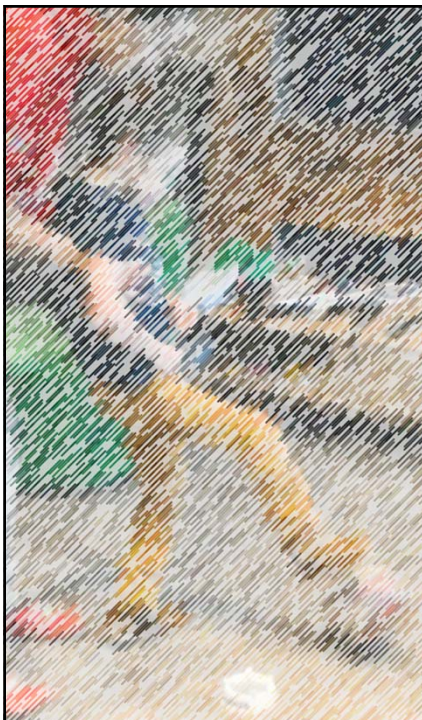




The experience of play for 6-12 year olds with high levels of physical disability due to Cerebral Palsy: An Interpretative Phenomenological Analysis

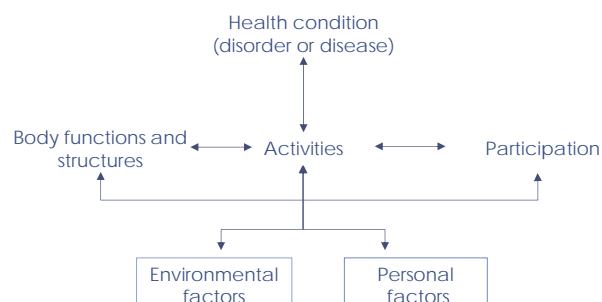
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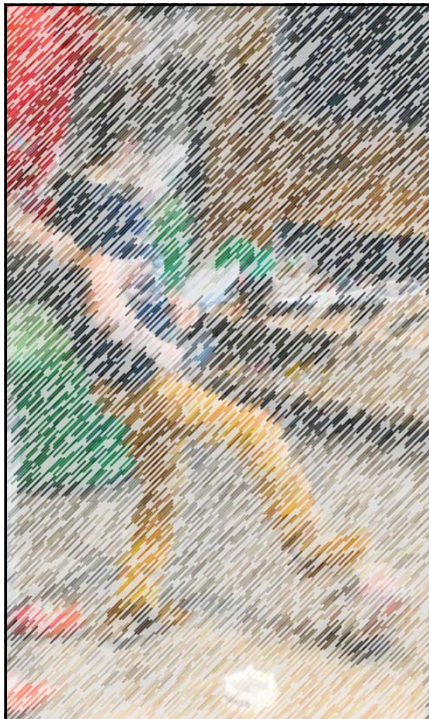
Dr Anne Mandy, Dr Channine Clarke,
 Dr Christopher Morris-Roberts



Literature review

- Play defined by Freedom, Choice and Control (Bundy 2012)
- Primary occupation (Chiarello et al. 2006).
- Every child has a right to play (UNICEF, article 31).
- ICF (World Health Organisation, 2007)





Motivation for further research

- Children with disabilities are reported to play less than their typically developing peers (Whittingham et al. 2010, Chiarello et al. 2006)
- Young people with physical disabilities reported play to include: interactive play, onlooker play; play alone; and play with adult (Tamm & Skar 2000)
- Interviews with parents suggest that children with CP may engage in play: vicariously, through communication, through therapy. (Graham et al. 2015)
- Engagement despite limited performance (Polatakjo et al. 2007).

Methodology

Ontology-
Minimal
Hermeneutic
realist

- One reality in the world but this is understood and its nature is recognised within individual contexts. (Heidegger's perspective of reality as described by Larkin et al. 2006).
- The study findings will represent children's perspectives of the reality of play for them.

Epistemology-
Social
Constructionism

- Knowledge is constructed and influenced by society and our interactions with others (Crotty 2003). The focus is on the *person-in-context* (Larkin et al. 2006).
- Within this study an understanding of the meaning of play for children with Cerebral Palsy will be constructed through the participants account and interaction with the researcher within their own context.



Figure 17 Tom's drawing of his play experience. He is in the centre in his wheelchair, his friends are on the left, Buzz and Woody at the top, playing the space game by running and in imagination on the right and watching car racing on the bottom right. His minions are really really important to his play, and yet he creates humour by initially telling the teacher he does not know about them.



Method

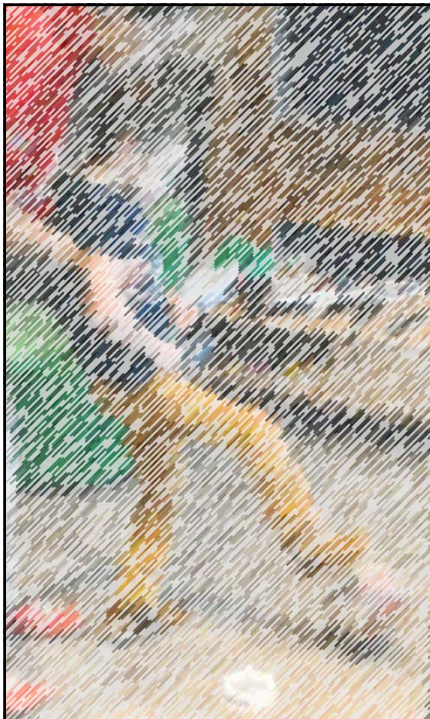
- 3 semi-structured interviews per child
- Visual methods- videoing play, creating drawings
- Video recorded and transcribed

Participants

Pseudonym	Daniel	Abi	Lucy	Jess	Ben	Tom
Child Age	9	11	8	8	8	6
Child type of Cerebral Palsy (CP)	Dystonic quadriplegia	Dystonic, athetoid quadriplegia	Spastic Quadriplegia	Spastic Quadriplegia with dystonia	Spastic Quadriplegia	Dyskinetic quadriplegia
Child Schooling	Mainstream, 50hrs support per week	Mainstream with 1:1 support	Specialist provision for physically disabled children	Mainstream with 1:1 support	Mainstream with 1:1 support	Mainstream with 1:1 support
GMFCS	IV	V	IV	IV	IV-V	V
MACS	IV	V	III	III	IV	IV
CFCS	II	II	II	I	II	II
Number of siblings	1	4	1	1	1	1
Notes	Sibling not always at home. Communicates with eye gaze and verbally.	Bilateral hearing loss. Verbal communication. Siblings no longer at home.	Developed speech in the last 3 years, communicates verbally.	Identical twin of sister who does not have CP. Communicates verbally.	Verbal communication	Communicates through eye gaze and choice making. Sibling no longer at home.

Findings

Superordinate themes	Making choices and controlling play	Participating differently to peers	Connecting with others in play
Subthemes	Facilitated independence- helpers become an embodied part of self	Disability as a part of self	Using humour to enable connection
	Seeing self as physically strong and successful	Engaging in play through watching	Using voice to be heard in play
	Choosing to compromise vs. having to compromise	Extreme emotion- frustration and excitement played out	
		Imagined self without disability- a new spatiality	



Making choices and controlling play

- Facilitated independence- helpers become an embodied part of self
- Seeing self as physically strong and successful
- Choosing to compromise vs. having to compromise

Vista play

N-ok so who helps you roll the dice?

A- I do it on my own, do you remember, shut the box. (indicating back to game where Abi rolled the dice), like that, rolling the dice.

N- Rolling the dice like that, but in shut the box I had, I was holding your hand

A- oh yeah

N- but I was just, I was just helping?

A-Yeah

Abi, Interview 3

Being strong and successful

N-What else did you do for your celebration?

B- slide along the floor

N- how do you do that?

B- so you bend down, bend in the middle and then you Slide (emphasis and shout) along!

N- wow

B- you kind of break your knees though

N- oh do you, and who normally does the sliding?

B- Mummy!

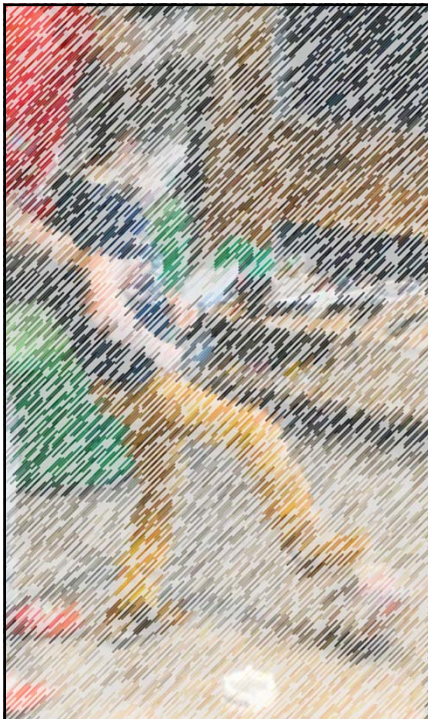
N- so does mummy normally help you slide?

B- yep and I do it too

N- and what are you thinking in your head when you're sliding?

B- I'm going to win the world cup

Ben, Interview 3



Participating differently to peers

- Engaging in play through watching
- Disability as a part of self
- Extreme emotion- frustration and excitement played out
- Imagined self without a disability- a new spatiality

N- so what imaginary game are you and Josie playing in this picture?

J- We're playing a game where we're friends from work and we go off on a girls night and it's all really fun

N- and what do you do on your girls night?

J- so we go to a pizza hut and then we go to the swimming pool and then we play in the swimming pool for ages and then we go home

N- great, what do you like to play best in swimming pool?

J- Probably games where my Dad is the mermaid king and my mum is the mermaid queen and we are the mermaid princesses

N- ah huh

J- that's probably my favourite game

N- that sounds really fun. And then what do you do in those games?

J-um, I kind of do this thing where I have to find, we have to dive down to our grotto kind of things and it's really fun.

Jess, Interview 2

N- so if you do swimming then it's different to if you do swimming with Daddy?

J- yes because when I do swimming with Daddy I'm in a different pool and I can just swim freely. But the reason why I have armbands is because I, that means that I can have more freedom with my swimming whereas if I don't have it I have to have someone in front of me.

N- ok, so if you have armbands does it make it feel more like play

J- yeah so I can just swim around on my own

N- cool, so what do you play?

J- so we play that mermaid game, remember, and um, that's all we play really

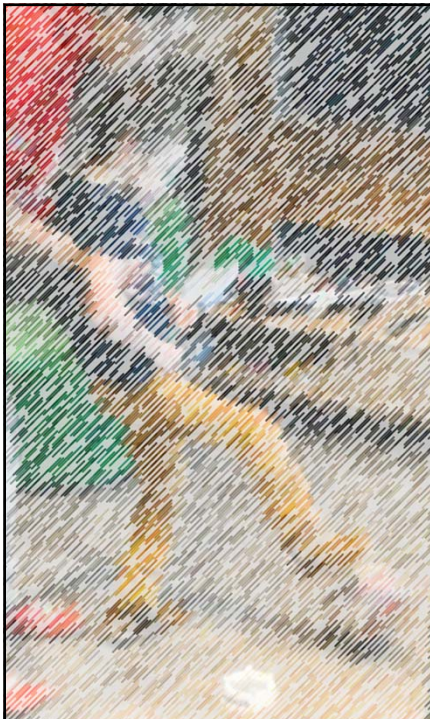
N- ok so does he, does Daddy chase you?

J- no never

N- so what happens in that game?

J- so mummy's the Queen, Daddy's the King and me and Josie are the princesses and Josie is just a mermaid who gets trapped and I see her and I free her and she becomes my friend and she becomes another, one of us, so it's really fun.

Jess, Interview 3



Connecting with others in play

- Using humour to enable connection
- Using voice to be heard in play

Humour in play

[watching video]

T- [vocalising and then squeals/ laughs]

N- [laughing] what happened! Did something go wrong or was it something else?

T- [chooses- 'something went wrong']

N- something went wrong! And you're doing lots of laughing, did that feel funny?

T- [looks- 'yes']

N- so do sometimes things go wrong when we're playing?

T- [looks- 'yes']

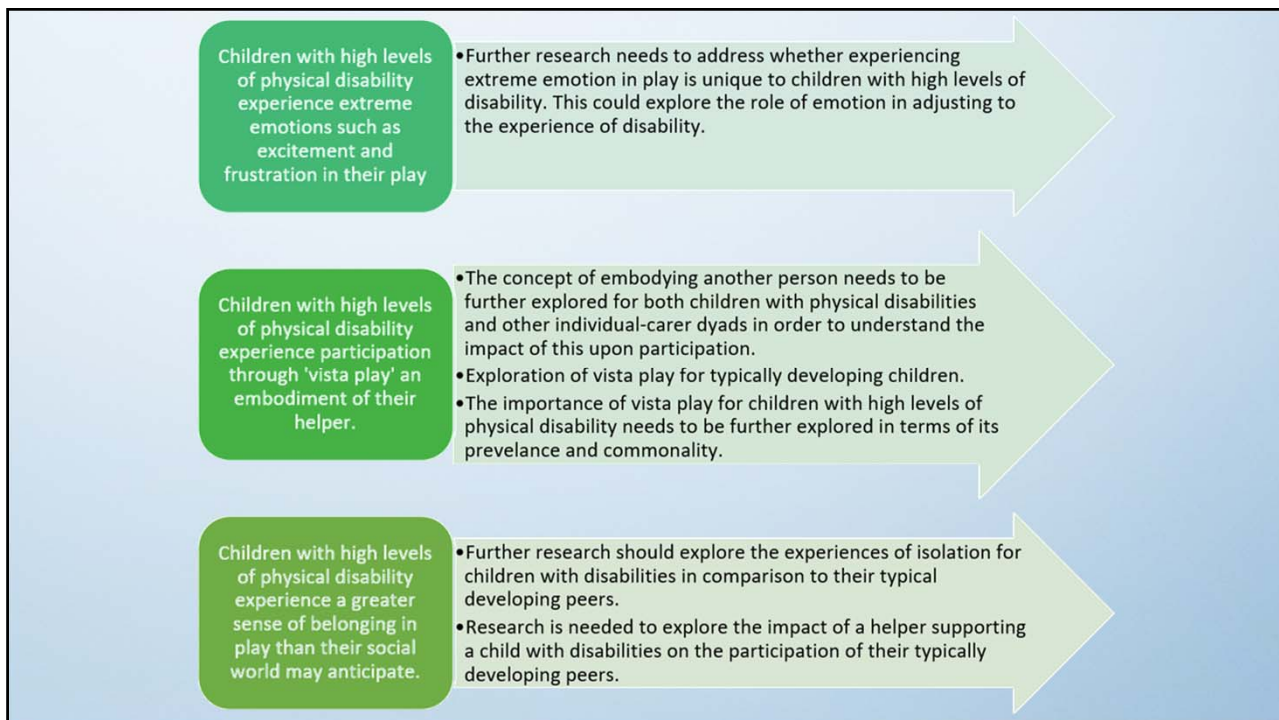
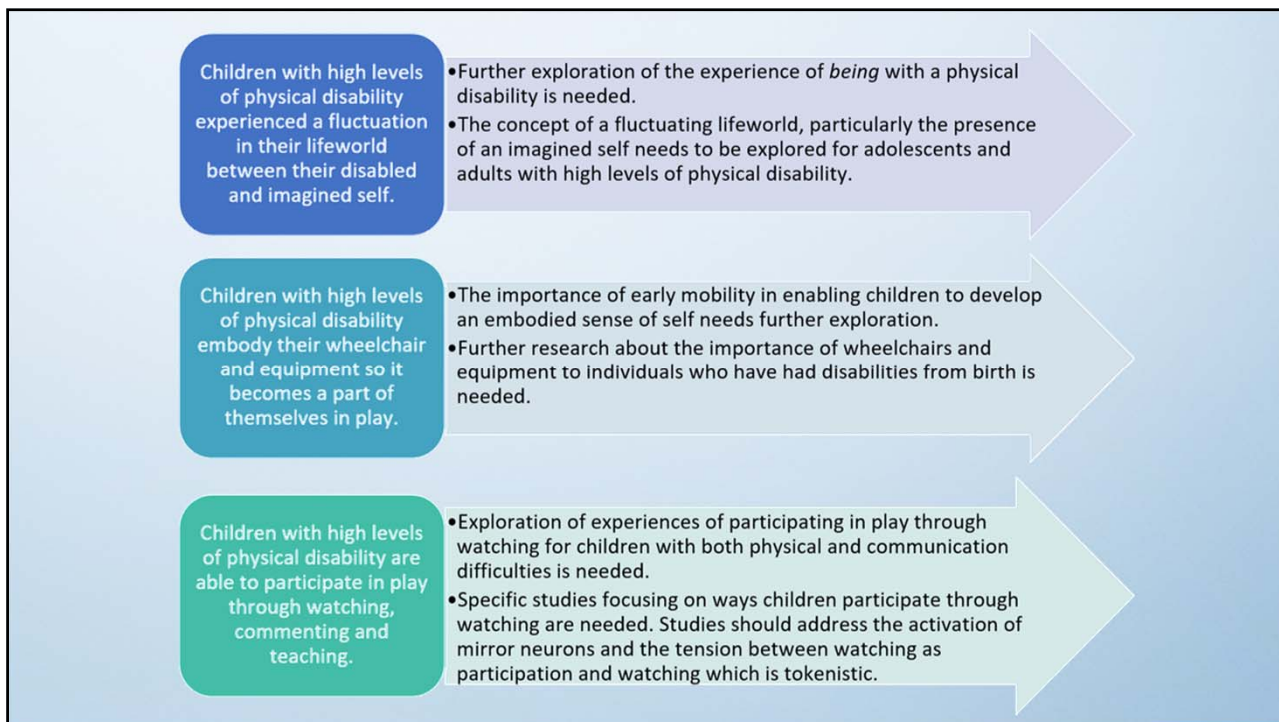
N- and is it part of playing or not part of playing?

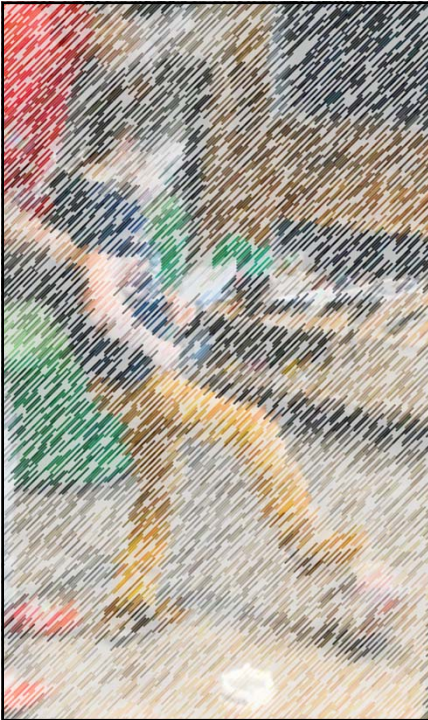
T- [chooses- 'part of playing']

N- and is it sometimes what makes it funny or is that not right?

T- [chooses- 'they're sometimes what makes it funny']

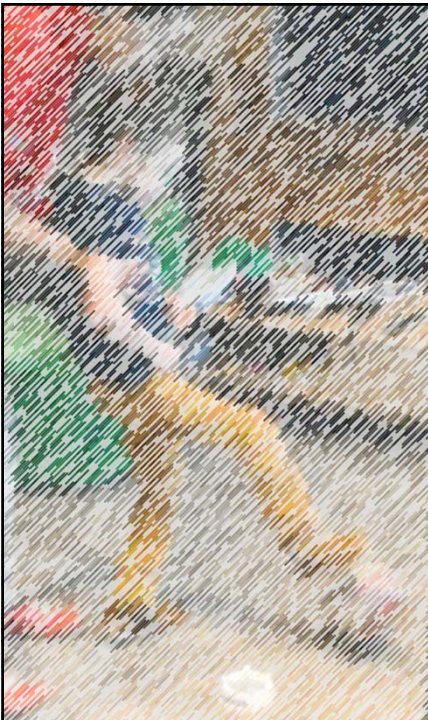
Tom, Interview 3



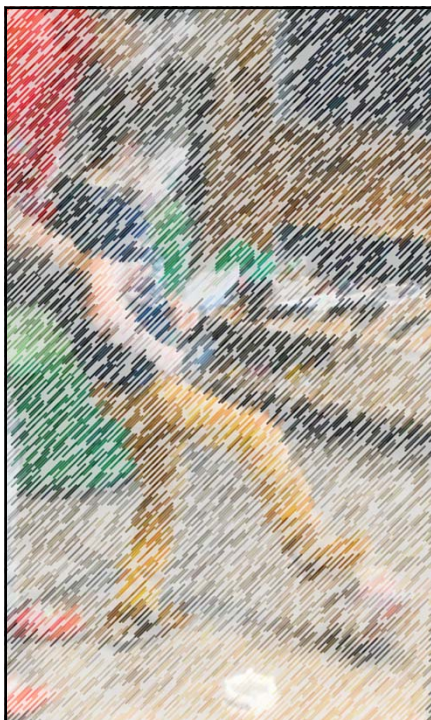


Conclusions

- Children with high levels of physical disability experienced *vista play*
- Children with high levels of physical disability embodied both their helpers and equipment in play
- Children with high levels of physical disability demonstrated a tension in their lifeworlds which is seen in the way they experience play.
- Children participated in play differently to their typically developing peers and could participate through watching.

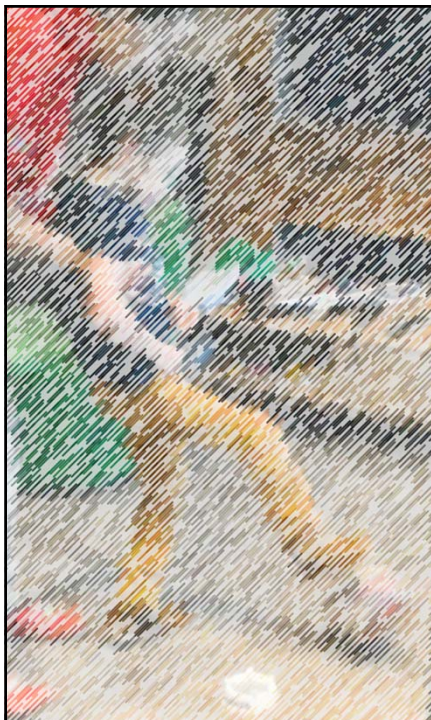


Questions?



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