

Factor structure of FUNDES-Child-SE

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Quantitative research
requires (numeric)
measurements.



DEVELOPMENTAL MEDICINE & CHILD NEUROLOGY

REVIEW

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

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To participate at home

1. Social, play or leisure activities home with family
2. Social, play or leisure activities home with friends
3. Family chores, responsibilities and decisions at home
4. Taking care of yourself
5. Moving about in and around the home
6. Communicating with other children, youth and adults at home

To participate outside the home

7. Social, play, or leisure activities with friends outside the home
8. Organized activities outside the home
9. Moving around outside the home
10. Communicating with other children, youth and adults outside the home

To participate at school

11. Instructional activities together with classmates
12. Social, play or leisure activities with other students at school
13. Moving around at school
14. Using pedagogical materials and equipment that are also available for other students or that are adapted for you/your child
15. Communicating with other students and adults at the school

To participate at home and in society

16. Household activities
17. Shopping and managing money
18. Managing a daily schedule
19. Using transportation in order to move around in society
20. Work and responsibilities

Dimension	Rated as	Rating scale
Frequency of attendance	How often does the child/youth participate in comparison to other children of the same age without disability, regardless of the use of aids	0 The same as or more than what is expected for the age 1 A bit less than what is expected for the age 2 Much less than what is expected for the age 3 Never do it 9 Not relevant/not applicable
Engagement	How engaged/involved you think the child/youth is in activities without comparing with other children/youths	0 Very engaged 1 Rather engaged 2 Little/somewhat engaged 3 Not engaged at all 9 Not relevant/not applicable
Independence	How independent is the child/youth with or without assertive device or equipment	0 Independent, does not need any guidance or assistance 1 Need guidance or little assistance 2 Medium assistance 3 Total assistance 9 Not relevant/not applicable

FUNDES-Child

Participation

Daily living
participation
frequency

Mobility
participation
frequency

Learning
participation
frequency

Community
participation
frequency

Independence




Daily living
participation
independence

Social participation
independence



Article

Structural Validity of an ICF-Based Measure of Activity and Participation for Children in Taiwan's Disability Eligibility Determination System

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Methods



Not relevant /
not applicable

- Never do it
- Not at all engaged

Not relevant /
not applicable

- Imputation

Engagement

- Using transportation in order to move around in society
- Work and responsibilities
- Organized activities outside the home

Engagement

Factor loadings

1. Social, play or leisure activities home with family	0.74
2. Social, play or leisure activities home with friends	0.71
3. Family chores, responsibilities and decisions at home	0.79
4. Taking care of yourself	0.42
5. Moving about in and around the home	0.51
6. Communicating with other children, youth and adults at home	0.48
7. Social, play, or leisure activities with friends outside the home	0.73
9. Moving around outside the home	0.50
10. Communicating with other children, youth and adults outside the home	0.68
16. Household activities	0.42

Informal activities

CFI: 0.997

RMSEA: 0.005

Alpha: 0.89 – 0.91

11. Instructional activities together with classmates	0.84
12. Social, play or leisure activities with other students at school	0.58
13. Moving around at school	0.78
14. Using pedagogical materials and equipment that are also available for other students or that are adapted for you/your child	0.94
15. Communicating with other students and adults at the school	0.78
17. Shopping and managing money	0.47
18. Managing a daily schedule	0.49

Formal activities

Frequency of attendance

Daily living
participation
frequency

- 3. Family chores, responsibilities and decisions at home
- 16. Household activities
- 18. Managing a daily schedule

Mobility
participation
frequency

- 4. Taking care of yourself
- 9. Moving around outside the home

Learning
participation
frequency

- 15. Communicating with other students and adults at the school
- 1. Social, play or leisure activities home with family
- 6. Communicating with other children, youth and adults at home
- 11. Instructional activities together with classmates
- 12. Social, play or leisure activities with other students at school

Community
participation
frequency

- 7. Social, play, or leisure activities with friends outside the home
- 2. Social, play or leisure activities home with friends
- 8. Organized activities outside the home
- 10. Communicating with other children, youth and adults outside the home

CFI: 0.999

RMSEA: 0.024

Alpha: 0.63 – 0.87

Independence

Daily living
participation
independence

- 16. Household activities
- 3. Family chores, responsibilities and decisions at home
- 4. Taking care of yourself
- 9. Moving around outside the home
- 17. Shopping and managing money
- 18. Managing a daily schedule
- 19. Using transportation in order to move around in society

CFI: 0.999

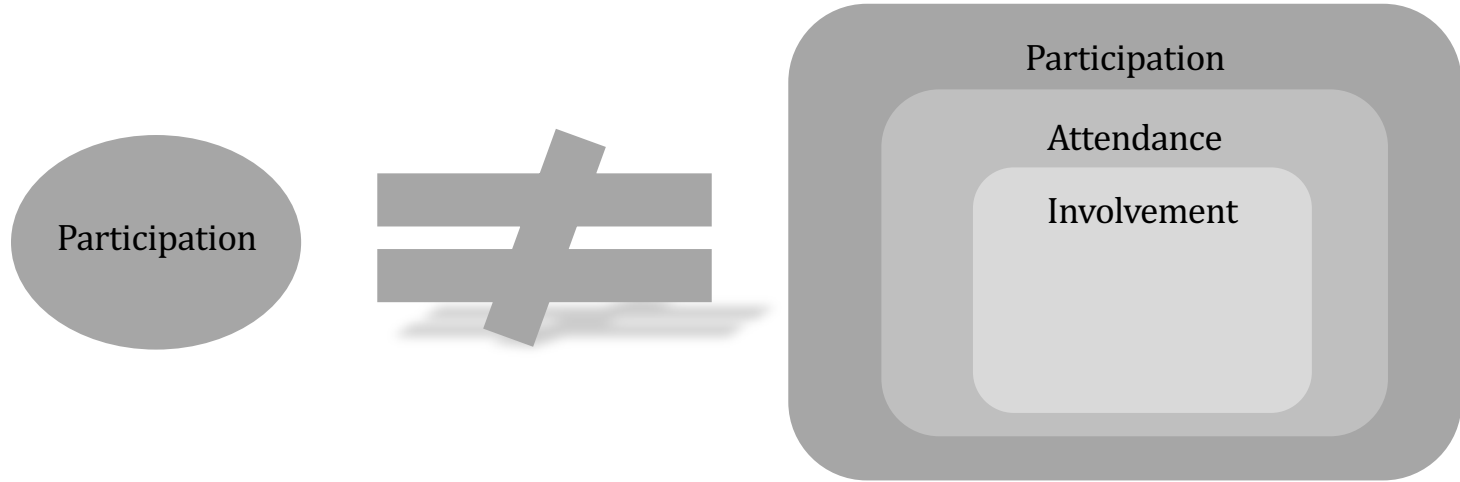
RMSEA: 0.040

Social participation
independence

- 7. Social, play, or leisure activities with friends outside the home
- 1. Social, play or leisure activities home with family
- 2. Social, play or leisure activities home with friends
- 6. Communicating with other children, youth and adults at home
- 8. Organized activities outside the home
- 10. Communicating with other children, youth and adults outside the home
- 11. Instructional activities together with classmates
- 12. Social, play or leisure activities with other students at school
- 15. Communicating with other students and adults at the school

Alpha: 0.90 – 0.94

Conclusions



- Sample size
- Missing data, not relevant/not applicable

Moving forwards

- Responsiveness?
- Interpretability?

Key messages

- FUNDES-Child-SE is a participation and independence questionnaire with different factor structures within each of the three dimensions.
- The factor structure indicates that attendance and engagement are separate parts of participation.
- Interpretability and responsiveness are important aspects for further investigation.

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Physical Disability

Has serious delay in sitting, standing, or walking 36%

Has difficulty walking or moving arms or is weak or rigid in arms or legs 20%

Intellectual Disability

Comprehends when parent asks the child to do something 80%

Seems to have difficulties to comprehend or is slow 68%

Children

Mean age (sd) 10.7 (3.83)

Boy 64%

Girl 35%

Other 1%

Caregivers

Woman 68%

Man 32%

9-year elementary school 8%

Upper secondary school 26%

University 46%

Missing 20%

Need an interpreter 17%

Do not need an interpreter 64%

Missing 19%

Survey in Swedish 90%

... English 5%

... Arabic 5%

Reliability

FUNDES-Child-SE

Test-retest

0.73-0.95

Internal consistency subdomains

0.8-0.92

Internal consistency dimension(s)

0.94-0.96