

need for education about mental health and available supports at the time of diagnosis and referral pathways to access counselors. Survey data showed 85% thought it was essential for their child's health professional to make time to discuss their mental health and 78% thought it was vital to receive education about available mental health supports and have referrals into these supports.

**Conclusion:** This research highlights the gaps in the current service system for supporting parents' mental health. The results can inform preventative mental health initiatives within primary and secondary health services.

## Of love and isolation: narratives of siblings of children with cerebral palsy in Sri Lanka

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**Aim:** Siblings of children with cerebral palsy are often in the periphery of discussions; their views not always taken into account. The aim of this study was to uncover the narratives of young siblings of children with cerebral palsy in Sri Lanka.

**Method:** Semi-structured interviews and artwork were gathered from 10 children who have siblings diagnosed with cerebral palsy. The data was analyzed using the key principles of Framework Analysis (Ritchie & Spencer, 1994) to determine the key themes within the narratives.

**Results:** The key themes to emerge were complex and nuanced. These included themes of love and feeling of protectiveness; jealousy and uncertainty; guilt and hope.

**Conclusions:** The results highlight the need to take document the views of siblings who are often on the margins of the family and of family decisions and discussions. It also supports the need to offer safe spaces and opportunities for siblings of children with disabilities to express their feelings and to receive support where required.

## Participation in home and community activities among preschool children with and without physical disabilities

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**Background:** Participation in home and community life is vital for development of preschool children (2–6y of age). Research is limited in describing participation in everyday activities of preschool children with and without physical disabilities as a function of age and disability status.

**Aim:** The study aimed to examine the effects of age (2 to <4y and 4 to <6y) and disability status (with and without physical disabilities) on intensity of participation.

**Method:** Participants were 101 children with physical disabilities and 88 children with typical development in Taiwan.

Parents completed the Chinese version of the Assessment of Preschool Children's Participation (APCP-C). Intensity scores were calculated for Overall and for four activity areas: Play, Active Physical, Skill Development and Social activities. Two-way ANOVAs were used to examine the effect of age and disability status on intensity scores for overall participation and each activity area.

**Results:** The interaction effects were not significant for age, compared to children less than 4 years, children older than 4 years had higher intensity scores in Skill Development activities ( $p=0.004$ ) but not in Play, Active Physical, and Social activities ( $p>0.01$ ) or Overall ( $p=0.061$ ). For disability status, children without disabilities had higher Overall intensity scores than children with physical disabilities ( $p<0.001$ ) and higher intensity scores in Play, Active Physical, and Skill Development activities (all  $p<0.001$ ), but not in Social activities ( $p=0.136$ ).

**Conclusion:** Children in Taiwan in the two age groups were similar in their intensity of participation, except for skill development activities. Children with physical disabilities had lower intensity of participation than children without disabilities, except for social activities.

## Why and how to assess 'family' in the context of practice and research

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**Background:** The family environment (FE) is central in the development of children; it is one of the most proximal systems of influence and an essential aspect of their developmental context. FE is defined as the quality of interactions and relationships between individuals in the family and the ways in which those interactions and relationships are utilized and perceived by individuals within the family unit. Researchers and clinicians interested in examining the family environment of children with neurodisabilities (ND) seek measures to help them answer questions about the family context. Given the wealth of measures available to assess the family as well as the challenges experienced by these families, selecting the most appropriate measure for specific research or clinical issues is not an easy task.

**Aim:** To report on the various measures of FE used in research with families of children with ND.

**Method:** Using a comprehensive database of studies on families of children with ND, studies were selected that used a standardized measure of FE. The most frequently used measures were then analyzed in terms of the origins of their development, theoretical underpinnings, content, and validation with families of interest.

**Results:** 13 measures from 59 studies met our definition of FE. Five measures were most commonly used across a majority of