**CYPF Annual National Conference:   
Abstract Submission Form**

**Leeds 2017  
“Broadening Horizons: Celebrating Collaborative Practice”**

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**Section 1: Personal Details**

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**Section 2: Biography**

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| **Speaker Biography** | Vicky McQuillan M Ed (Educational Psychology), Dip COT, FHEA: [vickym@liv.ac.uk](mailto:vickym@liv.ac.uk)  Worked in adult and children’s OT services before specialising in developmental paediatrics. Her PhD examines stability and change in children with DCD, some of which she has presented internationally in Brazil, Toulouse and Australia.  She is a member of the group currently working on the application in the UK of the updated EACD guidelines on DCD. She is also reviewer for several OT and multi-professional journals.  She is a lecturer in OT at the University of Liverpool and PhD candidate at the University of Leeds. She has 3 children and is passionate about OT and research to improve the lives of children with disabilities.  David Sugden is Professor Emeritus University of Leeds:  One of the authors of the MABC and MABC2 and has written extensively on motor development. He is a leading authority on typical and atypical development and world renowned for his work on DCD. |
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**Section 3: Abstract**

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| Session Title | How can we broaden the horizons of participation for children with DCD? – Evidence from a collaborative study |
| Clinical Speciality | Primary Secondary  Acute  **ASD**  **CAMHS**  Managers and Leaders  Neonatal  **Physical Disability**  General |
| Presentation Format | Seminar |
| Description of content | **Aim:**  To investigate which factors are important for participation in physical activity for children with DCD.  **Background:**  DCD is a complex condition often associated with co-occurring neurodevelopmental conditions DSM5 (APA, 2013). It can be difficult for schools to identify, but children who remain undiagnosed are at risk of reduced participation in physical activity with risk of future cardiovascular disease (Cairney et al., 2005), mental health problems (Rigoli et al., 2012) and difficulty progressing at school and future career (Rasmussen & Gillberg, 2000). An important role for OT is to promote participation and satisfaction with occupation, but which factors best facilitate this for children with DCD?  **Method:**  A mixed methods longitudinal study followed the motor performance ability of n=34 children aged 7-14 years, both with and without DCD over 2 academic years. Nested cases were chosen for collaborative arts based interviews to determine which elements were important for participation from the child’s perspective.  **Results:**  Children with and without DCD had very distinctive motor performance patterns over time, so did the children with different severity of motor impairment. The children with severe DCD remained with severe impairment. However, findings showed that their level of motor ability did not determine children’s perception of enjoyment of physical activity. Furthermore, their level of participation in physical activity was not necessarily determined by level of motor ability either. However existence of co-occurring conditions put the children at greater risk of reduced participation.  **Conclusion:**  The role of the immediate and wider environment appeared to have an important influence to provide opportunities to facilitate successful participation. The implications for collaborative practice and the role of the OT to maximize these opportunities are discussed in light of the imminent revised EACD guidelines for DCD. |
| Learning Outcomes | 1. To be aware of the factors associated with positive and negative outcomes for participation in physical activity for children with DCD 2. To understand the role of OT in optimizing opportunities for participation for children with DCD |
| References | American Psychiatric Association: (2013) Diagnostic and Statistical Manual of Mental Disorders 5th edition, Arlington, VA, APA, 2013.  Cairney, J., Hay, J., Faught, B.E., Wade, T.J., Corna, L. & Flouris, A. (2005) Developmental coordination disorder, generalized self-efficacy toward physical activity, and participation in organized and free play activities. Journal of Paediatrics 2005; 147: 515-20.  Rasmussen, P. & Gillberg, C. (2000) Natural outcomes of ADHD with developmental coordination disorder at age 22 years: a controlled longitudinal community-based study. Journal of American Academy of Child and Adolescent Psychiatry 2000, 39, 1424-33.  Rigoli, D., Piek, J. & Kane, R. (2012) Motor coordination and psychosocial correlates in normative adolescent sample. Paediatrics 2012, 129; e892, DOI: 10.1542/peds.2011-1237 |

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