




<p>Name</p>	<p>Ms. Michelle Bergin michelle.bergin@ltu.se</p> 
<p>Title of study</p>	<p>Traveller and Roma Children's Play in the School Yard; A critical exploration of outdoor play and play supports in European primary schools, applying a capabilities lens.</p>
<p>Supervisor(s)</p>	<p>Dr. Maria Prellwitz, Division of Health, Medicine & Rehabilitation, LTU. Dr. Bryan Boyle, Occupational Science & Occupational Therapy, UCC. Professor Emerita Margareta Lilja, HLT Department, LTU.</p>
<p>Background/Abstract (350 words max)</p>	<p>Despite legislation and policy affirming the rights of ethnic minority groups in Europe, the most recent reports from the European Union Agency for Fundamental Rights describe persistent and systematic discrimination of Traveller & Roma children at all levels of society, including in the school environment. Increasingly play in the school playground is recognised as important for children's health, wellbeing and social inclusion and is understood as significant in the social lives of children.</p> <p>Supporting play occupations within school settings is however not evident within current Occupational Therapy practice. Alongside this, there is limited knowledge on the play occupations of Traveller & Roma children. Occupational Science is developing understandings on the transactional nature of play and how sociocultural, systemic and spatial factors intersect with play. Recent strengths-based occupation focused approaches including the capabilities approach have been advocated as a means of supporting children's play, addressing access to resources, opportunities and environments.</p>

	<p>This study aims to explore Traveller & Roma children’s play occupations in schools, informed by critical, transactional, occupational perspectives and adopting a capabilities lens to explore the potential to translate strengths based, contextually aware, and culturally safe play solutions in school settings. This study will complete a scoping review of current literature and relevant data to operationalise European Traveller & Roma children’s play occupations ; employ critical narrative methodologies using focus groups to explore teachers perceptions of Traveller & Roma children’s play using a capabilities framework, employ critical narrative descriptive methodologies and mosaic approaches to explore play occupations in school playgrounds with Traveller & Roma children and employ critical narrative case study methodologies, using focus group and survey methods to explore the potential role of Occupational Therapy practitioners to translate strengths based contextually aware and culturally safe play solutions for Traveller and Roma children in school settings</p>
<p><i>Publications (e.g. articles, conferences etc)</i></p>	<p>Bergin, Michelle. Keegan, Frances (2016) Reflecting our Scope: Exploring the Use of a Theory Driven Initial Assessment Tool in Primary Care Occupational Therapy Practice with Children, Irish Journal of Occupational Therapy, 44(2) p3-9.</p> <p>Bergin, Michelle (2018) Collaborative School Based models of Occupational Therapy: Do they offer a more effective alternative to addressing the needs of children with handwriting difficulties?, National Handwriting Association Journal, 17.</p> <p>Research Summary: Bergin, Michelle., Hardiman, Annette., Molloy, Aideen and O’Rourke, Anne. The Impact of the School Environment on Learning: A Collaborative Health and Education Approach to Applying Research Knowledge to Practice. Teaching Council. Available at https://www.teachingcouncil.ie/en/Research-CROI-/Research-Support-Framework/Round-Two-of-the-John-Coolahan-Research-Support-Framework/</p> <p>Research summary. Bergin, Michelle., Hardiman, Annette. Developing a Collaborative Interdisciplinary Learning Community to Build the Capacity of Teachers on Evidence-informed Handwriting Teaching Available at https://www.teachingcouncil.ie/en/Research-CROI/Online-Library/</p>
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<p><i>Biography e.g. qualification/training/work history (200 words max)</i></p>	<p>Michelle qualified as an Occupational Therapist from Trinity College, Dublin in 2001 and completed a Master's in Disability Studies with University College Dublin in 2009. Michelle's MSc research explored aspects of occupational engagement of Irish Adults with intellectual Disabilities in Sheltered Workshops. Michelle has worked in a variety of areas including primary care, rehabilitation, acute, disability, forensic mental health, and community development services both nationally and internationally.</p> <p>Michelle's interest in translating research to practice to support children's health, wellbeing and participation has included developing occupation focused models of service delivery; developing collaborative interagency shared learning communities to build capacity within school and healthcare teams; and developing an Occupational Therapy service to explore and promote inclusive and universal design approaches to enhance school and community environments. Michelle received grant funding to support research practice projects including from the Irish Teaching Council. Michelle is currently a PhD candidate with the P4Play programme at Luleå University of Technology and University College Cork.</p>
<p><i>Funding body (if relevant)</i></p>	<p>This project has received funding from the European Union's Horizon 2020 research and innovation programme under the Marie Skłodowska-Curie Grant Agreement No 861257</p>