

APPENDIX S2

Research conducted on the participation of children with disabilities living in low- and middle-income countries: A scoping review

Study Selection Tool

- 1 Does the citation report on **children** (younger than 21) who have a **disability** or **long-term health conditions**?
 - Yes
 - No
 - Can't tell
- 2 Does the citation describe an empirical research study using primary data, published as a journal article in English? (e.g. no reviews, opinion pieces, conference proceedings, policy reviews, etc.)
 - Yes
 - No
 - Can't tell
- 3 Does the citation report that the research has been conducted in a LMIC (see Table 2 for a list of countries)?
 - Yes
 - No
 - Can't tell
- 4 Does the citation report the concept of **participation OR any of the family of participation-related constructs of children with disabilities or long-term health conditions**? (the focus is on the level of the child, includes a broad focus such as described in Table 1 and Table 3)
 - Yes
 - No
 - Can't tell

Reviewer Decision:

The following will be incorporated into the electronic screening.

- If the reviewer answered NO to any of the questions the citation will be excluded.
- If the reviewer answered YES to all questions, the article will be included for full-text screening.
- If the reviewer answered CAN'T TELL to any or all of the questions, the article will be included for full-text screening.

Summary of the inclusion and exclusion criteria

Criteria	Inclusion Criteria	Exclusion Criteria
Population	Children and youth 0 - 21 years old	All those 22 years and older
Population	Children that have a disability (including, special needs, impairment, developmental delay, developmental disability, ADHD)	Typically developing children. Children at risk, such as low birth weight, HIV, orphans, poverty, and dysfunctional families. Challenging behaviour
Context	LMICs countries according to information from the World Bank. (See Table 2)	High-income countries
Type of study	Qualitative, Quantitative, Multi- or mixed methods	Literature reviews, systematic reviews, meta-analysis, opinion pieces, conference proceedings, policy reviews
Time period	From June 2001	All publications prior June 2001.
Concept of participation and family of participation-related constructs	<input type="checkbox"/> Participation (attending and being involved in life situations) <input type="checkbox"/> Attendance ('being there' and measured as frequency of attending, and/or the range of diversity of activities in which and individual takes part.) *We consider inclusion to be a component of attendance.	Body function (not within an activity) Quality of life of the children Health related quality of life Wellbeing

	<ul style="list-style-type: none"> <input type="checkbox"/> Involvement (the experience of participation while attending that may include elements of engagement, motivation, persistence, social connection, and affect.) <input type="checkbox"/> Engagement (seen as a unifying construct across ecological levels. Thus can be defined depending on the ecological level in which it is examined: (1) the personal level – the internal state of individuals involving focus or effort, (2) between systems level – an active involvement in interactions between systems, (3) at the macro level – active involvement in a democratic society. <input type="checkbox"/> Preferences (the interests or activities that holds meaning or are valued) <input type="checkbox"/> Activity competence (the ability to execute the activity being undertaken according to an expected standard; includes cognitive, physical, and affective skills and abilities. Activity competence can be measured as capacity, capability or performed skill.) <ul style="list-style-type: none"> <input type="checkbox"/> Capability (skills and abilities that the child can use in a daily environment.) <input type="checkbox"/> Capacity (best ability of the child within a structured environment like that created for test-taking.) <input type="checkbox"/> Performance (skills and abilities the child uses in everyday settings.) <input type="checkbox"/> Sense of self (intra-personal factors related to confidence, satisfaction, self-esteem and self-determination) (children's agency) <input type="checkbox"/> Self-regulation (executive processes that enable the individual to direct and monitor their thinking, emotions, actions, and interactions. <input type="checkbox"/> Context (setting for activity participation that includes people, place, activity, objects and time) <input type="checkbox"/> Environment (broad, objective social and physical structures in which we live. We consider this environment broadly to include family participation and community participation). <input type="checkbox"/> Barriers that restrict participation <input type="checkbox"/> Facilitators that promote participation <input type="checkbox"/> Measurement/assessment instruments (including sub-scales) that focus on participation OR participation-related constructs <input type="checkbox"/> Comparisons of participation OR participation-related concepts (between different disabilities, typically developing children, different countries) <input type="checkbox"/> Other concepts that are included: <ul style="list-style-type: none"> <input type="checkbox"/> Everyday functioning, activities of daily living or ADL, day-to-day lives, self-care skills <input type="checkbox"/> Functional performance, functional abilities, functional child outcomes, body functions e.g. gross motor functions <input type="checkbox"/> Social inclusion, social integration, social function, social activities as it relates to the child with a disability 	<p>Prevalence of disability studies</p> <p>Disability or inclusion policies Inclusion – when there is no direct outcome related to the child with a disability</p> <p>Papers where there is no outcome on the child's level E.g. papers on the perspectives of teachers or parents about their own participation. E.g. social participation as related to the teacher/ parent and does not include the child. Or any other caregiver/professional outcomes (Note that we include those that have a component of children's' participation.)</p>
<p>Publication type</p>	<p>From 2001 – today (due to the release of the ICF and its definition of participation)</p> <p>Full text peer reviewed articles</p> <p>Available from the universities of Jönköping, Pretoria and Manchester</p>	<p>Languages other than English (keep information about which countries to include in results)</p> <p>Grey publications (such as reports, conference papers, theses, etc.)</p> <p>Book and book chapters</p>

List of Low- and Middle-income Countries

	Low income		Lower-middle income		Upper-middle income
1	Afghanistan	32	Armenia	84	Albania
2	Benin	33	Bangladesh	85	Algeria
3	Burkina Faso	34	Bhutan	86	American Samoa
4	Burundi	35	Bolivia	87	Angola
5	Central African Republic	36	Cabo Verde	88	Argentina
6	Chad	37	Cambodia	89	Azerbaijan
7	Comoros	38	Cameroon	90	Belarus
8	Congo, Democratic Rep.	39	Congo, Rep.	91	Belize
9	Eritrea	40	Cote D'Ivoire	92	Bosnia and Herzegovina
10	Ethiopia	41	Djibouti	93	Botswana
11	Gambia	42	Egypt, Arab Rep.	94	Brazil
12	Guinea	43	El Salvador	95	Bulgaria
13	Guinea-Bissau	44	Ghana	96	China
14	Haiti	45	Guatemala	97	Colombia
15	Korea, Dem. People's	46	Honduras	98	Costa Rica
16	Liberia	47	India	99	Cuba
17	Madagascar	48	Indonesia	100	Dominica
18	Malawi	49	Kenya	101	Dominican Republic
19	Mali	50	Kiribati	102	Ecuador
20	Mozambique	51	Kosovo	103	Equatorial Guinea
21	Nepal	52	Kyrgyz Republic or Kyrgyzstan	104	Fiji
22	Niger	53	Lao PDR	105	Gabon
23	Rwanda	54	Lesotho	106	Georgia
24	Senegal	55	Mauritania	107	Grenada
25	Sierra Leone	56	Micronesia, Fed STS	108	Guyana
26	Somalia	57	Moldova	109	Iran, Islamic Rep.
27	South Sudan	58	Mongolia	110	Iraq
28	Tanzania	59	Morocco	111	Jamaica
29	Togo	60	Myanmar	112	Jordan
30	Uganda	61	Nicaragua	113	Kazakhstan
31	Zimbabwe	62	Nigeria	114	Lebanon
		63	Pakistan	115	Libya
		64	Papua New Guinea	116	Macedonia, Fyr
		65	Philippines	117	Malaysia
		66	Samoa	118	Maldives
		67	Sao Tome and Principe	119	Marshall Islands
		68	Soloman Islands	120	Mauritius
		69	Sri Lanka	121	Mexico
		70	Sudan	122	Montenegro
		71	Swaziland	123	Namibia
		72	Syrian Arab Republic	124	Palau
		73	Tajikistan	125	Panama
		74	Timor-Leste	126	Paraguay
		75	Tonga	127	Peru
		76	Tunisia	128	Romania
		77	Ukraine	129	Russian Federation
		78	Uzbekistan	130	Serbia
		79	Vanuatu	131	South Africa
		80	Vietnam	132	St. Lucia
NOT	Taiwan	81	West Bank and Gaza	133	St. Vincent and the Grenadines
	South Korea, Seoul	82	Yemen, Rep.	134	Suriname
	Hong Kong	83	Zambia	135	Thailand
				136	Turkey
				137	Turkmenistan
				138	Tuvalu
				139	Venezuela, RB.

List of instruments measuring participation/participation-related outcomes:

Adolescent leisure interest profile (ALIP).
Activities Scale for Kids – Performance (ASKp).
Assessment of life habits (LIFE-H).
Assessment of preschool children's participation (APCP).
Assistance to participate scale (APS).
Availability and participation scale.
Canadian occupational performance measure (COMP).
CAQ.
Child and adolescent scale of participation (CASP).
Child engagement in daily life.
Child occupational self-assessment (COSA).
Children participation questionnaire.
Children's assessment of participation and enjoyment (CAPE).
CHORES.
Community activities questionnaire.
Community integration questionnaire.
CPQ.
Craig handicap assessment and reporting technique (CHART).
Frequency participation questionnaire (FPQ).
ICF_FAS.
Impact on participation and autonomy.
Lifestyle Assessment Questionnaire (LAQ).
Life satisfaction questionnaire.
London Handicap Scale.
Mayo-Portland adaptability index (MPAI).
National survey of schools and environments.
PART.
Participation and environment measure for children and youth (PEM-CY).
Participation questionnaire.
Participation scale.
PARTS/M.
Pediatric community participation questionnaire (PCPQ).
Pediatric evaluation of disability inventory.
Perceived impact problem profile.
Questionnaire of young people's participation (QYPP).
Reintegration to normal living index. SFA.
The kid play profile.
The pediatric community.
The preteen play profile.
Vineland adaptive behavior scale.
World Health Organization disability assessment scale 2.0