



# EVIDENCE- INFORMED RECOMMENDATIONS

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



# GETTING THE MESSAGE ACROSS

Physical activity through play, sport, and active transportation offers many physical, social and mental health benefits to children and youth with disabilities (CYWD). However, a **lack of accessible and relevant physical activity information is a known barrier to physical activity participation among CYWD and a common source of frustration among parents.** As a first step in addressing this barrier, a set of evidence-based recommendations were established to assist organizations in developing and disseminating physical activity information targeting families of CYWD.

## SCOPE & PURPOSE

The recommendations were developed for use by any organization that works to promote, support or deliver physical activity for CYWD.

The recommendations are intended to help promote and support physical activity among CYWD through sharing helpful or motivating information with parents or caregivers.



## THE RECOMMENDATIONS HELP ADDRESS...

- What **physical activity information** should organizations provide to families of CYWD?
- What **motivational physical activity messages** should organizations provide to families of CYWD?
- How can organizations **best disseminate** physical activity information to families of CYWD?

The 5 recommendations are listed below. Not all the recommendations may be relevant to the missions and values of your organization, therefore, you may choose to focus on the ones that are most relevant to your organization. **If you are curious about how the recommendations were developed, please refer to Appendix A.**

## Provide families of CYWD with...



### #1. Language & Definitions

- Clear and consistent definitions of terms such as physical activity, adapted, accessible, integrated, and inclusive.



### #2. Physical Activity Program Information

- Clear and detailed information about your physical activity programs, staff and facilities.



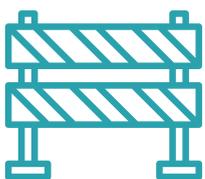
### #3. Benefits of Supporting Physical Activity

- Information about the specific benefits of supporting physical activity for children and youth with disabilities.



### #4. Ideas, Tools & Resources

- Ideas, tools and resources to support physical activity participation, goal setting, planning and progress.



### #5. Information to Address Barriers

- Information regarding strategies to help address barriers to physical activity participation among children and youth with disabilities.

# #1. Language & Definitions

*Clear and consistent definitions of terms such as physical activity, adapted, accessible, integrated, and inclusive.*



- To address this need, we recommend that your organization use and apply clear and consistent definitions when using terms such as **accessibility**, **adapted**, and/or **inclusive** physical activity.
- Below, is a glossary of terms with suggested definitions that any organization can use when communicating physical activity information targeting families of CYWD.

## ac·ces·si·bl-i-ty

\ ik- ,sə- sə- 'bi- lə- tē\

**Accessibility is:** information, products, services, and spaces that have the flexibility to accommodate each person's needs and preferences, or that anyone can use without the need for adaptation.

### A program is accessible if...

- ✓ Information about the program is provided in different formats (e.g., text, images, audio).
- ✓ The facility is safely and easily accessible for participants' mobility needs (e.g., facility that is spacious, well-lit, free of obstructions, and has elevators and/ or ramps).
- ✓ Specialized or adaptable forms of equipment are available or provided (e.g., sports chairs, beeper balls, Velcro grips for dumbbells, adjustable nets).



## adapt·ed

\ ə-'dap-təd \

**Adapted is:** changing or modifying activities, instructions, equipment and/ or environments to facilitate physical activity participation across a wide range of abilities.

### A program is adapted if...

- ✓ Volunteers and staff are attentive to the needs, abilities, and interests of participants.
- ✓ Volunteers and staff are capable of knowing when and how to appropriately modify activities, instructions, and equipment to match the abilities of participants.
- ✓ The social and physical environment can be altered to meet the specific needs and abilities of participants.

## in·clu·sive

\ in-'klü-siv \

**Inclusive is:** activities, programs, events, or roles in which everyone can participate and contribute to the fullest extent possible.

### A program is inclusive if...

- ✓ It is developmentally appropriate and celebrates individual differences between participants.
- ✓ It provides equal opportunities for everyone to participate and contribute in similar capacities or roles regardless of ability.
- ✓ It does not relegate anyone to a single position or role based on their ability to participate in a given task. Instead, it provides the appropriate accommodations to ensure that equal opportunities for participation are available to everyone.



## KEEP IN MIND!

If your organization already has clear definitions of these terms then that is great! Just ensure they are consistently applied in all communications.

## Information

*Clear and detailed information about your physical activity programs, staff and facilities.*

- This information may help to address some of the barriers that parents of CYWD face when looking for information about physical activity programming.
- This information can enable parents to support their child's physical activity engagement.
- Below is a checklist that your organization can use when creating or evaluating sources of information about physical activity and programming for CYWD. Be sure to check out the Tips and Tricks!

### WHO

- **Authorship**

- Name of and background information on your organization, including your mission statements and values regarding inclusion, as well as information regarding any funding sources or sponsors.
- Clear and up to date contact information that is easily accessible to parents.

- **Staff**

- Credentials, training, experience, and certificates should be clearly stated

### Tips and Tricks:

- Provide contact information in various ways (e.g., phone number, email, social media so parents have different communication options).
- As appropriate, include contact information for staff that are involved in programs relevant to parents of CYWD or supervise the programs directly.



## WHAT

### • *Program Description*

- Description of specific activities (e.g., type of activity, level of integration, eligibility, level of challenge).
- Program reviews from parents of CYWD.
- Specific supports that are available to CYWD and/or parents of CYWD.
- Cost of program, including any information regarding available subsidies or relevant governmental financial support.

### Tips and Tricks:

- Use images and videos of your programs so parents can better understand the activities and determine if they are appropriate for their child.
- Be detailed when describing the program! Provide as much information as possible regarding program structure and duration.



## WHERE

### • *Program Location*

- Description of facilities, including location (e.g., address), safety features, accessibility features, and any support or specialized equipment available.
- Transportation information (e.g., bus stops, train stations, transit).

### Tips and Tricks:

- Include a link or image of your facility's location on a map (e.g. using Google maps). Consider including information about public transit (e.g., nearest bus stops), parking, or shuttle services as appropriate.



## WHEN

- **Program Schedule and Timing**

- Clear schedule of when and where programs will take place. (e.g., specific dates/times, duration and location).

- **Information Monitoring**

- Include a date to indicate when the information was last updated.



### Tips and Tricks:

- Ensure information is accurate, consistently monitored and updated to provide the most current information available.

## HOW

- **Organization and Presentation of Information**

- Incorporate inclusive images (e.g., diverse abilities) in the design of information resources.
- Adhere to provincial guidelines regarding accessible information (e.g., Accessibility for Ontarians Disabilities Act: <https://www.aoda.ca/the-act/>).
- Make information easy to find and access.

#### *For Website/Online Sources*

- Navigation should be simple and clear.
- Implement a search feature so parents can use familiar terms (e.g., type of physical activity, their child's disability, adapted or inclusive) to quickly find relevant information about available programs

#### *For Print Sources*

- Create a separate section for programs relevant to parents of CYWD.

### Tips and Tricks:

- Engage your audience! Seek feedback from parents to better understand their needs and how your organization can help them support their child's physical activity participation.
- Connect with community organizations that target CYWD and their families to help disseminate program information to parents of CYWD.
- If available, provide references for information to improve the credibility of information you are providing.

# #3. Benefits of Supporting Physical Activity

*Information about the specific benefits of supporting physical activity for children and youth with disabilities.*

- Providing this information can help to motivate parents of CYWD to provide support for their child's physical activity.
- Below, is a list of benefits associated with parent physical activity support and physical activity participation among CYWD, along with targeted messages that speak to some of these benefits. Feel free to use these or create your own!

## What are the benefits of parent support for physical activity?

Here are just some of the many benefits! There are also example messages provided that your organization can use in communications with parents.

PARENT PHYSICAL ACTIVITY SUPPORT CAN...	EXAMPLE MESSAGE
 <p><b>Child Centered Benefits</b></p> <ul style="list-style-type: none"><li>• Enhance the likelihood that CYWD:<ul style="list-style-type: none"><li>◦ Meet the recommended physical activity guidelines</li><li>◦ Experience benefits associated with regular physical activity participation</li><li>◦ Achieve their goals</li></ul></li><li>• Teach healthy habits and the value of an active lifestyle</li><li>• Promote inclusion and safety</li></ul>	<p><b><i>Parents are their child's best advocate!</i></b></p> <p>By communicating your child's strengths and needs with program providers, you can promote a physical activity environment that is inclusive and safe.</p>
 <p><b>Parent Centered Benefits</b></p> <ul style="list-style-type: none"><li>• Provide opportunities to socialize with other parents of CYWD</li><li>• Free up time and allow parents to take a break</li><li>• Enable parents to experience the benefits of physical activity through shared participation</li></ul>	<p><b><i>By supporting your child, you are taking care of yourself!</i></b></p> <p>Engaging in physical activity alongside your child can offer a wide range of benefits including improved mood, energy levels, patience, and sleep.</p>
 <p><b>Family Centered Benefits</b></p> <ul style="list-style-type: none"><li>• Offer an outlet for quality time and improve connectedness</li><li>• Develop structured family routines</li><li>• Create opportunities for the whole family to set physical activity goals</li></ul>	<p><b><i>Get active together and be proud of your shared achievements!</i></b></p> <p>When parents support their child's physical activity, they give the whole family meaningful goals to work toward together.</p>

# #4 Ideas, Tools & Resources

Ideas, tools and resources to support physical activity participation, goal setting, planning and progress.

- Providing this information to parents of CYWD can help make physical activity more achievable
- Below, is a curated list of strategies that any organization can use to support parents of CYWD with goal setting, planning, and monitoring, along with some examples of ways that parents can provide physical activity support. **A list of suggested tools and resources can be found on page 16.**



## SET INTENTIONS

**Goal setting** is a great place to start because it helps guide and motivate the attention and efforts of parents so they can effectively support and promote their child's physical activity.

***Some ways your organization can support parents in their goal setting:***

1. Provide parents with information about the physical activity guidelines.
2. Educate parents about how to set SMART goals.
3. Direct parents to tools and resources that can support their goal setting .

**Calendars and logbooks** make great planning tools.

***Some ways your organization can support parents in their planning:***

1. Teach parents about how to make a good plan.
2. Direct parents to tools and resources that can support their planning like, calendars, logbooks, or ideas.
3. Provide messages that encourage parents to engage in planning behaviours. For example:
  - *"Planning is a great way to create routine and consistency, making physical activity more achievable for the whole family!"*



## MAKE A PLAN



### HAVE A BACK-UP PLAN

Not only is it important for parents to plan the details of their child's physical activity, but they should also **anticipate and plan** for possible challenges or interruptions.

#### ***Some ways your organization can help parents plan for the unexpected:***

1. Encourage parents to brain-storm potential challenges and some strategies to overcome them.
2. *If-Then Planning*: IF the weather is bad, THEN the kids will engage in indoor activities (e.g., play hide-and-seek, target games, mini sticks)



### KEEP TRACK

**Monitoring** can help parents get a sense of what is or isn't working and inform adjustments they may need to make to their child's physical activity plans.

#### ***Some ways your organization can help parents monitor their child's physical activity:***

1. Encourage parents to keep an activity log to track their child's activity level, progress, goal achievements, and mood.



## KEEP IN MIND!

- Check-out the links on page 16 for tools and resources that can be shared with parents to help support physical activity goal setting, planning, and monitoring!

# #5 Information to Address Barriers

*Information regarding strategies to help address barriers to physical activity participation among children and youth with disabilities.*

- Providing this information can help parents navigate barriers to supporting their child's physical activity.
- Below, is a list of common barriers to physical activity participation among CYWD. We provide suggestions of strategies that your organization can adopt to help parents of CYWD overcome these barriers.



## Physical & Emotional Safety

Parents of CYWD express concern over their child's physical and emotional safety during physical activity.

### **How Can Your Organization Help?**

- **Empower parents to make an informed decision!** Provide clear and detailed information about your organization, staff, and programming so that parents can feel confident knowing that the program they choose is best suited for their child's needs, abilities, and interests. **Refer back to Recommendation #2.**
- **Communicate well and communicate often!** Below are some suggested conversation prompts for frequent staff-parent communication:
  - Ask about the child's enjoyment or mood before/following a session.
  - How is the child discussing their relationship with peers or teammates?
  - Are the parent and child satisfied with the program?
  - What can be improved upon to enhance the child's experience?
- **Safety is no accident!** Frequently audit your facility and check for any issues that may impede accessibility. Refer to the Accessibility Ontario Act for a comprehensive list of accessibility standards.

### **Tips and Tricks:**

- If you don't see parents at pick-up and drop-off, consider sending an e-newsletter to communicate effectively!



## Program & Equipment Cost

The cost of adapted programs and specialized equipment is a barrier to physical activity participation for CYWD. Parents also experience difficulties finding information related to program costs and financial support.

### **How Can Your Organization Help?**

- **Be transparent!** Provide information about the costs associated with programs and ensure that this information is easy to find. If your organization offers financial support, make it known to parents and ensure the application process is easy to navigate.
- **Being active does not need to break the bank!** Provide parents of CYWD with low- or no-cost physical activity suggestions. **Refer to page 16 for some physical activity ideas.**
- **Offer ways to cut-down costs!** Fundraising events, equipment “swaps”, and gently used equipment donations are great ways to help cut down costs. Consider curating a list of organizations where parents can seek financial support. **Check-out page 16 for some ideas!**



## Finding Time

Parents of CYWD have *a lot* on the go! Finding time to plan for their child’s physical activity can be a big source of stress among parents of CYWD.

### **How Can Your Organization Help?**

- **Make it a family thing!** Consider providing open gym times, family nights, or guided family activities.
- **Plan it! !** Planning can help take the stress out of finding time for physical activity. To support parents of CYWD in planning for their child’s physical activity, **refer to Recommendation #4.**
- **The power of play!** Inform parents of opportunities for their child to engage in unstructured physical activity. Some ideas include, going for a walk, bike or roll, having a dance party, and playing a game of tag or hide-and-seek. **Additional ideas can be found on page 16.**

## "How To" Guide for Physical Activity Support

Here are some examples your organization can share with parents of CYWD who are looking for ways to support their child's physical activity.

### *Prioritize Safety!*

- Supervise your child to observe and gauge the intensity of their physical activity.
- Teach your child precautions for engaging in safe physical activity to avoid injury.
- Work to support your child in understanding and reinforcing rules for how to engage in safe physical activity.

### *Be a Role-Model!*

- Engage in physical activity.
- Arrange opportunities for the whole family to engage in physical activity together.
- Set meaningful physical activity goals for the whole family.

### *Be Your Child's Cheerleader!*

- Provide emotional support, like encouragement, positive feedback, motivation, and praise.
- Encourage active play with friends.
- Monitor screen-time and encourage activities that require movement.
- Encourage your child to increase their intensity when performing everyday physical activities.

### *Get Involved!*

- Engage in physical activity with your child (e.g., act as a training partner, learn new activities or skills together).
- Attend and actively watch your child's physical activity events.
- Become a volunteer for programs that your child participates in (e.g., as a coach, assistant).

### *Build a Strong Foundation!*

- Discuss the benefits of physical activity with your child.
- Ask your child about their preferred physical activities, and discuss different activities that they would like to try.
- Teach your child fundamental movement skills to enhance their physical literacy (e.g., running, jumping, throwing, catching, skipping).
- Include your child in goal setting, planning and monitoring of physical activity.

### *Create Opportunities!*

- Facilitate and coordinate transportation (e.g., driving your child to and from recreational venues, supervising active transportation).
- Seek out funding opportunities designed to support your child's physical activity.
- Find or purchase sport and physical activity equipment for your child.
- Provide your child with various outlets for structured (e.g., organized sport or lessons) and unstructured physical activity.

## KEEP IN MIND!

- **Take it step by step!** Encourage parents to start by incorporating a few of these behaviours and to gradually increase their support when and if they feel ready.
- **Consistency, Not Variety!** Remind parents that physical activity can include things they already do with their child, like walking/wheeling/ biking to school, gardening, or playing fetch with the dog.

# Reaching Your Audience

## Strategies for Dissemination

### Credibility is Key!

*Parents want to know that the information they receive comes from a credible source.*

- Include logos of credible sources of information
- Include information from credible sources (e.g., community centers, public health institutions, schools, doctors, government agencies)

### Make it User Friendly!

*Structure websites and technical features that are easy to find and simple to navigate.*

- Include labelled tabs, hyperlinks, drop-down menus
- Create a “Central-Hub” where parents can easily access information and resources

### Increase Exposure!

*Provide different, frequent, and consistent exposure to information and messages.*

- Utilize various strategies for sharing information
  - Traditional strategies (e.g., pamphlets, newsletters, radio, and television)
  - Digital strategies (e.g., social media, websites, text messages, and mobile apps)
  - Unique strategies (e.g., storybooks, parent information sessions, community events)

### Engage Parents!

*Parents of CYWD value and seek information from other parents of CYWD.*

- Include parent reviews and feedback about programs
- Provide an outlet where parents of CYWD can share their experiences and connect with other parents of CYWD either virtually (e.g., chat or forum) or in person (e.g., organized events or information nights)

### Make it Relevant and Inclusive!

*Target the needs, preferences, and values of parents of CYWD.*

- Tailor information to subgroups of parents (e.g., parents of CYWD from urban or rural settings, different ethnicities, specific disabilities)
- Translate information in different languages
- Include captions with audio or videos
- Include audio descriptions with text or images
- Include images that are inclusive of children and youth with various and diverse disabilities



# Additional Resources

## To Share with Parents

### Physical Activity Ideas

- Jooay <https://jooay.com/>
- Active for Life
  - "8 ways to keep your kids active on a budget" <https://activeforlife.com/keep-kids-active-on-a-budget/>
  - "Activities for kids" <https://activeforlife.com/activities/>
  - "Ideas for indoor and outdoor activities" <https://activeforlife.com/42-activities-to-keep-kids-busy-while-parents-work-at-home/>
  - "Recipe for an active day (at home)" [https://activeforlife.com/content/uploads/2020/05/Recipe-for-an-active-day-COVID\\_v2.1-1.pdf](https://activeforlife.com/content/uploads/2020/05/Recipe-for-an-active-day-COVID_v2.1-1.pdf)
  - "Recipe for an Active Year" [https://activeforlife.com/content/uploads/2019/12/A-FL-RecipeForAnActiveYear\\_v1.3.pdf](https://activeforlife.com/content/uploads/2019/12/A-FL-RecipeForAnActiveYear_v1.3.pdf)
- ParticipACTION: "150 Play List" - <https://www.participaction.com/en-ca/programs/150-play-list>
- We have the Moves! Physical Activity Resource [https://www.sesamestreet.org/sites/default/files/media\\_folders/Images/We%20have%20the%20moves%20-%20Providers.pdf](https://www.sesamestreet.org/sites/default/files/media_folders/Images/We%20have%20the%20moves%20-%20Providers.pdf)

### Financial Support for Physical Activity

- List of Adapted Sports Equipment Grants and Funds In Canada <https://www.exerotech.com/en/canada-funds-and-grants-adaptive-sports-equipment>
- Easter Seals <https://services.easterseals.org/equipment-funding/other-sources-for-equipment-funding/>
- Assistive Devices Program, Ontario <https://www.ontario.ca/page/assistive-devices-program/>
- Funding, Finance and Planning <https://www.ctnsy.ca/Online-Resource-Centre/Funding-Finance-and-Planning.aspx>
- Adapted Recreation Equipment Loan Program <https://www.hollandbloorview.ca/services/programs-services/adapted-recreation-equipment-loan-program>

### Physical Activity Guidelines for CYWD

- Ability Toolkit: A Resource for Parents of Children and Youth with Disabilities - <https://cdpp.ca/resources-and-publications/ability-toolkit>

## Goal Setting, Planning and Monitoring

- Let's Move! – Make Physical Activity Part of Your Family's Routine <https://letsmove.obamawhitehouse.archives.gov/make-physical-activity-part-your-familys-routine>
- HealthLinksBC: SMART Goal Setting <https://www.healthlinkbc.ca/physical-activity/smart-goal-setting>
- Active for Life: Activity Log <https://activeforlife.com/track-your-child-with-activity-log/>
- ParticipACTION: Build Your Best Day! <http://buildyourbestday.participaction.com/en-ca/schedule/morning>
- Let's Move! Healthy Family Calendar [https://letsmove.obamawhitehouse.archives.gov/sites/letsmove.gov/files/Family\\_Calendar.pdf](https://letsmove.obamawhitehouse.archives.gov/sites/letsmove.gov/files/Family_Calendar.pdf)
- Ability Insights <https://cdpp.ca/sites/default/files/Ability%20Insights%200%20CDPP%20Sport%20%26%20Exercise%20Family%20Newsletter%20-%20Fall%202018.pdf>
- Plan to Move <https://plantomove-week1.weebly.com/>

## For Organizations

### Information about Accessibility Guidelines

- Web Content Accessibility Guidelines: <https://www.w3.org/TR/WCAG21/>
- Web Experience Toolkit: <https://wet-boew.github.io/v4.0-ci/index-en.html>
- Accessibility for Ontarians with Disabilities Act: <https://www.aoda.ca/>
- How to make Websites Accessible: <https://www.ontario.ca/page/how-make-websites-accessible>

### Information about Disability and Physical Activity

- Active Living Alliance: Disability Tip Sheets <https://ala.ca/disability-tip-sheets>
- Blueprint for Quality Participation in Sport of Children, Youth, and Adults with a Disability <https://cdpp.ca/resources-and-publications/blueprint-building-quality-participation-sport-children-youth-and-adults>

# ENDNOTES



## WE WANT TO HEAR FROM YOU!

What do YOU need for these recommendations to work for YOUR organization?

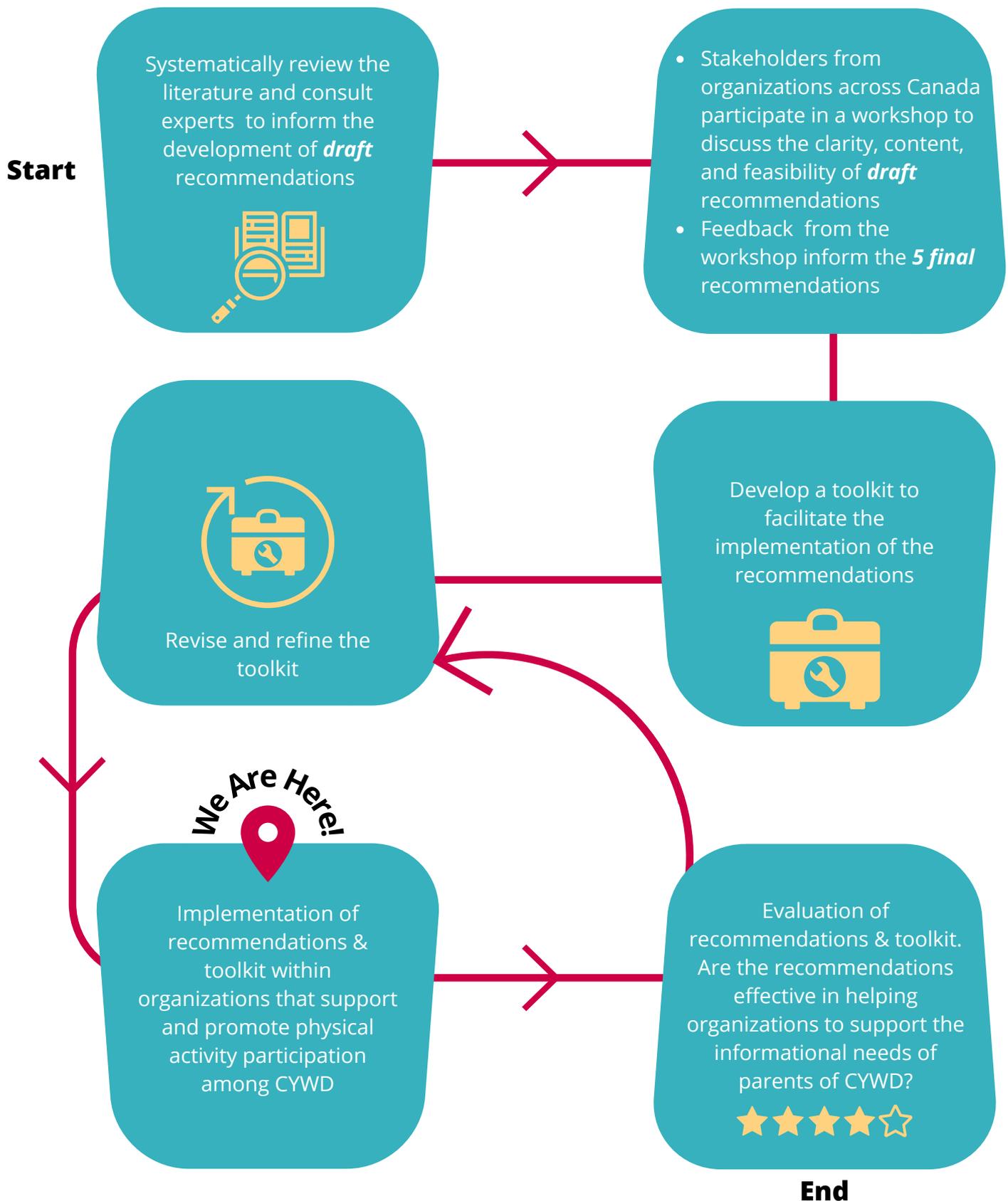
Contact us if you have any **ideas and feedback to share** or if you would like **more information**.



[rgunter@yorku.ca](mailto:rgunter@yorku.ca)

# Behind the Scenes

The research team adopted a systematic approach for the development, implementation, and evaluation of the recommendations. The steps are outlined in the figure below.



# References

- Alesi, M., & Pepi, A. (2017). Physical activity engagement in young people with Down syndrome: investigating parental beliefs. *Journal of Applied Research in Intellectual Disabilities*, 30(1), 71-83.
- Alesi, M. (2017). Investigating parental beliefs concerning facilitators and barriers to the physical activity in down syndrome and typical development. Retrieved from <https://journals.sagepub.com/doi/pdf/10.1177/2158244016687799>
- Antle, B. J., Mills, W., Steele, C., Kalnins, I. V., & Rossen, B. (2007). An exploratory study of parents' approaches to health promotion in families of adolescents with physical disabilities. *Child: Care, Health and Development*, 34(2), 185-193. <https://doi.org/10.1111/j.1365-2214.2007.00782.x>
- Badia, M., Orgaz, M. B., Gomez-Vela, M., Verdugo, M. A., Ullan, A. M., & Longo, E. (2016). Do environmental barriers affect the parent-reported quality of life of children and adolescents with cerebral palsy?. *Research in Developmental Disabilities*, 49, 312-321.
- Bassett-Gunter, R. L., Tanna, S., Arbour-Nicitopoulos, K. A., Rhodes, R. E., & Leo, J. (2021). Understanding the Role of Parents in Supporting Physical Activity among Children and Youth with Disabilities: A Behavior Change Theory Perspective. *European Journal of Adapted Physical Activity*. <https://doi.org/10.5507/euj/2020.0>
- Bassett-Gunter, R. L., Ruscitti, R. J., Latimer-Cheung, A. E., & Fraser-Thomas, J. L. (2017). Targeted physical activity messages for parents of children with disabilities: A qualitative investigation of parents' informational needs and preferences. *Research in Developmental Disabilities*, 64, 37-46. <https://doi.org/10.1016/j.ridd.2017.02.016>
- Bentley, G. F., Jago, R., & Turner, K. M. (2015). Mothers' perceptions of the UK physical activity and sedentary behaviour guidelines for the early years (Start Active, Stay Active): A qualitative study. *BMJ Open*, 5(9), 1-9. <https://doi.org/10.1136/bmjopen-2015-008383>
- Boufous, S., Finch, C., & Bauman, A. (2004). Parental safety concerns—a barrier to sport and physical activity in children?. *Australian and New Zealand Journal of Public Health*, 28(5), 482-486.
- Braaf, S., Ameratunga, S., Teague, W., Jowett, H., & Gabbe, B. (2016). Caregiver reports of children's activity participation following serious injury. *International Journal of Environmental Research and Public Health*, 13(7), 652
- Columna, L., Dillon, S. R., Dolphin, M., Streete, D. A., Hodge, S. R., Myers, B., ... & Heffernan, K. S. (2019). Physical activity participation among families of children with visual impairments and blindness. *Disability and Rehabilitation*, 41(3), 357-365.
- Columna, L., Rocco Dillon, S., Norris, M. L., Dolphin, M., & McCabe, L. (2017). Parents' perceptions of physical activity experiences for their families and children with visual impairments. *British Journal of Visual Impairment*, 35(2), 88-102.
- Coussens, M., Van Driessen, E., De Baets, S., Van Regenmortel, J., Desoete, A., Oostra, A., ... & Van de Velde, D. (2020). Parents' perspectives on participation of young children with attention deficit hyperactivity disorder, developmental coordination disorder, and/or autism spectrum disorder: A systematic scoping review. *Child: Care, Health and Development*, 46(2), 232-243.
- Earde, P. T., Praipruk, A., Rodpradit, P., & Seanjumla, P. (2018). Facilitators and barriers to performing activities and participation in children with cerebral palsy: caregivers' perspective. *Pediatric Physical Therapy*, 30(1), 27-32.
- Hardy, L. L., Hector, D., Saleh, S., & King, L. (2016). Australian Middle Eastern parents' perceptions and practices of children's weight-related behaviours: Talking with Parents' Study. *Health and Social Care in the Community*, 24(5), e63-e71. <https://doi.org/10.1111/hsc.12247>
- Jaarsma, E. A., Haslett, D., & Smith, B. (2019). Improving communication of information about physical activity opportunities for people with disabilities. *Adapted Physical Activity Quarterly*, 36(2), 185-201.
- Jeong, M., Kim, S. Y., & Lee, E. (2015). Parents' beliefs and intentions toward supporting physical activity participation for their children with disabilities. *Adapted Physical Activity Quarterly*, 32(2), 93-105. <https://doi.org/10.1123/APAQ.2013-0106>
- Jetha, A., Faulkner, G., Gorczynski, P., Arbour-Nicitopoulos, K., & Martin Ginis, K. A. (2011). Physical activity and individuals with spinal cord injury: Accuracy and quality of information on the Internet. *Disability and Health Journal*, 4(2), 112-120. <https://doi.org/10.1016/j.dhjo.2010.07.001>
- Konoval, T., O'Rourke, J., Bundon, A., & Lawson, Shanna. (2019). Six parameters you need in your parasport promotion. *ViaSport*, British Columbia.
- Koldoff, E. A. (2017). Parental perspectives on physical activity of adolescents with cerebral palsy: a pilot study. *Journal of Research in Nursing*, 22(4), 297-310.
- Lakes, K. D., Abdullah, M. M., Youssef, J., Donnelly, J. H., Taylor-Lucas, C., Goldberg, W. A., ... & Radom-Aizik, S. (2017). Assessing parent perceptions of physical activity in families of toddlers with neurodevelopmental disorders: the parent perceptions of physical activity scale (PPPAS). *Pediatric Exercise Science*, 29(3), 396-407.
- Lamash, L., Bedell, G., & Josman, N. (2020). Participation patterns of adolescents with autism spectrum disorder compared to their peers: Parents' perspectives. *British Journal of Occupational Therapy*, 83(2), 78-87.
- Lauruschkus, K., Nordmark, E., & Hallström, I. (2017). Parents' experiences of participation in physical activities for children with cerebral palsy—protecting and pushing towards independence. *Disability and Rehabilitation*, 39(8), 771-778.
- Lee, C. E., Burke, M. M., Arnold, C. K., & Owen, A. (2019). Comparing differences in support needs as perceived by parents of adult offspring with down syndrome, autism spectrum disorder and cerebral palsy. *Journal of Applied Research in Intellectual Disabilities*, 32(1), 194-205.
- Luszczynska, A. (2006). An implementation intentions intervention, the use of a planning strategy, and physical activity after myocardial infarction. *Social science & medicine*, 62(4), 900-908.
- Lyons, R., Brennan, S., & Carroll, C. (2016). Exploring parental perspectives of participation in children with Down Syndrome. *Child Language Teaching and Therapy*, 32(1), 79-93.
- McGarty, A. M., & Melville, C. A. (2018). Parental perceptions of facilitators and barriers to physical activity for children with intellectual disabilities: A mixed methods systematic review. *Research in Developmental Disabilities*, 73, 40-57.
- Mei, C., Reilly, S., Reddihough, D., Mensah, F., Green, J., Pennington, L., & Morgan, A. T. (2015). Activities and participation of children with cerebral palsy: Parent perspectives. *Disability and Rehabilitation*, 37(23), 2164-2173.
- Menear, K. S. (2007). Parents' perceptions of health and physical activity needs of children with Down syndrome. *Down Syndrome Research and Practice*, 12(1), 60-68. <https://doi.org/10.3104/reports.1996>
- Natkunam, T., Tristani, L., Peers, D., Fraser-Thomas, J., Latimer-Cheung, A. E., & Bassett-Gunter, R. (Under Review). Using a think-aloud methodology to understand online physical activity information search experiences and preferences of parents of children and youth with disabilities.
- Nichols, C., Block, M. E., Bishop, J. C., & McIntire, B. (2019). Physical activity in young adults with autism spectrum disorder: Parental perceptions of barriers and facilitators. *Autism*, 23(6), 1398-1407.
- Njelesani, J., Leckie, K., Drummond, J., & Cameron, D. (2015). Parental perceptions of barriers to physical activity in children with developmental disabilities living in Trinidad and Tobago. *Disability and Rehabilitation*, 37(4), 290-295.
- Piškur, B., Beurskens, A. J., Jongmans, M. J., Ketelaar, M., Norton, M., Frings, C. A., ... & Smeets, R. J. (2012). Parents' actions, challenges, and needs while enabling participation of children with a physical disability: A scoping review. *BMC Pediatrics*, 12(1), 177.
- Pitchford, E. A., Siebert, E., Hamm, J., & Yun, J. (2016). Parental perceptions of physical activity benefits for youth with developmental disabilities. *American Journal on Intellectual and Developmental Disabilities*, 121(1), 25-32. <https://doi.org/10.1352/1944-7558-121.1.25>
- Potter, C. A. (2017). Father involvement in the care, play, and education of children with autism. *Journal of Intellectual & Developmental Disability*, 42(4), 375-384.
- Rhodes, R. E., Berry, T., Craig, C. L., Faulkner, G., Latimer-Cheung, A., Spence, J. C., & Tremblay, M. S. (2013). Understanding parent support of child physical activity behaviour. *American Journal of Health Behaviour*, 37(4), 469-477.
- Rhodes, R. E., Spence, J. C., Berry, T., Deshpande, S., Faulkner, G., Latimer-Cheung, A. E., ... Tremblay, M. S. (2016). Understanding action control of parental support behavior for child physical activity. *Health Psychology*, 35(2), 131.

# References

Sharma, R. (2017). Examining the feasibility and effects of a pilot online physical activity intervention targeting social cognitive variables in youth with physical disabilities (Doctoral dissertation). Retrieved Mar 8, 2021 from [https://tspace.library.utoronto.ca/bitstream/1807/79231/1/Sharma\\_Ritu\\_201711\\_MSc\\_thesis.pdf](https://tspace.library.utoronto.ca/bitstream/1807/79231/1/Sharma_Ritu_201711_MSc_thesis.pdf)

Shaw, R. B., Mallory, K. D., Arkell, J., & Ginis, K. A. M. (2017). The technical quality of online leisure time physical activity resources for people with physical disabilities. *Disability and Health Journal*, 10(1), 93-99.

Shirazipour, C. H., & Latimer-Cheung, A. E. (2017). Psychosocial Determinants of Parental Support Behaviours Enabling Sport Participation among Children with a Physical Impairment: A literature review and research agenda. *International Journal of Disability, Development and Education*, 64(3), 294-309.

Siebert, E. A., Hamm, J., & Yun, J. (2016). Parental influence on physical activity of children with disabilities. *International Journal of Disability, Development and Education*, 64(4), 378-390. <https://doi.org/10.1080/1034912X.2016.1245412>

Sivaratnam, C., Howells, K., Stefanac, N., Reynolds, K., & Rinehart, N. (2020). Parent and Clinician Perspectives on the Participation of Children with Cerebral Palsy in Community-Based Football: A Qualitative Exploration in a Regional Setting. *International Journal of Environmental Research and Public Health*, 17(3), 1102.

Slater, A., Bowen, J., Corsini, N., Gardner, C., Golley, R., & Noakes, M. (2009). Understanding parent concerns about children's diet, activity and weight status: An important step towards effective obesity prevention interventions. *Public Health Nutrition*, 13(8), 1221-1228. <https://doi.org/10.1017/S1368980009992096>

Stanton-Chapman, T. L., & Schmidt, E. L. (2017). Caregiver perceptions of inclusive playgrounds targeting toddlers and preschoolers with disabilities: has recent international and national policy improved overall satisfaction?. *Journal of Research in Special Educational Needs*, 17(4), 237-246.

Sterman, J. J., Naughton, G. A., Bundy, A. C., Froude, E., & Villeneuve, M. A. (2019). Mothers supporting play as a choice for children with disabilities within a culturally and linguistically diverse community. *Scandinavian Journal of Occupational Therapy*, 1-12.

Suarez-Balcazar, Y., Agudelo Orozco, A., Mate, M., & Garcia, C. (2018). Unpacking barriers to healthy lifestyles from the perspective of youth with disabilities and their parents. *Journal of Prevention & Intervention in the community*, 46(1), 61-72.

Tanna, S., Arbour-Nicitopoulos, K., Rhodes, R. E., & Bassett-Gunter, R. L. (2017). A pilot study exploring the use of a telephone-assisted planning intervention to promote parental support for physical activity among children and youth with disabilities. *Psychology of Sport and Exercise*, 32, 25-33.

Thompson, D., & Emira, M. (2011). 'They say every child matters, but they don't': an investigation into parental and carer perceptions of access to leisure facilities and respite care for children and young people with Autistic Spectrum Disorder (ASD) or Attention Deficit, Hyperactivity Disorder (ADHD). *Disability & Society*, 26(1), 65-78.

Tristani, L. K., Bassett-Gunter, R., & Tanna, S. (2017). Evaluating internet-based information on physical activity for children and youth with physical disabilities. *Adapted Physical Activity Quarterly*, 34(1), 55-71. <https://doi.org/10.1123/APAQ.2016-0012>.

Tsai, E. H. L., & Fung, L. (2009). Parents' experiences and decisions on inclusive sport participation of their children with intellectual disabilities. *Adapted Physical Activity Quarterly*, 26(2), 151-171.

Turnnidge, J., Vierimaa, M., & Coté, J. (2012). An in-depth investigation of a model sport program for athletes with a physical disability. *Psychology*, 3(12), 1131-1141. <https://doi.org/10.4236/psych.2012.312a167>

Wakely, L., Langham, J., Johnston, C., & Rae, K. (2018). Physical activity of rurally residing children with a disability: A survey of parents and carers. *Disability and Health Journal*, 11(1), 31-35.

Ward, S., Farnsworth, C., Babkes-Stellino, M., & Perrett, J. (2011). Parental influence and the attraction to physical activity for youths who are visually impaired at a residential-day school. *Journal of Visual Impairment & Blindness*, 105(8), 493-498.

Willis, C., Nyquist, A., Jahnsen, R., Elliott, C., & Ullenhag, A. (2018). Enabling physical activity participation for children and youth with disabilities following a goal-directed, family-centred intervention. *Research in Developmental Disabilities*, 77, 30-39.

Willis, C. E., Reid, S., Elliott, C., Nyquist, A., Jahnsen, R., Rosenberg, M., & Girdler, S. (2017). 'It's important that we learn too': Empowering parents to facilitate participation in physical activity for children and youth with disabilities. *Scandinavian Journal of Occupational Therapy*, DOI: 10.1080/11038128.2017.1378367.

Willis, C. E., Reid, S., Elliott, C., Nyquist, A., Jahnsen, R., Rosenberg, M., & Girdler, S. (2017). 'It's important that we learn too': Empowering parents to facilitate participation in physical activity for children and youth with disabilities. *Scandinavian Journal of Occupational Therapy*, DOI: 10.1080/11038128.2017.1378367.

## Funding

1. Social Sciences and Humanities Research Council of Canada
2. Ontario Ministry of Research and Innovation
3. Sport Canada

## Authors

Rebecca Bassett-Gunter, York University  
Amanda McKinnon, York University  
Lauren Tristani, York University  
Victoria Larocca, York University

## Acknowledgements

We would like to thank the following individuals for their efforts and continued support with this project:

Kelly Arbour-Nicitopoulos, University of Toronto  
Amy Latimer-Cheung, Queen's University  
Jennifer Tomasone, Queen's University  
Katerina Disimino, York University  
Nilina Mohabir, York University  
Nicholas Santino, York University  
Jane Arkell, ALACD  
Christa Costas, ALACD

We would also like to thank the organizations who contributed to the development of these recommendations:

