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Perspectives and Experiences of Participation by Individuals with Disabilities: An Evidence-Based Practice Project

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by Individuals with Disabilities:
An Evidence-Based Practice Project

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Introduction

Evidence Based Practice

Evidence based practice is defined as the integration of knowledge from professional and clinical expertise, patient/client unique values and circumstances, and best research evidence (Straus, Richardson, Glasziou, & Haynes, 2005). The EBP courses in the St. Catherine University occupational therapy programs emphasizes skill building in finding, analyzing, and synthesizing research.

A definition of Evidence-Based Practice (EBP)



(Straus, Richardson, Glasziou & Haynes, 2005)



The EBP Project

Occupational therapy graduate students at St. Catherine University complete an EBP project in partial fulfillment of the requirements for a course on Evidence-Based Practice.

The EBP Process

- Begins with a practice dilemma
- Dilemma is framed as an EBP question and PICO
P (population/problem) I (intervention) C (comparison group) O (outcome(s) of interest)
- Background learning
- Search for the best evidence
- Initial appraisal and critical appraisal of the evidence
- Summary of themes from the evidence
- Recommendations for practice
- Next steps – implementation in practice

Six EBP Projects: Disability and Participation

1. Environmental barriers to participation
2. Attitudes of health professionals toward individuals with disabilities
3. Perspectives on participation by individuals with disabilities
4. Assessments of participation and environment
5. Interventions and programs that support social and community participation
6. Interventions and programs that support work participation

EBP Practice Dilemma: Disability and Participation***EBP Case Related to Disability and Participation***

The overall focus on disability and participation was chosen because of July 26, 2020 was the 30th anniversary of the Americans with Disabilities Act (ADA). President George H.W. Bush stated that “The American people have once again given clear expression to our most basic ideals of freedom and equality...[The ADA] promises to open up all aspects of American life to individuals with disabilities -- employment opportunities, government services, public accommodations, transportation, and telecommunications...This legislation is comprehensive because the barriers faced by individuals with disabilities are wide-ranging.” (National Archives, 1990).

Although progress has been made in many areas, there are still substantial barriers to full inclusion for individuals with disabilities. In order to advance full inclusion for individuals with disabilities, occupational therapy practitioners need evidence regarding the needs, opportunities, and barriers that remain. Disability and participation was a particularly challenging topic for the EBP projects for several reasons. First, most of the literature is interdisciplinary and so it required looking for resources outside of occupational therapy for evidence. Second, the literature on disability and participation is still emerging. There are quite a few gaps in research that still need to be addressed. Third, this topic required students to be open to critiques of healthcare and social programs. Six groups of students in the Fall 2020 Evidence-Based Practice course explored a topic related to disability and participation.

Background Information on Disability and Participation

An EBP project always begins with background learning on definitions and key characteristics. Disability has been defined as “a physical or mental impairment that substantially limits one or more major life activities, a person who has a history or record of such an impairment, or a person who is perceived by others as having such an impairment” (U.S. Department of Justice, 2020, <https://www.ada.gov/cguide.htm>) and “any condition of the body or mind (impairment) that makes it more difficult for the person with the condition to do certain activities (activity

limitation) and interact with the world around them (participation restrictions)” (Centers for Disease Control and Prevention, 2020). Disability includes impairments associated with vision, movement, thinking, remembering, learning, communicating, hearing, mental health, and social relationships (Centers for Disease Control and Prevention, 2020).

Our understanding of participation is still in the early stages. A basic definition of participation is “involvement in life situations, which includes being autonomous to some extent or being able to control [one's] own life, even if one is not actually doing things themselves” (Perenboom et al., 2003). The characteristics of participation from the perspective of individuals with disabilities include (Hammel et al., 2008):

- Meaningful engagement
- Choice and control
- Access and opportunity
- Personal and social responsibility
- Social inclusion and membership
- Having an impact

Healthy People 2030 has identified health goals for the US population. One goal is to “improve health and well-being in people with disabilities” by “helping people with disabilities get the support and services they need — at home, work, school, and in the health care system” (Office of Disease Prevention and Health Promotion, Office of the Assistant Secretary for Health, Office of the Secretary, U.S. Department of Health and Human Services., 2020).

The American Occupational Therapy Association (AOTA) and other occupational therapy organizations provide general resources on disability and participation. For example, AOTA has special interest sections (e.g., Work and Industry, Rehab and Disability), official documents (e.g., AOTA’s Societal Statement on Livable Communities, 2016), and professional networks (e.g., Network of Occupational Therapy Practitioners with Disabilities and Their Supporters), and special issues of professional journals.

Because most health professions do not have specific educational standards related to disabilities, the Alliance for Disability in Health Care Education proposed six core competency areas that all health professions should address in their curricula (Alliance for Disability in Health Care Education, 2019):

- Contextual and conceptual frameworks on disability
- Professionalism and patient-centered care
- Legal obligations and responsibilities for caring for patients with disabilities
- Teams and systems-based practice
- Clinical assessment
- Clinical care over the lifespan and during transitions

Appraisals of Best Evidence, Themes, and Recommendations

After searching and finding evidence available from library databases and alternative sources, students conducted an initial appraisal to evaluate the quality and relevance of the evidence and select the best research for further review. Then they conducted critical appraisals of the best formal reviews of primary research (e.g., systematic reviews, meta-analyses) and/or primary/original research studies. One of the steps in the CAP process is to evaluate the strength or level of the research design and the types of conclusions that are possible from each design.

Initial Appraisal

- Quality of the evidence
 - type of evidence and research design
 - investigator qualifications and journal/publication/website
 - journal/publication/website
- Relevance of the evidence

Critical Appraisal

- Appraisal of methods, results, and implications
- Classification of type of research study
 - Reviews of primary research (e.g., systematic reviews, meta-analyses)
 - Qualitative studies
 - Psychometric studies
 - Primary quantitative research studies
 - Level 1: randomized controlled trials
 - Level 2: two groups, nonrandomized/cohort and case control
 - Level 3: nonrandomized, pretest/posttest and cross-sectional
 - Level 4: single subject
 - Level 5: case report

After completing initial and critical appraisals, themes are summarized related to the EBP question and other findings that emerged from the evidence. Recommendations for practice and reflection on participating in an EBP project are identified in the conclusions.

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EBP Question

How do individuals with disabilities describe their perspectives on and experiences with participation?

Executive Summary

Minnesota Occupational Therapy Association Continuing Education Presentation

Unheard Voices: Perspectives and Experiences of Participation

McKenzie Brink, Kelsey Holmer, Sydney Hrstich,
Kelly O'Connor, Simon Olmstead, Stephen
Schuster, Hailey Valencour, and Mikael Viazcan

EBP Question

How do individuals with disabilities describe their perspectives on and experiences with participation?

Background Learning

- Disability can limit activity and restrict participation (COC, 2020)
- Participation means having physical and social access to what you want to do and being able to contribute to areas of CHOICE (Hammel et al., 2009)
- Lack of knowledge, understanding, and implicit bias surrounding disabilities can result in the unintentional exclusion of individuals (Battwiese, 2020)
- People with disabilities participate significantly less than people without disabilities across many community settings (Pak & Spenser, 2016)

Examples of Evidence Resources

Governmental and Major Foundations

- Disability Inclusion - Center for Disease Control and Prevention
- UNICEF: Disabilities and Participation

OT Specific Resources

- Rehabilitation, Disability, and Participation resources from AOTA
- OTJR: Occupation, Participation, and Health

Interprofessional Journals, Databases, Organizations

- Disability & Society
- Disability Studies Quarterly

Examples of Search Process

Databases Used

- CINAHL
- ERIC
- Google Scholar
- PSYCHinfo
- PubMed

Most Helpful Search Strategies

- Citation history of strong articles
- Using cited studies from a relevant article

Most helpful keywords

• Disability	• Phenomenology
• Participation	• Perspective
• Qualitative	• Experience
• Interview	• Lived Experience

Initial Appraisal of Best Evidence

- Primary Research Studies
 - 34 articles
- Reviews of Primary Research
 - 6 articles
- Conceptual/
 - Theoretical Articles
 - 0 articles

Types of Research Studies

Study Type	Count	Percentage
Primary Research Studies	34	77%
Reviews of Primary Research	6	14%
Conceptual/Theoretical Articles	0	0%
Total	40	100%

Overview of Critical Appraisals of Best Evidence

- Perceived barriers and facilitators to participation in physical activity for children with disability (Shaw & Symet, 2016)
- Culture and participation among American Indian and Alaska Native children and youth with disabilities (Furuta & Lee, 2018)
- What does participation mean? An insider perspective from people with disabilities (Hammel et al., 2008)
- "We feel left out": Experiences of social inclusion from the perspective of young adults with intellectual disability (Harris et al., 2018)
- Living with a disability: a qualitative study of associations between social relations, social participation and quality of life (Engeman et al., 2018)
- Understanding the full participation for people with disabilities after institutionalization (Angell et al., 2020)
- Characterizing socially supportive environments relating to physical participation for young people with physical disabilities (Hobbs et al., 2017)
- A qualitative study exploring the participation experiences of children with disabilities in an adapted physical activities program (Byquist et al., 2019)

Critical Appraisal 1 and 2

Perceived barriers and facilitators to participation in physical activity for children with disability: a qualitative study (Shaw & Symet, 2016)

- How do individuals describe their perspectives on barriers and facilitators with physical activity for children with disability?
- People with disabilities, parents of children with disability, and sport and recreation staff summarized barriers and facilitators as, similarities and differences, people making the difference, one size does not fit all, and communication being key regarding participation in physical activity for children who have a disability.

Culture, health, function, and participation among American Indian and Alaska Native children and youth with disabilities: An exploratory qualitative analysis (Furuta & Lee, 2018)

- How do American Indian and Alaska Native (AI/AN) youth with disabilities experience and describe facilitators and barriers to participating in cultural activities?
- AI/AN children and youth and their families identified the importance of participating in cultural events and acknowledged barriers to inclusion, including a disconnect with healthcare providers who do not meet their cultural needs.

Critical Appraisal 3 and 4

How do individuals with disabilities describe their perspectives on and experiences with participation (Hammel et al., 2008)

- How do focus group participants with disabilities describe their lived experiences and values related to participation?
- Six core participation values were identified, including active and meaningful engagement/being a part of, choice and control, access and opportunity/enfranchisement, personal and societal responsibilities, having an impact and supporting others, and social connection, inclusion and membership.

"We feel left out": Experiences of social inclusion from the perspective of young adults with intellectual disability (Harris et al., 2018)

- How do young adults with disabilities describe their experiences with social inclusion within the community?
- Young adults with disabilities described challenges and segregation within their communities that prevent them from feeling included.

Critical Appraisal 5 and 6

Living with a disability: a qualitative study of associations between social relations, social participation and quality of life (Engeman et al., 2018)

- How do individuals with disabilities describe the impact of social relations and social participation on their quality of life?
- Support from formal and informal social relations is identified as important for quality of life of people with disabilities. Having the ability to participate in activities can improve quality of life while the inability to participate can decrease quality of life.

"Starting to live a life": Understanding the full participation for people with disabilities after institutionalization (Angell et al., 2020)

- How do people with disabilities describe their participation after transitioning from an institution to the community?
- Transition to the community alone is not enough to support participation

Critical Appraisal 7 and 8

Characterizing socially supportive environments relating to physical activity participation for young people with physical disabilities (Hobbs et al., 2017)

- How do young people with physical disabilities characterize environments that facilitate physical activity participation?
- Young people with physical disabilities identified a socially supportive environment for physical activity participation as one that was equitable, allowed them to engage in teamwork, and supported their independence.

"The coolest I know" – a qualitative study exploring the participation experiences of children with disabilities in an adapted physical activities program (Byquist et al., 2019)

- How do children with disabilities experience participation in self-selected physical activities during an intensive group rehabilitation program?
- Five themes emerged from the analysis, including to learn and to show others new activities, belonging, solidarity and friendship, activity and participation enjoyment, participation on my own terms, and transfer to the local environment at home.

Theme 1: Ability to Choose

Individuals with disabilities identify the ability to choose as an important aspect of participation.

- Participation is more meaningful when personally chosen and enjoyed (Fryer et al., 2016)
- Individuals with disabilities value freedom to participate as much or as little as desired (Hammel et al., 2008)
- Freedom of choice facilitates skill building in children with disabilities (Byquist et al., 2019)
- Choice of physical activity is key for participation in children with disabilities (Shaw & Symet, 2016)

Theme 2: Inconsistencies in Perception

Discrepancies exist between people with disabilities and health and educational professionals in how participation is defined and how policies are made.

- Policies made without input of people with disabilities can lead to inadequate accommodations (Kramer et al., 2012)
- Participation assessments are currently objective when they should be subjective (Hammill et al., 2008)
- Caretakers and individuals receiving care may prioritize different needs (Crawford et al., 2010)
- Provider assessments of client needs do not always encompass clients' perceived needs (Crawford et al., 2010)

Theme 3: Perceptions of Social Barriers

Social barriers to participation, the impact of social settings, and feelings of exclusion or being unable to socially participate were common among youth and adults.

- Recurring themes included providing an equitable environment for participation, belonging through teamwork, and socially supported independence. (Kobbe et al., 2017)
- Within physical activity participation, feelings of being left out by peers or coaches was a barrier to their ability to engage. (Dowds & Symon, 2016)
- Prejudice and lack of acceptance of disabilities was experienced across all age groups. (Ingersoll et al., 2010)
- When their disability was seen as a positive attribute, and they did not feel excluded, children participated more and were able to learn from other children with similar functional abilities. (Wells et al., 2018)

Theme 4: Perceptions of Environmental Barriers

Individuals with disabilities experience environmental barriers that influence their ability to participate in daily activities.

- Less access to activities due to a lack of resources in young adults physical environment. (Kobbe et al., 2017)
- Barriers such as finances and employment, transportation, services and supports, systems and policies, and societal attitudes for older adults. (Angell et al., 2020)
- Barriers such as heavy doors, narrow aisles, uneven sidewalks, and non-accessible bathrooms for wheelchair users. (Barker et al., 2016)
- Lack of wheelchair accessible transportation and inaccessible spaces during cultural events. (Luisetti & Lamb, 2019)

Recommendations for Occupational Therapy and Interprofessional Programs

- Redefine participation for each client based on their unique values and preferences.
- Respect client's priorities in goal setting- support freedom to choose.
- Improve advocacy for individuals with disabilities through collaboration and education.
- Include voices of individuals with disabilities in the making of policies.

Summary

- The ability to choose how and when to participate enhances quality of participation.
- Perspectives and experiences with participation are distinctive.
- Social and environmental barriers impede participation.

Reflection

- A client-centered approach must be prioritized.
- Individuals with disabilities need to be better represented in programming, policy, and advocacy.
- The responsibility to create inclusivity must be shared.

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Themes

Introduction

From our extensive research on how individuals with disabilities describe their perspectives on and experiences with participation, we identified four primary themes. The first theme was the ability to choose and how this is important with participation. The second theme was inconsistencies in perception and the discrepancies between people with disabilities and health and education professionals. The third theme was the perception of social barriers and the impact on participation. The last theme was the perception of environmental barriers and how the environment can impact participation.

Ability to Choose

Individuals with disabilities identify the ability to choose as an important aspect of participation. A scoping review of the participation of children with disabilities found that children perceived their disability as a positive contributor to their experience, and also enjoyed activities with children of similar functional abilities and learned from one another (Willis et al., 2016). In a phenomenological study on the meaning of participation for stroke survivors, themes from semi-structured interviews found it was important for these participants to not only engage in activities but to engage in activities they enjoyed and chose (Fryer et al., 2016). A qualitative focus group study on perceptions of participation showed that adults with disabilities valued having the choice to participate as much or as little as they desired and not be bound by societal expectations (Hammel et al., 2008).

Physical activity emerged as an important aspect of the ability to choose for children with disabilities. A cross-sectional qualitative study used in-depth interviews to explore the experiences of children with disabilities in an adapted physical activities program; they found

that freedom of choice provided opportunities to learn new skills and improve current skills, joy, motivation, self-identity, and self-efficacy (Nyquist et al., 2019). Another qualitative study on perceived barriers and facilitators to participation in physical activity for children with vision impairment, physical, and intellectual disabilities found that giving choices in physical activity was key for participation (Shields & Synnot, 2016). Examples of key choices that facilitated participation included the type of activity, level of participation, and the level of competitiveness (Shields & Synnot, 2016).

Inconsistencies in Perceptions

Discrepancies exist between people with disabilities and health and educational professionals in how participation is defined and how policies are made. A meta-analysis of participation found that many school-age youth with disabilities perceived policies made by professionals without the input of the students resulted in inadequate accommodations (Kramer et al., 2012). A qualitative study exploring perspectives of participation in daily activities services of people with intellectual disabilities found that worksite managers held more decision-making power related to the participants' work opportunities (Svanelov et al., 2019). This highlights the importance of valuing the input and personal preferences of employees with intellectual disabilities (Svanelov et al., 2019).

There were also discrepancies in how participation is assessed. A qualitative focus group study on participation of adults with diverse disabilities found that individuals believed participation assessments need to shift from objective to subjective and values-based, as each individual has unique experiences and desires (Hammel et al., 2008). A multi-case study on participation needs of older adults with disabilities found that caregivers prioritized activities of daily living and personal cares, while individuals with disabilities desired more support in social

and community participation (Turcotte et al., 2015). Additionally, this study highlighted discrepancies between provider assessments of client needs and the areas of need the participants personally identified as valuable; the assessments focused on ADLs and health needs and did not adequately measure social or community participation (Turcotte et al., 2015).

Perceptions of Social Barriers

Social barriers to participation are common and vary for youth versus adults with disabilities. A qualitative study of younger adults with physical disabilities considered their experience with physical activity, social inclusion, and characteristics of their environment that allowed them to participate more fully (Knibbe et al., 2017). The younger adults described supports as providing a fair and equitable environment for participation beyond physical accommodations, belonging through teamwork, and socially supported independence while participating in physical activity (Knibbe et al., 2017). Within physical activity participation, feelings of being left out by peers or coaches was a barrier to engaging in physical activity (Shields & Synnot, 2016; Knibbe et al., 2017).

The characteristics of the social setting can also have an impact on how participation occurs. A qualitative study conducted interviews with young adults and found that the characteristics of social settings such as feeling included and having participation facilitated equally with their peers allowed them to engage more fully in their chosen leisure activities (Powrie, 2019). This study also found having a physical disability or communication disability tended to make navigating social situations more difficult for younger adults (Powrie, 2019). A scoping review on children with disabilities found that children participated more and were able to learn from other children with similar functional abilities when their disabilities were seen as a positive attribute (Willis et al., 2018). Social barriers to participation made participants in

another qualitative study feel segregated and contributed to limited participation in their communities (Merrells et al., 2019).

Feelings of exclusion or being unable to socially participate were also reported in studies of older adults. In an intergenerational qualitative study of individuals with varying disabilities, prejudice and lack of acceptance of their disabilities was experienced socially across all age groups (Jespersen et al., 2019). A study of older adults with disability pensions found that after returning to their place of work participants faced social barriers such as a lack of support and understanding from social security authorities (Magnussen et al., 2009). They also faced unsuitable economic arrangements which led to feelings of low self-esteem and poor self-judgment of workability (Magnussen et al., 2009).

Perception of Environmental Barriers

Individuals with disabilities experience environmental barriers that influence their ability to participate in daily activities. In a qualitative study of the participation experience of adults with disabilities transitioning from institutionalization to the community, participants reported many environmental barriers to full participation including finances and employment, transportation, services and supports, systems and policies, and societal attitudes (Angell et al., 2020). A mixed-methods study of adults with mobility impairments found neighborhood factors such as poor community design hindered participation in community activities (Sundar et al., 2016). A qualitative study of young adults with disabilities found that lack of physical resources (i.e. inaccessible recreational facilities) were perceived as negatively impacting the ability to participate (Knibbe et al., 2017).

Many studies explored environmental barriers associated with limited wheelchair and public access. A qualitative study on the influence of culture on health and well-being for Alaska

Native and American Indian youth with disabilities ages 6 months to 17 years old found participation in cultural events was often limited to observation (Fuentes & Lent, 2019). This was due to barriers relating to resources and mobility, such as lack of wheelchair accessible transportation and inaccessible spaces in which the activities took place (Fuentes & Lent, 2019). In a qualitative study of community participation, senior stroke survivors who used wheelchairs reported that environmental factors such as heavy doors, narrow aisles, uneven sidewalks, and non-accessible bathrooms made independent community participation difficult (Barker et al., 2006). An interpretive, phenomenological study found individuals with disabilities who drive modified vehicles desired more advocacy for improving public access, such as creating more designated parking spaces (Hutchinson et al., 2020).

Summary and Implications for Practice

The purpose of this EBP project was to describe how individuals with disabilities perceive their experiences with participation. This collection of qualitative studies showed that each individual with a disability has a unique lived experience. As practitioners, providing client-centered care needs to be our top priority. We need to be aware of the possibility that we may make assumptions about clients that do not reflect their true needs, values, or preferences. We can use current research and interventions as a guide until we learn what fits specific individuals. By hearing and valuing the voice of each individual with a disability we can avoid the tendency to generalize.

Based on our findings it is clear that people with disabilities would like more of a voice when it comes to policy and decision making. Often policies are made without consulting those who are most affected by them. Multiple studies suggested that people with disabilities are not satisfied with the way their participation is assessed and defined. Many individuals with disabilities reported that clinicians and educators most often assess their participation objectively, however these individuals contend that participation should be measured subjectively. They stated that the exact definition and interpretation of participation is different for each person and even those with the same disability may view their participation in unique ways. The implications and recommendations for practitioners and researchers is to collaborate with people with disabilities when trying to define or assess their participation. It is the responsibility of the practitioner to listen to their client and advocate for the policies that best support them. It may also be the responsibility of the practitioner to teach the client how to advocate for themselves. The overall message was clear: “listen to us.” Whether we are trying to

assess or define participation, or make policies, we need to start by listening to the experiences and perspectives of those with disabilities.

Strengths and limitations have emerged from the evidence that was gathered for this project. One limitation that can be seen throughout much research on individuals with disabilities involves the reporting of experiences. For instance, parents, caretakers, teachers, or other individuals often report on the experiences of people with disabilities. Using reports from individuals without disabilities can lead to less accurate and less reliable information on the perspectives of people with disabilities. Another limitation of most studies was the use of small sample sizes. While this is common among qualitative studies, it creates a higher risk of the sample being unrepresentative of the population. Qualitative research does not emphasize sampling methods that support generalizability to the entire population. Also, because much of the research involved interview methods, individuals with certain disabilities were under-represented, specifically people with intellectual disabilities and individuals who are nonverbal.

One strength that we have seen through our research is the ability of qualitative and phenomenological research to emphasize unique experiences of individuals. Qualitative research gives the opportunity to understand through the lens of someone else and to learn from others' experiences. Another strength often associated with smaller sample sizes in qualitative studies is the opportunity for relationships to be built between the researchers and participants. Therefore, being able to understand better the participant's experience and perspectives than they otherwise would have if there were more participants and less time to talk with each of them.

In order to begin looking for ways to help people with disabilities have better quality participation, there are several things that must be accomplished. First, we found that more qualitative research is needed overall to gain a better understanding of the perspectives of

personal, social, and environmental barriers that keep people with disabilities from participating. In accordance with this, more policies need to be enacted to address a broader range of disabilities as current policies do not provide enough coverage to benefit all kinds of disabilities. Once these policies do exist, they must be executed properly and consistently. Finally, for all of this to happen, healthcare and education professionals need to be better advocates for people with disabilities to ensure that their needs are met and their voices are heard. Without their perspectives, any policies put in place will be largely ineffective.

Tables of EBP Resources

Table 1.

Governmental and Major Foundation Resources that Address Disability and Participation

Title/Name	Brief Description	Source
Disability Inclusion	Includes information on barriers and resources for community inclusion for people with disabilities.	Center for Disease Control and Prevention https://www.cdc.gov/ncbddd/disabilityandhealth/disability-inclusion.html
Disability Resources	Includes a list of topic areas and organizations for a variety of disability resources including advocacy, education, employment, and social services.	National Center on Disability Journalism https://ncdj.org/resources/organizations/
UNICEF: Disabilities and participation	Includes information on types of disability participation, was to achieve inclusion and effectiveness of inclusion.	UNICEF https://www.unicef.org/disabilities/files/Take_Us_Seriously.pdf
Disability Inclusion Toolkit	A private foundation that funds research with a priority in advancing well being. Provides resources for employment accommodations for people with disabilities.	Ford Foundation https://www.fordfoundation.org/media/5756/ford_full-toolkit_al_accessible.pdf
Disability and sports participation	Provides many resources on disability and participation in sports.	United Nations https://www.un.org/development/desa/disabilities/issues/disability-and-sports.html

Table 2.

Occupational Therapy Resources that Address Disability and Participation

Title/Name	Brief Description	Source
OT SEARCH	Database of over 46,000 literature records pertaining to occupational therapy.	St. Kate Library Resources http://otsearch.aota.org.pearl.stkate.edu/uhtbin/cgiirsi.exe/?ps=uBQ5mdyXLq/0/X/60/502/X
American Journal of Occupational Therapy	Journal containing research on a broad range of OT topics, including facilitation of community participation	AOTA https://ajot.aota.org/
World Federation of Occupational Therapists Bulletin	A place where knowledge and experience from all over the world in the field of occupational therapy is published.	Taylor and Francis https://www-tandfonline-com.pearl.stkate.edu/toc/yotb20/current
OTJR: Occupation, Participation, and health.	This is a journal that offers articles that focus on everyday activities and how they influence participation and health.	The American Occupational Therapy Foundation https://www.aotf.org/Research-Resources/OTJR-Occupation-Participation-and-Health
OT Practice Magazine	Collection of articles on a broad range of OT topics	AOTA https://www.aota.org/Publications-News/OTP.aspx

Table 3.

Interdisciplinary Journals, Databases, Professional Associations that Address Disability and Participation

Title/Name	Brief Description	Source
Disability & Society	Journal providing a focus for debate about human rights, discrimination, definitions, policy and practices. The journal publishes articles that represent a wide range of perspectives including the importance of the voices of disabled people.	Taylor and Francis Online https://www.tandfonline.com/loi/cdso20
CINAHL Plus with Full Text	Index of journal articles about nursing, allied health, biomedicine, and other healthcare services.	St. Kate Library Resources https://web-b-ebcohost-com.pearl.stkate.edu
Alter	International, peer-reviewed Journal of Disability Research	European Society for Disability Research http://alter-asso.org/en/
Disability Studies Quarterly	Multidisciplinary Journal for the Society for Disability Studies (SDS)	Disability Studies Quarterly https://dsq-sds.org/
American Association of People with Disabilities	American Association of People with Disabilities is a rights organization advocating for civil rights for Americans with disabilities.	American Association of People with Disabilities https://www.aapd.com/

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Appendix A. Initial Appraisals

	Overview of Article
Type of article	Overall Type: Primary Research Study Specific Type: Semi-structured interview
APA Reference	Angell, A. M., Goodman, L., Walker, H. R., McDonald, K. E., Kraus, L. E., Elms, E. H. J., Frieden, L., Sheth, A. J., & Hammel, J. (2020). "Starting to live a life": Understanding full participation for people with disabilities after institutionalization. <i>The American Journal of Occupational Therapy</i> , 74(4), 7404205030-7404205030p1 https://doi.org/10.5014/ajot.2020.038489
Abstract	"Importance: A key objective of the Americans With Disabilities Act of 1990 (ADA) is community integration; yet, nearly 30 yr later, little is known about the participation of people with disabilities who transition from institutions to the community. Objective: To understand how people with disabilities describe full participation after transitioning from an institution to the community and to identify environmental barriers and facilitators to participation during and after this transition. Design: The ADA-Participatory Action Research Consortium (ADA-PARC), a collaboration among researchers, people with disabilities, and community organizations, is implementing a multimethod, participatory action research study of participation among people with disabilities posttransition. This article presents qualitative findings from semistructured interviews collected as part of the larger ADA-PARC project. Setting: ADA-PARC community partners across the United States. Participants: One hundred fifty-three adults with disabilities. Outcomes and Measures: We used a semistructured interview guide to ask participants about their experiences during and after transition to the community. Results: We identified four themes: (1) the <i>process of transition</i> as ongoing rather than a single event, (2) <i>access to everyday occupations</i> as full participation and what fully represents "living a life," (3) <i>environmental barriers</i> to participation, and (4) <i>social identity as participation</i> as the transformative process of moving from the disempowering isolation of the institution to being integrated into the community. Conclusions and Relevance: As people with disabilities transition into community settings, they require ongoing supports to facilitate their full, long-term participation. What This Article Adds: People with disabilities reported that transitioning from institutions to the community was itself not enough to support their full community participation; rather, they viewed transition as an ongoing process, and they needed services and supports to fully participate. Occupational therapy practitioners working in institutional and community settings can partner with local disability advocacy communities to support their clients' sense of identity and self-confidence during and after transition to the community." (p. 7404205030p1)
Author	Credentials: PhD, OTR Position and Institution: Research Assistant Professor, Department of Occupational Therapy, University of Florida, Gainesville. At the time of the study, she was Postdoctoral Fellow, Department of Occupational Therapy, University of Illinois at Chicago. Publication History in Peer-Reviewed Journals: extensive
Publication	Type of publication: Scholarly Peer Reviewed Journal Publisher: American Occupational Therapy Association Other: Official Journal of the AOTA
Date and Citation History	Date of publication: 2020 Cited By: N/A
Stated Purpose or Research Question	"We conducted qualitative interviews to explore the following research questions: How do people with disabilities describe full participation after transitioning from an institution to the community under Olmstead? What are the environmental barriers and facilitators to full participation during and after this transition?" (p. 7404205030p2)
Author's Conclusion	"Although people with disabilities younger than age 65 yr are increasingly transitioning to the community under Olmstead, our findings show that the transition is not enough to facilitate their full participation long term. In addition to the need for ongoing services and supports, these findings reveal the critical role of social networks and supports. Disability advocacy organizations support the transition to the community not only by connecting people to resources and information about their rights but also by modeling a positive and empowering disability identity. Our findings indicate that transition should be thought of as a long-term process that is supported with individualized, consumer driven, flexible transition plans that can be adjusted over time to support full participation." (p. 7404205030p9)
Overall Relevance to your EBP Question	Overall Relevance of Article: Good

	Rationale: This study specifically addressed the EBP question of how individuals with disabilities describe their experiences and perspectives with participation. In this case it addressed the transition from institutionalization back into the community.
Overall Quality of Article	Overall Quality of Article: Good Rationale: Established author. Reputable journal. Published this year.

	Overview of Article
Type of article	Overall Type: Primary research study Specific Type: Qualitative, constant comparative inductive method
APA Reference	Barker, D., Reid, D., Cott, C. (2006). The experience of senior stroke survivors: factors in community participation among wheelchair users. <i>Canadian Journal of Occupational Therapy</i> , 73(1), 18-25. https://doi.org/10.2182/cjot.05.0002
Abstract	“Purpose. This qualitative study investigated the lived experience of senior stroke survivors who used prescribed wheelchairs in their home and community. Methods. The study involved semi-structured, in-depth interviews that were conducted with 10 participants, aged 70 to 80, who had used a wheelchair for a mean of 5.6 years. All participants used manual wheelchairs and two additionally used a power wheelchair and a scooter. Results. A constant comparative inductive method of analysis of the data yielded several themes which are examined within the International Classification of Functioning, Disability and Health framework of body functions and structure, activity limitations, participation, and contextual factors. Overall, the wheelchair, manual or power, was an enabler of community participation among the participants. However the wheelchair's use also created problems, such as limiting destinations and creating increased dependence on others. Practice Implications. A balance scale model was proposed to facilitate an understanding of how the factors affecting community participation interact in this population. This Model can assist occupational therapists who prescribe wheelchairs for stroke clients for use in the community” (p. 18).
Author	Credentials: MSc, BSc Position and Institution: Occupational Therapy Fieldwork Coordinator and Lecturer, University of Toronto Publication History in Peer-Reviewed Journals: Limited
Publication	Type of publication: Scholarly peer-reviewed journal Publisher: Sage Publishing Other: Intended for healthcare professionals
Date and Citation History	Date of publication: 2006 Cited By: 76
Stated Purpose or Research Question	“The purpose of this subsequent study was to examine the perceptions stroke survivors hold regarding their wheelchair, what it means to them to use a wheelchair, and how the wheelchair affects their life course and activities” (p. 19).
Author’s Conclusion	“Overall, the wheelchair, manual or power, was an enabler of community participation among the participants. However the wheelchair's use also created problems, such as limiting destinations and creating increased dependence on others” (p. 18).
Overall Relevance to your EBP Question	Overall Relevance of Article: Moderate relevance Rationale: This article is directly related to lived experiences of wheelchair users in the community (participation in the community) but is targeted at a specific disability population of stroke survivors rather than disability in general.
Overall Quality of Article	Overall Quality of Article: Moderate quality Rationale: Reputable journal and publisher. At the time of writing the author was a graduate student in the Department of Rehabilitation Science and an occupational therapy professional practice leader. Published in 2006 so it is not new within the last 10 years.

	Overview of Article
Type of article	Overall Type: Primary research study Specific Type: Qualitative
APA Reference	Bredahl, A.-M. (2013). Sitting and watching the others being active: the experienced difficulties in PE when having a disability. <i>Adapted Physical Activity Quarterly</i> , 30(1),40–58. https://doi.org/10.1123/apaq.30.1.40
Abstract	“The experience of participation in physical activity was explored in a qualitative study with twenty Norwegian adults with physical and visual disabilities. The interviews showed that more than 75% of negative experiences reported in this study originated from physical education (PE), suggesting that this was a particularly challenging arena. The negative experiences were centered in these common themes: experiences of not being included, experiences of failing, and experiences of not being listened to. The interviews were analyzed applying an existential-phenomenological approach. The participants with relatively minor degrees of disability and with the least visible disabilities were the ones who most often reported negative experiences regarding PE. This suggests the experiences were not generated solely by the actual physical or sensory limitations, but equally by how well the participants’ challenges were understood by their teachers and to what degree adaptations were implemented” (p. 40).
Author	Credentials: PhD Position and Institution: Department of Physical Education at Norwegian School of Sport Sciences Publication History in Peer-Reviewed Journals: Extensive
Publication	Type of publication: scholarly peer-reviewed journal Publisher: Huma Kinetics Publishers Inc. Other: Peer-reviewed journal that relates to physical activity that is adapted in order to enable and enhance participation in people with disability.
Date and Citation History	Date of publication: 2013 Cited By: 84
Stated Purpose or Research Question	“The aim of our study was to explore the experience of participating in physical activity while living with a physical or visual disability” (p. 40).
Author’s Conclusion	“As stated, the participants <i>did</i> all recall particular positive experiences with participation in physical activity (Bredahl & Spinelli, 2012). The fact that none of those originated from PE, however, might indicate that a context like PE tends to leave less room for experiences of ‘feeling capable’ and of ‘surpassing limitation,’ at least for participants with disabilities” (p. 54).
Overall Relevance to your EBP Question	Overall Relevance of Article: Moderate relevance Rationale: This article is directly related to personal experiences with participation. Although it is not broad from all perspectives on all disabilities, but more specific on physical activity with physical and visual disabilities.
Overall Quality of Article	Overall Quality of Article: Good quality Rationale: Reputable journal and publisher. Publication within the last 10 years.

Primary Research Study 4

	Overview of Article
Type of article	Overall Type: Primary research Specific Type: Qualitative, discourse analysis
APA Reference	Cocq, C., & Ljuslinder, K. (2020). Self-representations on social media. Reproducing and challenging discourses on disability. <i>Alter</i> , 14(2), 71-84. https://doi.org/10.1016/j.alter.2020.02.001
Abstract	“This article examines self-representations in a social media campaign against the discrimination of people with disabilities. We focus specifically on how these representations are related to various narratives and discourses, and in what ways the representations either adhere to or challenge normative discourses, or whether they offer counter-discourses. Considering that our cultural assumptions are influenced by the representations we are exposed to, we also discuss the possible potential of self- representations for the audience of the campaign. The empirical material consists of a digital activism campaign conducted on Instagram in Sweden that was constructed through self-representations (photos and short texts). The study combines discourse analysis and visual analysis with focus on how the persons present themselves in the campaign, how disability is mentioned and/or displayed, and how a presentation adheres to or challenges a model of understanding disability, such as the medical or social models. We found a diverse set of claims, all with the common goal of acknowledging discrimination, in order to make it visible and bring about change. The narratives identified indicate a variety of strategies for understanding disability and various styles that people adopt to relate to established discourses on disabilities. Through this campaign, the bloggers could find and provide support, but they also took the stage by requesting that the audience listen. The campaign examined in this study can be further understood as an effort and a step towards increased visibility and politicization of disability” (pg. 71-72).
Author	Credentials: PhD Position and Institution: University of Helsinki, Helsinki, Finland Publication History in Peer-Reviewed Journals: Extensive
Publication	Type of publication: Peer reviewed journal Publisher: Elsevier Other: Peer reviewed journal that looks at disability and its variations.
Date and Citation History	Date of publication: 2020 Cited By: 2
Stated Purpose or Research Question	“This article investigates self-representations in a social media campaign against the discrimination of people with disabilities. We focus specifically on the representations of various narratives and discourses that relate to disability, whether these representations adhere to normative discourses or challenge them, and finally, whether they offer counter-discourses” (p. 73).
Author’s Conclusion	“The guest bloggers wrote about their experiences of discrimination or their daily life living with a certain type of disability and they did this from different viewpoints or within different discourses. The empirical data contained a diverse set of claims, all with the common goal of acknowledging and making discrimination visible and bringing about change” (p. 81).
Overall Relevance to your EBP Question	Overall Relevance of Article: Limited relevance Rationale: Although this article gives an interesting take on social media and perspectives on disability, it talks more about the campaign and advocacy than individuals actual perspectives.
Overall Quality of Article	Overall Quality of Article: Good quality Rationale: Established author and journal, published in 2020.

	Overview of Article
Type of article	Overall Type: Primary Research Study Specific Type: Semi-structured, individual interviews
APA Reference	Dahan-Oliel, N., Shikako-Thomas, K., Mazer, B., & Majnemer, A. (2016). Adolescents with disabilities participate in the shopping mall: facilitators and barriers framed according to the ICF. <i>Disability and Rehabilitation</i> , 28(21), 2102-2113. https://doi.org/10.3109/09638288.2015.1114033
Abstract	<p>“Purpose: Community participation is restricted for youth with disabilities. The mall is an important gathering place where adolescents often socialise and develop community living skills, yet participation may be restricted. The aim of this study was to evaluate the facilitators and barriers to participation in a shopping mall through the perspectives of adolescents with disabilities.</p> <p>Method: Semi-structured individual interviews were conducted with adolescents aged 12–19 years with a physical and/or sensory disability. Audio recordings were transcribed verbatim and coded following a template analysis using the International Classification of Functioning Disability and Health (ICF).</p> <p>Results: Eleven youth (six females, mean age = 17.0 years) participated. Medical conditions included visual impairment, hearing impairment, cerebral palsy, hemiplegia, osteogenesis imperfecta and congenital amputations. Six themes were identified by the adolescents: what the shopping mall means to me, physical environment, transportation, social factors, attitudes and the person. The majority of themes mapped to the ICF’s ‘environmental factors’.</p> <p>Conclusions: Facilitators and barriers identified were either generic or disability-specific, implying that some modifications to shopping malls may be beneficial across disability types. Changes made to the physical, social and attitudinal environment are required to enable full participation of youth with disabilities within a shopping mall and other built environments of high public access.</p> <ul style="list-style-type: none"> •The meaning of the shopping mall according to youth with disabilities includes socialisation, shopping, getting out of the home and employment. •The majority of themes mapped to ‘environmental factors’ indicating that most obstacles to participation are caused by environmental barriers. •Facilitators and barriers identified were either generic or disability-specific implying that some modifications to shopping malls may be beneficial across disability types. •Changes made to the physical, social and attitudinal environment are required to enable full participation of youth with disabilities within a shopping mall.” (p. 2102)
Author	Credentials: OT, PhD Position and Institution: Shriners Hospital for Children, Montreal, Canada; School of Physical and Occupational Therapy, McGill University, Montreal, Canada Publication History in Peer-Reviewed Journals: Extensive
Publication	Type of publication: scholarly peer-reviewed journal Publisher: Taylor & Francis Ltd
Date and Citation History	Date of publication: 2016 Cited By: 12
Stated Purpose or Research Question	“The objective of this study is to describe the facilitators and barriers to participation in the shopping mall through the perspectives of adolescents with disabilities using the ICF framework.” (p. 2103)
Author’s Conclusion	“Facilitators and barriers identified by youth were both generic and disability-specific, implying that some types of modifications to shopping malls may be beneficial for all youth with disabilities and to other individuals such as parents with strollers, adults with disabilities and older adults.” (p. 2111)
Overall Relevance to your EBP Question	Overall Relevance of Article: Moderate Rationale: This article’s focus may be too specific on one participation setting, but the themes may be generalizable to other environments. It does suggest modifications that participants think would benefit people with any disability, which could be useful for our broad question.
Overall Quality of Article	Overall Quality of Article: Good Rationale: The sample includes participants with multiple types of disabilities, however they are all female. The interview responses were very detailed, as was the following analysis of the emerging themes.

	Overview of Article
Type of article	Overall Type: Primary research study Specific Type: Qualitative, content analysis
APA Reference	Donkers, H., Vernooij,-Dassen, M., Van der Veen, D., & Van der Sanden, M. N. (2018). Social participation perspectives of people with cognitive problems and their care-givers: a descriptive qualitative study. <i>Ageing & Society</i> , 39(7), 1485-1511. https://doi.org/10.1017/S0144686X18000077
Abstract	“The aim of this study is to explore how community-dwelling older people with cognitive problems and their care-givers (dyads) perceive their own social participation, how care-givers evaluate the social participation of the people they care for and what factors they perceive as influential. In this qualitative study, we performed 13 semi-structured, in-depth interviews with dyads who participated in the Social Fitness Programme. We used content analysis to analyse the interviews thematically. Social participation perceptions include changes over time and a discrepancy in perspectives. All the people with cognitive problems and most care-givers perceived a decreased social participation. Most people with cognitive problems answered that they were satisfied, in contrast to most care-givers who were dissatisfied with the decreased social participation of the people they cared for. Analysing the influencing factors resulted in five themes: behavioural, physical, social environmental, physical environmental and activity-related. People with cognitive problems and their care-givers displayed a discrepancy in social participation perspectives. This becomes a major dilemma, especially for younger care-givers. A key element is a sometimes deliberate choice of people with cognitive problems to refrain from social participation to protect themselves from the consequences of cognitive problems and from encounters with others. This highlights the dynamics of social participation as an interaction between personal factors and the social and physical environment in which social participation occurs” (p. 1485).
Author	Credentials: PhD Position and Institution: Radboud University Medical Center Publication History in Peer-Reviewed Journals: Moderate
Publication	Type of publication: Peer reviewed journal Publisher: Cambridge University Press Other: Covers gerontology from a sociological perspective
Date and Citation History	Date of publication: 2018 Cited By: 4
Stated Purpose or Research Question	“The aim of this study is to explore how community-dwelling older people with cognitive problems and their care-givers (dyads) perceive their own social participation, how care-givers evaluate the social participation of the people they care for and what factors they perceive as influential” (p. 1485).
Author’s Conclusion	“People with cognitive problems and their care-givers displayed a discrepancy in social participation perspectives... A key element is a sometimes deliberate choice of people with cognitive problems to refrain from social participation to protect themselves from the consequences of cognitive problems and from encounters with others” (p. 1485).
Overall Relevance to your EBP Question	Overall Relevance of Article: Moderate relevance Rationale: This could be a great article to understand social participation perspectives with specific cognitive disabilities but the full text was not available.
Overall Quality of Article	Overall Quality of Article: Good quality Rationale: Reputable author and journal. Published within the last two years.

	Overview of Article
Type of article	Overall Type: Primary Research Study Specific Type: Semi-structured interview, qualitative
APA Reference	Ekelman, B., Bazyk, S., & Bazyk, J. (2013). The relationship between occupational engagement and well-being from the perspective of university students with disabilities. <i>Journal of Occupational Science</i> , 20(3), 236-252. https://doi.org/10.1080/14427591.2012.716360
Abstract	“While occupational scientists have studied the relationship between occupation and well-being, few studies have examined these constructs from the perspective of university (tertiary) students with disabilities. The purpose of this study was to explore the relationship of occupational engagement and wellbeing from the perspective of university students with disabilities. The study employed a basic interpretive qualitative design. Researchers recruited 10 participants, 18 years and older, with a variety of disabilities using convenience and purposive sampling strategies to achieve maximum variation. The principal investigator conducted individual one-on-one interviews that lasted between 1-2 hours and until data saturation was achieved. Data were analyzed using open, axial, and selective coding. The following themes emerged: (a) a strong desire to belong, (b) being a part of something beyond self, (c) academic achievement and preparing for the future as primary goals, and (d) the challenges of balancing one’s university schedule with other life demands. Participants sought out occupations so they could belong. Through occupation, they felt connected with others, had fun, realized they could help others and could be successful academically, and expressed confidence that they could achieve their future goals. Being successful academically was the primary goal for all. Balancing the demands of an academic schedule and every day occupations was challenging and stressful. The findings provide support to the notion that being and becoming promote well-being and provide further insight into the relationship between occupation, identity, meaning, and well-being.” (p. 236)
Author	Credentials: PhD, JD, OTR/L Position and Institution: Associate Director, School of Health Sciences and Associate Professor, Master of Occupational Therapy Program, Cleveland State University Publication History in Peer-Reviewed Journals: extensive (textbook for Older Adults)
Publication	Type of publication: scholarly peer-reviewed journals Publisher: Taylor and Francis Other: Journal of Occupational Science
Date and Citation History	Date of publication: 2013 Cited By: 19
Stated Purpose or Research Question	“The research questions of this study were: (1) How do university students with disabilities describe their experiences participating in occupations within a university setting? and (2) How do they describe these experiences in relation to their well-being?” (p. 239)
Author’s Conclusion	“As participants successfully engaged in university occupations, they developed a sense of competence, confidence, and self-worth. They began to believe that they could achieve their future dreams and contribute to society. Consistent with that, the participants pursued occupations so they could belong, and these occupations allowed them to experience having fun, feeling connected, and feeling confident that they could achieve future goals.” (p. 248)
Overall Relevance to your EBP Question	Overall Relevance of Article: Good Rationale: This study examines university students’ perspectives and their experience in the specific occupation of education, which is relevant to our EBP question of overall experiences.
Overall Quality of Article	Overall Quality of Article: Good Rationale: Published within the past ten years. Established author. Numerous articles cite the study.

	Overview of Article
Type of article	Overall Type: Primary research study Specific Type: Q method
APA Reference	Falkmer, M., Barnett, T., Horlin, C., Falkmer, O., Siljehav, J., Fristedt, S., Lee, H. C., Chee, D. Y., Wretstrand, A., & Falkmer, T. (2015). Viewpoints of adults with and without autism spectrum disorders on public transport. <i>Transportation Research Part A: Policy and Practice</i> , 80, 163–183. https://doi.org/10.1016/j.tra.2015.07.019
Abstract	<p>Background: Public transport is low cost, allows for independence, and facilitates engagement and participation for non-drivers. However, the viewpoints of individuals with cognitive disabilities are rarely considered. In Australia, the prevalence of Autism Spectrum Disorders (ASD) is approximately 1% and increasing. Many individuals with ASD do not possess a driver’s licence, indicating that access to public transport is crucial for their independence. However, at present, there is no research on the opinions of adults with ASD on public transport.</p> <p>Aim: To identify the viewpoints of adults with ASD regarding the barriers and facilitators of public transport usage and their transportation preferences, and to contrast these against the viewpoints of neurotypical adults.</p> <p>Methods: Q method was used to identify the viewpoints of both participant groups on public transport. Participants consisted of 55 adults with a diagnosis of ASD and a contrast group of 57 neurotypical adults. Both groups completed a Q sort task which took place in either Perth or Melbourne, Australia.</p> <p>Results: The most prominent viewpoint indicated that both groups preferred to use public transport over driving and believed that it supported their independence. This viewpoint also indicated that both groups preferred to use electronic ticketing when using public transport. Interestingly, the second most prominent viewpoint indicated that both groups preferred to drive themselves by private car rather than use public transport.</p> <p>Discussion: It appears that the viewpoints of adults with and without ASD regarding public transportation were largely similar. However, questions arose about whether the preference for public transport in the ASD group may be more a result of difficulties obtaining a driving licence than a deliberate choice. The only barrier specified by adults with ASD related to crowding on public transport. Safety and convenience in relation to location and timing of services were barriers reported by neurotypical adults.</p>
Author	Credentials: PhD Position and Institution: School of Occupational Therapy & Social Work, CHIRI, Curtin University, Perth, Australia Publication History in Peer-Reviewed Journals: Extensive
Publication	Type of publication: Peer-reviewed journal Publisher: Elsevier Other: Transportation focused
Date and Citation History	Date of publication: October 2015 Cited By: 22
Stated Purpose or Research Question	“To identify the viewpoints of adults with ASD regarding the barriers and facilitators of public transport usage and their transportation preferences, and to contrast these against the viewpoints of neurotypical adults.” (p. 163)
Author’s Conclusion	“Both the individuals with ASD and the neurotypical adults advocated the use of, and their relative comfort with, public transport. The two participant groups appear not to differ greatly in their general opinions of public transport use versus driving. The primary barrier presented by the ASD group appeared to be related to social issues resulting in not wanting to use public transport when it was full of passengers.” (p. 176)
Overall Relevance to your EBP Question	Overall Relevance of Article: Good Rationale: This article is relevant because our question revolves around the perspective of individuals with disabilities and participation. The research team gets the perspectives of individuals with disabilities and ones without disabilities on their view of public transportation. The participation of public transportation is compared to find any differences in views.
Overall Quality of Article	Overall Quality of Article: Good Rationale: The author has done lots of research in this field. Reputable journal and publisher. Work less the 5 years old.

	Overview of Article
Type of article	Overall Type: Primary Research Study Specific Type: Phenomenology
APA Reference	Fryer, K., Baxter, S., & Brumfitt, S. (2016). The meaning of participation to stroke survivors: A qualitative study. <i>International Journal of Therapy & Rehabilitation</i> , 23(8), 356–362. https://doi.org/10.12968/ijtr.2016.23.8.356
Abstract	“Background/aims: The effect of stroke can be all encompassing, and have an impact on significant roles in life. Assessing someone’s level of participation is seen as essential to understanding the social impact of a disability on a person’s life, and tailoring support accordingly. This study aimed to examine the meaning of participation to stroke survivors, in order to provide insight into the meaning of participation in the context of a stroke. Methods: A qualitative approach drawing on methods of phenomenology was used, with data collected via semi-structured interviews and a follow-up focus group. Analysis was undertaken using techniques of Interpretative Phenomenological Analysis. Findings: Six stroke survivors and six carers were interviewed, and four stroke survivors attended a focus group. Three main themes in relation to the meaning of participation were identified in the data: ‘being actively involved’; ‘making meaningful choices’; and ‘being me’. Conclusions: The work confirms the findings of previous studies on participation, and adds to current understandings by developing the meaning of “involvement” beyond a social concept. It highlights that “involvement” can include active engagement in life through being alone. It also identifies a specific link between stroke survivor sense of self, and participation.” (p. 2)
Author	Credentials: PhD, Speech Language Therapist Position and Institution: Department of Human Communication Sciences, University of Sheffield. Publication History in Peer-Reviewed Journals: Moderate
Publication	Type of publication: Scholarly peer-reviewed journal Publisher: Mark Allen Healthcare Other: International Journal of Therapy & Rehabilitation
Date and Citation History	Date of publication: 2016 Cited By: 2
Stated Purpose or Research Question	“The aim of the current study was to build on this work in other groups, to investigate the experiences of stroke survivors, and to identify elements that capture the essence of the meaning of participation to stroke survivors.” (p. 5)
Author’s Conclusion	“This research provides an examination of participation from the perspective of stroke survivors themselves, and suggests a link between participation and the impact of stroke of self and identity, which would benefit from further examination in future research. It emphasises the importance of individualised approaches to rehabilitation, as best enabling stroke survivors to participate in a way appropriate to their own needs and preferences.” (p. 13)
Overall Relevance to your EBP Question	Overall Relevance of Article: Moderate Rationale: The article talks a lot about participation and involvement and what that means to stroke survivors but it feels too specific to this population for our project.
Overall Quality of Article	Overall Quality of Article: Limited Rationale: The author is not very established and the article has a very minor citation history. The publisher is also not well established

	Overview of Article
Type of article	Overall Type: Primary Research Study Specific Type: Exploratory descriptive qualitative analysis
APA Reference	Fuentes, M., & Lent, K. (2019). Culture, health, function, and participation among American Indian and Alaska Native children and youth with disabilities: An exploratory qualitative analysis. <i>Archives of Physical Medicine and Rehabilitation</i> , 100(9), 1688–1694. https://doi.org/10.1016/j.apmr.2018.11.016
Abstract	<p>Objective: To investigate the influence of traditional culture on health, disability, and health care services among American Indian and Alaska Native (AI/AN) children and youth with disabilities.</p> <p>Design: Exploratory descriptive qualitative analysis.</p> <p>Setting: Tertiary children’s hospital.</p> <p>Participants: A purposively sampled group (NZ17) of AI/AN youth (nZ4) with disability lasting at least 6 months age 8-24 years old and parents (nZ13) of AI/AN children with disability lasting at least 6 months age 6 months to 17 years old.</p> <p>Interventions: Not applicable.</p> <p>Main Outcome Measures: Participant responses to semistructured interview questions regarding health beliefs, daily activities, participation in cultural activities, and experiences receiving or having their child receive health care and rehabilitation services.</p> <p>Results: Three themes were identified: (1) participation in cultural activities is important for health as an AI/AN person; (2) experiences participating in cultural activities with functional differences; and (3) lack of recognition of the culturally related functional needs of AI/AN children with disabilities by rehabilitation providers. Children participated in cultural activities primarily through attendance at community-wide events. Barriers to participation in cultural activities included environmental barriers and adaptive mobility devices ill-suited to rough terrain. Participants perceived addressing functional needs related to culture, and cultural activities was not an expected part of rehabilitation services.</p> <p>Conclusions: AI/AN children with disabilities experience barriers to participation in cultural activities, making it hard for them to achieve their definition of ideal health. Rehabilitation services have not identified or addressed these unmet culturally related functional needs. <i>Archives of Physical Medicine and Rehabilitation</i> 2019;100:1688-94.” (p. 1688)</p>
Author	<p>Credentials: MD, MS</p> <p>Position and Institution: Assistant professor, Seattle Children’s Hospital Center for Child Health, Behavior, and Development, Seattle, WA.</p> <p>Publication History in Peer-Reviewed Journals: Extensive perhaps? A quick scan revealed a variety of articles authored by M Fuentes. Possibly more than one author named M. Fuentes.</p>
Publication	<p>Type of publication: Scholarly peer reviewed journal</p> <p>Publisher: American Congress of Rehabilitation Medicine</p>
Date and Citation History	<p>Date of publication: 2019</p> <p>Cited By: 1</p>
Stated Purpose or Research Question	<p>“To investigate the influence of traditional culture on health, disability, and health care services among American Indian and Alaska Native (AI/AN) children and youth with disabilities.” (p. 1688)</p>
Author’s Conclusion	<p>“AI/AN children with disabilities experience barriers to participation in cultural activities, making it hard for them to achieve their definition of ideal health. Rehabilitation services have not identified or addressed these unmet culturally related functional needs.” (p.1693)</p>
Overall Relevance to your EBP Question	<p>Overall Relevance of Article: Moderate-Good</p> <p>Rationale: Article discusses perspectives of youth with disabilities participating in their communities. Guardians were also included in part of the interview process which is not relevant to the research questions. Cultural context is intriguing to read, but may be a group outside of our scope of the project. This is yet to be determined.</p>
Overall Quality of Article	<p>Overall Quality of Article: Good</p> <p>Rationale: Author has been published multiple times, journal and publisher are reputable. Article is within 10 years.</p>

	Overview of Article
Type of article	Overall Type: Primary Research Study Specific Type: Exploratory study was designed using Interpretative Phenomenological Analysis (IPA).
APA Reference	Gudgeon, S., & Kirk, S. (2015). Living with a powered wheelchair: Exploring children's and young people's experiences. <i>Disability and Rehabilitation: Assistive Technology</i> , 10(2), 118–125. https://doi.org/10.3109/17483107.2013.870609
Abstract	Purpose: The study aimed to explore the lived experiences of children and young people who use an Electric Powered Indoor/Outdoor wheelchair (EPIOC). Method: To allow for the individual lived experiences of the children to be explored, an exploratory study was designed using Interpretative Phenomenological Analysis (IPA). Nine children aged 7–16 years were recruited and their views explored through semi-structured interviews. Results: Children appeared to be working to achieve an adequate fit between self, the EPIOC and the environment. Where an adequate fit was achieved the child experienced positive consequences of using an EPIOC including increased participation and positive feelings. However an inadequate fit led to negative experiences including reduced participation, fear and anxiety. The changing interface between self, EPIOC and environment appeared to be important in shaping these experiences. Conclusions: This study adds to understanding the ambiguous experience of being a child EPIOC user and the need for ongoing support from services especially around stages of transition. It also contributes to the development of the social model of disability from a child's perspective.
Author	Credentials: N/A Position and Institution: Child Development Centre, Furness General Hospital, Cumbria, United Kingdom Publication History in Peer-Reviewed Journals: Limited
Publication	Type of publication: Peer-reviewed journal Publisher: Taylor & Francis Other: United Kingdom
Date and Citation History	Date of publication: 20 Dec 2013 Cited By: 23
Stated Purpose or Research Question	"The study aimed to explore the lived experiences of children and young people who use an Electric Powered Indoor/Outdoor wheelchair (EPIOC)." (p. 118)
Author's Conclusion	"This study adds to understanding the ambiguous experience of being a child EPIOC user and the need for ongoing support from services especially around stages of transition. It also contributes to the development of the social model of disability from a child's perspective." (p.118)
Overall Relevance to your EBP Question	Overall Relevance of Article: Moderate Rationale: This article is relevant because our question revolves around the perspective of individuals with disabilities with participation in wheelchairs. This article looks at how children with EPIOC wheelchairs participate and experience their environments. A big focus with the wheelchair.
Overall Quality of Article	Overall Quality of Article: Moderate Rationale: Limited work from the author. Reputable journal and publisher. The article is less than 10 years old.

Overview of Article	
Type of article	Overall Type: Primary Research Study Specific Type: Qualitative case study design
APA Reference	Hammel, J., Magasi, S., Heinemann, A., Whiteneck, G., Bogner, J., Rodriguez, E. (2008). What does participation mean? An insider perspective from people with disabilities. <i>Disability and Rehabilitation</i> , 30(19), 1445-1460. https://doi.org/10.1080/09638280701625534
Abstract	“Purpose. Although participation is an important construct and valued goal, how it is conceptualized, defined and measured varies widely. This qualitative, multi-site study sought to gain an insider perspective from people with disabilities in grounding what participation means, how to characterize it, and the barriers and supports to participation. Method. Sixty-three people self-identifying with diverse disabilities participated in qualitative focus groups across sites. Results. Participants conceptualized participation as a cluster of values that included active and meaningful engagement/ being a part of, choice and control, access and opportunity/enfranchisement, personal and societal responsibilities, having an impact and supporting others, and social connection, inclusion and membership. Conclusions. No gold standard for ideal or optimal participation emerged; no one defined set or frequency of activities accounted for ‘full’ participation. Participants described needing to be free to define and pursue participation on their own terms rather than meeting predetermined societal norms. Participation was viewed as both a right and a responsibility, influenced by and ascribed to the person and to the society. Participation does not occur in a vacuum; the environment dynamically influences participation. Implications of this conceptual framing for assessment, research and systems level change to support participation of people with disabilities are discussed.” (p. 1445)
Author	Credentials: PhD, OTR/L Position and Institution: Professor and Endowed Chair, Departments of Occupational Therapy and Disability and Human Development, University of Illinois at Chicago, Chicago, IL Publication History in Peer-Reviewed Journals: Extensive
Publication	Type of publication: scholarly peer-reviewed journal Publisher: Taylor & Francis Ltd
Date and Citation History	Date of publication: 2008 Cited By: 607
Stated Purpose or Research Question	“In response to these concerns, the purpose of this research was to: (i) identify and describe the meanings and indicators of participation from the perspective of people with disabilities; and (ii) develop a pool of participation indicators that could be used to guide assessments, services, programming, resource provision, and policy systems change to support full participation.” (p. 1447)
Author’s Conclusion	“This study helps to illustrate the subjective experience of participation as an expression of personal and social values, and responds to criticisms levied at previous participation scholarship and classification efforts.” (p. 1459)
Overall Relevance to your EBP Question	Overall Relevance of Article: Good Rationale: This study includes detailed quotes from focus groups. There were a wide range of disabilities represented in the sample, so this would be appropriate for our broad topic. It also address many aspects of participation and identifies a spectrum of perspectives, which is important for our question.
Overall Quality of Article	Overall Quality of Article: Good Rationale: With 63 participants, this study has a relatively large sample size for a case study design. Data was collected inductively, and the participant demographics for age, sex, race, and region were diverse. Because the focus group participants mostly guided the conversation, there is more reliability that these are genuine perspectives not influenced by the study. The main author is also very established in the field.

	Overview of Article
Type of article	Overall Type: Primary research study Specific Type: Case-study design
APA Reference	Harding, J., Harding, K., Jamieson, P., Mullally, M., Politi, C., Wong-Sing, E., Law, M., Petrenchik, T. (2009). Children with disabilities' perceptions of activity participation and environments: a pilot study. <i>Canadian Journal of Occupational Therapy</i> , 76(3), 133-144. https://doi.org/10.1177/000841740907600302
Abstract	“Background. Children with disabilities are particularly vulnerable to participation restrictions resulting from the interactions between children and their physical and social environments. Purpose. The purpose of this study was to gain a better understanding of how children with disabilities view their participation in out-of-school-time (OST) activities in a range of environmental settings. Methods. A case-study design was used to examine six children's views on their OST activities using the Children's Assessment of Participation and Enjoyment (CAPE), photographs of their OST activity settings, and semi-structured interviews. Findings. CAPE results indicated that the children participated most often in recreational activities. Through the use of photographs and interviews, four major themes emerged that emphasized a deep interconnection between childhood activities and settings. Implications. This unique pilot study contributes to developing an understanding for occupational therapists about how children with disabilities view their participation, their activity environments, and how photographs can be used to engage children in research.” (p. 133)
Author	Credentials: MSc OT, OT Reg. Position and Institution: Occupational Therapist, CBI Physiotherapy and Rehabilitation Centre Publication History in Peer-Reviewed Journals: Limited
Publication	Type of publication: Peer-reviewed journal Publisher: Sage Publishing Other: Official journal for CAOT.
Date and Citation History	Date of publication: June 1, 2009 Cited By: 80
Stated Purpose or Research Question	“The purpose of this study was to gain a better understanding of how children with disabilities view their participation in out-of-school-time (OST) activities in a range of environmental settings.” (p. 133)
Author's Conclusion	“Children's Assessment of Participation and Enjoyment (CAPE) results indicated that the children participated most often in recreational activities. Through the use of photographs and interviews, four major themes emerged that emphasized a deep interconnection between childhood activities and settings.” (p. 133)
Overall Relevance to your EBP Question	Overall Relevance of Article: Good Rationale: This article is relevant because our question revolves around the perspective of individuals with disabilities and participation. This article looks at how interactions with physical and social environments change based on participation restrictions from disability.
Overall Quality of Article	Overall Quality of Article: Moderate Rationale: Limited work from the author. Reputable journal and publisher. The article is more than 10 years old.

Primary Research Study 14

Overview of Article	
Type of article	Overall Type: Primary Research Study Specific Type: Interpretative phenomenological approach
APA Reference	Hutchinson, C., Berndt, A., Gilbert-Hunt, S., George, S., & Ratchiffe, J. (2020). Modified motor vehicles: the experiences of drivers with disabilities. <i>Disability and Rehabilitation</i> , 42(21), 3043-3051. https://doi.org/10.1080/09638288.2019.1583778
Abstract	<p>“Purpose: Driving is often a rehabilitation goal of people with acquired disability, and vehicle modifications are typically required to facilitate this outcome. Though there have been several survey studies on vehicle modifications for people with disability, there has been no qualitative work on understanding people with disabilities’ experiences of being a modified vehicle driver.</p> <p>Method: An interpretative phenomenological approach was used to understand the lived experiences of drivers with disability. Semi-structured interviews were conducted ($n = 8$) with drivers who used a variety of vehicle modifications from simple to highly complex. Using NVivo, Stage 1 of the coding involved case by case analysis and Stage 2 cross case analysis to identify themes that best captured drivers’ experiences.</p> <p>Results: Four core themes were identified: knowing vs. challenging limitations, making complex driving considerations, considering undesired alternative transportation options, and responding emotionally to temporary vehicle loss. The Person-Environment-Occupation model was used as an orientating framework to discuss findings.</p> <p>Conclusions: This explorative small scale study highlights that less than full utilisation of modified vehicles is not a result of driver choice, but rather a complex interface between drivers’ physical and psychological limitations, and physical environments that do not support the needs of drivers with disability.</p> <p>Implications for Rehabilitation</p> <ul style="list-style-type: none"> • The development of resources that identify environmental factors in public spaces (e.g., number and location of parking for people with disability, steps, slopes, ticket machines and their height and location) could support the driving choices of people with disabilities. • It is important to assess psychological limitations of driving as well as physical limitations. • Driving goals and driving capacity across different locations requires periodic review post-rehabilitation. • More advocacy for improving community accessibility is required.” (p. 3043)
Author	Credentials: unknown Position and Institution: Researcher (Academic) - Health & Social Care Economics Group, College of Nursing & Health Sciences, Flinders University of South Australia Publication History in Peer-Reviewed Journals: Extensive
Publication	Type of publication: scholarly peer-reviewed journal Publisher: Taylor & Francis Ltd
Date and Citation History	Date of publication: 2020 Cited By: 0
Stated Purpose or Research Question	“The current study addresses gaps in the literature with a detailed qualitative investigation of people with disabilities’ experiences as drivers of modified vehicles.” (p. 3044)
Author’s Conclusion	“Re-configuring communities in terms of transportation options, parking and access to public spaces would be expected to significantly benefit drivers with disabilities as well as older people or others with physical impairments or limitations.” (p. 3050)
Overall Relevance to your EBP Question	Overall Relevance of Article: Moderate Rationale: This is an occupation vital to many participation opportunities, however it may be too specific.
Overall Quality of Article	Overall Quality of Article: Good Rationale: This study claims to use an average-sized sample for this kind of study, and includes a diverse group of participants with a range of disabilities. It is a very recent study, and the main author has written extensively on related subjects.

	Overview of Article
Type of article	Overall Type: Primary research study Specific Type: Qualitative
APA Reference	Jans, L.H., Kaye, H., & Jones, E.C. (2011). Getting hired: Successfully employed people with disabilities offer advice on disclosure, interviewing, and job search. <i>Journal of Occupational Rehabilitation</i> , 22, 155-165. https://doi.org/10.1007/s10926-011-9336-y
Abstract	“Many people with disabilities want to work, but face employment barriers that have resulted in dismal employment rates. Successfully employed people with disabilities have valuable experience that can help others seeking employment, yet research literature provides little information about their strategies for discussing disabilities with employers and negotiating the hiring process. Method In five focus groups, 41 people competitively employed for at least 5 years discussed employment experiences related to their varied disabilities. The sample excluded people in disability-related jobs or self-employed. Data were coded and analyzed using a grounded theory method. Results Disclosure and discussion decisions were influenced by the nature of disability (visible, hidden, stigmatized, multiple), whether and when people needed accommodations, and the perceived 'disability-friendliness' of organizations. Qualitative data analysis suggested guidelines for whether, when, and how to discuss disability, while acknowledging the complexity of decision-making depending on workplace culture and personal choices. Interview strategies included ways to emphasize strengths, gather information about duties and work environment, handle inappropriate questions, and address unspoken employer concerns. Participants gave disability-specific advice to help job-seekers balance their abilities and interests, and use networking and other approaches to find favorable opportunities. Concluding that people with disabilities must work harder than others to get a job, they described approaches and tools to help others achieve success. Conclusions Findings suggest approaches to assist job-seekers to make decisions about disclosing or discussing their disability, present themselves in a straight-forward, disability-positive manner, and find satisfying work based on their skills and interests.” (p. 155)
Author	Credentials: Ph.D. N/A Position and Institution: Researcher, Institute for Health & Aging, University of California San Francisco Publication History in Peer-Reviewed Journals: limited
Publication	Type of publication: Peer reviewed journal Publisher: Springer
Date and Citation History	Date of publication: June 2012 Cited By: 93
Stated Purpose or Research Question	“While most studies that include the qualitative experiences of people with disabilities focused on a particular disability type, this study used a cross-disability focus group approach that allowed exploration of commonalities and differences among people with various types of disabilities discussing their successes together.” (p. 156).
Author’s Conclusion	“The survey findings challenge assumptions that portrays people with disabilities as passively experiencing barriers to employment. Despite persistent barriers, people with disabilities are actively engaging in job preparation and job search activities and successfully negotiating barriers at work. Improving employment outcomes for people with disabilities needs to be a multi-faceted effort. Besides social and policy changes, employer training to hire and integrate people with disabilities is imperative. Lastly, people with disabilities need more opportunities to improve their work related self-efficacy and develop positive coping mechanisms. Concerted efforts aimed at improving the self-advocacy of people with disabilities, supporting family members and friends in job search efforts, and training of coworkers and supervisors is vital in reshaping the future of Americans with disabilities” (p. 106).
Overall Relevance to your EBP Question	Overall Relevance of Article: Moderate Rationale: Based on our EBP question, this article could be relevant depending what direction we decide to go in as we delve deeper into research. Our question discusses general participation and this article provides first-person examples about employment and how they overcame obstacles to participate in that. So under that specific topic of participation, this could be useful.
Overall Quality of Article	Overall Quality of Article: Moderate Rationale: While this article will be helpful at providing background quotes about the employment struggles of people with disabilities, basing anything else off of this will be difficult and therefore the quality of the article is considered moderate.

	Overview of Article
Type of article	Overall Type: Primary Research Study Specific Type: Focus group and individual interviews
APA Reference	Jespersen, L. N., Michelson, S. T., Tjørnhøj-Thomsen, T., Svensson, M. K., Holstein, B. E., & Due, P. (2019). Living with a disability: a qualitative study of associations between social relationship, social participation and quality of life. <i>Disability & Rehabilitation</i> , 41(11), 1275-1286. https://doi.org/10.1080/09638288.2018.1424949
Abstract	“Purpose: We explored which shared aspects of social relations were considered important to the quality of life of persons between the ages of 10 and 40 years living with a disability. We examined how social relations were experienced as affecting quality of life and social participation. Materials and methods: Fifteen focus groups involving 48 persons with disabilities were conducted using photo elicitation, preference ranking and props. Focus group interviews were supplemented with seven individual interviews with individuals unable to participate in focus groups. All focus group interviews and individual interviews were audiotaped, transcribed, and thematic data analysis was conducted. Results: We identified caregiving, dependency, and understanding as essential for quality of life. Acceptance from society, discrimination and prejudice, and the ability to participate in society were also highlighted as affecting quality of life. The use of social tactics to avoid confrontation with certain aspects of their disability was common among participants. Conclusions: Across disabilities, caregiving, dependency, understanding and acceptance, and discrimination and prejudice were all important aspects for the quality of life of the individuals. Social relations were closely related to social participation, and the latter affected the quality of life of the participants. Social tactics were used to navigate social relations.” (p. 1275)
Author	Credentials: Postdoc Position and Institution: Steno Diabetes Center Copenhagen, The Capital Region of Denmark Publication History in Peer-Reviewed Journals: Limited
Publication	Type of publication: Scholarly peer-reviewed journals Publisher: Taylor and Francis Other: Disability and Rehabilitation Journal
Date and Citation History	Date of publication: 2019 Cited By: 10
Stated Purpose or Research Question	“Therefore, the aim of this paper is to explore the association between social relations, social participation, and quality of life across disabilities. More specifically, we investigate the following research questions: 1. Which shared aspects of social relations are perceived to be important for quality of life and social participation in a population with various disabilities? 2. How do social relations affect quality of life across various types of disabilities? 3. How does social participation affect quality of life across various types of disabilities?” (p. 1276)
Author’s Conclusion	“This study reveals shared aspects of social relations perceived as impacting quality of life and social participation in a population with diverse disabilities. For informal relations, such as family and friends, caregiving, dependency, and understanding were found to be important influences on quality of life across disabilities. Formal relations in society also impacted quality of life in terms of acceptance, discrimination, and prejudice. Social relations were closely related to social participation and the participants found the concepts difficult to separate. Social participation significantly affected the quality of life of the participants, and we identified different social tactics used by the participants to navigate their social relations. We found that the distinction between informal and formal relations seemed to be less clear in this study population. Our findings highlight the importance of strengthening social relations when aiming to improve the quality of life and social participation in a population with diverse disabilities.” (p. 1285)
Overall Relevance to your EBP Question	Overall Relevance of Article: Good Rationale: This study directly relates to the EBP question because it involved first-hand accounts from participants sharing their perspectives and experiences with participation.
Overall Quality of Article	Overall Quality of Article: Good Rationale: Author not well known. Reputable journal. Publication within last year.

	Overview of Article
Type of article	Overall Type: Primary Research Study Specific Type: Qualitative, interpretive thematic analysis
APA Reference	Knibbe, T. J., Biddiss, E., Gladstone, B., & McPherson, A. C. (2017). Characterizing socially supportive environments relating to physical activity participation for young people with physical disabilities. <i>Developmental Neurorehabilitation</i> , 20(5), 294-300. https://doi.org/10.1080/17518423.2016.1211190
Abstract	“Purpose: To explore the experiences of young people with physical disabilities relating to social inclusion and physical activity, in order to describe the characteristics of social environments that support participation in physical activity. Method: An iterative, qualitative design employed in-depth, semi-structured interviews with young people with physical disabilities aged 12–18 (n = 11). Data were analyzed using interpretive thematic analysis. Results: Young people described several ways that their social environments help motivate and support them in their physical activity participation. These include providing: fair and equitable participation beyond physical accommodations; belonging through teamwork; and socially supported independence. Conclusions: Supportive social environments characterized by equitable participation, a sense of belonging, and opportunities for interdependence, play a critical role in promoting the health and well-being of young people with physical disabilities. These characteristics are important to consider in the design of both integrated and dedicated physical activity programs.” (p. 294)
Author	Credentials: Bloorview Research Institute, Rehabilitation Sciences Center Member Position and Institution: Department member, University of Toronto, Dept. of Physical Therapy Publication History in Peer-Reviewed Journals: extensive
Publication	Type of publication: Peer reviewed journal Publisher: Taylor and Francis Other: From 2017 so relatively more recent than other articles
Date and Citation History	Date of publication: July 1, 2017 Cited By: 9
Stated Purpose or Research Question	“The objective of this paper is to better understand the key characteristics that make a social environment (whether integrated or dedicated) supportive of physical activity participation for young people with physical disabilities.” (p. 294).
Author’s Conclusion	“Our results suggest that both integrated and dedicated environments can support young people with physical disabilities’ participation in physical activity as long as the fundamental characteristics of a socially supportive environment are preserved (i.e. fair and equitable participation beyond physical accommodations, belonging through teamwork, and opportunities for interdependence). Physical activity environments should promote opportunities for equitable participation for young people with physical disabilities through curricula that foster respect and acceptance of individual differences, a focus on strengths, and an emphasis on developing unique capacities for personal growth. These strategies apply to all social environments that young people with physical disabilities engage with, whether in a rehabilitation setting, at school, in the community, or among family members.” (p. 298).
Overall Relevance to your EBP Question	Overall Relevance of Article: Strong Rationale: This article aligns really well with our group’s EBP question about participation. The social aspect of participation will be an important focus for us as well as it’s impact on the context of environment for people with disabilities.
Overall Quality of Article	Overall Quality of Article: Good Rationale: This article does a good job of delving into socially supportive environments for people with disabilities and gives a strong overview of the implications of non-supportive environments as well which will be an important comparison for us.

	Overview of Article
Type of article	Overall Type: Primary research study Specific Type: Focus group based qualitative study
APA Reference	Magnussen, L., Nilsen, S., & Raheim, M. (2009). Barriers against returning to work--as perceived by disability pensioners with back pain: a focus group based qualitative study. <i>Disability and Rehabilitation</i> , 29(3), 191–197. https://doi.org/10.1080/09638280600747793
Abstract	“Purpose. The aim of this study was to explore the issue of perceived barriers for returning to work, based on the experiences and beliefs in a group of disability pensioners with back pain. Method. Focus groups were used to interview 12 women and five men, aged 38 – 56, who participated in a larger project aiming to help disability pensioners back to work. Results. The barriers appearing were related to earlier negative experiences, poor self-judgment of workability and low self-esteem, lack of support from social security authorities, and unsuitable economic arrangements. The pensioners also suggested alternative solutions for making a possible return to work. Conclusions. Our study provides insight into the perceived barriers of returning to work and might be useful in future efforts aiming to help disability pensioners back to work.” (p. 191)
Author	Credentials: PhD, PT Position and Institution: Department of Physiotherapy, Faculty of Health and Social Sciences, Bergen University, College, Bergen, Norway Publication History in Peer-Reviewed Journals: Extensive
Publication	Type of publication: Scholarly peer-reviewed journal Publisher: Taylor & Francis Other: International Journal
Date and Citation History	Date of publication: 07 Jul 2009. Cited By: 61
Stated Purpose or Research Question	“The aim of this study was to explore the issue of perceived barriers for returning to work, based on the experiences and beliefs in a group of disability pensioners with back pain.” (p. 191)
Author’s Conclusion	“This study shed light on the barriers that disabled individuals with chronic back pain perceive as obstacles for a return to work. These included earlier negative experiences in their work life, low self-evaluation of working ability, low self-esteem, organizational and economical conditions of the disability process.” (p. 197)
Overall Relevance to your EBP Question	Overall Relevance of Article: Good Rationale: This article is relevant because our question revolves around the perspective of individuals with disabilities and participation. Focus group shared their experiences upon returning to work. Back pain is one of the biggest reasons for disability. Therefore, this article will apply to many populations.
Overall Quality of Article	Overall Quality of Article: Good Rationale: The author has done lots of research in this field. Reputable journal and publisher. Work is cited over 50 times.

	Overview of Article
Type of article	Overall Type: Primary Research Study Specific Type: Phenomenological study
APA Reference	Merrells, J., Buchanan, A., & Waters, R. (2019). "We feel left out": Experiences of social inclusion from the perspective of young adults with intellectual disability. <i>Journal of Intellectual and Developmental Disability</i> , 44(1), 13-22. https://doi.org/10.3109/13668250.2017.1310822
Abstract	"Background: Few studies discuss social inclusion from the voice and perspective of young adults with intellectual disability who have been lifelong recipients of individualised community-based coordination and services focusing on inclusion and participation. It is important to understand the perspective of people with an intellectual disability how they experience and perceive social inclusion within their own lives. Method: Ten participants aged 18 to 24 years diagnosed with intellectual disability living in the community alone, or with their family, participated. All were long-term individualised community-based coordination and services. They were interviewed about how they spend their time, form relationships, and feel included. A phenomenological approach was used with a thematic analysis to form codes from transcripts into two major themes. Results: Young adults within this study experienced feelings of segregation and exclusion from community. Participants experienced trouble finding employment and were frequently bored. Social interactions were mainly with family and others with a disability in formal programs. Conclusions: Despite being long-term recipients of individualised community-based coordination the young adults discussed significant experiences of segregation and exclusion impacting negatively on their lives." (p. 13)
Author	Credentials: Jessica Merrells, Curtin University Occupational Therapy Honours Student Position and Institution: Supervisors: Head of School, School of Occupational Therapy, Social Work and Speech Pathology Angus Buchanan (DBA, DSM, BApSc) & Associate professor Rebecca Waters (PhD) Publication History in Peer-Reviewed Journals: Angus Buchanan (extensive) Rebecca Waters (moderate)
Publication	Type of publication: Scholarly peer-reviewed journals Publisher: Taylor and Francis
Date and Citation History	Date of publication: 2019 Cited By: 13
Stated Purpose or Research Question	"The aim of this study was to (i) describe how young adults with intellectual disability living in community who had experienced long-term individualised community-based coordination and services spend their time, form relationships and feel included; and (ii) to explore how young adults with intellectual disability's experience social inclusion based on their lived experience and perspectives." (p. 14)
Author's Conclusion	"Young adults' isolation and lack of peer friendships may be influenced by lack of opportunities in employment, segregated nature of formal programs, lack of access to contemporary communication and the amount of time spent with family. It appears that the young adults have limited skills in their ability to maintain friendships and they identified not participating in valued activities." (p. 20)
Overall Relevance to your EBP Question	Overall Relevance of Article: Good Rationale: The use of a phenomenological study design worked well to gather pertinent information on lived experiences and perspectives of young adults living with disabilities. It provides an in-depth view that supports and helps answer our EBP question.
Overall Quality of Article	Overall Quality of Article: Good Rationale: The study was conducted well and summarized accurately. The author is a student; however, one of the supervisors has published numerous studies related to this topic. The article was published within the last two years and is cited by many other articles.

	Overview of Article
Type of article	Overall Type: Primary Research Study (qualitative, quantitative, etc.) Specific Type: Phenomenological research study
APA Reference	Merrells, J., Buchanan, A., & Waters, R. (2019). "We feel left out": Experiences of social inclusion from the perspective of young adults with intellectual disability. <i>Journal of Intellectual & Developmental Disability</i> , 44(1), 13–22. https://doi.org/10.3109/13668250.2017.1310822
Abstract	"Background: Few studies discuss social inclusion from the voice and perspective of young adults with intellectual disability who have been lifelong recipients of individualised community-based coordination and services focusing on inclusion and participation. It is important to understand the perspective of people with an intellectual disability how they experience and perceive social inclusion within their own lives. Method: Ten participants aged 18 to 24 years diagnosed with intellectual disability living in the community alone, or with their family, participated. All received long-term individualised community-based coordination and services. They were interviewed about how they spend their time, form relationships, and feel included. A phenomenological approach was used with a thematic analysis to form codes from transcripts into two major themes. Results: Young adults within this study experienced feelings of segregation and exclusion from community. Participants experienced trouble finding employment and were frequently bored. Social interactions were mainly with family and others with a disability in formal programs. Conclusions: Despite being long-term recipients of individualised community-based coordination the young adults discussed significant experiences of segregation and exclusion impacting negatively on their lives." (p. 13)
Author	Credentials: Occupational Therapy Honors Student Position and Institution: School of Occupational Therapy and Social Work, Curtin University, Perth, Australia Publication History in Peer-Reviewed Journals: Limited
Publication	Type of publication: scholarly peer-reviewed journal Publisher: Taylor and Francis Other: Australian Society for Intellectual Disability <i>Journal of Intellectual & Developmental Disability</i>
Date and Citation History	Date of publication: March 1, 2019 Cited By: 13
Stated Purpose or Research Question	"The aim of this study was to (i) describe how young adults with intellectual disability living in community who had experienced long-term individualised community-based coordination and services spend their time, form relationships and feel included; and (ii) to explore how young adults with intellectual disability's experience social inclusion based on their lived experience and perspectives." (p. 14)
Author's Conclusion	"While formal support and assistance are provided for young adults to participate within their community, results show there may be a significant gap between the desired outcomes of a social model of disability and lived experiences of young adults with intellectual disability." (p. 20)
Overall Relevance to your EBP Question	Overall Relevance of Article: Good Rationale: This article is directly focused on the perspectives of individuals with disabilities as well as their experience of participation.
Overall Quality of Article	Overall Quality of Article: Moderate Rationale: The author only has two publications and I could not find their credentials. The article has already been cited by 13 other articles since March of 2019.

	Overview of Article
Type of article	Overall Type: Primary Research Study Specific Type: Inductive thematic analysis process
APA Reference	Milot, É., Couvrette, R., & Grandisson, M. (2020). Perspectives of adults with intellectual disabilities and key individuals on community participation in inclusive settings: A Canadian exploratory study. <i>Journal of Intellectual & Developmental Disability</i> , 1–9. https://doi.org/10.3109/13668250.2020.1805841
Abstract	<p>“Background: This article aims to present the results of a study on the facilitators and obstacles to community participation in inclusive settings for people with intellectual disabilities (ID) in Québec City (Canada), as perceived by adults with ID and key individuals involved in their daily lives. Method: Semi-structured interviews were conducted, followed by an inductive thematic analysis process. Results: Twenty participants shared their perspectives on the factors that influence community participation of adults with ID in inclusive settings. Overall, they revolved around physical and financial accessibility, openness of the members of the groups attended, as well as the adaptations and support provided to promote the people’s active participation. Conclusions: Offering social support and interventions that truly help adults with ID create meaningful relationships is crucial. Training community members is also fundamental to creating environments where people with ID can feel that they belong.” (I was unable to access the full text)</p>
Author	Credentials: PhD Position and Institution: Professor at Laval University, School of Social Work. Publication History in Peer-Reviewed Journals: Limited
Publication	Type of publication: Scholarly peer-reviewed journals Publisher: Taylor and Francis Other: Journal of Intellectual & Developmental Disability
Date and Citation History	Date of publication: 2020 Cited By: 0
Stated Purpose or Research Question	“This article aims to present the results of a study on the facilitators and obstacles to community participation in inclusive settings for people with intellectual disabilities (ID) in Québec City (Canada), as perceived by adults with ID and key individuals involved in their daily lives.” (Abstract)
Author’s Conclusion	“Offering social support and interventions that truly help adults with ID create meaningful relationships is crucial. Training community members is also fundamental to creating environments where people with ID can feel that they belong.” (Abstract)
Overall Relevance to your EBP Question	Overall Relevance of Article: Moderate Rationale: This article gets perspectives directly from individuals with intellectual disability. It would be better for our topic if it was not so specific to community participation and intellectual disability.
Overall Quality of Article	Overall Quality of Article: Good Rationale: While the article has no citation history, it was only published months ago making it very recent. It is also from an established publisher and journal.

	Overview of Article
Type of article	Overall Type: Primary Research Study Specific Type: Hermeneutic research
APA Reference	Nicklasson, M., & Jonsson, H. (2012). Experience of participation as described by people with hand deformity caused by rheumatic disease. <i>British Journal of Occupational Therapy</i> , 75(1), 29–35. https://doi.org/10.4276/030802212X13261082051418
Abstract	“Objective: Participation as a concept has come into focus as an important aspect of wellbeing and derives from the International Classification of Functioning, Disability and Health. This qualitative study aimed to increase understanding of how hand deformities caused by rheumatic disease influence the individual's potential to continue participating in society by taking into account other people's attitudes. Method: Interviews were carried out with 11 participants with hand deformity associated with a rheumatic disease. Analyses were conducted using comparative methodology and hermeneutic interpretation. Findings: Participation was described as an experience that arises during involvement in an activity or a social context. All the participants experienced restricted participation across a variety of situations. Hand deformity, combined with physical environment, personal attributes and the attitudes of others, was an obstacle to the achievement of full participation. It also became obvious that the participants were not able to consider only the impact of hand deformity without acknowledging other consequences of their rheumatic condition. Conclusion: Personal and contextual factors intertwine and influence the lived experience of participation and the ability to participate. A perspective in rehabilitation that addresses only functions or performance might hinder taking the experience of participation into consideration.” (p. 29)
Author	Credentials: PhD, OTR Position and Institution: Occupational Therapist Division of Occupational Therapy and Physiotherapy, Danderyd University Hospital, Stockholm, Sweden Publication History in Peer-Reviewed Journals: Limited
Publication	Type of publication: Scholarly peer-reviewed journal Publisher: SAGE Other: British Journal of Occupational Therapy
Date and Citation History	Date of publication: January 1, 2012 Cited By: 19
Stated Purpose or Research Question	“This study aimed to explore how hand deformities caused by rheumatic disease influenced the participants' experiences of participation.” (p. 30)
Author's Conclusion	“It also shows that compensated activity ability or independence in activity performance does not always lead to experience of participation. A perspective in rehabilitation that only addresses functions and/or performance opportunity might hinder the experience of participation.” (p. 34)
Overall Relevance to your EBP Question	Overall Relevance of Article: Good Rationale: The article discusses experience and participation directly but is focused on a very specific disability.
Overall Quality of Article	Overall Quality of Article: Moderate Rationale: The author is unestablished but the article is within the last 10 years and is from a reputable journal.

	Overview of Article
Type of article	Overall Type: Primary Research Study Specific Type: Individual in-depth interviews
APA Reference	Nyquist, A., Jahnsen, R. B., Moser, T., & Ullenhag, A. (2019). The coolest I know – a qualitative study exploring the participation experiences of children with disabilities in an adapted physical activities program. <i>Disability and Rehabilitation</i> , 42(17), 1–9. https://doi.org/10.1080/09638288.2019.1573937
Abstract	<p>“Purpose: The first aim of the study was to obtain a broader understanding of how children 10–13 years old with disabilities experience participation in self-selected physical activities during an intensive group rehabilitation program. A second aim was to explore how new skills and experiences gained from intensive group rehabilitation can be transferred to meaningful participation in local environments.</p> <p>Material and methods: Individual in-depth interviews obtained the perspectives on participation of a purposive sample of eleven children with disabilities. The study applied inductive thematic coding of the content associated with participation followed by deductive analysis.</p> <p>Results: Five main themes were derived; “to learn and to show others new activities”, “belonging, solidarity and friendship”, “activity and participation enjoyment”, “participation on my own terms” and “transfer to the local environment at home”. To practice and learn physical activities during intensive group rehabilitation seemed to enhance transferring of meaningful participation to the local environment, and was related to the children’s activity competence, preferences and self-efficacy.</p> <p>Conclusions: The rehabilitation stay created a setting where children learned diverse activities together with equal peers, which resulted in mastery, friendship and enjoyment. The children participated on their own terms, and continued to do so in their local environment.” (p. 2501)</p>
Author	Credentials: N/A Position and Institution: Position N/A, Beitostølen Helse- og idrettscenter (Norway) Publication History in Peer-Reviewed Journals: Extensive
Publication	Type of publication: Scholarly peer-reviewed journal Publisher: Taylor & Francis Other: International Journal
Date and Citation History	Date of publication: 20 Apr 2019 Cited By: 6
Stated Purpose or Research Question	“The first aim of the study was to obtain a broader understanding of how children 10–13 years old with disabilities experience participation in self-selected physical activities during an intensive group rehabilitation program. A second aim was to explore how new skills and experiences gained from intensive group rehabilitation can be transferred to meaningful participation in local environments.” (p. 2501)
Author’s Conclusion	The rehabilitation stay created a setting where children learned diverse activities together with equal peers, which resulted in mastery, friendship and enjoyment. The children participated on their own terms, and continued to do so in their local environment. (p. 2501)
Overall Relevance to your EBP Question	Overall Relevance of Article: Good Rationale: This article is relevant because our question revolves around the perspective of individuals with disabilities and participation. This article describes children with disabilities in a rehab setting and activities are self-picked. The next focus of the article explores how experience in group rehab can affect future participation.
Overall Quality of Article	Overall Quality of Article: Good Rationale: The author has done lots of research in this field. Reputable journal and publisher. The article is just over a year old.

	Overview of Article
Type of article	Overall Type: Primary research study Specific Type: Qualitative
APA Reference	Powrie, B (2019) The meaning of leisure participation: Perspectives of children and young people with significant physical disabilities <i>Doctoral dissertation, University of Queensland, Brisbane, Australia.</i> Available at: https://espace.library.uq.edu.au/view/UQ:25d0eb1
Abstract	“Leisure can be defined as activities we choose to do in our free time for enjoyment (Majnemer, 2009, p. 2). Leisure is recognised as a human right (United Nations General Assembly, 1948, 1989) and is important for health and wellbeing (Kuykendall, Tay & Ng, 2015). Children and young people (CYP) with physical disabilities view leisure as essential for their quality of life, yet they have fewer and less diverse leisure opportunities than their non-disabled peers (ShikakoThomas, Kolehmainen, Ketelaar, Bult & Law, 2014). National policies on participation and inclusion require services to consider the views of young people in service design and provision (e.g. Australian Local Government Association, 2016; Children and Families Act 2014). Occupational therapists who aim to facilitate meaningful leisure participation need to consider a person’s perception of their involvement in that activity (Imms, Adair, et al., 2016), which requires an understanding of what leisure means to the young people themselves..” (p. ii).
Author	Credentials: Bachelor of Occupational Therapy Position and Institution: Doctoral Student, The University of Queensland School of Health and Rehabilitation Sciences Publication History in Peer-Reviewed Journals: limited
Publication	Type of publication: Doctoral Dissertation, Peer Reviewed Journal Article Publisher: The University of Queensland
Date and Citation History	Date of publication: November 5, 2019 Cited By: 1
Stated Purpose or Research Question	“The purpose of this study was to understand meaningful participation in leisure from the perspective of CYP with complex physical and communication disabilities. The research questions were: 1. What is the meaning of leisure for CYP with complex disabilities that significantly limit their physical and communicative ability? 2. How do these CYP experience leisure?” (p. ii)
Author’s Conclusion	“I have developed a model to conceptualise leisure meaning and experience that is drawn from the findings, defining three core characteristics, four key meanings of leisure experience and five outcomes that arise from leisure experiences. Young people experience leisure during enjoyable activities when they are engrossed and in control. They seek leisure experiences that reflect their desire for escape, exploration, expression and exchange, through which they meet their hedonic need for pleasure and their eudaimonic need for meaning. By doing so, they experience outcomes which have restorative, protective, constructive, reflective and connective benefits. My model provides insights on what is important for optimal leisure experiences and supports understanding of the important role leisure plays in well-being and ongoing development.” (p. 201).
Overall Relevance to your EBP Question	Overall Relevance of Article: Moderate Rationale: This will be useful for providing background support for the importance of participation, specifically in the youth population, but it isn’t necessarily something that could provide too much support in response to our question.
Overall Quality of Article	Overall Quality of Article: Good Rationale: The researcher did a comprehensive job at gathering data but using more case studies may have been more helpful as she only conducted six. Because it is a dissertation there was a lot of good background research provided which could be helpful to draw on to find other studies.

	Overview of Article
Type of article	Overall Type: Primary Research Study Specific Type: Focus group and individual interviews
APA Reference	Raymond, É. (2019). The challenge of inclusion for older people with impairments: Insights from a stigma-based analysis. <i>Journal of Aging Studies</i> , 49, 9–15. https://doi.org/10.1016/j.jaging.2019.03.001
Abstract	“The intersection of disability and aging often presents obstacles and discomfort for older people with disabilities keen to access mainstream opportunities for social participation. Besides individual situations and preferences – disability-based or not – environmental and social factors may limit full access to participation for older people with disabilities. Although ageist and ableist trends of contemporary ideas of aging have been documented, few studies have examined how those discourses are enacted in the field. In the context of participatory action research carried out since 2014 in a seniors' leisure club, we conducted 14 individual interviews with volunteers and seven focus groups with 45 members in order to explore their personal experiences with impairments and disability within the club, whether members who develop impairments can continue to participate and whether prospective new members with different types of impairments would be welcomed. We used an interactionist framework inspired by Goffman's work and based on the concept of stigma to analyze participants' narratives. Results indicate that participation by members with disabilities is seen as unusual, disconcerting and disjunctive. Evidence exposes the stigmatizing practices, encompassing labeling, stereotyping, setting apart and discrimination against members with impairments. Their participation may be acceptable if it does not affect the normal course of activities; otherwise, stigmatizing discourses relegate them to the margins. Because stigma can have an overwhelming impact on the lives and social participation of older people with impairments, stakeholders' awareness should be raised so they can understand it and intervene more effectively” (p. 9)
Author	Credentials: PhD Position and Institution: Assistant Professor, School of Social Work, Faculty of Social sciences, Université Laval Publication History in Peer-Reviewed Journals: Extensive
Publication	Type of publication: Scholarly peer-reviewed journal Publisher: Elsevier Other: Journal of Aging Studies
Date and Citation History	Date of publication: 2019 Cited By: 7
Stated Purpose or Research Question	“However, considering the small number of field studies on this topic, we can only hypothesize that “the stigma of disability grows more pervasive by the day” (Conway, 2016, p. 3). What is lacking at this point is knowledge of whether those discourses are spoken and enacted in the field – and thus, if they are likely to affect access by older people with impairments to inclusion in social participation spaces and opportunities. This study is intended to fill the gap by asking whether ableist discourses about old age shape organizational and relational practices in seniors' organizations.” (p. 10)
Author's Conclusion	“Our results reveal those tensions, uncovering them in the narratives of members of a seniors' social club. The interactionist analysis of the stigmatization of older people with impairments in a mainstream seniors' social club indicates that their participation is seen as unusual, disconcerting and disjunctive. Their participation may be acceptable if they do not affect the normal course of activities, but if not, there is a risk they will be relegated to the margins. Such dichotomization echoes policy and media discourses, in which “unhealthy” older people are expected to stay home or attend specialized centers” (p. 14)
Overall Relevance to your EBP Question	Overall Relevance of Article: Good Rationale: This article directly addresses the EBP question. It gathered first-hand experiences and perspectives related to participation from older adults. However, it did only look at one participation setting.
Overall Quality of Article	Overall Quality of Article: Good Rationale: Established author. Established journal. Published within last year.

	Overview of Article
Type of article	Overall Type: Primary Research Study Specific Type: Survey research
APA Reference	Sheth, A. J., McDonald, K. E., Fogg, L., Conroy, N. E., Elms, E. H. J., Kraus, L. E., Frieden, L., & Hammel, J. (2019). Satisfaction, safety, and supports: Comparing people with disabilities' insider experiences about participation in institutional and community living. <i>Disability and Health Journal</i> , 12(4), 712–717. https://doi.org/10.1016/j.dhjo.2019.06.011
Abstract	“Background: Legislation and court decisions in the United States mandate the right to least restrictive community living and participation for people with disabilities, yet little research has examined differences in participation across institutional and community settings, or over time in the community posttransition. Objective: As part of a multi-site participatory action research project examining participation, we examined the differences in quality of life in institutional and community living environments among people with disabilities. Methods: We conducted surveys with adults with disabilities between 18 and 65 years-old that transitioned from institutions to the community in the United States within the last five years. This paper reports on findings for a diverse sample of 150 participants. Results: We found significant differences between ratings of institutional and community experiences, with increased reports of satisfaction, personal safety, service access, and participation in community settings. We also found significant improvements in community integration and inclusion after transition to community living, although barriers to transportation and activity access often remained. Conclusions: This study of insider experiences of previously institutionalized people with disabilities illuminates important understandings of community participation, integration, and quality of life for the disability community in the United States.” (p. 712)
Author	Credentials: PhD, OTR/L Position and Institution: Professor in Departments of Occupational Therapy, Pacific University Publication History in Peer-Reviewed Journals: moderate
Publication	Type of publication: scholarly peer-reviewed journals. Publisher: Elsevier
Date and Citation History	Date of publication: 2019 Cited By: 1
Stated Purpose or Research Question	“This paper reports on part of a larger ADA-PARC project that focused on documenting the experiences people with disabilities who transitioned from long-term care institutions to community living across the U.S. This research aimed to describe and analyze the differences in individual experiences of participation between these settings to provide additional context to examinations of participation disparities at disability community and population levels.” (p. 713)
Author’s Conclusion	“This study examines a comparison of self-reported institutional and community living experiences and highlights the improved quality of life, feelings of safety, access to supports, and participation many people with disabilities experience post-transition. However, the results also illustrate the continued barriers people face despite significant improvements overall and where services, supports, and related policies may seek to improve outcomes” (p. 716)
Overall Relevance to your EBP Question	Overall Relevance of Article: Limited Rationale: The study does a good job examining self-reported institutional and community living experiences but doesn’t necessarily support our EBP question on perspectives of experiences in participation.
Overall Quality of Article	Overall Quality of Article: Moderate Rationale: The author was a doctorate student conducting research. Only cited by one other article. Published within the last two years.

	Overview of Article
Type of article	Overall Type: Primary Specific Type: Qualitative
APA Reference	Shields, N., & Synnot, A. (2016). Perceived barriers and facilitators to participation in physical activity for children with disability: a qualitative study. <i>BMC Pediatrics</i> , 16. https://doi.org/10.1186/s12887-016-0544-7
Abstract	<p>“Background: Children with disability engage in less physical activity compared to their typically developing peers. Our aim was to explore the barriers and facilitators to participation in physical activity for this group. Methods: Ten focus groups, involving 63 participants (23 children with disability, 20 parents of children with disability and 20 sport and recreation staff), were held to explore factors perceived as barriers and facilitators to participation in physical activity by children with disability. Data were analysed thematically by two researchers. Results: Four themes were identified: (1) similarities and differences, (2) people make the difference, (3) one size does not fit all, and (4) communication and connections. Key facilitators identified were the need for inclusive pathways that encourage ongoing participation as children grow or as their skills develop, and for better partnerships between key stakeholders from the disability, sport, education and government sectors. Children with disabilities’ need for the early attainment of motor and social skills and the integral role of their families in supporting them were considered to influence their participation in physical activity. Children with disability were thought to face additional barriers to participation compared to children with typical development including a lack of instructor skills and unwillingness to be inclusive, negative societal attitudes towards disability, and a lack of local opportunities.</p> <p>Conclusions: The perspectives gathered in this study are relevant to the many stakeholders involved in the design and implementation of effective interventions, strategies and policies to promote participation in physical activity for children with disability. We outline ten strategies for facilitating participation” (p. 1).</p>
Author	<p>Credentials: PhD Position and Institution: Department of Rehabilitation, Nutrition and Sport, School of Allied Health, La Trobe University, Melbourne, Australia. Publication History in Peer-Reviewed Journals: Extensive</p>
Publication	<p>Type of publication: Peer reviewed journal Publisher: BioMed Central Ltd, Springer Nature Other: Open access journal</p>
Date and Citation History	<p>Date of publication: 2016 Cited By: 165</p>
Stated Purpose or Research Question	<p>“Therefore, the aim of our study was to explore the barriers and facilitators to participation in physical activity from the perspectives of children with disability, their parents and sports and recreation industry personnel” (p. 2).</p>
Author’s Conclusion	<p>“Our results confirm children with disabilities’ need for the early attainment of motor and social skills, the integral role of families and their need for support, and that societal attitudes continue to influence children with disabilities’ participation” (p. 9).</p>
Overall Relevance to your EBP Question	<p>Overall Relevance of Article: Good relevance Rationale: This article gives specific perceptions on physical activity participation from many individuals with different disabilities. Specific with physical activity participation but gives a range of different experiences with different disabilities.</p>
Overall Quality of Article	<p>Overall Quality of Article: Good quality Rationale: Reputable author, reputable journal, and was published 4 years ago.</p>

	Overview of Article
Type of article	Overall Type: Primary Research Study Specific Type: Qualitative semi-structured interviews
APA Reference	Shirazipour, C. H., Evans, M. B., Caddick, N., Smith, B., Aiken, A. B., Martin Ginis, K. A., & Latimer-Cheung, A. E. (2017). Quality participation experiences in the physical activity domain: Perspectives of veterans with a physical disability. <i>Psychology of Sport and Exercise, 29</i> , 40–50. https://doi.org/10.1016/j.psychsport.2016.11.007
Abstract	<p>Objectives: An important consideration for physical activity (PA) participation for individuals with a physical disability, including veterans, is that opportunities exist for full participation. Full participation can be understood as both the quantity and quality of participation. The objective of this study is to explore perceptions of a quality PA experience for military veterans with a physical disability.</p> <p>Design: Qualitative semi-structured interviews were conducted to explore perspectives of a quality PA experience.</p> <p>Method: Eighteen veterans (15 men, 3 women) with a physical disability were recruited using maximum variation sampling to take part in interviews. The interviews explored their PA experiences, with a focus on exploring participants' perspective of a quality PA experience. Data were analyzed using thematic analysis.</p> <p>Results: Two overarching themes, elements of a quality experience and conditions enabling access to a quality experience, were identified. Within the overarching theme of elements of a quality experience, four key themes were identified: group cohesion, challenge, having a role, and independence and choice. A further three key themes (the physical and social environments, and program structure) were identified within the overarching theme of conditions for accessing the quality experience.</p> <p>Conclusion: The findings both support and extend previous conceptualizations of quality participation. They provide insight into context-specific understandings of quality for PA and veterans. More broadly, the study contributes towards the literature on adapted PA participation, and provides a framework for practitioners aiming to foster quality PA experiences." (p. 40)</p>
Author	Credentials: PhD Position and Institution: Assistant Professor, School of Kinesiology and Health Studies, Queen's University, Kingston, Canada Publication History in Peer-Reviewed Journals: Extensive
Publication	Type of publication: Peer reviewed scholarly journal Publisher: Elsevier
Date and Citation History	Date of publication: 2017 Cited By: 26
Stated Purpose or Research Question	"The purpose of this study is to explore perceptions of a quality PA experience among military veterans with a physical disability." (p. 41)
Author's Conclusion	"The findings both support and extend previous conceptualizations of quality participation. They provide insight into context-specific understandings of quality for PA and veterans. More broadly, the study contributes towards the literature on adapted PA participation, and provides a framework for practitioners aiming to foster quality PA experiences." (p. 40)
Overall Relevance to your EBP Question	Overall Relevance of Article: Good Rationale: The article looks directly at perception of quality participation in physical activity programs for veterans with physical disabilities. It has specific limitations to the question (military, physical impairments only, physical activity participation), but is still relevant.
Overall Quality of Article	Overall Quality of Article: Good Rationale: Article written within 10 years, reputable journal and publisher, Primary author appears to be a well published researcher and professor.

	Overview of Article
Type of article	Overall Type: Primary Research Study : qualitative Specific Type: Sequential exploratory study that analyzed qualitative data from pre/post-test survey, Self-Determination Scale, photographs, transcription of pre/post intern interviews, and field observation notes.
APA Reference	Strater, K. E., & Elfers, E. M. (2019). The emergence of self-determination in young adults with intellectual disability participating in project SEARCH. <i>AILACTE Journal</i> , 16, 45–66.
Abstract	“Obstacles encountered by young adults with intellectual disability (ID) during the transition from high school to postschool employment have great potential to limit an individual’s opportunity and/or capacity for self-determination with regard to employment. This qualitative study examines the challenges to self-determination experienced by a group of nine interns with ID during a one-year Project SEARCH internship program in a Kentucky distribution center. Through field observations, interviews, photographs, goal-reporting, and administration of the AIR Self-Determination Scale, challenges to self-determination were identified. These included challenges related to communication; social competence in the workplace; work skill development; emotional regulation; and seeing oneself outside of the current work experience. Workplace interactions, experiences, instructional strategies, and individualized supports were implemented collaboratively among interns, supervisors, co-workers, instructor, and employment specialist during the program year. As a result, interns demonstrated positive growth and development in the characteristics of self-determined people related to the identified challenges.” (p. 45)
Author	Credentials: EdD Position and Institution: Professor in the Education Department at Calvin College, MI. Publication History in Peer-Reviewed Journals: Limited. This appears to be the only article.
Publication	Type of publication: Scholarly peer-reviewed journal Publisher: Association of Independent Liberal Arts Colleges for Teacher Education (AILACTE) Other:
Date and Citation History	Date of publication: 2019 Cited By: Appears to have been cited <u>zero</u> times per google scholar.
Stated Purpose or Research Question	“Because of this, the following research question has been addressed: How do experiences, interactions, and supports encountered during Project SEARCH contribute to growth in an individual’s capacity and opportunity to self-determine?” (p.49)
Author’s Conclusion	Author describes results and implications to practice, however the article is lacking a strong conclusion. “The Project SEARCH model establishes a quality educational setting for the encouragement and nurturing of skills needed to improve independence in thinking, doing, and adjusting. The Project SEARCH model provides a framework for working toward equalization of opportunity for individuals with ID” (p. 60)
Overall Relevance to your EBP Question	Overall Relevance of Article: Moderate Rationale: While the study discloses participants experiences in an internship program, the real purpose of the article seems to be on educating the importance of self-determination and providing suggestions on how to best create programs to increase equal opportunities for teens with intellectual disabilities. The author does not appear to have other published research.
Overall Quality of Article	Overall Quality of Article: Moderate Rationale: The journal and publisher are reputable. Publication in last 10 years. Article has not been cited and author is new to publishing.

	Overview of Article
Type of article	Overall Type: Primary Research Study Specific Type: Mixed methods
APA Reference	Sundar, V., Brucker, D. L., Pollack, M. A., & Chang, H. (2016). Community and social participation among adults with mobility impairments: A mixed methods study. <i>Disability and health journal</i> , 9(4), 682-691. https://doi.org/10.1016/j.dhjo.2016.05.006
Abstract	“Background: Community and social participation is a complex phenomenon that is influenced by personal and environmental factors and is linked to a good quality of life and well-being. Individuals with mobility impairments are at risk of experiencing limitations in participating in community activities due to a wide range of factors. Objective: To understand community participation as defined by adults with mobility impairments and to examine relationships among factors that influence community participation. Methods: A mixed-methods study design was used. In-depth interviews of 13 adults with mobility impairments were conducted and themes related to community participation were identified. Data from the Americans’ Changing Lives Survey were used to construct variables that mimic the themes from the qualitative phase and structural equation modeling was used to examine the relationships among those variables including community participation. Results: Individuals with mobility impairments identified health and function, neighborhood factors and self-efficacy as possible factors influencing participation in community activities. Findings from the SEM suggest a strong causal pathway between health and function and community and social participation. Neighborhood factors and health and function had a significant impact on self-efficacy, and a possible indirect effect through self-efficacy on community and social participation. Conclusions: Our study provides new empirical evidence that health and function have a significant impact on community and social participation. Our quantitative findings did not support the direct influence of neighborhood factors in community and social participation, yet these factors may have an indirect role by influencing the self-efficacy of individuals with mobility impairments.” (p. 682)
Author	Credentials: PhD, OTR/L Position and Institution: Associate Professor Occupational Therapy Department, College of Health and Human Services, University of New Hampshire Publication History in Peer-Reviewed Journals: extensive
Publication	Type of publication: scholarly peer-reviewed journals Publisher: Elsevier Other: Disability and Health Journal
Date and Citation History	Date of publication: 2016 Cited By: 20
Stated Purpose or Research Question	“Our analysis will specifically address the following research questions: 1) What activities do individuals with mobility impairments consider as community and social participation? 2) What factors do individuals with mobility impairments consider as barriers and facilitators to community and social participation? 3) What is the relationship among the variables identified in the qualitative phase?” (p. 683).
Author’s Conclusion	“Despite these limitations, our study provides new empirical evidence that health and function have a significant impact on community and social participation. Although our quantitative findings did not support the direct influence of neighborhood factors on community and social participation, environmental factors may have an indirect role by influencing the self-efficacy of individuals with mobility impairments” (p. 690)
Overall Relevance to your EBP Question	Overall Relevance of Article: Good Rationale: One of the study questions addresses what activities individuals with mobility impairments consider community and social participation, which connects to our EBP question on gaining individual experiences’ perspectives.
Overall Quality of Article	Overall Quality of Article: Good Rationale: The study addressed limitations and what could have been done differently. Published within the past five years. The author is well established, and her research focus is on this population.

	Overview of Article
Type of article	Overall Type: Primary Research Study Specific Type: Qualitative content analysis
APA Reference	Svanelöv, E., Enarsson, P., Flygare Wallén, E., & Stier, J. (2019). Understandings of participation in daily activity services among people with intellectual disabilities: A pedagogical sociocultural perspective. <i>Journal of Intellectual Disabilities, 23</i> (2), 203–215. https://doi.org/10.1177/1744629517743578
Abstract	“This study sought to explore different understandings of participation in daily activity services among people with intellectual disabilities. Using a pedagogical sociocultural perspective, the research focused on individuals’ perspectives and understandings as well as their account of social interaction, working and learning. In all, 17 people working in daily activity services were interviewed once, and, of these, 14 were interviewed a second time. Using qualitative content analysis, two themes and three categories were singled out. The results show that participation can be understood in two major ways: social interaction and performing work tasks.” (p. 203)
Author	Credentials: doctoral student of social work Position and Institution: Lecturer at School of Health, Care, and Social Welfare, Malardalen University, Sweden Publication History in Peer-Reviewed Journals: limited (5)
Publication	Type of publication: Scholarly peer reviewed journal Publisher: Sage Publications
Date and Citation History	Date of publication: 2019 Cited By: 4
Stated Purpose or Research Question	“This research explores how people with IDs depict and understand their participation in daily activity services – from their perspectives.” (p. 204)
Author’s Conclusion	“The main results show that participation for people with IDs, in daily activity services can be understood in two ways: as social interaction and as performing work tasks.” (p. 212)
Overall Relevance to your EBP Question	Overall Relevance of Article: Good Rationale: The article takes an in depth look at what participation means and provides meaningful qualitative content to assess factors in participation for people with disabilities.
Overall Quality of Article	Overall Quality of Article: Moderate Rationale: The author is not credentialed as of yet. The research is recent and from a reputable journal.

	Overview of Article
Type of article	Overall Type: Primary Research Study Specific Type: Quantitative assessment using data collection of sociodemographics, World Health Organization Disability Assessment Schedule 2, Canadian Occupational Performance Measure, and the Leisure Satisfaction Scale.
APA Reference	Tonak, H. A., Kitis, A., & Zencir, M. (2016). Analysis of community participation levels of individuals who are physically disabled and working in industrial environments. <i>Social Work in Public Health, 31</i> (7), 638–645. https://doi.org/10.1080/19371918.2016.1160336
Abstract	“The purpose of this study was to determine quality of life, leisure time satisfaction, activity performance, and community participation and analyze the relationship between these determinants and community participation in both physically disabled individuals working in industrial environments and nonworking individuals who are physically disabled. Sociodemographic data was registered into a sociodemographic form. World Health Organization Disability Assessment Schedule 2.0 was used to assess community participation. Activity performance was evaluated with Canadian Occupational Performance Measure. Leisure Satisfaction Scale was used to determine leisure time satisfaction. Short Form-36 was used for evaluating quality of life. When the participants were compared in terms of working status, a significant difference according to their WHO-DAS-II total scores were found (p , 0.05). When all participants were compared in terms of activity performance, leisure time satisfaction, quality of life a significant differences according to their WHO-DAS-II total scores were found (p . 0.05). This study shows that community participation was affected by working status, disability level, activity performance, leisure time satisfaction and quality of life. In this regard, occupational therapy and physiotherapy approaches were found necessary for developing community participation. We conclude that this study’s results can be used as a guide for community participation in disabled people in community based rehabilitation politics.” (P. 638)
Author	Credentials: PT, Msc Position and Institution: Assistant professor, Istanbul Aydın University, Vocational School of Health Services, Istanbul, Turkey. Publication History in Peer-Reviewed Journals: Moderate - extensive (16 articles per google scholar)
Publication	Type of publication: Scholarly peer-reviewed journal Publisher: Routledge Taylor & Francis Ltd
Date and Citation History	Date of publication: 2016 Cited By: 3
Stated Purpose or Research Question	“The primary question of this study was to determine whether determining community participation levels of people who are disabled who, though participated in working life whether directly in relation to their disabilities, is important for social policies for people who are disabled. This study aims to determine community participation and roles of working individuals who are physically disabled in social life by analyzing their satisfaction levels in leisure activities and activity performances” (P.639)
Author’s Conclusion	“This study found that working, orientation to purposeful activity, activity performance, leisure activities, and increased QoL of people who were physically disabled had a positive impact on community participation level.” (p. 644)
Overall Relevance to your EBP Question	Overall Relevance of Article: Moderate Rationale: The article considers experiences through survey data. It might be limiting in that it is specific to people with physical limitations and not cognitive.
Overall Quality of Article	Overall Quality of Article: Good Rationale: Research was published by a reputable journal and author in the past 10 years. Data was taken through well known assessments.

	Overview of Article
Type of article	Overall Type: Primary Research Study Specific Type: Multiple case study
APA Reference	Turcotte, P., Larivière, N., Desrosiers, J., Voyer, P., Champoux, N., Carbonneau, H., Carrier, A., & Levasseur, M. (2015). Participation needs of older adults having disabilities and needing home care: Met needs mainly concern daily activities, while unmet needs mostly involve social activities. <i>BMC Geriatrics</i> , 15(95), 1-14. https://doi.org/10.1186/s12877-015-0077-1
Abstract	<p>“Background Participation is a key determinant of successful aging and enables older adults to stay in their homes and be integrated into the community. Assessing participation needs involves identifying restrictions in the accomplishment of daily and social activities. Although meeting participation needs involves older adults, their caregivers and healthcare providers, little is known about their respective viewpoints. This study thus explored the participation needs of older adults having disabilities as perceived by the older adults themselves, their caregivers and healthcare providers.</p> <p>Methods A qualitative multiple case study consisted of conducting 33 semi-structured interviews in eleven triads, each composed of an older adult, his/her caregiver and a healthcare provider recruited in a Health and Social Services Centre (HSSC) in Québec, Canada. Interview transcripts and reviews of clinical records were analyzed using content analysis and descriptive statistics based on thematic saliency analysis methods.</p> <p>Results Aged 66 to 88 years, five older adults had physical disabilities, five had mild cognitive impairment and one had psychological problems, leading to moderate to severe functional decline. Caregivers and healthcare providers were mainly women, respectively retired spouses and various professionals with four to 32 years of clinical experience. Participation needs reported by each triad included all domains of participation. Needs related to daily activities, such as personal care, nutrition, and housing, were generally met. Regarding social activities, few needs were met by various resources in the community and were generally limited to personal responsibilities, including making decisions and managing budgets, and some community life activities, such as going shopping. Unmet needs were mainly related to social activities, involving leisure, other community life activities and interpersonal relationships, and some daily activities, including fitness and mobility.</p> <p>Conclusions This study highlights the complexity of older adults’ participation needs, involving daily as well as social activities. Properly assessing and addressing these needs is thus necessary to improve older adults’ health and well-being. Discrepancies in the various actors’ perceptions of participation needs must be further explored. Additional research would help better understand how to optimize the contribution of community organizations and caregivers.” (p. 1)</p>
Author	Credentials: OT, PhD Candidate Position and Institution: Lecturer/student at School of Rehabilitation, Faculty of Medicine and Health Sciences, Université de Sherbrooke, Sherbrooke, Québec, Canada; Research Centre on Aging, Health and Social Services Centre-University Institute of Geriatrics of Sherbrooke, Sherbrooke, Québec, Canada Publication History in Peer-Reviewed Journals: Extensive
Publication	Type of publication: scholarly peer-reviewed journal Publisher: BioMed Central Ltd
Date and Citation History	Date of publication: 2015 Cited By: 47
Stated Purpose or Research Question	“The present study thus aimed to explore participation needs among older adults having disabilities as perceived by older adults themselves, their caregivers and the HSSC healthcare providers.” (p. 3).
Author’s Conclusion	“Daily activities, such as personal care, nutrition and housing, and some social activities, such as managing a budget and going shopping, were generally fulfilled. Unmet needs mainly concerned activities most associated with health and well-being, including leisure, community life, fitness, interpersonal relationships and mobility.” (p. 12).
Overall Relevance to your EBP Question	Overall Relevance of Article: Good Rationale: This article clearly identifies met and unmet participation needs according to individuals with disabilities, which is highly relevant to the EBP question. There are multiple disability types considered, so it is not too narrow. It also includes perspectives from caregivers and healthcare workers, which may be interesting to compare.
Overall Quality of Article	Overall Quality of Article: Moderate Rationale: This article has an experienced author, and is reputedly peer reviewed. However, it has a small sample size of 11 participants and their respective caregivers and healthcare providers.

	Overview of Article
Type of article	Overall Type: Primary Research Study Specific Type: Survey research
APA Reference	Van Campen, C., & Cardol, M. (2009). When work and satisfaction with life do not go hand in hand: Health barriers and personal resources in the participation of people with chronic physical disabilities. <i>Social science & medicine</i> , 69(1), 56–60. https://doi.org/10.1016/j.socscimed.2009.04.014
Abstract	“People with chronic physical disabilities participate less in both paid and voluntary work and are less satisfied with their lives than people without health problems. Governments and scientists have suggested that participation in employment is the main road to well-being. We analysed national survey data on the participation in work and satisfaction with life, comparing people with a chronic illness and a physical disability (n = 603) to people with a chronic illness but without a physical disability (n = 1199) and the general population (n = 6128) in the Netherlands. The results show that the relationship between happiness and work is different for people with a chronic illness and a physical disability, as compared to the other two populations. Fewer people with a chronic illness and disability were categorized as ‘satisfied people with work’ (i.e. participating in work and satisfied with their life), while most people belonged to a group of ‘satisfied people without work’ and, surprisingly, not to the expected group of ‘dissatisfied people without work’. In order to explain this exceptional distribution we modelled satisfied participation in work as an outcome of a balance between personal resources and barriers. By means of discriminant regression analysis, we identified the severity of motor disability as the main barrier, and education level and age, as the main resource factors that distinguish between ‘satisfied people with work’ and others among the group of people with a chronic illness and a physical disability.” (p. 56)
Author	Credentials: PhD Position and Institution: Author, editor, and scientific researcher at Netherlands Institute for Social Research Publication History in Peer-Reviewed Journals: Extensive
Publication	Type of publication: Scholarly peer-reviewed journal Publisher: Elsevier Other: Journal: Social Science and Medicine
Date and Citation History	Date of publication: 2009 Cited By: 71
Stated Purpose or Research Question	“In this study we evaluated first the relationship between work and life satisfaction for three populations: people with a chronic illness and a physical disability; people with a chronic illness but without physical disability; and the general population. Secondly, we analysed how many people realize a ‘satisfying participation’ in work in the three populations. Thirdly, we analysed what barriers and resources distinguish satisfied participants from others among people with a chronic illness and a physical disability.” (p. 57)
Author’s Conclusion	“By means of discriminant regression analysis, we identified the severity of motor disability as the main barrier, and education level and age, as the main resource factors that distinguish between ‘satisfied people with work’ and others among the group of people with a chronic illness and a physical disability.” (p. 56)
Overall Relevance to your EBP Question	Overall Relevance of Article: Limited Rationale: The article is relevant in the way that it discusses the participation and satisfaction of individuals with physical disability in the workplace. The article focuses on quantitative analysis rather than the specific experiences or perspectives of individuals with disabilities. It is also specific to the workplace.
Overall Quality of Article	Overall Quality of Article: Good Rationale: The author’s research experience is extensive and he has great credentials. The article is a little dated but has a moderate impact factor and an established publisher.

	Overview of Article
Type of article	Overall Type: Review of Research Study Specific Type: Systematic review and thematic analysis
APA Reference	Caton, S., & Chapman, M. (2016). The use of social media and people with intellectual disability: A systematic review and thematic analysis. <i>Journal of Intellectual & Developmental Disability, 41</i> (2), 125–139. https://doi.org/10.3109/13668250.2016.1153052
Abstract	“Background In this paper we present a systematic review of the evidence on the use of social media by people with intellectual disability. Method Ten primary studies published in the English language between January 2000 and June 2014 were identified from electronic database searches (CINAHL, PsychInfo, PubMed, Web of Knowledge, and Scopus), correspondence with experts, and citation tracking. Results Nine themes were identified through thematic analysis of the texts: “safety and safeguarding,” “social identity,” “level of usage,” “support,” “relationships,” “happiness and enjoyment,” “communication and literacy skills,” “cyber-language and cyber-etiquette,” and “accessibility/design”. Conclusion Examination of these themes revealed that some people with intellectual disability are having positive experiences using social media in terms of friendships, development of social identity and self-esteem, and enjoyment. However, barriers that stop people with intellectual disability from successfully accessing social media were identified as being safeguarding concerns, difficulties caused by literacy and communication skills, cyber-language, cyber-etiquette, and accessibility (including lack of appropriate equipment).” (p. 125)
Author	Credentials: PhD Position and Institution: Research Institute for Health and Social Change (RIHSC), Manchester Metropolitan University Publication History in Peer-Reviewed Journals: extensive
Publication	Type of publication: scholarly peer-reviewed journals Publisher: Taylor and Francis
Date and Citation History	Date of publication: 2016 Cited By: 99
Stated Purpose or Research Question	“In this review we aimed to identify and analyse the research evidence on how social media is used and experienced by people with intellectual disability.” (p. 126)
Author’s Conclusion	“We have demonstrated in this review that people with intellectual disability are gaining positive experiences from using social media in terms of nurturing friendships, development of social identity and self-esteem, and for enjoyment. Our review has also revealed barriers to people with intellectual disability successfully accessing social media: safety and safeguarding concerns, accessibility and availability of support, potential difficulties with cyber-language and cyber-etiquette, and communication and literacy skills.” (p.137)
Overall Relevance to your EBP Question	Overall Relevance of Article: Moderate Rationale: The thematic analysis does a good job outlining the benefits of social media usage and perspectives of individuals with intellectual disabilities on experiences in relationships and overall happiness. Not the most relevant study for the EBP question but also a fascinating topic.
Overall Quality of Article	Overall Quality of Article: Good Rationale: lack of quality research on social media usage and individuals with intellectual disabilities; authors did a good job explaining limitations and areas where low quality was the only option. Established author. Published within the last five years. Cited by a good number of articles.

	Overview of Article
Type of article	Overall Type: Review of Research Study (e.g., systematic review, meta-analysis, scoping review, etc.) Specific Type: Meta-Analysis
APA Reference	DePape, A.-M., & Lindsay, S. (2016). Lived experiences from the perspective of individuals with autism spectrum disorder: A qualitative meta-synthesis. <i>Focus on Autism and Other Developmental Disabilities</i> , 31(1), 60–71. https://doi.org/10.1177/1088357615587504
Abstract	“Autism spectrum disorder (ASD) includes deficits in social communication and repetitive behavior. Secondhand accounts from parents suggest that ASD affects many aspects of life. However, little is known about this disorder from first-person perspective. This meta-synthesis examines children, adolescents, and adults with ASD to understand their experiences across multiple areas of life and how these experiences vary according to their developmental stage. A thematic synthesis integrating qualitative evidence was undertaken where 10 electronic databases were searched. Thirty-three articles met the inclusion criteria (n = 318 individuals) and were examined by two reviewers using a constant comparative approach. Four themes emerged: perception of self, interactions with others, experiences at school, and factors related to employment. Our findings can inform client-centered policies and practices involving individuals with ASD. Our findings can also help to identify gaps in research with first-person narratives from children and adolescents with ASD under-represented in the current literature.” (p. 60)
Author	Credentials: PhD Position and Institution: Mohawk College · Department of Community Studies PhD McMaster University, Department of Psychology, Neuroscience & Behaviour Publication History in Peer-Reviewed Journals: Moderate
Publication	Type of publication: Scholarly peer-reviewed journal Publisher: Hammill Institute on Disabilities and SAGE Other: Focus on Autism and Other Developmental Disabilities Journal
Date and Citation History	Date of publication: 2015 Cited By: 65
Stated Purpose or Research Question	“The purpose of our article is to synthesize and integrate the qualitative research about the lived experiences of individuals with ASD. Our synthesis will address, “What are the experiences of individuals with ASD across major areas of life, including successes and challenges?” “How are these experiences affected by their developmental stage, such as childhood, adolescence, and adulthood?” To our knowledge, there are no previous syntheses on this topic. However, a synthesis will help to consolidate the information about lived experiences among individuals with ASD, which is important given the growing literature on this topic. This synthesis will be valuable for health care professionals who can use the findings to inform client-centered policies and practices. This synthesis will also help professionals to understand gaps in programs and services for people with ASD. Finally, this synthesis will increase our understanding of the challenges at key stages of life and prepare individuals with ASD and their families accordingly. One such challenge involves the transition into adulthood with research showing the need for specialized supports for those with ASD (Howlin, 2000).” (p. 60-61)
Author’s Conclusion	“In the first theme, we found individuals with ASD experienced a range of effects associated with their disorder and their identity. Some did not want to understand the implications of their disorder, whereas others struggled with it, especially in adolescence. Interestingly, many adults reported accepting their disorder, such that they could not imagine their life without ASD. In the second theme, we found that individuals with ASD had mixed experiences in their relationship with others. Starting with family, individuals with ASD reported they were an important source of social support, but acknowledged that their disorder affected family dynamics. In the third theme, school was an important element in the lived experience of individuals with ASD. Some teachers played a critical role to individuals with ASD by providing them with much needed support in the classroom. However, some teachers were perceived as lacking an understanding of ASD” (p. 67-68)
Overall Relevance to your EBP Question	Overall Relevance of Article: Moderate Rationale: Included lived experiences from people with ASD but didn’t focus specifically on their participation which is the focus on the EBP question.
Overall Quality of Article	Overall Quality of Article: Moderate Rationale: Not very well-known journal. Author is somewhat well known. Publication within last 5 years.

	Overview of Article
Type of article	Overall Type: Review of Research Study Specific Type: Meta-synthesis
APA Reference	Kramer, J. M., Olsen, S., Mermelstein, M., Balcells, A., & Liljenquist, K. (2012). Youth with disabilities' perspectives of the environment and participation: A qualitative meta-synthesis. <i>Child: Care, Health and Development</i> , 38(6), 763–777. https://doi.org/10.1111/j.1365-2214.2012.01365
Abstract	“Meta-syntheses can enhance our knowledge regarding the impact of the environment on the participation of youth with disabilities and generate theoretical frameworks to inform policy and best practices. The purpose of this study was to describe school-aged youth with disabilities’ perspectives regarding the impact of the environment and modifications on their participation. A meta-synthesis systematically integrates qualitative evidence from multiple studies. Six databases were searched and 1287 citations reviewed for inclusion by two independent raters; 15 qualitative articles were selected for inclusion. Two independent reviewers evaluated the quality of each study and coded the results section. Patterns between codes within and across articles were examined using a constant comparative approach. Environments may be more or less inclusive for youth with disabilities depending upon others’ understanding of individual abilities and needs, youth involvement in decisions about accommodations, and quality of services and policies. Youth implemented strategies to negotiate environmental barriers and appraised the quality of their participation based on the extent to which they engaged alongside peers. This meta-synthesis generated a framework illustrating the relationship between the environment, modifications and participation, and provided a conceptualization of participation grounded in the lived experiences of youth with disabilities. Findings reveal gaps in current knowledge and highlight the importance of involving youth with disabilities in decision making.” (p. 763)
Author	Credentials: PhD, OTR/L Position and Institution: Associate Professor, Department of Occupational Therapy, University of Florida Publication History in Peer-Reviewed Journals: extensive
Publication	Type of publication: scholarly peer-reviewed journal Publisher: Wiley-Blackwell
Date and Citation History	Date of publication: 2012 Cited By: 79
Stated Purpose or Research Question	“The research question guiding the meta-synthesis was: What are school-aged youth with disabilities’ perspectives regarding the impact of the environment on their participation at home, school and community?” (p. 764).
Author’s Conclusion	“This meta-synthesis generated a framework illustrating the relationship between the environment, modifications and participation, and provided a conceptualization of participation grounded in the lived experiences of youth with disabilities. Findings reveal gaps in current knowledge and highlight the importance of involving youth with disabilities in decision making.” (p. 763)
Overall Relevance to your EBP Question	Overall Relevance of Article: Moderate Rationale: This research is important in identifying themes among youth with disabilities on a greater scale than a single qualitative research study. The themes that emerge are across a diverse number of individuals. The identified relationship between environment, attitudes, and participation is relevant for our question, however we are most interested in primary research collecting accounts of personal experiences.
Overall Quality of Article	Overall Quality of Article: Moderate Rationale: This is not a primary research study, but there was thorough protocol for study inclusion and analysis. 15 qualitative studies were analyzed, which seems sufficient given the identified gap in qualitative research on youth with disabilities. The main author has an extensive research background in this topic.

	Overview of Article
Type of article	Overall Type: Primary Research Study Specific Type: survey research
APA Reference	Sundar, V., O, N. J., Houtenville, A. J., Phillips, K. G., Keirns, T., Smith, A., & Katz, E. E. (2018). Striving to work and overcoming barriers: Employment strategies and successes of people with disabilities. <i>Journal of Vocational Rehabilitation, 48</i> (1), 93-109.
Abstract	“BACKGROUND: People with disabilities experience longstanding barriers to employment. However, beyond the conventional metrics of labor force participation or unemployment rates we know very little about the workplace experiences of people with disabilities. OBJECTIVE: This study describes findings from the 2015 Kessler Foundation National Employment and Disability Survey (2015 KFNEDS), a nationally representative survey of Americans with disabilities. METHODS: A dual-frame, random digit dial, nationally representative survey was conducted. Survey respondents included 3013 working age adults with a disability. Survey respondents were asked about disability, employment status, job search activities and workplace experiences. RESULTS: Over 42% of survey respondents were currently working. 68.4% were striving to work characterized by job preparation, job search and/or participation in the workforce since the onset of their disability. Although some barriers persisted in the workplace, many were able to overcome the same. Overall, 47.8% of the respondents used workplace accommodations, 45.3% were satisfied with their jobs, 86.6% felt accepted in their workplace. CONCLUSION: The 2015KFNEDS highlights how people with disabilities strive to work and overcome barriers, a discourse largely overlooked in contemporary disability and employment research. Survey findings can inform new programs and policies to improve employment outcomes for people with disabilities.” (p. 93).
Author	Credentials: Ph.D. in rehabilitation science, collaborator with UNH Institute on disability Position and Institution: Associate Professor of Occupational Therapy, University of New Hampshire Publication History in Peer-Reviewed Journals: extensive
Publication	Type of publication: Peer reviewed journal Publisher: Kessler Foundation
Date and Citation History	Date of publication: February 2018 Cited By: 14
Stated Purpose or Research Question	“Addressing this need, this paper reports findings from a nationally representative survey; the 2015 Kessler Foundation National Employment and Disability Survey (2015 KFNEDS) which examined the ways in which people with disabilities strive to work and identified strategies used to successfully overcome barriers to employment. It is anticipated that the findings from the 2015 KFNEDS will inform programs and practices that support employment goals and improve the employment outcomes of people with disabilities” (p. 94).
Author’s Conclusion	“The survey findings challenge assumptions that portrays people with disabilities as passively experiencing barriers to employment. Despite persistent barriers, people with disabilities are actively engaging in job preparation and job search activities and successfully negotiating barriers at work. Improving employment outcomes for people with disabilities needs to be a multi-faceted effort. Besides social and policy changes, employer training to hire and integrate people with disabilities is imperative. Lastly, people with disabilities need more opportunities to improve their work related self-efficacy and develop positive coping mechanisms. Concerted efforts aimed at improving the self-advocacy of people with disabilities, supporting family members and friends in job search efforts, and training of coworkers and supervisors is vital in reshaping the future of Americans with disabilities” (p. 106).
Overall Relevance to your EBP Question	Overall Relevance of Article: Moderate Rationale: Based on our EBP question, this article could be relevant depending what direction we decide to go in as we delve deeper into research. Our question discusses general participation, and this article does a good job of summarizing employment-specific participation barriers so it could be applicable to that particular part of research.
Overall Quality of Article	Overall Quality of Article: Good Rationale: Under the specific topic of employment I think the quality of this article is good because it does a great job of identifying the barriers that people with disabilities experience in employment.

	Overview of Article
Type of article	Overall Type: Review of Research Study Specific Type: literature review
APA Reference	Kissow, A. M. (2015). Participation in physical activity and the everyday life of people with physical disabilities: A review of the literature. <i>Scandinavian Journal of Disability Research</i> , 17(2), 144–166. https://doi.org/10.1080/15017419.2013.787369
Abstract	“This article questions how personal experiences from participating in physical activity may impact participation in other contexts of everyday life for people with physical disabilities. Seven databases were searched to identify papers published between 1987 and 2009. Fourteen qualitative studies were included in the final sample. Six themes were identified: learning social rules; being disabled in an able-bodied society; perception of identity; being part of a community, empowerment, maintenance and independence; theoretical framework for discussion is critical psychology and social learning theory. Physical activity seems to exert some impact on disability management, and athletic identity seems to be more empowered than disability identity. Disabled athletes seem to feel part of a special valued community. It is not evident if these experienced benefits imply an extended participation in society in general. Participation in physical activity seems to imply a psychological empowerment in a sports context that might lead to an extended participation in other contexts of everyday life. Physical competence achieved through physical activity may serve to help persons to stay socially connected, establish an ability to participate in activities and stay independent. Further research is needed to elucidate the question of this study” (p. 144).
Author	Credentials: Consultant, Senior Researcher at Knowledge Centre on Disability Position and Institution: Senior Researcher at Knowledge Centre on Disability Publication History in Peer-Reviewed Journals: extensive
Publication	Type of publication: Peer reviewed journal Publisher: Stockholm University Press Other: Note the date, while this article may be helpful, we should look at more recently published articles.
Date and Citation History	Date of publication: September 2013 Cited By: 38
Stated Purpose or Research Question	“The aim of this article is to question what qualitative studies may tell about the relationship between the experiences and strategies learned in the context of physical activity and the strategies pursued in other contexts of daily life, as well as how this issue may be further elucidated by using research strategies other than those used in the reviewed studies. The purpose of the study is to contribute to research and praxis through a review of relevant literature on the subject as published in peer-reviewed magazines from the fields of psychology, sociology, medicine, adapted physical activity, sports, health and rehabilitation.” (p. 146).
Author’s Conclusion	“A key concept of the study concerning everyday life is participation, with the theoretical framework for the discussion of the themes being critical psychology and social learning theory. According to critical psychology, participation reflects the 160 A.-M. Kissow basic social character of human existence (Dreier 2008), as the person is always participating in the world and contributing to re-creating or changing it. Participation is understood as human agency in relation to concrete conditions, together with others in social practice in relation to a common cause (Røn Larsen 2011). Social learning theory states that what a person does and learns in one context of action may change through its movement into another context of action through transformation” (p. 160-161).
Overall Relevance to your EBP Question	Overall Relevance of Article: Very relevant Rationale: This article provides a thorough literature review of information about participation and how it affects the other contexts of daily life which is very applicable to our group’s question.
Overall Quality of Article	Overall Quality of Article: Good quality Rationale: While this article is a little dated, the information it provides is still relevant today. This article provides a solid background of literature for participation and how it impacts other occupations.

	Overview of Article
Type of article	Overall Type: Review of Research Study (e.g., systematic review, meta-analysis, scoping review, etc.) Specific Type: Scoping review
APA Reference	Willis, C., Girder, S., Thompson, M., Rosenberg, M., Reid, S., & Elliot, C. (2016). Elements contributing to meaningful participation for children and youth with disabilities: a scoping review. <i>Disability and Rehabilitation</i> , 39(17), 1771-1784. https://doi.org/10.1080/09638288.2016.1207716
Abstract	<p>“Purpose: To synthesise research literature describing elements of community recreation and leisure activities that create meaningful participation experiences for children and youth with disabilities. Method: Database searches of Medline, Embase, PsycINFO, ERIC, SportDiscus, CINAHL, Scopus and Web of Science were conducted. Studies describing the experience of participating in a community-based programme or activity from the perspectives of children and youth with a disability aged 0–21 or their parents, and published in English were included. Meta-ethnography was used to synthesise qualitative data, and resulting themes were conceptualised in the International Classification of Functioning, Disability and Health-Child and Youth version. Consultation with stakeholders occurred throughout the review process. Results: The search identified 9544 articles, of which 20 were included for review. Ten elements contributing to meaningful participation experiences were identified and organised as follows: person-based elements (n ¼ 5; having fun, experiencing success, belonging, experiencing freedom, developing an identity); environment-focused elements (n ¼ 4; authentic friendships, the opportunity to participate, role models, family support) and activity-related elements (n ¼ 1; learning). Conclusions: Elements contributing to meaningful leisure participation are interrelated. This review reveals the substantial contribution that meaningful interactions and relationships have in creating and facilitating positive and engaging experiences. Outcomes of this review may assist professionals in the design of targeted interventions to facilitate leisure participation.” (p. 1771)</p>
Author	<p>Credentials: PhD Position and Institution: Lecturer and accredited exercise physiologist in the School of Allied Health, Human Services and Sport. After completing her PhD, she joined La Trobe University as a research fellow Publication History in Peer-Reviewed Journals: Moderate</p>
Publication	<p>Type of publication: Scholarly peer-reviewed journals Publisher: Taylor & Francis Other: Disability and Rehabilitation Journal</p>
Date and Citation History	<p>Date of publication: 2017 Cited By: 63</p>
Stated Purpose or Research Question	<p>“The purpose of this review was to examine the extent, range and nature of research that describes the elements contributing to meaningful participation experiences in community activities in children and youth with disabilities, with a view to summarise, synthesise and disseminate findings to inform future interventions and research methodologies. The specific goals of this review were to (a) employ the ICF-CY [28] as a framework to describe literature relating to meaningful participation in children and youth with disabilities; (b) identify the components of community programmes/activities that contribute to meaningful participation experiences and (c) describe the ‘essential elements’ that should be considered when designing and implementing programmes and interventions to enhance community participation.” (p. 1772)</p>
Author’s Conclusion	<p>“Importantly, this review demonstrates the limited negative impact impairment has on a child’s participation experience. While research outlines this as a barrier to a child’s participation, children’s perspectives from this review associated their disability as a positive contributor to parts of their experiences. Activities where children were of similar functional ability or diagnoses provided environments in which they could learn from each other and realise their potential, connect with others through a shared experience and feel like they belong. Moving away from inclusive service delivery may not be a step backward in terms of equity of access and social justice,[72] but rather an environmental factor clinicians and service providers need to consider on an individual client basis.” (p. 1782)</p>
Overall Relevance to your EBP Question	<p>Overall Relevance of Article: Good Rationale: Examined elements contributing to participation for children with disabilities. This relates to the EBP question regarding experience and perspectives on participation. However, the article is not solely based on first-hand accounts.</p>
Overall Quality of Article	<p>Overall Quality of Article: Good Rationale: Established author. Reputable journal. Published within last 5 years.</p>