functioning. Additionally, this knowledge can be useful for providing support to families.
Keywords: child development, life skills, risk factors

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CHILDREN WITH LOWER URINARY TRACT SYMPTOMS SHOW DEFICITS IN BALL MOTOR SKILLS

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Background: Lower urinary tract symptoms (LUTS) can lead to behavioral, neuromotor, and psychological changes, as school-aged children, fearing an episode of urinary incontinence, often avoid common activities for their age group, such as ball games. The lack of such activities may be related to delays in the acquisition of motor skills, as the child is not exposed to stimuli that promotes this development.
Objectives: To compare ball-handling skills in children with and without LUTS.
Methods: This is a cross-sectional and observational study conducted with schoolchildren aged 5 to 11 years old, of both sexes, who either presented or did not present LUTS. Neurodivergent children and those who had undergone amputations were excluded. Two questionnaires were administered: the Dysfunctional Voiding Symptom Score (DVSS), used to screen for urinary symptoms and divide participants into groups with and without symptoms, and a sample characterization questionnaire, which included questions such as age, sex, skin color, weight and height. Gross motor skills were assessed using the Test of Gross Motor Development-3 (TGMD-3), with a specific focus on ball skills, which are scored on a scale of 0 to 54 points. The assessed skills included: striking a ball with two hands, striking a ball with one hand, bouncing a ball, catching a ball with two hands, kicking a ball, overhand throwing, and underhand throwing. Data were analyzed descriptively and using an independent t-test. The groups were compared in terms of sex, skin color, and categorical BMI using chi-square or Fisher's exact tests. All analyses were performed using SPSS version 26.
Results: A total of 77 children were evaluated, of whom 54.55% did not have LUTS and 38.96% had LUTS. Both groups were homogeneous in terms of age, sex, and skin color ($p < 0.05$). BMI also showed no significant difference between the groups ($p = 0.922$). Regarding ball skills, children without LUTS had a mean score of 41.09 ± 4.89 points, while those with LUTS had a mean score of 32.00 ± 5.61 points ($p < 0.001$). For all seven skills assessed, children with LUTS scored lower compared to children without LUTS.
Conclusion: The findings indicate that children with LUTS perform significantly worse in ball-handling skills compared to children without LUTS. These results suggest that motor deficits may be associated with the presence of LUTS, highlighting the importance of assessing and monitoring the motor development of these children.
Implications: The results reinforce the need for interventions that go beyond the treatment of urinary symptoms and promote the improvement of motor skills in children with LUTS. Physical therapists should include specific approaches for the development of ball-handling skills in the context of pediatric rehabilitation. Collaboration among physical therapists, physical educators, and other healthcare professionals is essential to prevent and detect motor deficits early in these children, aiming to minimize long-term functional impacts.
Keywords: Child, Motor skills, Physical therapy specialty

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PARENTS AND CHILDREN IN FRONT OF SCREENS: IS THERE A RELATIONSHIP BETWEEN THEIR USAGE TIMES?

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Background: The use of digital media devices has become increasingly common among preschool children, establishing itself as a new habit during a critical phase of child development. Studies suggest that parents' behaviors regarding the use of these devices can influence their children's practices. Therefore, understanding this emerging behavioral reality is crucial for the effective implementation of interventions and public policies.
Objectives: This research aimed to investigate whether there is a relationship between parents' daily screen time and the daily screen time of preschool children attending public daycare centers.
Methods: This is a cross-sectional, observational, quantitative study, which is part of a randomized clinical trial approved by the Research Ethics Committee, focusing on the influence of media on child development. Data were collected using a questionnaire developed by the authors regarding media use at home, with questions answered by the mother, father, or guardian. The questionnaire covered topics such as time and mode of use, devices used, the age at which the child first encountered each device, and biological and socioeconomic aspects. Children aged 24 to 42 months from two Municipal Early Childhood Education Centers, whose parents signed the Free and Informed Consent Form, were included. For statistical analysis purposes, the Spearman correlation test was applied to investigate the relationship between the variables and, subsequently, a simple linear regression analysis was performed to assess the influence of parents' screen time on children's screen time.
Results: The sample consisted of 70 children and their respective parents/guardians, with a mean age of 33 months and no gender predominance. All children had exposure to media devices, spending an average of 160 minutes per day in front of screens. Regarding the guardians, more than 90% of the questionnaires were completed by mothers, who spent an average of 350 minutes per day using screens. A moderate correlation was found between children's screen time and parents' screen time ($p < 0.00$; $rs = 0.37$). Maternal screen time accounted for 12.4% of the variation in children's screen time ($R^2 = 0.124$), indicating that parents' screen time influences children's screen use behaviors at home.

Conclusion: Parents' media use habits, particularly those of mothers, can directly influence the daily screen time of preschool children. Further research is suggested to explore other contextual factors that may influence children's screen time and their developmental consequences.
Implications: This study underscores the importance of educational programs that train families on how parental screen use habits can affect children's screen time. It also emphasizes the effects of excessive screen time and encourages healthy behaviors.
Keywords: Child Preschool, Screen Time, Child Behavior

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CONTENT VALIDITY OF TEA-CIFUNCIONALIDADE: A MEASURE FOR ASSESSING THE FUNCTIONING OF BRAZILIAN AUTISTIC CHILDREN AND YOUTH

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Background: Autism is a complex health condition with a global prevalence of 1%, according to the World Health Organization (WHO). The deficits caused by autism in social communication, along with restricted and repetitive patterns of behavior, interests, or activities, can significantly impact an individual's functioning. Although numerous outcome measures exist, Brazil currently lacks a functioning assessment tool for this population that is grounded in the International Classification of Functioning, Disability, and Health (ICF), as recommended by the WHO.
Objectives: This study aimed to assess the content validity of TEA-CIFuncionalidade, an innovative Brazilian tool designed to evaluate the functioning of children and youth with autism based on the ICF from the perspective of parents.
Methods: All the methodological processes were conducted based on the Consensus-based Standards for the selection of health Measurements Instruments (COSMIN). The content validity analysis of TEA-CIFuncionalidade was conducted in two stages. In the first stage, an Expert Committee consisting of five professionals with expertise in therapies for children and youth with atypical neurodevelopment, and/or professionals experienced in psychometrics, assessed the tool's relevance, comprehensiveness, and comprehensibility using a standardized questionnaire distributed via Google Forms. In the second stage, 30 parents of children and youth with autism participated in personal interviews to evaluate these same aspects of the tool. For the statistical analyses the Content Validity Coefficient was calculated for each evaluated item, resulting in a total of Content Validity Coefficient (CtVC) for relevance, comprehensiveness, and comprehensibility.
Results: 100% of the judges in the Expertise Committee had experience with the ICF, and 50% had five or more years of experience with autism. The Content Validity Coefficient values from the Expertise Committee were satisfactory for relevance (CtVC = 0,98), comprehensiveness (CtVC = 0,95) and comprehensibility (CtVC = 0,93). The target population consisted of 30 parents of autistic children and youth diagnosed according to the ICD-10, aged between 2 and 18 years. All participants were female and received care from the private healthcare sector in São Paulo. The Content Validity Coefficient values from the target population were satisfactory for relevance (CtVC = 0,98), comprehensiveness (CtVC = 0,99) and comprehensibility (CtVC = 0,96).
Conclusion: TEA-CIFuncionalidade demonstrated acceptable Content Validity values according to the Expertise Committee and target population. Further analyses of the remaining measurement properties proposed by COSMIN are still required.
Implications: This study confirms that TEA-CIFuncionalidade is a viable tool for the standardized assessment of functioning in Brazilian children and youth with autism, grounded in the International Classification of Functioning, Disability, and Health.
Keywords: International Classification of Functioning Disability and Health, Measurement Properties, Autism

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PARTICIPATION OF CHILDREN AND ADOLESCENTS WITH CEREBRAL PALSY IN THE COMMUNITY: RESULTS OF PARTICIPA BRASIL

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Background: Children with cerebral palsy (CP) often have low participation and involvement in the community due to environmental barriers. Understanding how these barriers impact their participation is crucial to developing physical therapy interventions and creating more effective public policies.
Objectives: Identify the frequency, involvement, support and barriers to the participation of children with CP and explore the relationship between these variables.
Methods: This is a cross-sectional study involving children and adolescents with CP, aged 5 to 17 years, followed in the PartiCipa Brasil study. The Brazilian version of the Participation and Environment Measure for Children and Youth (PEM-CY) was used. Clinical and sociodemographic information from children and family members was collected using an online questionnaire. An exploratory analysis, correlation tests, and association tests were performed.
Results: A total of 185 parents and/or guardians participated in this study. Most children and adolescents presented GMFCS V (31.5%) and GMFCS II (27.7%), with a mean age of 8.82 years (SD = 2.75) and male gender (60%). An average attendance of 3.99 and involvement of 3.92 were observed; on average, children participated in 5 activities in the community. The activities in which children participated most frequently were neighborhood outings, unorganized physical activities and religious activities, and those with least frequency were paid work, organization of groups and classes and courses. Environmental factors showed that 47.90% of children receive average support in the community, while 46.37% face barriers. The study revealed significant correlations between the frequency and presence of environmental barriers ($r = -0.196$; $p = 0.008$), as well as between the frequency and the amount of support ($r = 0.294$; $p < 0.001$). In addition, a positive correlation was observed between