

Getting the Message Across!

Tips and Tricks for Developing and Disseminating Physical Activity Information for Families of Children with Disabilities

YORK 



Introductions



**Rebecca
Bassett-Gunter**



**Nancy
Huynh**



**Andrea
Nelson**

How did we get here?

- OPC - Continuing to Play Project
- Community Insight Group for Adaptive Sport (CIGAS)
- Collected feedback from the community
 - Over 40 parents surveyed
 - Lack of communication and awareness between organizations/programs and families of children and youth with disabilities
 - Connected with Rebecca about her work in this area

Canadian Disability Participation Project



An alliance of university, public, private and government partners working to enhance community participation among Canadians with disabilities.



cdpp

Canadian Disability Participation Project

Le projet canadien sur la participation sociale
des personnes en situation de handicap

YORK 



Graduate Students

Victoria Larocca

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Lauren Tristani

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Alexandra Walters



Why are Language and Program Information Important?

It is a fact that we can design extraordinary and innovative programs that are exceptionally “accessible” and “inclusive” and, purposefully guide “quality participation” as the outcome.

It is also a fact that most organizations fail horribly at recruiting participants and conclude that there is little community interest or no demand. We know that’s not accurate and that in fact, communication (or poor, uninformed or inappropriate communication) is the main reason.

Your work will provide community clubs with evidence-based knowledge, guidance and tools to effectively reach, engage and mobilize parents of children with disabilities!! This will be a game-changer at the grassroots!!

Physical activity promotion and information is a problem!

The multi-sport approach:

How different sports help each other

Can tennis help your child play baseball? Will figure skating make them better at hockey? Is gymnastics good for other sports?



Athletics helps soccer players to run and jump better.

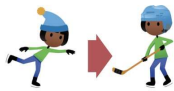


Figure skating helps hockey players to skate better.



Volleyball helps basketball players to jump, catch, and track the ball better.



Tennis helps baseball and softball players to strike better.



Dancing, gymnastics, and swimming help all athletes to be agile, balanced, coordinated, strong, and flexible.

For most sports and physical activities, kids should avoid specializing too early. In fact, they should try as many different sports and activities as possible before their teen years. Through this multi-sport approach, they develop better physical literacy and athleticism.

ACTIVE LIFE

move MORE!
Sit Less. ✨



Adapted Physical Activity Quarterly, 2019, 36, 185–201

<https://doi.org/10.1123/apaq.2018-0020>


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ORIGINAL RESEARCH

Improving Communication of Information About Physical Activity Opportunities for People With Disabilities

Eva A. Jaarsma, Damian Haslett, and Brett Smith
University of Birmingham

Disability, the communication of physical activity and sedentary behaviour, and ableism: a call for inclusive messages

Brett Smith ,¹ Kamran Mallick,² Javier Monforte,¹ Charlie Foster³

Ask the experts!

Research in Developmental Disabilities 64 (2017) 37–46



Contents lists available at [ScienceDirect](#)

Research in Developmental Disabilities



Targeted physical activity messages for parents of children with disabilities: A qualitative investigation of parents' informational needs and preferences



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Key Findings

Preferences Regarding Message Content

- Targeted information
- Inclusive images and belongingness
- Self-regulatory tools and strategies



Challenges

- Lack of targeted information
- Confusion of “inclusive” and “accessible”



Preferred Methods and Sources of Information

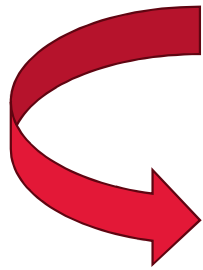
- Other parents and narratives
- Reliable and credible organizations
- Central “hub” for information
- Information & messages on the go!



Challenges

Challenges

- Confusion of “inclusive” and “accessible”
- Lack of targeted information



- Language Clarification
- Improved Physical Activity Program Information

Using a think-aloud methodology to understand online physical activity information search experiences and preferences of parents of children and youth with disabilities

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Abstract

Background: The Internet is a preferred source of physical activity (PA) information. However, limited research exists regarding the experiences of parents of children and youth with disabilities (CYWD) in searching for PA programme information online. This research examined the experiences and preferences of parents of CYWD in searching for PA programme information online.

Method: Parents of CYWD ($n = 10$) participated in a think-aloud exercise while searching for PA programme information online. Following the think-aloud exercise, semi-structured interviews were used to further understand parents' experiences and preferences in searching for PA programme information online.

Results: Parents identified key features that contributed to a positive online search experience. Additionally, parents noted challenges and resulting negative affect that was experienced.

Conclusions: This research can inform the development and dissemination of online PA programme information that is accessible and relevant to the preferences of parents of CYWD and can facilitate positive search experiences.

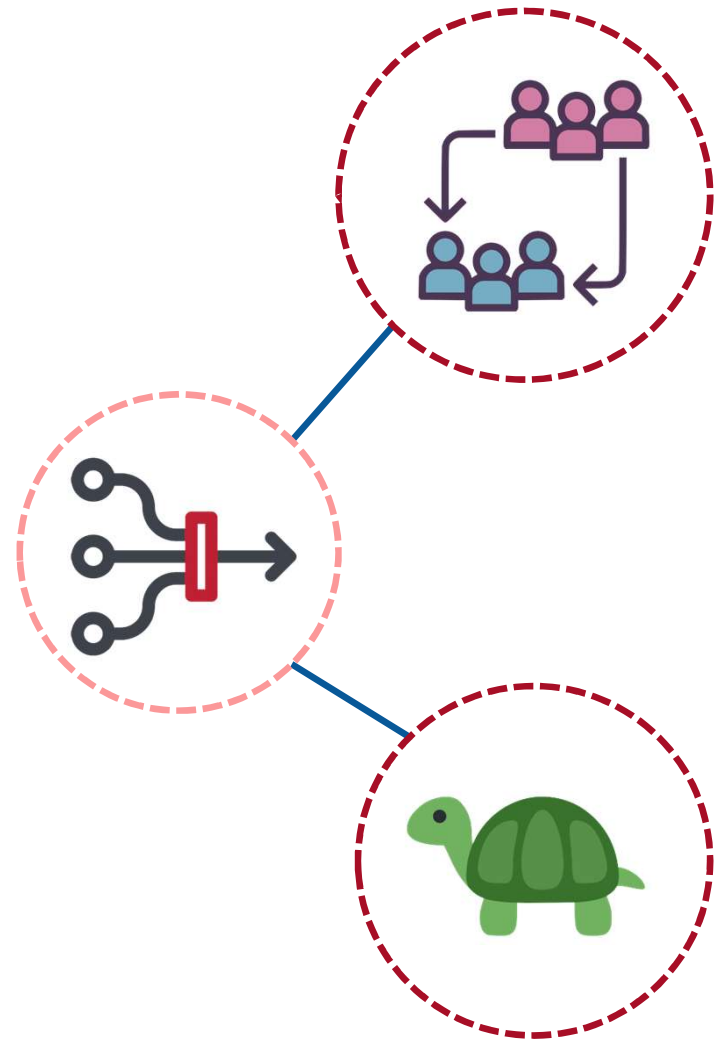
KEYWORDS

disability, information seeking, parents, physical activity, think aloud, youth

Now what?



- › Community partners are looking for guidance
- › Streamline efforts
- › Research moves slowly!
- › They are the experts!



Our goals...

- 1 Understand best practices**
for communicating physical activity and program information targeting families of children with disabilities
- 2 Help community-based organizations**
Communicate physical activity and program information to promote various forms of physical activity for children with disabilities



SSHRC Connection Grant

The primary objective: establish evidence-informed recommendations for the development of physical activity information targeting families of children with disabilities

GUIDING PRINCIPLES:

- Understand the evidence.
- Co-create: Engage researchers and knowledge users to exchange knowledge.
- Develop and produce tools for knowledge users.
- Strengthen partnerships among researchers and knowledge users.

How does one do this?

Appraisal of Guidelines, Research, and Evaluation II (AGREE II)

- Gold standard for guideline assessment, development, and reporting
- Supports evidence-based guideline development
- Promotes rigour and transparency

Ginis et al. *BMC Public Health* (2017) 17:209
DOI 10.1186/s12889-017-4090-5

BMC Public Health

RESEARCH ARTICLE Open Access

Formulation of evidence-based messages to promote the use of physical activity to prevent and manage Alzheimer's disease

Kathleen A. Martin Ginis^{1*}, Jennifer Heisz², John C. Spence³, Ilana B. Clark², Jordan Antflick⁴, Chris I. Ardern⁵, Christa Costas-Bradstreet⁶, Mary Duggan⁷, Audrey L. Hicks², Amy E. Latimer-Cheung⁸, Laura Middleton⁹, Kirk Nylan⁴, Donald H. Paterson¹⁰, Chelsea Pelletier¹¹ and Michael A. Rotondi⁵




Spinal Cord (2013) 51, 491–500
© 2013 International Spinal Cord Society All rights reserved 1362-4393/13
www.nature.com/sc

ORIGINAL ARTICLE

Development of an evidence-informed leisure time physical activity resource for adults with spinal cord injury: the SCI Get Fit Toolkit

KP Arbour-Nicitopoulos¹, KA Martin Ginis¹, AE Latimer-Cheung², C Bourne³, D Campbell⁴, S Cappe⁵, S Ginis⁶, AL Hicks¹, P Pomerleau⁷ and K Smith⁸



Mental Health and Physical Activity 17 (2019) 100297

Contents lists available at ScienceDirect

 **Mental Health and Physical Activity** 

journal homepage: www.elsevier.com/locate/menpa

It's more than just a referral: Development of an evidence-informed exercise and depression toolkit

Krista Glowacki^{a,*}, Kelly Arbour-Nicitopoulos^b, Meghan Burrows^c, Leslie Chesick^d, Lyn Heinemann^e, Sarah Irving^f, Raymond W. Lam^g, Soultana Macridis^g, Erin Michalak^h, Aidan Scottⁱ, Adrian Taylorⁱ, Guy Faulkner^g



RESEARCH ARTICLE Open Access

Evidence-informed recommendations for constructing and disseminating messages supplementing the new Canadian Physical Activity Guidelines

Amy E Latimer-Cheung^{1*}, Ryan E Rhodes², Michelle E Kho^{3,4}, Jennifer R Tomason⁵, Heather L Gainforth¹, Kristina Kowalski², Gabriella Nasuti², Marie-Josée Perrier¹, Mary Duggan⁶ and The Canadian Physical Activity Guidelines Messaging Recommendation Workgroup

Recommendations To Guide The Development Of Physical Activity Information Targeting Families Of Children with Disabilities

AGREE II: Appraisal of Guidelines, Research and Evaluation



**ESTABLISH
PARAMETERS**



**SYSTEMATIC
SCOPING REVIEW**



**EXPERT PANEL
MEETING**



**STAKEHOLDER
SURVEY**



**FINAL
RECOMMENDATIONS**

Scope and Purpose of the Recommendations



**ESTABLISH
PARAMETERS**

Assist organizations in developing evidence-based physical activity information for families of children with disabilities

Practical Questions Addressed by the Recommendations



What physical activity information should organizations provide to families of children with disabilities?



Users of the Recommendations

Organizations (or individuals) that promote, support and/or deliver physical activity to children with disabilities



**SYSTEMATIC
SCOPING REVIEW**



International Journal of
*Environmental Research
and Public Health*



Review

Developing and Disseminating Physical Activity Messages Targeting Parents: A Systematic Scoping Review

Victoria Larocca ^{1,*}, Kelly P. Arbour-Nicitopoulos ², Jennifer R. Tomasone ³, Amy E. Latimer-Cheung ³ and Rebecca L. Bassett-Gunter ¹

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² Faculty of Kinesiology & Physical Education, University of Toronto, Toronto, ON L5L 1C6, Canada; kelly.arbour@utoronto.ca

³ School of Kinesiology and Health Studies, Queen's University, Kingston, ON K7L 3N6, Canada; tomasone@queensu.ca (J.R.T.); amy.latimer@queensu.ca (A.E.L.-C.)

* Correspondence: vlarocca@yorku.ca

Language and Concept Clarification

Rationale

- Parents desire clarity around language used in physical activity messages and information



PHYSICAL ACTIVITY

ACCESSIBLE

INCLUSIVE

ADAPTED PHYSICAL ACTIVITY

INTEGRATED PHYSICAL ACTIVITY

Language and Concept Clarification



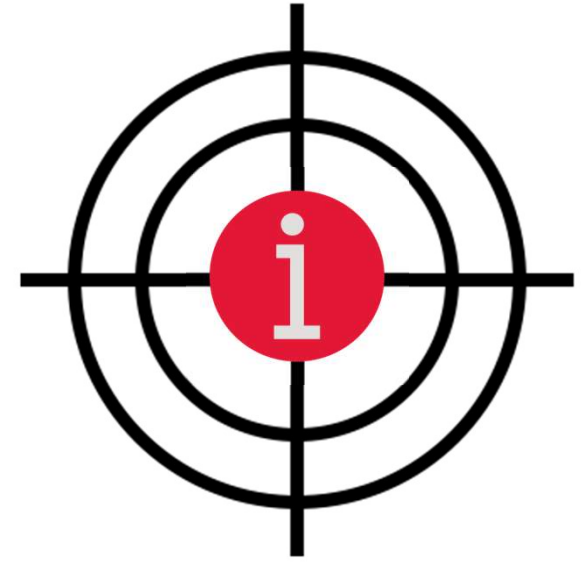
Key Limitations

- Lack of:
 - Evidence-based disability specific guidelines
 - Universal definitions of terms
 - Research on the effects of providing information to parents regarding definitions and concepts

Physical Activity Program Information

Rationale

- Lack of targeted information
- Parent frustration
- Lack of targeted information negatively affects parent support behaviours
- Search terms, website organization and technical features, and specific program information
- *Credibility*: program and staff
- Easily accessible important program information



Physical Activity Program Information

Key Limitations

- No known research regarding best practice





Expert Panel Meeting



N=28

Meeting Attendees

- Researchers
- Student Trainees
- Leaders in child physical activity promotion
- Leaders in physical activity delivery for children with disabilities
- Experts in knowledge mobilization
- Parents of children with disabilities



MEETING ATTENDEES

EXPERT PANEL MEETING



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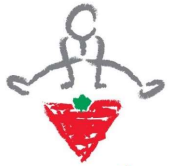
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ACTIVE LIVING ALLIANCE
For Canadians With A Disability
ALLIANCE DE VIE ACTIVE
pour les Canadiens ayant un handicap



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Jumpstart

ACTIVE FOR LIFE



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PARTICIPACTION

Special Olympics



CAN
CANUCKS AUTISM NETWORK

PRO



Abilities Centre

McGill

Sport for Life

UNIVERSITY OF ALBERTA



KNOWLEDGE USER SURVEY

Sectors represented by Knowledge Users



Recreation



Disability



Health promotion



Academia



Health care



N=53



**FINAL
RECOMMENDATIONS**

Provide families of children with disabilities with:

1. Clear and consistent definitions of terms such as physical activity, adapted, accessible, integrated, and inclusive.
2. Clear and detailed information about your physical activity programs, staff and facilities.

LANGUAGE CLARIFICATION

- Consistency and clarify are key!

- There is no one “CORRECT” definition

- Particularly unclear terms
 - Inclusive
 - Adapted
 - Integrated
 - Accessible

- What does this actually mean in the context of your program or space?

LANGUAGE CLARIFICATION – Clear as mud?!

› Inclusive Physical Activity:

- *same* opportunity for children and teens with and without disabilities to participate in the *same* activity

› Adapted Physical Activity:

- adapted or modified activities to allow for full participation by children and teens with particular disabilities

› Accessible:

- programs and spaces that have the flexibility to accommodate each child's needs and preferences regarding physical activity

› Integrated Physical Activity:

- designed for children without disabilities – modifications may be provided to support children with disabilities
- unlike inclusive physical activity programs that are designed to provide the same opportunity for children and teens with and without disabilities to participate

LANGUAGE CLARIFICATION

- Aspects of inclusion, adapted, accessible, integrated physical activity
- Examples of these types of programs
- **Take home point: What do you mean within the context of your program or organization?**

PHYSICAL ACTIVITY PROGRAM INFORMATION

- Parents do not want to spend three hours looking for a physical activity opportunity for their child!
- More information is better – easy to find
- Better communication with families means more success for your program and being better prepared to meet the needs of children who participates

PHYSICAL ACTIVITY PROGRAM INFORMATION

> WHO

- organization
- contact information
- staff

> WHAT

- Program activities
- Populations served
- Reviews from participants and families
- Supports available
- Cost
- What to bring

> WHERE

- Description of facilities
- Transportation options

> WHEN

- Program schedule and timing
- When was website/information last updated



EVIDENCE- INFORMED RECOMMENDATIONS

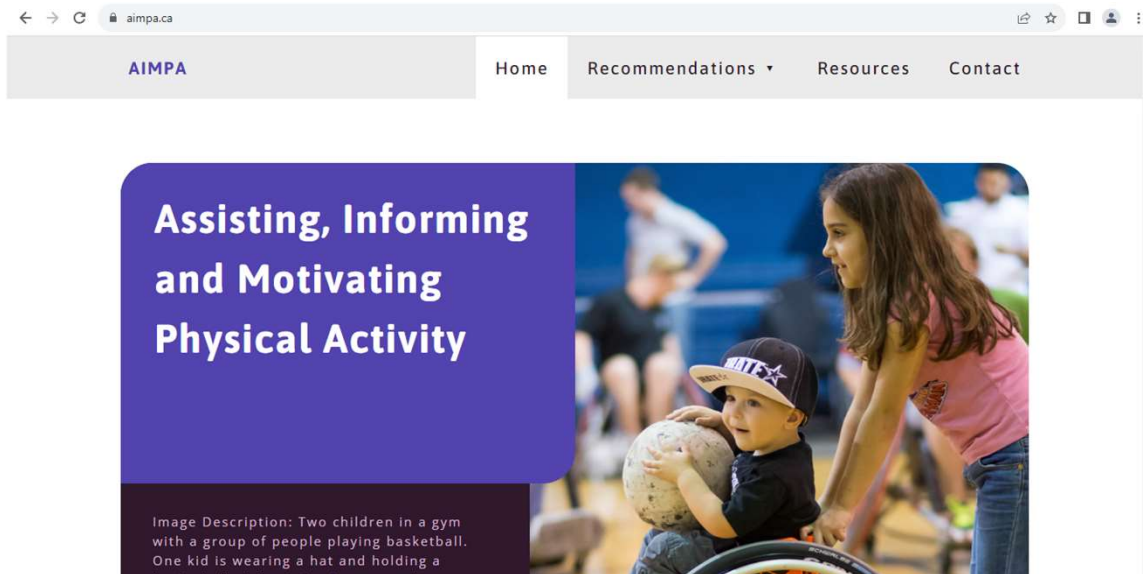
Tips and Tricks for Developing
and Disseminating Physical
Activity Information for
Families of Children with
Disabilities



ACTIVE
LIVING
ALLIANCE
POUR LE CANADA
WITH A DISABILITY
POUR LES CANADIENS
EN SITUATION DE HANDICAP



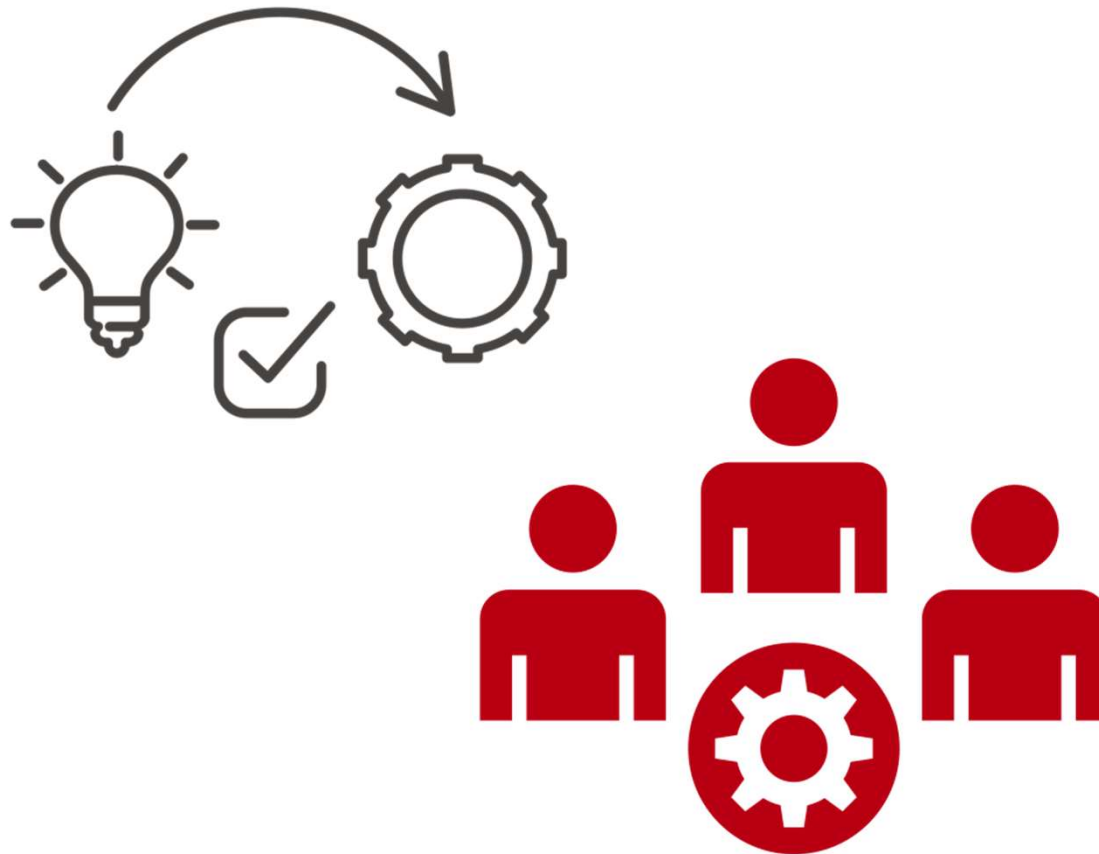
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How to implement these in your own organization....



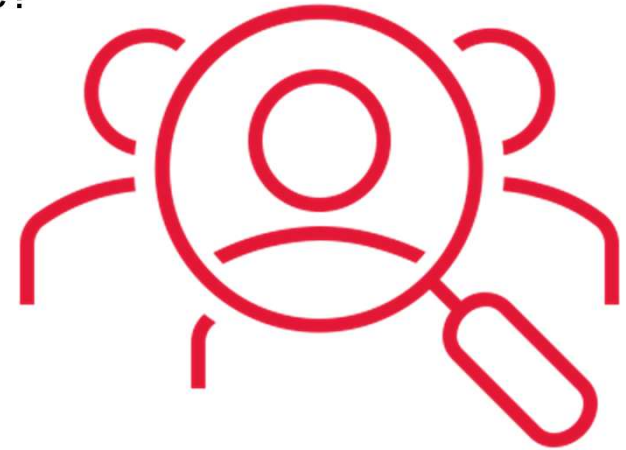
Step 1: Which recommendation is most relevant to your organization?

Think about how language and program information are important within your organization or your experiences working with people with disabilities in physical activity settings, and pick one of the following recommendations:

- 1.** Clear and consistent definitions of terms such as physical activity, adapted, accessible, integrated, and inclusive.
- 2.** Clear and detailed information about your physical activity programs, staff and facilities.

Step 2: Who is your target audience?

- Who do you want to reach?
- Any special considerations for reaching your target audience?



Step 3: Implementation Exercise

Recommendation 1: The goal is to provide families with clear and consistent definitions of terms such as physical activity, adapted, accessible, integrated, and inclusive.

➤ **A.** Brainstorm a list of terms that are relevant to your organization.

Think of any terms that do not have a clear definition or terms that parents and others outside our sector may not be familiar with.

➤ **B.** Choose at least one important term and consider how you would define this term in the context of your organization?

Are there any aspects of the term(s) or concepts that are unclear to you? How could you clarify these for your audience?

Step 3: Implementation Exercise

Recommendation 2: The goal is to provide families with clear and detailed information about your physical activity programs, staff, and facilities.

- **A.** Using the *Accessible Physical Activity Information Checklist*, conduct an “audit” of your organization’s program information available online. If this does not apply to you, look for a program for children with disabilities online to use for this exercise.

- **B.** What is missing? Draft content for missing information.

Step 4: How can you reach your target audience?

- How can you ensure credibility with your target audience?
- Consider user-friendliness! How can you deliver this information to your audience in a user-friendly way?
- What strategies will you use to deliver this information to your target audience? Are there multiple strategies you could consider?
- Have you considered accessibility of the information or promotion material? What strategies can you use to support accessibility?

Step 5: What tools or resources do you need?

What tools or resources would make it easier for you to implement these recommendations?

- Imagine you're being tasked with the specific job of implementing these recommendations within your organization. What tools and resources could make this easier for you? Use your imagination! Imagine there are no limits to what is possible!

Let's give it a try!

Recommendation 1: Language Clarification

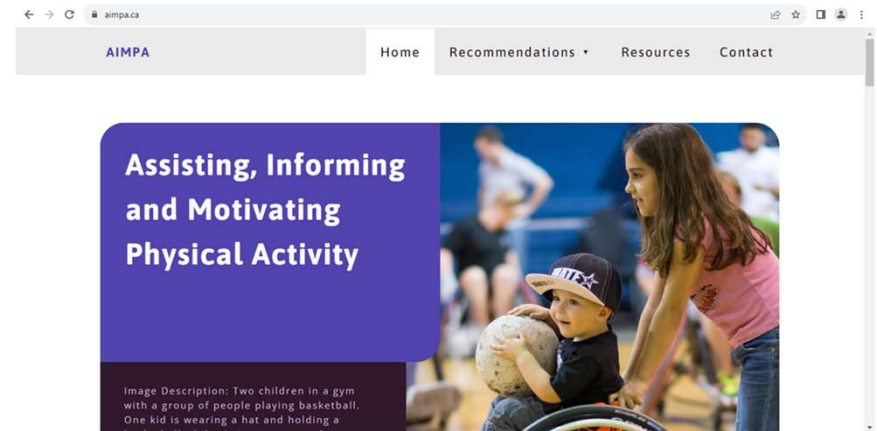
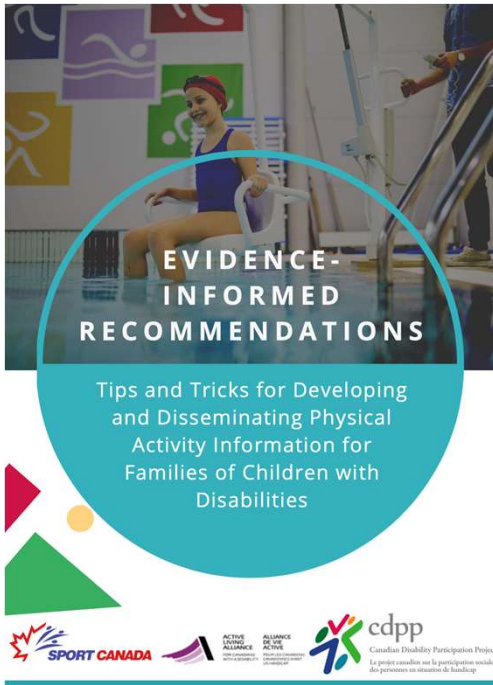
- Worksheet
- Language Clarification Tips Sheet

Recommendation 2: Physical Activity Program Information

- Worksheet
- Physical Activity Program Information Checklist

Sharing, Reflections and Wrap Up

➤ More Information: www.aimpa.ca



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