


<p>Name</p>	<p>Ines Wenger ines.wenger@itu.se</p> 
<p>Title of study</p>	<p>Playgrounds for all. The influence of playground design on the play experiences of children with disabilities.</p>
<p>Supervisor(s)</p>	<p>Dr. Maria Prellwitz, Dr. Christina Schulze, Dr. Helen Lynch</p>
<p>Background/Abstract (350 words max)</p>	<p>According to the United Nations Convention on the Rights of the Child every child has the right to play. Playgrounds are one place where play happens. However, for children with disabilities the access to and playing on a playground is often not possible due to different environmental barriers. Inclusive playgrounds and the use of Universal Design have been proposed to address these barriers. However, knowledge is lacking about how Universal Design is applied to inclusive playgrounds and whether it enhances play value and social inclusion for children with and without disabilities.</p> <p>The research project aims to provide knowledge for the design of inclusive playgrounds enhancing play value and social inclusion through the perspectives of children with diverse needs and playground planners.</p>

	<p>The project will use different qualitative methods to collect the perspectives of children with and without disabilities, playground providers and international experts in the field of play and Universal Design.</p> <p>Results should contribute to a broader understanding of how the design of inclusive playgrounds could enhance play value and social inclusion for children with diverse needs.</p>
<p><i>Publications</i> (e.g. articles, conferences etc)</p>	<p>Peer reviewed Journals:</p> <p>Roos, K., Wenger, I., Sowe, R., & Indermühle, Y. (2018). Addressing barriers to work for asylum seekers: Report from Switzerland. <i>World Federation of Occupational Therapists Bulletin</i>, 74(2), 123–127. https://doi.org/10.1080/14473828.2018.1540100</p> <p>Wenger, I., Schulze, C., & Kottorp, A. (2020). Are the American normative standard scores applicable to the German version of the Pediatric Evaluation of Disability Inventory (PEDI-G)? <i>Scandinavian Journal of Occupational Therapy</i>, 0(0), 1–11. https://doi.org/10.1080/11038128.2020.1726452</p> <p>Other publications</p> <p>Wenger, I., & Schulze, C. (2018). Gemeinsam auf dem Spielplatz [Together on the playground]. <i>FORUM Mitgliedermagazin des BVF</i>, 95(June), 24–30.</p> <p>Oral conference contributions</p> <p>Wenger, I., & Schulze, C. (2019, August). <i>Spielen draussen als gesundheitsfördernde Massnahme bei Kindern: ein Bericht aus Praxis und Forschung</i> [Playing outside as a health-promoting measure for children: a report from practice and research]. Paper presented at the Swiss Public Health Conference, Winterthur.</p>

	<p>Wenger, I., & Schulze, C. (2019, September). <i>Spielplätze in der Schweiz: Partizipationsmöglichkeiten für alle</i> [Playgrounds in Switzerland: participation opportunities for all]. Paper presented at the Fifth national congress of Occupational Therapy in Switzerland, Locarno.</p>
<p><i>Link to Orchid Profile/Research gate profile/IRIS profile or website</i></p>	<p>Orchid-ID: https://orcid.org/0000-0002-4776-2964</p>
<p><i>Biography e.g. qualification/training/work history (200 words max)</i></p>	<p>Ines Wenger is a PhD candidate at Luleå University of Technology, Zurich University of Applied Sciences, and University College Cork. Prior to that she was a research assistant at Zurich University of Applied Sciences. Her doctoral project, which will be developed within the P4PLAY Marie Skłodowska-Curie Innovative Training Network, encompasses her research interest that are about participation and inclusion of children with diverse needs in everyday life, especially play.</p> <p>She holds a master's degree in Occupational Therapy from Amsterdam University of Applied Sciences in cooperation with University of Brighton, Zurich University of Applied Sciences, University College Zealand and Karolinska Institutet, and a bachelor's degree in Occupational Therapy from Zurich University of Applied Sciences.</p>
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