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## **SUPPLEMENTARY FILE: The methods and results of the rapid review**

For search, two key databases for therapy and rehabilitation interventions were used: MEDLINE (1946-present, via Ovid), and CINAHL (1981-present, via EBSCO). The search strategy covered three facets: 'children and young people', 'therapy, rehabilitation and health behaviour interventions', and 'self-care', using free text terms and thesaurus-controlled standard terms (MeSH) where available. Terms within each facet were combined using the Boolean operator 'OR', and resulting sets of papers were combined using 'AND'. See MEDLINE search strategy below. We prioritised specificity as preliminary scoping had indicated a potentially large number of eligible papers.

For screening, we developed PICOT inclusion and exclusion criteria covering:

- **P**opulation: included aged 0-18 years; excluded if focus on intellectual disability, behaviour that challenges, mental health conditions, or diabetes/asthma/weight management.
- **I**ntervention: included therapy and rehabilitation interventions involving an occupational, physical, or speech and language therapist, or generic health behaviour interventions that could be adopted by therapists; excluded pharmacological, acupuncture, respiratory, and neuromuscular electrical stimulation interventions.
- **C**omparison/control intervention: any.
- **O**utcome: self-care as defined by the young people and the adults for this project.
- **T**ype: any intervention study or a systematic review of interventions.

Titles were screened by NK; abstracts by NK and RB. Specificity was prioritised over sensitivity, e.g. papers were retained only when the title or abstract clearly indicated that the focus of the study was on children, or the reviewers judged this to be plausible based on the title. Any papers not clearly meeting the inclusion criteria were excluded. This approach was based on experience from two previous reviews by JM and NK where a broad inclusion criteria was used with a sensitive screening approach; and it was consistently concluded that if a title or abstract did not clearly meet the inclusion criteria then the full text rarely met it either. Furthermore, it was

concluded that the sensitive approach to screening was very resource intensive for the low return of additional papers. Papers were managed in Refworks.

Table S1. Example (Medline) of the search strategy used

Database: Ovid MEDLINE(R) <1946 to February Week 1 2016>

Search Strategy (conducted 15 February 2016):

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- 1 Disabled Children/ (4793)
  - 2 disab\* child\*.mp. [mp=title, abstract, original title, name of substance word, subject heading word, keyword heading word, protocol supplementary concept word, rare disease supplementary concept word, unique identifier] (6527)
  - 3 disab\* student\*.mp. [mp=title, abstract, original title, name of substance word, subject heading word, keyword heading word, protocol supplementary concept word, rare disease supplementary concept word, unique identifier] (246)
  - 4 Child/ (1448840)
  - 5 child\*.mp. [mp=title, abstract, original title, name of substance word, subject heading word, keyword heading word, protocol supplementary concept word, rare disease supplementary concept word, unique identifier] (1939871)
  - 6 youth.mp. or Adolescent/ (1707451)
  - 7 young people.mp. (16542)
  - 8 1 or 2 or 3 or 4 or 5 or 6 or 7 (2814265)
  - 9 exp Rehabilitation/ (162424)
  - 10 rehabilitat\*.mp. [mp=title, abstract, original title, name of substance word, subject heading word, keyword heading word, protocol supplementary concept word, rare disease supplementary concept word, unique identifier] (126058)
  - 11 Physical Therapy Specialty/ (2317)
  - 12 Speech-Language Pathology/ (2316)

- 13 occupational therap\*.mp. [mp=title, abstract, original title, name of substance word, subject heading word, keyword heading word, protocol supplementary concept word, rare disease supplementary concept word, unique identifier] (14006)
- 14 physical therap\*.mp. [mp=title, abstract, original title, name of substance word, subject heading word, keyword heading word, protocol supplementary concept word, rare disease supplementary concept word, unique identifier] (40155)
- 15 physiotherap\*.mp. [mp=title, abstract, original title, name of substance word, subject heading word, keyword heading word, protocol supplementary concept word, rare disease supplementary concept word, unique identifier] (15442)
- 16 speech therap\*.mp. [mp=title, abstract, original title, name of substance word, subject heading word, keyword heading word, protocol supplementary concept word, rare disease supplementary concept word, unique identifier] (6834)
- 17 patient education.mp. or Patient Education as Topic/ (83082)
- 18 health promotion.mp. or Health Promotion/ (66575)
- 19 intervention.mp. [mp=title, abstract, original title, name of substance word, subject heading word, keyword heading word, protocol supplementary concept word, rare disease supplementary concept word, unique identifier] (354065)
- 20 9 or 10 or 11 or 12 or 13 or 14 or 15 or 16 or 17 or 18 or 19 (725927)
- 21 self care.mp. or Self Care/ (31365)
- 22 activities of daily living.mp. or "Activities of Daily Living"/ (59719)
- 23 personal care.mp. [mp=title, abstract, original title, name of substance word, subject heading word, keyword heading word, protocol supplementary concept word, rare disease supplementary concept word, unique identifier] (2513)
- 24 21 or 22 or 23 (90352)
- 25 8 and 20 and 24 (14111)
- 26 25 and 2006:2016.(sa\_year). (6514)

Figure S1. The PRISMA flowchart of the included and excluded papers

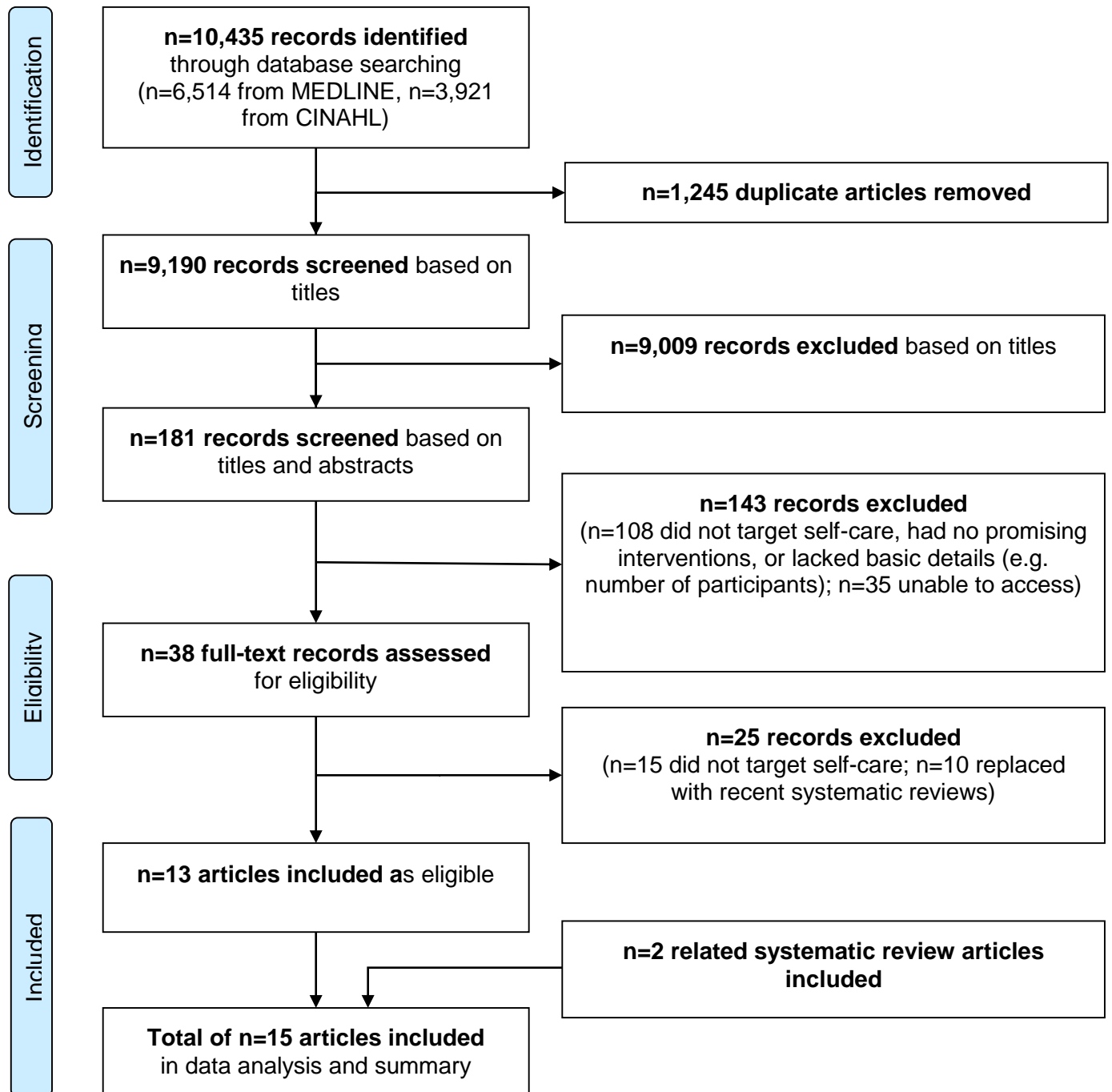


Table S2. Papers reviewed in full, and key points extracted to inform further discussion and planning

<b>First author, year</b>	<b>Article title</b>	<b>Key points extracted</b>
Ritchie, O'Hara & Taylor, 2015 (1)	'Kids in the Kitchen' impact evaluation: engaging primary school students in preparing fruit and vegetables for their own consumption	School based engagement in food preparation may relate to food preparation knowledge and skills
Aleksejūnienė & Brukienė, 2012 (2)	Oral hygiene education in adolescence based on the Precaution Adoption Process Model	Tailored intervention in class room to change knowledge, skills and/or confidence had small positive effects on oral hygiene behaviours
Blank et al. 2008 (3)	Conductive education for children with cerebral palsy: effects on hand motor functions relevant to activities of daily living	Conductive education related to scores on activities of daily living
Donlau et al. 2013 (4)	Children with myelomeningocele and independence in the toilet activity: a pilot study	Goal-setting could be related to goal achievement
Drahota et al. 2011 (5)	Effects of cognitive behavioral therapy on daily living skills in children with high-functioning autism and concurrent anxiety disorders	Cognitive behavioural therapy techniques could be helpful for increasing parent-reported skills in activities of daily living
Hurling et al. 2013 (6)	Automated coaching to help parents increase their children's brushing frequency: an exploratory trial	Online coaching for teeth brushing, based on social cognitive models, might be efficacious in increasing brushing behaviour
Hwang et al. 2013 (7)	A randomized controlled trial of routines-based early intervention for children with or at risk for developmental delay	Goal-setting and coaching to enhance children's participation in family routines may make children more likely to participate in those family routines than goals based on developmental milestones and parental instruction for achieving such goals
Josenby et al. 2015 (8)	Functional performance in self-care and mobility after selective dorsal rhizotomy: a 10-year practice-based follow-up study	Children who underwent selective dorsal rhizotomy and physiotherapy improved in functional performance in self-care and mobility and

<b>First author, year</b>	<b>Article title</b>	<b>Key points extracted</b>
		were more independent 10 years postoperatively
Law et al. 2011 (9)	Focus on function: a cluster, randomized controlled trial comparing child- versus context-focused intervention for young children with cerebral palsy	Include – no evidence that context vs individual was better
Löwing et al. 2009 (10)	Activity focused and goal directed therapy for children with cerebral palsy -- do goals make a difference?	Goal-setting may facilitate activities of daily living activity, performance and goal achievement more than providing instruction and practice
Park et al. 2014 (11)	Effects of hippotherapy on gross motor function and functional performance of children with cerebral palsy	Hippotherapy may be useful to improve scores on the Pediatric Evaluation of Disability Inventory in children with cerebral palsy
Rigby et al. 2009 (12)	Effect of adaptive seating devices on the activity performance of children with cerebral palsy	Adaptive seating increased parent-reported engagement in self-care
Sorsdahl et al. 2010 (13)	Change in basic motor abilities, quality of movement and everyday activities following intensive, goal-directed, activity-focused physiotherapy in a group setting for children with cerebral palsy	Goal-directed activity-focused physiotherapy with involvement of child's local environment may reduce need for caregiver assistance in self-care
Sakzewski et al. 2014 (14)	Efficacy of upper limb therapies for unilateral cerebral palsy: a meta-analysis.	Intensive, activity-based, goal-directed constraint-induced movement therapy and bimanual training are more effective than standard care in improving upper limb and individualised outcomes
Livingstone & Field, 2014 (15)	Systematic review of power mobility outcomes for infants, children and adolescents with mobility limitations.	Powered mobility may relate to a broad range of positive participation, activity, and body structure and function outcomes

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