

Results: The mean PsyCap general score was high [3.91(0.66) Lickert scale 1–5]. Mean scores of hope, efficacy, resilience and optimism were high and varied respectively (M=3.97, SD=0.76, M=4.03, SD=0.86, M=3.87, SD=0.71, M=3.76, SD=0.62). One way ANOVA yielded statistically significant differences between the sub-scales [$F(3, 57) = 7.748, p < 0.001$]. Significant positive Pearson Correlation Coefficients ($r = 0.66–0.79$) were found between the four constructs. Work Satisfaction mean score was high (M=4.04, SD=0.57 Lickert scale 1–5). Positive correlations were found between Work Satisfaction and Hope, efficacy and optimism respectively ($r = 0.453, 0.515, 0.512$). No significant differences were found by profession, seniority.

Conclusion: This preliminary study illuminates a new player in the arena that should be further investigated.

FP3-3

Perceptions of confidence and competence in childhood acquired hemiplegia or unilateral cerebral palsy

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Introduction: Children with hemiplegia (CH) are at increased risk of persistent mental health problems. Relationships between movement skill and perceptions of confidence and competence in this group are poorly defined. This paper explores the relationship between these factors before and after intervention to enhance bimanual skills.

Participants and methods: Thirty-five CH (22 males; mean age 10y 7mo, range 6y 10mo–16y 10mo) participated in therapy programmes designed to promote confidence and motor skill by embedding magic tricks and theatrical studies into an intensive 2-week bimanual protocol. Relationships were explored between ability in bimanual tasks and perceptions of efficiency and worry over specific performance, measured on the Children's Hand Experience Questionnaire (CHEQ), and child report of positiveness on the HOPE scale at pre- post and 3-months after treatment. Higher scores reflect better values.

Results: Preliminary analyses show correlations between worry over task performance and ability on CHEQ items at each time point. HOPE scores at pre-treatment were negatively associated with time and worry over skill immediately post-treatment ($r = -0.45, p = 0.006$ and $r = -0.40, p = 0.018$ respectively). Positive ratings on the HOPE scale at 3-month follow-up were significantly associated with less worry ($r = 0.41, p = 0.03$). Further results using RASCH weighting to control for variations in task difficulty, will be reported.

Conclusion: These results reflect a complex relationship between movement skill acquisition and perceptions of competence and worry to overall child reported sense of positiveness.

FP3-4

Challenge and participation in youth with cerebral palsy

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Introduction: Recognizing that now is the time to prepare for the future, the aim is to increase the participation of youth with cerebral palsy and involve them in decision-making in different areas and at different levels. This project aimed to place 7 Portuguese youth with cerebral palsy, aged between 12 and 14 years, discussing their experiences related with sports, fitness, and health activities with their peers from Newcastle.

Participants and methods: Over one year, 20 discussion sessions, twice a month, deepening the themes and reinforcing the English language skills and the participation in a workshop dedicated to young people with disabilities, with their peers in Newcastle. Self-determination, Life satisfaction and Hope were assessed before the workshop, using the Portuguese versions of AIR Self-Determination Scale, Student's Life Satisfaction Scale, and Children's Hope Scale. After the meeting, semi-structured interviews were conducted with parents to understand the impact of the project on youth.

Results: We found moderate values of Self-determination (101.28 ± 13.26), Life Satisfaction (29.71 ± 2.05) and Hope (29.00 ± 7.00). Although we did not notice a direct impact on young people's behavior, interviews with parents suggested the positive impact of this kind of approach, regarding their socialization, personal acceptance and also the reinforcement of their self-determination.

Conclusion: We suggest that sharing of experiences among peers can boost young people's self-determination and life satisfaction.

FP3-5

Relationship between dystonia and choreoathetosis, and activity, participation and quality of life in dyskinetic cerebral palsy

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Introduction: The aim of this study is to gain more insight in the relationship between the presence of dystonia and choreoathetosis in children with dyskinetic cerebral palsy (CP) and their level of activity, participation and quality of life (QOL).

Participants and methods: In 54 participants with dyskinetic CP (mean age 14y 6mo, SD 4y 2mo), dystonia and choreoathetosis were measured with the Dyskinesia Impairment Scale (DIS). Activity measures included the Gross Motor Function Measurement, the Functional Mobility Scale, the Jebsen-Taylor Test of Hand Function, and the Abilhand-Kids Questionnaire. Social participation was measured with the Life Habits Kids (LIFE-H), and quality of life with the Quality of Life Questionnaire for children with CP (CP-QOL). Spearman's rank correlation (r_s) was used to assess the relationship between both motor disorders and the activity, LIFE-H and CP-QOL.

Results: Moderate to good correlations were found between dystonia and the activity scales ($r_s = -0.64$ to -0.71). Fair correlations were found with LIFE-H ($r_s = -0.42$) and CP-QOL ($r_s = -0.32$). For choreoathetosis, no or weak relationship was found with the activity, participation and QOL scales.

Conclusion: This study is the first to examine the relationship between dystonia and choreoathetosis in children with dyskinetic CP and their activity abilities, participation and quality of life. The results revealed a higher functional impact of dystonia and also on participation and quality of life compared with choreoathetosis. The findings suggests that it might be more relevant to focus on dystonia-reducing intervention strategies.

FP3-6

Quality of life of Finnish children with cerebral palsy

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Introduction: The race-runner is a device for supported running that can be used by children with severe walking problems in the context