Objective

- Limited studies revealed the changing trajectory of participation of preschool children with physical disabilities (PD); even fewer involved comparison with children with typical development (TD).
- This 3-year prospective cohort study compared changes in participation between preschool children with PD and TD 2 to 6 years.

Participants

- 94 children with PD and 139 children with TD

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>PD n=159</td>
<td>PD n=124</td>
<td>PD n=94 (24 to go)</td>
</tr>
<tr>
<td>TD n=189</td>
<td>TD n=148</td>
<td>TD n=139</td>
</tr>
</tbody>
</table>

Methods

- The Chinese version of Assessment of Preschool Children’s Participation (APCP-C) measures diversity and intensity of children’s participation in play, physical, social, and skill-development activities.
- Two-way repeated measure ANOVAs (2 groups x 3 times) to examine the differences in diversity and intensity scores, with the focus on time effects.

Results

Diversity:

- Group by time interactions: social activities (p=.004).
- Time effect: both groups increased in play, physical, and skill-development activities (p<0.01).
- Group effect: PD < TD in all types (p <.001).

Intensity

- Group by time interactions: social activities (p=.001).
- Time effect: both groups increased in skilled activities (p<.001) but not play and physical activities.
- Group effect: PD < TD in all types (p <.001).

Conclusion

- Comparable patterns of changes in participation were found between children with and without PD except for social activities, suggesting the needs for supporting social opportunities of children with PD.

Contact: Lin-Ju Kang (lydiakang1003@gmail.com)
ForChild website: http://forchildtaiwan.weebly.com/