult
Scale	0 = never 1 = Not really 2= sometimes 3= always	0= not 1= somewhat 2= very		Pictures for the chapters in ICF

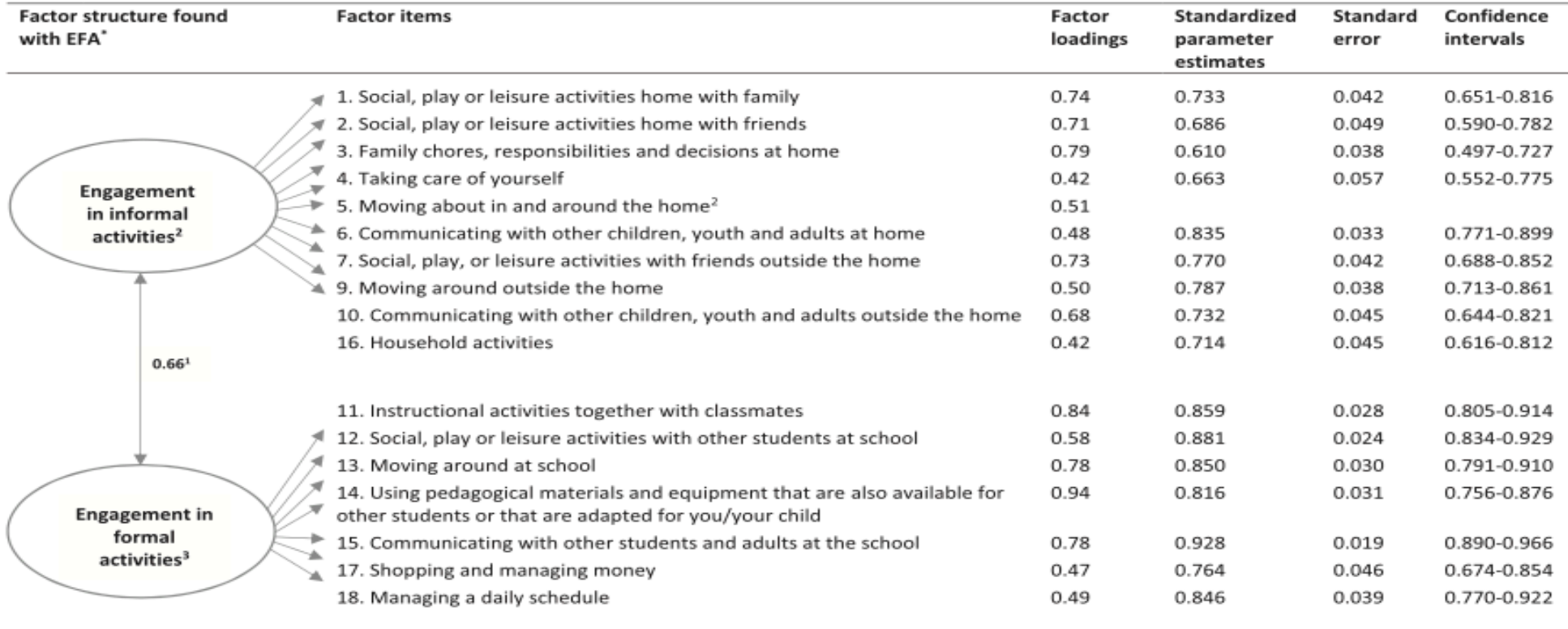
From Gothilander, J., Axelsson, A. K., Danielsson, H., Almqvist, L., & Ullenhag, A. (2024).  
Factor structure of FUNDES-Child-SE measuring the participation and independence  
of children with disabilities. *Child: Care, Health and Development*, 50(4), e13306.  
<https://doi.org/10.1111/cch.13306>

# Results

## **Confirmatory Factor Analysis** on parental proxy ratings of attendance

# Results cont.

## Exploratory factor analysis of parental proxy ratings of engagement



**FIGURE 3** Engagement factors from EFA tested with a CFA. The figure presented the factor correlation, items included in factors and items' factor loadings. Also, the figure presents the items' standardised parameter estimates, standard error and confidence intervals from CFA. \*Items 8. Organized activities outside the home; 19. Using transportation in order to move around in society; and 20. Work and responsibilities, not included in factors. <sup>1</sup>Correlation coefficient for factors. <sup>2</sup>Item 5 was excluded in CFA. Residual covariances between items 10 and 6, 3 and 16, 1 and 3, 3 and 4, 2 and 7, 6 and 16 and 1 and 2. <sup>3</sup>Residual covariance between items 11 and 14, 13 and 14 and 12 and 18.



# Results cont.

PCA of child self-ratings of attendance in activities generated 4 factors  
Explaining 32% of the variance

Item	Doing with family	Personal activities	Organized activities	Caring activities
Personal care			0.637	
Family meal time		0.541		
My own health				0.633
Gathering supplies	0.486			
Meal preparation				0.548
Cleaning at home			-0.574	
Caring for family	0.702			
Caring for animals/pets		0.756		
Family time	0.429			
Celebrations	0.520			
Playing with others			0.690	
Organized leisure			0.470	
Quiet leisure		0.501		
Spiritual activities	0.532			
Shopping	0.819			
Social activities		0.783		
Health centre	0.598			
School				-0.478
Overnight trips			0.556	

# Results cont.

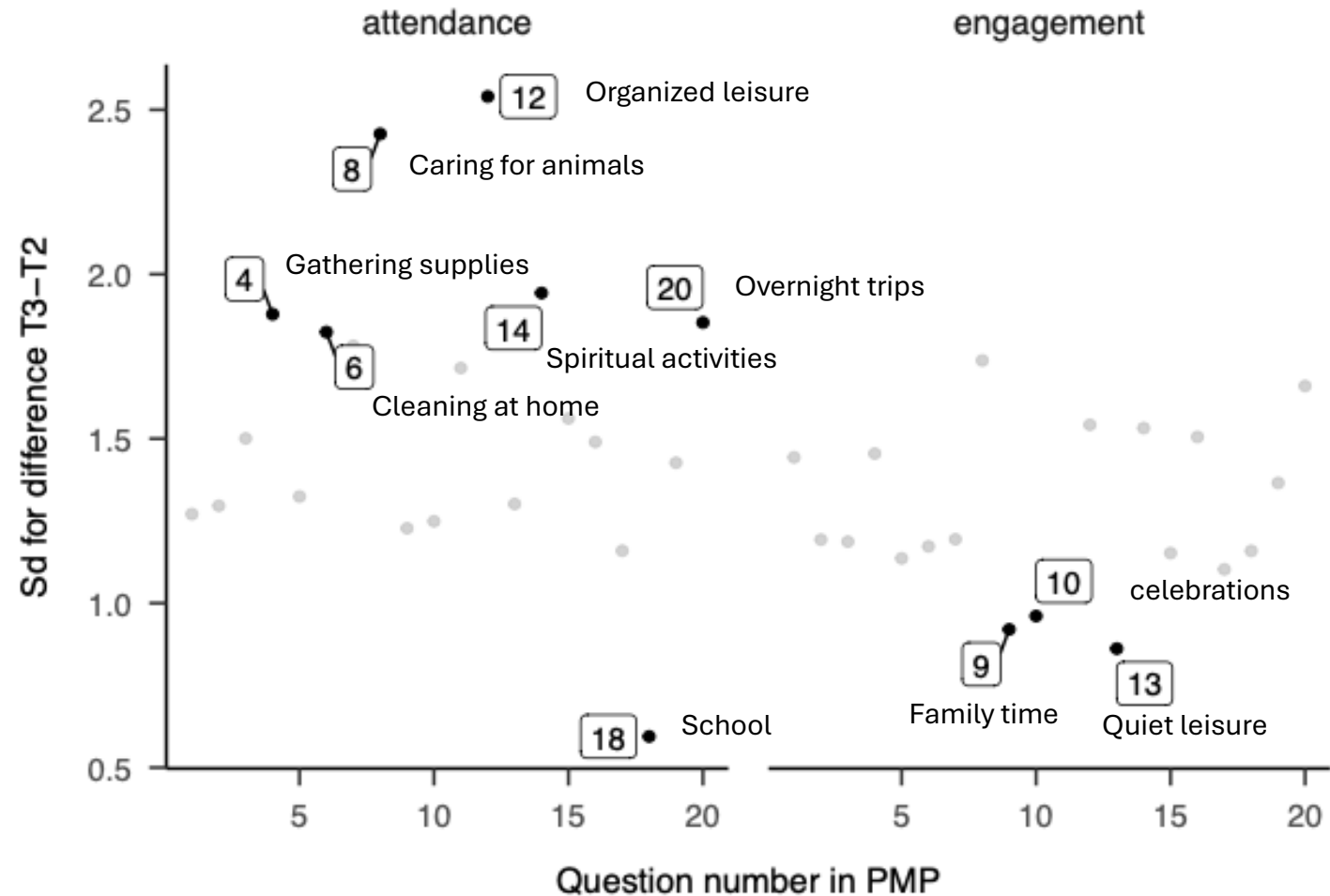
PCA based on children's self ratings of engagement  
1 factor explaining 55% of the variance

Item	Engagement
Personal care	0.766
Family meal time	0.759
My own health	0.691
Gathering supplies	0.731
Meal preparation	0.762
Cleaning at home	0.628
Caring for family	0.788
Caring for animals/pets	0.706
Family time	0.858
Celebrations	0.791
Playing with others	0.773
Organized leisure	0.690
Quiet leisure	0.816
Spiritual activities	0.692
Shopping	0.755
Social activities	0.662
Health centre	0.808
School	0.798
Overnight trips	0.741

# Results cont.

Change scores - a comparison between attendance and involvement using childrens' self ratings at two time points  
The higher the Sd the stronger the probability for change is

Item
1) personal care
2) Family meal time
3) My own health
4) Gathering supplies
5) Meal preparation
6) Cleaning at home
7) Caring for family
8) Caring for animals/pets
9) Family time
10) Celebrations
11) Playing with others
12) Organized leisure
13) Quiet leisure
14) Spiritual activities
15) Shopping
16) Social activities
17) Health centre
18) School
19) Overnight trips



# Conclusions

- Attendance seems to vary more between activities than what involvement do
  - Can this be explained by a stronger contextual link?
  - Role expectations on children vary with age (e.g organized activities, overnight trips)
- Involvement seems to vary less over time than what attendance do
  - Can this be explained by that involvement is more related to person characteristics

## **Important to consider when discussing with child and parents about goals for participation intervention**

- Role expectations expressed by child and family – ask repeatedly
- Child involvement in selecting important goals – important is not the same thing as fun
- Involvement is strongly related to personal meaning and motivation – ask child