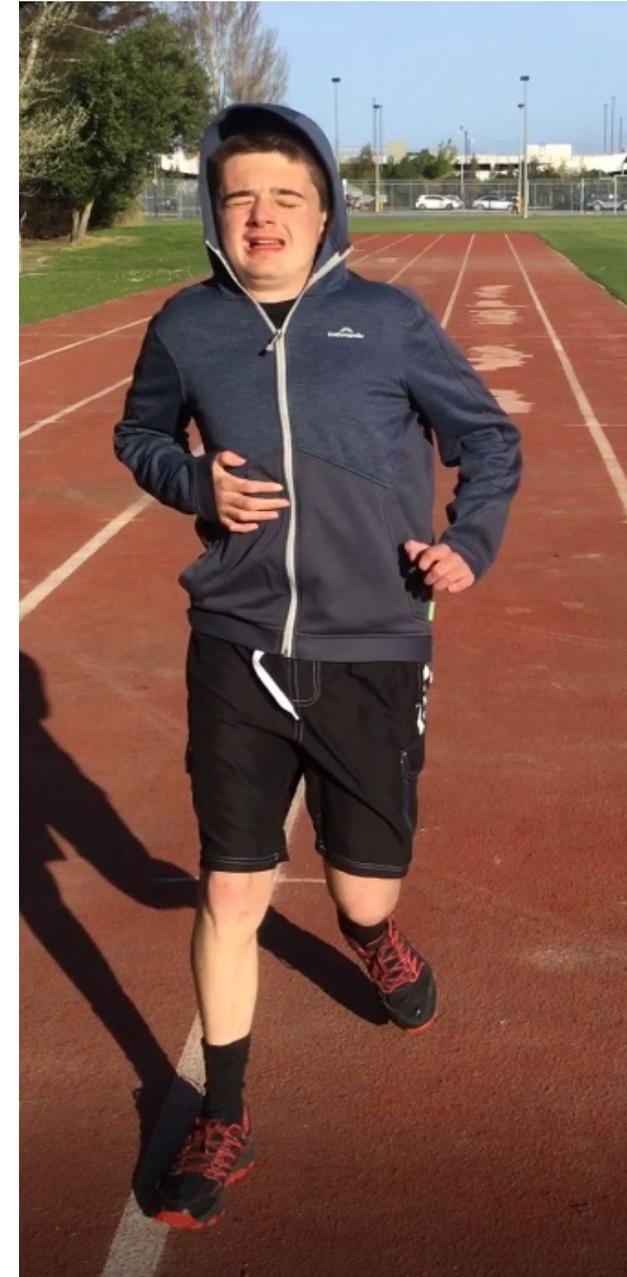




More than just having fun!

Understanding the experience of involvement in physical activity





Professor Susan Stott, University of Auckland

Dr Michael Steele, Australian Catholic University

Dr Brooke Adair, Grow Strong Children's Physiotherapy,
Melbourne

Amy Hogan, Cerebral Palsy Society, New Zealand

Professor Christine Imms, University of Melbourne



What do we know?

- Involvement is rarely measured or reported
- Measures chosen ask about enjoyment only
- Undermines the complexity of 'being involved'

Do physical activity interventions influence subsequent attendance and involvement in physical activities for children with cerebral palsy: a systematic review

Gaela Kilgour, Brooke Adair, Ngaire Susan Stott, Michael Steele, Amy Hogan & Christine Imms

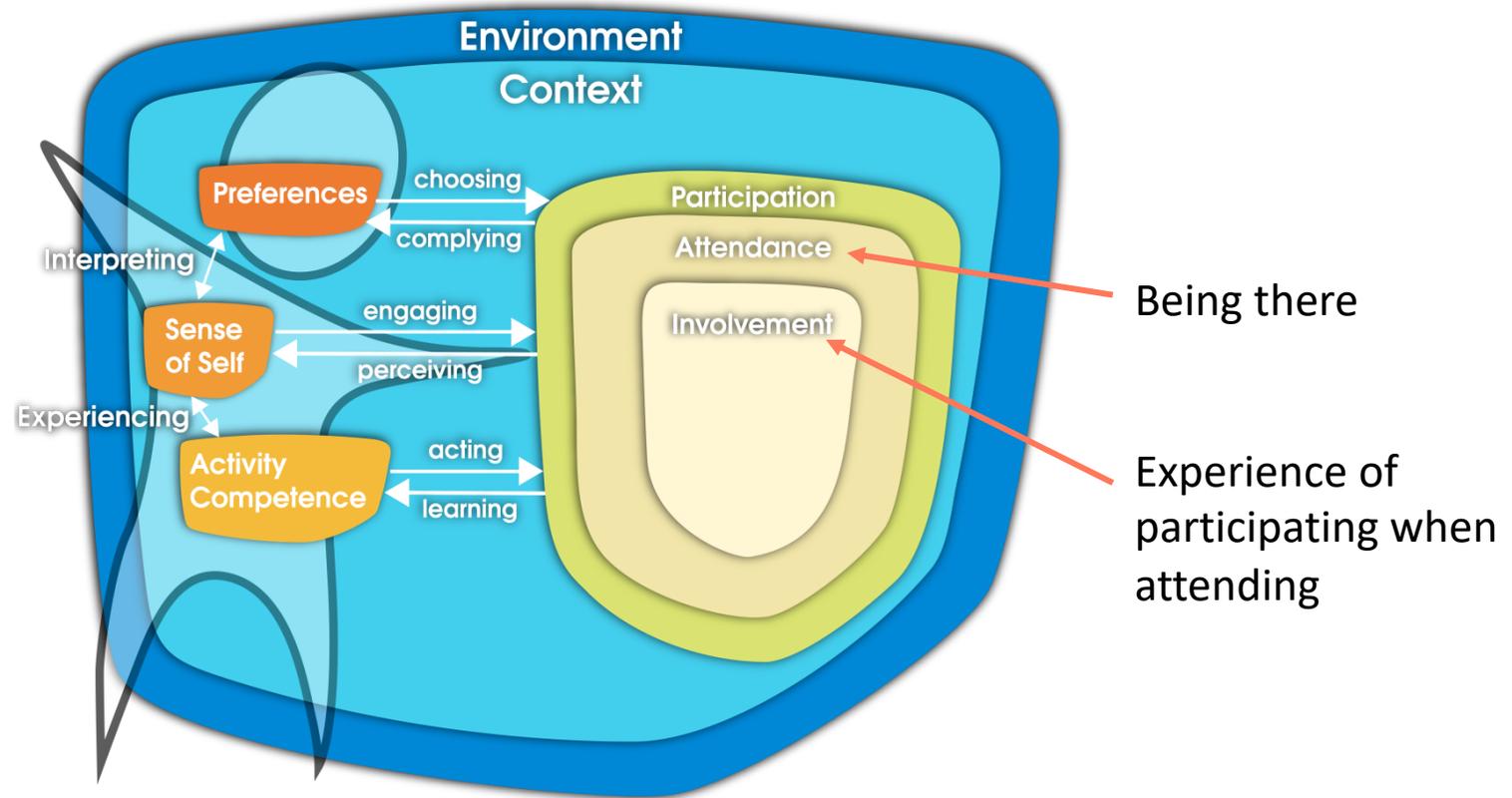
To cite this article: Gaela Kilgour, Brooke Adair, Ngaire Susan Stott, Michael Steele, Amy Hogan & Christine Imms (2021): Do physical activity interventions influence subsequent attendance and involvement in physical activities for children with cerebral palsy: a systematic review, *Disability and Rehabilitation*, DOI: [10.1080/09638288.2021.1909151](https://doi.org/10.1080/09638288.2021.1909151)

To link to this article: <https://doi.org/10.1080/09638288.2021.1909151>

What is involvement?

- Engagement
- Affect
- Motivation
- Persistence
- Social connection

- Thinking
- Effort
- Feelings



Experience of involvement in physical activity

Adolescent and Parent voice

What do you think of when you hear the word involvement?

What might 'being involved' look like and what did you think about?

What happens when you/your adolescent is not involved? How does that feel?

What might be needed to keep being involved?

Interpretive Description

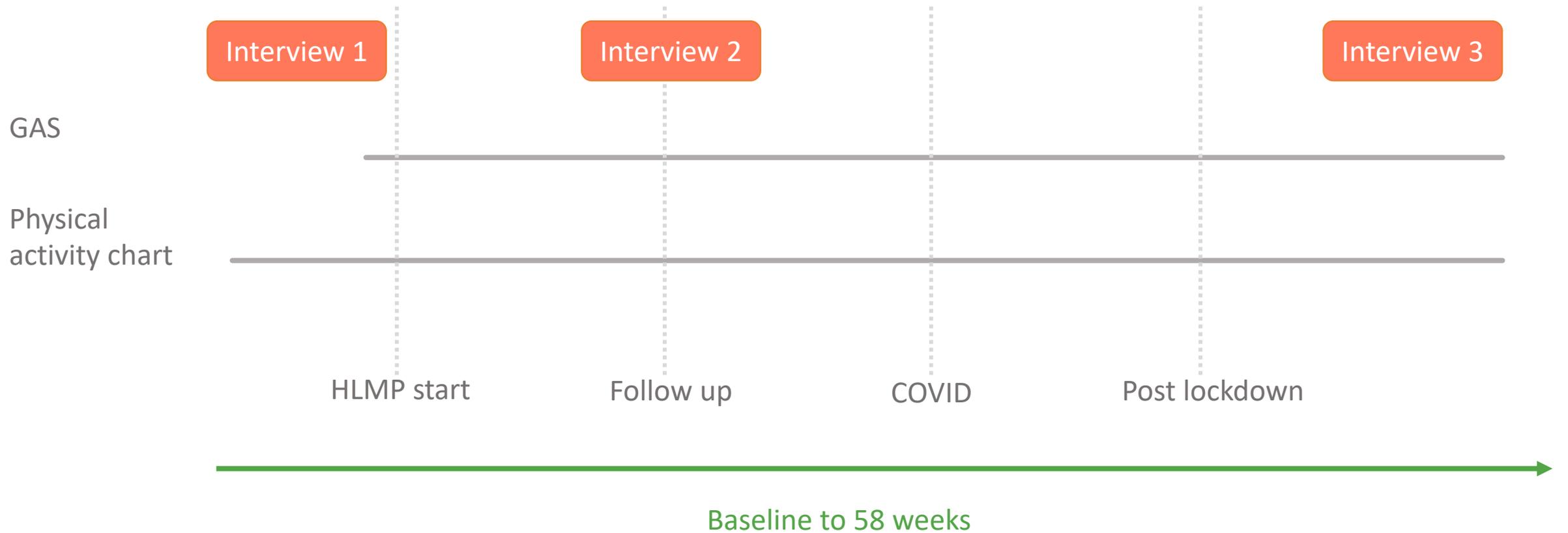
Semi structured interviews, HLMP notes, journal, audit trial, discussion

Interview 1 – Goal setting

Interview 2 – Value of the programme
Changes in participation

Interview 3 – Value of participation
Sustained participation
Effect of COVID

Interpretive Description as part of SSRD

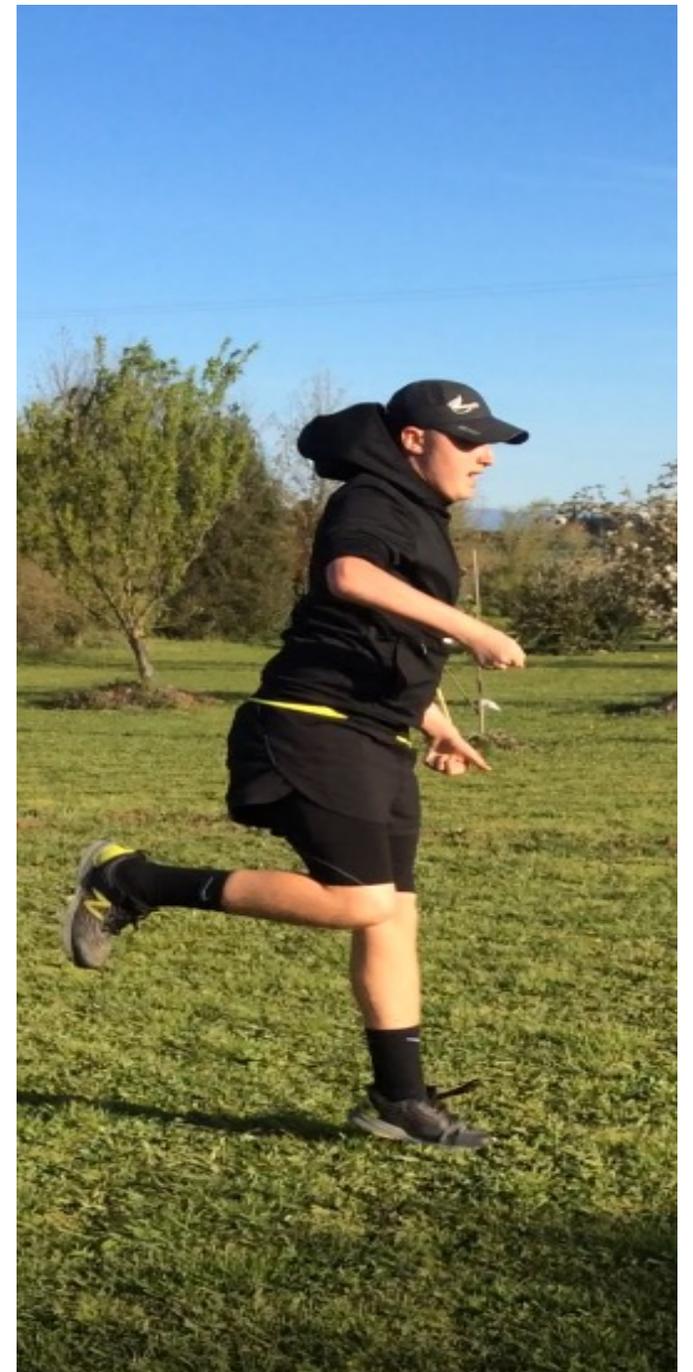


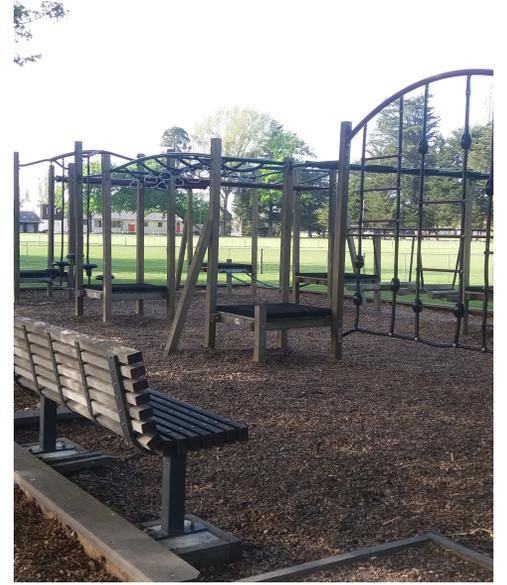


High Level Mobility Program (HLMP)

Running and high-level mobility skills including hopping, bounding, jumping

- Free
- Participation focused, community based
- Working towards individualised participation/activity goals
- Task-specific, skill-based, targeted intervention
- Low load plyometric exercises







Themes

Turning Up

'There's no point being there if you're not involved'

Keeping Up

'In it all the way'

Managing the Personal Continuum

Helpful to hindering

Personal Motivators

Needed to manage involvement

Themes

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What is involvement?

Adolescents

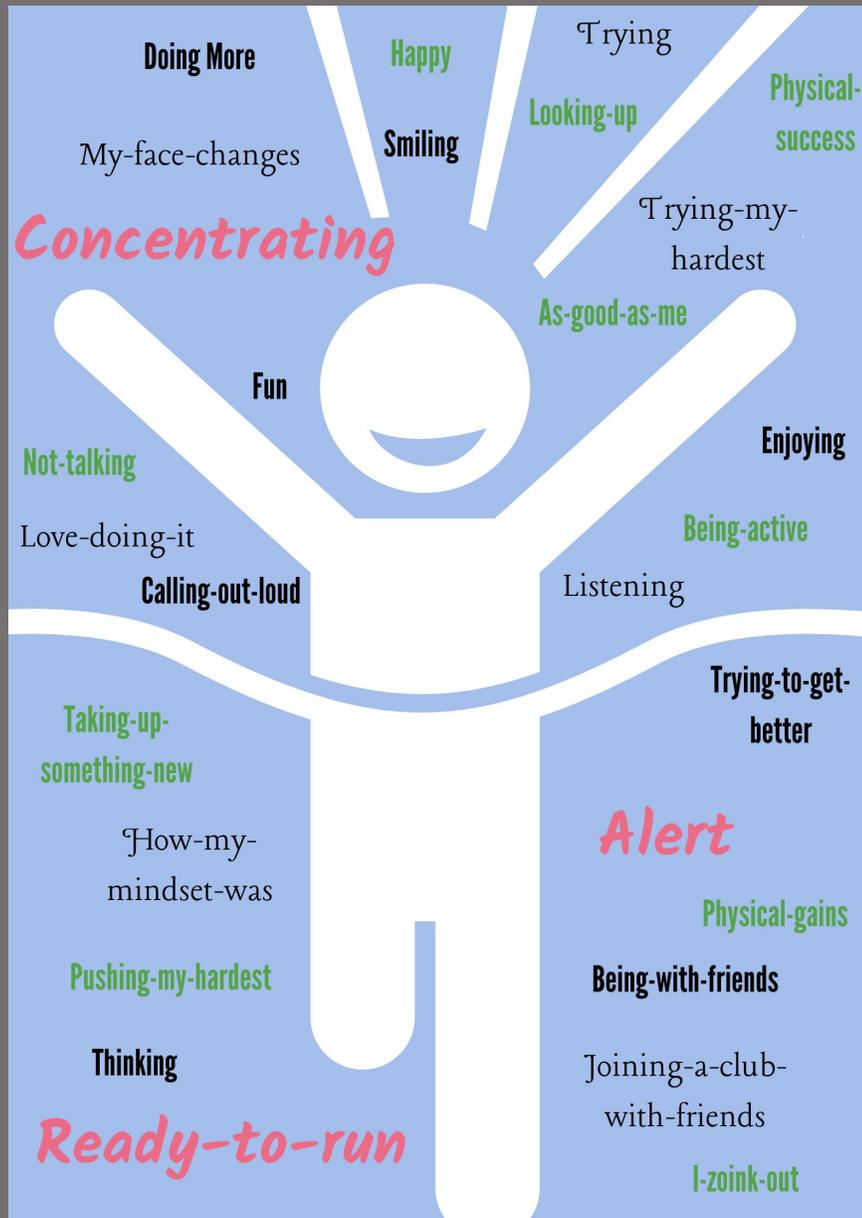


Parents



Being Involved

Adolescents

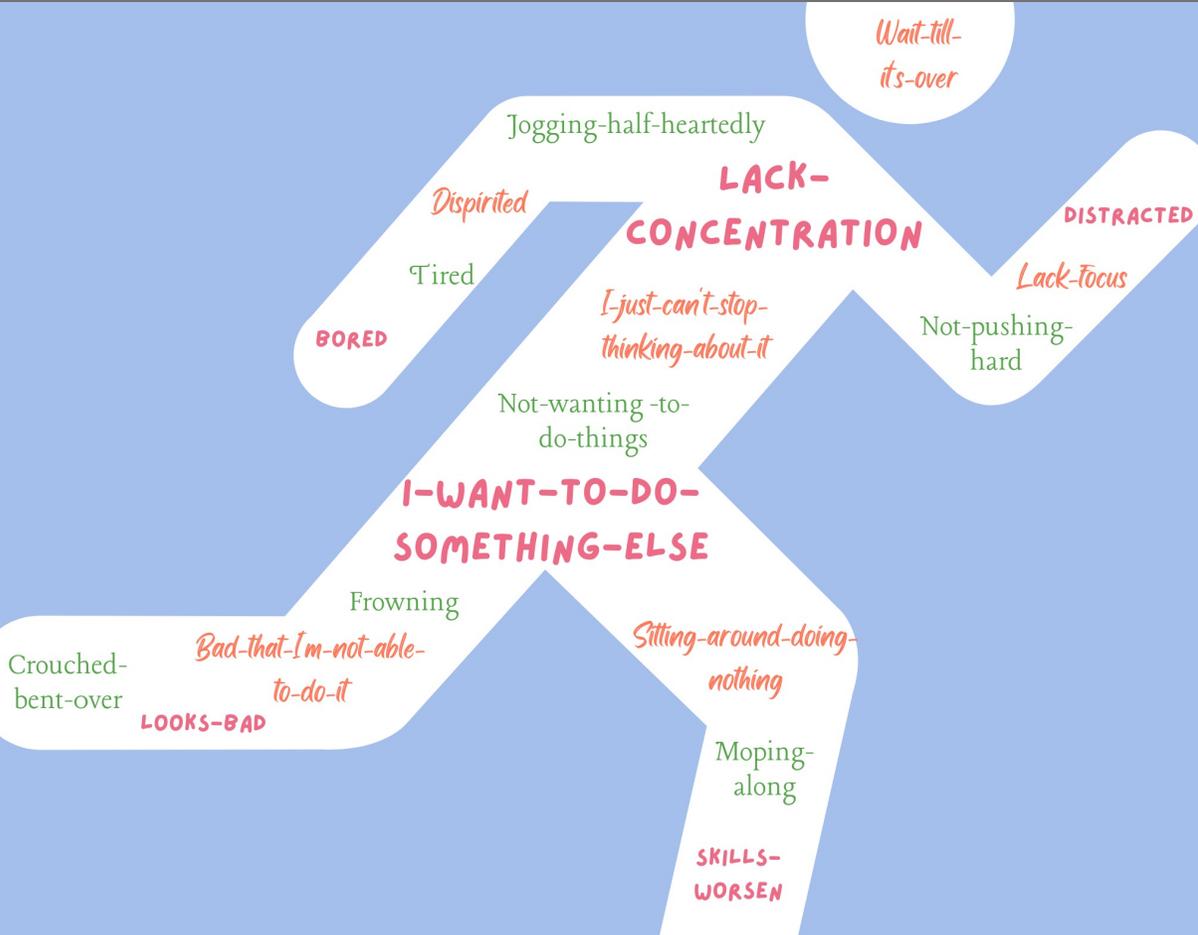


Parents

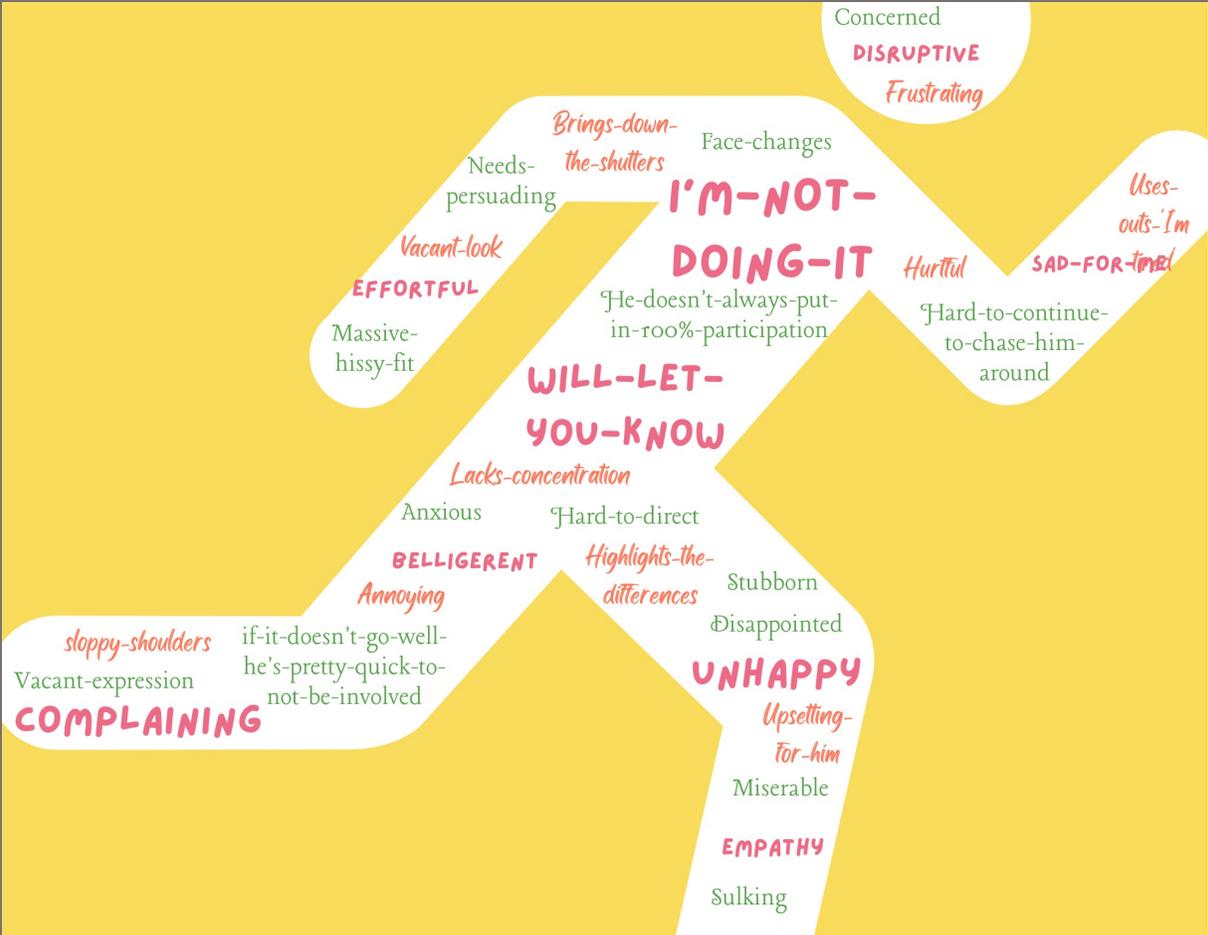


Not involved

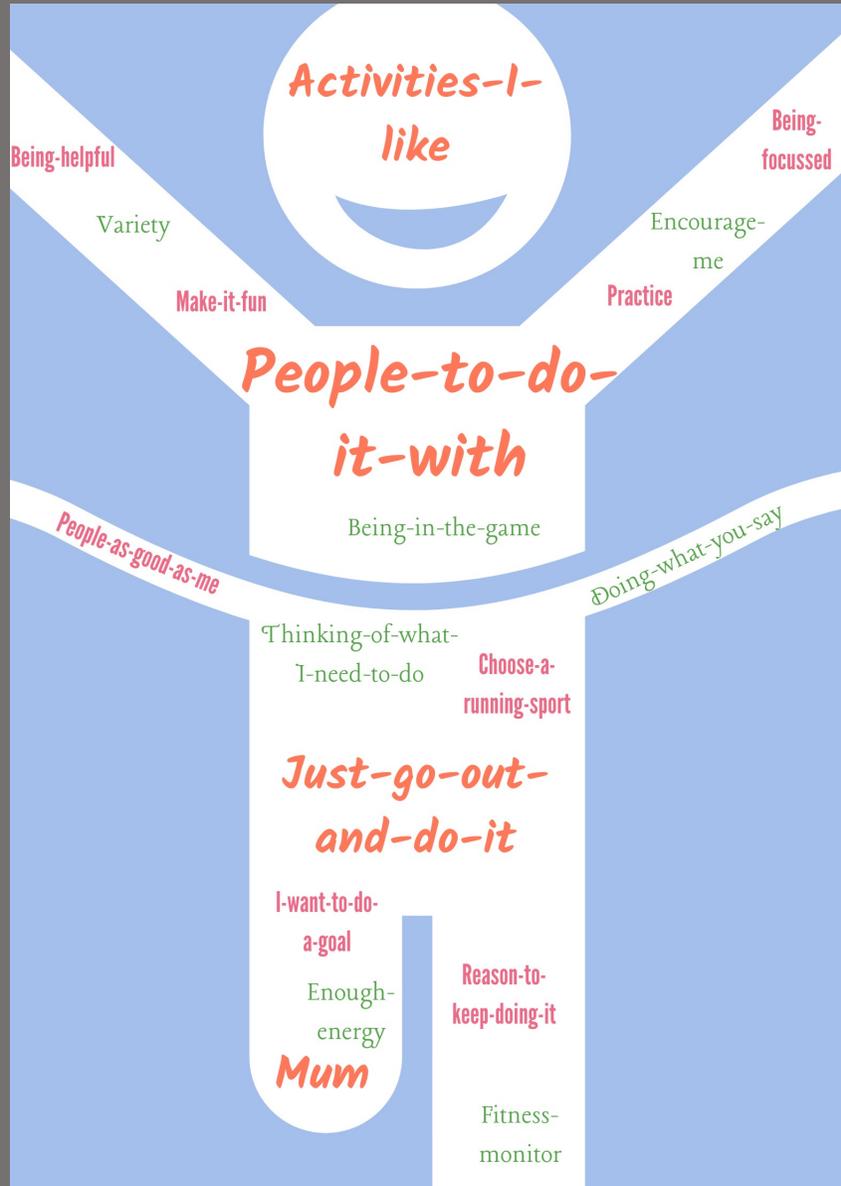
Adolescents



Parents



Personal Motivators and Strategies



What do you **think** of when you hear the word **involvement**?

Adolescent

Getting out there **doing** things

Mother

How **hard you're trying** at it and the **thought** that you're putting into it

What might **'being involved'** look like and what did you think about?

How my **mindset** was
I was thinking if I was trying to get better

I'd like for him **wanting to do it**
Coming back and **talking about it**, rather than just sulking away

What do you **think** of when you hear the word **involvement**?

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Adolescent

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I was thinking if I was trying to get better

Mother

How **hard** you're **trying** at it and the **thought** that you're putting into it

I'd like for him **wanting to do it**
Coming back and **talking about it**, rather than just sulking away

What happens when you/your child is **not involved**? How does that feel?

Adolescent

I was just **moping** along, like arghh that I have to run this lap. Probably just **feeling down.**

Mother

If it doesn't go well, he's pretty quick to ...not be involved
It's a little **hard to continue to chase** him around

What might be **needed** to keep being involved?

Probably just **getting out and doing it** so I could be involved.
Mum probably helps a lot
I **like** doing those things

Taking **responsibility for himself**
I probably have to stop being so involved and **let him suffer**

What happens when you/your child is **not involved**? How does that feel?

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Key Findings: “Being involved”

- Not just enjoyment
- Changes throughout a session
- ‘Change on a dime’
- Factors helping and hindering individualised
- “Involvement continuum”

- Discrepancies between adolescents and their parents
- Adolescents and parents reported ‘being involved’ was critical to being active





Strengths

Longitudinal data collection
High rate of data collection
4 fathers, 8 mothers contributed
Intervention design
Participation focused approach

Limitations

1 female: 7 males
Measures for involvement
COVID

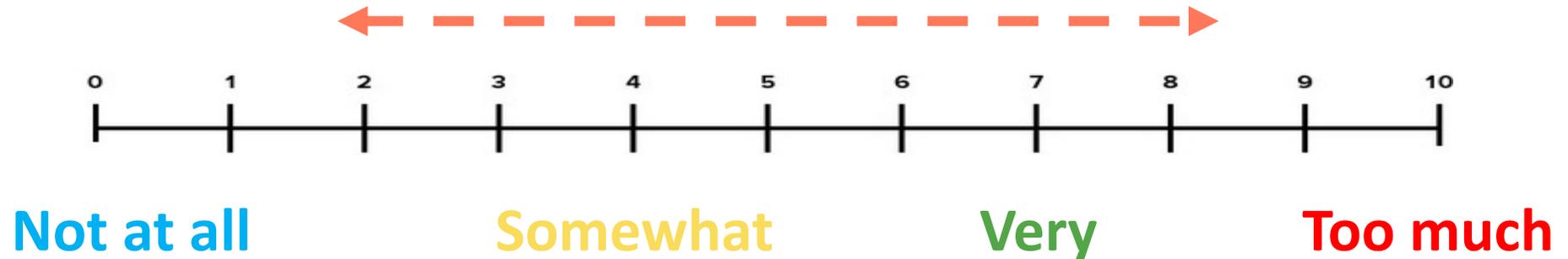
Applicability of findings – generalisability and transferability

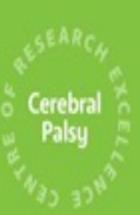


Future considerations.....

When and how should be measuring involvement?

How can we influence the personalised involvement continuum to achieve “optimal involvement”?





Thank you to the adolescents and their families!