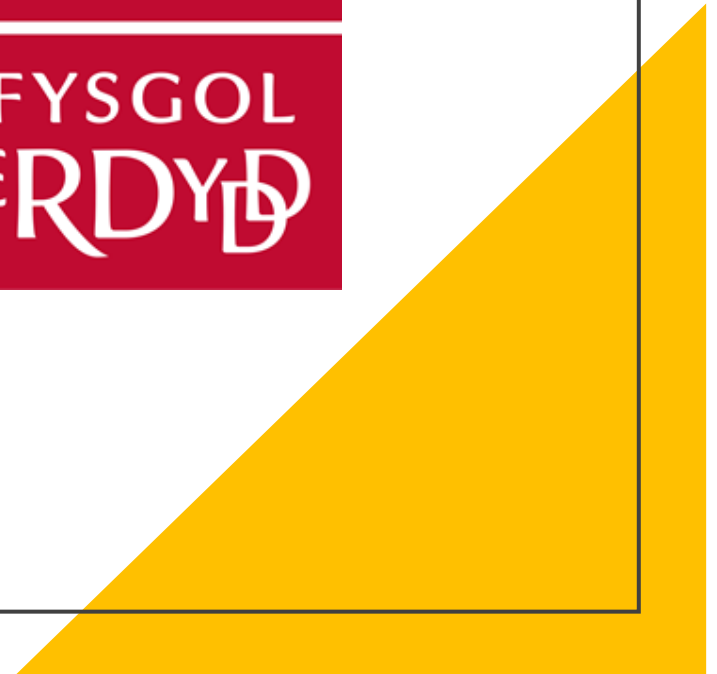


Situational Analysis of Physical Activity Participation for Children and Young People with Cerebral Palsy

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What is the current system?

Systems Analysis -

Systems are generally designed to serve humans!

PhD Aims & Objectives

- To identify, map and analyse the system/s in place supporting physical activity (PA) participation for children and young people (C&YP) with cerebral palsy (CP)
- To provide recommendations for increasing and sustaining increased PA participation based on analysis of the strengths and weaknesses of the system/s in place

Recruitment

- Parents of C&YP with CP
- C&YP with CP aged 4 – 17 (school aged C&YP)
- Geographic distribution – 5 neighbouring Local Government Council Areas which contained two large cities and surrounding areas
- Volunteers
- Purposive
- Via clinical, research, education, charity networks, word of mouth, snowball sampling, theoretical sampling

GASP

Games, Activities and Sports Participation

Information for children aged 4 - 11 years



The GASP Research Study

Games, Activities, Sports and Physical activity

Do you support a disabled child or young person?

Can you help me?

My name is Karen Visser, I am a physiotherapist and senior lecturer at Cardiff University.



I am doing a PhD research study investigating support of physical activity participation for disabled children and young people.

I am including parents, children who have neurological disorders (aged 4-17years) and all people who support children and young people with physical activity.

I would like to chat to anyone involved, to hear about their experiences.

If you would like to participate, I can chat with you online, on a day and time convenient to you.

If you and/or your child would like to be involved, please contact me, **Karen Visser:**

Telephone number: 02920 687692 (24-hour answer phone)

Email: visserks@cardiff.ac.uk

Thank you!

Family Interviews:

- A total of 11 families included
- 14 family interviews conducted
- 7 interviews with parents alone
- 7 interviews with C&YP whilst parents were present

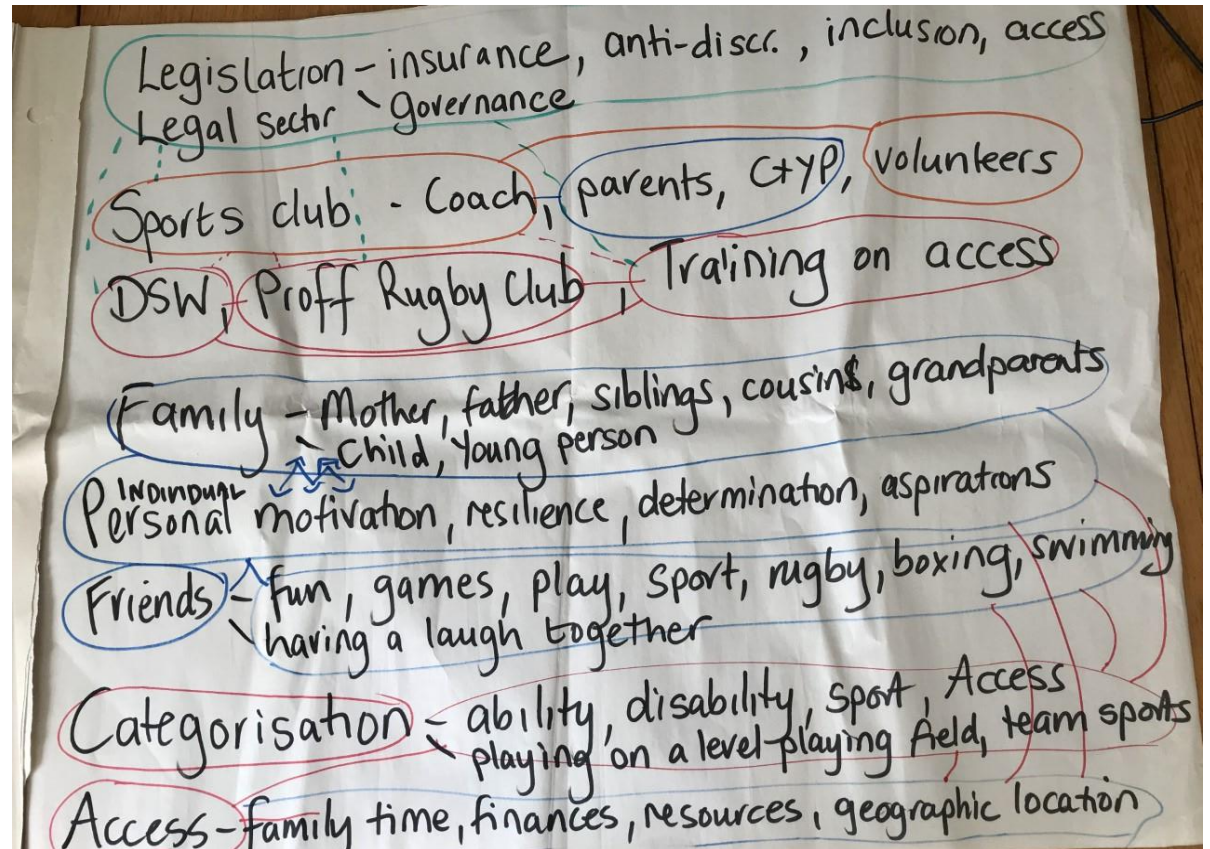
CP C&YP Demographic Details

Gender	Age	CP Distribution	GMFCS Levels
Male n=8 Female n=3	Range: 5 – 17 years Mean: 10.5 years	Hemiplegia: n=4 Diplegia: n=5 Quadriplegia: n=3	Level I: n=0 Level II: n=7 Level III: n=1 Level IV: n=2 Level V: n=1

Verbal Communicator	Verbal Difficulties	Non-verbal Communicator
n=7	n=3	n=1

C&YP Name	Case	Interview Participants (14 interviews)	Interview Type & Location
Dwayne	1	Dwayne & Mother (Sarah)	Face-2-face, in family home
Donny	2	Donny, Father (Carl) & Mother	Face-2-face, in family home
Buster-Snare	3	a. Buster-Snare & Mother/Father b. Buster-Snare & Father (Martin)	Face-2-face, in family home
Molly	4	a. Mother only (Sophie) b. Molly & Sophie	Face-2-face, in family home
Anthony	5	Mother only (Sandra)	Via Zoom - online
Mark	6	Mother only (Harriet)	Via Zoom - online
Bethany	7	Father only (Mark)	Via Zoom - online
Philip	8	Mother only (Pauline)	Via Microsoft Teams - online
C-Jay	9	C-Jay & Father (Raymond)	Via Zoom - online
Sian	10	a. Mother only (Sierra) b. Sian & Sierra	Via Zoom - online
Jack	11	Mother only (Tessa)	Via Zoom - online

Situational Analysis - Identifying situational elements - who and what makes a difference to the situation of physical activity participation?



Organising the situational elements

<p>INDIVIDUAL HUMAN ELEMENTS/ACTORS</p> <p>Parents, Children & Young People, Peers/Friends</p>	<p>NONHUMAN ELEMENTS ACTANTS</p> <p>Equipment, training, time, money</p>
<p>COLLECTIVE HUMAN ELEMENTS/ACTORS</p> <p>Schools, Charities, Sports clubs</p>	<p>IMPLICATED/SILENT ACTORS/ACTANTS</p> <p>Discrimination, bullying, role of legislation, funding</p>
<p>DISCURSIVE CONSTRUCTIONS OF INDIVIDUAL AND/OR COLLECTIVE HUMAN ACTORS</p> <p>Charity vs human right</p>	<p>DISCURSIVE CONSTRUCTIONS OF NONHUMAN ACTANTS</p> <p>Access – ramps, lifts, signage</p>
<p>POLITICAL/ECONOMIC ELEMENTS</p> <p>Numbers – money, power, influence</p>	<p>SOCIOCULTURAL/SYMBOLIC ELEMENTS</p> <p>Disability & stigma</p>
<p>TEMPORAL ELEMENTS</p> <p>Age dependant CP changes</p>	<p>SPATIAL ELEMENTS</p> <p>Flat, wide spaces required</p>
<p>MAJOR ISSUES/DEBATES</p> <p>Public Health - Disability</p>	<p>RELATED DISCOURSES</p> <p>Therapy vs PA participation</p>
	<p>OTHER KEY ELEMENTS</p> <p>Unknown?</p>

Being quick to judge - Barrier

I'll probably just say that people are quick to judge. So, when you use a term such as cerebral palsy, then they would probably think 'oh no, we can't have them in our lesson. We don't accommodate kids with disabilities, sorry'. (Sandra)

Responsibility-Barrier/Facilitator

*...but again if you've got an additional need you can't go because they're saying, we don't want to be responsible for this, or that and the other
(Sophie)*

Categories: competition/ performance – Barrier/Facilitator

*I am free but they decide not to pass to me, and like there was this one kid once in games that when I accidentally dropped it he was like - oh "C" what was that for? and he like he would blame me even though it's not my fault, but, yeah, but it's sort of just what it's like if you've got some sort of disability
(C-Jay, 11 years old)*

Parents' Can-do /Problem-Solving Abilities-Facilitator

...his brother would do the high ropes, then we'd find a way of strapping Anthony and sticking him on the high ropes. Nothing stopped him. I think that's the massive difference. The can-do attitude. If you wanted to stop him, then it would be, but you've gotta think what's the overall benefit and gain that it is for the self-work of the child, rather than the fear of the adult to stop him from doing stuff (Sandra)

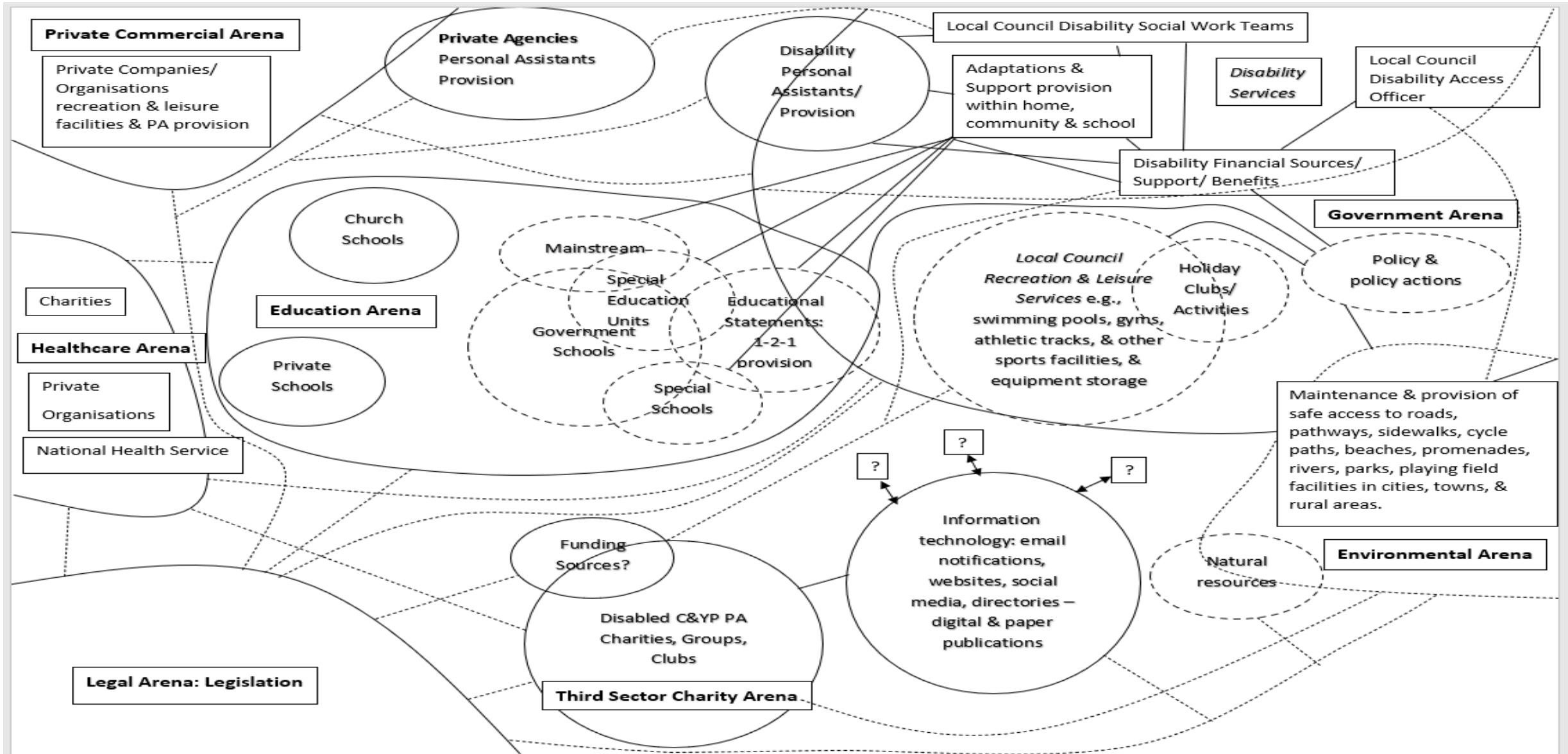
Parents Work to "Normalise" their Child-Facilitator

...I was probably very careful with my choice of words as to how I would describe Anthony's disability. I sound as if I wasn't telling the truth at the time! Very often, I wouldn't say that he has cerebral palsy because people will jump to all kinds of conclusions. I would say something like Anthony's had a stroke so he can't use his right arm, but he's able to use his legs and he's able to follow instructions' (Sandra)

Location- Barrier/Facilitator

...but it's, yes, having more things like that for children with disabilities, more groups to join..., but if they could be more readily available in everyone's area... that would be great (Tessa)

Social Worlds/ Arenas Maps



Conclusions:

- There is a need to value grass roots participation as much as elite performance.
- Greater cross-sector collaboration and sharing of resources and information is advocated – reach more families & provide more local choice.
- Targeted education on inclusion, legislation and bias is needed across all system levels.
- Further research including additional stakeholders from all system levels is needed to help more families and C&YP with CP to participate in PA and sport.



Thank You

- Participants – all families and C&YP who participated
- Individuals and organisations within the recruitment networks who facilitated recruitment of participants
- PhD supervisors: Dr Kate Button, Prof. Davina Allen
- Cardiff University
- Cardiff University Physiotherapy Teaching Teams and Research Colleagues

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