Inclusive Physical Literacy Development for Individuals Experiencing Disability: Exploring the Perceptions of Physical Activity Facilitators in Disability-Specific Organizations

by © Elizabeth Rachel Howse A Thesis submitted

to the School of Graduate Studies in partial fulfillment of the

requirements for the degree of

Master of Science in Kinesiology/School of Human Kinetics and Recreation

Memorial University of Newfoundland

October 2024

St. John's, Newfoundland and Labrador

Abstract

Globally, physical literacy (PL) has gained traction in various physical activity settings through program provision and policy implementation. PL as a concept is inclusive of all, suggesting that everyone possesses the components to capitalize on one's potential. While PL is theoretically inclusive, its practical application often excludes marginalized groups. Given the discrepancy between PL theory and practice, the purpose of the study was to explore the perspectives of disability-specific physical activity facilitators in providing enriched PL development for individuals experiencing disability (IED). Using an interpretive description methodology, semi-structured interviews were conducted with eight facilitators across Newfoundland. Data was analyzed through interpretive description and thematic analysis, grounded in the ecological dynamics framework, which supports creating environments that encourage lifelong physical activity. Data analysis revealed the perspectives of facilitators regarding the implementation of inclusive PL programming, revealing three themes: (1) Unlocking individual potential; (2) Committed leadership; and (3) Strength in numbers. Results demonstrated that facilitators understood the importance of their role in developing PL for IED, yet recognized that their involvement was only a single piece of the puzzle leading to continuous and positive engagement in PL development.

General Summary

Physical literacy (PL) is gaining popularity worldwide through various programs and policies, promoting the idea that everyone has the potential to develop their own movement journey. However, in practice, PL often excludes marginalized groups, specifically individuals experiencing disability. This study aimed to understand how disability-specific physical activity facilitators view and support PL for individuals with disabilities (IED). Semi-structured interviews were conducted with eight facilitators in Newfoundland and analyzed to discover three key themes: (1) Unlocking individual potential, (2) Committed leadership, and (3) Strength in numbers. The findings suggest that while facilitators recognize their vital role in developing PL, they see their efforts as just one part of a larger process needed for ongoing and positive PL development.

Acknowledgements

I would like to express my deepest gratitude to all those who have supported and guided me throughout this academic journey.

First, I would like to thank all of the individuals who participated in this study. I am extremely grateful to you for trusting me with your experiences and supporting me in the sharing of your stories with others.

I am profoundly grateful to the members of The William and Florence Fox Memorial Graduate Scholarship committee, whose generous financial support and belief in my potential has made this research possible. Your confidence in my work has been a significant source of motivation and has allowed me to focus on my studies without distraction.

I need to extend my heartfelt thanks to my co-supervisors Dr. Kyle Pushkarenko and Dr. Jeff Crane for supporting me in my academic endeavors. I would like to extend my deepest gratitude to Dr. Kyle Pushkarenko whose mentorship over the last four years in both my undergraduate and graduate studies has been truly transformative throughout my research journey. Your exceptional knowledge, insightful feedback, and unwavering support has been the backbone of my academic progress. From the first project as an undergraduate research assistant, to the final revisions of my Masters thesis, your guidance has not only enhanced my scholarly work but also fostered my personal growth. Your dedication to nurturing my intellectual curiosity and your patience in addressing my many questions has been invaluable. I am deeply grateful for the opportunity to work under your mentorship and for the encouragement you have consistently provided.

I also want to express my profound gratitude to Dr. Jeff Crane for supporting me over the last two years throughout this endeavor. Your guidance, constructive feedback, and trust in my

abilities has been invaluable. I am so appreciative for the opportunities you provided me in exploring new areas of research and going beyond my comfort zone. Your advice to not be too hard on myself and not take life too seriously allowed me to remain level-headed and keep things in perspective throughout this entire process, and I will be forever grateful for that.

To my committee member Dr. Stephanie Field, I am so grateful to you for challenging my opinions and perspectives; this project is better because of your contributions.

To my critical companion Emma, thank you for the time and energy you put into reading every transcript and providing your insight and suggestions. I cannot wait to see what you accomplish in the future.

To my classmates and colleagues, especially Nick and Jen, thank you for your camaraderie, collaboration, and encouragement. Your insights, shared experiences, and unwavering support have greatly enriched my graduate experience. The constant questioning, in-depth discussions, and many laughs we've had will remain some of my fondest memories of this academic journey.

Lastly, I owe a profound debt of gratitude to my family and friends for your unwavering support, which has been a constant source of strength. To my mom, your encouragement, love, and sacrifices have been the cornerstone of my academic success and you continue to inspire me to work hard and be successful in all areas of my life. To Jacob, your love, belief in my abilities, and constant motivation has inspired me to push through challenges and strive for excellence. I am deeply appreciative of your encouragement and your ability to lift my spirits when I've needed it most.

This thesis would not have been possible without each of you. Thank you for your constant support, guidance, and encouragement throughout this journey.

List of Appendices

Table Of Contents

CHAPTER ONE: Introduction

Physical activity is positively linked to benefits within individuals' overall quality of life physiologically, psychologically, and socially (Keats et al., 2017; Warburton & Bredin, 2016). Despite the overwhelming amount of research examining the benefits of physical activity (e.g., decreases in chronic disease, anxiety, depression, and increases in cardiorespiratory fitness, bone health, self-confidence, and social interaction; Pedersen & Saltin, 2015; Warburton & Bredin, 2017), globally, physical activity levels are low (Hallal et al., 2012; Keats et al., 2017; van Sluijs et al., 2021). These low levels of physical activity have also been demonstrated within Canada (ParticipACTION, 2024). ParticipACTION released a report card on Canadian physical activity levels in 2024, summarizing the literature and national-level surveys in the field of physical activity, recreation, and sport to better understand the general physical activity levels of youth and adults in Canada (ParticipACTION, 2024). According to this report card, the overall physical activity grade for children aged 5 - 17 years was a "D+" as only 39% of children met the recommended national physical activity guidelines of 60 minutes of moderate-to-vigorous physical activity per day (ParticipACTION, 2024). This report card also showed that only 49% of adults (18 years and over) met the recommended national physical activity guidelines of 150 minutes of moderate-to-vigorous physical activity per week (ParticipACTION, 2024).

These trends are not only evident within the general population but are also exhibited and exacerbated within marginalized communities, more specifically, the disability community (Oppewal et al., 2013; Phillips & Holland, 2011). This was demonstrated in the Canadian Physical Activity Report Card for Children and Adolescents with Disabilities, which was created in 2022 by the Canadian Disability Participation Project (Canadian Disability Participation Project, 2022). This report card was Canada's first comprehensive summary of physical activity data for children

and adolescents experiencing disabilities and was published with the purpose of improving the accessibility and inclusivity of physical activity experiences for this population (Canadian Disability Participation Project, 2022). The Canadian Disability Participation Project defined the overall physical activity levels of children experiencing disability with a letter grade of "D" demonstrating poor participation levels in physical activity and an increased level of sedentary behaviour (Canadian Disability Participation Project, 2022).

Within the literature, these low physical activity levels for individuals experiencing disability (IED)[1] have been attributed to numerous obstacles such as personal, environmental, social, and policy barriers (Martins et al., 2021; Shields & Synnot, 2016; Taliaferro & Hammond, 2016). Barriers such as lack of motivation, lack of accessible facilities, lack of confidence engaging with peers, and lack of training for staff, to name a few, risk decreasing physical activity opportunities for IED (Barr & Shields, 2011; Wright et al., 2019). To combat low physical activity levels, varying concepts have been proposed to increase participation, such as programming emphasizing the concept of physical literacy (PL), which has become increasingly popular in recent years (Cairney et al., 2019a; Corbin, 2016; Dudley et al., 2017). A theoretically inclusive concept (Whitehead, 2010, 2019), PL focuses on the development of one's embodied potential through interactions within their environment (Pot et al., 2018). Thus, the idea of further developing PL can "enable active participation in movement cultures across an individual's lifespan" (Ovens & Enright, 2021, p. 1) and increase the overall quality of life of all individuals (Edwards et al., 2017; Jurbala, 2015).

[1]This research subscribes to the social model of disability, in which it is recognized that impairment and disability are separate entities, thus the terminology "individuals experiencing disability" is utilized as it is understood that disability is a socially constructed phenomenon (Peers et al., 2014; Retief & Letšosa, 2018). I also acknowledge and respect that individuals may prefer identity-first language (i.e., disabled person).

Physical Literacy and Physical Activity Positionality Statement

Recognizing the varying conceptualizations and definitions of PL (Dudley, 2023), this thesis adopts Margaret Whitehead's definition (2019) as the foundational framework for exploring and analyzing PL, particularly in the context of IED. Whitehead's definition emphasizes that PL encompasses not only one's physical capabilities but also the motivation and confidence to engage in physical activities meaningfully throughout one's life. This thesis argues that adopting Whitehead's holistic perspective is crucial for developing inclusive practices that address the diverse needs of IED. By integrating Whitehead's definition of PL and the existing philosophical underpinnings, this highlights how PL can be adapted to support and empower IED, promoting their full participation and enhancing their overall well-being. The perspective of this thesis is thus centered on the belief that a holistic approach to PL provides a foundation for creating equitable and supportive environments that facilitate lifelong engagement in physical activities for all individuals.

This thesis also recognizes the interconnectedness of PL and physical activity, reflecting a reciprocal relationship that is essential for overall well-being and development (Caldwell et al., 2020). PL as defined by Margaret Whitehead (2019), involves not only the physical influence on one's movement journey, but also the confidence, motivation, and understanding to engage in physical activity throughout one's life. This foundation of PL fosters an individual's ability to participate in a diverse range of activities, thereby encouraging regular physical activity. In turn, sustained physical activity enhances PL by providing ongoing opportunities to build upon one's physical skills, build confidence, and develop a positive attitude towards movement. This cyclical interaction ensures that as individuals develop their PL, they are more likely to engage in and enjoy physical activity, which further develops their PL. Thus, PL and physical activity continuously

support each other, creating a dynamic relationship that contributes to long-term health and well-being (Cairney et al., 2019).

Physical Literacy Background

According to Margaret Whitehead (2019), PL is "the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life" (p. 8). The focus on PL has expanded within healthcare, physical activity, sport, and physical education settings worldwide through policy and program implementation (Cairney et al., 2019a; Dudley et al., 2017; Jurbala, 2015; Young et al., 2021). Conceptualized as a foundation of physical activity participation across one's lifespan, PL is a multifaceted concept consisting of the components required to fully realize potential through individual embodied interaction with the world (Durden-Myers et al., 2020; Giblin et al., 2014).

Moreover, the concept of PL is holistic in nature, which is exemplified through the constant reciprocal interaction between the human domains (i.e., physical, cognitive, and affective) and one's surrounding environment (Whitehead, 2001). The physical domain is represented by one's physical competence, or the ability to develop skills, and the capacity to use those skills in activities of different durations, intensities, and contexts. The cognitive domain is represented by one's knowledge and understanding, that is, the ability to identify the essential qualities of movement, understand the benefits of an activity, and appreciate the features of participating in various settings and environments. Finally, the affective domain is represented by one's motivation and confidence, or an individual's desire and enthusiasm to engage in physical activity and the self-assurance in adopting physical activity as a part of one's lifestyle. (Whitehead, 2001). The interaction between these domains and the external environment has a positive impact on one's overall PL development and enhanced quality of life through accessible opportunities (Caldwell

et al., 2020; Edwards et al., 2017; Jurbala, 2015). Providing such experiences encourages the development of one's embodied potential and, in doing so, contributes to the promotion of human flourishing, in which individuals are considered to be living optimally (Durden-Myers et al., 2018).

Although there has been an increase in PL focus throughout varying physical activity settings in recent years, such as physical education, physical activity programming, and sport (Cairney et al., 2019a; Jurbala, 2015; Young et al., 2021), several discrepancies have been identified regarding the value of PL and its development in research and practice (Bailey, 2022; Edwards et al., 2017). Value has been placed on numerous focuses, such as framework provision, positive health outcomes, and fostering individual capability (Almond & Whitehead, 2012; Cairney et al., 2019a; Dudley et al., 2017). These varying conceptualizations were noted by Dudley (2023), more specifically through the identification of 19 varying interpretations of the concept. While a number of these assorted conceptualizations remain rooted in the Whiteheadian definition (Cairney et al., 2019a; Edwards et al., 2017), the popularized understanding and dominant narrative of PL remains heavily grounded in the physical domain (Bailey, 2022; Dudley, 2023; Hyndman & Pill, 2018).

Despite what seems to be a greater practical application of one's PL through a lens grounded within the physical domain of PL development, the normative practices within this popularized understanding of PL exclude individuals who experience the world differently and do not consider individual diversity within physical activity settings (Bailey, 2022). Furthermore, this popularized understanding suggests that one can become 'physically literate' through quantifiable measures such as fundamental movement skills, motor skills, and/or physical competencies, defining PL as a linear process that can be completed (Bailey, 2022; Tremblay & Lloyd, 2010). The understanding that one can become 'physically literate', focusing solely on the physical

domain suggests that PL is a monistic concept, disconnecting from the holistic concept that is PL. This misunderstanding of PL contradicts the concept that PL development is a continual process across one's lifespan and is unique to everyone (Whitehead, 2001, 2010), ultimately leading to the decrease in enriched PL development and inclusive opportunities for all.

Contrary to approaches that emphasize the 'physical,' enriched PL development has broad applicability to movement contexts, resulting in more intentional program planning and policy design (Houser & Kriellaars, 2023; Rudd et al., 2020). Crucial to sustainable engagement in physical activity and PL development is the idea of enriched design, including a range of varied participatory experiences, opportunities, challenges, and activities that require adaptation (Rudd et al., 2020). Creating enriched PL development opportunities provide inclusive experiences that include confidence building (e.g., development of a sense of pride and opportunities to exercise agency) through creating positive challenges appropriate for each individual (Houser & Kriellaars, 2023). Enriched PL development allows for greater inclusion in all PL experiences, for example in the planning of activities, providing choice and autonomy for individuals, and shifting away from a primarily physical domain focus (Houser & Kriellaars, 2023). Moving away from the popularized understanding of PL (i.e., the dominant narrative associated with a reliance on the 'physical') to an enriched PL developmental experience (i.e., considering the psychological and social aspects relating to the individual's movement experience) results in more inclusive and holistic PL experiences for all (Houser & Kriellaars, 2023; Rudd et al., 2020).

Research Problem and Purpose of the Study

The concept of PL, which continues to grow in popularity, capitalizes on one's embodied potential to be active across their lifespan (Dudley et al., 2017; Tremblay et al., 2018). Drawing upon principles of holism, embodiment, and lived experience, as proposed by Durden-Myers and

colleagues (2020), PL is considered to be inclusive of everyone, regardless of their individual embodiment (e.g., ability level; Whitehead, 2001, 2010). As such, it is a journey that is unique to each individual (Whitehead, 2010, 2019). However, despite the conceptualized inclusive nature of PL development, a major critique highlighted by researchers is the lack of inclusivity in its practical implementation (i.e., lack of inclusive opportunities), ultimately leading to the exclusion of marginalized groups such as IED (Arbour-Nicitopoulos et al., 2018; Arbour-Nicitopoulos et al., 2023; Pushkarenko et al., 2021, Pushkarenko et al., 2023a). Exploring PL within inclusive contexts specifically, Arbour-Nicitopolous and colleagues (2023) state that there has been limited attention towards the optimization of PL development for youth experiencing disabilities outside the activity contexts of school and sport (i.e., community-based recreation programming). Unfortunately, due to this reality, PL is often solely representative of individuals who do not experience disability (Goodwin, 2016). This is demonstrated within the Canadian Disability Participation Project that examined PL development levels for IED in 2022, in which the results were inconclusive due to the lack of experience, awareness, and knowledge in this area (Canadian Disability Participation Project, 2022). Given the understanding of the research regarding the value of PL development and recognizing the lack of inclusive PL implementation, specifically in community-based settings, the purpose of this study was to explore the perceptions of physical activity facilitators[2] within disability-specific organizations regarding their implementation of inclusive PL programming.

[2] The term “facilitators” is used to describe both program staff and volunteers who aid in the implementation of physical activity programming at various disability-specific organizations. The term facilitator was selected for this study specifically because "facilitate" is an antonym for "constraint" (Raymore, 2002). Facilitators promote the formation of physical activity, recreation, and leisure preferences and encourage participation (Raymore, 2002).

Research Question

The research question for this study was: *How do disability-specific physical activity facilitators perceive inclusive PL development for IED within their organization?*

Conceptual Framework: Ecological Dynamics Framework

This research project was conceptually grounded in the ecological dynamics framework and its holistic approach to PL (O'Sullivan et al., 2020). Ecological dynamics is a conceptual framework used to study human behaviour in contexts of performance, such as work, education, and sport, through the lenses of constraints on dynamical systems (Newell, 1986; O'Sullivan et al., 2020). Ecological dynamics was conceptualized from the works of Araújo et al. (2006) and Warren (2006), emphasizing the intersections between both ecological psychology and dynamical systems theory (Rudd et al., 2020). Ecological psychology proposes that movement skills are not learned solely through understanding information and observing movement representations, but instead are learned through the continuous regulation of the learner's action in a learning context (Rudd et al., 2020). The dynamical systems perspective suggests that movement emerges from the interconnections of multiple subsystems within the person, task, and environment (Davids et al., 2008; Rudd et al., 2020).

Utilizing an ecological dynamics framework shifts away from the reductionist approaches to physical activity engagement to an approach that highlights enrichment to support movement learning and development (Rudd et al., 2020). This framework has been suggested to help conceptualize how to create and structure enriched environments to foster lifelong engagement in physical activity, supporting the role of physical, cognitive, emotional, and perceptual skills in one's movement journey (Rudd et al., 2020). Ecological dynamics is an ideal framework for acknowledging that PL development is not a single entity but a multidimensional interaction of

each individual-environment system (O'Sullivan et al., 2020). Combining physical activity behaviours, such as cognitions, emotions, and social interactions with movements, supports a dynamic, functional, and adaptive connection between the individual and their surroundings (O'Sullivan et al., 2020). The ecological dynamics framework looks beyond a simple description of what PL is and focuses on guiding practitioners in initiating the holistic concept. This is due to the nature of the individual-environment relationship, which looks past the perspectives of the individual and environment being separate entities, better aligning with the embodied nature of PL (O'Sullivan et al., 2020; Whitehead, 2007). This promotes individual-environmental interactions, conveying the idea that PL development is constantly evolving, acknowledging the influence of the environment on one's journey (O'Sullivan et al., 2020).

Ecological dynamics framework supports the idea of enriched PL pedagogy and pedagogical sensitivity through the understanding of person-centred pedagogical principles, which cater to individual needs and emphasize a learning approach called non-linear pedagogy (Rudd et al., 2020). The predicted long-term effect of this pedagogical approach is that due to the potential non-steady skill acquisition of individuals, they will acquire a wide range of movement suggestions that are both adaptable and attuned across physical activity environments individually (Chow & Atencio, 2014; Rudd et al., 2020). Non-linear pedagogy reflects the inherent complexity involved in the learning process and emphasizes the importance of enriched experiences from an early age and throughout the lifespan to facilitate and maintain involvement in physical activity (Rudd et al., 2020). Implementing sensitivity to the discovery constraints, non-linear pedagogy becomes a pedagogical framework within ecological dynamics that promotes greater self-regulating autonomy, competency, and relatedness in learning (Chow et al., 2020). Specifically, non-linear pedagogy provides guidelines for practitioners that can be used to design person-centred

learning tasks specifically for each individual to promote PL development for all (Chow et al., 2020).

CHAPTER TWO: Literature Review

Within the literature, low physical activity levels for IED have been attributed to numerous barriers such as personal, environmental, social, and policy barriers (Martins et al., 2021; Shields & Synnot, 2016; Taliaferro & Hammond, 2016). These barriers result in decreasing physical activity opportunities for IED (Barr & Shields, 2011; Wright et al., 2019). To combat low physical activity levels, programming that emphasizes the concept of PL has been proposed to increase participation, which has become gradually more popular in recent years (Cairney et al., 2019a; Corbin, 2016; Dudley et al., 2017). The concept of PL focuses on the inclusive development of one's embodied potential through interactions within their environment, encouraging active participation across one's lifespan to increase the quality of life for all individuals (Edwards et al., 2017; Ovens & Enright, 2021; Pot et al., 2018).

Individuals Experiencing Disability

Physical activity benefits individuals physiologically, psychologically, and socially (Alkhawaldeh et al., 2024; Jacob et al., 2023). Physiologically, physical activity decreases the probability of chronic diseases such as type two diabetes, cardiovascular disease, and osteoporosis, and it increases cardiorespiratory fitness, muscular fitness, and bone health (Chow et al., 2018; Kim & Yi, 2018; Yu et al., 2022). Psychologically, physical activity increases self-confidence, life satisfaction, and overall quality of life (Barr & Shields, 2011; Fong Yan et al., 2024; Taliaferro & Hammond, 2016) and helps decrease anxiety and depression (Whitehead & Blaxton, 2017; Yu et al., 2022). Furthermore, physical activity has many benefits socially, including increasing social interaction (Jobling, 2001; Wright et al., 2019), promoting personal autonomy (Jaarsma et al., 2015), and building meaningful relationships (Barr & Shields, 2011; Inoue et al., 2024).

Despite the vast array of health benefits of physical activity, IED are some of the most physically inactive and sedentary people in society, exhibiting much lower levels of physical activity than the general population (Bossink et al., 2017; Diaz et al., 2019). Numerous studies worldwide have demonstrated the disparity in physical activity levels between IED and individuals not experiencing disability (e.g., in North America, IED are 16–62% less likely to meet physical activity recommendations than individuals not experiencing disabilities; Martin Ginis et al., 2021). As a result, these low levels of physical activity and sedentary lifestyles for IED, lead to higher risks of chronic disease, increased social isolation, and reduced quality of life (Diaz et al., 2019). Given the low levels of physical activity participation among IED, it is crucial to understand the contributing factors. Although factors such as personal barriers can contribute to the low levels of physical activity, often societal and environmental factors lead to a greater decrease in physical activity participation for IED (Rimmer et al., 2004).

One barrier contributing to the exclusion of IED in society is the use of the medical model of disability, often used to understand disability. The medical model of disability views disability as a medical problem that resides in the individual, as though it is a defect in or failure of the bodily system; therefore, understood as inherently abnormal or pathological (Retief & Letšosa, 2018). The goals of this model focus on the individual diagnosis with the attempt to prevent, cure, or care for IED (Marks, 1997; Retief & Letšosa, 2018). Once something has become ‘medicalized’, the medical gaze becomes the filter that is applied to the experiences of medicalized people (Withers, 2012). The medical gaze is a non-impaired gaze looking at an impaired body (Withers, 2012), which, unfortunately, is often utilized by policymakers when assessing the prevalence of disability and providing treatments, services, and benefits (Marks, 1997). Focusing on the defects in intellectual and bodily functions within the medical model fails to acknowledge how the

environment, such as the built environment, social hierarchy, legislation, language and culture (Marks, 1997).

The social model of disability was developed in response to the limitations of the medical model of disability (Retief & Letšosa, 2018). According to the social model, it is society "which disables people with impairments, and therefore any meaningful solution must be directed at societal change rather than individual adjustment and rehabilitation" (Barnes et al., 2010, p. 163). Fundamentally, the social model of disability highlights the notion that disability is ultimately a socially constructed phenomenon and discusses the importance of recognizing the social aspects of disability, more specifically, how the physical and social environments impose limitations upon certain categories of people (Retief & Letšosa, 2018). Due to the reluctance to move away from the medical model of disability in society (Retief & Letšosa, 2018), IED are excluded and at a disadvantage of receiving opportunities, services, and resources, which is true in various physical activity settings, ultimately acting as a barrier to physical activity participation for this population (Withers, 2012).

Low physical activity levels among IED are multifactorial, complex, and can be attributed to various internal and external barriers (Boman & Bernhardsson, 2023; Rimmer et al., 2004; Shields & Synnot, 2016). These barriers can be categorized into personal, environmental, social, policy and program barriers (Shields & Synnot, 2016). Personal barriers relate to the physical or psychological factors of the individual (Shields & Synnot, 2016). Studies have identified that personal barriers for IED include frustration or loss of confidence due to peer comparison, needing extra support for participation, experiencing greater challenges as one ages, and having a lack of knowledge regarding physical activity and the concept of health (Barr & Shields, 2011, Rimmer et al., 2004, Shields et al., 2012). Other personal barriers that have been identified include long

periods of time to develop physical skills, exhaustion, pre-existing health problems, self-consciousness, reduced confidence, negative body image, and lack of enjoyment (Mahy et al., 2010; Martins et al., 2021; Shields & Synnot, 2016; Steinhardt et al., 2021).

Environmental barriers also contribute to low physical activity participation levels for IED, which relate to the conflict with structural elements of the built and natural environment (Rimmer et al., 2004; Shields & Synnot, 2016). Far too often it has been identified that the built and natural environment is inherently inaccessible (Jaarsma et al., 2015; Rimmer et al., 2004; Steinhardt et al., 2021). These obstacles include inadequate, inaccessible, or inconvenient facilities, specifically, a lack of curb cuts, elevators, time, transportation, accessible access routes, and having other competing priorities (Mahy et al., 2010; Rimmer et al., 2004; Shields et al., 2012; Wright et al., 2019).

Social barriers are another contributor to low physical activity levels for IED, which are defined as restrictions to participation due to the people the individual interacts with (Shields & Synnot, 2016). Common social barriers that have been identified across substantial literature include parental actions such as a lack of knowledge or means, doubting one's child's safety or ability, and exhaustion, as well as negative perceptions and attitudes, including societal stereotypes, and a lack of peer acceptance (Abid et al., 2022; Pitchford et al., 2016; Shields et al., 2012; Steinhardt et al., 2021). These perceptions towards IED, have been suggested to negatively impact the participation journey of these individuals as it decreases motivation and increases feelings of exclusion (Jaarsma et al., 2015; Shields et al., 2012).

Program and policy barriers are also common barriers to physical activity participation for IED (Wright et al., 2019). These barriers include equipment, guidelines, laws, information, lack of resources, lack of programs, and policy and procedure barriers (Abid et al., 2022; Boman &

Bernhardsson, 2023; Rimmer et al., 2004). Moreover, a lack of education, training, information, and resources provided for staffing to facilitate inclusive programming ultimately leads to a decrease in participation levels. This is heavily supported by identified barriers, such as a lack of appropriate physical activity programs, lack of staff capacity, and negative staff attitudes towards working with IED (Boman & Bernhardsson, 2023; Columna et al., 2020; Shields et al., 2012).

All in all, the aforementioned barriers provide insight into the rationale behind the low levels of physical activity participation for IED. Moreover, they convey rationale as to the negative health outcomes such as increased risk of metabolic disorders, chronic disease, and social isolation that IED experience (Diaz et al., 2019; Jaarsma et al., 2019; Junker & Carlberg, 2011), and contribute to a decrease in PL developmental opportunities (Belanger et al., 2018; Rudd et al., 2020).

Physical Literacy Definitions and Conceptualizations

Despite the narrative that PL is only becoming popular in recent days (Cornish et al., 2020), PL is a considerably older concept than claimed by many modern writers, dating back to the late 1800s (Bailey, 2022; Cairney et al., 2019b). This term was utilized by an American in the Army Corps of Engineers in his professional work, describing the physicality of an Indigenous group (Cairney et al., 2019b). Following this early reference, the term PL resurfaced again in the 20th century by American educators in the 1920s, responding to a lifestyle threat caused by modernization through mechanization (Cairney et al., 2019b; Shearer et al., 2018). PL was popularized again in the 1930s by the Pennsylvania State Education Association and James Rogers (Bailey, 2022). During this time, PL was used in a similar way to that of contemporary writers in terms of movement competence; more specifically, the physical domain (Bailey, 2022; Cairney et al., 2019b). In fact, the use of the term by Rogers (1930) implied that it would be familiar to the

public and consequently that PL would be relatively familiar to individuals working in sports and physical education (Bailey, 2022).

Currently, PL is defined as "the motivation, confidence, physical competence, knowledge and understanding to value and engage in physical activity for life" (Whitehead, 2019, p. 8). Despite its evolution over the years, this contemporary perspective is used as a means to help realign and rethink attitudes towards our embodied dimensions (Whitehead, 2010). A multifaceted and complex concept, PL is comprised of three interactive domains, including the affective domain representing one's motivation and confidence; the physical domain, representing the individual's physical competence; and the cognitive domain, representing one's knowledge and understanding (Cornish et al., 2020; Durden-Myers et al., 2020). Together, these three domains embody a holistic approach to physical activity that considers the social processes associated with lifelong learning and activity (Cornish et al., 2020).

Physical Literacy Underpinnings

PL as a concept was constructed from the study of philosophies that support capitalizing on human embodiment from an ontological perspective (Whitehead, 2007). The modern concept of PL is supported by three predominant philosophical pillars: monism, existentialism and phenomenology (Whitehead 2010, 2019). In combination, these pillars interact to identify the true meaning of PL by documenting experiences through physical activity. These philosophical concepts are well documented in PL literature (Durden-Myers et al., 2018; Pot et al., 2018; Whitehead, 2001, 2010) and set out the essential contribution that the human embodied experience makes to human life (Whitehead, 2007). Whitehead's intention (Whitehead, 2010), by highlighting these stances, was to transform PL into an all-encompassing and holistic concept, focussed on the individual-in-the-world, and their experiences (Shearer et al., 2018).

Monism describes human nature as a life that involves multiple dimensions in constant interaction with one another (Whitehead, 2007, 2010). It opposes dualism, which suggests that the individual is composed of two separate parts: the mind and the body (Whitehead, 2007, 2010). Whitehead (2010) argues that PL must promote the understanding that humans are inseparable wholes, in which the mind and body are one, suggesting that movement is an embodied experience (Durden-Myers et al., 2020). This monist view is supported by *existentialism*, which asserts that humans create themselves as they interact with the world (Whitehead, 2007). As such, individuals are the result of their own accumulated experiences. Whitehead et al. (2018) suggest that existentialism directly supports the idea that human embodiment is of value, as all of the aspects of our human nature have the potential to affect interactions with the world as they play a part in making individuals who they are. Building from existentialism, *phenomenology* describes the way in which the embodiment affects interaction. Phenomenology is significant in that it demonstrates that all perception is founded on previous experience and because individuals have varying experiences, perception will be specific to the individual (Whitehead et al., 2018). In order for this two-way interaction process to be effective, perception and action must be involved; thus, human embodiment encompasses both these aspects of interaction (Pot et al., 2018; Whitehead et al., 2018). Collectively, these three pillars serve as the philosophical foundation of PL, in which individuals have a unique interpretation of the physical world, a level of embodiment based on individual experience, and a perception of their physical and mental being as a "mutually enriching whole" (Pushkarenko, 2022, p. 111).

Application of Physical Literacy and Varying Conceptualizations

PL has become increasingly popular in recent years, appearing frequently in both policy and practice discussions (Bailey, 2022). It has been widely adopted in healthcare, physical activity,

sport, and physical education settings globally due to its suggested positive impact on overall quality of life (Cairney et al., 2019a; Jurbala, 2015; Young et al., 2021). Shearer and colleagues (2018) have identified seven major groups globally that are actively promoting and developing PL, each offering at least one specific definition. Several countries have been proactive in implementing PL, including the United Kingdom (Sport Wales), Canada (Canadian Sport for Life, Physical and Health Education Canada), New Zealand (Sport New Zealand), and Australia (Australian Sport Commission; Bailey, 2022; Shearer et al., 2018). Additionally, international organizations such as the International Council of Sport Science and Physical Education and the World Health Organization have embraced the term, aiming to increase active living and improve overall quality of life (Shearer et al., 2018).

With the rise in its popularity, PL has taken on various forms, encompassing different domains and content, often leading to ambiguities and confusion (Edwards et al., 2017; Tremblay & Lloyd, 2010; Young et al., 2020). Despite the dominance of the Whiteheadian perspective and the establishment of the International Physical Literacy Association focusing on the holistic development of PL and individual embodied experience, differences in usage persist (e.g., some programs focus solely on the physical domain; Bailey, 2022; Edwards et al., 2017; Keegan et al., 2013). The literature highlights that while there is a general understanding that PL should be defined and understood as holistic and attainable for all, interpretations vary depending on specific objectives (Young et al., 2020). Dudley (2023) highlighted that since 2012, 19 different PL frameworks have been developed, each with varying epistemological perspectives. Carl and colleagues (2022) supported this by finding that 34 out of 44 PL intervention studies defined PL holistically, though many models focused specifically on sport development for children and

youth, with only seven studies incorporating all three PL domains (affective, cognitive, and physical; Cornish et al., 2020).

Young and colleagues (2020) also noted inconsistencies in PL conceptualizations and operationalizations through a conceptual analysis, which revealed disparities in understanding PL (e.g., generalizations in the literature, simplified definitions, and omission of key attributes). They highlighted that the philosophical underpinnings of Whitehead's PL definition have become less prominent over time, reducing the emphasis on holism and human embodiment as a monistic understanding, thereby detracting from the inclusive concept of PL (Young et al., 2020). They identified three levels of abstraction in current PL conceptualizations: low, medium, and high. The low-level of abstraction fully embraces the root definition (Whitehead, 2010), including all key characteristics and philosophical underpinnings. The medium level, the most widely used, offers a more fluid understanding, simplifying the root definition and distancing it from its philosophical roots. The high level detaches from the root definition, focusing primarily on the physical domain while neglecting other core attributes, ultimately undermining the holistic emphasis found in the original conceptualization (Young et al., 2020). In 2 of the 15 definitions reviewed by Young et al. (2020), fundamental movement skills were emphasized as the primary objective for fostering PL, clearly demonstrating a departure from the Whiteheadian conceptualization, leading to a more exclusive understanding of PL.

Edwards and colleagues (2017) emphasized the importance of clarity in the theoretical descriptions of PL for practical application. They noted that varying conceptualizations focusing heavily on fundamental movement skills and physicality could have practical implications. They pointed out that PL and fundamental movement skills are not synonymous, as fundamental movement skills focus solely on physical skill progression, whereas PL also includes the affective

and cognitive domains. This distinction is crucial for practitioners, as an overemphasis on physicality could disengage individuals from physical activity participation due to fear of discrimination, ultimately reducing the potential for PL development for all (Edwards et al., 2017).

Physical Literacy as an Inclusive Concept

Physical Literacy - Inclusive in Theory

Crucial to the concept of PL, is that it is inclusive to all individuals despite individual differences (Whitehead, 2010, 2019). Whitehead (2010) asserts that all individuals possess the building blocks necessary for PL development and that it is considered to be one's human potential to engage in purposeful physical pursuits, leading to the nurturing of a positive attitude toward one's own movement potential. Value exists in PL as it supports each individual's capability and benefits one's overall well-being (i.e., physically, mentally, and socially); leading to the development of human flourishing (Almond & Whitehead, 2012; Durden-Myers et al., 2018; Pushkarenko et al., 2023a). Given the value PL holds, it has been implemented as a core programming priority for physical activity programs on the premise that it is inclusive to all, regardless of ability (Pushkarenko et al., 2023a).

As well as PL being an inclusive concept, it has been demonstrated in the literature that IED places value on PL that is congruent to Whitehead's conceptualization of PL (Pushkarenko et al., 2023a). In a study completed by Pushkarenko and colleagues (2023a), IED were interviewed in focus group settings to gain an understanding of their PL perspectives, and the results yielded positive perceptions regarding the concept. Concepts including self-discovery, relationship building, continuous physical activity engagement, environmental connection, empowerment, choice and autonomy, and a sense of belonging were all highlighted as positives associated with

individual's PL journeys within inclusive physical activity/recreation programming (Pushkarenko et al., 2023a).

Physical Literacy and Ableism

Despite the inclusive nature of PL as a concept and the positive perceptions of PL from IED, its inclusivity in practice has been questioned in the literature (Dudley et al., 2017; Edwards et al., 2017; Goodwin & Peers, 2011). Although the recognition of the defined PL domains is important within the inclusive concept (i.e., cognitive, affective, and physical), there is an over-emphasis on the physical domain regarding one's physical competence (e.g., motor development, sport, and fundamental movement skills; Edwards et al., 2017; Giblin et al., 2014, Liu & Chen, 2020). This idea has been critiqued in the literature, and has been suggested to compromise the integrity of PL being conceptualized as an inclusive concept (Goodwin, 2016; Pushkarenko, 2022; 2023b).

Consistent with the exclusive conceptualizations of PL that have been highlighted in the literature (Bailey, 2022; Edwards et al., 2017; Keegan et al., 2013), there is an obvious lack of existing literature regarding the inclusive intersection of PL and IED (Pushkarenko et al., 2021). It has been noted that within the limited literature, PL for IED is often utilized as a means of highlighting individuals who need a level of correction and is used to improve their participation in normative physical activity (Cornish et al., 2020; Pushkarenko et al., 2021). These practices devalue and/or isolate individuals; therefore, IED may be excluded from PL-focused programming before commencing their own PL journey (Goodwin & Peers, 2011; Goodwin, 2016; Pushkarenko et al., 2021). As a result, PL has been referred to as exclusive and ableist[3], representative of

[3] Ableism refers to "a network of beliefs, processes and practices that produces a particular kind of self and body (the corporeal standard) that is projected as the perfect, species-typical and therefore essential and fully human" (Campbell, 2009, p. 5). Disability then, is a diminished state of being human characterized as less able, abnormal,

individuals who do not experience disability, and can be critiqued for not fully encompassing the foundations that support PL as a whole (Arbour-Nicitopoulos et al., 2017; Giese et al., 2024; Pushkarenko et al., 2021; 2023b; Tanure Alves et al., 2022). According to Pushkarenko et al. (2021), such implications are problematic as they quantify one's PL journey and convey the message that PL is more of an outcome than a process (i.e., the idea that one can become 'physically literate'; Edwards et al., 2017).

Within the literature, it has been critiqued that there is greater emphasis toward ensuring that PL is simply used to describe programs for IED rather than toward engaging in inclusive practices that fulfill the philosophical foundations of the concept (Pushkarenko, 2022). For IED, this approach diminishes individual capabilities and does not acknowledge the potential resources that those with diverse abilities may require on their PL journey. Arbour-Nicitopoulous et al. (2018) suggest that appropriate, accessible programming to provide enriched inclusive PL development for IED provides the foundation for life-long physical activity engagement. However, the reality of PL implementations that embody the inclusiveness within the current PL concept are lacking (Rimmer et al., 2016; Shields & Synnott, 2016); thus it is crucial to understand strategies that lead to the enrichment of inclusive PL development for all individuals.

Strategies for Inclusive Physical Literacy Development

While acknowledging the criticisms surrounding the conceptualization and implementation of PL, there are also a number of inclusive strategies defined in the literature that are recommended for facilitators to utilize for the fostering of inclusive PL development for all. These include ensuring collaboration with relevant community partners, implementing pedagogical sensitivity, non-linear pedagogy, relationship building, and maintaining a commitment to reflexive practice

and undesirable (Campbell, 2009). This preference for certain abilities over others creates a dichotomy based on 'being able to' versus 'not being able to' do something.

(Pushkarenko, 2022). Engaging community partners in a collaborative manner when developing PL programming is crucial to facilitate inclusive PL development for all. There is substantial research supporting the involvement of parents, guardians, siblings, peers, teachers, and practitioners, in program development (An & Hodge, 2013) as the people closest to IED possess the greatest and deepest knowledge regarding their interests, abilities, and strengths and weaknesses (An & Goodwin, 2007).

Pedagogical sensitivity, non-linear pedagogy, and relationship building also contribute to the increase in inclusive PL development for all (Almond & Whitehead, 2012; Rudd et al., 2020; Whitehead, 2001, 2010). This pedagogical stance implies that those who facilitate physical activity experiences are more likely to act inclusively according to varying interactions and environments, develop a better understanding of individual learners, and implement adaptability in their pedagogical position (Almond & Whitehead, 2012). Pedagogical sensitivity consists of five skills revolving around relationship building: reaching out to learners, connecting, engaging, drawing out, and stretching (Almond & Whitehead, 2012). All five of these skills revolve around building a relationship with the individual, creating an encouraging, inclusive environment for all, providing appropriate, engaging activities that excite and interest the individual, and encouraging individuals to expand their interests and attitudes (Almond & Whitehead, 2012).

Commitment to reflexive practice is not only imperative within research but also in practice to encourage inclusive PL implementation. Being aware of the ableist assumptions currently integrated into PL practice is an important consideration for the development of enriched inclusive PL practice focused on the fulfillment of meaning according to the individual (Pushkarenko, 2022). Making this acknowledgement is also crucial in maintaining one's ethical commitment to

professional practice to ensure inclusive and appropriate PL program implementation (Goodwin & Howe, 2016; Goodwin & Rossow-Kimball, 2012).

Supporting these inclusive practice strategies is a PL and Inclusion framework that has been recently developed in Canada (Pushkarenko et al., 2023b). This framework was developed during the past year by Pushkarenko and colleagues (2023b) through research based upon three case studies of prominent organizations that embrace the concepts of inclusion and PL throughout their programming and practices. Understanding that PL is an ongoing journey that is holistic in nature, the PL and Inclusion framework was developed to promote equitable opportunity for enriched PL development for all. The framework is displayed as a three-circle Venn diagram, and includes three 'pillars': (1) Community and Environment; (2) Intentionality; and (3) Practice (see Appendix A). *Community* represents the idea that inclusive PL is fostered through the involvement of an entire community of knowledge-holders, whereby many create knowledge and understanding. *Intentionality* discusses the importance that PL for all is fostered through a purposeful, intentional, and operational approach. Finally, *practice* supports the idea that inclusive PL is fostered through a commitment to practice grounded in PL philosophy and evidential support (Pushkarenko, Crane et al., 2023). Understanding these three pillars and their intersections, the purpose of the framework is to enhance delivery of physical activity programs, and provide all community partners with the opportunity to better understand and implement PL, ultimately leading to enriched and inclusive PL development for all.

Physical Literacy and Inclusive Community-Based Programming

Despite the perspectives of IED regarding PL and the recommendations for inclusive PL program provision provided in the literature, there is still a lack of implementation of inclusive PL programming within community-based organizations (Arbour-Nicitopoulos et al., 2023; Saxena

& Shikako Thomas, 2020); thus it is necessary to recognize how PL is understood in these settings. Due to the benefits of physical activity (Keats et al., 2017; Warburton & Bredin, 2016) and the notion that PL promotes physical activity across the lifespan (Whitehead, 2019), PL implementation has recently become a common element in physical activity programming (Tremblay et al., 2018). Moreover, due to the recognized benefit of physical activity exposure at an early age, numerous PL and physical activity programs aim to serve school-aged children and youth (Bremer et al., 2020; Yi et al., 2020). Carl and colleagues (2022) completed a systematic review of 46 PL interventions, noting that almost 50% were conducted in a school setting for children, whereas only 7 articles displayed an intervention within a community facility or afterschool context. Moreover, the suggestion that the majority of PL programming targets school-aged children but that PL interventions would be beneficial to all (e.g., seniors, youth, individuals experiencing disabilities, etc.) is supported by Yi et al. 2020 as they explored how communities perceive PL education.

Despite the lack of community-based PL interventions, it has been suggested that participation in community-based programming will benefit one's overall quality of life by increasing physical health benefits, providing an environment for increased socialization, and fostering opportunities for autonomy and choice (Cox et al., 2018; Zabriskie et al., 2005). For instance, Blais and colleagues (2020) conducted a community-based sport program that focused on individualizing programming based on the participants' needs and providing an inclusive environment for all. They highlighted the increase in motor skills, confidence, autonomy, and participation levels achieved through participation in this program (Blais et al., 2020). The benefits of community-based programming provide an excellent environment for PL development due to the opportunity to allow individuals to capitalize on their own capabilities (Arbour-Nicitopoulos

et al., 2018; Blais et al., 2020; Yi et al., 2020). Moreover, community-based programming opportunities not only serve to provide additional context for development as a whole, but also a context for constant and continuous development, thus supporting the notion that PL development does not start and stop in any specific setting (i.e., gym, recreation, sport, etc; Whitehead, 2018). Through conversations with community partners, Yi and colleagues (2020) highlighted that PL implementation should be a collaborative community effort that is for everyone, does not focus solely on movement skills, should incorporate education for families, and should ensure choice and accessibility for all. These findings support the idea that PL is an inclusive concept that is holistic in nature, despite the lack of inclusive community-based programming.

Arbour-Nicitopoulos et al. (2023) discuss the aforementioned limitation regarding community-based PL programming, more specifically however, within the context of IED. They highlighted that there has been limited attention towards optimizing PL development of youth experiencing disabilities in activity contexts outside of school and sport (i.e., community-based recreation programming; Arbour-Nicitopoulos et al., 2023). Providing these inclusive PL opportunities in a community-based setting can promote more authentic and meaningful interactions that can potentially contribute to cognitive, social, and physical functioning later in life (Arbour-Nicitopoulos et al., 2018). Arbour-Nicitopoulos et al. (2018) also suggest that community programs provide positive interactions and outcomes for individuals of all ability levels (i.e., improved psychological functioning). Although positive implications of community-based programming have been suggested, ensuring total inclusion and autonomy of all participants is a difficult task (Arbour-Nicitopoulos et al., 2017; Rimmer et al., 2016), thus it is important to explore the perspectives of facilitators in disability-specific organizations regarding the successful implementation of inclusive PL enriched programming for IED.

Recognizing the low levels of PL development for IED, the exclusive conceptualizations of PL, and the lack of literature supporting the intersection of PL and IED, it is crucial to explore the perspectives of the facilitators who implement these opportunities for IED. These perspectives are an integral part of collaboration in the successful implementation of PL programs for IED (Yi et al., 2020). Their firsthand experiences and insights contribute significantly to designing inclusive and effective interventions that cater to diverse needs and abilities. As highlighted by Pushkarenko et al. (2023d), the involvement of skilled facilitators ensures that programs are not only accessible but also engaging and empowering, fostering a supportive environment where participants can develop physical skills and confidence. Therefore, prioritizing the perspectives of these community partners is crucial for promoting equitable access to PL programming and fostering holistic development among IED.

CHAPTER THREE: Methods and Methodology

Given the profound debates surrounding the theoretical and practical conceptualizations and operationalizations of PL, aligning the paradigmatic assumptions with the philosophical underpinnings of PL is essential. Doing so ensures methodological coherence and indicates that the current paradigmatic assumptions are appropriate for the methods and methodology used to address the research question (Kivunja & Kuyini, 2017). Ensuring this methodological coherence is essential for conducting high-quality research and offers clarity for the audience (Mayan, 2009; Tracy, 2010). These assumptions, along with the conceptual framework, informed every methodological decision made during the research process.

Research Paradigm

The purpose of this study was to explore the perceptions and understandings of disability-specific physical activity facilitators who support the development of PL for IED. Therefore, it was grounded in an interpretive-constructivist research paradigm. Through this paradigm, it is assumed that multiple forms of social and experiential realities exist, that knowledge is subjective, and that an interactive and interpretive process between researcher and participant subjectivities co-creates knowledge (Mayan, 2009). The interpretive-constructivist paradigm is composed of a relativist ontology, a transactional/subjective epistemology, and a hermeneutic and dialectical methodology (Denzin & Lincoln, 2018; Mayan, 2009). A relativist ontology orients the study within the view that reality is subjective and specific to each individual, further emphasizing that our realities are shaped by our interpretations and interactions with the environment (Crotty, 1998; Guba & Lincoln, 1994). The interpretive-constructivist paradigm also assumes a transactional epistemology, in which the researcher interacts with the participants allowing for the formation of a fresh understanding of the phenomenon in question (Guba & Lincoln, 1994; Kivunja & Kuyini,

2017). Finally, the constructivist paradigm assumes a hermeneutic and dialectical methodology, which is the study of interpretation and meaning (Paterson & Higgs, 2015). More specifically, the researcher tries to understand the participant's experiences and interpret the meanings based upon this understanding (Paterson & Higgs, 2015).

Research Design

Aligning with the paradigmatic outline, interpretive description (Thorne, 2008) was used in this study to understand the perceptions and understandings of disability-specific physical activity facilitators. Interpretive description is grounded in an orientation that acknowledges the contextual nature of human experience and addresses limitations within formally established qualitative traditions (Thompson Burdine et al., 2021; Thorne, 2008). This methodology aids in the articulation of patterns and themes emerging in relation to various health-related phenomena (Thorne et al., 2004), resulting in an interpretation and explanation within the context of qualitative credibility criteria (Sandelowski, 2000). Using an interpretive description methodology helps answer questions about health-related experiences from perspectives that are holistic, interpretive, and relational, understanding that individuals are composed of unique interactions between body and mind (Thompson Burdine et al., 2021; Thorne, 2008); thus providing excellent support for the exploration of PL development. Specific to this investigation, this methodology helped lead to a better understanding of the perceptions of physical activity facilitators in their quest to deliver PL opportunities that are inclusive to all.

Larger Research Study

The current study operated as a sub-project of an ongoing larger study entitled, “Physical Literacy for All in Atlantic Canada: Tailoring Frameworks to Meet Organizational Capacity and Individual Community Need,” conducted by Dr. Kyle Pushkarenko and colleagues. The larger

study focuses on inclusive PL implementation, consisting of nationally- and internationally-recognized research partners. Working collaboratively with community-based organizations in Atlantic Canada (to be determined), the study aims to explore the impact of a co-created PL framework (see Appendix A) on organizational capacity to facilitate PL for all. Using a multiple case study design (Stake, 2005), the research team will seek to fulfill the following objectives: (1) enhance the evidence-base in support of current and future community-based program development that is equitable and inclusive; (2) develop PL education and training that can be tailored to meet community-based, organizational needs, desires, and capacities; and (3) drive discussion on the dynamics impacting PL development, adhering to PL's underpinnings of equity, diversity, and inclusion. The current study will be utilized as an additional support to the larger study to enhance the evidence-base regarding inclusive PL implementation and aid in the development of PL education and training for community-based organizations, based on the perspectives of disability-specific facilitators.

Researcher Positionality

Holmes (2020) states that "positionality requires that both acknowledgment and allowance are made by the researcher to locate their views, values, and beliefs about the research design, conduct, and output(s)" (p. 2). It is crucial for researchers to acknowledge that their individual positionality can impact all aspects and stages of the research process. Acknowledging one's positionality is important in aiming to understand individual influence on and in the research process and it is essential to note that positionality not only shapes one's work but influences interpretations, understandings and belief in the validity of other's research (Holmes, 2020).

During much of my undergraduate and graduate degrees, I worked and volunteered in recreation and research settings involving the interaction of IED and PL. My previous experience

working at summer camps and volunteering with organizations that are inclusive of all ability levels sparked my interest in working closely with the disability community. Throughout my undergraduate degree I was able to complete courses where I was introduced to the concept of PL and inclusive activity, which led me to researcher and practitioner experiences with the greater disability community, focusing on PL development. I spent two years of my undergraduate degree as a research assistant under the supervision of one of my current Master's supervisors, Dr. Kyle Pushkarenko, in which I spent my time conversing with community partners of the disability community regarding the barriers to adapted physical activity in the community. During this time, it became evident that current opportunities in the community were not providing inclusive environments that foster PL development and that further work needed to be done to provide individuals with environments that encourage fulfillment of one's embodied capabilities. These research experiences directed me to begin my Master's degree within this research field, as well as begin a job as a Physical Literacy and Inclusion Facilitator with Abilities Centre Durham (Whitby, Ontario), in which I interact with individuals of all ability levels to help further develop their PL journeys.

As the primary researcher in this study, I recognize that I was in a position of privilege (i.e., able-bodied, white, educated) and power (i.e., researcher), and was considered an outsider for this research (Holmes, 2020; Merriam et al., 2001). As an individual who is not part of the disability-specific organizations that were under study, I recognize that I, as a researcher, entered as an outsider to the participants' place of occupation (Merriam et al., 2001). I acknowledge that my positionality as a white, able-bodied, educated individual, with past research and work experience in this area is unique to me, and it could have impacted all aspects and stages of the research process (Holmes, 2020). Despite the similarities or lack thereof with the participants of

the study, I acknowledge that the interpretive-constructivist lens used to view the world within this study suggests all individuals hold their own subjective lived experiences that will benefit the study (Holmes, 2020; Merriam, 2009). Due to my positionality within the study, it was crucial that I took part in constant reflexivity regarding potential power dynamics that could have occurred during the study. Despite the varying roles and positions I hold, I acknowledge that due to the position of power that I possessed as the primary researcher, it was crucial to observe my own experiences, thoughts, and biases to avoid potential implications of a lack of reflexivity (i.e., participant restraint, power imbalance, etc; Holmes, 2020).

Organization and Participant Recruitment

Following approval from the Interdisciplinary Committee on Ethics in Human Research at Memorial University of Newfoundland (application #20241286-HK; see Appendix B), introductory emails were sent to potential disability-specific organizations within Newfoundland, which included information about the background and purpose of the study. Organizations across Newfoundland were considered for this research if they (1) specifically provided services to IED that included physical activity and/or recreation components and (2) were identified as including a level of PL focus within their programming (identified through websites, program documents, and introductory meetings with organizational gatekeepers). After initial recruitment efforts, four disability-specific organizations agreed to aid in the research process of recruiting physical activity facilitators to participate in the study. This process included email communications with organizational gatekeepers, as well as informal meetings to discuss the purpose of the research and the organization's capability to contact their physical activity facilitators regarding potential participation in the study. The four organizational gatekeepers were then provided with the recruitment letter, recruitment poster, and demographic form (also provided in an online format;

see Appendix C, Appendix D, and Appendix E, respectively) to distribute to potential participants. At their discretion, organizations contacted specific individuals to help ensure a purposive sample that met inclusion criteria.

Once demographic information forms were completed by participants that met the inclusion criteria (outlined below), the researcher communicated via email to discuss potential questions or concerns and identify the most appropriate medium, location, and time for interviews. Prior to data collection, participants were provided with consent forms, submitting them before the interview (see Appendix F). Before the interview process began, and to ensure a level of transparency between the researcher and participants, the benefits and risks of the study were reviewed with each participant.

Participants

Consistent with interpretive description (Thorne, 2008), a sample of eight participants across four disability-specific organizations in Newfoundland were recruited. Utilizing interpretive description requires a selection of participants who share commonalities to create a better understanding of the topic being researched (Thorne. 2008). Studies that follow interpretive description typically include sample sizes of five to 30 participants (Thorne, 2008); however, to better align with the appropriate level of research (i.e., Master's level research project), a goal of eight to ten participants was defined for this study. Purposive and convenience sampling were utilized in this study as nonprobability sampling techniques as a means to recruit participants from a specific population (Etikan et al., 2016). Purposive sampling was used in this study due to the ease of selecting participants based on specific qualities they possess (Etikan et al., 2016; Thorne, 2008). Furthermore, convenience sampling was used as a means to recruit members of an

identified population that were easily accessible and met inclusion criteria; therefore, they were selected to participate in the study (Etikan et al., 2016).

The inclusion criteria for the participants included: (1) holding an official title of physical activity facilitator at a pre-identified disability-specific organization, (2) being in their position for at least three months, (3) possessing some level of training with respect to PL development or inclusive programming, (4) being over the age of 18, and (5) being verbally proficient in English. Inclusion criteria were defined based on varying rationale. First, physical activity facilitators were the target demographic for data collection, therefore participants needed to hold this title. Second, individuals needed to possess a set amount of experience within their organization to provide a level of credibility for the data collection process. Third, it was important for participants to have some understanding of the topic being researched for the richness of data collection. Fourth, participants were required to provide consent to the data collection methods to be able to participate. Finally, verbal proficiency was necessary due to the language limitations of the researcher.

The participant sample was composed of seven individuals who identified as female and one who identified as male. The average age of participants was 45.3 years (range 26 to 69 years). All participants self-identified as a physical activity facilitator (e.g., program staff, volunteer, fitness instructor, coach, etc). The average duration of participation as a physical activity facilitator at their current disability-specific organization was 3.2 years (range was one to eight years). All participants had training in the areas of PL or diversity and inclusion or both, and have all had previous experience working with individuals of varying ability levels.

Data Collection

The data collected for this study was completed using four different methods including demographic forms, semi-structured interviews, field notes, and reflexive journaling. Prior to the start of each interview, each participant completed a demographic form to aid in establishing context for interpretation. Information regarding name, gender, age, and information pertaining to their disability-specific organization was included in the demographic form. Contact information was also requested on the form for the purpose of conducting member reflections on the transcribed interview data and thematic analysis.

Audio-recorded, semi-structured interviews were conducted with each of the eight participants. Interviews took place in one of three forms at the discretion of each participant: in-person, over the phone, or virtually via Zoom. This aligned with the inclusive nature of the study, acknowledging the location of participants (i.e., some being outside the metropolitan area), and ensuring participant comfortability and convenience (Tracy, 2010). In total, one interview took place in-person, six took place over the phone, and one took place virtually, ranging from approximately 30 - 60 minutes (average of 46 minutes). The interviews used an open-ended design to provide in-depth information concerning participants' experiences and viewpoints on specific topics (Thorne, 2008; Turner, 2010). All interviews used a detailed guide composed of 14 open-ended questions directed by ecological dynamics framework and informed by interpretive description question styles (see Appendix G). This was utilized to gain specific responses from the participants regarding their personal experiences, affording the opportunity to contribute as much information as they desire, and allowing for follow-up questions if necessary (McIntosh & Morse, 2015; Turner, 2010). Two experienced qualitative researchers reviewed the interview guide to ensure consistency with the chosen methodology and conceptual framework, and existing

revisions were made based on their input (Sparkes & Smith, 2014). With the completion of participant consent forms, the interviews were audio-recorded and later transcribed for the data analysis process, followed by a first-level member reflection. Clean verbatim transcriptions were given to participants via email correspondence seeking comments, suggestions, changes or additions they felt necessary as a means of member reflection (Smith & McGannon, 2018; Tracy, 2010). All eight participants responded to the email and no additions or changes were required.

Additional data was collected using field notes recorded during the interviews. Field notes were used as a tool for the researcher to describe their reflections, feelings, ideas, moments of confusion, hunches, interpretations, etc. (Mayan, 2009; see Appendix H). Field notes helped ground the study in context and provided perspective on participants' experiences, which was useful for data examination of perceptions across time (Phillippi & Lauderdale, 2018). For this study, field notes provided valuable data regarding the facilitators' experiences and interactions within their disability-specific organization and PL development.

Reflexive journaling is another component of data collection and analysis that was used to assist in providing context regarding interpretations (see Appendix I). This provided a means to ensure an ethical commitment to the participants and reflect upon the power dynamics at play within the research process (Cunliffe & Sadler-Smith, 2015). The researcher engaged in reflexive journaling within 48 hours of each interview to ensure that observations such as the researcher-participant relationship, participant behaviour, and the researcher's positionality within the study were regularly considered (Berger, 2015; Cunliffe, 2016). Utilizing a reflexive journal promoted the analysis of assumptions, decisions, and actions of the researcher to potentially reveal complexities and richer descriptions, ultimately promoting more credible and rigorous research (Cunliffe, 2016; Cunliffe & Sadler-Smith, 2015).

Data Analysis

Data analysis was grounded within interpretive description (Thorne, 2008), and conducted using inductive thematic analysis and reflexive practices (Braun & Clarke, 2021). Ongoing analysis of the semi-structured interviews, field notes, and reflexive journal was completed during this phase of the study (Braun & Clarke, 2021; Thorne, 2008), ensuring that interpretations remained relevant to the purpose of the study and the research question (Merriam, 2009). Field notes were conducted during the interviews and reflexive journaling took place after the completion of each interview, both were utilized in an ongoing manner as a means to confirm interpretations made, providing rich context for the analysis (Cunliffe, 2016; Phillippi & Lauderdale, 2018).

Inductive thematic analysis was used within the data analysis stage as it is an accessible and theoretically flexible approach to analyzing qualitative data while remaining reflexive in practice (Braun & Clarke, 2006; 2021). The thematic analysis process follows a six-step approach including: 1) becoming familiar with the data through transcription, reading, and re-reading the data, 2) generating initial codes through systematically coding interesting features in the data, 3) searching for themes through gathering codes into potential themes, 4) reviewing themes through examining if they work in relation to the data set, 5) defining and naming themes through ongoing analysis to refine the specifics of each theme, and 6) producing the report (Braun & Clarke, 2006). Initiating the process of analysis, the researcher became fully immersed in the data through reading and re-reading the written data (i.e., field notes and reflexive journal), and repeatedly listening to the audio-recordings of the interviews prior to transcription (Thorne, 2016). Transcripts were then typed from audio-recordings and re-read with the audio-recordings for a complete analysis. Doing this allowed the researcher to become completely immersed in the data prior to beginning further

interpretations during coding and organizing. Transcriptions were then anonymized, removing all identifying information to ensure anonymity and confidentiality, and participants were assigned pseudonyms.

Following step one, the researcher generated initial codes through systematically coding interesting features in the data, through margin notes and brief highlights (Thorne, 2016). Thorne and colleagues (2004) state that within the initial coding stages, breadth is often more useful than precision; therefore, various codes or groups of data may be explored and re-explored to discover potential alternative perspectives. During this stage, two distinct columns were added to the transcripts, entitled "exploratory comments" and "emerging themes" (see Appendix J). Exploratory comments were first categorized as either descriptive or interpretive, in which constant questioning within an intellectual inquiry process occurred, asking questions considering 'why, what, how?' to consider how the interpretative conclusions may yield results (Thorne et al., 2004). Exploratory comments took the form of both descriptive comments that describe the subjects of the transcripts, as well as interpretive comments that provide meaning to the associated descriptive comments. When necessary, the field notes and reflexive journal entries were examined alongside the transcript to remind the researcher of contextual elements that may not have been reflected by the transcript alone, such as displays of joy or discomfort. Once exploratory comments were made, the researcher re-read the transcript within the context of the exploratory comments and assigned appropriate codes within the "emerging themes" column.

At this stage, the study utilized two "critical companions" (Paterson & Higgs, 2015, p. 340), serving to encourage reflexivity by challenging perceptions of the knowledge (Collins & Stockton, 2018; Smith & McGannon, 2018). Both critical companions possessed practical experience in the areas of adapted physical activity, knowledge of the subject matter under study

(i.e., PL), and have previous qualitative research experience. They analyzed the data and provided external perspectives, helping the primary researcher develop themes, and providing any suggestions they deemed necessary (Creswell & Poth, 2017; Zitomer & Goodwin, 2014).

During the third step, the list of emerging themes (see Appendix K) were organized to discover connections through mind-mapping to generate potential themes (see Appendix L). The fourth step of the analysis then took place in which the researcher reviewed the themes through examining if they worked in relation to the data set. Next, the fifth step was conducted in which the individual themes for each participant were named and defined through ongoing analysis to refine the specifics of each theme. These steps were then repeated with each transcript, allowing thorough engagement with each data set individually and providing the opportunity for new ideas to emerge throughout the analysis. Participants were then provided with the interview transcripts and interpretations and were invited to engage in member reflections by offering their thoughts on the researcher's interpretation (Motulsky, 2021; Smith & McGannon, 2018). Finally, recurrent themes across all cases were established through manual manipulation of individual themes (see Appendix M), in consultation with the researcher's supervisor, to draw conclusions about the perceptions of physical activity facilitators on PL development for IED in disability-specific organizations.

Research Quality

Despite the common debate regarding evaluation criteria for the quality of qualitative research, four main criteria highlighted by Yardley (2000) were used to evaluate the research process and ensure that the data and findings were credible. The four main evaluation criteria include: (1) sensitivity to context, (2) commitment and rigour, (3) transparency and coherence, and (4) impact and importance (Yardley, 2000). Ensuring these evaluation criteria were met provided

evidence of rich research and offered a trustworthy contribution to the field of inclusive PL development (Tracy, 2010).

The researcher accomplished *sensitivity to context* by displaying a theoretical and methodological awareness of the research process, including the applicable research on the impact of PL knowledge and experience on the development of PL. Moreover, sensitivity to context was accomplished through purposeful and convenience sampling strategies, consistent researcher reflexivity through reflexive journaling, and highlighting significant findings through thick description (Yardley, 2000). Attention to rigour was crucial in the interpretive description as the researcher accounted for the influence of bias as much as possible (Thompson Burdine et al., 2021). As such, *commitment and rigour* was determined through data collection and analysis strategies, such as the comparison of participant themes against field notes and reflexive journaling, providing opportunity for first-level member reflections to confirm transcript and interpretation accuracy regarding the emerging themes. The use of these strategies added a level of credibility to the research (Thomas, 2017; Smith & McGannon, 2018; Zitomer & Goodwin, 2014). Triangulation also enhanced rigour in this study through multiple data collection strategies, including semi-structured interviews, demographic forms, field notes, and reflexive journaling (Tracy, 2010).

Transparency and coherence was achieved through presenting a detailed account of the research methodology and approach and full disclosure of the participant's role in the research before their involvement in the study. To further strengthen cohesiveness and consistency, the ecological dynamics framework was used throughout the research process (i.e., to inform the creation of research questions and recording of field notes) to strengthen the coherence of the study. Finally, *impact and importance* are defined through what the audience considers important

and what they do with the results of the study. Therefore, providing a detailed description of the research process provides an opportunity for the audience to decide whether or not the findings are relevant to them (Tracy, 2010).

CHAPTER FOUR: Results

Three themes generated from the analysis reflected dynamic environmental influences on the perceptions of PL held by the eight participants (pseudonyms: Kiley, Nadine, Megan, Lily, Jane, Brady, Andrea, and Carla). These influences occurred as a result of the ongoing individual-environmental interaction existing amongst participants as facilitators of meaningful experiences and those that participated in the programs they are a part of (i.e., IED). Facilitators understood that their role was important to the development of PL for IED, yet recognized that their involvement was only a single piece of the puzzle leading to continuous and positive engagement in lifelong physical activity (i.e., PL development). The three themes were: a) Unlocking individual potential, b) Committed leadership, and c) Strength in numbers.

Unlocking Individual Potential

Collectively, facilitators believed they played a crucial role in creating positive experiences for IED (i.e., physical, developmental, and intellectual disabilities). By providing a warm and welcoming environment, they offered abundant opportunities for personal growth, leading to a comprehensive appreciation of physical activity and overall PL development. Through continuous efforts to value, appreciate, and celebrate IED and their achievements, facilitators fostered a sense of individual flourishing, enhancing the capacities and strengths of each person. This approach not only empowered IED but also increased their enjoyment, resulting in greater purposeful engagement and more meaningful experiences.

Facilitators emphasized the physical benefits that IED gain from participating in the activities they provide. Megan noted that benefit was afforded through the transition away from more sedentary activities. She stated that, “if they weren’t involved, they would be home watching TV or playing a game and that's not good for their overall well-being anyway.” More directly,

Brady highlighted the importance of physical benefits, suggesting that participation was essential for skill development of not only those who were “sporty”, but for everyone. According to him, participation allowed IED to “work on a lot of those earlier skills, like running, jumping, throwing, shooting, and passing.”

Accompanying the physical benefits, facilitators believed that IED also benefited socially, gaining skills such as independence and leadership. Brady observed improvements, expressing, “The first positives that I would think of, honestly, is the [participant] leadership part of it.” Megan supported this from both the perspective of an activity facilitator and as a parent of a child experiencing disability, stressing how she had observed significant gains in levels of independence. She voiced:

> The independence part of [inclusive programming] is [a positive] because when I was doing [inclusive programming] with them, I had to be on the floor with them at all times, whatever game they were playing, I had to play it. Now they’re like, ‘Okay, you drop me off, you stay in the car. I'm good. I got this.’ So I mean, they have grown so much.

Facilitators also noticed mental development in the form of increased self-confidence among IED. They observed that participants' confidence levels improved significantly from the start to the end of the program, which was attributed to the acceptance of each individual and their abilities. Jane explained:

> The kids would come in on the very first day and you could see them clinging to their parents…By the time that program wrapped up, it was so nice seeing the confidence coming out of the kids realizing that they are accepted on a sports field, no matter what disability they may have.

Enthusiastically, Megan added, “Their self-confidence, oh my god! I’ll never be able to understand that… but they got it, they’re doing good.” Highlighting heightened confidence levels even more so, Andrea shared a story about a participant thriving in an accessible swimming program:

> One of the things standing out right away is the individual at the swimming program, with that being their sole interest. They would often be out in the deep end, off on their own…every now and again jump in but never next to anyone else. Just kept their space and then as the programming kept going on… they came into the shallow end and are now around different participants and they're communicating with them and they seem a lot more comfortable. There's definitely a change there.

Such physical, social, and mental benefits were seen as indicative of individual flourishing and the overall personal growth that IED experienced from the inclusive opportunities provided to them. As Brady stated, “Individuals have a program space to go to learn their sport skills, socialization, and physical activity.” Lily added that participants “gain so much from so little. Just a small increase in strength can vastly increase the quality of their life.” It was believed that when participants are respected for who they are and what they are capable of, positive changes in their lives, such as ongoing physical activity engagement leading to continuous benefits, are possible.

In keeping with unlocking individual potential, facilitators emphasized the importance of individual empowerment within their activity, advocating for an approach to PL development and allowing IED to participate in ways that work best for them. Such a perspective was reflective of a willingness to embrace individual differences and celebrate uniqueness. Jane emphasized this, saying, “They come out of their shells more and show their true personalities.” Here she believed that the opportunities that she fostered were indicative of a safe space where IED had the

opportunity to express their needs and wants without judgement. According to her, it was a "safe space where they could be themselves."

Facilitators believed that creating opportunities affording individuals with the chance to explore their interests and desires optimized their engagement and thus promoted the development of PL in IED. Andrea discussed the success of a program, saying:

> We ask them what their interests are and find ways to provide those in an inclusive way…I think it makes a big difference. You can see that on their faces, you can see the enjoyment…So I think that's where [the program] is successful.

Accompanying this, facilitators also indicated that their approaches to empowerment, and elevating the experiences of their participants, had to allow for flexible engagement. Here, facilitators understood that due to variations in interests and abilities, not all participants would be able to engage in a similar way, and as such, a one-size-fits-all approach to instruction was not appropriate. As Carla explained, "There's not an expectation that everybody comes in, and everybody does the same thing." According to facilitators, individual empowerment through approaches that advocate for exploration and allow for flexibility, led to participants experiencing their own successes, ultimately unlocking their potential. It was the celebration of successes that enhanced facilitators' beliefs in their abilities as an instructor, motivating them further. Megan stated:

> I think it's just to give them a chance. They can do anything that everybody else can do. Like us all, we need something to wake up and do every morning. We all need to feel a sense of accomplishment. So if you provide an [inclusive] program, they are going to thrive on it.

Facilitators acknowledged that providing opportunities for individual success resulted in increased self-confidence and continued motivation to participate, leading to personal growth and PL development. Kiley recounted a story where the success of a participant completing an activity resulted in more outgoing and proactive engagement:

> I had a gentleman that was not always able to complete [the exercise]…and one day he did and then his confidence skyrocketed. He was going around and he was adjusting the machines for everybody, and he is now like my teacher assistant basically but before that he was kind of more quiet but now he is the leader of the class.

Carla, too, expressed, "I think that a lot of times I see people, and they're a little surprised and very impressed with themselves that they can actually do something." To her, the small successes such as perceiving one's own abilities is all that it takes to boost confidence and change mindset. Such experiences provided the realization that individuals have the capability to try different things, rather than feel limited, resulting in a more positive outlook on what they can achieve.

Committed Leadership

The substantial role facilitators play in supporting PL development was evident as committed leadership was heavily emphasized by participants. This underscores the significance of facilitators who are committed to creating physical activity environments in which all participants feel they can engage. Facilitators demonstrated expertise and experience, along with dedication, investment, and compassionate guidance. The integration of these attributes fostered inclusive physical activity experiences for all, thereby advancing PL development.

Facilitators with training and expertise in inclusive physical activity enhanced the quality of experiences for IED. Their prior experience enriched inclusive programming, enabling them to offer accessible opportunities based on their comprehensive understanding of inclusive physical

activity. As Lily voiced, “[Knowing] the purpose of the exercise and reaching the goal of the exercise is what allows you to make it applicable to different people,” emphasizing the value of informed facilitation. She continued by expressing, “[Providing adaptations] is partly good training, adequate training,...It's about experience.” Knowledge and training in inclusive physical activity enabled facilitators to observe and identify participants' needs, allowing them to tailor activities accordingly.

It was evident that facilitators demonstrated a comprehensive understanding of PL as a holistic concept. Brady described PL as “holistic” encompassing "knowledge and confidence and the willingness to move around for fun and skill development." He further explained the importance of the application of PL across the lifespan within his organization:

> When we look at physical literacy it’s really dynamic and interesting… You’ve got individuals that are in the younger years of their journey and then others that have been around for quite a number of years. When we think about physical literacy across the lifespan, I think that we’ve really demonstrated that… physical literacy for us is not tied to a certain group… it is truly across the lifespan and that’s something that I think is really awesome.

The value of PL provision was highlighted by Megan as she stated, "[physical literacy] is a positive concept that, if introduced into communities, would enhance the lives of both individuals with and without disabilities." The distinctions in PL conceptualizations between inclusive and mainstream programming were noted by Andrea, saying, “When you're looking at it in a holistic way, it includes everyone, when you're looking at it in a way that is like ‘you need to learn XYZ and be the best at XYZ’ you are excluding people,” suggesting that having the knowledge and

understanding of PL as a holistic concept allowed physical activity facilitators to be more inclusive in their practice.

In addition to their prior knowledge of inclusive physical activity implementation, openness to learning significantly benefited both facilitators and participants. Carla expressed, "I think we all learn as we're working with [individuals experiencing disability], and I think if your intentions are good and you're open to feedback, that's huge." She emphasized that a collaborative attitude—"I'm learning from you, you're learning from me. Teach me and I'll teach you. We're a team"—provided opportunity for more meaningful participant experiences. This concept of reciprocal learning supported the value of maintaining an open mind and a commitment to ongoing education.

Facilitators emphasized the importance of continued education. Brady discussed the value this holds within his organization, noting, "I think I would like some more training. I think personally in physical literacy, in particular with persons with disabilities. Coach and volunteer development is certainly a big part of what we would like to do." Not only was continued education emphasized for disability-specific organizations, but facilitators highlighted this need within mainstream organizations to improve inclusivity. Carla stated:

> I would first suggest that [other practitioners] get training. I think that's critical… you need to know what you're doing before you just take something on. It's one thing to be inclusive but it's another thing to just open the doors and not have a clue about what you're doing. I would suggest people get training and that would probably be the one biggest piece of advice. Just get educated. Get trained, so that you can respect what people are dealing with.

In addition to knowledge and experience, determined and invested facilitators delivered meaningful experiences for participants. Their dedication to accessibility and inclusivity reflected

a commitment to enhancing each individual's PL journey. The findings indicated that facilitators' passion for fostering inclusive learning contexts existed across all aspects of their lives. As a parent of a child experiencing disability and a facilitator, Jane discussed her determination in providing inclusive physical activity programming for IED as she approached the "[organization] with concerns about not seeing enough activity-based programs or any sort of physical activity for children or adults that [experience disability]". In her own experience with her child, she had the realization that when her child was in a different physical activity program "it was difficult for them to learn and be accepted into it. There was not enough knowledge being given to the other coaches about what [disabilities] look like for certain individuals," leading her to pursue a career as a physical activity facilitator for IED.

The effectiveness of facilitators' determination and investment in the PL journeys of participants was highlighted when Megan explained:

> One of the coaches came out, and they could see that the athlete was getting frustrated with how they were doing. The coach came out and said, 'I gotta rethink this, I gotta come up with something else… I know they can play the game but I gotta figure out how I can get them to be able to do it and I know they can do it'.

This suggested that when coaches are determined and invested, they are able to rethink conventional physical activity approaches and develop solutions to create meaningful opportunities for participants. Megan's experience as a parent of a child experiencing disability also supported the idea that committed leadership fostered positive outcomes. She voiced, "[My child] probably doesn't get it the first time or maybe even the third time, but [the leaders] are there to show them and they get so much joy and confidence…They just love it, it's awesome." She further supported this view when discussing other facilitators in her organization:

> The head coach provides a space where they take the athlete in and say, 'Okay, let me see where you're at and how I can [help]...' they're there to be able to provide whatever assistance you want, and they can talk to them about whatever they need to talk about.

Facilitators emphasized that as well as determination and investment, intentionality enhanced the provision of meaningful and positive experiences. Kiley highlighted her approach by noting, "I try to make it as welcoming as possible and learn a few things about them that we can discuss. I find that's nice and I think it helps make them comfortable, and helps them come back." Lily echoed this, stating, "Enjoyment is huge, because otherwise they wouldn't come. They wouldn't show up. So I try to be friendly. I try to smile. I try to be encouraging. I always say thank you for coming." Here, committed and intentional facilitators led to individualized opportunities, motivating continued physical activity.

Additionally, facilitators discussed that committed leadership involved being considerate, compassionate, and empathetic toward individual circumstances. Such qualities enabled facilitators to tailor physical activities to each participant. A common theme among facilitators was their compassion for IED and their recognition of the need to offer inclusive opportunities, addressing historical and ongoing societal exclusions. Jane noted:

> I do think that there are times and places that are more appropriate to be targeted towards [the disability] community. They have been sheltered a lot over the past years and our whole point is now trying to break those barriers so that they can experience everything that everybody else has.

Consideration and compassion for participants' individual circumstances was highlighted by Carla, whose approach to instruction exemplified these characteristics. She described her method as

“compassionate and gentle...in a, 'Let’s see what we can do’ way.” Such a mindset enabled facilitators to tailor opportunities to each participant’s needs. As Jane expressed:

> A whole part of my job is to make sure that inclusion is for everybody. When it comes to anything that I do, I always make sure I know of any child or adult who may have barriers that may make it harder for them to play in a way that other people may be playing.

Nadine also highlighted this idea when she said, “I think you gotta have an open mind and I think you have to be conscious that you're there for them. You are not there for yourself. I think people gotta realize you have to be kind.” She continued by discussing her awareness of participant circumstances, acknowledging that not everyone will participate at the same level and that is welcomed in her space. She stated, “I always say, it depends on how you feel today because we've all had days where we just don't feel 100% and you're not going to feel like giving 100%. So I always say to take it at your own pace”.

Being considerate of each individual and offering tailored options enabled participants to engage in ways that suit them best. As Lily noted, “I think it's really important to the participants that they feel there is something they can do.” Facilitators played a vital role in the development of participants' PL journeys. Through committed leadership, encompassing continued learning, intentionality, investment, and compassion, facilitators created environments where IED felt comfortable and could participate in physical activity in their preferred manner.

Strength in Numbers

Consistently, facilitators stressed the significance of IED having a supportive network. This network, encompassing interactions with family, caregivers, peers, and the community, was crucial for individual development and encouraged continued physical activity. Facilitators

expressed that such supportive relationships fostered personal growth, confidence, and enhanced enjoyment in physical activities leading to meaningful PL experiences.

The importance of actively encouraging family members and caregivers in the involvement of a participants' PL journey was heavily emphasized by facilitators. Andrea discussed the consideration of family involvement as a whole and voiced that "the whole family is welcome to come…A lot of them need family involvement." Similarly, Kiley highlighted that if participants want to "bring someone for their first class, and that would make them feel more comfortable, then they're more than welcome to do so." These statements reflected the facilitators' efforts to welcome the entire family, generating a safe and supportive space for IED to thrive.

Facilitators discussed the critical role of family and caregiver support in enhancing participation. Megan, a facilitator with a child experiencing disability, observed that family encouragement significantly benefited her child's development:

> [Being reserved and closed off] wasn't a part of their personality. It was almost like we had to say, 'No, come on you gotta do this' and push them to go out. They blossom because of it. They've become more independent and they're very confident in themself.

Lily also highlighted the benefits of familial support, noting, "I can only guess that [going with a partner] would help fight against apathy. That's got to be easier than just doing it yourself." Nadine added that caregivers often accompany individuals in her organization, especially those who have "recently been diagnosed and/or they're a little bit nervous," which helped motivate participants to engage in physical activity. Facilitators viewed this involvement positively, with Lily praising the supportive role of partners who participate alongside participants, saying, "I can only commend them. I think it's amazing."

Additionally, peer support emerged as a crucial element in the PL journeys of IED. Megan emphasized the value of friendship within these groups, describing them as "a big family" where participants "look out for [each other]." She voiced that these connections extended beyond the activity setting, as participants "have a connection" through shared physical activity experiences. Andrea added that these friendships enhanced enjoyment in physical activity, saying, "I think they like it because of the friendship." Kiley also noted the peer support as she observed that participants are "very encouraging and supportive of each other," even when they are critical of themselves. Megan summarized this sentiment by stating, "It takes a community to raise a child and it certainly takes a community when you've got a child with a disability."

In addition to having a supportive network, the concept of collaborative communities was highlighted as crucial. This accentuated the importance of collective involvement from various community partners—including peers, facilitators, caregivers, and community groups—in fostering PL for IED. Such collaboration was essential for creating inclusive opportunities and benefiting all parties involved. Brady described the role of a community-centered approach within his organization expressing, "We're a collaborative staff. It's a collaborative community by nature." further emphasizing the need for "people to be that way because we're working to make a difference." Facilitators expressed that without this collaborative nature, providing inclusive PL programs would be significantly more difficult. Jane expressed:

> Programs are run by volunteers. If we don't have our volunteers, we would face significant challenges in offering programming across the province. It's always trying to work with our volunteers and make sure that they feel supported in their day to day and their long term and short term planning too.

Jane also highlighted the value of ongoing collaboration and shared learning, noting that many of the volunteers were parents who "had a lot of knowledge when it came to their own child's perspective."

These collaborative communities included networks of families and caregivers of IED. Brady noted, "Families get to meet each other and learn about different things that way. There's a support network that families get to have when they come to our programming." Carla echoed this sentiment, stating, "I love being part of this program, because I just feel that it's a really solid thing, helpful for everyone, caregivers included." Brady acknowledged the value of this collaborative approach, emphasizing its positive impact: "The biggest positive is the sense of community that we're building with the new families. I think when you bring all those people together, like the volunteers, the families, the kids, and staff, it all kind of develops together."

Supportive networks and collaborative communities facilitated social interactions for IED. Engaging in such interactions positively affected mental well-being, contributing to a holistic approach to health that integrates physical and psychological aspects. Carla emphasized this connection, expressing, "I'm a huge advocate of the [mind-body] connection. I see it as critical." Facilitators also recognized the benefits of socialization. Lily expressed, "If they're coming to class in person, it's socialization. Getting out of the house, a bit of a community, having a chat," and Kiley highlighted the impact of this social environment on participants as "they really do thrive". Facilitators noted that these social environments provided a sense of belonging for participants. Carla said that "the program brings people together, so they understand each other, they understand the isolation, they understand the other aspects outside the physical barriers. I think it's huge." Megan supported this sense of belonging, stating, "it's just the connection they have. They have their own community." describing inclusive environments as feeling like "home."

Facilitators emphasized that environments fostering socialization and connection helped reduce feelings of loneliness and isolation, enhancing motivation and confidence. Carla noted that for participants being able to socialize is crucial and when they get together "they realize 'I'm not alone, I'm not the only one with this.'" Lily added that providing a space in which individuals can connect and sympathize with one another addresses the "whole other side of loneliness and disconnect for all of these populations." Facilitators collectively recognized the cognitive and mental health benefits of social interaction. Carla summarized, "the cognitive and mental health benefits, and participant cohesiveness" that individuals gained from inclusive PL environments are "outstanding." Overall, facilitators agreed that a supportive community significantly boosted the extrinsic motivations of IED. This emphasized the impact of supportive networks and collaborative communities on creating meaningful experiences for IED, leading to positive PL development for all.

CHAPTER FIVE: Discussion

The objective of this study was to gain deeper insights into how disability-specific physical activity facilitators perceive their role in fostering PL development for IED. Through the application of an ecological dynamics framework (O'Sullivan et al., 2020; Rudd et al., 2020), the data revealed that PL development is supported through the use of enriching and creative learning environments (Pushkarenko et al., 2023c), whereby IED are empowered to gain a better understanding of their own movement journeys through the process of self-discovery and autonomous engagement. Through the application of this framework, facilitators recognized the cyclical nature of environmental influence on individuals' PL development (i.e., the continuous influence of oneself, one's physical activity context, and one's community), ultimately leading to increased meaningfulness and prolonged activity engagement on behalf of IED.

Facilitators expressed that within inclusive physical activity environments, individuals achieved significant personal growth and development. The benefits of such environments were multifaceted as they promoted physical health through movement, enhanced social well-being by increasing independence and confidence, and improved mental health by fostering a sense of accomplishment, success, and social connection (Alkhawaldeh et al., 2024; Jacob et al., 2023; Keats et al., 2017). Furthermore, facilitators conveyed that the advantages experienced by IED, stemmed from both the physical and social accessibility within the environment that was fostered. Physical accessibility ensured that opportunities for interaction met individual needs, while social accessibility involved support from facilitators and the community to make experiences meaningful, both of which align with the ecological dynamics framework, positing that personal growth and PL development emerge from interactions with one's environment. Collectively, it

was expressed that inclusive environments were largely influenced by the roles that facilitators embraced.

The commitment to leadership, and the knowledge and experience facilitators held in inclusive physical activity supported the role of continuous learning for their participants, and thus their overall PL development. Facilitators' dedication to their practice fostered a robust connection between all individuals within the physical activity environment (i.e., participants and facilitators), emphasizing the dynamic relationship that was thought to shape PL development. Their openness to exploration and growth allowed IED to actively engage with, and respond to, environmental cues and feedback, creating a reciprocal relationship in which both facilitators and participants continuously influenced each other. Facilitators adjusted their methods based on participants evolving needs and progress, while participants refined their interests and understanding through ongoing interactions. This interconnectedness reflected the notion that PL development is not a static process but a fluid one, heavily shaped by the evolving environment and the mutual contributions of both parties (Durden-Myers et al., 2020). This perspective aligns with the ecological dynamics framework, which suggests that PL is not an outcome-oriented endpoint but a process-oriented journey (Whitehead, 2010). It is shaped by multiple interacting constraints encountered by each individual (O'Sullivan et al., 2020), ultimately supporting the realization of one's embodied potential to engage with their environment (Whitehead et al., 2018).

In providing IED with opportunities for personal growth, facilitators enhanced physical activity participants with the potential to take ownership of their engagement and overall PL development (Pushkarenko et al., 2023a; Whitehead et al., 2018). This approach, adopted by facilitators, fostered unique interactions with the world, ultimately contributing to human flourishing—a state defined by Durden-Myers et al. (2018) as "a disposition, whereby individuals

are considered to be thriving or living optimally" (p. 3). Through the creation of an environment that was tailored to individual needs, facilitators established a learning context that was characterized by inclusivity, individuality, and self-direction (Durden-Myers et al., 2018); one where PL development via the construct of human flourishing becomes attainable for everyone (Durden-Myers et al., 2018). Within such a context, facilitators recognized that thriving is both individualized and achievable through a combination of personal effort and environmental support, and as such, valued both the process and the outcomes of pursuing an optimal life (Durden-Myers et al., 2018). In short, facilitators generated environments that promoted autonomy, individuality, and independence, thus enabling individuals to fully realize their potential and take responsibility for their own PL development.

Facilitators capitalized on participants' embodied potential by employing non-linear pedagogy in their programs (Chow et al., 2020). This pedagogical approach emphasized providing movement-based activities that were enjoyable and exploratory, catering to the individual needs of participants (Chow et al., 2006). By supporting self-discovery, autonomy, and creativity, facilitators created physical activity environments that promoted holistic PL development (Chow et al., 2020; Pushkarenko et al., 2023c). Those who embraced non-linear pedagogies enhanced intrinsic motivation by prioritizing individual interests and enjoyment. Such an approach demonstrated that continued participation in inclusive physical activities is fueled by positive experiences, which, in turn, foster a deeper intrinsic motivation for ongoing engagement (Pushkarenko et al., 2023d).

Through the prioritization of individual enjoyment according to their participants themselves, facilitators sustained engagement, recognizing participant perspectives as key to discovering meaningfulness in PL journeys (Whitehead, 2010). They fostered meaningful

connections by giving participants a voice, allowing them to feel empowered and exercise autonomy, which in turn enhanced their willingness to participate and deepened their appreciation for physical activity (Durden-Myers et al., 2020). Facilitators who took into account individual circumstances and promoted choice and autonomy facilitated more effective PL development. This approach aligns with the concept of pedagogical sensitivity, where facilitators adapt their methods based on a nuanced understanding of each participant, fostering a relationship of mutual understanding and reciprocal learning (Almond & Whitehead, 2012). By establishing this relationship, facilitators could better understand the unique circumstances of each individual and tailor their instruction accordingly, further advancing PL development for all (Pushkarenko et al., 2023c). This responsive approach empowered individuals to take responsibility for their engagement in physical activity throughout their lives (Pushkarenko et al., 2023c).

A responsive and intentional approach to their physical activity programming was actively applied by facilitators. Facilitators demonstrated open-minded facilitation, adaptability, and careful consideration of individual circumstances, all of which are considered crucial for creating a genuinely inclusive PL environment (Arbour-Nicitopoulos et al., 2023; Durden-Myers et al., 2018). This intentionality showed a commitment to inclusivity, addressing the unique needs of each participant and enhancing the overall quality of their experience. Facilitators who incorporated intentionality in their approach were better able to foster optimized and meaningful interactions, thereby enhancing the potential for PL development (Durden-Myers et al., 2018). Furthermore, intentionality aligned with person-centered planning, emphasizing individualized approaches that support participants in developing a lifestyle rooted in their interests, shared rights, and inclusion. This approach was thought to promote choice, autonomy, and self-determination (Carvalhais et al., 2023). Through intentional and person-centered practices, facilitators believed

IED were more likely to experience positive outcomes in their exploration of PL, leading to greater empowerment. Houser and Kriellaars (2023) support this view, advocating for a PL-enriched pedagogy that emphasizes meaningful engagement and motivates continued participation. This pedagogical approach shifts the focus from purely physical aspects to holistic and inclusive development, empowering each individual and contributing to sustained motivation for engagement (Houser & Kriellaars, 2023).

Finally, facilitators recognized the importance of personal and environmental factors in fostering intrinsic motivation. They also emphasized the role of supportive communities in enhancing extrinsic motivation for individuals throughout their PL journeys. Facilitators built a robust network of social support, including peers, guardians, and the broader community, to encourage continued engagement and participation in physical activities for IED across their lifespan. This collaborative effort extended beyond conventional contexts, facilitating PL development in all aspects of an individuals life (Pushkarenko, 2022; Yi et al., 2019). Here, by engaging community partners who brought lived experiences and extensive knowledge, facilitators shaped the movement journeys of participants. They understood that personal responsibility for engagement manifested differently for each individual; some showed a proactive stance or intrinsic desire to participate, while others relied on external support to actualize their involvement. This collaborative network provided extrinsic motivation, enhancing PL development for all participants. This approach is supported by Yi et al. (2019), who likened it to a community of practice that integrates supportive community members to improve physical activity experiences, ultimately encouraging PL development.

Insights from ecological dynamics revealed that facilitators cultivated enriching environments that supported PL development for all (O'Sullivan et al., 2020; Rudd et al., 2020).

They empowered IED by providing opportunities to build autonomy and make informed decisions about their movement journeys. Recognizing the importance of a collaborative effort, facilitators emphasized the role of dedicated leadership and a supportive community in fostering PL development. This approach promoted prolonged and sustained engagement in physical activity, highlighting the significance of embodied experiences and individuality, all of which closely align with the philosophical foundations of PL, emphasizing the holistic and inclusive nature of this developmental journey.

Limitations

There were several limitations associated with the data in this study. First, physical activity facilitators defined PL in their own words, thus demonstrating various definitions of PL. Despite the increasingly popular concept of PL across physical activity settings, the concept is still relatively new within physical activity organizations and is being represented differently through concept, definition, philosophical assumptions, practice, and expected outcomes (Belton et al., 2022). This had the potential to impact the information provided by facilitators in response to the interview questions due to the lack and/or varying understanding of PL across facilitators.

Second, both time constraints and the use of over-the-phone interviews acted as a limitation within the study. Due to the nature of the study, examining perspectives across Newfoundland, multiple participants were located outside the metropolitan area and chose to engage in over-the-phone interviews rather than utilizing in-person or virtual methods; therefore, the amount of time spent together between the researcher and participants was limited. This may have caused limitations during data collection due to the potential lack of authentic relationship building. Failure to build authentic researcher-participant relationships can lead to participant discomfort and hostility during the collaboration and knowledge sharing portion of data collection, potentially

leading to a reluctance on behalf of the participant to disclose information to an 'outsider' (Berger, 2015; Cunliffe, 2016; Merriam et al., 2001). This lack of information may have disrupted the integrity of the investigation, as the participant may not have disclosed full detail of the subjective experiences being sought out.

Finally, one notable limitation was the uneven distribution of participants from different disability-specific organizations. This disparity introduces potential biases in perspectives and experiences, as some organizations may be overrepresented (i.e., four facilitators from organization one) while others are underrepresented (i.e., two participants from organization two, one participant from organization three, and one participant from both organization three and four). Such uneven distribution had the potential to skew the findings towards the viewpoints dominant within the more represented organization, potentially neglecting the unique insights and challenges of those less represented. This limitation demonstrated the need for cautious interpretation of the study's findings, recognizing the inherent diversity and complexity within organizational contexts that may not be fully captured with an uneven participant distribution.

Strengths and Future Considerations

The significance of this study is demonstrated through providing direct contributions to understanding the gap of PL development for IED. More specifically, it addressed the gap in research regarding the successful implementation of inclusive PL programming for IED. This study aimed to present evidence-based knowledge regarding how to provide enriched inclusive PL development for all through understanding the perspectives of the individuals responsible for PL implementation (i.e., facilitators). Moreover, it builds on a group of work amplifying the perspectives of facilitators in the greater disability community regarding PL, while much research is often focused on the perceptions of community partners in normative physical activity settings

(Pushkarenko et al., 2021; 2023). The use of interpretive thematic analysis facilitated the findings of data specific to the facilitators experiences, allowing for the communication of eight unique perspectives, highlighting the intersections of experiences to convert into implications for practice. This study illustrated that despite potential limitations with the collected data, the perceptions of facilitators regarding success in providing meaningful opportunities for IED to develop their own PL journeys is worth exploring.

The findings from this project will increase the dialogue in both academia and the public health sector regarding PL development for marginalized populations, more specifically the disability community. Thus, understanding the perspectives of disability-specific physical activity facilitators will contribute to a larger research study focusing on providing education and training to community-based organizations, leading to the potential for increased inclusive PL development for all.

Numerous strategies for practical implementation of inclusive PL programming were highlighted by facilitators (i.e., non-linear pedagogy, pedagogical sensitivity, person-centred pedagogy, PL enriched pedagogy, etc.). These findings provide support to the provision of education and training to community-based physical activity facilitators regarding concepts to become inclusive in the implementation of one's PL programming. Through said education and training, potential exists to provide more opportunity for physical activity participation for IED, ultimately decreasing the exclusion of marginalized communities in PL settings.

CHAPTER SIX: Conclusion

Throughout this study, the profound impact of the ongoing interaction between IED and their environments on PL development was highlighted through the ecological dynamics framework. Specifically, the relationships formed between individuals and their selves, facilitators, and communities played a crucial role in shaping motivation and engagement in PL development. Facilitators observed that motivation was primarily nurtured through an inclusive environment that fostered individuality and enjoyment, thereby encouraging participation in movement activities and creating meaningful PL experiences. Despite the traditionally exclusive conceptualizations of PL found in the literature, a practical approach that embodies the holistic philosophy of PL was proved to be effective in engaging and developing PL for IED. Additionally, facilitators who acknowledged the significance of inclusive practices emphasized the importance of adopting methods such as non-linear pedagogy, pedagogical sensitivity, and person-centered pedagogy that foster an environment where individuals can fully harness their innate potential.

References

Abid, M., Cherni, Y., Batcho, C. S., Traverse, E., Lavoie, M. D., & Mercier, C. (2022). Facilitators and barriers to participation in physical activities in children and adolescents living with cerebral palsy: A scoping review. *Disability and Rehabilitation*, 1–16. https://doi.org/10.1080/09638288.2022.2150327

Alkhawaldeh, A., Abdalrahim, A., ALBashtawy, M., Ayed, A., Al Omari, O., ALBashtawy, S., Suliman, M., Oweidat, I. A., Khatatbeh, H., Alkhawaldeh, H., Dameery, K. A., Alsaraireh, M., & Alhroub, N. (2024). University students' physical activity: Perceived barriers and benefits to physical activity and its contributing factors. *SAGE Open Nursing, 10,* 23779608241240490. https://doi.org/10.1177/23779608241240490

Almond, L., & Whitehead, M. (2012). Physical literacy: Clarifying the nature of the concept. *Physical Education Matters*, *7*(1), 68-71.

An, J., & Goodwin, D. L. (2007). Physical education for students with spin bifida: Mother's perspectives. *Adapted Physical Activity Quarterly, 24*(1), 38-58. https://doi.org/10.1123/apaq.24.1.38

An, J., & Hodge, S. R. (2013). Exploring the meaning of parental involvement in physical education for students with developmental disabilities. *Adapted Physical Activity Quarterly*, *30*(2), 147–163. https://doi.org/10.1123/apaq.30.2.147

Araújo, D., Davids, K., & Hristovski, R. (2006). The ecological dynamics of decision making in sport. *Psychology of Sport and Exercise, 7*(6), 653–676. https://doi.org/10.1016/j.psychsport.2006.07.002

Arbour-Nicitopoulos, K., Boross-Harmer, A., Leo, J., Allison, A., Bremner, R., Taverna, F., Sora, D., & Wright, F. (2017). Igniting Fitness Possibilities: A case study of an inclusive

community-based physical literacy program for children and youth. *Leisure/Loisir*, *42*, 1–24. https://doi.org/10.1080/14927713.2017.1414627

Arbour-Nicitopoulos, K. P., Grassmann, V., Orr, K., McPherson, A. C., Faulkner, G. E., & Wright, V. (2018). A scoping review of inclusive out-of-school time physical activity programs for children and youth with physical disabilities. *Adapted Physical Activity Quarterly, 35*, 111–138. https://doi.org/10.1123/apaq.2017-0012

Arbour-Nicitopoulos, K. P., Bremer, E., Leo, J., & Wright, F. V. (2023). A pragmatic approach to measuring physical literacy and behavioural outcomes in youth with and without disabilities. *Leisure/Loisir*, *47*(2), 209–233. https://doi.org/10.1080/14927713.2022.2085157

Bailey, R. (2022). Defining physical literacy: Making sense of a promiscuous concept. *Sport in Society*, *25*(1), 163–180. https://doi.org/10.1080/17430437.2020.1777104

Barnes, C., Mercer, G., & Shakespeare, T. (2010). The social model of disability. In A. Giddens & P. Sutton (Eds.), *Sociology: Introductory readings*, (161–166). Polity Press, Cambridge.

Barr, M., & Shields, N. (2011). Identifying the barriers and facilitators to participation in physical activity for children with Down syndrome. *Journal of Intellectual Disability Research*, *55*(11), 1020–1033. https://doi.org/10.1111/j.1365-2788.2011.01425.x

Belanger, K., Barnes, J. D., Longmuir, P. E., Anderson, K. D., Bruner, B., Copeland, J. L., Gregg, M. J., Hall, N., Kolen, A. M., Lane, K. N., Law, B., MacDonald, D. J., Martin, L. J., Saunders, T. J., Sheehan, D., Stone, M., Woodruff, S. J., & Tremblay, M. S. (2018). The relationship between physical literacy scores and adherence to Canadian physical

activity and sedentary behaviour guidelines. *BMC Public Health*, *18*(S2), 1042. https://doi.org/10.1186/s12889-018-5897-4

Belton, S., Connolly, S., Peers, C., Goss, H., Murphy, M., Murtagh, E., Kavanagh, J., Corr, M., Ferguson, K., & O'Brien, W. (2022). Are all domains created equal? An exploration of stakeholder views on the concept of physical literacy. *BMC Public Health*, *22*(1), 501. https://doi.org/10.1186/s12889-022-12931-5

Berger, R. (2015). Now I see it, now I don't: Researcher's position and reflexivity in qualitative research. *Qualitative Research*, *15*(2), 219–234. https://doi.org/10.1177/1468794112468475

Blais, A. Z., Lougheed, J., Adamo, K. B., & Longmuir, P. E. (2020). Participation in a community-based sport program is feasible for children with congenital heart disease and may benefit physical literacy development: A pilot study. *Exercise Medicine*, *4*, 8. https://doi.org/10.26644/em.2020.008

Boman, C., & Bernhardsson, S. (2023). Exploring needs, barriers, and facilitators for promoting physical activity for children with intellectual developmental disorders: A qualitative focus group study. *Journal of Intellectual Disabilities*, *27*(1), 5–23. https://doi.org/10.1177/17446295211064368

Bossink, L. W. M., van der Putten, A. A. J., & Vlaskamp, C. (2017). Understanding low levels of physical activity in people with intellectual disabilities: A systematic review to identify barriers and facilitators. *Research in Developmental Disabilities*, *68*, 95–110. https://doi.org/10.1016/j.ridd.2017.06.008

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, *3*(2), 77–101. https://doi.org/10.1191/1478088706qp063oa

Braun, V., & Clarke, V. (2021). One size fits all? What counts as quality practice in (reflexive) thematic analysis? *Qualitative Research in Psychology*, *18*(3), 328–352. https://doi.org/10.1080/14780887.2020.1769238

Bremer, E., Graham, J. D., & Cairney, J. (2020). Outcomes and Feasibility of a 12-Week Physical Literacy Intervention for Children in an Afterschool Program. *International Journal of Environmental Research and Public Health, 17*(9). https://doi.org/10.3390/ijerph17093129

Cairney, J., Dudley, D., Kwan, M., Bulten, R., & Kriellaars, D. (2019a). Physical literacy, physical activity and health: Toward an evidence-informed conceptual model. *Sports Medicine*, *49*(3), 371–383. https://doi.org/10.1007/s40279-019-01063-3

Cairney, J., Kiez, T., Roetert, E. P., & Kriellaars, D. (2019b). A 20th-century narrative on the origins of the physical literacy construct. *Journal of Teaching in Physical Education*, *38*(2), 79–83. https://doi.org/10.1123/jtpe.2018-0072

Caldwell, H. A. T., Di Cristofaro, N. A., Cairney, J., Bray, S. R., MacDonald, M. J., & Timmons, B. W. (2020). Physical literacy, physical activity, and health indicators in school-age children. *International Journal of Environmental Research and Public Health* 17(15), 5367. https://doi.org/10.3390/ijerph17155367

Campbell, F. K. (2009). *Contours of ableism: the production of disability and abledness.* Palgrave Macmillan London. https://doi.org/10.1057/9780230245181

Canadian Disability Participation Project. (November, 2022). *Canadian Physical Activity Report Card for Children & Adolescents with Disabilities*. Canadian Disability Participation Project. https://cdpp.ca/resources-and-publications/canadian-physical-activity-report-card-children-adolescents-disabilities

Carl, J., Barratt, J., Wanner, P., Töpfer, C., Cairney, J., & Pfeifer, K. (2022). The effectiveness of physical literacy interventions: A systematic review with meta-analysis. *Sport Medicine, 52*, 2965–2999. https://doi.org/10.1007/s40279-022-01738-4

Carvalhais, L., Fernandes, A. R., & Almeida, L. (2023). Person-centred planning in centres of activities for inclusion. *Social Inclusion*, *11*(4), 350–361. https://doi.org/10.17645/si.v11i4.7068

Chow, B. C., Choi, P., & Huang, W. (2018). Physical activity and physical fitness of adults with intellectual disabilities in group homes in Hong Kong. *International Journal of Environmental Research and Public Health*, *15*(7), 1370. https://doi.org/10.3390/ijerph15071370

Chow, J. Y., & Atencio, M. (2014). Complex and nonlinear pedagogy and the implications for physical education. *Sport, Education and Society, 19*, 1034–1054. https://doi.org/10.1080/13573322.2012.728528

Chow, J. Y., Davids, K., Button, C., Shuttleworth, R., Renshaw, I., & Araujo, D. (2006). Nonlinear pedagogy: A constraints-led framework for understanding emergence of game play and movement skills. *Nonlinear Dynamics, Psychology, and Life Sciences*, *10*, 71–103.

Chow, J. Y., Davids, K., Renshaw, I., & Rudd, J. (2020). Nonlinear Pedagogy. In M. A. Peters & R. Heraud (Eds.), *Encyclopedia of Educational Innovation* (pp. 1–7). Springer. https://doi.org/10.1007/978-981-13-2262-4_92-1

Collins, C. S., & Stockton, M. C. (2018). The central role of theory in qualitative research. *International Journal of Qualitative Research, 1*7(1), 1–10. https://doi.org/10.1177/1609406918797475

Columna, L., Prieto, L., Elias-Revolledo, G., & Haegele, J. A. (2020). The perspectives of parents of youth with disabilities toward physical activity: A systematic review. *Disability and Health Journal*, *13*(2), 100851. https://doi.org/10.1016/j.dhjo.2019.100851

Corbin, C. B. (2016). Implications of physical literacy for research and practice: A commentary. *Research Quarterly for Exercise and Sport*, *87*(1), 14–27. https://doi.org/10.1080/02701367.2016.1124722

Cornish, K., Fox, G., Fyfe, T., Koopmans, E., Pousette, A., & Pelletier, C. A. (2020). Understanding physical literacy in the context of health: A rapid scoping review. *BMC Public Health*, *20*(1), 1569. https://doi.org/10.1186/s12889-020-09583-8

Cox, K., Burke, V., Beilin, L., & Puddey, I. (2018). Community-based physical activity programs, what are the health benefits for older adults? *Journal of Science and Medicine in Sport*, *21*, 26. https://doi.org/10.1016/j.jsams.2018.09.060

Creswell, J. & Poth, C. (2017) *Qualitative inquiry and research design: Choosing among five approaches.* Sage, London.

Crotty, M. (1998). *Foundations of social research: Meaning and perspective in the research process.* Routledge. https://doi.org/10.4324/9781003115700

Cunliffe, A. L. (2016). "On Becoming a Critically Reflexive Practitioner" redux: What does it mean to *be* reflexive? *Journal of Management Education*, *40*(6), 740–746. https://doi.org/10.1177/1052562916668919

Cunliffe, A. L., & Sadler-Smith, E. (2015). *Management Learning*: The journal for critical, reflexive scholarship on organization and learning. *Management Learning*, *46*(1), 3–5. https://doi.org/10.1177/1350507614562934

Davids, K., Button, C., & Bennett, S. (2008). *Dynamics of skill acquisition: A constraints-led approach.* Human Kinetics.

Denzin, N. K., & Lincoln, Y. S. (2018). Introduction: The discipline and practice of qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *SAGE Handbook of Qualitative Research.* SAGE

Diaz, R., Miller, E. K., Kraus, E., & Fredericson, M. (2019). Impact of adaptive sports participation on quality of life. *Sports Medicine and Arthroscopy Review*, *27*(2), 73–82. https://doi.org/10.1097/jsa.0000000000000242

Dudley, D. (2023, May 3). *Evolution of Physical Literacy Models Around the World.* [Conference presentation]. International Physical Literacy Conference, New York, New York, USA.

Dudley, D., Cairney, J., Wainwright, N., Kriellaars, D., & Mitchell, D. (2017). Critical considerations for physical literacy policy in public health, recreation, sport, and education agencies. *Quest*, *69*(4), 436–452. https://doi.org/10.1080/00336297.2016.1268967

Durden-Myers, E., & Bartle, G. (2023). Physical-Literacy-Enriched Physical Education: A Capabilities Perspective. *Children*, *10*(9), Article 9. https://doi.org/10.3390/children10091503

Durden-Myers, E. J., Meloche, E. S., & Dhillon, K. K. (2020). The embodied nature of physical literacy: Interconnectedness of lived experience and meaning. *Journal of Physical Education, Recreation & Dance*, *91*(3), 8–16. https://doi.org/10.1080/07303084.2019.1705213

Durden-Myers, E. J., Whitehead, M. E., & Pot, N. (2018). Physical literacy and human flourishing. *Journal of Teaching in Physical Education*, *37*(3), 308–311. https://doi.org/10.1123/jtpe.2018-0132

Edwards, L. C., Bryant, A. S., Keegan, R. J., Morgan, K., & Jones, A. M. (2017). Definitions, foundations and associations of physical literacy: A systematic review. *Sports Medicine*, *47*(1), 113–126. https://doi.org/10.1007/s40279-016-0560-7

Etikan, I., Musa, S. A., & Alkassim, R. S. (2016). Comparison of convenience sampling and purposive sampling. *American Journal of Theoretical and Applied Statistics*, *5*(1), 1. https://doi.org/10.11648/j.ajtas.20160501.11

Fong Yan, A., Nicholson, L. L., Ward, R. E., Hiller, C. E., Dovey, K., Parker, H. M., Low, L.-F., Moyle, G., & Chan, C. (2024). The effectiveness of dance interventions on psychological and cognitive health outcomes compared with other forms of physical activity: A systematic review with meta-analysis. *Sports Medicine, 54*(5), 1179–1205. https://doi.org/10.1007/s40279-023-01990-2

Giblin, S., Collins, D., & Button, C. (2014). Physical literacy: Importance, assessment and future directions. *Sports Medicine*, *44*(9), 1177–1184. https://doi.org/10.1007/s40279-014-0205-7

Giese, M., Haegele, J. A., & Maher, A. J. (2024). The ableist underpinning of normative motor assessments in adapted physical education. *Journal of Teaching in Physical Education*, *43*(1), 72–78. https://doi.org/10.1123/jtpe.2022-0239

Goodwin, D. L. (2016). Youth sport and dis/ability. In K. Green (Ed.), *Routledge handbook of youth sport* (pp. 308-320). Routledge.

Goodwin, D., & Howe, P. D. (2016). Framing cross-cultural ethical practice in adapt[ive] physical activity. *Quest, 68*(1), 43-54. https://doi.org/10.1080/00336297.2015.1117501

Goodwin, D. & Peers, D. (2011). Disability, sport and inclusion. In S. Dagkas & K. Armour (Eds.), *Inclusion and exclusion through youth sport* (pp. 186-202). London: Routledge.

Goodwin, D. L., & Rossow-Kimball, B. (2012). Thinking ethically about professional practice in adapted physical activity. *Adapted Physical Activity Quarterly, 29*(4), 295–309. https://doi.org/10.1123/apaq.29.4.295

Guba, E. G., & Lincoln, Y. S. (1994). Competing paradigms in qualitative research, In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 105-117), Sage.

Hallal, P. C., Andersen, L. B., Bull, F. C., Guthold, R., Haskell, W., Ekelund, U., & Lancet Physical Activity Series Working Group. (2012). Global physical activity levels: Surveillance progress, pitfalls, and prospects. *Lancet, 380*(9838), 247–257. https://doi.org/10.1016/S0140-6736(12)60646-1

Holmes, A. G. D. (2020). Researcher positionality—A consideration of its influence and place in qualitative research—A new researcher guide. *Shanlax International Journal of Education*, *8*(4), 1–10. https://doi.org/10.34293/education.v8i4.3232

Houser, N., & Kriellaars, D. (2023). "Where was this when I was in Physical Education?" Physical literacy enriched pedagogy in a quality physical education context. *Frontiers in Sports and Active Living*, *5*, 1185680. https://doi.org/10.3389/fspor.2023.1185680

Hyndman, B., & Pill, S. (2018). What's in a concept? A Leximancer text mining analysis of physical literacy across the international literature. *European Physical Education Review*, *24*(3), 292–313. https://doi.org/10.1177/1356336X17690312

Inoue, Y., Lock, D., Sato, M., Aizawa, K., Mikura, A., Kohno, N., & Ogasawara, E. (2024). What explains the well-being benefits of physical activity? A mixed-methods analysis of the roles of participation frequency and social identification. *Social Science & Medicine, 340*, 116454. https://doi.org/10.1016/j.socscimed.2023.116454

Jaarsma, E. A., Dijkstra, P. U., de Blécourt, A. C. E., Geertzen, J. H. B., & Dekker, R. (2015). Barriers and facilitators of sports in children with physical disabilities: A mixed-method study. *Disability and Rehabilitation*, *37*(18), 1617–1625. https://doi.org/10.3109/09638288.2014.972587

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

Jacob, U. S., Pillay, J., Johnson, E., Omoya, O., & Adedokun, A. P. (2023). A systematic review of physical activity: Benefits and needs for maintenance of quality of life among adults with intellectual disability. *Frontiers in Sports and Active Living*, *5*. https://doi.org/10.3389/fspor.2023.1184946

Jobling, A. (2001). Life be in it: Lifestyle choices for active leisure. *Down's Syndrome, Research and Practice: The Journal of the Sarah Duffen Centre*, *6*(3), 117–122. https://doi.org/10.3104/perspectives.102

Junker, L., & Carlberg, E. B. (2011). Factors that affect exercise participation among people with physical disabilities. *Advances in Physiotherapy*, *13*(1), 18–25. https://doi.org/10.3109/14038196.2011.556752

Jurbala, P. (2015). What is physical literacy, really? *Quest*, *67*(4), 367–383. https://doi.org/10.1080/00336297.2015.1084341

Keats, M. R., Cui, Y., DeClercq, V., Dummer, T. J. B., Forbes, C., Grandy, S. A., Hicks, J., Sweeney, E., Yu, Z. M., & Parker, L. (2017). Multimorbidity in Atlantic Canada and association with low levels of physical activity. *Preventive Medicine*, *105*, 326–331. https://doi.org/10.1016/j.ypmed.2017.10.013

Keegan, R. J., Keegan, S. L., Daley, S., Ordway, C., & Edwards, A. (2013). *Getting Australia moving: Establishing a physically literate and active nation.* University of Canberra Press.

Kim, J. Y., & Yi, E. S. (2018). Analysis of the relationship between physical activity and metabolic syndrome risk factors in adults with intellectual disabilities. *Journal of Exercise Rehabilitation, 14*(4), 592–597. https://doi.org/10.12965/jer.1836302.151

Kivunja, C., & Kuyini, A. B. (2017). Understanding and applying research paradigms in educational contexts. *International Journal of Higher Education*, *6*(5), 26. https://doi.org/10.5430/ijhe.v6n5p26

Liu, Y., & Chen, S. (2020). Physical literacy in children and adolescents: Definitions, assessments, and interventions. *European Physical Education Review. 27*(), 96-112. https://doi.org/10.1177/1356336X20925502

Mahy, J., Shields, N., Taylor, N. F., & Dodd, K. J. (2010). Identifying facilitators and barriers to physical activity for adults with Down syndrome: Facilitators and barriers to activity. *Journal of Intellectual Disability Research*, *54*(9), 795–805. https://doi.org/10.1111/j.1365-2788.2010.01308.x

Marks, D. (1997). Models of disability. *Disability and Rehabilitation*, *19*(3), 85–91. https://doi.org/10.3109/09638289709166831

Martin Ginis, K. A., Van Der Ploeg, H. P., Foster, C., Lai, B., McBride, C. B., Ng, K., Pratt, M., Shirazipour, C. H., Smith, B., Vásquez, P. M., & Heath, G. W. (2021). Participation of people living with disabilities in physical activity: A global perspective. *The Lancet*, *398*(10298), 443–455. https://doi.org/10.1016/S0140-6736(21)01164-8

Martins, J., Costa, J., Sarmento, H., Marques, A., Farias, C., Onofre, M., & Valeiro, M. G. (2021). Adolescents' perspectives on the barriers and facilitators of physical activity: An updated systematic review of qualitative Studies. *International Journal of Environmental Research and Public Health*, *18*(9), 4954. https://doi.org/10.3390/ijerph18094954

Mayan, M. J. (2009). *Essentials in qualitative inquiry.* London, UK: Routledge.

McIntosh, M. J., & Morse, J. M. (2015). Situating and constructing diversity in semi-structured interviews. *Global Qualitative Nursing Research*, *2*. https://doi.org/10.1177/2333393615597674

Merriam, S. B., Johnson-Bailey, J., Lee, M.-Y., Kee, Y., Ntseane, G., & Muhamad, M. (2001). Power and positionality: Negotiating insider/outsider status within and across cultures. *International Journal of Lifelong Education*, *20*(5), 405–416. https://doi.org/10.1080/02601370120490

Merriam, S. B. (2009), Qualitative Research: A Guide to Design and Implementation. Jossey-Bass Inc.

Motulsky, S. L. (2021). Is member checking the gold standard of quality in qualitative research? *Qualitative Psychology*, *8*(3), 389–406. https://doi.org/10.1037/qup0000215

Newell, K.M. (1986). Constraints on the development of coordination. In M. G. Wade & H. T. A. Whiting (Eds.), *Motor Development in Children: Aspects of Coordination and Control*, (pp. 341–360). Amsterdam: Springer Science and Business Media.

Oppewal, A., Hilgenkamp, T. I. M., van Wijck, R., & Evenhuis, H. M. (2013). Cardiorespiratory fitness in individuals with intellectual disabilities—A review. *Research in Developmental Disabilities*, *34*(10), 3301–3316. https://doi.org/10.1016/j.ridd.2013.07.005

O'Sullivan, M., Davids, K., Woods, C. T., Rothwell, M., & Rudd, J. (2020). Conceptualizing physical literacy within an ecological dynamics framework. *Quest*, *72*(4), 448–462. https://doi.org/10.1080/00336297.2020.1799828

Ovens, A., & Enright, E. (2021). Infection or affection: Physical literacy and the reterritorialization of the HPE curriculum. *Curriculum Studies in Health and Physical Education*, *12*(2), 96–105. https://doi.org/10.1080/25742981.2021.1936582

ParticipACTION. (2024). 2024 *ParticipACTION Report Card on Physical Activity for Children and Youth.* ParticipACTION. https://www.participaction.com/wp-content/uploads/2024/05/2024-Children-and-Youth-Report-Card-Highlight-Report-1.pdf

Paterson, M., & Higgs, J. (2015). Using hermeneutics as a qualitative research approach in professional practice. *The Qualitative Report*. https://doi.org/10.46743/2160-3715/2005.1853

Pedersen, B. K., & Saltin, B. (2015). Exercise as medicine – evidence for prescribing exercise as therapy in 26 different chronic diseases. *Scandinavian Journal of Medicine & Science in Sports*, *25*(S3), 1–72. https://doi.org/10.1111/sms.12581

Peers, D., Spencer-Cavaliere, N., & Eales, L. (2014). Say what you mean: Rethinking disability language in Adapted Physical Activity Quarterly. *Adapted Physical Activity Quarterly*, *31*(3), 265–282. https://doi.org/10.1123/apaq.2013-0091

Phillippi, J., & Lauderdale, J. (2018). A guide to field notes for qualitative research: Context and conversation. *Qualitative Health Research*, *28*(3), 381–388. https://doi.org/10.1177/1049732317697102

Phillips, A. C., & Holland, A. J. (2011). Assessment of objectively measured physical activity levels in individuals with intellectual disabilities with and without Down's Syndrome. *PLoS ONE*, *6*(12), 1–7. https://doi.org/10.1371/journal.pone.0028618

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

Pot, N., Whitehead, M. E., & Durden-Myers, E. J. (2018). Physical literacy from philosophy to practice. *Journal of Teaching in Physical Education*, *37*(3), 246–251. https://doi.org/10.1123/jtpe.2018-0133

Pushkarenko, K. (2022). Towards a critical discourse of physical literacy in adapted physical activity. In D. Goodwin & M. Connolly (Eds.), *Reflexivity and Change in Adaptive Physical Activity: Overcoming Hubris* (110-122). Taylor & Francis.

Pushkarenko, K., Cavell, M., Gosse, N., & Michalovic, E. (2023a). Physical literacy and the participant perspective: Exploring the value of physical literacy according to individuals experiencing disability through composite narratives. *Journal of Exercise Science & Fitness*, *21*(3), 237–245. https://doi.org/10.1016/j.jesf.2023.03.001

Pushkarenko, K., Causgrove Dunn, J., & Wohlers, B. (2021). Physical literacy and inclusion: A scoping review of the physical literacy literature inclusive of individuals experiencing disability. *PROSPECTS*, *50*(1–2), 107–126. https://doi.org/10.1007/s11125-020-09497-8

Pushkarenko K, Crane J, & Cowan J. (2023b, May 3). *A model change: results from an evidence-based study on physical literacy and inclusion within the context of disability and impairment.* [Conference presentation]. International Physical Literacy Conference; New York, NY, USA.

Pushkarenko, K., Howse, E., & Gosse, N. (2023c). Individuals experiencing disability and the ableist physical literacy narrative: Critical considerations and recommendations for practice. *Frontiers in Sports and Active Living*, *5*. https://www.frontiersin.org/articles/10.3389/fspor.2023.1171290

Pushkarenko, K., Causgrove Dunn, J., & Goodwin, D. (2023d). The meaning of physical literacy for instructors of children experiencing disability, from an ecological systems perspective. *Children*, *10*(7), 7. https://doi.org/10.3390/children10071185

Raymore, L. A. (2002). Facilitators to leisure. *Journal of Leisure Research*, *34*(1), 37–51. https://doi.org/10.1080/00222216.2002.11949959

Retief, M., & Letšosa, R. (2018). Models of disability: A brief overview. *Theological Studies*, *74*(1). https://doi.org/10.4102/hts.v74i1.4738

Rimmer, J. H., Riley, B., Wang, E., Rauworth, A., & Jurkowski, J. (2004). Physical activity participation among persons with disabilities. *American Journal of Preventive Medicine*, *26*(5), 419–425. https://doi.org/10.1016/j.amepre.2004.02.002

Rimmer, J. H., Vanderbom, K. A., & Graham, I. D. (2016). A new framework and practice center for adapting, translating, and scaling evidence-based health/wellness programs for people with disabilities. *Journal of Neurologic Physical Therapy, 40*, 107–114. https://doi.org/10.1097/NPT.0000000000000124

Rogers, J. E. (1930). "Why Physical Education?" *Journal of Education, 112*(15): 367–368.

Rudd, J. R., Pesce, C., Strafford, B. W., & Davids, K. (2020). Physical literacy - A journey of individual enrichment: An ecological dynamics rationale for enhancing performance and physical activity in all. *Frontiers in Psychology*, *11*, 1904. https://doi.org/10.3389/fpsyg.2020.01904

Sandelowski, M. (2000). Whatever happened to qualitative description? *Research in Nursing & Health*, *23*(4), 334–340. https://doi.org/10.1002/1098-240X(200008)23:4<334::AID-NUR9>3.0.CO;2-G

Saxena, S., & Shikako Thomas, K. (2020). Physical literacy programs for children with disabilities: A realist review. *Leisure/Loisir*, *44*(2), 199–224. https://doi.org/10.1080/14927713.2020.1760119

Shearer, C., Goss, H., Edwards, L., Keegan, R., Knowles, Z. R., Boddy, L. M., Myers, E. J., & Foweather, L. (2018). How is physical literacy defined? A contemporary update. *Journal of Teaching in Physical Education*, *37*(3), Article 3.

Shields, N., Synnot, A. J., & Barr, M. (2012). Perceived barriers and facilitators to physical activity for children with disability: A systematic review. *British Journal of Sports Medicine*, *46*(14), 989–997. https://doi.org/10.1136/bjsports-2011-090236

Shields, N., & Synnot, A. (2016). Perceived barriers and facilitators to participation in physical activity for children with disability: A qualitative study. *BMC Pediatrics*, *16*(1), 9. https://doi.org/10.1186/s12887-016-0544-7

Smith, B., & McGannon, K. R. (2018). Developing rigor in qualitative research: Problems and opportunities within sport and exercise psychology. *International Review of Sport and Exercise Psychology*, *11*(1), 101–121. https://doi.org/10.1080/1750984X.2017.1317357

Sparkes, A. C., & Smith, B. (2014). *Qualitative research methods in sport, exercise and health: From process to product*. Routledge.

Stake, R. E. (2005). Qualitative Case Studies. In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage handbook of qualitative research* (pp. 443–466). Sage Publications Ltd.

Steinhardt, F., Ullenhag, A., Jahnsen, R., & Dolva, A.-S. (2021). Perceived facilitators and barriers for participation in leisure activities in children with disabilities: Perspectives of children, parents and professionals. *Scandinavian Journal of Occupational Therapy*, *28*(2), 121–135. https://doi.org/10.1080/11038128.2019.1703037

Taliaferro, A. R., & Hammond, L. (2016). "I Don't Have Time": Barriers and facilitators to physical activity for adults with intellectual disabilities. *Adapted Physical Activity Quarterly*, *33*(2), 113–133. https://doi.org/10.1123/APAQ.2015-0050

Tanure Alves, M. L., Van Munster, M. A., Alves, I. D. S., & Souza, J. V. D. (2022). The 'normal' physical education classes: The ableism facing the inclusion of disabled students. *Disability & Society*, 1–16. https://doi.org/10.1080/09687599.2022.2071679

Thomas, D. R. (2017). Feedback from research participants: Are member checks useful in qualitative research? *Qualitative Research in Psychology*, *14*(1), 23–41. https://doi.org/10.1080/14780887.2016.1219435

Thompson Burdine, J., Thorne, S., & Sandhu, G. (2021). Interpretive description: A flexible qualitative methodology for medical education research. *Medical Education*, *55*(3), 336–343. https://doi.org/10.1111/medu.14380

Thorne, S. (2008). *Interpretive Description.* Taylor & Francis.

Thorne, S., Con, A., McGuinness, L., McPherson, G., & Harris, S. R. (2004). Health care communication issues in multiple sclerosis: an interpretive description. *Qualitative health research, 14*(1), 5–22. https://doi.org/10.1177/1049732303259618

Thorne, S. (2016). Interpretive Description: Qualitative Research for Applied Practice. (2nd ed.) Routledge.

Tracy, S. J. (2010). Qualitative quality: Eight "Big-Tent" criteria for excellent qualitative research. *Qualitative Inquiry*, *16*(10), 837–851. https://doi.org/10.1177/1077800410383121

Tremblay, M. S., Costas-Bradstreet, C., Barnes, J. D., Bartlett, B., Dampier, D., Lalonde, C., Leidl, R., Longmuir, P., McKee, M., Patton, R., Way, R., & Yessis, J. (2018). Canada's physical literacy consensus statement: Process and outcome. *BMC Public Health*, *18*(2), 1034. https://doi.org/10.1186/s12889-018-5903-x

Tremblay, M., & Lloyd, M. (2010). Physical Literacy measurement - the missing piece. *Physical and Health Education Journal, 76*, 26-31.

Turner, D. (2010). Qualitative interview design: A practical guide for novice investigators. *The Qualitative Report*, *15*(3), 754–760. https://doi.org/10.46743/2160-3715/2010.1178

van Sluijs, E. M. F., Ekelund, U., Crochemore-Silva, I., Guthold, R., Ha, A., Lubans, D., Oyeyemi, A. L., Ding, D., & Katzmarzyk, P. T. (2021). Physical activity behaviours in adolescence: Current evidence and opportunities for intervention. *The Lancet*, *398*(10298), 429–442. https://doi.org/10.1016/S0140-6736(21)01259-9

Warburton, D. E. R., & Bredin, S. S. D. (2016). Reflections on physical activity and health: What should we recommend? *Canadian Journal of Cardiology*, *32*(4), 495–504. https://doi.org/10.1016/j.cjca.2016.01.024

Warburton, D. E. R., & Bredin, S. S. D. (2017). Health benefits of physical activity: A systematic review of current systematic reviews. *Current Opinion in Cardiology*, *32*(5), 541–556. https://doi.org/10.1097/HCO.0000000000000437

Warren, W. H. (2006). The dynamics of perception and action. *Psychological Review, 113*(2), 358–389. https://doi.org/10.1037/0033-295X.113.2.358

Whitehead, B. R., & Blaxton, J. M. (2017). Daily well-being benefits of physical activity in older adults: Does time or type matter? *The Gerontologist*, *57*(6), 1062–1071. https://doi.org/10.1093/geront/gnw250

Whitehead, M. (2001). The concept of physical literacy. *European Journal of Physical Education, 6*(2), 127-138. https://doi.org/10.1080/1740898010060205

Whitehead, M. (2007). Physical literacy: Philosophical considerations in relation to developing a sense of self, universality and propositional knowledge. *Sport, Ethics and Philosophy*, *1*(3), 281-298. https://doi.org/10.1080/17511320701676916

Whitehead, M. (2010). *Physical literacy: Throughout the lifecourse*. Routledge.

Whitehead, M. (2019). Definition of physical literacy - Development and issues. In M. Whitehead (Ed.), *Physical literacy across the world* (pp. 8-18). Routledge.

Whitehead, M. E., Durden-Myers, E. J., & Pot, N. (2018). The value of fostering physical literacy. *Journal of Teaching in Physical Education*, *37*(3), 252–261. https://doi.org/10.1123/jtpe.2018-0139

Withers, A.J. (2012). *Disability politics & theory.* Halifax: Fernwood Publishing.

Wright, A., Roberts, R., Bowman, G., & Crettenden, A. (2019). Barriers and facilitators to physical activity participation for children with physical disability: Comparing and

contrasting the views of children, young people, and their clinicians. *Disability and Rehabilitation*, *41*(13), 1499–1507. https://doi.org/10.1080/09638288.2018.1432702

Yardley, L. (2000). Dilemmas in qualitative health research. *Psychology & Health*, *15*(2), 215–228. https://doi.org/10.1080/08870440008400302

Yi, K. J., Cameron, E., Patey, M., Loucks-Atkinson, A., Loeffler, T., Sullivan, A., McGowan, E., Borduas, C., & Buote, R. (2020). Future directions for physical literacy: Community perspectives. *Journal of Physical Education and Sport, 20*(1), 123–130. https://doi.org/10.7752/jpes.2020. 01016

Yi, K. J., Cameron, E., Patey, M., Loucks-Atkinson, A., Loeffler, T. A., McGowan, E., Sullivan, A.-M., Borduas, C., & Buote, R. (2019). University-based physical literacy programming for children: Canadian community stakeholders' recommendations. *Health Promotion International*, *34*(5), 992–1001. https://doi.org/10.1093/heapro/day063

Young, L., O'Connor, J., Alfrey, L., & Penney, D. (2021). Assessing physical literacy in health and physical education. *Curriculum Studies in Health and Physical Education*, *12*(2), 156–179. https://doi.org/10.1080/25742981.2020.1810582

Young, L., O'Connor, J., & Alfrey, L. (2020). Physical literacy: A concept analysis. *Sport, Education and Society*, *25*(8), 946–959. https://doi.org/10.1080/13573322.2019.1677586

Yu, S., Wang, T., Zhong, T., Qian, Y., & Qi, J. (2022). Barriers and facilitators of physical activity participation among children and adolescents with intellectual disabilities: A scoping review. *Healthcare*, *10*(2), 233. https://doi.org/10.3390/healthcare10020233

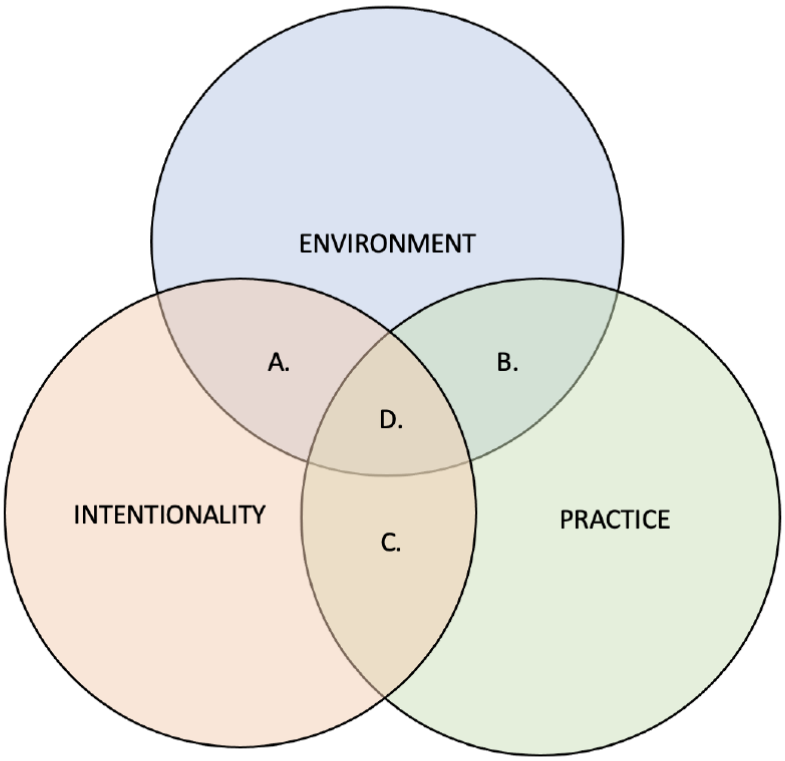
Zabriskie, R. B., Lundberg, N. R., & Groff, D. G. (2005). Quality of life and identity: The benefits of a community-based therapeutic recreation and adaptive sports program. *Therapeutic Recreation Journal, 39*(3), 176-191.

Zitomer, M., & Goodwin, D. (2014). Gauging the quality of qualitative research in adapted physical activity. *Adapted Physical Activity Quarterly, 31*, 193–218. https://doi.org/10.1123/apaq.2013-0084

Appendix A

Physical Literacy and Inclusion Framework

Developed PL & I Framework



PILLAR 1 – Environment*:* Physical literacy for all is fostered through positive, supportive, and welcoming environmental influences, not limited to a context's community of stakeholders together with opportunistic physical infrastructure.

PILLAR 2 – Intentionality: Physical literacy for all is fostered through a purposeful and intentional operationalized approach, whereby the person/participant/client is placed at the center of the planning and/or programming process.

PILLAR 3 – Practice: Physical literacy for all is fostered through a commitment to ethical practice that is grounded in physical literacy philosophy and evidential support; practice is considered to be holistic and informed.

Appendix B

Ethics Approval

MEMORIAL UNIVERSITY

Interdisciplinary Committee on
Ethics in Human Research (ICEHR)

St. John's, NL Canada A1C 5S7
Tel: 709 864-2561 icehr@mun.ca
www.mun.ca/research/ethics/humans/icehr

ICEHR Number:	**20241286-HK**
Approval Period:	December 4, 2023 – December 31, 2024
Funding Source:	SSHRC [RIS# 20231038]
Responsible Faculty:	Dr. Jeff Crane School of Human Kinetics and Recreation
Title of Project:	*Physical literacy enriched physical activity programming: Exploring the lived-experiences of community-based program staff in Newfoundland*

Title of Parent Project:	*Physical literacy for all in Atlantic Canada: Tailoring frameworks to meet organizational capacity and individual community need*
ICEHR Number:	*20240768-HK*

December 4, 2023

Ms. Elizabeth Howse
School of Human Kinetics and Recreation
Memorial University of Newfoundland

Dear Ms. Howse:

Thank you for your submission to the Interdisciplinary Committee on Ethics in Human Research (ICEHR) seeking ethical clearance for the above-named research project. The Committee has reviewed the proposal and agrees that the project is consistent with the guidelines of the *Tri-Council Policy Statement on Ethical Conduct for Research Involving Humans* (TCPS2). *Full ethics clearance* is *granted to* December 31, 2024. ICEHR approval applies to the ethical acceptability of the research, as per Article 6.3 of the *TCPS2*. Researchers are responsible for adherence to any other relevant University policies and/or funded or non-funded agreements that may be associated with the project. If funding is obtained subsequent to ethics approval, you must submit a Funding and/or Partner Change Request to ICEHR so that this ethics clearance can be linked to your award.

The *TCPS2* **requires** that you **strictly adhere to the protocol and documents as last reviewed** by ICEHR. If you need to make additions and/or modifications, you must submit an Amendment Request with a description of these changes, for the Committee's review of potential ethical issues, before they may be implemented. Submit a Personnel Change Form to add or remove project team members and/or research staff. Also, to inform ICEHR of any unanticipated occurrences, an Adverse Event Report must be submitted with an indication of how the unexpected event may affect the continuation of the project.

The *TCPS2* **requires** that you submit an Annual Update to ICEHR before December 31, 2024. If you plan to continue the project, you need to request renewal of your ethics clearance and include a brief summary on the progress of your research. When the project no longer involves contact with human participants, is completed and/or terminated, you are **required** to provide an annual update with a brief final summary and your file will be closed. All post-approval ICEHR event forms noted above must be submitted by selecting the ***Applications: Post-Review*** link on your Researcher Portal homepage. We wish you success with your research.

Yours sincerely,

James R Drover

James Drover, Ph.D.
Chair, Interdisciplinary Committee on
Ethics in Human Research

JD/bc

cc: Supervisor – Dr. Jeff Crane, School of Human Kinetics and Recreation

Appendix C

Recruitment Letter

School of Human Kinetics and Recreation

School of Human Kinetics
Physical Education Building, #2023A, St. John's, NL, Canada, A1C 5S7
Tel: 709 864 8129 Fax: 709 864 3979 www.mun.ca

Recruitment Letter (Program Staff)

Dear _____:

My name is Elizabeth Howse, and I am a Graduate Student in the School of Human Kinetics and Recreation at Memorial University of Newfoundland (MUN) completing the Master of Science in Kinesiology program. I am leading a research project called "**Physical literacy enriched physical activity programming: Exploring the lived-experiences of community-based program staff in Newfoundland**". The purpose of this project is to explore the needs, wants, and desires of community-based physical activity program staff across Newfoundland in providing inclusive physical literacy enriched programming within their organization.

I am contacting you to invite you to participate as you have been identified as program staff at [organization name], who is making the attempt to facilitate physical literacy development for all individuals, regardless of age or ability level. If you are interested in participating I would like to invite you to share with us your stories about your involvement at [organization name], what barriers and predictors you see as affecting participation in the programs run at [organization name], the commitments you are making to diversity and inclusive practice, and your overall experiences in the physical activity environment contributing to the development of physical literacy for all. In addition to face-to-face discussions, I will also be presenting you with opportunities to highlight your perspectives through a variety of creative methods, for example, through guided tours, photographs, videos, and other creative methodologies. I feel that this information, and these outside-the-box approaches, are important to acquiring an understanding of what the organization does to provide inclusive opportunities.

I am looking to conduct this research project over the next 6 - 8 months, with discussions (an initial discussion with potential for one or two follow-up discussions if needed) to last approximately 30 - 60 minutes. Should you accept my invitation, I will do everything in our power to make this as convenient for you as possible, including where and when these discussions take place. Participation in this research is not an organization or employment requirement.

If interested, or should you have any questions about the project, please feel free to contact me by email at erhowse@mun.ca or by phone at 709-330-0191. I would be happy to set up a phone or video call to discuss any additional details that you may require.

Thank you in advance for considering my request,

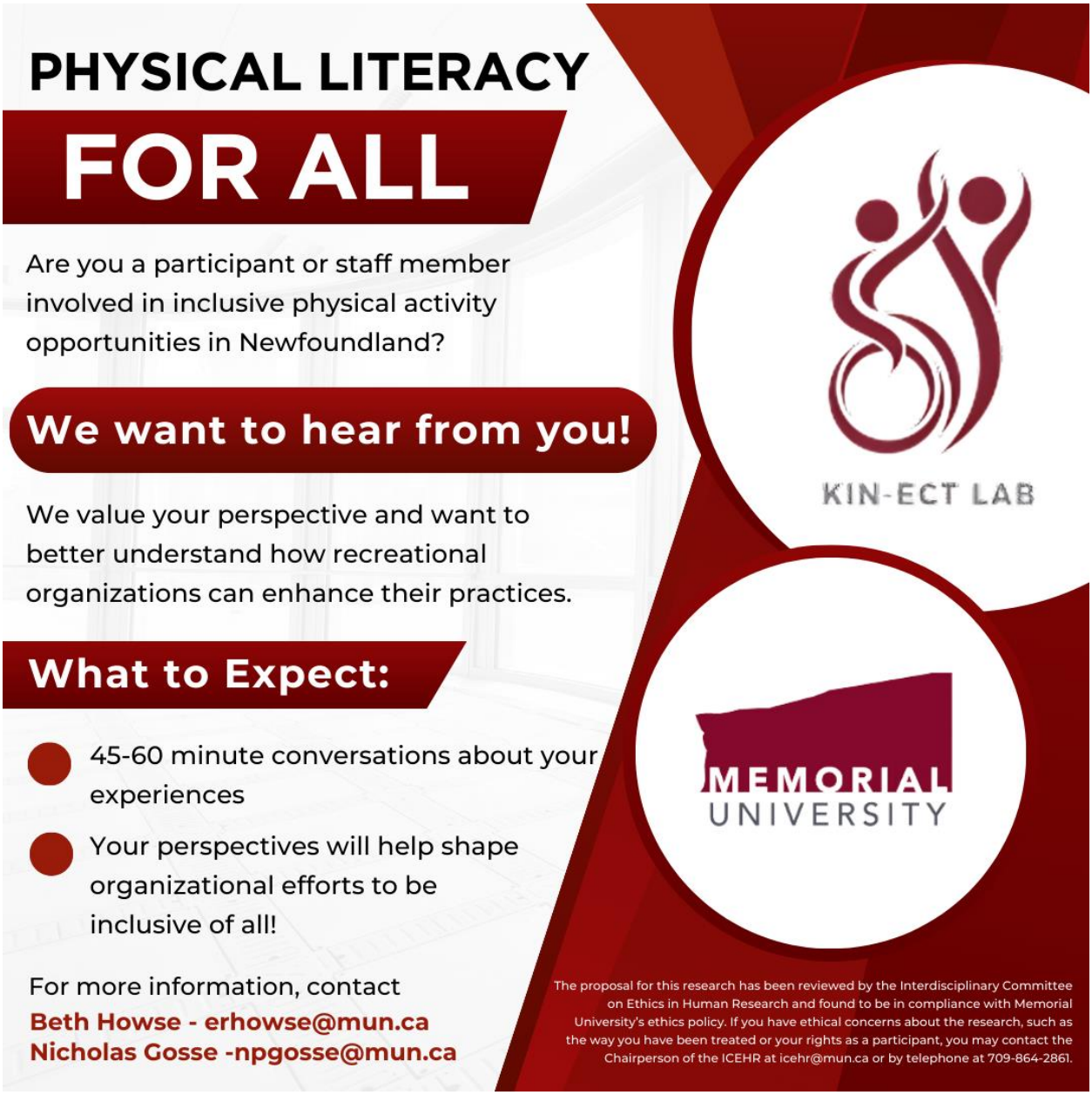
Elizabeth Howse

Elizabeth Howse, BHKRC
School of Human Kinetics and Recreation
Memorial University of Newfoundland

The proposal for this research has been reviewed by the Interdisciplinary Committee on Ethics in Human Research and found to be in compliance with Memorial University's ethics policy. If you have ethical concerns about the research, such as your rights as a participant, you may contact the Chairperson of the ICEHR at icehr.chair@mun.ca or by telephone at 709-864-2861.

Appendix D

Recruitment Poster



Appendix E

Demographic Form

Instructions: Please provide a response for each of the following questions:

1. What is your name?

   _____

2. What is your gender?

   Woman Man Other

   If other, describe if you wish:

   _____

   _____

3. What is your age? _____

4. What is/are/has been/have been your role(s) at this organization (please check all those that apply?

   Program Staff

   Volunteer

   Other

   If other, describe:

   _____

   _____

5. What is/was your position title at the organization?

   -----_____

6. How long have you been with the organization? _____

7. Have you previously had any training in regards to the concept of physical literacy?

Yes No

If yes, please describe:

_____

_____

_____

8. Have you previously had any training in regard to equitability, diversity, and/or inclusion?

Yes No

If yes, please describe:

_____

_____

_____

9. Do you have any other professional experience working with individuals of varying ability levels?

Yes No

If yes, please describe:

_____

_____

_____

10. **Would you be open to a follow-up interview if necessary?**

Yes No

If yes, can you please provide your email address and telephone number?

Email address: _____

Telephone number: _____

Appendix F

Informed Consent Form

Title: Physical literacy enriched physical activity programming: Exploring the lived-experiences of community-based program staff in Newfoundland

Principal Investigator: Elizabeth Howse, BHKRC (School of Human Kinetics & Recreation, Memorial University, erhowse@mun.ca)

You are invited to take part in a research project entitled "**Physical literacy enriched physical activity programming: Exploring the lived-experiences of community-based program staff in Newfoundland**".

This form is part of the informed consent process, giving you a basic idea of what the research is about and what your participation will involve. It also describes your right to withdraw from the study. To decide whether you wish to participate in this research study, you should understand enough about its risks and benefits to be able to make an informed decision. Take time to read this carefully and to understand the information given to you. Please contact me, Elizabeth Howse, if you have any questions about the study or would like more information before you consent. It is entirely up to you to decide whether to take part in this research. If you choose not to take part in this research or if you decide to withdraw from the research once it has started, there will be no negative consequences for you, now or in the future.

Introduction:
You are being invited to participate in a study exploring the community-based facilitation of physical literacy for all, regardless of ability and/or age. This study is being led by graduate student Elizabeth Howse from the School of Human Kinetics and Recreation at Memorial University in St. John's, Newfoundland and Labrador. If you have any further questions, you may contact Elizabeth by email at erhowse@mun.ca, or by phone at 709-330-0191.

Purpose of Study:
The purpose of this project is to explore the needs, wants, and desires of community-based physical activity program staff across Newfoundland in providing inclusive physical literacy enriched programming within their organization. I am aiming to better understand how physical activity program staff implement inclusive physical activity programming and what barriers they may face in helping all individuals develop their own physical literacy journey.

What You Will Do in this Study:
You will be asked to participate in this study in a series of face-to-face, formal, or informal discussions (your choice) using a variety of creative approaches (see the list of options attached

to this consent form). The discussions will be audio-recorded with your permission. If you do not wish to be audio-recorded, then I will take notes. I will be asking you about your involvement within [organization name], what barriers and predictors you see as affecting participation in the programs offered at [organization name], your perceptions surrounding [organization name] commitment to diversity and inclusive practice, and your overall experiences and perceptions of [organization name] in the physical activity environment contributing to the development of physical literacy for all. If you would like to participate, and you do not feel comfortable with face-to-face discussions, I am open to setting up times should you feel that a phone call is more appropriate. You will also be asked to fill out a demographic information sheet. This information will be used as a supplement piece of information for data analysis, and for comparison purposes across cases. Participation is not a requirement of the organization.

Length of Time:
While I anticipate only one discussion will be needed to gain your perspectives, I may require follow-up discussions for clarification purposes (one or two at most). In any case, all discussions will not last more than approximately 30 – 60 minutes in length.

Withdrawal from the Study:
Participants are free to withdraw from the study at any time during the anticipated window without prejudice. Should you choose to withdraw from the study prior to discussions, you can contact me directly via email. Any information (i.e., demographic information, email correspondence) acquired up to that point will be destroyed upon your request. Should you choose to withdraw during a discussion, any information collected will be destroyed upon your request. If you choose to withdraw from the study after a discussion has taken place, you have two weeks to contact us from the time you receive a notification email to proof the transcripts (i.e., discussion summaries) and/or my interpretation of the discussions. After this two-week period, all information collected will be automatically included within our analysis. Any discussions that we have will be subject to this process. You are free to refuse to answer any question that is asked within the discussions.

Possible Benefits:
Your participation in this study will be vital in providing valuable information about the quality and inclusiveness of the programs run at [organization name]. The information acquired will contribute to the development of physical literacy for all and may help grow and attract future participants as well as key investors.

Possible Risks:
The likelihood of psychological risk (e.g., feelings of discomfort, embarrassment, anxiety, etc.) and social risk (e.g., loss of status, privacy, or reputation) is low. If you experience any effects of these risks, you may visit Bridge the Gapp (https://bridgethegapp.ca/).

Confidentiality and Anonymity:
The ethical duty of preserving confidentiality and anonymity includes safeguarding participants' identities, personal information, and data from unauthorized access, use, or disclosure. Should you decide to participate in face-to-face discussions, you will be offered the opportunity to choose the location for where these discussions are to take place. As such, your participation in the investigation will not be anonymous as there is potential for in-person, face-to-face discussions to take place. I will have the only face-to-face contact with any of the participants, including yourself. My supervisors (Dr. Kyle Pushkarenko and Dr. Jeff Crane) and other researchers utilized for peer-review will encounter any information collected only after names and potential identifying features have been removed from transcripts and/or discussion summaries. You will also be assigned a pseudonym that protects your anonymity yet provides context for discussion between the principal investigator and colleagues. Finally, since participants from this project are selected from a small group, it may be possible for informed readers to identify individuals in the published results, especially if you agree to the use of direct quotes.

Use, Access, Ownership, and Storage of Data:
The data will be primarily used for a Master's-based research project and to assist a larger project conducted by Dr. Kyle Pushkarenko to assist community-based organizations in Newfoundland and Atlantic Canada to foster physical literacy for all through inclusive and equitable physical activity opportunities.

All data will be stored online on Google Drive, which will be password-protected. The privacy and security policy of Google Drive can be found at: https://policies.google.com/privacy. Downloaded data will be stored on the principal investigator's computer/laptop, which are all password-protected. Hard copies will be filed and stored in a locked filing cabinet in a locked office at the School of Human Kinetics and Recreation at Memorial University of Newfoundland. Only myself and my supervisors (Dr. Kyle Pushkarenko and Dr. Jeff Crane) and select colleagues will have access to raw/anonymized data. Others who may encounter the data (e.g., transcriptionists and/or other research members) will sign a confidentiality agreement. Data will be kept for a minimum of five years, as required by Memorial University's policy on Integrity in Scholarly Research.

Reporting and Sharing of Results:
The results, including creative outputs from participants, will be used for manuscript publication and conference presentations as well as potential community-based presentations, and other educational training opportunities (e.g., web-based resources, print documents etc.). The thesis will be available at Memorial University's Queen Elizabeth II Library and can be accessed online at https://research.library.mun.ca/. Should any part of the creative outputs compromise the confidentiality or anonymity of any of the participants, I will refrain from inserting them in

publication or presentation form. I will send an email informing you that the research has been completed and ask if you are interested in receiving a short summary of the collective results from the investigation by email.

Questions:
You are welcome to ask questions before, during, or after your participation in this research. If you would like more information about this study, please contact Elizabeth Howse (Principal Investigator) by email at erhowse@mun.ca, or by phone at 709-330-0191.

ICEHR Approval Statement:
The proposal for this research has been reviewed by the Interdisciplinary Committee on Ethics in Human Research and found to be in compliance with Memorial University's ethics policy. If you have ethical concerns about the research, such as the way you have been treated or your rights as a participant, you may contact the Chairperson of the ICEHR at icehr@mun.ca or by telephone at 709-864-2861.

Consent:
By reading and completing this document you agree that:

- You have read the information about the research.
- You have been advised that you may ask questions about this study and receive answers prior to continuing.
- You are satisfied that any questions you had have been addressed.
- You understand what the study is about and what you will be doing.
- You understand that you are free to withdraw participation from the study by contacting the research team and that doing so will not affect you now or in the future.
- You understand that you are free to stop participating in an interview at any time and have data collected up to that point be destroyed if you choose to halt participation in the study.
- You understand that information cannot be removed from the analysis after the two-week period from which you will receive a notification email to proof the transcripts (i.e., discussion summaries) and/or our interpretation of the discussions.

By consenting to this form, you do not give up your legal rights and do not release the researchers from their professional responsibilities.

Please retain a copy of this consent information for your records.

Your signature (please check the boxes to ensure your understanding of project specifics):

- **I have read what this study is about and understood the risks and benefits. I have had adequate time to think about this and had the opportunity to ask questions and my questions have been answered.**

- **I agree to participate in the research project understanding the risks and contributions of my participation, that my participation is voluntary, and that I may end my participation.**

- **I agree to have my creative outputs shared to the public through the knowledge dissemination efforts (i.e., publications, conference presentations, etc.) by the research team.**

- **I agree to the use of direct quotations by the research team through their various knowledge dissemination efforts (i.e., publications, conference presentations, etc.).**

Signature of participant: _____

Date: _____

Appendix G

Semi-Structured Interview Guide

Good (morning/afternoon/evening) [name of participant]. Thank you for agreeing to participate in this interview. Your perspective is important to me and will help immensely as I try to collect insight into how physical literacy is facilitated for individuals experiencing disability within [organization] and beyond.

As a general reminder, we anticipate this discussion to take about 30 - 60 minutes. I will be asking you some fairly general questions on physical activity to start, and gradually move to those more specific to physical literacy. Should, at any time, you feel any discomfort or uneasiness, please let me know and we can briefly pause the interview or stop it altogether. As well, should you wish to refrain from answering any of the questions, just say so and we can move on to the next question.

Are you ready to start?

General Questions:

- Tell me about the programs that you are involved with.
- What are some of the positives/negatives (or pros/cons) of the programs that you are involved with? What makes these programs successful? What could be improved?
- In your opinion, how do these programs contribute to the development of participants?

Specific Questions:

- Physical literacy specific:
    - In your own words, describe the concept of physical literacy? What does it mean to you? How did you come to know about this concept?
    - What is your ideal approach to helping individuals develop this concept?
    - What value does physical literacy hold to your organization as a whole?
    - How is the concept of physical literacy integrated throughout the organization you are a part of, including the programming structure?
    - What activities do you encourage/engage in to help individuals develop physical literacy?
    - What environmental considerations do you consider when planning for participants?
    - Tell me a story:
        - Of when you saw an observable indication of physical literacy development occurring.

    - Of when you experienced struggle or success in your quest to foster physical literacy development in a participant.

Inclusion specific:

- How do you ensure a level of equitability within your programs? How do you implement inclusion throughout your programs?
- Describe the approach you take to facilitate physical literacy development in each participant you encounter.
- What do you do to encourage ongoing participant engagement within your organization and/or throughout the programs that you are a part of?

Final Question:

- Is there anything else that you would like to add, that we might have not touched upon?

Appendix H

Field Notes Sample

• What are some of the positives/negatives (or pros/cons) of the programs that you are involved with? What makes these programs successful? What could be improved?

- helpful for caregivers
- bringing in new participants

Pros:
- openness
- lots of member support from organization
- understanding importance of movement for participants
- variety of things that are available to participants that are inclusive
- modifications can be made
- social aspect **
- hybrid model = accessible
- consistency of leaders is beneficial for participants

Cons:
- lack of funding (need more funding)
  - L> could lead to more programs

• In your opinion, how do these programs contribute to the development of participants?

- helps them feel educated about why they're moving
- * social aspect (bringing them together) → belonging
  - L> cognitive + mental health benefits = outstanding
  - L> support = amazing
  - L> connectivity + unity
- impressed w/ themselves + confidence booster

Specific Questions:

• Physical literacy specific:

  ○ In your own words, describe the concept of physical literacy? What does it mean to you? How did you come to know about this concept?

- PL: • Knowledge + understanding of body + mechanics (proper movement)
  - language (speak in a way that's inclusive to encourage movement)
  - how you promote things inclusively

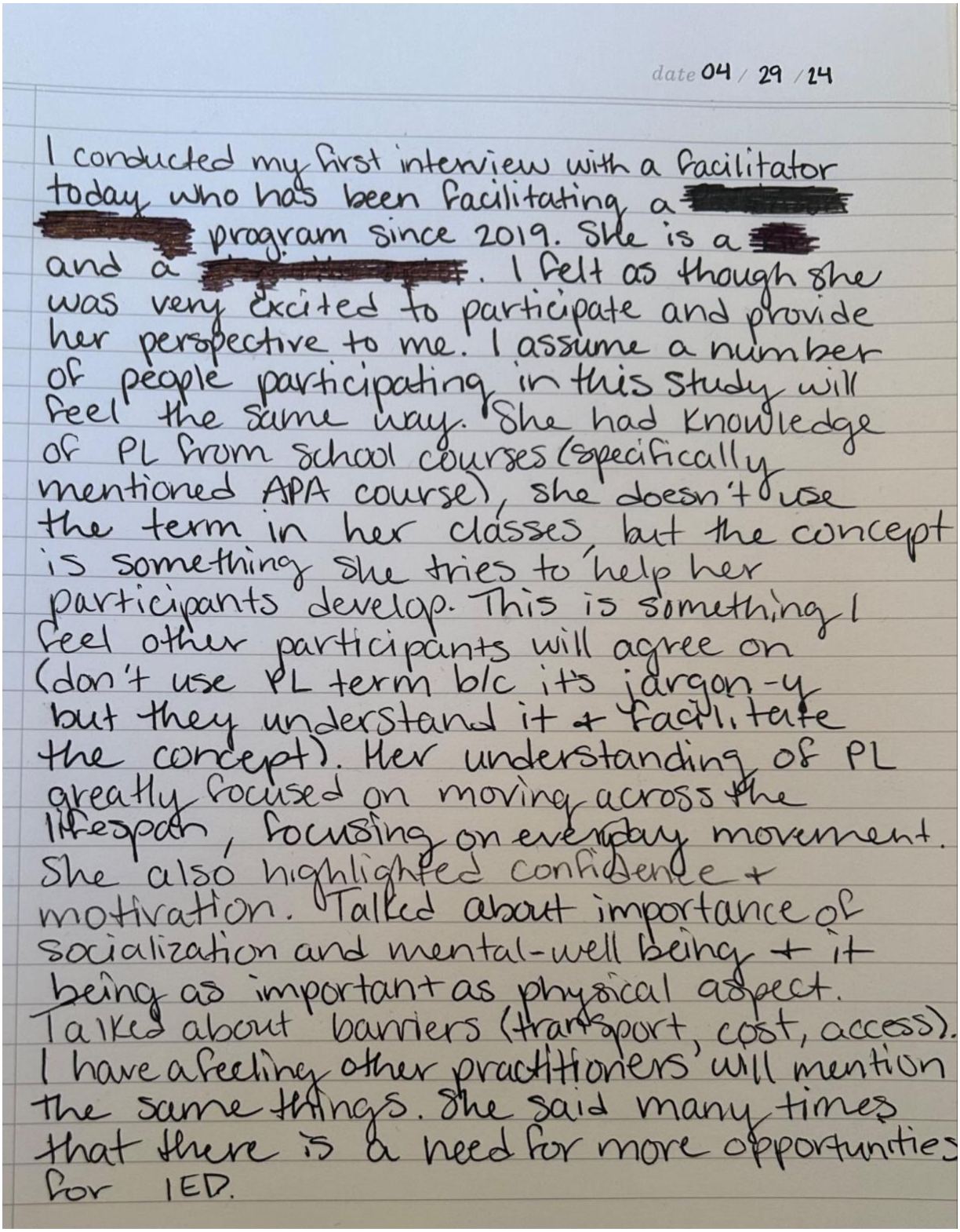
  ○ What is your ideal approach to helping individuals develop this concept?

- light + upbeat but recognize ppl have limitations
- compassionately + gently
- working with the individual
  - L> get them to try things that will allow them to be successful = confidence boost
- provide variations to find what works for them
  - L> empowerment

[Know how to work with it] *

Appendix I

Reflexive Journal Sample



date 04 / 29 / 24

I conducted my first interview with a facilitator today who has been facilitating a [redacted] program since 2019. She is a [redacted] and a [redacted]. I felt as though she was very excited to participate and provide her perspective to me. I assume a number of people participating in this study will feel the same way. She had knowledge of PL from school courses (specifically mentioned APA course), she doesn't use the term in her classes, but the concept is something she tries to help her participants develop. This is something I feel other participants will agree on (don't use PL term b/c its jargon-y but they understand it + facilitate the concept). Her understanding of PL greatly focused on moving across the lifespan, focusing on everyday movement. She also highlighted confidence + motivation. Talked about importance of socialization and mental-well being + it being as important as physical aspect. Talked about barriers (transport, cost, access). I have a feeling other practitioners will mention the same things. She said many times that there is a need for more opportunities for IED.

Appendix J

Analysis Chart Sample

Emerging Themes	Transcription	Exploratory Comments Pink = Descriptive Comments Purple = Interpretive Comments
Recognizing Differences **Importance of Relationship Building** **Sense of Belonging** **Knowing the Individual**	**INT:** So if you're ready, we'll get into it. The first question is, what organization are you affiliated with? And can you tell me a little bit about your position and the programs you're involved with? **P7:** Okay, so that would be at the [organization name]. And I'm in the position of [facilitator] for our [location] region. That's provided through a [business name] grant and the programming for that needs to be movement-based. So that can look different for when you're trying to be inclusive of all ages and all abilities. They also have to be registered, so they have to register for a set amount of time. I did find it difficult at first to get people to come out. I think it took some building of rapport and so once they realized we were there, we were offering different things, and we learned what they liked and stuff like that, and was talking, when they did start showing up and ask them what their interests were and those types of things like and finding ways to provide those in an inclusive way. So that's pretty much what we're doing. **INT:** And so with the programs being movement-based, do you have specific	Recognizing physical activity and physical literacy does not look the same for all individuals. Having an open-mind as to what physical activity looks like allows for more inclusive programming and adaptability. Recognizing the importance of relationship building between practitioners and participants. Once individuals are comfortable with the environment they are in, they are more willing to participate. Participation was increased once participants felt they were welcomed and that they belonged. Sense of belonging and welcoming leads to increased confidence in participation. Interested in who the individual is and what their interests are. By doing this, you are able to provide effective programming for each individual.

Appendix K

Emerging Themes Sample

Inclusion as Exclusion
Cost Free Motivator
Freedom in Participation
Support Network
Welcoming Environment
Support to Flourish
Fostering Social Environment
Comfortable Connections
Feeling of Belonging
Positive Experiences Lead to Motivation
Need for Inclusive Instructors
Lack of Awareness is Preventative to PL
Disinterested to Begin
Continued Daily Movement
Mental Health Improvements
Opportunity for Learning
Intentional Relationship Building
Genuine Connection
Knowing Each Individual
Individualized Variation
Personalized Connections
Variations to Thrive
Peer Connection
Responsibility for Movement Journey
Understand own Motivations
Listening for Application
Self-doubt Decreases Motivation
Challenge to Start
Just Showing Up
Branching Out as a Fear
Confidence in Comfort Zone
Need for Encouraging Instructor
Lack of Knowledge and Understanding
Intimidated by the Unknown
Fear of New Environment
Instructor as External Support
Travel as a Barrier
Rural Area Barriers
Expense as Participation Prevention
New Success Promotes Confidence
Self-esteem Grows with Successes
Increased Motivation with Recognized Success
Feeling of Self-Accomplishment with Success
Comparison with Others
Negative Experiences Demotivate
Group Support Network
Shared Stories
Safe and Judgement Free Environment
Peer Pick Me Ups
Accessibility Fosters Opportunity
Support Person as Comfort
Flexibility in Adaptation
Willingness to Change
Inclusion = Comfort
Enjoyment Not Work
Cost Free = Facilitator
No Knowledge = No Opportunity
Lack of Community Inclusion

Appendix L

Mind-Map Sample

Appendix M

Manual Manipulation of Participant Themes