

Title page

Title:

Participation: both a *means* and an *end*. A conceptual analysis of processes and outcomes in childhood disability.

Authors

Christine Imms, ^{1,2,3}; BAppSc(OT); MSc(RS); PhD.

Mats Granlund, ⁴ Licensed psychologist, PhD.

Peter H. Wilson, ¹ BAppSc(PE), BBS(Hons), PhD

Bert Steenbergen, ^{1,5} PhD

Peter L. Rosenbaum, ^{1,2} MD, FRCP(C)

Andrew M. Gordon ⁶ PHD

Affiliations:

¹ Centre for Disability and Development Research (CeDDR), Australian Catholic University, Melbourne, Australia;

² *CanChild* Centre for Childhood Disability Research, McMaster University, Ontario Canada;

³ Murdoch Childrens Research Institute, Melbourne, Australia;

⁴ CHILD Research group, Swedish Institute of Disability Research, Jonkoping University, Sweden;

⁵ Behavioural Science Research Institute, Radboud University, The Netherlands;

⁶ Cerebral Palsy Research Centre, Teachers College, Columbia University, New York, US.

Key words

Participation, theoretical framework, Child, Disability

What this paper adds

- An innovative conceptual framework to support participation-based research and practice;
- Conceptualisation of participation an entry point and an outcome of services;
- Recommendations for future participation-based research.

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Abstract

This paper outlines a conceptual approach that we believe should be used to inform research and practice aimed at supporting children whose lives are complicated by impairment and/or chronic medical conditions, and their families. We promote the idea that ‘participation’ in meaningful life activities should be an essential intervention goal, to meet the challenges of healthy growth and development, and to provide opportunities that will help ensure that young people with impairments reach their full potential across the lifespan. We also argue that both intervention activities and research can focus on participation as either an independent or dependent variable. The proposed framework, and associated hypotheses, are applicable to children and youth with a wide variety of conditions and their families. In taking a fresh ‘non-categorical’ perspective to child and youth health (i.e., looking beyond specific diagnoses), by asking new questions, and by exploring issues in innovative ways, we expect to learn lessons and develop creative solutions that will ultimately benefit children with a wide variety of impairments and challenges, and their families, everywhere.

The World Health Organisation's International Classification of Functioning, Disability and Health for Children and Youth (ICF-CY)¹ defines participation as 'involvement in a life situation' (p. 9). The ICF-CY provides a classification system to rate functioning and disability. It also promotes a framework for health that illustrates relationships among the six core domains: presence of a health condition; body structures and functions; activity performance; participation; environmental factors; and personal factors. The ICF-CY provides a very strong foundation for understanding *body structure and functions* of individuals, and the relationship between having a health condition and body structure and function outcomes. Within the *activity* and *participation* domains of the ICF-CY, less is understood about the processes that define the constructs²⁻⁵. More importantly, very little is known about the transactions among ICF-CY⁶ domains, and this knowledge gap greatly limits our capacity to design more effective interventions.

The focus of this paper is on the participation construct and, in particular, its interrelationships to constructs within the *activity* and *body function* components of the ICF-CY. Our reason for this specific focus is that a recent systematic review of participation interventions⁷ in childhood disability found that approaches continue to be directed at intervention at the level of the person, or body function, with the expectation of a downstream effects on participation – despite strong bodies of literature on the importance of the interaction between the environment and the person on participation outcomes⁸. There is a significant body of literature about participation,⁹⁻¹¹ which, although it has its roots in much earlier work, has grown exponentially since publication of the ICF in 2001¹². Participation is understood to be a complex multi-dimensional construct that is discussed and applied as both a process and an outcome^{13, 14}; thus, in the context of research, it can be studied as an independent or a dependent variable. This 'bi-directionality' presents a challenge to researchers, who need to carefully articulate their thinking and their research question(s), and then construct paradigms that test causality and inform intervention.

Purpose statement

The purpose of this paper is to use current knowledge and concepts about participation to suggest ways forward for research and practice, particularly as these ideas concern participation for individuals with a need for special support. We propose that participation can be both an entry point (a 'process') and an outcome (end point) of health and education services even when these services are concerned with ameliorating impairments and promoting activity performance. The Family of Participation-Related Constructs (fPRC) framework will be presented and used to promote and advance conceptual clarity and consistency in language. We will recommend directions for research that can further our understanding about what enables positive participation outcomes for people with childhood-onset impairments. In particular, we propose that if interventions are provided that enhance both *attendance* in activities, and *involvement* while attending those activities, we will improve our understanding of outcomes across activity competence, sense-of-self and preferences for patterns of participation that will enhance long-term health and wellbeing in children with childhood onset impairment.

Background

A biopsychosocial approach to participation

The ICF-CY is a biopsychosocial framework that describes functioning and/or disability as the outcome of interactions among the domains^{1, 15}. The framework was designed to provide an international, whole-of-community perspective on functional outcomes. However, research in childhood disability has focused mainly on the interventions for, and performance of, individuals, even if data are aggregated at a group level. In contrast, social models of disability¹⁶ focus on participation of groups at a societal level, with interventions intended to support individual participation through environmental and social change, rather than by addressing individual determinants. Interventions within social models are importantly focused on environments, for example drafting of legislation related to discrimination or building requirements to support accessibility¹⁷. Significant outcomes of social approaches and disability rights movements include the promulgation of laws and international conventions¹⁸ for human rights, including for those with disability¹⁹ and for children²⁰.

Research concerning people with impairments who need special support has been founded in two traditions. The first, based on “biomedical” thinking, involves interventions that address issues within the individual’s ‘body structure and function’ through ‘treatments’ to promote the development of functional skills, for example, motor performance or working memory.²¹ The implicit assumption is that these interventions will lead to functioning – that is, reduced impairment or illness, or increased activity capacity – that will in turn lead to more functional everyday skills and increased participation. Research designs associated with this kind of framework often use univariate, unidirectional approaches to explore the relationship of ‘this’ intervention to ‘that’ outcome, controlling for other ‘sources of variation’ that might influence the effectiveness of the intervention. Currently, there is little evidence that single interventions that are aimed at changing specific physiological or psychological functions at the level of body structure and function will necessarily transfer to global changes in participation^{7, 22, 23}.

The second tradition is a multidimensional approach that concerns social models of disability, principles of inclusion, and resistance of those with disability to deterministic and exclusionary medical models¹⁸. This tradition argues that categorization (e.g. of disability) leads to exclusion and ableism. Accordingly, young people in need of special support should be included in mainstream school with required environmental support provided by ordinary teachers, rather than attend special classes or special schools.²⁴ Support should be provided to ameliorate difficulties experienced with functioning in school. Research designs in this tradition often involve a host of independent variables and analytic approaches that take these many ‘sources of variation’ into account at the same time. A recent systematic review,²⁵ however, provided no evidence that children who need special support in mainstream classes had a better social situation or well-being than children in special classes.

Thus, the evidence for both these traditions impacting an individual’s participation is weak. While acknowledging that the medical and social approaches are not binary, but rather complementary, current evidence suggests that the two approaches need to be merged more effectively into a model of individual functioning that unites aspects of functioning at the level of body structure/function and activity with functioning in everyday life. A *primary focus* on participation can achieve this aim. At the level of societal interventions (such as

laws/policy) there is important regulation of the opportunity for people to take part in the same activities as others, but that does not mean that an individual person will be able to do so. Put simply, it is not possible to regulate the adaptations and accommodations that might be required to enable an individual to participate. Social, rights-based interventions are very important;¹ the focus of this paper, however, is on participation at the individual level, rather than the societal level per se.

Participation and development

The contemporary focus of outcomes of health and education services for people with impairments, or in need of special support, is increasingly on their participation in life situations over the life span.^{1, 19} At an individual level, participation can be seen as a universal outcome – one that is important for both learning and development as well as health and wellbeing.^{26, 27} Traditionally, health and education interventions have focused on supporting development over the life span. Disentangling participation from development is, however, an important yet unfinished task. Indeed, the difficulty of the task may be one reason why health and education research has focused primarily on the capacity, or competence, of individuals, despite the challenges of distinguishing natural developmental change from the effects of interventions. Traditional notions of development are related to increasing complexity of behaviour.²⁸ Implicit in this notion is the idea that people will participate more in everyday life if they are able to complete more complex activities: i.e., they become more competent. This focus on development has also led to a set of values and principles that suggest there is a typical or right way of performing activities, rather than principles related to the effectiveness of the outcome of the activity: i.e., that the person is engaged with, or is undertaking, the desired task and completing it in their own way.

The ICF-CY framework separates the constructs of *activity* and *participation* but the classification system does not.^{1, 12} Although there is a description of how participation can be measured using the qualifiers within the classification system, the choices are to measure either *capacity*, defined as performance ability within a standardised or ideal environment (i.e., activity), or *performance*, defined as ability within the individual's current environment. Whilst the performance qualifier can be used as a participation measure¹¹, both capacity and performance are essentially measures of competence – the ability to do something in relation to a reference standard. Hence, functioning is described using a developmental approach: i.e., development as competence in performing increasingly more complex behaviours. In short, current ICF-CY qualifiers may provide a mechanism for assessing degrees of activity competence, and not aspects of participation. Further qualifiers focusing explicitly on attending and degree of involvement while attending are needed.²⁹ A framework that postulates the relationships amongst variables related to participation would assist in clarifying outcomes and processes that lead to outcomes.

A Family of Participation-Related Constructs

A recent systematic review of participation outcomes following health, education or psychological interventions for children with impairments⁷ found considerable conceptual inconsistencies related to participation as an outcome. From a content analysis of research notions about participation, a family of participation-related constructs was developed – what the current authors call the fPRC.³⁰ These constructs, and the framework, can be used to describe the relationships among important within-person factors that are both

influenced by past participation and that influence future participation. Further development of the proposed framework³⁰ is shown in Figure 1, and definitions for key concepts used within this paper are presented in Table 1.

[insert Figure 1a and b about here]

The participation construct

Within the fPRC, participation has two essential components: *attendance* – defined as ‘being there’ and measured as frequency of attending, and/or the range or diversity of activities; and *involvement* – the experience of participation while attending. Involvement might include elements of engagement, motivation, persistence, social connection, and level of affect³⁰. Attendance is a necessary but not sufficient requirement for involvement, hence involvement is embedded within the attendance dimension.

Although they are embedded constructs, the relationship between attendance and involvement is not fully understood. Previous studies have reported that the probability of being involved in an activity increases if it is an activity that one attends relatively frequently.³¹ However, children with impairments were also found to spend more time at low levels of engagement in the activities they were attending compared with age-matched peers.³¹ Maxwell et al.³² found that children self-report higher engagement when also describing that they are “mentally there”, i.e., thinking about the activity attended. People can, however, attend to different aspects of the same activity, perhaps related to being motivated by different goals; thus they can actually be *involved* in different aspects of the same activity. In effect, this individual variation in task engagement within the same activity creates different participation contexts (see Box 1). In some circumstances, measuring involvement or engagement may need to be undertaken in relation to the specific contextual element of the activity with which the person is engaged (i.e., has the focus of their attention) to understand *what* the individual is participating in; for other purposes, understanding the overall level of involvement (regardless of context) may be important. Although it is not uncommon for studies to measure participation as “on-task” behaviour, the ‘task’ in these studies is typically defined by the researcher or observer, not the participant.³⁰ The extent to which, and how, the perspective matters in terms of long-term outcomes is not well understood, although a number of authors discuss the need for varying perspectives in measurement of participation outcomes.^{14, 33}

Box 1. Participating in soccer:

George and Henry are both 8 years old and both express a keen desire to play soccer with their friends. During games, Henry is observed to be focused on (looking at, yelling about) the ball or his team mates, clearly ‘involved’ in the game. George is often observed to be deeply interested in whether he can pull his socks up beyond his knees, and comparing and talking about the height of his socks (and the colour of the uniform bands that are visible when pulled up) with those of players who are near him. He appears deeply involved in this activity. Both boys attend the soccer game. Both boys are involved in soccer, but not the same aspects of soccer.

[insert table 1 about here]

Intrinsic factors that influence, and are influenced by, participation

Intrinsic person-related concepts that are related to participation in the fPRC, but are not the same as participation, include *activity competence*, *sense-of-self* and *preferences*³⁰. These intrinsic factors influence future participation and are influenced by past and present participation.

Activity competence is defined, in a manner consistent with the ICF-CY¹, as the ability to execute the activity being undertaken according to an expected standard, and includes cognitive, physical and affective skills and abilities. Activity competence is often measured in intervention research as developmental competence, for example, the ability to use objects for the purpose they were designed, or performing a task for the same amount of time as expected, or completing a task independently^{11, 30}. Activity competence can be measured as (i) capacity, i.e. a measure of the highest level of ability of the child within a structured environment such as that created for test taking; (ii) capability, defined as the skills and abilities an individual can use in a daily environment; or (iii) performance, i.e. the skills and abilities the child actually does use in an everyday setting^{1, 33-35}.

Sense-of-self refers to a personal perception related to one's confidence, satisfaction, self-esteem and self-determination.³⁰ These intra-personal factors facilitate participation by helping the person engage, but are also shaped by participation and associated perceptions of control, effectiveness or flow.³⁶ These intra-personal factors can be seen as a family of constructs focused on perceptions of self, such as autonomy, optimism, self-determination and self-esteem.²⁹

Using a timeframe perspective, some self-related concepts are focused on the past (e.g., self-esteem and contentment), some on the present (e.g., engagement, happiness, or flow), and others on the future (e.g., hope and self-determination).³⁶⁻³⁸ There is a strong overlap between sense-of-self in the present and the notion of involvement/engagement. Sense-of-self perceptions focused on the past, such as self-esteem based on past performance, seem to be related to consequences of previous experiences of involvement (and perhaps perceptions of success and failure). On the other hand, future-directed perceptions such as self-efficacy and autonomy may be seen as precursors to participation in activities: high self-efficacy for a particular activity, for example, is likely to predict future engagement in that activity. Future-directed perceptions of sense-of-self have been related to participation outcomes for persons with impairments^{39, 40} and are likely to be stronger predictors for future participation than perceptions focused on the past.⁴¹

Preferences are defined as the interests or activities that hold meaning or are valued³⁰. To prefer something is to set or hold it above another option in one's estimation. Preferences can be used to explain and predict human action and social practice⁴², both at an individual and cultural level. Preferences are established through interactions with people in social groups who share particular beliefs and values, through past experiences of enjoyment and success, and through place attachment or build-up of positive associations with particular environments and experiences.⁴²⁻⁴⁵ Preferences are therefore both antecedent to, and a consequence of, participation.

Extrinsic factors that influence, and are influenced by, participation

As seen in Figure 1, and strongly supported by a body of research about the relationship between the environment and participation^{8, 46-50}, all participation occurs within a contextualized setting. Batorowicz et al.'s⁶ proposed conceptual separation of the environment from context provides a very useful model for considering how the setting affects a person's participation. *Context* is personal, considered from the perspective of the person participating, and relates to the people, place, activity, objects and time in which participation is set. This way of thinking is also explicit in other theoretical models such as SCOPE-IT: Synthesis of Child Occupational Performance and Environment in Time model⁵¹. *Environment* is external, and refers to the broader, objective social and physical structures in which we live. The environment affects the person both directly, (e.g., the impact of geographical features, or medication that targets body function), and indirectly (by affecting our perceptions of the activity context – e.g., whether an individual perceives a hill as steep when trekking is dependent on the physical shape of the geography as well as the person's motor skills or fitness). However, the person also affects the environment through engagement in activities within places⁶. These transactional relationships between the person and context result in changes to both the individual and the environment over time.^{50, 52, 53} This also means that the context – the nodal point between the person and the environment(s) in which people are involved – may vary between people, even when they are present in the same activity. Box 1 provides one example of this. For another example, two people taking a walk can be involved in the context of 'conversation', or in the context of 'walking', depending on what they perceive they are engaged in. If one person has difficulties walking, and the other does not, one person might actually be 'involved' in walking and the other in talking. This example highlights the complexities in untangling the constructs of involvement and engagement from other psychological processes such as attention. To focus on attentional resources is to focus on aspects of competence – this may be important, but it is not the same as participation.

The processes operating among the constructs

The fPRC (see Figure 1) displays hypothetical processes that operate among the factors and the participation construct. The bi-directional arrows and their associated verbs portray the active processes or transactions that occur between the constructs or factors. The verbs reflect the direction of influence. The environment and context are thought to be *providing and regulating* participation. The participating child also influences the environment by reacting, collaborating or other actions.^{52, 53} Passive children, those that are not involved physically, cognitively or emotionally, may have less influence on their contexts / environments.

Between participation and activity competence are the processes of *acting and learning*. For example, if competence is both an *outcome* of actions, i.e. learning skills over time through activity participation, and a precursor or *predictor* of future participation, research and intervention can focus on participation as either an independent or dependent variable, depending on the research question. Children are more likely to participate in activities in which task competencies have been learned. Where more rudimentary skills are involved, participation might be encouraged by the assistance of skilled peers or adults (such as parents, teachers or therapists) in an "apprenticeship in learning", akin to Vygotsky's notion of zone of proximal development.⁵⁴

The interaction between participation and sense-of-self involves the processes of *engaging and perceiving*. The sense-of-self evolves as a result of participation, and perceptions of self can predict future participation.^{39, 40} Engaging can be seen as an internal state, and perceiving involves imagining one's ability or opportunity to participate. The relationship between participation and preference is expressed through *choosing and complying*. The importance of having the opportunity (or not) for choice and control over participation has been highlighted by a many authors.^{11, 30, 55} Children choose what they will participate in (e.g., a preferred sport), or they comply (or cope) with choices made by others (e.g., reading at school), based on prior participation experiences and expectations of/for future participation.

There are also processes that occur between the intrinsic constructs described in the fPRC. The individual *experiences* a sense of competence (or not), which colours their sense of self – a self as someone who acts in the world to achieve (or not) certain ends or goals. Indeed, the self is intimately bound up with goal-directed activity and goal attainment in embodied views of the person and mind.⁵⁶ Between sense-of-self and preferences is the act of *interpreting*: the interpretation of past or current experiences in relation to the sense-of-self and competence influences development of preferences. It is through both the experience and the interpretation of the experience that preferences are formed.

Self-regulation

The fPRC framework identifies that a general, self-regulatory process binds together the intrinsic factors. Diagrammatically, this is portrayed as the person in the framework. Self-regulation includes the processes that enable the individual to direct and monitor their thinking, emotions, actions, and interactions⁵⁷ in the perceived context, that is partly defined by the task (e.g., listening to a story read by the teacher) and the broader environment (e.g., a hot afternoon in an open air classroom). Regulation cuts across all aspects of human functioning⁵⁸ and, for the individual, is the cornerstone of our efforts to help people develop competencies through participation in everyday life⁵⁹. Thus, in the participation framework, self-regulation can be seen as the glue that binds intra-personal factors, activity competence (e.g., movement skill), sense-of-self (e.g., self-efficacy) and preferences (e.g., interests): self-regulatory processes mediate the interactions among the two dimensions of participation and intra-personal characteristics.

Engagement as a linking construct

The term 'involvement' is often used interchangeably with 'engagement' to describe the participation experience. In the proposed fPRC framework, engagement is a construct that can be expressed at multiple levels of human functioning according to ecological models of lifespan development.^{28, 54} Although terms vary between authors, these ecological levels describe the environments (e.g., family, school, community and society) that directly or indirectly affect humans during the whole life span.

The varied definitions and operationalizations of engagement provide support for the notion that engagement is present at different ecological system levels. At the level of the person, 'engaging in'⁶⁰ is the internal state, often described as having several components: cognitive (e.g., motivation, attention, focus),

Box 2: The soccer game:

Henry is intensely focused on the ball during the soccer game and on what he and his team mates can do to kick a goal. He directs his engagement to the game. George is interested in being a part of the team and in interacting with team mates. He is less focused on getting goals. He directs his engagement to other aspects of the sport, like the uniform and team mates.

behavioural (e.g., effort, persistence) and emotional (e.g., reactions, sense of belonging)^{36, 61-65}. In addition, there are also neurophysiological components signifying attention. Opportunities for engagement at the person level probably lead to outcomes related to competence, sense-of-self and preferences. At the level of the environment, such as school, or the relationship among environments such as family-professional collaborations, the focus is on connection to contexts, where ‘engaging with’⁶⁰ processes are important, for example, in the engagement between a child and therapist within therapy activities, or between parents and professionals in therapy decision-making for children.^{66, 67} Active engagement at this level might support higher levels of meaningful engagement over time in these contexts, and opportunities for engagement probably lead to outcomes such as more stable perceptions of subjective wellbeing and meaningfulness. The different definitions of engagement also suggest that researchers using the construct see both a frequency/duration dimension in engagement, (i.e., the time spent in situations that enhance engagement), as well as an intensity-of-focus aspect of engagement. In short, engagement has a sense of “*directedness*” with respect to external things, people and events. The type and level of engagement will vary with the context and its complexity (see Box 2).

Synthesising the ideas

If participation is considered the entry point for learning and personal development, it should be possible to identify the impact of participation experiences on activity performance and body structural and functional changes. For example, attendance and involvement in a weekly soccer game is expected to be associated with improved cardiovascular fitness. Conversely, maturational changes in body structures and functions enable different forms or modes of participation (e.g., increased size, strength and fitness enable a more skilled engagement with sports like soccer). A participation-focused approach to working with children and youth with impairments is consistent with general systems theory that describes the multiple pathways to the same outcomes (equifinality) and the multiple outcomes that can result despite similar starting points (multifinality)⁶⁸. The view that participation can be considered both the entry point and the outcome of intervention also enables us to focus on what matters across the life course: e.g., can the child engage with friends and establish peer relationships, rather than can the child construct a five-word sentence or initiate a conversation – skills that risk being decontextualized, hard to generalize, and thus not useful out of context. Taken together, participation-focused research must therefore be designed to provide a way to consider diversity of both outcomes and ‘causes’ of outcomes.

The fPRC does not specify the life situations in which participation occurs, whether they be defined by context (home, community, school)⁶⁹ or type (discretionary, non-discretionary)¹¹. In this framework, participation is separated from the life situation conceptually so that the constructs can be applied in a range of culturally relevant contexts. The processes highlighted as being of interest to further investigate could indeed be understood in terms of discretionary (i.e., the process of choosing, in relation to preferences and participation) versus non-discretionary (i.e. the process of complying or coping). We argue that this further delineation of the concepts and processes might enhance the development of measures and interventions that has been highlighted by many others as important³³.

Discussion

This paper provides a conceptual framework – the fPRC – that positions participation as both an entry point and primary outcome of intervention (depending on the clinical or research goal), as well as identifying the transactional mechanisms by which participation is expressed in life. Participation-focused research provides room for the fact that multiple causes drive diverse outcomes in participation. Thus different interventions might support the same outcome and vice versa. The framework is designed to provide conceptual and terminological consistency, and to inform education and health research, as well as practice, for children and adults living with long-term impairments or health conditions. The essential challenge for clinicians, researchers and consumers of this literature is to ask, “What is the question we are trying to explore?”, and then to carefully situate variables like ‘participation’ in the correct (causal) alignment with respect to other factors of interest.

Research arising from the framework will be aimed at understanding the forces that shape human functioning in everyday life and health of children and youth with childhood onset conditions and their families by addressing their developmental, mental, physical, psychosocial and environmental challenges. These challenges often threaten to compromise the capacities and potential of young people. Considered from a life-course perspective, the framework supports attention to both the immediate and long-term outcomes of lives that are impacted by childhood chronic illness, disadvantage and/or impairment by examining the interacting forces on the individual child and his/her family within the contexts in which they live.

Participation research needs to identify how changes over time in involvement, or ‘engaging in’, can be conceptualised in individuals. Changes in participation over the life course, as well as differences in levels of participation between people or settings, are likely to occur as a result of complex transactions among the following: aspects of the individual that develop over time; the context or setting in which participation occurs, including the nature of the participation activities; and the overarching environment in which people live. Changes in the involvement component of participation over time may be more complex to conceptualise than change in attendance. While notions of high and low engagement can be understood as an internal state that may or may not be observable in behaviour⁶⁰, engagement is complex to measure.

Along with measures of change in involvement, the socially and culturally constructed contexts in which children participate – such as their school, home, or community – can be used to describe changes in the patterns of participation attendance over the life course. Changes might also be described in terms of changing roles in relation to those contexts. There is evidence that individuals increasingly choose contexts that ‘fit’ their competencies, whilst contexts that don’t match competencies are avoided.⁶⁸ For example, as young people recognise that their skills and abilities in physical sports don’t match their peers, they may choose to stop taking part in team sports. In childhood, there are fewer choices because children are required by parents, teachers and/or legislation to participate in well-defined contexts like school, for example. With age, individuals generally experience (or attend) a greater range of contexts and are able to exert more preference about them. If those with impairments have fewer situations in which they can participate and fewer opportunities to choose whether they wish to participate, their behaviour may become over-specialised, less flexible, and less adaptable in new environments. Reduced attendance in turn

negatively influences development of a variety of skills and abilities of the individual, thus potentially further reducing the contexts in which they can participate. Understanding *who* is choosing in relation to the participation of those with impairments is as important as knowing whether the participation opportunity exists in the first place.³³

The ICF uses bidirectional arrows to indicate that influences might occur in various directions; however, there is as yet no language to describe the dynamic relationships that are implied or indeed the more likely causal pathways. The framework proposed in this paper extends the ICF-CY framework by discussing how phenomena such as activity competence, sense of self and context are linked, and provides guidance for future research and practice. Language terms that might be of use can be found in systems theory, such as circular causality, i.e., A causes B but B can also cause A. For example, involvement in physical activities might increase motor skills but increased motor skills might also increase enjoyment and engagement in that activity, thus in turn increasing the probability that a child will participate in physical activities in future.³⁴ Process words in the proposed framework signal the content of the links between the constructs, for example the process between participation and activity competence is expressed using the verbs 'acting' and 'learning'. That is, the child acts within the participation context using their current skills, and through that action learns and develops further skills. The aim of these reflections is to provide conceptual clarity for future research questions and methods.

The fPRC framework proposes the nature of transactional processes between the elements within it, which provides fruitful avenues for research. Understanding the transaction between the domains and supporting processes is important: it is where important knowledge resides about how/what changes occur over time, as well as the entry points for intervention. Focusing on transaction means that the centre of attention is on the bi-directional impact of the elements over time. This implies that research must be hypothesis-driven (to test specific questions), longitudinal (to be able to include time as a dimension of the thinking) and aimed at connecting ecological levels.⁵³ Where correlational research is concerned with finding out about whether one behaviour is associated with change on another (causation aside), transactions are about mapping how the actions of one person or element alters those of another, and vice versa. This requires a shift in research design. To study a transactional process, longitudinal studies with a sufficient number of time points is necessary. Studies of this type will enable the researchers to better isolate periods of time or development where the child or the environment have the most crucial effect⁵³. The timing of these observations must be based on hypothesized relationships among elements. In terms of interventions, a transactional focus requires measurement of outcomes for the children as well as for the parents, interventionists, teachers, and/or others involved. To link ecological levels (e.g., the person to family, to services, to community) the elements studied have to be measured longitudinally at theoretically based intervals and at different, selected ecological levels. For example, to study enhanced child engagement in preschool, a link needs to be made between child engagement at time point 1, and support provided to preschool staff to enhance child engagement from rehabilitation services at time point 2, and child engagement in preschool activities at time point 3. A transactional focus also requires the use of analytical methods that connect ecological levels, e.g., multilevel analysis using structural equation modelling. For example, how a child's engagement is perceived by professionals in the preschool setting might be influenced by the proportion of children with impairments in the unit as one element of the context. Research questions might include

the nature, size and direction of various forces on one another, potentially leading toward understanding causal connections. This approach is the logical and imperative step beyond cross-sectional studies that can, at best, identify associations.

It is possible that engagement can serve as a unifying construct, one that can be used as a focus for participation research within ecological levels as well as between ecological levels. This is because engagement can be observed, and therefore potentially measured, at neural (brain), behavioural, inter-personal and societal levels. Research that not only identifies and further develops valid, reliable measures of engagement at each level for children with impairments but also link levels with the help of these measures will provide the knowledge we require to advance exponentially our understanding of longitudinal participation outcomes.

Conclusion

This paper challenges the view that participation should be seen primarily as a downstream effect of rehabilitation at the body function and structure or activity level, and instead promotes a view of participation as the entry point for changes at the activity and body function/structure level. Although not addressed in this paper, this notion also involves challenging the view that participation restriction can be solved by only addressing environmental barriers. Interventions at the level of the 'body' or the level of society may be necessary to promote participation in individuals, but neither alone is likely to be sufficient. The fPRC framework, addressing issues at the level of the individual in context, expands the activity and participation domain of the ICF-CY by further detailing related constructs within an overarching environmental framework. The fPRC can be used to guide critical thinking in the development of future research and practices.

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Figure captions:

Figure 1. The family of participation-related constructs. Panel A displays the person-focused processes and Panel B displays the environment-focused processes.

Table 1. Definitions of key concepts included within the paper

Concept	Definition
Participation	Attending and being involved in life situations. ^a
Attendance	'Being there' and measured as frequency of attending, and/or the range or diversity of activities in which an individual takes part.
Involvement	The experience of participation while attending that may include elements of engagement, motivation, persistence, social connection, and affect.
Engagement	Engagement is seen as a unifying construct across ecological levels. Thus can be defined depending on the ecological level in which it is examined: (i) the person level – the internal state of individuals involving focus or effort; (ii) between systems level – an active involvement in interactions between systems; (iii) at the macro level – active involvement in a democratic society.
Preferences	The interests or activities that hold meaning or are valued.
Activity competence	The ability to execute the activity being undertaken according to an expected standard; includes cognitive, physical and affective skills and abilities. Activity competence can be measured as capacity, capability or performed skill.
Capability	Skills and abilities that the child <i>can use</i> in a daily environment.
Capacity	Best ability of the child within a structured environment like that created for test-taking.
Performance	Skills and abilities the child uses in everyday settings.
Sense of self	Intra-personal factors related to confidence, satisfaction, self-esteem and self-determination.
Self-regulation	Executive processes that enable the individual to direct and monitor their thinking, emotions, actions, and interactions.
Context	Setting for activity participation that includes people, place, activity, objects and time. ^b
Environment	Broad, objective social and physical structures in which we live.

Note: ^a Based on the ICF definition¹⁵; ^b From Batorowicz et al.⁶