

**A comparative evaluation of Canadian physical activity play-based programs for children  
with different abilities and its transferability to the Kingdom of Saudi Arabia**

by

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## Abstract

Children with different abilities have been shown to have limited participation in play and physical activities, thereby placing them at higher risk for developmental health problems. Previous research has suggested that participation in play and physical activity program may benefit these children, the outcome of such programs potentially impacting their physical, social, and cognitive well-being. Given these links, it is important to understand how these play-based programs work and which of their specific features are responsible for positive outcomes. A comparative case study was applied to conduct the three phases of this inquiry: (1) the completion of comparative case studies of three similar play-based programs in Canada; (2) the identification and selection of useful and applicable patterns and features across all three play-based programs; and (3) the adaption and customization of a Canadian framework of play-based programs into the Kingdom of Saudi Arabia's culture and context. To complete the first two phases, interview data and unobtrusive data were collected from 40 Canadian program team members. The data were deductively and inductively analyzed via thematic analysis. The data were analyzed deductively and inductively via thematic analysis. The results included an in-depth picture of three examples of Canadian play-based programs and their evidence-based successful factors. Important themes included: (a) the quality of the program (adequate program theory, implementation, material delivery, team, and facilities), (b) meeting needs, and (c) lessons learned from experts and practitioners. The third phase was completed by engaging 61 Saudi intended users in an open-ended questionnaire and SWOT analysis with the aim of increasing the likelihood of successful implementation. The result included a customized KSA play-based program based on the Canadian framework.

### *Keywords*

Children with different abilities, physical activity, play, play-based program

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## Chapter 1

### 1 Introduction

“Why don’t you want to play?” a volunteer asked a girl with mild autism.

“I don’t have a partner,” the girl said.

“I am your partner,” the volunteer replied.

“No,” said the girl.

Amanda is a nine-year-old girl with mild autism. While participating in a play-based program to improve her physical and social skills, after an hour of program time, Amanda left the group and lay on the mats alone. She did not want to play because every typically developing child in her group had a child partner. Some of the other children with different abilities were partnered one on one with volunteers. I believe Amanda was waiting for someone from her peer group to approach her to ask to be her partner, rather than asking herself. My daughter was enrolled in the same group. Having noticed what Amanda was doing, I asked her to approach Amanda and offer to be her partner. The two made an excellent pair.

Play is a natural component of children’s development. Hughes (2003) noted that “play is the most natural of childhood activities and one of the most frequently observed” (p. 21). As a result, it is often through play that mental delays, and language issues, and other impairments become more noticeable (Craig-Unkefer & Kaiser, 2002). Entry-level play begins around the age of three years, but with more language and social development, play becomes a complex process (Guralnick, 1992; Schneider & Goldstein, 2008). Because play includes certain skills that may be deficient in children with different abilities, they usually are the ones for whom play is conducted in solitude and becomes more antisocial (Strain, Schwartz, & Bovey, 2008). Their participation

is characterized by fewer social activities and more quiet play activities and passive leisure activities (Brown & Gordon, 1987; King et al., 2003), which can hinder their cognitive, social, and physical skill development. As these children with different abilities move into adolescence and early adulthood, their participation appears to grow increasingly restricted (King et al., 2003).

Play-based programs are necessary to improve these children's functioning. Play-based program tends to use "movement, physical activity, and sport in which special emphasis is placed on the interests and capabilities of individuals with limiting conditions" (Doll-Tepper, Dahms, Doll, & von Selzam, 1996, p. v).

The aim of this inquiry was to examine play and physical activity as a form of educational recreational activity. Interdisciplinary theories were applied to examine and compare three different play-based programs in Canada, and different disciplines provided various lenses through which these programs could be understood and explained. The inquiry consisted of three phases. The first phase required the completion of a comparative case study of the selected play-based programs, located in southern and eastern Canada. Specifically, Brock University's Children's Movement Program (CMP) and Special Needs Activity Program (SNAP), as well as Acadia University's Sensory Motor Instructional Leadership Experience Program (SMILE) were examined. The second phase required selecting useful and applicable patterns and features across all three play-based programs and identifying the key factors in their effectiveness. The third phase involved adapting and customizing the Canadian framework of play-based programs to fit the Kingdom of Saudi Arabia's (KSA) culture and context.

## 1.1 Reflexivity

Patton (2015) states that a qualitative inquiry should have some reflexive discussion to acknowledge the skills, experiences, and perspectives that the inquirer brings to the work. The concept of 'reflexivity' reminds the inquirer to be conscious of his or her religious values and biases, as well as the cultural and social origins of his or her perspective and voice (Creswell, 2013). In this inquiry, reflexivity has two parts. In the first part, I will discuss my own experiences with the phenomena under study. The second part will feature a discussion of how my past experiences have shaped my perspective and interpretation of the phenomena (Creswell, 2013).

In 2002, I was an undergraduate student in social work and volunteered in a different social institution each semester. I volunteered in the female section of a Comprehensive Rehabilitation Center for People with Disabilities in the KSA, and unfortunately, my experience there was unpleasant for several reasons, including the poor training and qualifications of some of the staff and the lack of variety in the recreational activities, dance being the only physical activity used. Based on that experience, I decided to do something for this group of people. I began speaking out about my experience at every opportunity. However, my words had no effect. I concluded that my voice would not be heard in my society until I gained some intellectual and social authority. After obtaining a scholarship to pursue a graduate degree in Canada, I realized that this would be my opportunity to help make significant changes in the lives of people with different abilities. During my master's program in Applied Disability Studies, I volunteered in two play-based programs, SNAP and CMP, as part of my internship. I also assisted in the gym class of the Niagara Children's Center. While volunteering in these programs, I always wondered why we do not have similar programs in the KSA. After I graduated, I went back to the KSA

with the idea of establishing a play-based program. I talked to some families who have children with different abilities, people on social media interested in disability issues, and a friend who owns a learning center for children with different abilities about the idea of a play-based program. They all liked the idea and questioned me about it. It was then that I realized that I do not yet have sufficient information about the theory and implementation of a play-based program. I began to wonder about these questions and have attempted to find answers on how to best implement a useful play-based program in the KSA through this qualitative inquiry.

Several aspects of my roles in life as a wife, mother of five, and PhD student will affect my interpretation, analysis, and writing of this inquiry. I come from a collectivist culture in which I receive a great deal of help from my husband, parents, and parents-in-law in fulfilling my responsibilities. Once I made the decision to come to Canada, I left all of this familial support behind and struggled with setting priorities and managing my time, having to rely solely on myself. Since moving here, I have become more confident in my own abilities and my children's abilities, and I believe that each person has something to offer if given the opportunity.

Overall, my experience in Canada can be divided into two parts. The first part is how I view myself, and the second part is how Western society views me. I view myself as "different" – a Muslim Middle Eastern woman able to practice my religion and culture in Western society thanks to the respect of the Canadian government, which gives this right. Regarding the second part, how some Canadians view me as the "other", I recognize that their perception of me is based on their stereotype of Middle Eastern women, forced by men to wear a wide dress, a scarf over their hair, and a burqa covering their face. I feel that the Western world sees me as a typical Muslim woman who has neither freedom nor a good quality of life.

Seeing me wear a hijab in a public place may be uncomfortable for some people, but this can be an opportunity for them to challenge their understanding of freedom and their beliefs and stereotypes about Muslim Middle Eastern women. These experiences of being seen as the “other” rather than “different” and being viewed based on stereotypes makes me all the more determined to fight for the rights of children with different abilities. My focus is not on curing their impairments nor normalizing their lives; my goal is to strive for social justice to help children with different abilities receive the same right to play as typically developing children.

## **1.2 Theoretical Framework**

Some theoretical background is needed to understand the root of this inquiry (e.g., how the research questions are formulated and how information was sought to answer these research questions) (Creswell, 2013). There are several philosophical assumptions inherent in this inquiry, and its ontological belief was based on multiple realities. The understanding of what a play-based program in Canada was constructed through observations of three different programs and the lived experiences of these programs’ team members (Creswell, 2013). The epistemological beliefs are subjective, and the results of this inquiry were co-constructed through multiple subjective perspectives of the Canadian program team members (experts and practitioners), knowledgeable Saudi intended users, and the inquirer’s engagement with them (Creswell, 2013). Axiological belief is also embedded here, as the interpretation of the data was influenced by the inquirer’s background, values, and cultural beliefs, as discussed in the section on reflectivity in this inquiry (Creswell, 2013). The methodological belief was mainly qualitative, with a focus on the case study, which is favored by interpretivists (Willis, 2007). Qualitative approaches often provide rich description for interpretivists to assist them in fully understanding the contexts of

the data (Willis, 2007). For this inquiry, a qualitative comparative case study approach was chosen.

Social constructivist “interpretivism” was the interpretive framework used in this inquiry (Denzin & Lincoln, 2011), the aim of which was to examine play-based programs for children with different abilities. The phenomena studied were understood mostly based on “human experience” (Cohen & Manion, 1994, p. 36). Reality was discovered through participants’ views and their experiences in the program (Creswell, 2003). The inquirer sought to understand how these phenomena are constructed in Canada from multiple perspectives by selecting three cases of the chosen phenomena, then relying on multiple perspectives from Canadian program team members who experienced the phenomena. The inquiry relied on multiple perspectives to obtain a comprehensive understanding of the phenomena (Klein & Meyers, 1998; Morehouse, 2011). These subjective perspectives were understood within their interactions with Canadian culture and context, as, according to Willis (2007), an interpretivist believes that a phenomenon can be understood based on cultural and personal prejudices. The inquirer gained these perspectives and understandings from living in Canada for almost a decade and from personal experience in the play-based programs.

Lastly, the inquirer constructed the framework of a play-based program to be transferred to the KSA culture and context, as the inquirer has sufficient understanding and awareness of Saudi culture and the Islamic Sharia on which the KSA is founded. The framework was then customized based on the multiple perspectives of Saudi intended users and adjusted to increase the likelihood of the program’s successful implementation into another context. Implementing this program in KSA universities will be part of an attempt to shift society’s focus to these

children's abilities rather than their impairments. This can contribute to deconstructing the social concept of disability in the KSA, from disability being viewed as a problem in need of a solution to a more accepting status as a human rights issue, which may improve the services provided to individual's with different abilities.

### **1.3 Conceptual Framework**

A variety of ideas and concepts make up the inquirer's conceptual framework, including the social construction of disability, disability as a human rights issue, the ability-based approach, and reassigning meaning. In addition, these concepts contribute to the inquirer's understanding of disability, the concept of play, physical activity, and adapted programs.

Viewing disability from one perspective may be inadequate due to the complicated nature of what "disability" can mean and what it should include. Professionals from different disciplines provide their own ways of defining disability and help society understand what disability is. The definition of disability is mainly addressed in disciplines such as medicine, rehabilitation, counselling, and special education (Michalko & Titchkosky, 2009).

These professions have traditionally viewed disability as a personal tragedy that involves many problems for which solutions must be discovered. This definition or view is shared not only between these professions but also by almost every culture. This understanding of disability sustains the one-dimensional definition of disability as only a problem in need of a solution (Michalko & Titchkosky, 2009). "It is often defined as a misfortune; an unfortunate tragedy that happens to a few individuals, and we almost always hope it does not happen to us" (Michalko & Titchkosky, 2009, p. 2). These professions' most important goal is to prevent disability, and if that cannot be achieved and a person becomes disabled, the second goal is to cure the disability.

If that also fails, the final goal is to make the disabled person look and feel as normal as possible. The final goal is supported by the definition of disability as a physical, sensory, emotional, or intellectual “abnormal condition” that only a few individuals have (Michalko & Titchkosky, 2009). Since a disability is commonly perceived as an “abnormal condition” that affects only certain individuals, it can therefore be counted and measured, its causes explained, and its demographic distribution recorded and charted (Michalko & Titchkosky, 2009).

The professionals in the field of medicine, rehabilitation, counselling, and special education committed to the study of disability have mainly focused on researching and measuring “people’s unfortunate problems” and how they affect both the individual and society in an attempt to fit disabled people into normal life. Thus, a “disability becomes something about which expertise can be developed – expertise in the biomedical nature of disability, in the rehabilitation and counselling of disabled people, and in the “special” ways disabled students must be educated” (Michalko & Titchkosky, 2009, p.4). The focus of these professions does not change what the individual with different abilities may face on a daily basis due to discrimination and marginalization (Michalko & Titchkosky, 2009).

These foci construct the concept of disability in culture and lead society to understand disability in this way. Disability is socially constructed and has resulted from the physical construction and social organization of society as well as the failure to provide the necessary help to people with different abilities. According to Wendell (1996), culture can affect disability in numerous ways, such as the exclusion of certain experiences within a particular culture, cultural stereotyping, selective stigmatization due to the fact that certain limitations and disabilities are stigmatized differently within different cultures, cultural meanings associated with disability and illness, and

the exclusion of people with different abilities from the cultural meanings of activities they are unable to perform (Wendell, 1996).

The nature of disability, the conditions considered disabling, and the meaning associated with having a disability can change according to context and time. Considering this, disability has both cultural and historical backgrounds and cannot be a universal phenomenon. What is considered a disability in one culture may not be perceived in the same way in another culture or in another time period. For example, in the past, individuals who wore glasses or used hearing aids were considered disabled in the KSA; now, they are no longer considered disabled and no longer receive the government assistance provided to individuals with different abilities. Also, Wendell (1996) stated that if a Western woman moved to South Africa, women must walk long distances for water every day, she would likely be considered disabled if she struggled to do the same due to what, in her home country, would be perceived as merely a relative lack of fitness. In short, culture has an important role in determining who is perceived as disabled (Wendell, 1996) and how society views them.

If disability is in fact socially constructed, then it can be socially deconstructed. One way to deconstruct disability is by shifting the focus away from viewing a disability as a misfortune or a problem that needs a solution (Michalko & Titchkosky, 2009). This enables disability to be viewed as a human rights issue. For instance, this view can discuss equalities, dignity, acceptance, inclusion, respect, and ability. The United Nations' Convention on the Rights of Persons with Disabilities (CRPD) (2006) applies human rights to disability for the purpose of protecting people with different abilities, promoting respect for their inherent dignity, and ensuring that they can enjoy all human rights and freedoms (WHO, 2011). The CRPD's key principles are: respect for inherent dignity, non-discrimination, inclusion in society and effective

participation, accepting disability as part of human rights, respecting differences, accessibility, equality of opportunity, and respect for the evolving capacities of children with different abilities (WHO, 2011). The CRPD uses a human rights framework to directly involve people with different abilities. Its essential message is that people with different abilities should be considered as “subjects” rather than “objects”, who deserve respect and equal enjoyment of human rights (WHO, 2011).

One significant way to deconstruct disability is by focusing on the individual’s ability – what the individual can achieve rather than what he or she cannot (Emes, et al., 2002). As Wendell (1996) states in her discussion of the social construction of disability, “disability is socially constructed through the failure or unwillingness to create ability among people who do not fit the physical and mental profile of paradigm citizens” (p.41). Thus, shifting the focus to the individual’s abilities rather than their disabilities will positively change how the society views this individual and the services provided for them.

Reassigning the names and labels given to these individuals is one of the most effective implementations in the ability-based approach. More details about this approach will be provided later. These names and labels can affect these individual’s identities and how they see themselves and can reinforce stigma. One of the ways to begin to change the perspectives concerning names and labels is to reassign meaning.

Efforts to reassign the meaning behind the terminology used to describe disabled individuals are necessary to shift society’s understanding of disability. For example, the prefix “dis-” used in “disability” often has a negative connotation. Meanings of “dis-” include “separation”, “absence of”, “the opposite of”, and “deprived of” (Linton, 1998). For the purpose of this inquiry, the

inquirer has decided to take a small step towards reassigning meaning by not using the term “disabled children” or “children with disabilities”. Throughout this paper, the inquirer will instead use the term “children with different abilities”. The inquirer believes that each individual has something to offer, regardless of their ability level. This is possible depending on the particular social environment. In this paper, the inquirer will distinguish between impairment and disability terms, as they are not interchangeable. An “impairment” is biologically based, and culture and society have worked together to turn impairment into a “disability”. The United Nations (UN) defines impairment as “any loss or abnormality of psychological or anatomical structure or function” (UN, 1983, I.c.6-7). This definition is directed toward the medical profession. According to the UN, a disability is defined as “any restriction or lack (resulting from an impairment) of ability to perform an activity in the manner or within the range considered normal for a human being” (UN, 1983, I.c.6-7). This definition confirms that disability is socially constructed and has resulted from the physical construction and social organization of society and a failure to provide the necessary help to people with different abilities.

It is interesting to note that in 2017, the United Arab Emirates (UAE) reassigned the name for individuals with disabilities. People with special needs or impairments will officially be referred to as “people of determination” to recognise their achievements in different fields. This was part of one of the decisions made under the National Policy for Empowering People of Determination. As can be viewed (Figure 1), the poster indicates that beach access is for “People of Determination”. The policy aims to create an inclusive society for these individuals and their families through services and facilities that accommodate their needs (Official Portal of the UAE Government, 2017). This measure is intended to show their potential and abilities as a productive group contributing to the development of society. This decision has had a significant effect on

the lives of many individuals; one such individual is Fatima Husseini, who is deaf and works for the General Directorate of Traffic in Dubai Police as a sports coordinator. “Between describing people with disabilities and describing the determined ones,” she has said, “a whole life changed for the better. As if life has become brighter, as if we love ourselves more and we know the mechanisms within us that we would not have known if that description had not found its way to the public.” She realizes that the labels given to people are not merely names; they affect their identity, how they see themselves, and how they are seen by society. Husseini confirmed, “I began to see for myself that I was a good person and no longer put up a dividing wall between myself and my community, which created a sense of peace within me.” She added, “We have titles in the pages and TV and satellite news, but we present ourselves with greater confidence, without having to prove that we are part of society. We are the owners of our tasks and have a great deal to offer to our country, our society, and everyone around us” (Sheik, 2017). Thus, interest in these individuals is no longer merely born of kindness and compassion, but of a strong belief in their abilities. They are capable and have the same potential as typically developing individuals, which allows them to be successful and to compete with typically developing individuals in all areas of life.



**Figure 1: A Picture of A Poster Posted on Social Networking Sites Found at the Entrance to a Beach that Read: "Beach Access for People of Determination"**

## 1.4 Summary

The goal of this inquiry is to gain a deeper understanding of play-based programs in Canada by effectively engaging with Canadian program team members. The aim then becomes comparing these programs and identifying their most effective factors and principles in order to inform successful practices. It also aims to provide lessons for use in future initiatives to promote success. The ultimate goal is to transfer the theory and implementation of these programs to a different culture that of the KSA, to increase the quality of life of children with different abilities in the KSA by improving the services provided to them. The result of this inquiry was constructed through the views of various academic disciplines, Canadian and Saudi participants' perspectives and experiences, and the inquirer's engagement with them.

## **1.5 Organization of the Inquiry**

Chapter 1 presents the root of this inquiry through clarification of the study's aim and objective, the inquirer's background and beliefs, and the theoretical and conceptual framework for the inquiry.

Chapter 2 provides an interdisciplinary overview of the literature on the components of this inquiry, which include disability, play, and adapted programs. The chapter starts with a review of the construct of disability. This section provides numerous perspectives of disability as well as a brief overview of disability in the KSA and Islam. The next section continues with a review of the conceptualization of children's play according to the perspectives of Early Childhood Education and Physical Education. It also reviews the concepts of physical activity and play in the KSA. The last section reviews the programs and their evaluation considering the cultural differences between Canada and the KSA.

Chapter 3 describes the method used to answer the inquiry questions, which were divided based on the three phases. Each phase used different data collection methods and analyses. In addition, the utilization-focused framework guided the three phases. The chapter also includes four terms used for judging the validation of a qualitative inquiry.

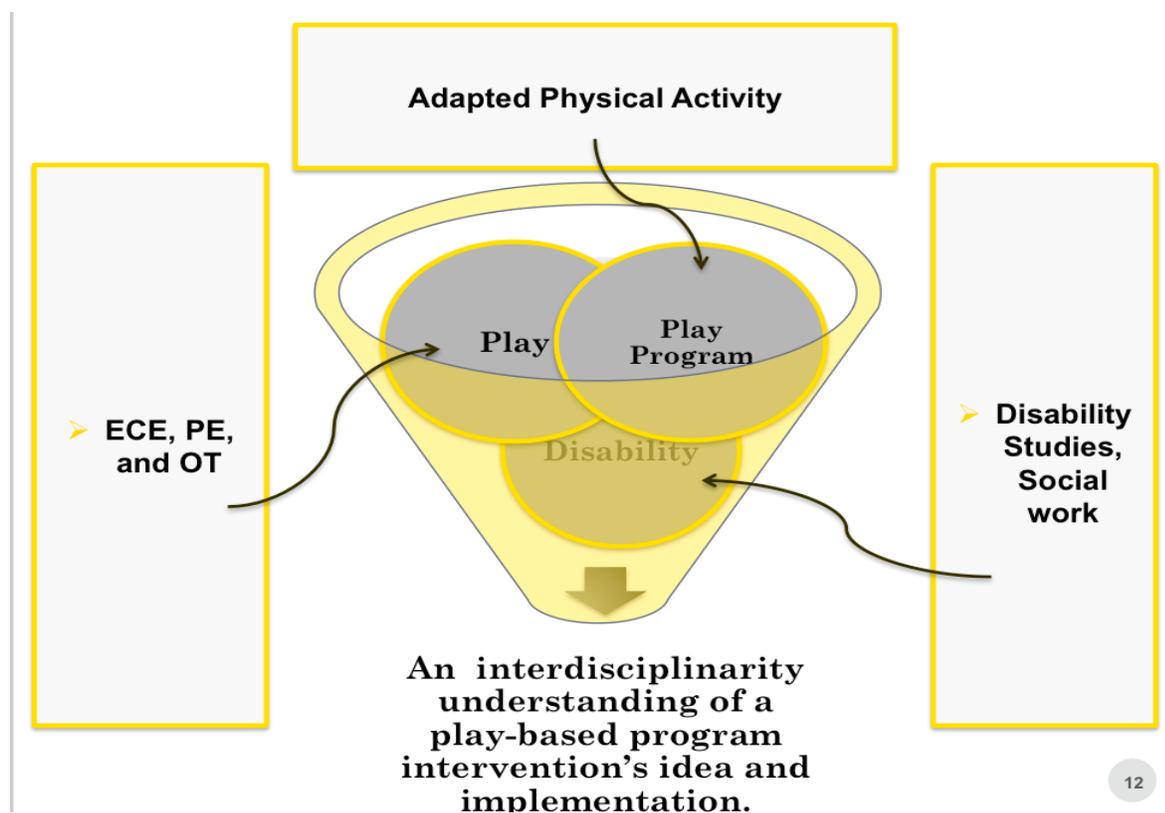
Chapter 4 presents the general results of each phase in separate subchapters. Phase One's results are a description of each of the play-based programs. Phase Two's results are a discussion of factors influencing the effectiveness of the programs and lessons learned from Canadian experts and practitioners for use in promoting success. Phase three's results describe a KSA play-based program and a discussion of cultural barriers that exist in the KSA.

Chapter 5 provides a general discussion and conclusion of this inquiry and shows how the aim and objective have been achieved. The end of this chapter discusses the research limitations.

## Chapter 2

### **2 Literature Review**

The intent of this chapter is to provide an interdisciplinary overview of the literature on the three components of this inquiry: disability, play, and adaptive programs. The understanding of disability will be enhanced by looking at the Disability Studies and Social Work disciplines. Early Childhood Education (ECE), and Physical Education (PE) disciplines will be used to explore the concept of play. Play-based program will be understood through the Adaptive Physical Activity discipline while considering cultural differences. The interaction between these three components provides a foundation for this interdisciplinary inquiry (Figure 2). An interdisciplinary understanding of the components of this inquiry could provide more comprehensive insight into the development of more effective play-based programs for children with different abilities. This inquiry attempted to emphasize the responsibility of the society to provide suitable services for individual with different abilities and to increase their participation in their surrounding community. It also aimed to examine play and physical activity as a form of educational recreational activity. The goal then was to transfer the Canadian framework of play-based program to the KSA's culture and context where there is currently a lack of physical activity play-based program for children with different abilities.



**Figure 2: Foundation for this Interdisciplinary Inquiry. Early Childhood Education (ECE), and Physical Education (PE)**

## 2.1 Disability

The first component of this inquiry looks at disability and the social life of children with different abilities. Children need the basics of life such as food, shelter, warmth, and clothing in order to survive. However, to have a good life, children need to feel secure and loved, receive equal rights, and have social justice, all of which allow them to enjoy the world around them and establish meaning across their life span. King (2004) mentions three fundamental ways to bring benefits to children: “the paths of belonging (relationships), doing (meaningful engagement in activities), and understanding oneself and the world” (p. 72).

It has been stated by the World Health Organization (WHO) that many people with different abilities are limited in their access to education, health care, and employment opportunities, which hinders their ability to participate in the social services they require. This may then result in increased exclusion from life activities (2011). These experiences contribute to children with different abilities feeling marginalized, excluded, and stigmatized within society. Individuals are disabled by cultures; impairment does not cause disability, but it may work as a foundation for disability (Thomas, 2004).

### **2.1.1 The social perspective.**

Disability is a “complex collection of conditions, many of which are created by the social environment” (WHO, 2001, p. 20). Disability is socially constructed in two cases. First is when a society values different norms; for instance, diverse cultures and groups value different norms, expectations, and roles. These norms may change in time and context (Altman, 2001). A norm for a particular culture or group can be based on various concepts such as a perceived statistical conception of normality: for instance, having an ideal, such as a desired body height or weight, to fit the norm. Another example is having a list of unqualified characteristics, such as the ability of producing proper speech as opposed to relying on a synthesized voice, or other norms that are decided by a certain group’s social reaction toward what may be deemed as problematic (Altman, 2001). Second, disability is socially constructed when a society fails to provide appropriate services for its citizens. Individuals are considered disabled more by the views of their society rather than by their physical impairments (Oliver, 1990). This can limit these individuals from performing their day-to-day activities. Disability is a socially created problem that results from attempting to integrate an individual with different abilities into society. This view is the foundation of the “social model of disability,” a term coined by Mike Oliver in 1981–

1990 (Barnes & Mercer, 2004). A model translates ideas into practice. “A good model can enable us to see something which we do not understand because in the model it can be seen from different viewpoints (not available to us in reality)” (Finkelstein, 2002, p. 13).

The social model of disability distinguishes impairments from disabling barriers, which allows the focus to be placed on human rights and the action that needs to be taken (Morris, 2000). The social model attempts to shift the focus from functional limitations to the disabling barriers, cultures, and environments, refuses to consider a problem in isolation from the disabling environments and cultures, and limits individually based interventions that target fixing a person’s lives (Oliver, 1996). In the social model of disability, contextual factors such as a person’s environment play a role in how the person experiences a disability. For example, when the environment restricts the person’s ability to travel safely from one building to the next or when a person’s health care is denied, the disability will have an imperative and more profound impact (WHO, 2011). Therefore, based on the social perspective, the environment should be changed to promote inclusion and improve services for individuals with different abilities that would further decrease the extent or severity of the impairment and allow these individuals to fully participate in social life (WHO, 2001). These changes are often brought about by creating new legislations, policies, or services or building new technologies that help people with accessibility (Miller, Parker, & Gillinson, 2004). Therefore, the management of this issue through the social perspective requires social action. The social model of disability can be implemented by first linking together the people who share the same experiences (Campbell & Oliver, 1996). This can then create a disability movement. The aim of the movement is to develop a collective consciousness about the issue. For example, if the solution to an issue involves providing services to support inclusion or access, then everyone works together to

implement the services. However, the model does not provide a guide on how to best achieve this (Oliver, 2004). This is not necessarily a bad thing because the social model of disability is only an attempt to improve and restructure the services available in a particular context for a particular culture of people (Oliver, 2004).

This inquiry views disability as a human rights issue and particularly focuses on the rights of children with different abilities to be physically active and play in an environment that is suitable for them. This study also focuses on how to improve the society's views on children with different abilities and the services provided to them. For example, disability should not be viewed as a deficiency or something to be fixed (Martin, 2013). Considering disability as a deficiency promotes its understanding as an individual misfortune and a personal tragedy. Under this medical notion, the services provided to them would be limited to preventing disability, curing disability, and/or normalizing the individual with different abilities. These services would neither help the individual within their culture nor help them overcome the feeling of being marginalized, segregated, and stigmatized. Although this inquiry does not devalue the therapy and rehabilitation services for individuals with different abilities, it is not its focus. Instead, the inquiry aims to highlight the other services that should be provided to individuals with different abilities from a human rights perspective.

## **2.2 Disability in the Kingdom of Saudi Arabia**

To truly understand any society's culture, it is important to properly investigate it and develop an understanding of the needs of its members, groups and organizations. It is also important to identify how the culture develops as well as its actions and behaviours (Al-Mousa, 2004).

Societal values are of utmost importance, are embedded within an individual and can be related

to numerous internal and external factors that may have formed over a lengthy period of time (Al-Mousa, 2004). These factors could include religion, family kinship patterns, political and social systems and training (Al-Mousa, 2004). It is important to be able to understand the society and how it is formed in order to gain an understanding of its impact on an individual's interactions, attitudes, behaviours and reactions (Al-Mousa, 2004). This section will present how the concept of disability is viewed in the Kingdom of Saudi Arabia (KSA) and the way in which some Saudi cultural elements affect individuals with different abilities.

The KSA is the largest country in the Middle East, occupying around four-fifths of the Arabian Peninsula (Al-Turaiki, 2000) and has a population of approximately 30,770,375 (General Authority for Statistics, 2016). Almost 65% of the Saudi population is concentrated in three main administrative regions: Riyadh, Makkah and the Eastern Province (Al-Jadid, 2013). One of the most imperative social and medical issues seen in the KSA is the presence of disabilities (Al-Jadid, 2013). Few studies have examined the prevalence or incidence of disabilities in the KSA (Kisioglu, Uskun, & Ozturk, 2003). The countrywide data from a demographic survey (door to door national census) indicates that approximately 135,000 or nearly 0.8% of the total Saudi population different abilities (Al-Jadid, 2013, p. 455). However, it has been documented that the number of individuals with different abilities was 720,000, or about 4% of the total Saudi population (Elsheikh & Alqurashi, 2013). Another estimate of individuals with different abilities is 900,000, which is more than 8% of the Saudi population (Elsheikh & Alqurashi, 2013). These estimates of individuals with differing abilities within the Saudi Arabia population are neither identical nor convergent; the exact rates are difficult to determine due to definitional problems, data collection variations, and underestimation due to a lack of reports (Elsheikh & Alqurashi, 2013). Studies in these areas often end up being cross-sectional or community based (Al-Shehri

& Abdel-Fattah, 2008). The main causes of disabilities are cerebral palsy, stroke, and developmental delays as well as consanguineous marriages (Kingdom of Saudi Arabia Healthcare Overview, 2012). In addition, road traffic accidents are a major cause of mortality, hospitalization, and chronic disability in the KSA (Kingdom of Saudi Arabia Healthcare Overview, 2012).

The Saudi government provides various services for people with different abilities such as medical, educational, and social services. Since the beginning of the Kingdom, social and economic developmental plans have focused on people who have different abilities (Country Profile on Disability, 2002). The government has been providing modern and appropriate welfare for those who have different abilities to assist them in integrating into society and into the environment by taking into consideration their intellectual, psychological, physical and livelihood features (Country Profile on Disability, 2002). In the KSA, individuals with different abilities have the right to be provided with access to free medical, psychological, social, educational, and rehabilitation services through public agencies (Al-Nafissa, 2004). These rights support equality for those with different abilities in obtaining free and proper education and utilizing medical facilities. Unfortunately, even though these laws were established over ten years ago, they are not well practiced in all regions (Al-Jadid, 2013). The system still requires dedicated effort in the KSA. Due to the limited occurrence of effective implementation, there is now a gap between the framework of these laws and the provision of services, which has resulted in limited services being allocated to people with different abilities (Al-Jadid, 2013). This gap will be explored further in the following sections.

### **2.2.1 Disability in Islam.**

The KSA is based upon the Islamic Sharia, which stresses the importance of human rights (Country Profile on Disability, 2002). The Islamic Sharia states that people with different abilities are entitled to live an equal life of dignity and receive welfare benefits (Country Profile on Disability, 2002). It also states that these people are also entitled to lead normal lives and to participate in all aspects of society, rehabilitation, and healthcare services (The International Day of Persons with Disabilities, 2011). Based on Islamic principles (i.e., which are based on the teachings of the Prophet Muhammad and suggest that only God judges on the basis of piety and good action) people should be given the opportunity to participate in their society, regardless of their race, gender, or abilities. Therefore, any individual with different abilities should be able to participate equally in the daily social activities and occurrences as typically developing individuals (Saudi Embassy, 2002).

Islam, which is considered a divine religion, is against all aspects of discrimination. In Islam, true competition is based on devotion to Allah (God), rather than on property, social status, wealth, race, color, sex, or the completeness of physical, sensory, or mental abilities (Saudi Embassy, 2002). The methods of interaction that occur amongst all groups in Muslim society, including those with different abilities, are seen as civilized, elevated and governed by a proper understanding of mutual respect for the potential and absolute capabilities of each individual. Islam provides an environment that gives each individual the opportunity to achieve their highest life goals. In Islam, those with different abilities are seen first as humans and secondly as having impairments. They are seen as having the same rights to enjoy and have similar duties to perform as all other community members (Al-Mousa, 2010).

In short, the KSA is based on the Islamic Sharia, which stresses the importance of human rights and allowing those with different abilities to live with dignity and benefit from societal welfare (Country Profile on Disability, 2002). Islam should govern the way Muslims are perceived and the way they think and behave. However, if Muslims behave in a way that goes against Islamic principles or if they incorrectly interpret these principles, it may be due to their culture, experience, or political bias. Muslim people should show positive attitudes towards those who have different abilities; however, this can only happen if the majority of Muslims are able to implement what they believe in their daily behaviours (Aldemadi & Alshinawi, 1989).

### **2.2.2 History of Disability in the KSA and Individuals with Aifferent Abilites.**

In the past, the prevalence of people with different abilities was very low in the KSA due to several reasons. Although in principle Islam promotes acceptance, in practice, the reality for those with different abilities was different. People's opinions were based on the idea that disability was equated with helplessness, continuing dependence, the inability to leave home, a low quality of life and a deficiency of productivity (Perriharris, 1998). Many people with different abilities were marginalized because others did not understand the nature of their different abilities, and they feared dealing with them due to uncertainties. They were also marginalized due to poverty or because they lived in remote areas (Country Profile on Disability, 2002). Some family members of people with different abilities tended to leave them at home with a caregiver, and people who had different abilities were often ignored and segregated from social gatherings, causing them to rarely see their relatives. The rare time they were seen in the public was if they were ill and required medical attention (Al-Eithan, Robert, & Saeed, 2010). They were treated as children, thought of as dependents, and were mostly ignored when it came to the provision of education. Their family would often hire a caregiver who would stay with the

individual with different abilities at all times, which made these individuals come to depend on the caregiver. This affected the prevalence rate because most people with different abilities either remained hidden or were kept at home due to fear of stigma and as a result were not identified.

The condition for women with different abilities was even worse. They were hidden in their homes due to shame, and in some households, they were even considered as a reason for their siblings to be seen as non-worthy of marriage (Al-Eithan, Robert, & Saeed, 2010). It has been also documented that mothers of female children different abilities had the highest rates of anxiety and depression because it used to be thought that all types of impairments were hereditary, even if they did not develop until adulthood (Al-Eithan, Robert, & Saeed, 2010). In an attempt by men to get rid of the stigma associated with disabilities, they tried to attribute it to women, even if their reasoning was illogical.

### **2.2.3 The Rights of People with Different Abilities in the KSA and Related Services.**

The KSA is now dedicated to improving the lives of people with different abilities. In the KSA, people with different abilities are viewed as equal to others and are encouraged to take part in social, economic, and educational services to enable them to lead normal lives (Al-Mousa, 2010). To assist people with different abilities, the KSA is creating centres that can meet their needs. These centres are often located in larger cities and provide clients with opportunities to promote their skills and gain various competencies. The centres are often located in large cities because of the high population rates, the variety of human resources available, and the better transport facilities. The centres are run by the government and are managed and sponsored by local people. The goal of the centres is to provide people with different abilities the appropriate

care and the support required to motivate them so that they can contribute to their society and live independently (Al-Mousa, 2010).

**Educational service.** Since 1970, governmental education policies have issued special education programs for children with different abilities under the supervision and management of the Ministry of Education (MOE). The Ministry provides these children with educational rehabilitation programs such as the Noor Institute for the Blind, the Amal Institute for the Deaf, and the Institute for the Mentally Impaired (Country Profile on Disability, 2002). However, research is yet to determine how effective and helpful these educational programs are at minimizing the impact of disabilities on the family and community and in changing the attitude of the community towards people with different abilities, as these issues are yet to be investigated (Al-Jadid, 2013).

**Medical services and rehabilitation.** Medical services aim to rehabilitate children and youth by offering a variety of services and therapies that may include occupational therapy, speech therapy, orthotics, etc. The government has recently been showing interest in making these services available to all KSA citizens. The Ministry of Health has started to offer many services that aim to help people with different abilities. Most of these programs offer occupational, physical, speech and hearing therapy, as well as orthotic and prosthetic services (Country Profile on Disability, 2002).

#### 2.2.3.1 *Social services.*

There are also government institutes that operate under the supervision of the Ministry of Labour and Social Development. These institutes for social welfare programs and social rehabilitation centres are dedicated to people with different abilities. Moreover, programs for the parents of

children with different abilities also exist and a range of services are available for people outside of the social institution or for those who are paralyzed and living with their families. These programs provide an annual allowance for each child who is paralyzed. There are also programs in place that provide legal aid for people with different abilities who are cared for by their own families and do not benefit from vocational rehabilitation services (Country Profile on Disability, 2002).

The Ministry of Labour and Social Development also has Social Education Institutes that work towards helping children with different abilities through a social welfare program that strives to function as its main support system in the absence of their families. These facilities provide religious, educational, cultural, health, and social care programs that fall under Islamic principles in order to ensure that these children are prepared to live regular lives, to be raised as good citizens, and to be able to serve their country in a variety of fields (Country Profile on Disability, 2002).

Five different welfare programs exist in the KSA under the jurisdiction of the Ministry of Labour and Social Development. Each of the centres focuses on a specific range of activities. The main foci are vocational rehabilitation centres, social rehabilitation centres, comprehensive rehabilitation centres, day care centers, and polio-care institutions for paralyzed children. However, the benefits and the outcomes of these programs still need to be determined and evaluated (Country Profile on Disability, 2002).

1. Vocational rehabilitation centres: These centres all have the same concern, which is caring for the rehabilitation of people with different abilities. The centres also care for people with physical, emotional and mental needs. The facilities try to prepare people with different

abilities for jobs by providing them with vocational training. These centres provide vocational training programs in areas such as electrical work, bookbinding, carpentry, decorating, gardening, dressmaking and telephone operations.

2. **Social rehabilitation centres:** Social rehabilitation centres focus on accommodating and providing shelter to assist people with high needs who are unable to be vocationally trained because of their extensive needs. These centres provide families with assistance and support by trying to reduce the tasks associated with care for the parents and by offering boarding and lodging opportunities.

3. **Comprehensive rehabilitation centres:** Comprehensive rehabilitation centres offer welfare for adults and children who have different abilities. They have vocational areas that provide vocational rehabilitation as well as social areas that assist people with severe needs. These centres provide a combination of all rehabilitation services in one centre under the supervision of one management group. If the rehabilitation centre does not accept a child, the parent will be compensated with funds that aid in the cost of caring for their children (Country Profile on Disability, 2002).

4. **Day care centres:** Day care centres were implemented in the 1990s, and their goal is to provide care and services for children with different abilities who are under the age of 15. Once the children who are in the day care facility reach the age of 15, they are transferred to a new care facility. Day care centres for those with different abilities provide care for the children's needs and provide rehabilitation programs during the day. The day care centres provide parents with the opportunity to complete daily living tasks, attend work, and engage in social commitments with less stress. The programs offered at the day care centers are designed to

improve the children's social skills. They also include psychological and health programs, educational programs, entertainment activities, and programs to promote parents' awareness and attitudes.

5. Polio-care institutes for paralyzed children: Polio-care centres are geared toward providing care for children ages 3–15 who are paralyzed or suffer from congenital diseases or deformities that impede their physical activities. One of the main focuses of these centers is working on integrating these children into society and schools in order to improve their social skills. These centres also provide the children with entertainment, social activities and educational programs that aim to rehabilitate them. They also offer boarding and lodging, medical and surgical assistance and procedures, and other services that help children physiologically, psychologically, and socially. The children in these care facilities also receive an allowance (Country Profile on Disability, 2002).

The KSA is one of the twelve Eastern Mediterranean countries that works in partnership with the World Health Organization (WHO) in community-based rehabilitation (CBR) to plan and implement its national rehabilitation programs. The programs provide a variety of categories in their training. The WHO has provided advisory services to Saudi Arabia, focusing on strengthening the exchange and spread of information in relation to CBR. The services provided by the government and charitable organizations are of a high quality; however, the social institutions can also be seen as promoting social segregation as opposed to the social integration of people with different abilities. The attitude of others towards those with different abilities can be seen as sympathetic or even a form of social pity. This could result in those with different abilities not being accepted into the mainstream society. Public awareness campaigns might be

necessary to provide people with information on the feelings and barriers those with different abilities experience. Doing so would help set a path for the transition of people with different abilities from institutions into community-based services, hence making a way for successful rehabilitation (Country Profile on Disability, 2002).

According to Muslim societies' values, males and females should be segregated, and so there are separate rehabilitation centres for each gender; however, there are no statistics or data to support the numbers or distribution of these facilities. Most of the vocational rehabilitation trainees are male, and the majority of the people receiving social rehabilitation for severe impairments are females (Country Profile on Disability, 2002). This could show that there are a large number of females with different abilities or that there are unseen barriers for women who try to benefit from vocational rehabilitation. Women perhaps are not expected to work after training, or there may be no vocational training courses that women are interested in. Therefore, a cross-analysis should be conducted between location, sex and other factors to improve services (Country Profile on Disability, 2002).

### **2.2.3.2 *Obstacles Facing Disability Research in the KSA and Suggested Solutions.***

There are several difficulties in the KSA that are linked with conducting research on disability issues. The main difficulty involves cultural and social factors. For example, it is very hard to determine the exact prevalence rate of children with different abilities due to familial embarrassment in admitting that they have a child with different abilities (Al-Mousa, 2010), thus these parents might avoid participating in research studies (Al-Gain & Al-Abdulwahab, 2002). This is especially true if children have mental impairments, leading their parents to deny and refuse diagnoses or treatments due to a fear of stigma. For example, most parents do not

recognize that ADHD is an impairment that requires social and medical therapeutic intervention, and instead they think that this behavior will change when the child matures (Elsheikh & Alqurashi, 2013). According to Elsheikh and Alqurashi (2013), most of the studies that have focused on the population of individuals with different abilities in Saudi Arabia have ignored this invisible impairment; ADHD is a serious condition that has great potential implications if neglected. It could be that many of these children get expelled from public schools, so their parents may need to register them in private schools so as to avoid the diagnosis of having an impairment.

These obstacles have created several gaps in the research that relate to the prevalence and incidence of disabilities. One of the greatest disadvantages is the limited research that is being conducted on all the age groups who may suffer from impairments, as most of the studies are conducted on children with different abilities (Pobutsky, Hirokawa, & Reyes-Salvail, 2003). Another limitation is the restricted nature and extent of information regarding disabilities and their identification (Al-Turaiki, 2000). Also, there is a lack of a common definition of disability, as there is no standard outcome used to measure, assess or identify the degree of disabilities.

The Ministry of Health possesses a limited amount of reliable information on disability, such as on the types of impairments and the number of people with different abilities and their geographical distribution. Most of the specialized organizations are careful about what they document related to statistics on people with different abilities because of security reasons. In addition, the number of people with different abilities reported in the data has been greatly underestimated due to poor reporting (Al-Jadid, 2013). There is no specific institution in Saudi Arabia dedicated to handling or collecting data and understanding disability statistics (Al-Jadid,

2013). If disability-related issues are to be addressed properly, then it is vital that better use is made of the existing data on the prevalence of disabilities. It is also important that the current gaps in the existing knowledge on disabilities be addressed (Al-Jadid, 2013). There is a limited amount of published evidence and research on disability programs in the KSA. Although research is required to plan and develop effective programs, the effective implementation of primary prevention strategies and proper allocation of health resources are still required in this field (Al-Jadid, 2013). Statisticians need to plan for proper experimentation, variable arrangement, sample collection, data analysis, and proper interpretations of research outcomes in this field. Therefore, important research conducted on disabilities should be funded by the government or national scientific organizations (Elsheikh & Al-qurashi, 2013).

Developed countries have conducted a great deal of research and received more scholarly attention, but it should be kept in mind that research from developed countries tends to differ from research from less developed countries; therefore, this information should be handled with care and sensitivity when applied to different countries and cultural settings (Al-Mousa, 2010). This is especially necessary in the KSA, where laws are claimed to be based on Islamic Sharia law, but inherited, dominant cultural norms actually have a significant effect on the application of the law.

In short, there is a need for more services, and more accessible, useable, well-coordinated, flexible, integrated, and interdisciplinary services, especially during times of transition such as between child and adult services. Existing services and programs need to be evaluated to assess their performance and to make changes to improve their outcomes, effectiveness, coverage, and efficiency. These improvements should be based on sound evidence that is suitable in terms of culture and other local contexts, and examined locally (World Report on Disability, 2011).

## **2.3 The Conceptualization of Children's Play**

Play is a universal behaviour among humans, but its complex nature makes it difficult to understand how and why children play and how it affects their learning and development (Wood & Attfield, 2005). Play can be described as a stage of behaviour or as a relative activity, and it can be studied in a multitude of ways by various disciplines, including history, philosophy, psychology, and anthropology (Fromberg, 2002). The concept of play has now evolved into a multidisciplinary phenomenon. This section focuses on how the concept of play is defined and used within three disciplines: Early Childhood Education (ECE), and Physical Education (PE). Each of these disciplines views the concept of play and approaches this research in a different manner. Hence, their differences and similarities are easily identifiable. Play is a phenomenon that has been a subject of study in many disciplines (e.g. history, philosophy, psychology), and each studies the concept differently. The necessity and vitality of play, as well as the nature of what play can be and should be, are understood through different perspectives and disciplines. Play is not a restrictive activity, as anyone can participate in, create and define acts of play (Goodley & Runswick-Cole, 2010).

### **2.3.1 Conceptualization of Play from an Early Childhood Education Discipline.**

Play is an important concept in the ECE discipline. Children explore their world through their senses during play (Wood & Attfield, 2005). Play is an essential part of childhood; it is childhood itself (Wood & Attfield, 2005). Children will naturally choose to play if adults create an atmosphere that makes them feel safe (Bruce, 2004). It is significant and necessary for children, as it promotes learning and development (Wood & Attfield, 2005). It is regarded as

having instrumental value for the development and learning of children as well as intrinsic value through the entertainment and enjoyment they receive from it (Moyles, 2006).

There are many types of play; however, this section will focus on two types: free and structured play. Free play is explained as play wherein children are able to choose materials and decide on how to use them (Brewer, 2007). This allows children the freedom to test boundaries and consequences (Brewer, 2007). ECE considers free play to be the only ‘true play’, as it is initiated, maintained, and governed by children (Kapasi & Gleave, 2009). Research on children’s perspectives consistently demonstrates that children value freedom from structure, having time for themselves, and making their own choices (Kapasi & Gleave, 2009). ECE recognizes play as fundamental to learning and development and therefore encourages opportunities for free-flow play both indoors and outdoors (Bruce, 2004). Materials and spaces for play, such as playgrounds, encourage children to use real-life experiences as motivation and inspiration for play (Bruce, 2004).

Free play allows children to pretend, develop and act out fantasies, and it promotes creativity (Bruce, 2004). Stories are developed during free play. Oftentimes these stories involve characters that have feelings and thoughts; for instance, in a game of ‘house’ a child might act out how to be a dad or mom. Pretending not only involves acting out the lives of others but may simply be children acting out their present-day lives (Bruce, 2004). During play, children may do things familiar to them such as pretend to go to school, ride in an imaginary car, bus or airplane, and so on. Free play allows children to pretend, role-play, and act in a safe and comfortable environment free from real-life constraints (Bruce, 2004). Thus, in ECE, play is viewed not only as a tool for learning and exploration but also as a way to reflect upon what has been learned from past experiences, different relationships, feelings, and physical movements (Athey, 1990).

Free play allows children to learn and develop their imagination and socialization capabilities (Diachenko, 2011). Children in early childhood should be relatively free from adult direction and intrusion, enabling them to exercise independence, ownership, self-regulation, and control and to direct their own learning (Wood, 2014). According to Brewer (2007), free play involves several characteristics. First, play is individually motivated; a child must choose whether or not he or she will participate in play, then the child controls the length of participation, and defines the goals of the activity. Second, play has no extrinsic goal; the outcome of play is less important than the act of participation (Brewer, 2007). Third, play is not a passive activity like watching television; it requires active involvement on behalf of the player. Fourth, play does not necessarily require physical involvement; children may become involved in play by simply imagining and organizing activities in their minds (Brewer, 2007). Fifth, optimal learning occurs during play when children co-operate and interact with peers and adults, the environment within which they play, and the materials they use for play (Wood & Attfield, 2005). Sixth, play is pretend, yet is performed as if it is real; through imaginative play, children develop an understanding of social, emotional, and cognitive concepts. Children also make sense of the world through role playing people, relationships, events and rules (Wood & Attfield, 2005). Seventh, the main focus of play is on the process, as a method of learning, rather than on the outcomes of the acts of play. Finally, players supply meaning to play; children choose the materials they want to play with (Brewer, 2007). Since children choose their style of play and the playmates involved, they tend to feel proud and satisfied with their accomplishments. When adults assign activities and define materials and types of play, ECE posits this as work, not play (Wood & Attfield, 2005). In other words, ECE distinguishes between play and work; play is freely chosen and led by the child, while work is led by adults and has set plans and goals.

In contrast to free play, structured play led by an adult can be referred to as structured play, guided play, games play, practice or exploratory play (Bruce, 1991). In this category, children play with supplied methods and rules. In other words, adults choose where the child will play, when the child will play, what the child will play, and why the child plays. Game play occurs in middle childhood from seven to eight (Bruce, 2004).

Guided play is a type of play in which the teacher provides the children with specific instructions on how to accomplish a specific task (Brewer, 2007). Guided play is a style of play that is organized and requires children to follow the leadership of an adult. ECE suggests that guided play should start in middle childhood (7–8) and views guided play in early childhood (0–6) as preventing children from becoming flexible and creative thinkers who are able to exercise their imagination and problem-solving skills (Bruce, 2004). Further, guided play positions children as the subjects of adults, reinforcing the idea that children require adult leadership to perform (Bruce, 2004).

Several characteristics exist with reference to structured play. As children develop and gain more literacy skills, play becomes more cognitive (Brewer, 2007). Cook and Cook (2005) added that in middle childhood, a child's thought processes become more realistic and logical, less fantastical, and they are able to see the world more as it really is. Children in this age bracket enjoy playing activities and games that involve structured rules (Cook & Cook, 2005). Games with rules, such as board games, computer games, and athletic games, dominate their play. At this age, children can apply the rules of games more flexibly and integrate their growing social abilities and cognitive knowledge more easily (Brewer, 2007).

### 2.3.2 Conceptualization of Play from a Physical Education Discipline.

The discipline of Physical Education (PE) argues that physical activity lessons can take place from early childhood and involve all children. PE lessons are essential to physical and motor development and may include lessons that involve games, sport, dancing, and swimming (Bruce, 2004). During these lessons, children are able to improve their existing skills and learn new ones (Bruce, 2004). According to the discipline of PE, play is a form of physical activity and is essential to physical and motor development (Bruce, 2004). One of the main ways that children experience physical activity is through play. Systematic reviews have found that the amount of time children spend playing correlates positively with their physical activity (Sterdt, Liersch, & Walter, 2014).

PE claims that play has a multitude of benefits for children, including those with different abilities; it is arguably the chief avenue children have for the development of their physical skills (Bailey, 2006). This is because it allows for the advancement of vital areas of psychomotor, affective, and cognitive learning (Bailey, 2006). It allows children, regardless of their physical ability, to advance their physical development and to understand the importance of maintaining a healthy lifestyle. It has been suggested that the more time one spends doing physical activity, the greater the health benefits (Janssen & Leblanc, 2010). Physical activity also has many psychosocial benefits connected to sports and recreation, which include lower levels of depressive symptoms and social isolation (Burgeson, Wechsler, Brener, Young, & Spain, 2001). Anderson (2010) found that physical activity allowed children to become more social, to explore their social identities, and to improve their peer interactions. In contrast, inactivity in childhood can lead to inactivity in adolescence and adulthood (Biro & Wien, 2010). This blueprint for

inactivity correlates directly with health problems and obesity as an adult (Biro & Wien, 2010). Finally, Green and Hardman's (2005) definition focuses on the health benefits that result from engaging in PE. PE lessons promote the reduction of body fat and lower blood pressure. They also can manage childhood obesity and promote psychological well-being. The main fitness benefits of physical activity in childhood are improved flexibility, increased aerobic fitness, and increased muscular strength (Green & Hardman, 2005).

Physical educators teach children the skills and knowledge required to participate in physical activity (Johnson, 2015). PE views the concept of play from the aspect of physical activity. There are three stages in PE: structured physical education, unstructured physical education, and sport education.

Mahon (2000) described structured PE programs as those conducted by certified health and physical education instructors. Structured PE takes place in a specific setting and time, with specific materials and a specific goal that has been prepared by the instructor before the lesson (Mahon, 2000). The structure and content of PE programs must be carefully and skillfully considered to ensure the safety of the child and to achieve optimal development as a result of the program. These developments include cognitive, physical, social, and motor skills (Mahon, 2000). According to Stratton (1996), children should engage in physical activity for at least one hour every day. Structured PE promotes the development of movement skills, knowledge, and encourages healthy, active lifestyles that are likely to be carried through to adulthood (Verstraete, Cardon, De Clercq, & De Bourdeaudhuij, 2007). Structured physical activity brings forth social, cognitive, and physical benefits through activities such as walking, swimming, and dancing (Verstraete et. al., 2007). It also promotes positive attitude and skill development to maintain healthy and active lifestyles (Verstraete et. al., 2007).

Unstructured PE is an opportunity for children to participate in unorganized free physical play (Ramstetter, Murray, & Garner, 2010) or practice what they have learned through structured activity. Unstructured PE is often conducted by certified health and physical education instructors and takes place in a specific setting and time, with specific materials, and a specific goal. Unstructured play differs from structured play in that the children lead the activities, and they pick the materials they want to play with from the materials identified by the instructor (Ramstetter et al., 2010). According to physical educators, unstructured PE is an essential part of growth and development (Ramstetter et al., 2010). Unstructured PE should encourage the development of physical, cognitive and social skills as well as the awareness of safety issues in the absence of teacher involvement (Ramstetter et al., 2010). The instructor's involvement should be limited to the provision of feedback, and his/her involvement must avoid problem solving on behalf of the children (Murata & Maeda, 2002). According to Ramstetter et al. (2010), unstructured play makes children more attentive in the lesson and helps them develop social skills. Through free or unregulated play, children can engage in physical activity by participating in jumping, running, dancing, and so on (Murata & Maeda, 2002). This kind of play promotes exploration, confidence, and growth (Murata & Maeda, 2002). Children can also play outside with others with minimal intervention (Murata & Maeda, 2002). This should go hand in hand with PE class, giving children an opportunity to play in an unstructured environment (Hands, Parker, & Larkin, 2006). A study by Gmitrova and Gmitrov (2003) looked at the cognitive and affective domains of structured and unstructured physical activity and concluded that there was a significant increase in cognitive function as a result of the child-directed sessions compared to sessions that were instructor-directed. Thus, it is important to incorporate some unstructured play in lessons.

In sport education, the interactions between staff and pupils increase; instructors actively provide feedback but should not manage tasks involved in play (Lawrence, 2012). Sport education suggests that sports are a method of cooperative and interactive learning, wherein pupils learn from other pupils in a setting (Metzler, 2011) provided and regulated by adults in facilitative roles while participating in meaningful activity (Siedentop, 2002). This leads to further inclusion and the development of specialized sports-related skills and interpersonal skills through problem solving and teamwork. There is an inherent sense of competitiveness in sports, where effort is rewarded and celebrated, which then leads to self-confidence in children (Siedentop, Hastie, & Van der Mars, 2011).

In sport education, children learn how to play within the group, which requires planning to achieve goals, the distribution of roles, leadership and subordination, discovering the skills of individuals and utilizing them, taking responsibility, learning how to cooperate and abandon selfishness, accepting how to win and lose, and learning from mistakes.

Structured, unstructured, and sport activities lead to psychological benefits, such as the reduction of anxiety, increased self-esteem and the decreased likelihood of stress and depression (Tortolero, Taylor, & Murray, 2000). The goal of PE in early childhood is to provide children with enjoyable experiences that develop motor skills, improve psychological well-being and promote healthy, active living (Green & Hardman, 2005). In these stages of PE (i.e., structured physical education, unstructured physical education, and sport education), the instructor uses different methods of teaching play and physical activity.

### 2.3.3 The concept of physical activity and play in the KSA

In Saudi society, physical inactivity is becoming more prevalent (Al-Hazzaa, 2000). From the available literature, eight studies published from 1990 to 2004, the prevalence rate of physical inactivity in the Saudi population was found to range from 34.3% to 99.5%. Two of the eight studies included data on both males and females (Al-Hazzaa, 2004). This physical inactivity in the KSA also affects children and adolescents. One study indicated that “most Saudi children and adolescents (and more so for girls) do not meet the minimal weekly requirement of moderate to vigorous physical activity necessary for an effectively functioning cardiorespiratory system” (Al-Hazzaa, 2000, p. 6). Furthermore, there is a lack of knowledge regarding physical inactivity among children with different abilities in the KSA (Al-Hazzaa, 2000). Given these results, it can be predicted that the prevalence of physical inactivity among children with different abilities is even higher than among normally developing children and youth. This prediction was supported after reviewing the website of the Ministry of Labour and Social Development, which is responsible for providing and supervising services for individuals with different abilities. There was an absence of specialized physical activity and recreation centres that are supervised and supported by the government. In response to the high prevalence of physical inactivity among children, adolescents, and adults in the KSA, researchers have offered several recommendations:

“National policy initiatives are needed for promoting physical activity. ... All should play a leading role in developing such initiatives for the promotion of physical activity among Saudi children, youth, and adults;

- Implementation of physical education curricula and instruction that emphasize daily PE lessons with enjoyable participation in lifelong physical activities;

- Providing physical education instruction and extracurricular activities that meet the needs and interest of all students, including the disabled, the obese, the low fit, and those with chronic health problems;
- Parents and health care providers should advocate for quality physical activity instruction in schools;
- Provision for more physical activity facilities and programs, as well as making school sports facilities available for community after school hours and in the weekend;
- Business organizations can support healthy lifestyles by establishing fitness and wellness programs and providing exercise facilities with trained leaders in physical activity, fitness and health promotion;
- Colleges and universities should consider establishing programs in exercise sciences and fitness, which can provide trained graduates in such areas as fitness, wellness, and physical activity promotion” (Al-Hazaa, 2000, p. 12).

Other studies providing similar recommendations include Al-Hazaa (2004), Awadalla, Aboelyazed, Hassanein, Khalil, Aftab, Gaballa, and Mahfouz, (2014), and Khalaf, et al., (2013). This inquiry is consistent with the aim of previous research to understand and draw attention to physical inactivity among populations with different abilities. In addition, it has taken a significant step towards the implementation of these recommendations.

Saudi society follows the Islamic sharia and Saudi traditional culture. Sometimes the rules of these go hand in hand, while at other times, the Islamic sharia is interpreted according to the traditional culture. As a consequence of that a child may grow up confused about what the role is

of the culture and what the role or the principle of the Islamic sharia.

Given this, based on Islamic sharia, males and females have to be segregated in society after puberty. However, based on Saudi culture, the segregation starts between the ages of 10 and 12 years. A woman can take care of boys until they reach the age of 10–12 years. However, a man is not allowed to take care of girls at any age; this rule is only applicable to the men who are not the girls' family members. Moreover, girls who are 12 years or older should not engage in physical play with boys of the same age. However, girls can play with boys who are younger than them. This is a common rule in most of the Saudi society and is passed from one generation to the next. How strictly this culture rule is followed depends on each family. As a result of this rule, there is no ECE discipline in universities for men. Men are also not allowed to work at daycare centres or female-only schools. Male and female are completely segregated in middle school, high school, and university (except some medical disciplines). In elementary school, boys in grades 1–3 have the option of studying in male- or female-only schools.

The KSA play-based program will be implemented in a segregated form in a female-only and a male-only university in KSA. Therefore, it is important for the intended Saudi users of the program to understand the concept of play from different perspectives as well as the different types and ways of implementing play. Men need to understand the concept of play based on the ECE discipline, whereas women who are new to the field of physical education need to understand the concept of play and physical activity from the perspective of the PE discipline. Because the concepts of play and physical activity are not prevalent in Saudi culture, the value of each concept needs to be highlighted.

## **Conclusion**

This literature review has shown how each discipline conceptualizes play differently. Table 1 represents a summary of the literature, showing how the concept of play in each of these three disciplines is unique. Three disciplines have been examined: ECE, and PE. These disciplines regard play as a creative function of children's behaviour. The concept of play is essential and is considered an important part of childhood. With respect to a comparative evaluation of research on play-based programs for children with different abilities, play is viewed as an interdisciplinary phenomenon that can be understood from the perspective of these two disciplines. Each of these disciplines view play from different perspectives and uses. The integration of the insights of these disciplines will create an interdisciplinary understanding of the concept of play. This new understanding will be tested and applied to this inquiry issue and questions.

**Table 1: Conceptualization of play in the two disciplines: ECE, and PE**

|                     | Early Childhood Education   | Physical Education   | Applied ECE & PE in the Play-based program   |
|---------------------|---|--|--|
| <b>Goal</b>         | -Play is recognized as a goal in itself<br>- Play promotes learning and development   | -Play as an educational tool<br>-Play promotes physical activity<br>-The goal is established before the lesson   | -The program considers play as an important part of childhood or as childhood itself. The participation in play and the resulting enjoyment are considered the short-term goals for each session.<br>-The long term goal of the program is for the outcome of physical activity and the continued participation in physical activity to become a regular part of the individual's daily routine. |
| <b>Who</b>          | Essential for all children  | Essential for all typically developing children and children with different abilities of all ages  | Essential for children with different abilities  |
| <b>Type of play</b> | Emphasizes free play from ages 0–6 and structured play from ages 7–8  | -Unstructured lessons<br>-Structured lessons<br>-Sport Education   | -Child-led in a structured environment to accommodate varying levels of ability.<br>- How the children participate or perform the activity is depend on their choice.<br>-Each child is assigned a goal that is determined after his/her assessment  |
| <b>Materials</b>    | Children must choose the material they want to play with as well as with whom they want to play   | Mostly directed by the instructor, who provides the materials and the goal of the lesson   | The instructor who is paired with the child selects the goal. A child can select the materials from the pre-structured environment that can stimulate play behaviours and thus achieve the short- and long-term goals.   |
| <b>Differences</b>  | -Natural and spontaneous<br>-Less lesson planning<br>-Several theories provide a holistic viewpoint of play that includes physical, cognitive, social, and emotional development<br>-Categorizes children by age: early or middle childhood<br>-Children determine their goal | -Play has significant physical benefit<br>-Children should engage in 60 minutes of activity a day<br>-As children age, physical education becomes more complex<br>-Categorizes children by age and ability<br>-Children share the goal of the lesson | -Improves performance<br>-Maintains physical, mental, and social wellbeing<br>-Enables processes of socialization<br>- Children with different abilities pair up with an instructor (a university student)<br>-Each child has different goals and assessments.   |
| <b>Terminology</b>  | Free play, Free-flow play, Imaginative play, Fantasy play, Exploratory play, Structured play, Guided play, Games play, Practice play, Enjoyment, Development  | Physical Literacy, Physical Education, School Sport, Physical activity, Performance<br><b>Educational terms:</b><br>-Pupil, student, learner, and teacher, and instructor  | -Play, physical activity, accessible environment (station-based), and an instructor.<br>-Enjoyment, development,   |

## 2.4 Adaptive program for children with different abilities

Without the use of accommodation to one's environment, individuals with different abilities may continue to be restricted by their biological factors and/or environmental and social barriers, which can prevent them from functioning effectively in society (Mitchell & Brown, 2013).

Adaptations are not intended to make everyone skillful; rather, they are intended to make it possible for everyone "to engage in a range of similar tasks—those designated normal for a culture" (Shogan, 2003, p.72). This allows all individuals to participate in the same tasks or activities performed by the majority of people in their culture (Shogan, 2003). Adaptation, which can be viewed as an attempt to offer services that meet the specific needs of individuals rather than groups, specifically target people with different abilities. According to Gingras (2003) any specialized program does not isolate individuals with different abilities, nor does it protect typically developing individuals; the intent is to provide a carefully planned process that is tailored to each individual and based on their unique needs, skill sets, and age to produce the desired outcomes.

In the past few decades, there was a great need for agencies and organizations in Canada to provide adaptations for people with different abilities in the form of physical activity programs. This was due to the increased awareness of the importance of active living for individuals with different abilities (Gingras, 2003). A number of organizations offered a variety of programs to meet the needs of members of their own community. The various programs and services offered ranged from "a single activity programme, a local support group, a municipal recreation department, to a multifaceted facility offering an extensive slate of active living programming" (Gingras, 2003, p.410). Many of these programs have been limited by nominal participant fees and/or a dependence on donor contributions (Gingras, 2003). Canadian universities, such as

Brock University and Acadia University, have established such programs to meet the needs of their surrounding community. “There is a fundamental shift in universities across North America from the ivory tower to the public square” (according to Diane Kenyon, vice-president of university relations for the University of Calgary in Lewington, 2017). Several Canadian universities added factors such as student experience and community engagement and inclusivity to their strategic plan. Thus, “There are no walls and no barriers between the university and its community” (Kenyon) (Lewington, 2017). As a result of this communication and cooperation between the universities and their communities, three effective programs that adapt physical activity were established at Brock University and Acadia University. These programs provide successful examples of community engagement and inclusivity. More details about these programs are found in Chapters 3 and 4.

## **2.5 Program Evaluation**

Around the world, many programs are being developed to improve conditions in local communities. Through evaluation, the effectiveness of these programs can be determined. Evaluations can also determine which promising programs may be more likely to work best in their community. According to Rossi, Lipsey, and Freeman (2004), “Program evaluation is the use of social research methods to systematically investigate the effectiveness of social programs in ways that are adapted to their political and organizational environments and are designed to inform social action” (p. 16). Program evaluation is composed of specific research methods of data collection and analysis. The aim is to produce information about the program that is useful and valuable for decision makers. Program evaluators seek multiple sources of information as a means to understand the program’s effectiveness and improve the program’s implementation.

According to Alkin and Christie (2004), “what distinguishes evaluators from researchers is that evaluators must place value on their findings and, in some cases, determine which outcomes to examine” (p. 32). Evaluations often serve as an important step in transferring a program’s process, as decision makers may be eager to see whether the program is effective before they implement it elsewhere.

Evaluators must carefully consider the social context and the type of evaluation when the aim is to transfer a program from one setting to another. With the help of intended users, a utilization-focused evaluation type has been advocated by Michael Patton (2011).

Utilization-focused evaluation (U-FE) is highly situational and can include alternative methodological options (e.g., have any evaluation purpose, any kind of data, and any kind of design). It is an interactive process between the evaluator and the decision makers, where together they attempt to fit the evaluation to a particular situation with sensitivity to context (Patton, 2015). Patton (2011) developed a framework to guide U-FE. This framework includes three of the phases used in this inquiry. Patton espouses the idea that the evaluator must provide useful information to key stakeholders and involve them throughout the evaluation. The evaluator should design the evaluation process with consideration of “how everything that is done, from beginning to end, will affect use” (Patton, 2015, p.211). Patton (2015) contends that the evaluator’s main goal is to produce findings that have *utility* for decision makers. The primary criterion for judging U-FE is the decision makers’ evaluation of the findings and whether they find them credible. U-FE has been used in this inquiry to transfer the Canadian framework of play-based programs to the KSA culture and context.

## 2.6 Cultural Differences.

Although there are many different ways to explain cultural differences, one common way is to distinguish between individualism and collectivism. Cultures that are individualistic are mainly composed of individuals that are self-oriented and who tend to look to fulfill their own needs (Cho & Park, 2013). Two main types of individualism exist: horizontal and vertical individualism (Triandis, 1995). Horizontal individualism is when a cultural pattern sees a person as independent and equal to others, whereas vertical individualism sees an individual as being either more or less equal to others; however, independence is still seen as highly important (Triandis, 1995). On the other hand, collectivistic cultures mainly include individuals who are more likely to be other-oriented (Cho & Park, 2013). There are also horizontal and vertical types of collectivism (Triandis, 1995). Horizontal collectivism is a cultural pattern in which an individual is seen as part of a particular in-group and everyone within the specific in-group is equal, whereas in vertical collectivism, an individual is able to perceive themselves as part of an in-group; however, the other members of the in-group are seen as either more or less equal to the other members within the group (Triandis, 1995).

Research by Bond (1988) shows that African, Asian, and Latin American cultures tend to be collectivistic, and cultures found within Western Europe, Canada and some ethnic groups within the United States are mainly individualistic. Hence, the values in each culture may be different depending on where children live. It has been noted that individualist cultures (i.e., Canada) tend to be more autonomous and personally responsible for their actions, whereas collectivist cultures (i.e. The Kingdom of Saudi Arabia) care more for their relatedness and interdependence in the larger social group (Meadows, 2010). According to Meadows (2010) “Individualism involves

valuing personal choice, making the most of one's potential, increasing self-esteem, emphasizing self-determination, and being guided by personal goals and intrinsic motivation...collectivism, in contrast, is about relatedness and interdependence, about orientation to the larger group, about respect and obedience, and about not standing out as different..." (p. 236). In collectivist cultures, children develop more status as they age, and their responsibilities are different from the older members of their family. There are particular tasks for each member of the group, which change and develop with age (Meadows, 2010). Members of the family must respect each other, follow rules, and maintain harmony. The members of the family who hold authority are the elderly (Meadows, 2010).

However, it is important to note that the two cultures are interdependent. Hofstede (1980) found that within each culture, there are in-groups as well as out-groups, and there are also incidents where collectivistic cultures may have some features of individualistic cultures and vice versa. This interdependence shapes how people behave. For example, collectivistic cultures may treat out-groups in an individualistic way because the preference for the in-group is stronger (Triandis, Bontempo, Villareal, Asai, & Lucca, 1988). This could be tied to how the cultures conceptualize and behave towards people with different abilities (Westbrook & Legge, 1993).

Individualistic cultures' concepts of disability are based on equity, normalization, and empowerment principles, whereas collectivistic cultures focus on interdependency and a fear of not being able to fulfill related roles, which can increase stigma (Westbrook & Legge, 1993). For example, labeling people as 'disabled' in individualistic cultures takes away their abilities to be independent and equal, while in collectivistic cultures, it takes away their chance to engage in interdependent relationships with others. People with different abilities may be perceived

differently and have trouble getting equal access to a variety of resources and supports (Brostrand, 2006).

Children with different abilities are often viewed from a vertical collectivism or a vertical individualism perspective; they are perceived as less equal to others within the specific out-group. One of the many ways to assist children with different abilities to be seen as equals within the group would be to focus on their ability and provide them with the programs that can help them be on par with their typically developing peers. The outcome of this inquiry will include the key features of a play-based program that can be transferred from an individualistic culture (Canada) and be implemented to a collectivist culture (Kingdom of Saudi Arabia). This program will focus on developing the play behaviour, social interaction skills, peer relationships, and cultural acceptance of children with different abilities as the long-term goal, which will help them gain their rights to play, be physically active, and receive equal services in society. To conclude, it is important to note that individualism and collectivism do not have completely separate values, especially with respect to autonomy and relatedness (Tamis-LeMonda, Way, Hughes, Yoshikawa, Kalman, & Niwa, 2008). In today's society, people who are not autonomous or are not able to relate well with others are considered to be 'not functioning very well' or 'strange' (Meadows, 2010). Therefore, due to the increased awareness of other countries and cultures as well as the role of globalization, one may see more people from the collectivist cultures with similar views to those from individualistic cultures. For example, within a collectivist culture, it is possible to see individualism within a workplace or classroom, as there is no longer a distinct line between collectivism and individualism. Even within individualist cultures, people are beginning to adopt the ideas of collectivism, which can be seen within some families.

## 2.7 Summary

Disability, play, and adaptive programs are the three main components of this inquiry's background. Disability is seen as a phenomenon that is affected by time and culture. In this inquiry, disability in general is understood through the medical, social, and bio-psycho-social perspectives. Understanding disability in the Saudi culture and in Islam is also imperative. Play is an important part of childhood; through this inquiry, play is seen from different perspectives and used as a form of educational recreational activity to improve the whole child's development. Play-based program is required to increase physical activity among children with different abilities. This can be done by using play and structured environments as tools for learning and development. This play-based may lead to a greater generalization, in which case the skills they have learned could be transferred to a variety of other settings. Finally, it would be essential to implement the desired program while considering cultural differences, as they may affect the implementation of the program. Thus, it becomes important to understand these components from different academic disciplines and different cultures. The final goal is to transfer the Canadian framework of a play-based program to the KSA's culture and context. Based on the literature review, the present study seeks to answer the following questions:

1. What is the quality of play-based programs?
2. What theory and implementation exist to support the effectiveness of the SNAP, CMP, and SMILE programs?
3. What are the best features of each program that maximize strengths and opportunities?
4. What cultural barriers exist to introducing the same features in the KSA?

What features can be/might be implemented from a Canadian context in another culture, specifically in the KSA?

## Chapter 3

### 3 Method

A comparative evaluation is particularly well suited for this inquiry. Patton (2015) suggests that there are several kinds of knowledge, one of which is generating contribution, which can flow from a qualitative inquiry. This includes studying case comparisons to understand how things work and to discover important themes and patterns across cases (Patton, 2015). This chapter describes the methodology used to answer the research questions of this inquiry and to understand various phenomena within play-based programs, as described in Table 2. It is divided according to the three phases of the inquiry and guided by Patton's (2012) Utilization-Focused Evaluation framework. The first phase was a comparative case study of the selected play-based programs. In the second phase, useful and applicable patterns and features across all three play-based programs were selected, and key factors that promote the effectiveness of play-based programs were identified. The third phase involved adapting and customizing the Canadian framework of play-based programs to the KSA's culture and context.

To ensure propriety, the Utilization-Focused Evaluation (U-FE) framework guided the three phases (Patton, 2012). U-FE is one of the major models of evaluation inquiry associated with the qualitative method, providing a framework that gives structure and support to the evaluators (Patton, 2015). U-FE can be defined as "the process for making decisions about these issues in collaboration with an identified group of primary users, focusing on their intended uses of evaluation" (Patton, 2015, p. 211). U-FE is highly situational, which means that fitting the evaluation to the specific situation requires considerations of context (Patton, 2015). It allows the inquirer to go beyond narrow evaluations that focus only on judging merit or worth. Thus,

having different focuses of evaluation for each phase was best suited to the purpose and structure of this thesis and increased the likelihood of the evaluation's findings being applied. Since the data collected in this inquiry addressed the specific demands of transferring knowledge of play-based programs to other settings and populations, the evaluation was designed to generate data that were believable and useful to all concerned (Patton, 2015). By focusing on generating useful findings, the U-FE model identified factors related to the cultural differences between the two countries and assessed adaptability to the KSA's culture and context (Patton, 2015) by involving "intended users" from the KSA. The three phases are outlined in the following sections.

**Table 1: Inquiry process timetable**

| Phase   | Data collection   | Data analysis                                    |
|---|---|--|
| Phase 1: Completion of Comparative Case Studies of the Play-based Programs  | -Three similar cases were purposefully selected<br>-Interviews/Questionnaire with purposeful sampling, using the same questions for both.<br>-Unobtrusive data  | - Deductive analysis                             |
| Phase 2: Selection of Useful and Applicable Patterns and Features and Identification of Key Factors that Promote Effectiveness Across All Three Play-based Programs | -Three similar cases were purposefully selected<br>- Interviews/Questionnaire with purposeful sampling, using the same questions for both.<br>-Unobtrusive data | -Inductive framework<br>-Thematic analysis       |
| Phase 3: Adapting and customizing the Canadian framework of play-based programs based on the KSA's culture and context  | -Phase 1 and 2 results<br>-Questionnaire  | -Deductive/ Inductive analysis<br>-SWOT analysis |

**Phase One.** The focus of this phase was “descriptive focus evaluation”. This phase was guided by the question “What happened in the program?”, without “why” questions or cause-and-effect analysis (Patton, 2012, p. 183). It is important to note that the inquirer was involved in Phases One and Two as an “external evaluator” and had no intention of gathering data to improve these programs or to make summative judgments. The main goal of Phase One was assembling data from the three play-based programs and understanding how these programs work from beginning to end. This process began with preparing to conduct the evaluation and gaining a deep understanding of the three programs’ history and context. This was achieved through effective engagement with the “program team members”, which allowed the inquirer to plan appropriate evaluation methods. Implementation evaluation was completed in order to understand the nature of the program and to specify the program’s goals, purposes, outputs, and activities. The outcome evaluation of this phase resulted in an in-depth picture of each program.

**Phase Two.** The focus of the second phase was “knowledge-generating evaluation”. This phase was guided by the following questions: “What are the general patterns and principles of effectiveness across the three play-based programs? What has been learned about the implementation of these programs that might inform similar efforts elsewhere? What can be learned from these programs’ experiences and results that can inform future programs?” (Patton, 2012). The intended purpose of this phase was to enhance general understanding of the three play-based programs and identify generic factors in the effectiveness of each. It was also about identifying principles that can inform practice (Patton, 2012). Following the U-FE framework, the inquirer conducted thematic inductive analyses and gave a voice to the different perspectives of the programs’ team members. The outcome evaluation of this phase resulted in a list and discussion of general factors of effectiveness and lessons for use in future initiatives.

**Phase Three.** The focus of the third phase was “developmental evaluation”. This phase was guided by the following questions: “What principles can be extracted from across the three programs to inform practice in the KSA? How do the evaluation findings triangulate with expert and practitioner wisdom (Canadian program team members) and knowledgeable opinion (Saudi intended users)?” The intended purpose of this phase was to develop a new play-based program and increase the likelihood that the new play-based program would be appropriately and meaningfully used in the KSA. This was the reason for utilizing the U-FE framework (Patton, 2012). The process began with an attribution evaluation, which considered what factors from Phase Two could be transferred to the KSA program. This phase was also guided by an analytic framework (data collection and data analysis method) developed for the purpose. Then, the intended users from the KSA population were identified. The inquirer participated in the Saudi intended users group due to familiarity and identification with Saudi culture. The inquirer’s function in the intended users group was organizational, in that it was the inquirer who developed the new program. The inquirer collected data from the intended users group. She then analyzed and infused logic into decision-making during the developmental process of the new program. The outcome evaluation was the new play-based program.

### **3.1 Phase One: Completion of Comparative Case Studies of the Play-Based Programs**

A case study is appropriate when the inquirer has clear, identifiable cases with boundaries and intends to provide an in-depth understanding of cases or a comparison of multiple cases (Creswell, 2013). In a case study, the researcher explores the real-life, contemporary bounded

system of a single case or multiple cases (Creswell, 2013). A case can be an individual, a group, an organization, or a community (Liamputtong, 2009). A bounded system is any complete unit or distinct entity that is bounded by time and place (Liamputtong, 2009). For example, each play-based program is a bounded system.

A comparative case study approach was chosen for this inquiry because such studies typically rely on selecting cases of a phenomenon, gathering data on the occasions of the chosen phenomenon, then determining the common characteristics of the identified occasions (Dion, 2003). This allowed for the development of an in-depth understanding and holistic view of each play-based program as a case with a clear bounded system (Creswell, 2013; Yin, 2009). This inquiry used multiple data collection methods to determine the meaningful characteristics of each case and conducted a comparative evaluation between these programs (Creswell, 2013). Program evaluation is defined as a “systematic collection of information about the activities, characteristics, and results of programs” (Patton, 2015, p. 178). The results of the program evaluation have been utilized to inform decisions about the transportability of future programs to other settings and populations. The main goal was to develop a new program that suits KSA culture.

### **3.1.1 Data collection methods.**

A case study allows the inquirer to use multiple methods to gather in-depth information about each case (Creswell, 2013). The inquirer used a qualitative method that included selecting three similar cases purposefully, interviewing with purposeful sampling, and using unobtrusive data to gain an understanding of how each of the programs were implemented from beginning to end.

Case selection is considered the foundation of qualitative inquiry and can play a significant role in shaping one's findings (Patton, 2015). The current inquiry used a purposeful sampling (particularly, utilization-focused sampling) strategy to select study cases. The purpose of this sampling was to select cases that were in alignment with the purpose and the primary questions of this inquiry (Patton, 2015). A utilization-focused sampling strategy allowed the inquirer to select a sample of three similar purposeful cases. Each of these cases can be described and illustrated as a play-based program for children with different abilities. Moreover, they all show how this idea is being implemented in Canada.

The three selected programs are located in southern and eastern Canada. The Special Needs Activity Program (SNAP) and the Children's Movement Program (CMP) are based in Brock University, and the Sensory Motor Instructional Leadership Experience Program (SMILE) is based in Acadia University. The inquirer has volunteered in the SNAP and CMP programs, which will allow for a more accurate evaluation of these programs. SMILE was included in the research to help balance the perspective of the other two programs. As Patton (2015) states, "the personal experience and the insights of the inquirer are an important part of the inquiry and critical to understanding the phenomenon under study" (p. 46).

The rationale behind selecting each of these play-based programs is that they all involve stable, consistent, and accessible programs for a large number of participants. They are also academically based and interdisciplinary in nature. Finally, they all share a common core goal,

which is to provide a safe recreational educational environment for children with different abilities to exercise their right to play and learn.

In this inquiry, there were two groups of participants. The first group was the “program team members”, participants who worked in the play-based program. These participants were purposefully selected because of their experiences in a play-based program. According to Patton (2015), “the logic and power of purposeful sampling lies in selecting information-rich cases for in-depth study” (p. 264). Patton (2015) indicates that information-rich cases are those in which “one can learn a great deal about issues of central importance to the purpose of the inquiry” (p. 264). Approval for this inquiry was granted by Laurentian University Research Ethics Board. The inquiry used a purposeful sampling method to solicit program team members to participate. The recruiting email was sent with the ethical approval letter to the directors (Appendix A) of each program, who then forwarded the email to the program team members (faculty members, graduate and undergraduate students) of the CMP, SNAP, and SMILE programs.

The focus of the data collection was on gathering useful information that explains the idea and implementation of a play-based program to a population not familiar with this type of program. It also explains the factors that may promote the success of a play-based program. With this focus, there was no need to gather data from children who have participated in the program. However, their experience in the program is important, and the team members who paired with children had shared reports of some of these children’s experiences, personal achievements, and feelings. More details in chapter 4. The same was done by Lappano (2013), who interviewed three participants of the SNAP program as well as three of their parents. The interview questions for the participants focused on the participants’ experiences in the SNAP program, the activities they participated in, their favorite activity, and enjoyment in the program. Moreover, the questions for

the parents focused on the characteristics of a quality-adapted physical activity program, the SNAP strength and weakness, and the participants' development related to the SNAP experiences. All these factors are included in the present inquiry. Therefore, data collection from the children was not necessary.

A total of 40 program team members consented to participate. Participants received a \$25 gift-card to Tim Horton or Starbucks to compensate them for their time. The details of the participants from the three programs are presented in Table 3.

**Table 2: Participants description (First Group)**

| <b>CMP</b>   |                            |                                |               |
|--|----------------------------|--------------------------------|---------------|
| <i>Discipline</i>  | <i>Years of Experience</i> | <i>Role in the program</i>     | <i>Method</i> |
| Undergraduate Public Health  | 2 Years                    | A movement partner             | Interview     |
| Undergraduate of Physical Education  | 3 Years                    | Instructor for age 1–2         | Interview     |
| Bachelor of Physical Education, masters is in applied health sciences, PhD kinesiology in health studies | 8 Years                    | The administrative coordinator | Interview     |
| Undergraduate of Education   | Less than 1 term           | A movement partner             | Interview     |
| Undergraduate Public Health  | Term                       | Volunteer                      | Interview     |
| Bachelor of Science Kinesiology, Master of Education   | 23 Years                   | Program director               | Interview     |
| Bachelor of Kinesiology  | Term                       | A movement partner             | Questionnaire |
| Bachelor of Arts degree in Child and Youth Studies, Master of Applied Disability Studies                 | 1 Year                     | M/Volunteer                    | Questionnaire |

| SNAP   |                            |                                    |                 |
|--|----------------------------|------------------------------------|-----------------|
| <i>Discipline</i>  | <i>Years of Experience</i> | <i>Role in the Program</i>         | <i>Method</i>   |
| Bachelor of Kinesiology  | 1 Year                     | Volunteer                          | Interview       |
| Undergraduate in Child and Youth Studies   | 3 Years                    | Coordinator                        | Interview       |
| Undergraduate Physical Education   | Less than term             | Volunteer                          | Interview       |
| Undergraduate Biochemistry   | Less than term             | Volunteer                          | Interview       |
| Undergraduate Medical Science  | 1 Year and term            | Coordinator                        | Interview       |
| Undergraduate Physical Education   | 1 Year                     | Volunteer                          | Interview       |
| Bachelor of Education  | 3 Years                    | Volunteer                          | Interview       |
| Undergraduate Neuroscience   | 1 Year                     | Volunteer                          | Questionnaire   |
| Bachelor of Physical Education, additional Qualification in Special Education                            | 1 Year                     | Volunteer                          | Questionnaire   |
| Bachelor of Physical Education, Master of Science in Interdisciplinary Studies                           | 1 Term                     | Volunteer                          | Questionnaire   |
| Undergraduate Child and Youth Studies  | 2 Years and term           | Volunteer                          | Questionnaire   |
| Bachelor of Education, Master of Applied Health Sciences   | 9 Years                    | Experiential Education Coordinator | Questionnaire   |
| Diploma in Child and Youth Work, Undergraduate Combined Degree in Child and Youth Studies and Psychology | 1 Year and term            | Coordinator                        | Questionnaire   |
| Bachelor in Physical Education, Master of Science  | Term                       | Volunteer                          | Questionnaire   |
| A Professor of Physical Education and Kinesiology  | 23 Years                   | Program director                   | Skype Interview |
| SMILE  |                            |                                    |                 |
| <i>Discipline</i>  | <i>Years of Experience</i> | <i>Role in the Program</i>         | <i>Method</i>   |
| Bachelor of Kinesiology, Master of Science in Occupational Therapy                                       | 4 Years                    | Instructor                         | Questionnaire   |
| Bachelor of Science  | 2 Years                    | Instructor                         | Questionnaire   |
| Bachelor of Business Administration, Master in Global Business   | 4 Years                    | Group Leader                       | Questionnaire   |
| Bachelor of Kinesiology  | 3 Years                    | Instructor                         | Questionnaire   |
| Bachelor of Kinesiology, Master of Science in Physiotherapy  | 4 Years                    | Group leader.                      | Questionnaire   |
| Undergraduate Psychology   | 3 Years and term           | Instructor                         | Questionnaire   |
| Bachelor of Business Administration  | 1 Year                     | Instructor                         | Questionnaire   |
| Bachelors of Kinesiology   | 4 Years                    | Instructor                         | Questionnaire   |
| Bachelor of Science in Biology, Master of Science in Human Kinetics, PhD in Rehab Sciences               | 7 Years                    | Student Director                   | Skype Interview |
| Bachelor's in Sociology  | 1 Year                     | Instructor                         | Questionnaire   |
| Bachelor in Kinesiology, Master of Business Administration   | 4 Years                    | Instructor                         | Questionnaire   |

|  |         |                     |                 |
|--|---------|---------------------|-----------------|
| Bachelor's in Psychology                       | 2 Years | Instructor          | Questionnaire   |
| Bachelor's in Kinesiology                      | 6 Years | The pool leader     | Skype Interview |
| Bachelor's in Psychology, Master of Physiology | 6 Years | Group Leader        | Skype Interview |
| Bachelor's in Kinesiology                      | 7 Years | Program Coordinator | Skype Interview |
| Bachelor of Kinesiology                        | 2 Years | Instructor          | Questionnaire   |
| Bachelor of Kinesiology                        | 2 Years | Instructor          | Questionnaire   |

The 40 program team members of the three play-based programs either were interviewed individually in person or via Skype or were asked to complete an open-ended questionnaire comprising the same interview questions. Patton (2015) suggested that if the cases are information-rich, a smaller number of participants can be valuable. At least two participants from each program were considered “key informants” based on their occupation within the program (e.g., program director, experiential education coordinator, administrative coordinator, and student director), and their time spent working in the program ranged from seven to 23 years. Whitney and Trosten-Bloom (2010) state that the participants most significantly impacted by the relevant phenomena should be considered in the informative group. The inquirer conducted 13 in-person interviews and five Skype interviews. A total of 22 participants chose to answer the interview questions as an open-ended questionnaire. All interviews were conducted in the fall of 2017.

A qualitative interview is based on the assumption that “the perspective of others is meaningful and knowable and can be made explicit” (Patton, 2015, p. 426). The purpose of using qualitative

interviews was to capture the interviewees' experiences, perceptions, and worldviews. It was also used to learn about the interviewees' terminology and judgments (Patton, 2015) and to uncover ideas and factors that cannot be directly observed or found in the program documents, websites, or visual materials and to understand the thoughts, feelings, intentions, and perspectives that may hide behind what was found in the unobtrusive data. The interviews allowed the inquirer to understand how the "program team members" organize the program and what meanings they attach to what goes on in their programs. It also provided the program users with the opportunity to identify concerns, strengths, and other issues in their program. In other words, they were able to evaluate their own program from their own perspectives.

The interview guide was developed based on Patton's (2015) six types of interview questions, which allow the interviewer to ask clear questions and help the interviewee form appropriate responses. Any question can be subsumed under one of these types, and distinctions between the types can be helpful in planning and designing an interview and organizing the question sequence. Patton (2015) suggests beginning an interview with questions about noncontroversial activities, behaviours, and experiences, such as "What are you currently working on in your program?" This question is easy to answer and encourages the participant to speak descriptively. Upon completion of the interview, it is helpful to follow up with knowledge questions, then questions about program activities and relevant experiences. The interview should then be followed up with opinion and feeling questions to probe for interpretation of the participant's experiences. Finally, qualitative interview questions should be open-ended, singular, and clear (Patton, 2015).

### *Interview protocol.*

After participants signed an informed consent form (either on a hard copy or electronically), the participant and the inquirer arranged a time to conduct the interview. The interviews ranged from 30 to 55 minutes in duration. The interviewer asked the interviewee for permission to be recorded. Participants were also verbally asked if they wished to continue with the interview process. The interviewee was given the opportunity to ask the interviewer questions at any time within or after the interview. During the interview, the interviewer explained the Islamic outfit (Hijab) worn by women according to the Islamic sharia so that it was properly understood and did not become an obstacle owing to stereotypes regarding Middle Eastern women when answering the interview questions. The inquirer used the interview guide to “establish a conversational style but with focuses on a particular subject that has been predetermined” (Patton, 2015, p. 439). The interview guide can be reviewed in Appendix B. The relationship between the interview questions and the overall purpose was explained to the interviewee. Patton (2015) stated that “understanding the purpose of a question will increase the motivation of the interviewee to respond openly and in detail” (p. 469). The interview included some demographic questions about the participant’s academic disciplines, occupation within the program, and years of experience with the program. Knowing the participant’s academic discipline and occupation gave meaning to their experiences and perspectives about the program. Moreover, follow-up questions were asked to gain more depth and detail in the answers. According to Patton (2015), “interviewees will only then learn what degree of depth and detail you seek through probes” (p. 428).

The inquirer used “attention-getting prefaces” to alert the interviewee to the nature of the question (e.g., difficulty, openness, importance and other characteristics that help the interviewee to set the stage). For example, the inquirer would let the interviewee know that the next question was aimed at obtaining their unique perspective (Patton, 2015). Notes were taken on major points and key terms used by the interviewee. Following each interview, the inquirer wrote down the insights and reflections that came up (Patton, 2015). During the interview, the interviewee recorded anecdotal notes to further assist with the analysis. The interview process was identical for all participants interviewed. The information gathered from the key informants was more detailed and extensive due to background knowledge and personal experiences gained over time.

This inquiry also included unobtrusive data, which involves a method of data collection that does not require direct contact with the relevant contexts or people. Unobtrusive data can be drawn from documents that are “a particularly rich source of information about many organizations and programs” (Patton, 2015, p. 376). These documents can reveal information about relationships, communication, arrangements, and decisions that might remain unknown through direct contact with the object of inquiry alone. The inquirer may gain access to several types of program documents, including written documents, visual documents (e.g., video and photography), and digital (e.g., program website, social media) (Merriam, 2009). Potentially relevant data from these different types of documentation was gathered for this inquiry.

The inquirer then created a case for each play-based program, which included relevant written, digital, and visual documents. The inquirer took photographs of CMP and SNAP equipment and settings (visual document), while SMILE visual documents were collected from the program’s Instagram. Written and digital documents were collected to identify the program’s values and beliefs, what they aim to do to fulfil their beliefs and values, and their plan to reach their goals,

and visual documents were collected for each play-based program's setting and piece of equipment to support the writing of the program description. The inquirer deliberately combined unobtrusive data and interview data to identify what the programs intended to do and what they have actually done. Appendix C includes a list of the types of unobtrusive data gathered.

### **3.1.2 Analytical framework for Phase One.**

In this phase, a deductive method was utilized to determine the categories of questions used to gather information about the program. This process was driven by the purpose of the inquiry. The questions were open-ended to allow participants to provide a broader picture of how the program works.

The inquirer began the data analysis process with deductive analysis (within case), which involved analyzing the data according to existing themes (Patton, 2015). The inquirer developed a list of deductive themes based on the recreation program's design (Peterson, 2000) and designed to capture elements of the program planning for a coherent description of that case. Theme titles and their descriptions are listed in Table 4.

To construct the three cases, three steps were followed: assemble the raw case data, construct a case record, and write a final case study narrative (Patton, 2015). The first step required the inquirer to create a case for each play-based program, which included all relevant data about the particular case: interview data, questionnaire data, and unobtrusive data. These diverse sources comprised the raw data for the case analysis. In the second step, after the raw case data was accumulated into three different cases, the inquirer classified and organized each set of raw case

data into one file to create a “case record”. “The case record pulls together and organizes the voluminous case data into a comprehensive, primary resource package” (Patton, 2015, p. 537).

The deductive analytical process involved reading the case record for each program, highlighting passages of excerpts or texts that conferred a specific meaning related to a program description (e.g., program planning, delivery, implementation, evaluation), and then applying the appropriate deductive theme. Excerpts could be tagged with one theme or multiple themes. After completing the deductive coding of the three case records, the inquirer read each excerpt (code) and reduced it to a sentence or a brief statement encapsulating the meaning(s) under their deductive themes. Then, the inquirer organized this information into representative categories. The final step involved writing a final case study narrative. The code clustered under each deductive theme was used to guide a descriptive write-up for each theme, resulting in in-depth descriptions for each play-based program. All descriptions contained all the information necessary to understand the case and what makes it unique. Each case reflected the reality of program implementation. In short, the deductive analysis was used first to organize the data gained about the program, ensuring that all program aspects were covered in the program description. It also allowed for intended users and readers to make decisions about the potential for transferring this idea to a new context and implementing a customized plan for a play-based program in the KSA.

**Table 3: Theme titles and their descriptions used for program description in Phases One (Peterson, 2000)**

|                               | Theme                                   | Theme Description  |
|-------------------------------|---|--|
| <i>Program Planning</i>       | Framework                               | Program theory: theoretical assumptions or model underpinnings of the program  |
|                               | Rationale                               | Reason for the program (no detail): a clear picture of its reason to exist. Provide services to the participants so they can effectively participate in the community.   |
|                               | Target group                            | Identify the participant (who), their age, their need, how many can be served, common impairments, level of severity.  |
|                               | Goals                                   | <b>Comprehensive</b> goals that identify major areas of the program's focus (does not indicate how this goal will be accomplished); brief, concise statements should be used to clarify the program's rationale, possible goal areas (5 to 10 goals in each area). Clearly delineate an area of behavioural improvement, acquisition, or expression. Capable of being put into operation through program implementation. |
| <i>Program Delivery</i>       | Description of team/ Responsibilities   | The number of staff members, qualifications required, and responsibilities. Preparation for the delivery including the training of team members.   |
|                               | Training                                | Volunteers can operate the program with trained staff. Staff training determines the adequacy or the value of the program.   |
| <i>Program Implementation</i> | Equipment                               | Programs require specific equipment, facilities, and supplies to achieve the program's goals.  |
|                               | Method                                  | <b>Participant's Profile:</b> based on the purpose of the program, as much information as possible must be gathered about the participant that will be served.<br><b>Assessment:</b> observational assessment for the whole group and/or individual.<br><b>Individual plan:</b> based on the participant's needs, strengths, and limitations.  |
|                               | Type of play                            | One-on-one, group play, directed play, etc.  |
|                               | Participants Outcome & Activity Outcome | Predetermined outcome or behavioural change as a result of participating in the program.<br>1- In non-outcome-based, the measurement is through attending and the level of enjoyment.<br>2- In outcome-based, the measurement is through documenting those behavioural changes, attitude changes or skills learned.  |

### **3.2 Phase Two: Selection of Useful and Applicable Patterns and Features and Identification of Key Factors that Promote Effectiveness Across All Three Play-Based Programs**

In this phase, the inquirer used the raw data collected in Phase One, analyzing it in different ways to answer different research questions. Creswell (2013) noted that the inquirer must be knowledgeable when analysing data and understand that the analysis process must be recursive in order to make sense of the complexity of the data (Patton, 2015). The results or findings cannot be assessed for credibility and quality without the inquirer knowing the nature of the analytical process that generates the findings (Patton, 2015). Below is a detailed description of the analytical process used in Phase Two.

The inquirer used an inductive analytical framework to guide the analysis of this phase. “An inductive approach to data coding and analysis is a bottom-up approach and is driven by what is *in the data*” (Braun & Clarke, 2006, p. 58). The use of this framework allowed patterns in the data to emerge more naturally. Thus, codes and themes were generated from the content of the data.

Furthermore, the inquirer used the thematic analysis (TA) method to analyze the data as outlined by Braun and Clarke’s (2006) steps for conducting thematic analysis. Thematic analysis “is a method for systematically identifying, organizing, and offering insight into patterns of meaning (themes) across a data set through focusing on meaning *across* a data set. TA allows the researcher to see and make sense of collective or shared meanings and experiences” (Braun & Clarke, 2006, p. 57). TA can be applied to inductive data analysis (Braun & Clarke, 2006). Using

TA allowed the data to be coded and analyzed systematically between the three play-based programs, which allowed the commonalities between them to emerge.

Braun and Clarke (2006) provided six-step guidelines for identifying, analyzing, and reporting qualitative data using the thematic analysis method. The first step required intimate engagement with the data. Here, the inquirer was already familiar with the data content from Phase One; however, because of the different purposes, it was analyzed again. This step began with re-listening to audio-recorded data, re-reading the data (transcripts of the interviews and the questionnaires), and re-making notes on each transcript as well as on the entire data set of each program. This re-analysis was done to address the following research questions:

- What is the quality of the play-based programs? What are the best features of each program that maximize strengths and opportunities?
- What are the general patterns and principles of effectiveness across programs, projects, and sites?
- What lessons are being learned?

The second step involved coding the data, systematically generating labels for features of the data that are potentially relevant to the key factors that promote the program effectiveness. Some of these labels are descriptions of the content of the data, whereas others are taken directly from participants' language. The inquirer codes all data items from each program (within case) then organizes them in a chart that includes all the codes and relevant data extracts from each program. The data also needed to be condensed to a manageable size.

The third step involved searching for themes. Each theme “captures something important about the data in relation to the research question, and represents some level of *patterned* response or meaning within the data set” (Braun & Clarke, 2006, p. 82). Searching for themes is an active process of constructing them by giving codes that indicate unifying features. The inquirer reviewed the coded data to identify areas of similarity between codes within each case and across cases. This allowed for the clustering of codes around three candidate themes (a quality program, meeting the needs of participants and team members, and lessons learned).

The fourth step was about reviewing themes. The inquirer began this step by reviewing both the relationship between the coded data and the entire data set. Then, the overall structure of the relationships between themes was worked out. The inquirer needed to ensure a convincing and compelling picture of the data to answer the inquiry questions. This step ended with a thematic map that outlined the relationships among the themes. The map included three levels: overarching themes across cases, the themes themselves, and sub-themes.

The fifth step involved defining and naming themes. In this step, the inquirer selected extracts to present the essence of each theme. The inquirer defined each theme with one or several extracts from the data (across cases). The inquirer also identified the meaningfulness and the boundaries of the themes and created a name for each theme that was similar to the language and concepts used by the participants themselves. Appendix D shows an example of the definitions and labels for selected themes. The inquirer then highlighted some data features in the extracts under each theme to guide the interpretation of the data. The usefulness of a given pattern and its relation to the research question was identified. This process included organizing everything in a table that included the order of the themes based on the relation of other themes, the interpretation point, as

well as the extracts from the data that support their meaning. Appendix E shows these ideas from each of the three programs.

The sixth step was writing up the results, an integral element of the analytic process in qualitative research. The inquirer began this step by selecting quotations from the data and situating these quotations within an analytic narrative. This meant presenting what was seen in the data and giving explanations as to why it was important to know in relation to the research questions. The inquirer's intention was to give a voice to the meaningful experiences of the program users. The presentation was done in an illustrative fashion, in which the inquirer provided examples of the points and did not comment on the content of the quotation. It was also done analytically, with the inquirer commenting on the specific features of the quotation (Braun & Clarke, 2013).

### **3.3 Phase Three: Adaptation and Customization of the Canadian Framework of Play-Based Programs in the KSA's Culture and Context**

The intended purpose of this phase was to develop a new play-based program and increase the likelihood that the program could be appropriately and meaningfully used in the KSA. This phase used the results from Phases One and Two as the data source to develop the framework of the new program. Then, a group of Saudi intended users customized the plan for the new program to fit the KSA culture and context, addressing the following research questions:

- What features from a Canadian context can be/might be implemented in another culture, specifically in the KSA?
- What cultural barriers exist to introducing the same features in the KSA?

### 3.3.1 Data collection method.

To achieve the third phase, the inquirer used two data sets. For the first data set, the results of Phases One and Two were utilized as data sources to develop a Canadian framework for the play-based program based on the common features and successful factors of the three Canadian programs. For the second, an open-ended questionnaire was developed to customize the Canadian framework and test the likelihood of it being successfully implemented in Saudi society. Therefore, any cultural barriers to implementing the new play-based program in the KSA needed to be considered.

The second group of participants in this inquiry is composed of Saudi intended users who participated in the planning process for customizing the Canadian framework of play-based program. These participants were selected because of their knowledge of and involvement in Saudi society, disabilities, and children with different abilities. The sampling size was emergent and flexible based on what was learned when the information-gathering was conducted (Patton, 2015). The inquiry conducted a purposeful sampling method to solicit interested Saudi intended users to participate in this study. A recruiting email was sent to the Saudi Culture Bureau, which is the sponsor of the inquirer's scholarship. The Bureau (under the supervision of the Ministry of Higher Education in the KSA) sent two recruiting letters: one to the Director of Education Directorate in Makkah (Appendix F) and one to the Director of Ministry of Labour and Social Development.

Then, the director of special education in Makkah sent a recruiting letter to four different schools and centres in Makkah to recruit and encourage individuals there to participate in the study (Appendix G). It is important to note that all officials who were involved expressed their belief

in the importance of this inquiry to the disability field in the KSA and gave their full support to facilitate the data collection process.

A total of 61 intended Saudi users participated in an open-ended questionnaire that included three sections: eliciting participants' opinions about the program theory and idea, completing a SWOT analysis to customize the Canadian framework of the play-based program for Saudi society, and considering any cultural barriers that may affect program implementation. The participants built their answers based on program theory and idea. Most participants were from the Makkah region, which is divided into 17 governorates. These participants were recruited voluntarily by their institutions and completed the questionnaire in a hard copy. Other participants, who were from different regions in the kingdom, were recruited through LinkedIn, WhatsApp, and email. They completed the questionnaire electronically. It is important to note that data collection was completed in the participants' first language, which is Arabic.

Participants included a university professor, school principals, teachers, a social worker, as well as specialists who work in facilities that serve children with different abilities. Further details about the participants are presented in Appendix H. Among the participants, there were 18 key informants, selected as such based on their position as a director in the Department of Special Education and/or their experience in the field of disability, which ranged from 10 to 30 years. Data collection processes were conducted over the fall of 2018 and winter of 2019.

An open-ended questionnaire was used for the purposes of customizing the new play-based program plan and predicting the cultural barriers that may affect the program's implementation.

The questionnaire included three sections (Appendix I). The first section elicited participants' opinions about the program theory and idea. The second section included a SWOT analysis to identify the internal factors of the program's theory that would fit Saudi culture. It also included specifications on the external environmental demands of the KSA context. SWOT analysis is a well-established and practical model used for planning (Johnson, Scholes, & Sexty, 1989).

Hutzler (2007) also found it helpful as a strategic planning tool for reducing risks and weaknesses while maximizing strengths and opportunities. The four SWOT categories are:

(1) Strengths: These include built-in concepts that satisfy the needs or demands of a specific target group (in this case, children with different abilities). These are the aspects of the Canadian programs that are suitable for the KSA's culture and context.

(2) Weaknesses: These include any potential barriers or missing elements to be overcome or modified.

(3) Opportunities: These include any external factors in the KSA that, if properly applied, could provide an advantage to the play-based program.

(4) Threats: These include any external factors from the KSA environment that could erode the strength of the play-based program (Johnson, et al., 1989; Hutzler, 2007).

The third section more closely considered any cultural barriers to implementing the new play-based program in the KSA culture and context (Appendix J)

### **3.3.2 Analytical framework for Phase Three.**

The analytical framework that guided the data analysis process for this phase was simultaneous deductive/inductive analysis. A deductive method was utilized to determine the category lists

used to design the program plan and to support the plan using the literature, while an inductive method was utilized to allow patterns in the questionnaire to emerge more naturally.

The inquirer began the data analysis process with deductive analysis, which involved analysing the data according to an existing categorized list. The inquirer developed a list of deductive themes for the purpose of designing a recreation program (Peterson, 2000). These themes were chosen purposefully to capture elements of the program planning tailored by Saudi intended users who are unfamiliar with the idea of play-based program.

Three steps were followed to develop the Canadian framework for the play-based program: assemble the data, categorize the data based on the chosen theme, and write a final program plan. The first step required the inquirer to read the first data set of this phase, which included the three programs' descriptions and the successful factors of a play-based program, which were the results of Phases One and Two of the inquiry. Then, the inquirer highlighted passages of texts that conferred a specific meaning related to the chosen deductive themes. After the relevant data had been accumulated under each theme, the inquirer read each excerpt and reduced it to a sentence or a brief statement encapsulating the meaning(s) under the deductive themes. Then, the inquirer organized this information based on common and successful factors among the three Canadian play-based programs to create a framework for the KSA play-based program. This was followed by the last step, which included writing a final program plan. The contents of the plan matched its purpose and were highly detailed, as play-based is a new type of program in Saudi

society. Thus, these details are important for facilitating implementation, following up, and achieving the expected outcome.

For the second data set, the inquirer used an inductive method to analyse the questionnaire based on the themes that emerged from the content of the data. Inductive analysis began with organizing the raw data based on what sections they belonged to for all participants. The first section of the questionnaire was about eliciting participants' opinions about the program's theory and ideas. Almost all Saudi intended users answered this section and supported the implementation of the program idea in the KSA.

For the second and third sections, the inquirer reviewed the data under each section, making notes and headings in the text while reading it through an open coding process. Then, the inquirer transcribed the notes and headings onto a coding sheet. The next step involved grouping the data by combining similar coding into broader themes under the questionnaire sections. However, some of the themes that emerged from the questionnaire did not fit under the three sections of the questionnaire, such as program assessment and program finances. They were related to the play-based program framework but included areas that required further clarity or addressed a certain concern. Therefore, these themes were backed up by literature. Furthermore, more deductive themes were added based on the need to develop a business plan (Berry, 2003). Thus, all the concerns for customizing the play-based program framework based on the Saudi intended users' responses were addressed. A business plan is "any plan that enables a business to look ahead, allocate resources, focus on key points, and prepare for problems and opportunities" (Berry, 2003, p. 22).

The second section of the questionnaire included the themes that occurred within the SWOT matrix. The data under the SWOT matrix were coded inductively based on the frequent, dominant, and/or significant ideas inherent in the raw data. Each code did not need to occur often in the data to be significant (Braun & Clarke, 2006). SWOT analysis was used to identify as many areas as possible that are related to and important for Saudi society in general, children with different abilities, and the parents of these children in particular. It was also used to help prepare for any possible problems and opportunities before implementing the program in another context. The possibility of the successful transference of the program is increased by allowing knowledgeable intended users to customize the program plan according to the Saudi culture and context. The purpose of the third section was to consider any cultural barriers that could affect the successful implementation of the program in Saudi society. The results of the questionnaire were utilized to refine the customized plan for a play-based program. It is important to note that the data analysis for this phase was done in Arabic then translated into English by the inquirer.

In short, first, deductive analysis was used to design the play-based program's framework based on the similarities and unique features of the three Canadian play-based programs and supporting literature. Then, inductive analysis was used to customize the play-based program's framework according to the Saudi culture and context. The results of this phase included a customized play-based program based on the Canadian framework with the potential to be implemented in the KSA and a brief discussion of the cultural barriers that may affect the program implementation.

### **3.4 Trustworthiness**

The purpose of this inquiry was to transfer the theory and implementation of a Canadian play-based program into the KSA. The validity and reliability of this inquiry depended on the ability to use the evaluation findings to build a framework for a Canadian play-based program then customize this framework to be transferred to another setting. As the phenomenon of play-based programs for children with different abilities is unexplored in Saudi culture, the evaluation procedures and findings should provide sufficient, consistent, useful, and dependable information for intended users in the KSA (Patton, 2012). Lincoln and Guba (1986) use alternative terms that apply to naturalistic research to provide standards for judging the validation of qualitative inquiry to establish trustworthiness: credibility, transferability, dependability, and conformability. These terms will be discussed below.

#### **3.4.1 Credibility.**

The inquirer used a variety of techniques to operationalize credibility in the study, including triangulation, reflexivity, engagement, and member checking. According to Patton (2015), achieving triangulation, rather than pursuing a singular truth of a single source or method, increases the credibility of the study. “The logic of triangulation is based on the premise that no single method ever adequately solves the problem of rival explanations” (Patton, 2015, p. 661). In this inquiry, three types of triangulation have been used: triangulation of qualitative sources, methods triangulation, and perspective triangulation. These types of triangulation reduced distortion during the data analysis process and limited the systematic bias, which, in turn, increased credibility (Patton, 2015). Phases One and Two used interviews with people from different levels of the programs to achieve a triangulation perspective (e.g., administrative

perspectives, coordinator perspectives, and volunteer perspectives) and unobtrusive data that included written documents, visual documents (e.g., video and photography), and digital documents (e.g., program website, social media) to achieve the triangulation of qualitative sources. This allowed for comparing and cross-checking for consistency in the data (Patton, 2015). Each of these methods provided different perceptions and different aspects of the program's reality. Triangulation between the analysis of these methods provided consistent and similar results, which increased confidence in the findings (including the successful factors and lessons learned) (Patton, 2015).

Reflexivity allows the reader to understand the inquirer's position and assumptions that may affect the inquiry (Merriam, 1988) by having the inquirer to write about his or her own beliefs, biases, orientation, and past experiences and what roles these may play in their interpretation of the data and their approach to the study (Creswell, 2013). Another technique is prolonged engagement in fieldwork. In the field, in Phase One, the inquirer recorded everything that occurred in the program from beginning to end (e.g., planning, delivery, and implementation). In Phase Two, the inquirer made decisions about which of the program's features contributed to its success. The inquirer spent substantial lengths of time with two key informants from each program, with their interviews ranging from 30 to 55 minutes in duration. This enabled recurrent patterns and themes to be identified (Lincoln & Guba, 1985). Previous personal experience in SNAP and CMP allowed the inquirer to understand the program implementation, learn the program culture, and connect with the intended users (Creswell, 2013). Because SMILE was a new program for the inquirer, data were collected from 17 participants, which allowed for more

details to be collected to understand the workings of the program. Finally, member checking is considered “the most critical technique for establishing credibility” (Lincoln & Guba, 1985, p. 314). For this purpose, each program description was sent back to the program director to allow them to judge the credibility of the data.

### **3.4.2 Transferability.**

An in-depth description of the phenomena within the play-based program is essential to ensure that the findings are transferable, allowing the intended users and readers to make decisions about the potential for transferring this idea and implementing the customized plan for a play-based program in the KSA. In-depth descriptions were provided of three examples of play-based programs, including environment descriptions, activity descriptions, and movement descriptions, as well as details on factors that contributed to these programs’ success. Engaging 61 Saudi knowledgeable individuals from different institutions and disciplines in the customized plan for a play-based program and having them then review the plan increased the likelihood of successful implementation.

### **3.4.3 Dependability.**

Reality is socially constructed and constantly changing. To increase dependability in this reality, the inquirer should capture the changing conditions of the setting and of the inquirer’s plan for data collection, data analysis, and describing findings. In other words, dependability is an evaluation of to what extent the findings derived from the integrated processes of the inquiry’s design, data collection, and data analysis can be depended upon. Four ways of evaluating the dependability of data are the in-depth description of inquiry methods, methodological experts, triangulation, and the code-recode procedure. This inquiry provided an in-depth description of

the exact methods of data collection data analysis, which is essential for a qualitative inquiry because it provides information about the uniqueness of the study and the ways in which the study can be replicated (Krefting, 1991; Lincoln & Guba, 1985). Another strategy for enhancing dependability is the use of methodological experts who ask difficult questions about the data sources, methods, meaning, and interpretation to check the inquiry's plan and implementation (Lincoln & Guba, 1985). Triangulation can also increase dependability. Each method has strengths and weaknesses; using triangulation, the weaknesses of one method can be compensated for by the strengths of another (Krefting, 1991). Finally, conducting a code-recode procedure of the data is another strategy that can increase the dependability of the inquiry. After coding the data, the inquirer should wait two weeks at minimum then recode the same data and compare the findings (Krefting, 1991). These four strategies were used to enhance dependability in the inquiry. In Phase One, after coding the data of 40 participants from the three programs, the inquirer noticed the emergence of some common themes; however, through continuation of this process, additional themes emerged, and recoding the entire data set became necessary. In addition, in Phase Two, the inquirer recoded the same data because the focus of the data analysis was different between the two phases, answering different research questions. Moreover, two of the inquirer's colleagues voluntarily coded one transcript from each program. The inquirer compared these coded transcripts and included what was missing. These four strategies were used in the study to enhance its dependability.

#### **3.4.4 Conformability.**

Conformability is based on the idea of gathering multiple perspectives to confirm that all aspects of a phenomenon have been examined (Krefting, 1991). Conformability refers to the accuracy and neutrality of the data. There are various techniques for establishing conformability used in this inquiry, including performing a conformability audit, triangulation, and reflexivity. The first technique, performing a conformability audit, describes the interpretation of the data and the audit strategy (Guba, 1981). For example, the inquirer provided documentation for the entire procedure (coding and recoding, categorizing codes around themes, interpretation), which showed that the inquirer had mastered the data and that the findings were supported by data collection and analysis (Guba, 1981). Another way conformability was enhanced in this inquiry was the used of triangulation of qualitative sources, methods, and perspectives to interpret the data deductively (Guba, 1981). Reflexivity was also a useful technique, allowing the inquirer to be aware of the influence of any personal factors on the data (Krefting, 1991). In this evaluation, all of these aforementioned practices were employed to contribute to the trustworthiness of the findings.

### **3.5 Summary**

The U-FE framework guided this inquiry's. The three phases of evaluation in this inquiry are described and diagrammed in Table 5. The first phase was a comparative case study of the selected play-based programs. In the second phase, useful and applicable patterns and features across all three play-based programs were selected, and key factors promoting the effectiveness of the play-based programs were identified. The third phase was about adapting and customizing the Canadian framework of play-based programs for the KSA's culture and context. Techniques

for achieving credibility, transferability, dependability, and conformability were used to ensure the validity of this qualitative inquiry. The validity and reliability of this inquiry depended on the ability to use the evaluation findings.

**Table 4: Timetable of the evaluation process**

| Phase          | Stakeholder Engagement  | Research/Inquiry Process  |
|----------------|---|---|
| <b>Phase 1</b> | <p><b>Program readiness for U-FE</b></p> <ul style="list-style-type: none"> <li>-Contacting program directors for each of the three programs and explaining the evaluation purposes</li> <li>-Identifying and engaging program team members from each program (e.g., administrators, coordinators, volunteers)</li> <li>-Understanding the evaluation purpose and context</li> <li>-External evaluators (inquirer)</li> </ul>   | <p><b>Inquirer readiness and competency</b></p> <ul style="list-style-type: none"> <li>-Gaining a deep understanding of the history and context of the three programs</li> <li>-Identifying evaluation purposes for this phase (descriptive focus evaluation)</li> <li>- Planning appropriate evaluation methods: <b>Analytical framework for qualitative inquiry</b> <ul style="list-style-type: none"> <li>▪ <i>Conducting the interview/Questionnaire</i> (using the same questions for both).</li> <li>▪ <i>Transcribing</i></li> <li>▪ <i>Collecting unobtrusive data</i></li> <li>▪ <i>Analyzing the data deductively</i></li> </ul> </li> <li>-Implementation evaluation (identifying the program’s theory and idea, implementation, and activity)</li> <li>- Outcome evaluation result, Phase One (providing an in-depth picture of each case)</li> </ul> |
| <b>Phase 2</b> | <ul style="list-style-type: none"> <li>-Using the same interview data collected from the program team members</li> <li>-External evaluators (inquirer)</li> </ul>   | <ul style="list-style-type: none"> <li>- Identifying the evaluation purpose of this phase (knowledge-generating evaluation)</li> <li>-Conducting thematic inductive analysis</li> <li>-Giving a voice to different perspectives</li> <li>- Identifying the key factors that promote the effectiveness of the play-based programs</li> <li>-Outcome evaluation result Phase Two (providing general patterns and principles of effectiveness across programs and lessons learned from expert opinions)</li> </ul>   |
| <b>Phase 3</b> | <ul style="list-style-type: none"> <li>-Identifying and engaging with intended users</li> <li>-The inquirer becomes a part of the intended users</li> <li>-Developing the program and taking into consideration the practitioner’s wisdom (i.e., the Canadian program team members) and experts’ opinions (i.e., the Saudi intended users)</li> <li>-Intended users participating in a questionnaire</li> <li>- Providing their opinions about potential program theory and implementation</li> </ul> | <ul style="list-style-type: none"> <li>- Identifying the evaluation purpose of this phase (developmental evaluation)</li> <li>- Conducting an attribution evaluation (to what extent can the outcomes of Phase Two be transferred to the KSA program?)</li> <li>-Identifying the intended users of the evaluation findings</li> <li>-Developing the questionnaire</li> <li>- Conducting an inductive analysis</li> <li>- Determining the program theory for the KSA program</li> <li>- Designing and deciding on methods</li> <li>-Having method debates and implications</li> <li>-Conducting an outcome evaluation (developing play-based programs that could be implemented in the KSA)</li> </ul>   |

## Chapter 4

### **4 Results and Discussion**

This chapter was organized according to the three phases of the research. The results of each phase are presented in their respective subchapters. Subchapter 4.1 presents the Phase One results, including an in-depth picture of each play-based program and a summary of the subchapter. Subchapter 4.2 presents the Phase Two results, which include the general factors of the effectiveness and lessons from the experts for use in future initiatives to promote success as well as a summary of the subchapter. Finally, the phase three results are presented in Subchapter 4.3, which include the KSA play-based program based on the Canadian framework, a discussion of the cultural barriers that exist in the KSA, and a summary of the subchapter.

### Subchapter 4.1 Phase One Results

#### **4.1 Program Descriptions**

The results of Phase One provide an in-depth picture of the CMP, SNAP, and SMILE programs in the form of program descriptions. Each description includes three main themes: program planning, program delivery, and program implementation. This information was generated from unobtrusive data taken from written, visual, and digital documents and reports from program team members. Data that were repeated by three and more program team members were reference as CMP Team members, SNAP Team members, or SMILE Team members. While

these programs are rooted in similar theories and ideas, they exhibit some differences in their implementation. All share a common core goal of providing a safe physical activity program in an educational and recreational environment for children with different abilities to exercise their right to learn, play, and participate in social life, which benefits each child's social, cognitive, and physical development. The results provide Saudi intended users with three high-quality examples of play-based programs for children with different abilities and how this idea is being implemented in Canada.

#### **4.1.1 CMP program description.**

“The Children’s Movement Program is a unique opportunity for children, which offers them the chance to increase both their fitness level and their movement potential in a non-threatening environment. Through educational gymnastics, creative dance and developmental games, they learn new ways of moving; ways that they choose through problem solving and their own creativity” (Children’s Movement Program, 2017e).

##### **4.1.1.1 Program planning.**

The CMP program’s vision is derived from the University of Alberta and Brock University physical education curricula. The program is structured around movement-based courses that include dance, games, and gymnastics for Brock University students enrolled in the physical education program. The CMP program is a smaller version of this course (Johnson, 2011; CMP Team Members).

*Movement education.*

Movement education focuses on the needs of every child and features a variety of teaching methods. CMP instructors frequently apply indirect methods of teaching and deliver lesson plans that emphasize participants' sense of responsibility for learning. Indirect methods allow for the needs of individual participants to be met and provide the opportunity for exploring movement-based education themes for development and different movement-related experiences (Hill, 1979). The instructor facilitates participants' understanding of various movement patterns by allowing them to demonstrate different ideas, movements, and responses to various challenges, which generate ideas and competence appropriate to their developmental age and skill level (Wall & Barnes, 1981).

*Laban Movement Education principles.*

Rudolph Laban's theories on time, space, effort, and relationships provide a diverse approach to studying human movement (Stanley, 1969). The theories focus on an integrated approach to learning rather than on teaching skills individually. The Laban lessons are structured around specific themes, such as awareness of body, space, relationships and time (Stanley, 1969); these themes are further divided into creative dance, educational gymnastics, and developmental games. The CMP program constructs its goals, lesson plans, and methods of delivery based on this integrated framework (CMP Team Members).

The CMP program was designed to allow future movement professionals to transmit knowledge of movement education to children of varying age groups and skills. The program aims to: (a) expose children in the Niagara community to unique academic-based movement programs, (b) cultivate new potentialities within children who are preparing to be physically active, and (c) provide children the opportunity to participate in high-quality programs that will assist them in the development of their self-image and social skills (CMP Team Members). The CMP program also aims to provide Brock University students with an opportunity to: (a) volunteer, receive course credit, and provide meaningful movement experiences to participants; and (b) implement a program that is academically-based and incorporates concepts, themes, and theory related to physical education and kinesiology (CMP Team Members). Moreover, cultivating community connections is an essential goal in offering the program to the community. From Brock University's perspective, the goal is to invite children into the university and provide them with meaningful movement experiences (CMP Team Members).

The CMP program runs during two academic terms for eight weeks each term. It operates as a weekly program for children aged one to 12 years, with an hour-long session for each group. The program is an inclusive environment designed to meet the needs of all participants, including typically developing children and children with different abilities. It is an accessible program that offers both choice and assistance (CMP Team Members; & The Children's Movement Program, 2017d). The CMP program serves participants in Niagara and the surrounding regions. There are about 60 participants in the gym, with a maximum of 20 in each age group (CMP Team Members).

The program allows knowledge of movement education disciplines to be presented to children of various ages. The movement approach fosters independence, as it gives all participants the

opportunity to have fun and play within a quality program in an inclusive environment. This nurturing atmosphere aids children in developing their physical, social, and cognitive skills using a whole-child development approach (The Children's Movement Program, 2017b; & CMP Team Members).

The physical goals of the CMP program are:

- a. to increase participants' physical development and skills, especially for participants between the ages of three and five years; for the group aged between five and seven years, the focus is on developing fine motor control and proper body manipulation; and for the group aged between eight and 12 years, the goal is to fine-tune flexibility;
- b. to offer participants the opportunity to increase their fitness level, movement potential, and physical literacy and to develop their ability to understand, communicate, and apply different forms of movement;
- c. to expose participants to fundamental and transferable types of movement at the core of any physical activity, such as by demonstrating climbing activities or jumping and rolling, which can be transferred to sports and activities in everyday life;
- d. to provide the opportunity to engage in formally structured activities and free play while exploring various equipment;
- e. to develop the participant's locomotor and non-locomotor movement patterns, which will improve their activities of daily life and well-being, such as using the stairs, walking in different directions, throwing, catching, stepping, climbing, pushing, and pulling;
- f. to further enhance their manipulative skills, such as dribbling, kicking and volleying; and

- g. to improve participants' spatial, body, and relationship awareness (The Children's Movement Program, 2017b; & CMP Team Members).

The CMP program aims to foster independence, social skills, self-discovery and other important life skills that include cultivating teamwork and cooperation. The program aims to provide a safe and comfortable environment where participants can play and enjoy developing movement skills with confidence and competence. Social goals allow participants to gain interaction skills, thereby also developing their listening and sharing skills and allowing them to socialize with same-aged peers. Finally, the cultivation of social skills promotes an enjoyment of physical activity from a young age. It also improves participants' comfort level in engaging in play-based programs or other, similar situations (The Children's Movement Program, 2017b; & CMP Team Members).

The cognitive goals of the program involve improving participants' cognitive development. For children aged three to five years, this includes developing memory, attention span, and the ability to classify and ask questions (The Children's Movement Program, 2017; & CMP Team Members). For children between five and six years old, the goal is to help them retain rules, follow instructions, and cultivate creativity (The Children's Movement Program, 2017b; & CMP Team Members). Those between the ages of eight and nine are at an age at which they need to discover their own creative ways of accomplishing tasks and be aware of their own abilities (The Children's Movement Program, 2017b; & CMP Team Members). Finally, for children between 10 and 12 years old, it is essential that they are given intellectually stimulating opportunities that nourish and engage the whole person. Other goals include teaching or exposing participants to different movement concepts of body, space, effort and relationship awareness. The program achieves these goals by developing a program that includes creative dance, educational

gymnastics and other developmental games that challenge and inspire participants to be active and take risks. (The Children's Movement Program, 2017b; & CMP Team Members).

The CMP program also creates an experiential learning environment that allows Brock University students to apply theory to practice and implement their acquired knowledge in the real world (CMP Team Members). For the CMP instructor, this is an opportunity to develop lesson plans that are both theoretical and experiential, where the learning can be carried over into practical settings (CMP Team Members). In this way, the CMP program facilitates learning that allows student volunteers to participate within a community-focused physical activity program that is reflexive and enables students to develop workplace-related skills (CMP Team Members).

#### **4.1.1.2 Program delivery.**

The CMP program is coordinated by the Department of Athletics and Recreation and the Department of Kinesiology (The Children's Movement Program, 2017e). It requires the supervision of one Brock University staff member with a relevant academic background. The director of the Brock Recreation Program has a background in kinesiology and oversees both the running and supervision of the program and its administration (CMP# 6).

The CMP requires one paid professional administrative coordinator who specializes in movement to supervise the development of the lesson plan and training the CMP team. The role of administrative coordinator includes supervising the development of the lesson plans, advertising the program, and communicating with CMP team members and parents (The Children's Movement Program, 2017a; & CMP Team Members).

The program also requires one curriculum coordinator with a Ph.D. in Kinesiology or Physical Education. Some of the responsibilities of the curriculum coordinator include: (a) developing a working curriculum for the program, which includes thematic outlines appropriate for participants aged one to 12; (b) consulting with the faculty supervisor for feedback on and approval of the planned curriculum; (c) designing and leading training workshops; (d) developing a protocol for CMP team members to ensure they are knowledgeable about the safe use of equipment, gymnasium space, lesson planning, and responsibilities; and (e) ensuring that instructors know how to enact the emergency action procedure in case of injury (The Children's Movement Program, 2017a; & CMP Team Members). In addition, a senior Brock University student with a background in physical education is required for the position of movement specialist. The responsibilities of the movement specialist include: (a) working with the administrative and curriculum coordinators in assembling information regarding participants who have special needs and the number of movement partners required and recruiting movement partners; (b) designing and leading staff workshops, along with other coordinators; and (c) creating movement profiles for instructors and partners in working with participants with different abilities (The Children's Movement Program, 2017c; & CMP Team Members).

The CMP program also requires three instructors with a background in kinesiology and/or physical education. The instructor assists in planning and delivering training sessions for volunteers and develops lesson plans that incorporate different activities based on movement concepts (The Children's Movement Program, 2017b; & CMP Team Members).

Movement partner positions are filled by Brock University student volunteers with a background in physical education. Their responsibilities include assisting the instructor in delivering the lessons by working one-on-one with participants, reviewing information submitted about

assigned participants, and providing an up-to-date report for parents or guardians of participants (The Children's Movement Program, 2017d; & CMP Team Members). Meanwhile, CMP volunteers are students from various disciplines who support the instructor, facilitate the movement of the participants, and engage them in activities. This creates a unique blend of perspectives and expertise. There are approximately 35 volunteers, all assisting participants in engaging with the program and in following the lesson plans designed by the instructors ( CMP Team Members).

The CMP program utilizes equipment not usually available in community programs (CMP#1; & CMP# 4). The equipment is adaptable to different skill levels and movement activities and is easily accessible to most, though not all, children with different abilities. CMP equipment and planned activities provide participants with options to challenge their skills safely appropriately and allow for simplifications and extensions to meet all participants' needs (Johnson, 2011; CMP# 1; & CMP#3).

#### **4.1.1.3 *Program implementation.***

Participants with different abilities have profiles, which document their progress and help them achieve their goals. The movement specialist gathers information from the participant's parents or guardians in advance to ensure the participant's individual needs and tendencies are thoroughly taken into consideration (CMP Team Members). Participants with different abilities have the option of being partnered for one-on-one interaction and provided with appropriate assistance that will allow them to be more active in the program (CMP#6).

The CMP program is designed to incorporate different weekly motivations and movement concept themes and lesson plans. Motivational themes are enjoyable topics that help to jump-start the session using familiar and concrete ideas to direct participants' movements. The themes are based on culture and concepts that are relatable to young participants (The Children's Movement Program, 2017b; & CMP Team Members). The theme is then applied to the movement concept (Appendix K). The bulk of the CMP program implementation revolves around effective lesson planning, which requires each plan passing through several stages. In the first stage, the aim is to incorporate movement concepts that include a combination of educational gymnastics, creative dance, and cooperative games. Secondly, lesson plans need to take into consideration participants' physical safety, their social and cognitive interests, and available equipment. Thirdly, instructors should submit lesson plans at least once a week in advance to the curriculum coordinator to receive feedback. Finally, a professional from the Department of Kinesiology conducts a workshop to discuss further implementation of the lesson plans for the upcoming terms (Appendix L) (The Children's Movement Program, 2017b; & CMP Team Members).

Participants engage in different types of play, including structured and individual play, group play (in which they work with other participants to practice, create, and present movement to other groups, such as in dance-based activities), cooperative play (in which they play with other team members in games), and free play (in which participants can choose what activity they want to engage in for the designated time period) (The Children's Movement Program, 2017b; & CMP Team Members).

Young participants actively involved in the program are given opportunities to develop their fine motor skills, balance, and flexibility, which encouraged them to participate in more physical

movement. During the sessions, these young participants appear motivated to be more physically active individuals, which increases their chances of living longer and healthier lives (The Children's Movement Program, 2017b; & CMP Team Members). The CMP program's sustained movement education also enables participants to cultivate social skills important to their development as human beings. These skills include developing healthy self-esteem, confidence, inter-relational skills and effective communication patterns (The Children's Movement Program, 2017b; CMP#2; & CMP#3). Moreover, these young participants also develop their cognitive skills. Being physically active helps them to practice being involved in effective decision-making and problem-solving. Participants become aware of different movement educational concepts and motivational themes (The Children's Movement Program, 2017b; CMP#2; & CMP#3).

It is not only the participants who benefit from the CMP program. The volunteers have the opportunity to work in an enhanced learning environment that provides them with direct feedback and moves their practice to a more sophisticated level of understanding and implementation, enabling them to apply theoretical knowledge to practical life situations. The CMP instructor also gains useful practical experience in developing and delivering lesson plans to children with different skills and aptitudes (CMP Team Members). Finally, as an inclusive program, the CMP program is a dynamic way of getting involved in and serving the surrounding community (CMP#6).

#### 4.1.2 SNAP program description.

“Turtles may struggle on land, but in the proper environment they will thrive” (Special Needs Activity Program, 2017a). With this idea in mind, SNAP provides a play-based program designed for children with different abilities based on a “buddy system”. Each session includes stations that aim to facilitate developmentally appropriate movement that minimizes the barriers the individual experiences daily (Special Needs Activity Program, 2017b; SNAP Team Members). It aims to provide individuals with different abilities with opportunities to be healthy and active through exposing their bodies to regular physical activity while also instilling other traits necessary for daily survival (Special Needs Activity Program, 2017d; “What is SNAP,” n . d.; & SNAP Team Members).

##### 4.1.2.1 Program planning.

SNAP is a program developed based on information from the Department of Kinesiology and the Department of Physical Education at Brock University. Its content incorporates ideas of adaptive physical activity and movement education, along with Laban movement analysis and motor milestones (SNAP Team Members).

##### *Adaptive Physical Activity (APA).*

The SNAP program works within an adaptive physical activity framework and promotes interaction between participants and the movement environment to expand the participant’s motor repertoire (Barela, 2007). APA “enables the creation of active living opportunities, a set of attitudes and behaviours that lead to the participation of people with different abilities in sports and physical activities” (Hutzler & Sherrill, 2007, p. 8).

*Laban movement education.*

Similarly, the Laban Movement Education and Analysis is a conceptual approach based on the need to understand the human body and human movement. It involves different ways in which the body can move and the relationship between the body and its environment (Hardman, 2010). The movement education concept emphasizes guided discovery instruction, with many possible correct ways of completing a task. It is an effective approach to teaching interactive and purposeful movement-based activities. Moreover, it is an all-inclusive approach that takes into consideration the various abilities of different learners, especially when applied in relation to the areas of child and motor development (Connolly, Morrison, Lappano, Hogan & Lenius, 2015). This mode of analysis provides an important framework for professionals involved in physical education and all practitioners who work with children with different abilities in movement-based environments (Hardman, 2010).

*Motor Milestones.*

Motor milestones are the “building blocks” of movement and allow for basic, foundational body patterns to be formed for the progression of more complicated movements (Connolly et al., 2015). These motor milestones are acquired in the same order for all individuals; however, the timing for achieving each motor milestone varies based on developmental and/or chronological age (Hardman, 2010). Many individuals with different abilities miss some of the major motor milestones that form the foundational movements for more complex ones later in life. This is

where SNAP comes into the picture: the program reinforces the lost motor milestones when working with impaired individuals.

*Phenomenology.*

SNAP incorporates a phenomenological emphasis on “exploring how human beings make sense of experience and transform experience into consciousness both individually and as shared meaning” (Patton, 2002, p. 104). Phenomenology is about perception and description; it is about understanding the lived experience and what it means to live through a particular human situation. The methods for designing SNAP activities are based on the findings of a longitudinal phenomenological analysis of movement patterns of participants with different abilities (Connolly, 2008). SNAP attempts to imagine the physical world from within an embodied, or insider, perspective and wants its participants to derive meaning from the activities that are meant to make them physically mobile (SNAP#1; & SNAP#5).

SNAP aims to provide an inclusive physical activity “program for kids who have unconventional bodies and who typically don’t get a chance to participate in physical activity in intense or enjoyable ways” (SNAP #15). The program is meant to redesign conventional physical educational training to incorporate new ways and strategies of working with various kinds of physical bodies (Special Needs Activity Program, 2017d; SNAP Team Members). Brock University provides its students with the opportunity to volunteer, receive course credit, and to give meaningful movement experiences to participants from the Niagara community (Special Needs Activity Program, 2015; SNAP#15). It enables the students to put theory into practice and to progress in their professional skill development by giving them practical situations that entail working with populations they normally would not work with. It allows them to train and

administer a program using mentorship and leadership skills they would not otherwise exercise (Lappano, 2013). The SNAP program fills a gap within the Niagara community programs by offering opportunities for youth with different abilities to participate in physical activities in a safe, dignified, fun-filled, and non-restrictive environment designed to accommodate their needs (Special Needs Activity Program, 2017b; “Community Service Learning,” n. d.)

SNAP runs once a week from October to April and is specifically designed for school-aged children with different abilities aged five to 20 years living within the Niagara Region and its surrounding areas (lenius, 2017). The program is offered free of charge to all participants and serves an average of 1,600 participants per academic year (Simonics, 2013). The average number of participants is about 100 to 120 per session (“Creation of SNAP,” n. d.; & lenius, 2017). Most participants in the program are elementary school students. There are two groups of participants. The first group, which is the largest one, consists of participants who come with their school to participate in one SNAP session each term. The second group consists of participants who come either with their parents or from children's service programs such as Bethesda and Children's Autism Programs and who participate in every SNAP session (SNAP Team Members). Participants who are admitted into the SNAP program have a broad spectrum of impairments and severity within each of the various types of impairments. Many of them have several impairments (Special Needs Activity Program, 2017d).

“We are just trying to enhance skills that these children may not typically get to do in regular school or in their day-to-day lives” (SNAP #7). SNAP's goals are geared towards all dimensions

of development: physical, social, and cognitive. The physical goals are aimed at building the participants' movement repertoire by utilizing previously acquired physical movement skills and acquiring new ones. Another physical goal is to improve participants' body awareness and sense of body shape, size, and function. In terms of physical coordination, SNAP improves motor milestones by working in three areas of skill development: stability, locomotion, and manipulation. Another physical goal is to provide motion activity for both sport (structured skills) and non-sport (unstructured) based movements. It is important to include activities that enhance fundamental movement skills, which can lead to a healthy lifestyle (Special Needs Activity Program, 2017a; & SNAP Team Members).

In terms of social goals, SNAP is geared towards improving the participants' comfort level in various situations so they can engage in play-based programs. The program also seeks to increase the participants' ability to interact with their buddy in appropriate ways, while remaining highly interactive within their working environment. SNAP also sets cognitive goals, which are about empowering the participants to think of creative ways of solving problems through conceptualization, visualization, and risk-taking. This empowers the participants to have a sense of self-confidence and faith in themselves in achieving tasks. Finally, there are team-based goals that allow for the opportunity to develop personal and professional skills, such as mentoring and leadership qualities (Special Needs Activity Program, 2017d; & SNAP Team Members).

#### **4.1.2.2 *Program delivery.***

SNAP team members occupy on several position with various responsibilities. At the top of the hierarchy is the program director, who is a professor of physical education and kinesiology in the Faculty of Applied Health Sciences at Brock University. The responsibilities of a program

director include running and supervising the program as well as providing support, feedback, assistance, guidance, and mentorship to SNAP team members. The program director also ensures the safety of both the participants and the team members. Further, he or she ensures that coordinators and volunteers are registered in courses, have course outlines, and are assisted with their course load. Next is the experiential learning coordinator. This paid professional is needed to mentor and train the coordinators. The responsibilities of this position include recruiting and training the coordinators and providing support and mentorship for them. The coordinator is responsible for booking the gymnasium space and attending weekly meetings with other coordinators to encourage a meaningful learning experience. The learning coordinator arranges meetings with a certain number of schools within the board so that they allow their students to attend the SNAP program. The learning coordinator also organizes call-in days, takes inventory, cleans and repairs equipment, and orders new material (McEachen, 2011; Special Needs Activity Program, 2017a; “The Team,” n. d.; & SNAP Team Members).

Next is the mentor’s position, worked on a volunteer basis. Mentors are committed graduate students or previous SNAP coordinators and should have experience in SNAP and/or other service-learning settings and provide support and mentorship to SNAP coordinators. Their tasks include providing feedback, assistance, guidance, and mentorship to SNAP coordinators. To encourage a meaningful learning experience, there are weekly meetings, in which members discuss issues and ensure that the activity areas are safe for all parties involved (McEachen, 2011; Special Needs Activity Program, 2017b; “The Team,” n. d.; SNAP Team Members).

Coordinators and facilitators are also an important part of the SNAP team. The program requires around eight to 15 undergraduate students to voluntarily coordinate, administer, and facilitate the program (Appendix M). To qualify for this position, applicants must be fourth-year honours students completing their applied research project or members of independent study groups who have background knowledge of basic movement developmental activities, fitness, and conditioning (Special Needs Activity Program, 2017b; & SNAP# 15). In addition, the number of volunteer staff SNAP requires ranges from about 100 to 120 undergraduate and graduate students. Brock student volunteers lead the participants through the various activities of a SNAP session (“Creation of SNAP,” n. d.; Simonics, 2013; & lenius, 2017).

To qualify, volunteers must have some background in growth and development, motor learning, movement, activity planning, skill development (in areas related to dance, games, outdoors, creative/expressive movement, general gross and fine motor skills, etc.), and knowledge of disability studies and APA are considered an asset (Special Needs Activity Program, 2017b). The volunteers are responsible for engaging one-on-one, two-on-one, and three-on-one with the participants as movement partners helping to facilitate movement-based activities. Volunteers familiarize themselves with the participants’ profiles, formulate a plan for them based on the information in their profile, and enforce rules while respecting their dignity. Volunteers need to be well-prepared if they are working with a child who requires either a visual or written schedule. Volunteers ensure that the activities are developmentally appropriate, taking into consideration the participants’ developmental and chronological age and their abilities. They keep participants as active as possible while completing purposeful movement activities, all while creating an enjoyable experience. It is important that volunteers cooperate with their participants and help them when they require assistance. They must not leave their participants

unattended at any time; they must wait for the participants' teacher to accompany them at the end of the program before leaving (Special Needs Activity Program, 2017d; "The Team," n. d.; & SNAP Team Members).

SNAP stations are designed to accommodate all kinds of bodies and are adapted to every participant. They are crafted according to pedagogical concepts related to a particular aspect of the youth and adolescent movement repertoire. The main movement categories include fine motor skills, sensory motor skills, games skills, gross motor skills, fitness, and body management. The stations are based on a pedagogical approach to teaching, and learning contexts include blending the station-based activities with carefully phrased, open-ended tasks, which means there is more than one correct way of accomplishing these tasks, more than one place to begin and end a task, and various entry and exit points for each activity ("Stations," .n. d.; Special Needs Activity Program, 2017a; SNAP Team Members) The SNAP stations are geared towards participants with different abilities. "They create a lived body experiences to help develop each individual's activities of daily living through movement education. Stations have an embedded curriculum, which links important movement concepts and skills to physical activity in order to transfer learning in different settings" (Morrison, 2014, p. 4). There are five kinds of SNAP stations: fine motor skills, gross motor skills, athletic court, multimedia room, and sensory room ("Stations," .n. d.; Special Needs Activity Program, 2017a; & SNAP Team Members).

In the **fine motor court**, participants work on developing fine motor skills that require small movements and the use of small muscles of the fingers and hands, toes, and wrists. In the **gross**

**motor court**, they work on developing skills that use the largest muscles of the upper and lower body (e.g., shoulder and hip girdles; arms and legs). There are five stations in SNAP that promote gross motor skills: the crash mat, trampolines, giant shapes, the semantics square, and the fitness station. In the **athletic court**, there is a variety of sports equipment that encourages participants to engage in group and cooperative play and to use teamwork. The athletic court empowers participants to play and interact with others, to recognize their own potential, to negotiate play roles and ideas, to reflect, to take turns, and to problem-solve, which helps to improve the participant's self-esteem, social skills, and relationships. The **multimedia room** is a separate room used to minimize distraction from other activities. In this room, there are video games such as Nintendo Wii, Rockband, and DDR. The Nintendo Wii console offers games with a physical activity component, such as baseball, golf, bowling, boxing, and tennis. The **sensory room** is a separate room that aims to block out noise and maximize relaxation and calming, with dim, soothing lights (Christmas lights or twinkle lights), squishy pillows, blankets, lava lamps, visual projectors, mats, and sensory toys ("Stations," .n. d.; Special Needs Activity Program, 2017b; & SNAP Team Members).

#### 4.1.2.3 *Program implementation.*

Before the SNAP session, volunteers will receive their participant profiles to access their needs and develop the individualized plans accordingly. The profiles have the participants' demographic information (name, age, gender, and parent contact information); health information; strategies to avoid and de-escalate conflicts with him or her (What works well for them? What makes them upset? What makes them happy?); sensory considerations (tactile stimulation, tactile defensiveness, tactile aggression, sensitivity to loud noises); and other types of support they need (e.g., assistance with toileting). Based on the information given in the

participant's profile, volunteers identify the participant's strengths and weaknesses. This enables them to develop strategies that will make use of their strengths while addressing their weaknesses. Through participant profiles, volunteers begin to get to know their participants, which contribute to successful involvement (SNAP Team Members).

Each participant's plan is individualized and based on the information in their profiles. When planning, volunteers take into consideration the following: its presentation in visual schedules of inventory and replenishment, the use of social stories, scripting and re-directing, the use of phrasing and visual aids that offer activities that address their developmental issues without diminishing the dignity of their chronological age (SNAP Team Members). The plan should also include activities based on observation of strengths and gaps in the movement repertoire, using the developmental milestones of the first twelve months as guidelines for baseline or fundamental movement patterns. They should also include working on skills that are important for the participants' everyday functioning and well-being (SNAP Team Members).

Like the environment, SNAP activities are designed to be accommodating and to be adapted to every participant. SNAP offers various types of play:

- **Individual play:** SNAP offers one-on-one assistance to participants, which allows them to engage in individual activity.
- **Parallel play:** Almost all stations are located in the three gymnasiums, which allows the participants to see and learn from each other. Most of these participants have play and social interaction skills deficit. SNAP provides opportunities for these participants to

engage in parallel play in the same place. (Special Needs Activity Program, 2017b; & SNAP Team Members).

- **Group or cooperative play:** There are some stations that require many players. These situations encourage participants to play with other participants or with a group of participants with whom they can collaborate and cooperate. SNAP offers friendship opportunities with participants of a similar age. Most participants with different abilities want to have friendships with same-aged peers, and engaging them in movement-based play scenarios for developing such relationships (Special Needs Activity Program, 2017b; & SNAP Team Members).
- **Imaginative play:** There are many kinds of stimulation for participants to interact with, which allow them to be imaginative and creative. For example, at the puppet show and shapes stations, participants “can build cities or they can build battlegrounds, or they can act out stories with each other, and they can make the equipment be anything they want” (SNAP#5)
- **Active play and quiet play:** SNAP provides opportunities for participants to engage in active play in which they move quickly, talk, shout, laugh, squeal, shriek and to engage in quiet play in which they read, roll on a mat, play with puzzle pieces, or do crafts (Special Needs Activity Program, 2017b; & SNAP Team Members).
- SNAP promotes physical ability development in areas such as body management, gross motor skills, fitness and conditioning, sensory-motor and fine motor development, and games skills, which help to expand the participants’ physical movement repertoire. It also increases the participants’ body awareness, space awareness, effort, relationships with objects, and relationships with others. The program helps them to develop their motor

milestones and movement patterns to improve their activities in daily life and their well-being. It develops the participants' sport and playing behaviours and skills and increases their physical fitness and conditioning abilities such as mobility, strength, flexibility, coordination, conditioning levels, balance, and endurance in their upper and lower bodies (Special Needs Activity Program, 2017b; "Stations," n. d . & SNAP Team Members).

Additionally, SNAP increases participants' awareness of play-based programs and their ability to engage in similar social situations. The program develops and increases the participants' social interaction skills, such as talking, sharing, smiling, verbal and non-verbal communication, and problem-solving. The program helps to increase the participants' ability to engage in leisure activities and different types of play with confidence while enhancing their skill development and autonomy, which in turn increases their independence, self-esteem, self-direction, and self-confidence. In terms of cognitive outcomes, SNAP increases participants' understanding and acceptance of the play-based program and its rules and strategies and their ability to think about physical activity as something other than sport. Furthermore, it increases their creativity by encouraging them to use play-based program equipment in many different and non-traditional ways as well as their knowledge about engaging in various movements (Special Needs Activity Program, 2017a; "Stations," n. d . & SNAP Team Members).

Further, SNAP develops and increases the team's personal skills. Through effective program implementation, team members acquire a sense of accomplishment, reward, productivity, and purposefulness through being able to help and make positive changes in someone's life. The

program helps team members to cultivate social, and communication skills and develop valuable friendships (SNAP Team Members). It also helps develop the team members' mentoring, interpersonal, and leadership skills. Additionally, SNAP helps team members experience direct contact with a learning environment that provides them with direct feedback, helps to raise their practices to a more sophisticated level of understanding and implementation, and helps them apply theoretical knowledge in practical ways. It enables them to learn about child growth and development, to earn an undergraduate thesis or independent study credit, and to enhance their resumes. The team members also gain practical experience in service learning, which allows them to develop skills including play-based programming for youth and adolescents with different abilities, appropriate behaviour, working in large groups of same-age peers, working with participants with different abilities, and gaining first-hand experience of different behavioural needs, all of which has tremendous educational significance (Special Needs Activity Program, 2017a; & SNAP Team Members).

#### **4.1.3 SMILE program description.**

The Acadia University SMILE program is an innovative, academic-based, and volunteer-driven program that offers children with different abilities a unique physical activity experience to improve their physical literacy ("About Us," 2017; & The Acadia SMILE program, n .d.). Throughout the academic year, this program is delivered to approximately 250 individuals, who are given one-on-one physical activity instruction by student volunteers ("About Us," 2017; & The Acadia SMILE program, n. d.). Since its inception, the program has involved over 5,000 student volunteers from all academic disciplines at Acadia University, who often note SMILE as a highlight of their university experience (The Acadia SMILE program, n. d.).

#### 4.1.3.1 *Program planning.*

The program mission statement is as follows: “SMILE program provides an environment of play and fun that fosters fundamental motor development for children and youth with varying ability levels and develops leadership skills for Acadia University students that lead to a lifetime of success” (The Acadia SMILE program, n. d.).

SMILE is an academic-based program that focuses on participants’ abilities within a play-based atmosphere. It uses the ecological task model, in which participants are assessed via individual plans. The motor development model is utilized in implementing these plans (The Acadia SMILE program, n. d.).

#### *Ability-based approach.*

As Emes, Longmuir, and Downs (2002) note, “Abilities-based is not a model for service delivery; it is an approach that offers a new perspective that is based on person-centeredness, openness, and compatibility” (p. 403). The focus is on participants’ learning situation, not on their impairment or disability. According to Emes, Longmuir, and Downs (2002), the factors that influence the success of an abilities-based approach include person-centeredness, inherent inclusiveness, individualization, and environmental compatibility.

*Person-centeredness.*

“Person-centeredness” revolves around the notion that the participant is placed at the centre of the planning process. The professional moves from the superior role of an all-knowing expert to the humbler role of partner. SMILE program instructors and leaders are trained to focus on the personal interests, capacities, and abilities of each individual rather than question their individual differences. **Inherent inclusiveness** refers to social imperatives that promote the creation of communities that are supportive towards all members and ensure that they share equitably in their resources regardless of their differences (Emes, et al., 2002). In this abilities-based approach, inclusion is not considered an event or a method in which all students with different abilities are educated together with their non-disabled peers in regular classes. Rather, inclusion is a value that is inherent within high-quality service delivery. **Individualization** is at the core of the abilities-based approach because it clearly shifts the emphasis from remediating deficits to maximizing abilities. Individualization suggests planning and program delivery based on abilities, enhancing learning and successful participation for every participant. Finally, **environmental compatibility** is another important consideration. The attitudes and behaviours of generic service providers are critical, and “the physical, social and psychological accessibility of the places in which they practice is fundamental in an accepting environment” (Emes, et al., 2002, p. 13–14). In addition, SMILE program instructors are always encouraged to assess the physical, behavioural, and environmental barriers to a child’s development and to take them into consideration in their movement goals and when implementing activities.

*Ecological Task Assessment (ETA).*

ETA provides strategies for individualizing instruction, which further provides participants “with choices, to enhance decision making, to increase teacher observation, and to foster discovery” (Balan & Davis, 1993, p. 45). ETA is applicable to populations with different abilities and typically developing individual, and is designed to help to gain insight into the dynamics of movement behaviour by examining the interaction between the tasks and the constraints (both limitations and enablement) of the performer and the environment (Burton & Davis, 1996). Based on ETA, motor skills, movement form, and performance outcomes result from the dynamic interaction between the participant’s capabilities and intent, the task goal and conditions, and the environmental situation. Therefore, any change to these dimensions will directly affect the movement pattern and performance outcomes (Balan & Davis, 1993). Thus, we cannot assume the best movement pattern for all participants. Instead, the instructor should help participants demonstrate their optimal movement patterns by comparing the movement form to the task condition and performance outcome. In SMILE, ETA is used as a physical activity assessment to understand the motor development of the participants with different abilities and to optimize their movement performance.

SMILE is based on the understanding that children with different abilities often do not receive the needed amount of exercise or peer interaction due to their limitations. This program attempts to close the gap between college-educated young adults and individuals who do not have the same opportunities in life. SMILE is an innovative program designed to enhance physical

literacy and fundamental movement skill development in children with different abilities, developed with the understanding that physical activity should be adapted for children with different abilities (SMILE Team Members; The Acadia SMILE program, n. d.). SMILE not only aids in helping participants mature developmentally but also helps the volunteers to improve their leadership skills. The SMILE program allows Acadia students to engage in practical life experiences that can be transferred to their own life and engage with participants with different abilities with the common goal of providing these children with a safe and fun environment that can help them grow and live a fulfilling life (SMILE Team Members). SMILE also has an important role to play in the community by providing an environment of play and enjoyment, as it fosters physical literacy for children and youth of varying ability levels. It offers children with different abilities an exceptional learning atmosphere (SMILE Team Members; The Acadia SMILE program, n. d.).

SMILE is delivered to approximately 80 children with varying abilities, aged 1 to fourteen years. The children's developmental differences range from being autistic, to non-verbal, to being confined to a wheelchair, to having attention deficit hyperactivity disorder, to being neglected at home, or to simply being a child who needs some one-on-one time. The children come from Annapolis Valley and the surrounding communities. The SMILE program takes place for 16 weeks of the academic year, with eight-weeks in each term ("Program Information," 2017; SMILE Team Members).

SMILE is oriented towards creating a unique experience that allows participants with varying abilities to participate in a wide range of physical activities and to work on their overall development. "Fun is the vehicle that we use to get our participants from a starting point to an end point" (The Acadia SMILE program, 2009). It seeks to improve the overall development of

participants with different abilities, which means focusing on their physical, social, and cognitive well-being. There are five main areas covered by SMILE goals: physical or psychomotor, social or affective, cognitive, team, and community (SMILE Team Members; & The Acadia SMILE program, 2013).

SMILE team members are responsible for creating and developing each participant's physical literacy so that all can be successful in physical activity settings in their lives. The goal is to help participants develop their motor skills, strength, and health by participating in physically demanding activities for long periods of time through early and middle childhood. By enabling participants to develop their psychomotor skills, they also help them to improve their coordination, reduce immature motor patterns, increase mature motor patterns, improve balance and tactile interpretation, strengthen muscle endurance, and increase their range of joint flexibility. Additionally, other locomotive skills are developed that help in balanced coordination, such as walking, running, jumping, and manipulating objects (SMILE Team Members; & The Acadia SMILE program, 2015).

SMILE promotes social life skills and awareness that can enhance one's quality of life by providing a safe environment for participants with different abilities to engage in physical activities without worrying about everyday struggles. The program's emphasis is on developing self-expression, encouraging efficient peer interaction, cultivating socially appropriate behaviours, and providing learning experiences that emphasize successful outcomes (SMILE Team Members; & The Acadia SMILE program, 2015). The program also improves participants'

social skills by teaching them how to appropriately greet others, listen, ask questions, follow instructions, ask for help, and become more involved in their own experiences. SMILE also encourages participants to develop their self-esteem by strengthening the emotional and social aspects of their personality through participation in cooperative, group-oriented activities. Significantly, SMILE aims to promote the participants' independence and genuinely cultivate positive traits within the individuals so that no one feels unwanted or that they are not special. In terms of cognitive development, SMILE encourages individuals to cultivate their creativity, improve their problem-solving abilities, and enhance their memory, self-control, and laterality/directionality. To maximize a child's development, learning opportunities are provided in three commonly recognized domains of behaviour: psychomotor (motor and fitness performance), affective (social, emotional, feelings), and cognitive (intellectual skills) (SMILE Team Members; & The Acadia SMILE program, 2015).

The program provides Acadia University students the opportunity to work with participants with different abilities, allowing them to acquire leadership experience within a successful, fun-based environment. SMILE also provides a community service to children with different abilities who would not have otherwise been able to participate in physical activities. The program allows this population of children to access facilities for physical activity such as a swimming pool in a safe, encouraging, and positive environment (SMILE Team Members; "About Us," 2017).

#### **4.1.3.2 Program delivery.**

The SMILE program and its curriculum are managed by an advisory board (The Acadia SMILE program, 2011) The advisory board has ten members from different areas of expertise. Their purpose is to ensure the sustainability, integrity, and growth of the program for all its participants

and as an essential aspect of the Acadia University student learning experience. The board meets a minimum of three times a year to discuss leadership, planning, and direction in terms of programming, fundraising, and awareness to ensure SMILE's continued success within the Acadia community and surrounding areas (The Acadia SMILE program, 2011).

The program director position is filled by a professor at the university, who oversees the overall functioning of the program. In addition, each academic year, SMILE selects individuals through an application process covering thirty groups involved in the program. The group includes a student director, group leaders, instructors, and participants with differing abilities. The team is divided into four levels based on their various responsibilities. It is hierarchically structured to ensure that the participants enjoy a well-designed experience. Each team member must have completed first aid training and a criminal record check (SMILE Team Members).

SMILE team members belong to different levels based of their position and responsibilities in the program. The top level, the SMILE program coordinators, are paid, full-time position. The coordinator facilitates staff according to the directors' instructions and manages student directors and leaders. He or she also oversees the entire program and the team of volunteers, who are all Acadia University students. He or she heads the leader and instructor training, supervises fundraising, and is responsible for advertising (SMILE Team Members).

At the next level down are student directors. There are three main Acadia University student directors for each session of the SMILE program. The student director helps place the volunteers where they will be most useful. The student directors also provide an overview of the entire

program and any needed support to the students involved. Most of the student directors' responsibilities are carried out behind the scenes; they act as an intermediary between the participants and the program coordinator. The third level is comprised of SMILE leaders. These leaders are also Acadia University students and hold the position of leader under the guidance of the student directors. SMILE leaders have participated in the program before and can provide important guidance and answer questions. Each leader supervises another small group of student volunteers or "instructors". Like the student director, most of the duties of the student leaders are carried out behind the scenes. They organize small group games and songs that are developmentally appropriate for participant age groups. In terms of planning, student leaders choose a theme for each day that corresponds to the activities related to the theme. A pair of leaders is responsible for one program day throughout the semester, for which they organize larger group games and facilitate events. Throughout the week, the student leaders aid in the planning process (e.g., décor, word walls, etc.). The leaders pair administering instructors with participants, making sure they are meeting the specific goals outlined for them. The leaders are also available as a resource and source of support for the instructors (SMILE Team Members).

The fourth level includes a group of Acadia University student volunteers whose applications are selected by the SMILE leaders, as they best exemplify the model student the program seeks as a SMILE instructor. Each instructor is paired one-on-one with a participant. The instructors are responsible for those they are paired up with for each session, providing them with goals and meeting with them whenever necessary. For fourth-level instructors, the responsibilities include attending instructor training, where potential instructors can learn about various types of impairments and how to most effectively interact with children affected by them. The instructors assign various goals, which may be physical, cognitive, or social (SMILE Team Members).

Each participant, regardless of their ability, engages in physical activities appropriate to their age and developmental stage of movement within various settings, which allows for improvement in social, emotional, and physical well-being. Planned activities can include games, arts and crafts, gym activities, time in the Snoezelen Room, a nutrition program, music therapy, and ice skating. This is followed by an hour in the swimming pool and themed event facilities (SMILE Team Members; “Program Information,” 2017).

There are various activities in the gym that foster the development of gross motor skills through engagement in fundamental movement patterns such as running, jumping, hopping, skipping, throwing, striking, dancing, and walking around the track. These are the types of activities that are set up for the participants to engage them in creative ways. Participants can be involved in group activities or play one-on-one with their instructor. There are also a wide range of generic sports such as floor hockey, basketball, soccer, and squash. Other games that further develop motor skills include throwing games that involve bouncing balls and bowling, in which those with varying physical abilities can still find ways to push the ball forward (SMILE Team Members).

The gym is equipped with various other objects to facilitate participant engagement in a variety of activities, including large foam blocks shapes, foam rockers (for climbing, exploring, building), cubes as interactive floor display mats, a variety of swings such as monkey bars and gymnastics equipment, mats, sports equipment, parachutes, balls of different shapes and sizes (soccer balls, basketballs, softballs, etc.), and sensory toys (SMILE Team Members).

The sensory room is an area designated for participants with different abilities that have prevented them from participating in high-stimulation activities. These activities are geared towards balancing the participants' mental well-being. These may include activities such as art, reading, yoga, working on puzzles, and music therapy (group singalongs and dancing). Additionally, SMILE invites volunteers from the Acadia School of Music to help participants in need of cognitive and motor stimulation to receive music therapy through observation or participation in song, movement, and/or dance. This music therapy involves participants playing instruments such as guitars, ukuleles, and sometimes even wind or string instruments. Other resources include a preschool room, which is a smaller space and consists of toys for younger children (SMILE Team Members).

In the Snoezelen Room, the participants can relax and explore in a safe environment away from the bustle of everyday life. The Snoezelen Room is a multi-sensory environment filled with shapes, textures, lighting effects, soft music, and colours to enhance sensory-motor skills by either calming or stimulating the participants. The word "Snoezelen" is taken from two Dutch words: *snuffelen*, which means to explore or to seek out, and *doezelen*, which means to relax or to be in a wonderful place. It is specially designed for the instructors to achieve movement, social, and cognitive goals based on their participants' ability level. Snoezelen Rooms are used to treat various disorders such as autism and intellectual impairments, acquired brain injuries, and dementia. There are additional sounds that help participants relax or explore more experiences (e.g., water, gulls, and a foghorn) or hear different calming effects (e.g., snowflakes). The Snoezelen Room allows participants to have these experiences in a safe environment (SMILE Team Members; & "Snoezele Room," 2017).

The program also makes use of a six-lane, Olympic-sized pool with a viewing gallery for up to 200 people (“ Acadia Poo,” 2017). The pool area is highly accessible and has the equipment needed to aid the participants in changing into their swimsuits as well as lifting them into the pool. A lift is used to help participants from their wheelchairs into the pool, and there are benches that can be placed in the shallow end of the pool to make it even shallower for the smaller participants or those who are afraid of the water. There are also floatation devices, which are very important for both the participants and instructors, as they are fun and can be used for many purposes. The leaders use lifejackets, pool noodles, flutter boards, bright-coloured floating items and toys, toy ships, balls, and other adaptive tools to instil confidence in reluctant swimmers. Anything that can engage them, bolster their confidence, and cultivate healthy social skills is used (SMILE Team Members).

The nutrition program provides healthy snacks for all participants in the Saturday SMILE sessions and is led by two nutrition students. The snack program aims to increase participants’ awareness of the importance of a healthy diet in their lives. There are also alternative options for participants with allergies (SMILE Team Members).

#### **4.1.3.3    *Program implementation.***

SMILE program team leaders work one-on-one in a physical activity setting with a child with different abilities. Each participant is provided an individualized physical activity plan that includes a variety of activities (e.g., physical fitness, strength, aerobics, flexibility, and perceptual motor and sport skills). The participant’s individualized physical activity plan also

includes the instructor's assessment. Each participant has a lesson plan for each week, designed specifically in accordance with the needs reported in his or her progress report. The individualized plan includes activities that emphasize the psychomotor, social, and cognitive domains of human behaviour (SMILE Team Members; & The Acadia SMILE program, 2013).

Each SMILE day has a theme that influences how the gym is set up and the games, activities, and crafts for that day. In some instances, there are outside individuals who visit to perform, teach, or provide an activity for the participants (SMILE Team Members).

The program improves the participants' physical, social, and cognitive abilities. Physically, SMILE helps to develop the participants' sense of competence and confidence so that they are motivated to be physically active in a variety of ways and settings and increases their physical development, fundamental movements, and sports and playing skills. Consequently, the participants develop a positive perspective on participating in physical activities and become more motivated to be involved in physical activities. Moreover, the program helps the participants to strengthen their motor abilities, endurance, and flexibility by participating in physical activities. Their understanding of their body's synchrony, rhythm, and sequence is enhanced (SMILE Team Members).

Socially, SMILE helps to increase and enhance the participants' quality of life by providing them with the opportunity to play, learn, and develop in the presence of other, similar individuals. It also helps the participants to develop socially appropriate skills through interacting, communicating, and building relationships, encouraging them to be more tolerant and accepting of others. Moreover, through creating the means of developing effective social behaviours, SMILE helps the participants to become confident about who they are and about their ability to

interact with others and engage in a variety of activities, including group activities. As a result, the children learn to express themselves in new ways; they begin cultivating a healthy sense of self-love and begin to discover that others love them as well. Finally, the program assists in increasing the participants' sense of understanding and acceptance of a play-based program (SMILE Team Members).

The program enables university students to acquire volunteer experience and to gain the appropriate training necessary for working with participants with different abilities. They can also use their experiences with the program on their resumes when applying for jobs or further education. The program enables students to cultivate leadership skills through leading peer groups of Acadia students and a group of child participants. In short, the program provides university students with life experience and skills that further assist them in their professional growth while enabling participants with different abilities to access high-quality services to cultivate a sense of community belonging. This creates an inclusive community in which no one feels alienated by their impairment (SMILE Team Members).

#### **4.1.4 Summary**

This subchapter presents the findings of Phase One. These findings include the program descriptions of CMP, SNAP, and SMILE. Each description included three main themes: program planning, program delivery, and program implementation. These programs are rooted in similar theories and ideas, yet they exhibit some differences in their implementation that show the uniqueness of each program. The similarities and uniqueness of these programs will be used to

develop a play-based program based on the Canadian framework. The program will then be customized according to the Saudi culture and context. Customization is important because some of the features of the Canadian programs are in conflict with the Saudi culture (e.g., males and females participating together in the program).

Thus, the customized program for KSA will be segregated by gender because Saudi universities separate males and females. As such, sportswear for the participants and team members should be based on the cultural dress code (e.g., both genders are not allowed to wear shorts). Likewise, some activities such as high jump for girls may not be allowed. Therefore, some features may need to be customized to be culturally acceptable. Moreover, some motivational culture themes need modification; for example, the Saudi society does not celebrate Halloween or Christmas. Regarding sport activities, Saudi society encourages some sports such as soccer; however, hockey for example does not exist. They need time to learn and accept other sports. However, most of the other features correspond with the Saudi culture, such as the program goal and outcome for team members and participants, program training, and program evaluation.

One of the features supported by the culture is the buddy system, which is similar to the fraternity system in Islam founded by Prophet Muhammad. Prophet Muhammad, peace and blessings be upon him, said “None of you truly believes until he loves for his brother what he loves for himself.” The main objective of this legislation was to establish the foundations of a social organization that eliminates the traditional differences (e.g., race, ethnicity, and disability) in the Muslim society and replaces them with new links that achieve a remarkable change in the way of life of Muslims. The fraternity system is based on brotherhood and sisterhood between two people: the helper and the one who needs support. It is morally and materially intertwined as it brings goodness to its brothers via counselling and spending time free of charge on the basis of

religion and faith. It is based on three levels that help apply the principle of Islamic brotherhood. (1) To fulfill your brothers/sisters' needs when they ask you; (2) To fulfill your brothers/sisters' needs before they ask you; (3) To show altruism and perform selfless acts for another's benefit in spite of oneself. This is a humanitarian endeavour praised by Islam. In short, the differences between the Canadian culture and Saudi culture require that the program be customized to increase the likelihood of successful transference. The results of the three play-based programs and their implementation in Canada were provided to the intended Saudi users to obtain further feedback.

## Subchapter 4.2 Phase Two Results

### **4.2 Success Factors in the Three Play-Based Programs**

The success factors considered in this phase were generated from the analysis of each play-based program as an independent case (within case), then across cases. This section highlights their shared features, as judged based on the subjective perspectives of 40 program team members and on the inquirer's interpretation. Specifically, this section describes the key factors and how they are implemented in each program. The three play-based programs are judged to be successful based on their outcome indicators. The criteria for a successful program include program

sustainability, participant satisfaction, team member engagement, and potential for research. These criteria were obtained on the basis of inductive analysis. The program team members considered the CMP, SNAP, and SMILE programs to be successful based on these criteria.

### *Sustainability.*

The sustainability of these programs relies on their structural transformation from small projects to some of the largest and longest-running programs in the community. SMILE, for example, began as an aquatics program and is now a permanent part of community services and “hosts over 80 participants” in one Saturday session (SMILE #13). The CMP program, which began an exploratory project, has been in operation since 1995. The SNAP program similarly began as an independent study project in the Niagara Region in 1994.

### *Participant Satisfaction.*

Participant satisfaction is also an important criterion. The three play-based programs provide services to a large number of participants. The CMP program is attended by an average of 120 to 160 participants annually, with a maximum of twenty participants per group (CMP #3). “Participants want to keep coming back and keep doing it, and they actually enjoy it a lot” (SNAP #3). The SMILE program serves an average of 280 participants per academic year, and over 80 participants attend each session (The Acadia SMILE program,2019). One SMILE team member noted that some participants are from nearby areas such as Annapolis Valley in Nova Scotia, but others commute for two to three hours to attend sessions (SMILE #9). Another SMILE team member stated, “Parents will drive an hour on Saturday morning to bring their child

for a couple hours” (SMILE #8). The SMILE program has become one of the community’s key resources, and those who begin attending the program at a young age may continue for many years, some well into adulthood (SMILE #1). The SNAP program serves an average of 1,600 participants per academic year. It is “school-based and is coordinated with over 85 schools and organizations in the Niagara Region” (SNAP #20). The average number of participants in each session is 100 to 120 (Special Needs Activity Program, 2019). “Children are gaining exact actual experience and actual skills from this also. That’s why schools are bringing the children repeatedly. ... If we didn’t do a good job, the schools wouldn’t keep coming back” (SNAP #3). Another team member added, “The program’s very successful in terms of actually being able to do this. These participants have come a long way, that children are there every week .... It’s one of those ones where kids are extremely excited to come back” (SNAP #7).

### ***Team member engagement.***

Without team member engagement and university student involvement, these programs would not have become so successful. Most of the team members are volunteers, so their engagement in the program is not compensated financially. “It stays successful because people want to help. If the people are ... some sort of weird, nobody would be a volunteer” (SNAP #3). Some team members’ comments include: “From my perspective, I think this is a great program” (SNAP #11); “I’ve never seen a program like this anywhere else but here” (SNAP #7); “I think it’s successful because people know that it’s a useful and a good program” (SNAP #3); “I’m totally going to keep doing it. I plan on doing it every week now because I just really, really did enjoy

it” (SNAP #3); “I think it is an amazing program and still promote it to this day!” (SMILE #5); and “this program is obviously successful since it has been running for over 20 years now” (SNAP #11). Loyalty to the program encourages team members to support the program’s mission and work hard to achieve its objectives.

The SMILE program has 3,500 students (SMILE #9). The SNAP program has “about 80 to 100 undergraduate students” participating in each session (SNAP #20), and the CMP program has an average of 60 university students at each session. Most of the team members maintain their position in the program for more than one term. One team member stated that last year “I volunteered at the program, so I’m just a volunteer every week, working with a different child. Then, this year, I’m on the coordinating team” (SNAP #5). “There is no lack of interest in this program – at the beginning of each year, the program holds a meeting to recruit new participants, and often the room is filled with people, and they can’t accept everyone!” (SMILE #7); “We don’t like to send people away, but we had so many volunteers but not enough kids. So we had to create a waiting list” (SMILE #14).

### ***Potential for research.***

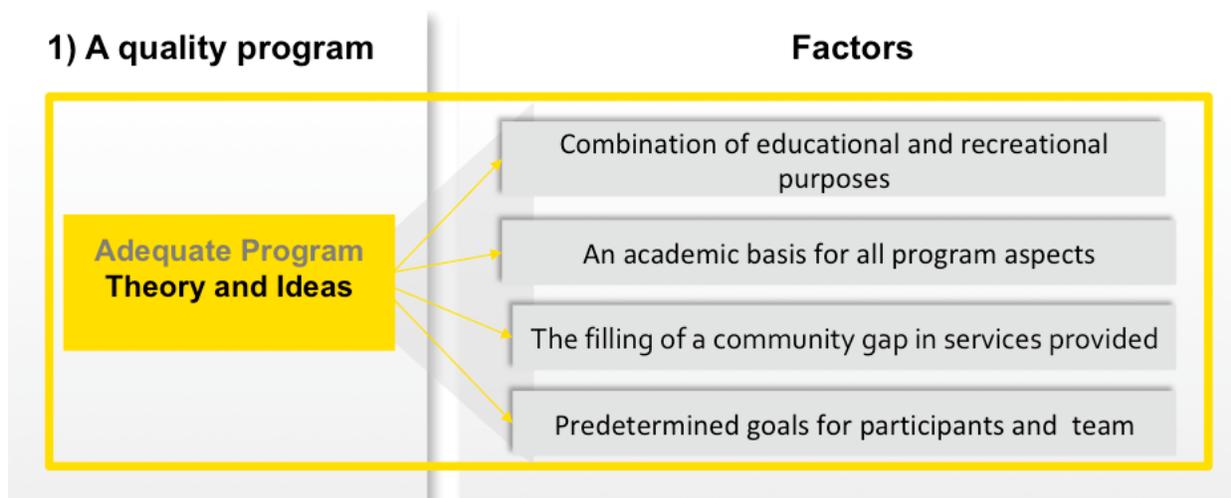
The final criterion for success is having a site for research (SNAP #12). SNAP provides a research site for undergraduate students, graduate students, and faculty, as well as for researchers from community partners to conduct studies on the program. Their research is based on measuring participant outcomes, evaluating the quality of the program, tracking phenomena over time, working with images and video, developing programs and testing them, and exploring effective practices from across broad range of interest areas. From 2010 to 2015, more than six research studies were conducted on the SNAP program. “SNAP has been very successful in

implementing its movement programs, which is evident through the many awards it has received, as well as the published articles, both locally and internationally” (B SNAP #13). Similarly, the SMILE program site states that during the academic year of 2016–2017, there were eight research projects conducted nationally, and one internationally, taking place within the SMILE program site (The Acadia SMILE program, 2019). Also, the CMP program allows researchers from Brock and other universities to conduct research on the CMP program (Children’s Movement Program, 2017). Using these criteria, one may find common features among the three programs in terms of their theory and implementation. These factors are required to develop a successful play-based program for children with different abilities in other settings.

#### **4.2.1 Quality program.**

##### **4.2.1.1 *Adequate program theory and idea.***

Running the programs through universities gives the programs intellectual authority in the community, as well as trust from parents, schools, and community partners. From a community perspective, the fact that a program is run by university professionals suggests that it is a high-quality program with an educational purpose, that it fills a gap in community services, and that it has a theory-based implementation and specific goals for the team members and child participants (CMP #1; CMP #6). Figure 3 presents this theme and related factors.



**Figure 3: Adequate Program Theory and Ideas**

*Purpose.*

The purpose of these three programs is to provide educational recreational services that utilize academic theory as opposed to the medical model. The educational recreational service is based on the assumption that “behaviour can change and improve as the individual acquires new knowledge, skills, attitudes, and abilities” (Stumbo, & Peterson, 2000, p. 37). In these programs, change occurs through engaging children with different abilities in physical activity-based programs that are designed according to the educational model. For example, the purpose of the CMP program is to incorporate physical activity in a way similar to how the Brock physical education and kinesiology programs train their students to become future kinesiologists (CMP #6). Using the educational recreational model differentiates these programs from programs in the community that specialize in or are focused on one sport, such as gymnastics, soccer, or basketball. These programs “are not traditional. It’s more exploratory movement-based, play-based” (CMP #3). As one team member noted, SNAP is “a fun way of getting students to engage

in physical activity in non-traditional ways, like going to a gym, sitting on a bike and pedalling, or walking on a treadmill kind of thing. It's a fun way to get students to engage in activities" (SNAP #5). One CMP team member stated, "we're offering them movement skills, which they can apply to different things. So that's why we do games like sports, gymnastics and dance" (CMP #3).

*Fill community gap.*

The idea behind the creation of these programs came from a community need. These programs meet the needs of children with different abilities and their caregivers. The university seeks to invite the larger community into the university arena to forge community connections (CMP #3). University communication with schools, with parents of children with different abilities, and with community partners is an essential component of developing a program that fills a gap in community services. As a program administrative member confirmed, "Certainly, we have succeeded in offering inclusive and adaptive physical activity to kids who otherwise wouldn't be experiencing it" (SNAP #20). Building these relationships with the community allows these programs to develop over time in a way that addresses the target group's needs and provides services for a large number of eligible participants. These relationships also help fund the program, decrease program fees, and provide tuition waivers for children who need them. It also enhances transdisciplinarity and community engagement. The CMP and SNAP programs are shaped according to the needs of the Niagara community. SNAP was established to support individuals with different abilities in a safe, inclusive, and accessible environment, where they

are able to participate in meaningful movement-based experiences in which they do not engage normally (SNAP #12). Similarly, the SMILE program fulfils community needs in Wolfville and the surrounding area (SMILE #9). Furthermore, many caregivers of individuals with different abilities experience fatigue due to the level of care the individual needs, so the time a participant spends in this program provides the individual with different abilities with an opportunity for playful learning while also allowing their caregiver the opportunity to rest (SNAP #10; SMILE #14). This program can be highly beneficial for both parties and for the community in general, as it provides rest for all those who care for the participants and allows community systems to work together cooperatively to their mutual benefit (SNAP #10).

*Academic based.*

It is essential that these programs are offered by and within academic institutions, as universities provide a credible source from which the theoretical aspects of the program are derived.

Affiliation with a university also ensures that the program becomes operative in order to achieve the program's expected outcomes. Moreover, the three programs are interdisciplinary in nature and rooted in academic theory, meaning that there is a strong theoretical component behind every aspect of the program. The program's administration emphasizes that SNAP is "not only a play-based program, although play is important. It's based on a good model of movement education, so it is supplemented by phenomenology and good model learning principles" (SNAP #20). These play-based programs employ a participant-centred approach, which allows for continual adaptability and improvement of the program (SNAP #12). Each program also takes several factors into account in its implementation: adaptation, flexibility, and usability.

Adaptation in the implementation of a play-based program involves two sub-factors: environment accommodation and activity plan modification. The individual experience that

participants gain from their involvement in the program is significant. Every child with different abilities has different strengths and needs, which requires specific accommodations in the environment in order for them to gain access to the program's equipment and activities. These programs are meant to redesign conventional physical educational training to incorporate new ways and strategies of working with various kinds of bodies. There is also a modified individual plan based on the participant's abilities and needs. Program activities also must be varied and offer diverse options in order to keep the children active and creative throughout the program time. Flexibility is key, as the ability to create a variety of program stations enables all participants to remain engaged, moving, and active within their own individual capabilities (SNAP #12). The final factor is usability. The equipment and activities involved in these programs are useable and built on an ability-based theory that focuses on children's capacity to use their strengths to address their weaknesses (SMILE #14). The experience that children gain from their participation in these activities is important. According to one SNAP team member, "we also work phenomenologically because we want participants to derive meaning from what they are doing" (SNAP #20).

*Goals for team members and participants.*

One of the primary focuses of the universities' programs is experiential education, which allows university students to become familiar with needs and skills required in the workplace.

Simultaneously, the community's needs are met through the development of educational programming and the continued refinement of the existing programming theory and its

implementation. The university enables the students to gain the necessary knowledge and implement it in a way that best serves the community. The university students are able to put the theory they learn into practice and are considered future professionals who will serve their community, which requires them to be prepared to serve all community groups. For example, for students in physical education, kinesiology, disability studies, and related fields, children with different abilities are one of the groups they will work with. Therefore, it is essential for them to socialize and to practice working with this group with adequate knowledge of their needs and to be prepared to fulfil these needs in professional and appropriate ways. One SMILE team member noted that one of the program routines aims “to engage university students with children living with disabilities in a way that facilitates socializing and physical activity” (SMILE #2).

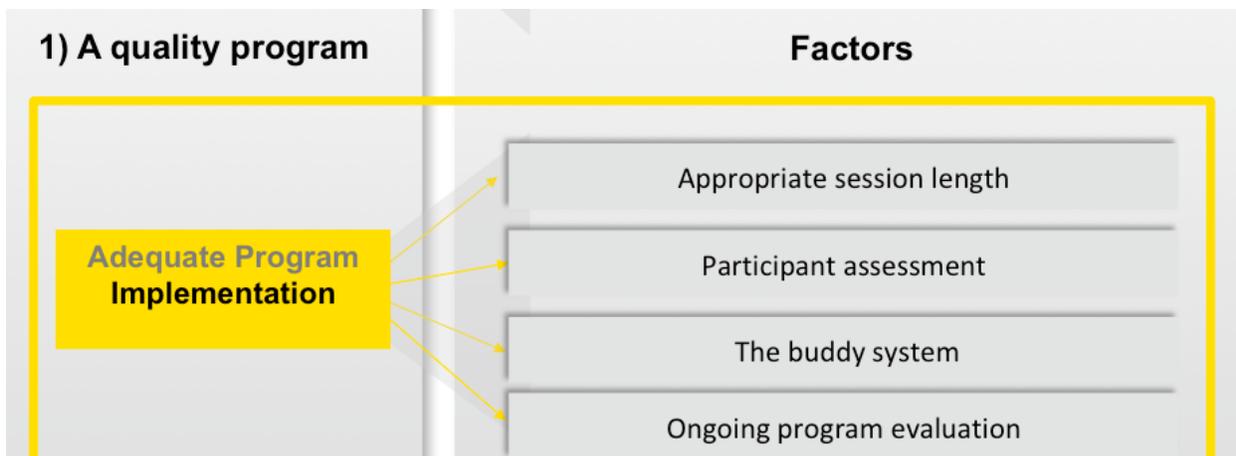
The program’s primary focus is to promote physical activity in children with different abilities in the least restrictive and most socially stimulating environment in order to enhance their physical, social, and cognitive development. The program aims to create a uniquely creative experience for children with varying levels of potential so they can participate in a wide range of physical activities while working on their overall development (B SMILE #1). This specialized programming opportunity enables the participants to learn movement-based skills in a fun, safe, and non-judgmental environment (SMILE #7; SNAP #5; and CMP #7).

The program’s overall focus gives children with different abilities the opportunity to learn and practice everyday life skills through physical activities and active play tasks to which they are not typically exposed in normal school settings (T SNAP #5). The play-based program allows children with different abilities to feel included and part of a social group (B SMILE #7). This inclusivity empowers them to exercise their right to play and engage in various physical activities in an accommodating environment where they can feel equal with their typically

developing peers. As was mentioned by one SMILE team member, the program attempts to close the gap between college-educated young adults and those who are less fortunate through an opportunity to engage in various movement-based games, where not only movement-based play but also essential life skills and a sense of belonging are reinforced and emphasized (B SMILE #2).

#### **4.2.1.2     *Adequate program implementation.***

The underlying theories and ideas are mostly similar between the three programs, but some differences were observed in their implementations. There is no one predetermined method of implementation; each program is unique, as its implementation is mostly determined by the program's home institution and the needs of the community. This section presents the components of these different implementations and highlights the similarities and differences between the three programs. These components include session length, program time and duration, buddy system, assessment, and evaluation. Figure 4 presents this theme and related factors.



**Figure 4: Adequate Program Implementation**

*Session Length.*

The first component is session length. The duration of the sessions of these programs is based on the type of play. CMP program participants engage according to instructions laid out in a formal lesson plan, in which about twenty participants follow the instructor for one hour. The session allows sufficient time for both theory-based activity and some designated free time, during which the children have the opportunity to engage in movement in whatever way they feel comfortable. For participants aged one to three years old, an hour of activity is enough for them to become exhausted, while children aged four to 12 years old can engage in several different activities before tiring (CMP #3; CMP #6). Most of the CMP participants registered in the swimming program with their friends in the program. The swimming program can be considered a complementary program of CMP but is optional (CMP #3; CMP #6).

Meanwhile, the SNAP and SMILE program activities are based on informal play, and every child has an individual lesson plan that meets their needs. The program runs for about three hours, with this time divided between fine and gross motor activities and quiet and/or active play. By the end of the day, most of the children are exhausted. This method is effective in encouraging and training the children to engage in rigorous physical activity, which increases the their likelihood of experiencing deep and sufficient sleep at night. According to Connolly (2008), a child's deep sleep is a bonus for both parents and children: children are more alert and active the following day, and parents do not have to deal with unmanageable behaviours caused by lack of sleep. To conclude, engaging in physical activities for a specific amount of time allows children to naturally use up their energy then reset and relax.

SMILE and CMP programs run on the weekends for eight weeks each semester. This means the participants' weekends are usually filled with activities that promote play and learning. The program runs long enough for the participants to foster healthy relationships with their team members and buddy partner. This allows the team member to get to know the participant, to identify the strategies that work for him or her, and to learn how to deal with emergency situations. Moreover, it enables team members to develop an effective plan for their buddy. A four-month semester program allows sufficient time to cultivate healthy relationships. The buddy system is another means of supporting the participants. Most of the time, the team member and their buddy are paired again in the following semester, further strengthening the connection between them. In some cases, this relationship continues for three to four years, for the entire length of the team member's undergraduate studies (SMILE #4).

In contrast, SNAP programs are run on the weekdays during school time. SNAP program participants are students from schools in the Niagara Region. Most of them come with their school to participate once each semester, while other participants come every week with their parents. Coming to the program with their school friends or acquaintances creates an environment that encourages social interaction, friendship, cooperation, and group play. Moreover, running the program during school hours allows a large number of children to participate in the program due to the convenience of free school transportation, and participant attendance is not dependent on parent availability.

*Buddy system.*

The second component is the buddy system. One of the important success factors of these programs is the provision of one-on-one assistance to the participants through a buddy system. Regardless of the number of participants, everyone pairs with a team member, and sometimes there are two or three team members for one participant, depending on their needs. This is also a unique feature of programs run by university students, mostly because it is difficult to find one-on-one support in other community-based programs. Team members are paired with the same participant for the duration of the program. One-on-one assistance is necessary for children with different abilities in an educational recreational program to ensure a safe and active learning environment.

In the buddy system, it is important that participants are paired appropriately. Various considerations, such as participants' abilities, needs, age, and preferences, are taken into account before they are paired with a team member who has sufficient academic training and experience to work with them effectively. One SNAP team member confirmed that the program coordinator

reviews participant profiles and contacts volunteers in order to get a sense of what students require and who is best qualified to deal with certain issues (SNAP #13). One SMILE team member stated that it is important in the buddy system to ensure that both the participant and the volunteer are comfortable with each other so that the partnership can provide an excellent impetus for the nurturing and cultivation of specific skills (SMILE #8). The administration, therefore, goes to extensive lengths to ensure that participants are appropriately paired with team members who will help them develop their potential to the fullest. Some participants require additional assistance to reach their determined goal, and team members must be prepared to deal with these participants. SNAP team members also feel that the best way to achieve various program goals is to be interactive with their buddy and actively work with them. The buddy system involves more than simply helping the child perform tasks; it guides participants through activities, enforces certain rules, encourages growth and exploration, and teaches participants to avoid becoming overly anxious in stressful situations. It is a system based on participants' needs and is there to ensure safe and active play that is within the participants' comfort zones. According to a SNAP team member, one of their roles in the program is "to engage with respective participants and encourage the participant to move freely throughout the play space and actively engage in play" (SNAP #9).

Another SNAP team member stated that "working one-on-one with a volunteer gives them the chance to have that support that they need and the guidance to engage in these activities that they may not have been able to before, maybe just because they don't know how to, or they haven't been exposed to this type of environment before" (SNAP #5). The buddy system provides

participants with the assistance and the attention they need to engage actively during the duration of the program. This attention includes modelling activities, demonstrating how to perform activities, becoming role models, and physically assisting the child in performing the activity. Such techniques help to adapt various activities to meet the participant's needs while also facilitating the developmental improvement of their abilities. Motivation and reinforcement are also given for achievements. The buddy system allows for proficiency and successful attempts within an interactive partnership that helps participants to complete the tasks.

One SMILE program volunteer mentioned that the buddy system and the connection the children establishes with their buddies make them feel special and help them get the attention they need (SMILE #13). Throughout the program, volunteers build connections and friendships with their buddy. These connections positively affect the participant's progress in their individual plan and determine the progression of the activities and improvement in the area of impairment. The relationship between the volunteer and their participant buddy positively impacts the participant's improvement and willingness to engage in various activities. This engagement depends on the progress the volunteer has made with them so far, especially in terms of cultivating trust. The more trust there is between the two, the more participants can improve, and both can build on activities completed before. Occasionally, a participant may prefer to perform a task alone, as they may not have the necessary social skills to work collaboratively, but the aim of the buddy's constant presence is to cultivate trust, which in turn helps the participants to deal effectively with different situations, such as overcoming mental barriers, shyness, and fear. Gradual trust building between the mentors and the participants enables the participants to perform tasks without trying to impress anyone. It is important that team members constantly remind participants that they can succeed in order to prevent the children feeling frustrated or

anxious if they feel they cannot complete a task. For instance, one team member recalled an incident in which his buddy was taking a long time to begin an activity because he was afraid of entering the swimming pool. By the end of the participant's time in the program, he was able to overcome his fear and delightedly jumped into the pool (SMILE #7). The main purpose of the buddy system is to use a participant's strengths to meet his or her needs. If volunteers continually focus on what the children lack, it may discourage them from engaging in this type of physical activity; rather, it is essential that both the team member and the participant gradually work towards a point of convergence where the participant naturally wants to engage in the task themselves.

#### *Assessments.*

Participant assessments are another component of implementation. In all programs, a participant's assessment is based on both documentation and observation. First, in the documentation phase, team members collect the required information on their participant from the parents or school before the program begins. Then, during the program, the team member engages their buddy in several activities to observe their playing, assess their needs, and design individual plans or modify the lesson plan to meet his or her needs. Assessments are based on participants' abilities rather than impairments, as it is important to consider what they can do rather than what they cannot and to build on their strengths. Although team members read their buddy's written profile, they nevertheless need to assess the participant based on observation and not simply rely on the written information. Teachers are often visibly surprised when they see

their students doing something they never thought they could, one volunteer noted (SNAP #13). The conditions of the environment and the support participants receive often positively impact their engagement and performance outcomes and push them beyond what were thought to be their limits. A CMP team member provides an example of working with one of her buddies and how she gets involved in the activity: “She likes to play pretend a lot. If you pretend the rope swing is not a rope swing, then you have to climb up to it to get to the top of the mountain or top of the jungle, whatever we’re playing that day. She’ll do it. But you have to integrate it into the game, or she will not do it” (T CMP #5).

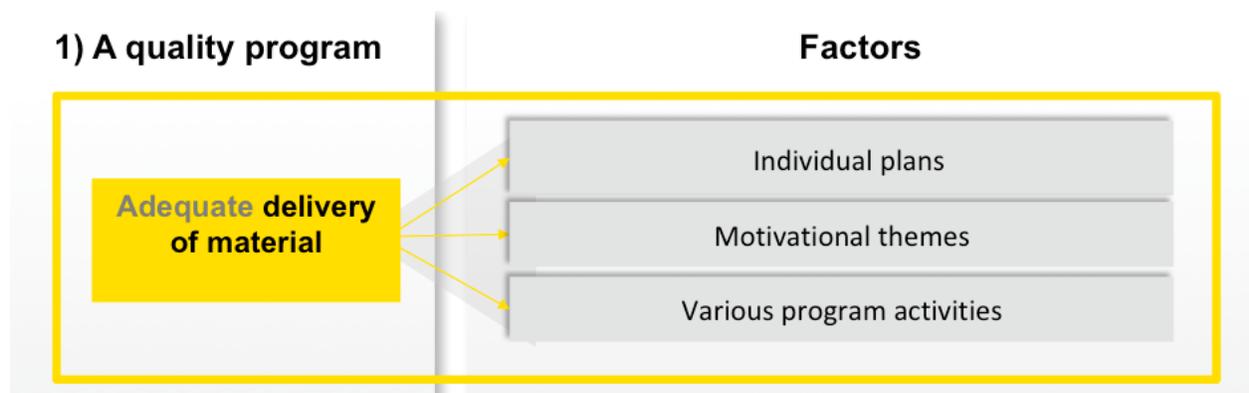
*Program evaluation.*

The final component is the program evaluation. All three programs undergo an on-going evaluation after each session, term, and year. Program evaluation is done through observation, analysis, and immediate feedback. The program administrator and/or coordinator attends the program’s sessions to observe and evaluate the quality of each session. They note what worked and what did not, as well as what team members and participants found challenging and how they can be better supported next time. They do not wait until the end of the term to make the necessary changes; the changes are made for the next session, which makes the play-based environment more meaningful for the team members. It resembles a teaching and learning laboratory that implements the team’s academic knowledge and sees what works and what does not and takes into account what works for whom. As a result of this on-going reflection and evaluation, training sessions are conducted immediately in order to address any weaknesses in the team members.

Specifically, in the CMP program, feedback is considered from all sides, including that of volunteers, coordinators, administrative workers, parents, and child participants. At SNAP, the coordinator documents everything about the program and what still needs to be reviewed for the team members next term. Every year, all program details are compiled into a binder, which then serves as a basis for future planning. Most of the volunteers attend SNAP as part of their course, where they earn a course credit. During their engagement, they are assigned to write journals or reflections on the SNAP program, and their reflections are also taken into consideration for potential changes. Similarly, at the end of each SMILE session, team members evaluate the day's session they experienced with their buddy, document participant improvements, and plan for the next session. The leader reviews the report and provides constructive feedback. At the end of the year, SMILE leaders evaluate the year's themes, and, based on the current year's evaluation, decide what needs to be kept and improved on for the following year.

#### **4.2.1.3**    *Adequate delivery of material.*

This section contains three main elements that all three Canadian play-based programs use to reach their desired outcome: individualized plans, motivational themes, and diverse program activities. Figure 5 presents this theme and related factors.



**Figure 5: Adequate Delivery of Material**

*Individual plan.*

The first factor is the individual plan or lesson plan. As mentioned earlier, the purpose of these programs is educational and recreational; to achieve their educational goals, participants follow the individual plan or modified lesson plan. Each child has an individualized plan that contains specific social, cognitive, and physical goals. The team member facilitates the individualized plan for the day by using one of the following tools: home base, visual schedules, lists/task cards, signals/cues, choice boards, and graphic organizers (The Acadia SMILE program, 2015). The way a child participates in these activities is his or her choice, but the program team member is responsible for following the plan with their buddy in a fun, friendly atmosphere; in this manner, participants play and have fun while engaging in the program's activities. The individual plan in these programs is modified based on the participant's age, ability, and preferences, which enables all participants to remain engaged, moving, and active within their own individual movement capabilities. Adaptability and flexibility within the plan ensure that all participant plans are achievable.

*Motivational themes.*

The three play-based programs implement different motivational themes each week. Every session, the program follows almost the same routine; however, applying a different theme every week helps break up this routine, limiting repetition and giving the program activity a different atmosphere each time. Motivational themes link the program activities to culture. This practice infuses the program activity with a cultural identity, which allows children to engage in the activity physically, socially, and emotionally. In this way, the program can have a significant impact on children's lives, as it is relatable and represents their culture. Thus, the program themes will be different from culture to culture.

The CMP program follows a design-based program day, following a specific cultural theme, which influences how the volunteers design the lesson plan, set up the equipment, and encourage children to dress up. One CMP team member stated, "If I'm doing 'what time is it, Mister Walk?', I might modify that towards the theme of superheroes. I might do 'what time is it, superheroes?'" (CMP#3).

In the SMILE program, every group leader is responsible for coming prepared with an idea for a theme, which allows for the introduction of new ideas and for creative thinking. Based on that day's theme, a wide variety of group activities are planned, which provides a variety of experiences for the children. A favourite theme is the talent show, which is typically referred to as 'SMILE's Got Talent', in which kids enthusiastically cooperate with their leaders to show off their talents. Meanwhile, SNAP program themes are usually related to sports, and the program

often invites professional athletes or teams from popular sports in Canadian culture. The program allows participants to engage in these sports, to meet their players, and to experience new, interesting things. Examples include inviting hockey or basketball players in uniform and having them play with the participants. Creativity in the movement activities enables all participants to improve their abilities in a fun and inspiring way. In short, themes use the same activity ideas but implement them differently each time.

*Program activities.*

The final factor is the program activities themselves. Activities in these programs are rooted in an educational theoretical context applied to different program sections, making the program's activities comprehensive and incorporating varying types of activities to address the needs of all participants simultaneously. According to CMP team members, the program activities are built on movement theory. In the Department of Kinesiology, students take movement-based courses on dance, games, and gymnastics, and the program is structured around the concepts they learn (CMP #3). Every session of the CMP program must include educational gymnastics, creative dance, and developmental games. Program activities incorporate both educational movement concepts and cultural themes, which allows participants to learn these academic concepts in a more efficient and recreational way that fits their lives and culture. Program activities focus on the basic movement skills at the core of any activity or sport. The goal of these activities is to challenge participants to take risks, explore new ideas, and practice new skills with meaningful support from their buddy.

Similarly, SNAP program activities are based on the theory mastered in an embedded curriculum of movement educational concepts and conceptual learning, maximizing the stimulus value of

the learning materials and parallel curriculum skills (Special Needs Activity Program, 2019). SNAP team members implement pedagogy through their engagement with the participants. SNAP program activities also implement academic theory to create the program stations, which are based on Laban's movement principles as well as child development and motor development research. Each station focuses on a particular aspect of the child's movement repertoire and breaks down tasks in order to facilitate movement and help the participants gain movement skills, carefully blending the movements into an activity at each station. SNAP's program activities enhance everyday movement skills that facilitate day-to-day living; fundamental movement skills (e.g., climbing, walking, grabbing, reaching, and balance) learned through children's engagement in the program are transferable to activities of everyday life.

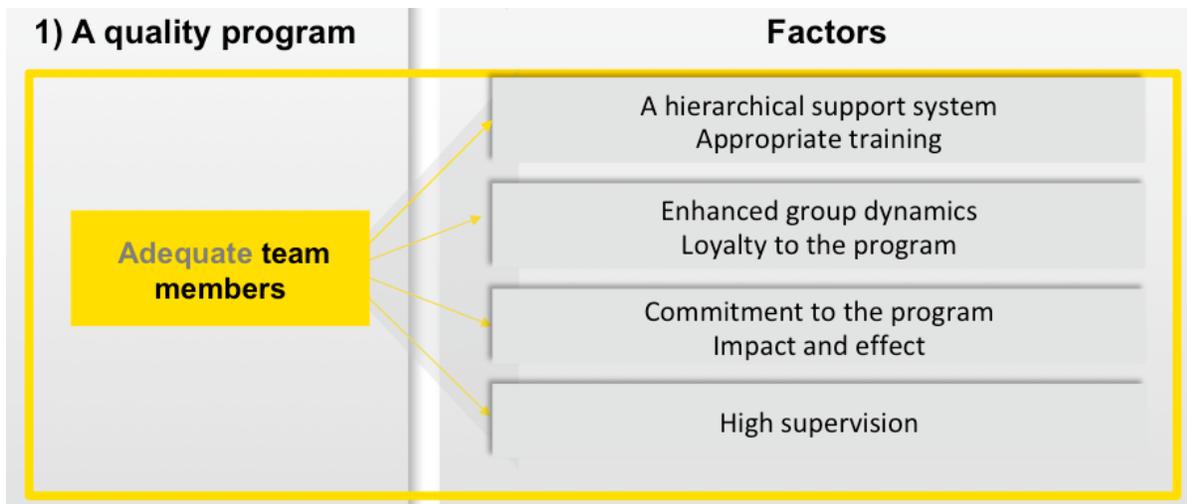
SMILE program activities are designed according to person-centered theory, which places each participant at the centre of the planning process to design an individualized plan that takes into account the personal interests, capacities, and abilities of each participant. The SMILE program applies this approach by providing a variety of activities that are defined according to different "sections". Each section contains a wide range of activities and equipment that enable the participants to stay active and engaged for the program's duration. The activities focus on various individual and group-based tasks for the session so that all participants can be active and enjoy themselves. The focus and goal of SMILE activities is to make them adaptable and accessible to everyone, regardless of their abilities and based on their interests. Thus, the SMILE program seeks to improve the whole development of the participants while specifically focusing on developing their physical, social, and cognitive skills to increase their quality of life.

The three programs have an all-encompassing activity that enhances physical movement, active play, imaginative and creative play, and social interaction between the team members and their buddies as well as between the participants themselves; this provides an opportunity for parallel, cooperative, and collaborative play. Moreover, these activities have different levels and speeds and encourage a variety of movements that enable all participants to remain engaged and reach their exhaustion level by the end of the program day. Participants thus work on cultivating essential life skills through the program guidelines. While learning necessary skills, they also enjoy themselves and experience minimal feelings of dread and anxiety about exercising.

#### **4.2.1.4 *Adequate team members.***

The success of the programs is largely thanks to the team members who implement them.

Therefore, to cultivate these success factors in other programs, it is necessary to analyze the teams themselves and recreate their most important features. Canadian team features were found to include a hierarchical support system, commitment, training, group dynamics, loyalty to the program, impact and effect, and close supervision. Figure 6 presents this theme and related factors.



**Figure 6: Adequate team members**

*Hierarchical support system.*

The first feature is the hierarchical support system. Each of the programs contains a built-in hierarchy. This social structure creates a sense of order, as “everyone seems to know what they are doing and where they are going” (SNAP #13). As said by one SNAP team member, the program’s organization and the clear job descriptions of the team members’ positions are key factors behind the success of the program. Thus, the programs are intensely structured so that everyone knows what is expected from him or her.

The first level of the hierarchical support system is the program administration; the three programs are administered by knowledgeable and professional individuals who have the appropriate qualifications and direct experience with the target groups. Program administrators, who run and supervise the program as a whole, are the foundation of the program and have made great efforts to help the program achieve its current success. Most of the participants in these programs believe the program administration itself is a factor of success. As one SMILE team member commented, the program director “is one of the most inspirational individuals I’ve ever met. She is a full package in terms of a loving, motherly person. She treats everyone as if they were her children” (SMILE #9). She also provides great leadership and vision for the program. While SNAP team members believe the program director is integral, “the strengths of the program would probably be women like [the program director].” The program director and the experiential learning coordinator are “essentially the heart and foundation of the program” (B SNAP #11). Further, CMP team members have stated that the program is successful because of their administration. “The people who ask the students who try to organize the program are very understanding, so that is what I like about them” (CMP #5). The knowledge and experience of the director and other administrators over the years have been essential in terms of maintaining consistency in the programming and mentoring of future leaders.

The program’s administrator is a source of support and assistance for team members during the program and even afterwards. Outside of the program, the program’s administration provides support in whatever manner the team members may require. The program administrator usually checks in with the team member to make sure they are comfortable. He or she lets the participants know that they can expect to see the program administrator frequently because it is his or her job to supervise them. He or she also ensures that the team members feel welcome and

comfortable in the program. In short, the administrator is the foundation of the program's planning from year to year.

Below the director is the program coordinator, who facilitates and monitors the program's implementation guidelines. Coordinators in the three programs must have relevant academic training and experience in implementing activity programs for the target group. "Last year, I was a volunteer for the full year," said one SNAP team member, "and this year, I am a coordinator" (B SNAP #9). These coordinators also attend the coordinator training sessions included in the program and often fulfil other roles, such as helping the directors and assisting other team members with behaviour issues. Coordinators work on many different administrative tasks. Coordinated efforts are established, and consistent practices are maintained in welcoming and distributing the participants in the program plan.

At the third level of the hierarchy are the volunteers, who implement the program activities. The three programs welcome any volunteers with an interest in working with the target group and are willing to prepare and train before they work with the children. The program administration selects the applicants who best exemplify the model student the program is looking for. To be selected, the individual must come prepared, having read the relevant material and completed the necessary background work. A lesson plan must be properly developed, and relevant training must be attended. Moreover, to maintain quality in the delivery of the program, the programs require that all team members become familiar with topics related to their role and have foundational knowledge in movement skills and play-based activities. In short, the knowledge

and experience that different team members bring to the program enhances its overall success, and the hierarchical support system ensures that participants enjoy the best experience possible. The high level of organization, resulting from a hierarchical support system and a clear description of job expectations, creates clear boundaries and communication.

*Commitment.*

Commitment is at the foundation of the program's success. For a self-driven program to succeed, everyone who participates in the program must be committed to their role. Everyone's role in the program is significant. The commitment the director brings to the program has a direct impact on other team members. Likewise, the commitment of the team affects the attendance and commitment of the other participants. These programs are successful because of the level of the team members' selflessness, dedication, and commitment to working with the children.

The commitment to the program reflects the true interests of the team members. The three programs are volunteer-based, meaning that most of the team members are not paid employees. Their commitment to their roles in the program and their attendance reflect the tremendous value they bring to the children, to the university, and to their wider community. In most cases, students do most of the planning, and they do it all on a volunteer basis, donating their time, effort, and energy. SMILE and CMP team members volunteer their entire Saturday mornings, from 8 a.m. to noon, for eight weeks. The commitment of the three programs' team members involves more than simply attending and carrying out their role; it requires overall wellness and a love for the work they do. The programs are successful because the people implementing them genuinely enjoy being there. They find it physically, mentally and emotionally fulfilling. That passion is a driving force of the program's overall success.

### *Training.*

The team members in the three programs receive appropriate training based on their position or role in the program. Each of these programs conducts two training sessions. The first, conducted by the first-level program administration, is for the coordinators and mostly includes program planning, coordinating roles, program activities, program themes, safety, and understanding emergency situations. During the second session, the coordinator designs and implements guidelines for the volunteers, who operate at the third level. This training consists of providing information on the program's background, activities, target groups, roles, regulations, and safety guidelines. Training is offered in every area of the program, and opportunities are given to learn and practice the material. Training enables the team members to be confident and creative about their role in the program. SNAP training sessions for the volunteers take place after reviewing the participant's profile and understanding their needs. SNAP team members work to communicate with the schools to acquire the relevant information about the participants. This ensures that volunteers are trained to make the program appropriate for the students they are working with.

The third session is the "intensive training", and it is a requirement for team members in the SNAP program who pair up with high-need participants. This training enables them to adapt to their participant's needs. If students are working with a participant who is aggressive, then it becomes necessary to train them to understand aggression, recognize it before it intensifies, and find ways to de-escalate it so they stay safe (SNAP #20). Moreover, the CMP programs

sometimes conduct other training sessions during the term based on volunteers' needs. Training sessions are sometimes conducted if team members are struggling with a particular issue.

Appropriate training reflects the team members' confidence that they can carry out the tasks entrusted to them and that they know their role and what is expected of them.

### *Program dynamics.*

Program dynamics are another team member feature. The three play-based programs use several strategies to strengthen the team's dynamics in ways that optimize the members' interactions and relations with each other and with the program. These strategies are (1) encouraging open communication, (2) enhancing the team's culture, and (3) recognizing team members' contributions. Open communication between the team members helps cultivate an environment where teamwork is considered important. The program administrator focuses on different methods of communication from the very beginning of the program to facilitate the teamwork and to build and strengthen relationships between team members. Program team members communicate through email and social media and during meetings. In short, strong communication between the team members enables them to work together in a safe and inclusive environment, to achieve the program goals, and to achieve expected participant outcomes.

The three play-based programs deliberately build a team culture; this is done through increasing the common experiences and symbols among team members. During the CMP program, all members wear similar T-shirts, which enhances and further strengthens the group dynamic. Every year, coordinators have the chance to design their T-shirt, where they choose the colour and create a unique design. CMP team members also have their own version of a morning cheer used to start the day with optimism and motivation, and as a ritual that holds the team together.

After this morning routine, members are provided with a complimentary breakfast. During this social time, they have the chance to talk and share their knowledge. Team members are also encouraged to engage in social activities together outside the program time, as this further cultivates relationships, trust, and respect among them.

SNAP program team members also wear similar T-shirts based on their level in the support system hierarchy. During SNAP sessions, all team members gather together to set up equipment and use this opportunity to build relationships. The program also organizes social events on and after program days to strengthen team member relationships and show appreciation for their efforts (e.g., naming “SNAP Stars” for each session, holding a pizza party during the final session of the term). Examples of events scheduled outside the program time include the SNAP & CHARM Movie Night, Hot Yoga sessions, and a Bottle Drive Fundraiser. Like those in the other programs, SMILE team members all wear similar T-shirts, promoting a sense of unity among the team members. SMILE administrators are responsible for increasing each team member’s energy levels through team-building activities during the training sessions and physical social activities every morning to establish stronger relationships between individual team members. They also organize social activities, such as fundraisers in different cities to raise donations on behalf of the Acadia SMILE Program.

Finally, the programs acknowledge and appreciate achievements as a way of building an effective team. Team members feel that their effort, time, and attention in the program are recognized and that they are making positive contributions, leading to a higher level of job

satisfaction. SMILE has given several annual awards to team members who have demonstrated passion and enthusiasm for working in programs. In the SNAP program's "SNAP Star" awards, given out each week, members single out two or three volunteers in order to acknowledge their efforts and to motivate the others to work harder. The names are announced the morning before the session starts, and the chosen team members are presented with a certificate. The criteria for the award are based on how much effort each volunteer invests in various activities. This kind of positive recognition helps team members build feelings of confidence and satisfaction, which, in turn, inspires their continued commitment and performance.

*Loyalty.*

Loyalty to the program is another common feature among the three programs' team members. Team members enjoy giving the program their full attention, time, and effort to make a difference in the children's lives. "I enjoy it. I enjoy being there. I enjoy working with it; it makes me frustrated at times; it makes me extremely happy at times. But I don't know—it's just so rewarding," says SNAP team member #7. SMILE volunteers work selflessly to show children with different abilities that they are valued and worthy of opportunities that enhance their self-growth (SMILE #3). It is a way for these volunteers to give back to the community. These noble intentions give the volunteers a feeling of happiness and satisfaction about donating their time and effort. The SMILE team members are usually excited about each new session because no matter how challenging the situation may be, the children always bring them joy. Working with children requires the team to come to the program happy, optimistic, and highly motivated in order to provide joy and happiness to children who may otherwise not receive that kind of positive attention (SMILE #13, SMILE #3, & SMILE #14).

SNAP program team members maintain their volunteer positions to improve their own knowledge and expertise in areas of interest related to program activities and their ability to work with individuals with different abilities. The volunteers are not obliged to remain, but continuing to take part in the program offers benefits to them as well, in the form of a sense of success at being able to help those who need it the most. They come to the program ready to provide support and make a difference in someone's life. Some volunteers also enjoy the administrative tasks that come with the position, and many returning volunteers enjoy sharing their knowledge with new volunteers and helping to maintain consistency in the program. The SNAP program is also intrinsically rewarding for the team members. Despite encountering occasional frustration, they receive much pleasure and a sense of accomplishment from simply being there, much like the children they work with. Working in the program provides internal fulfilment for the team members (SNAP #3, SNAP #12, SNAP #13, & SNAP #15).

The CMP program gives its team members the opportunity to apply what they have learned within a university setting and integrate these concepts in practical ways (CMP #3; CMP #6; & CMP #2). It also provides an opportunity for university students to volunteer in their community, and there is a sense of belonging and reinforcement through emotional ties to the community at large. One CMP team member noted that "being in the program made me feel connected to the community; for seven years, it gave me something that I connected to that wasn't just my degree" (CMP #3). This association with the university and community makes the team members emotionally and physically enthusiastic about the program, as it provides them with ties to something other than academic success (CMP #2, CMP #3, CMP #4, CMP #5, & CMP #6). The

team members are always the program's strength, as their positivity is what makes it possible for them to work effectively with children.

*Impact and effect.*

Impact and effect comprise another team member feature. Members work as a team to help participants achieve their goals. The impact of the buddy system on the program's outcomes for the participants is clear. Team members' stories of experiences with their buddies are qualitative evidence that demonstrate the program's successful outcomes. Through the connections that team members build with the participants, positive relationships are cultivated, proving that the program team members have the ability to influence the participants physically, socially, and cognitively. Participants enjoy the program and push themselves to achieve the program's goals.

One SNAP team member, who has volunteered with the program for the past two years, enjoys pushing the participants and seeing what they are capable of. While there are some days when the participant does not cooperate, there are more days when they do, and seeing the smile on their faces makes it worth coming (SNAP #11). The time that the team members spend with their buddy enables them to hold their buddy accountable for achieving short- and long-term goals. Engaging in a buddy system is part of a powerful message that shows that the team members are willing to start conversations, open to taking what participants say seriously, and ready to help, to encourage, to motivate, and to cheer for their success. The SMILE team members confirm that the "children love it, and you can see their growth throughout each semester of the program" (SMILE #5). The improvement includes different aspects. SMILE team members note how participants with high levels of autism, who often initially start the program feeling very shy and awkward, become able to express themselves in new ways (SMILE #9). The programs impact

every participant differently. According to one CMP team member, “I saw the different development levels of different children and of different ages. I also watched some very shy children that wouldn’t leave their parent’s side freely participate in every activity later in the program as their confidence increased” (CMP #7).

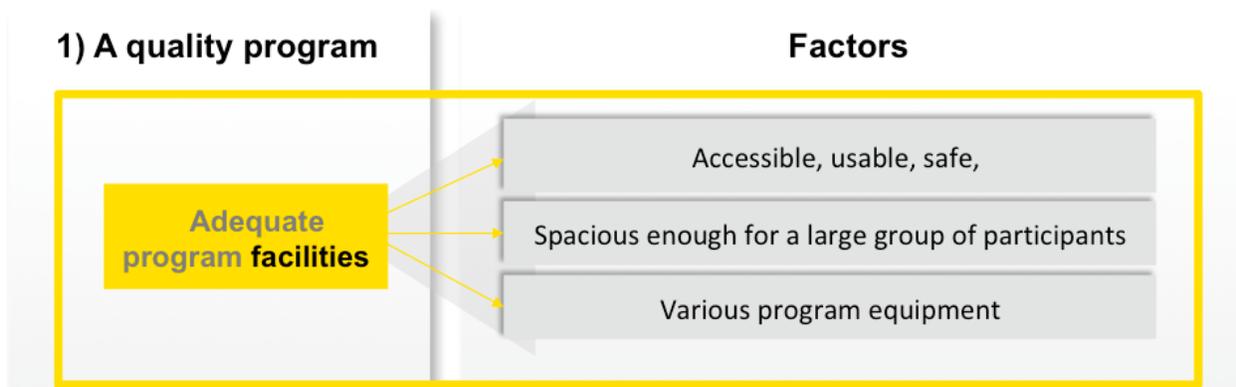
*High supervision.*

Another team member feature is high supervision. The most important rules in the programs ensure that participant needs are met while also taking their safety and dignity into account. Working with children means paying attention to different abilities, but safety is paramount, and team members need to consistently ensure that there are effective emergency plans in place. In these programs, all coordinators must be trained in first aid and complete a background check. The one-on-one buddy system also helps to ensure the safety of the participants. The high level of supervision enables participants to use the equipment and try new movement-based activities in a safe and well supervised environment. Another aspect of safety and dignity requires that the activities planned for the participants be relevant to their physical and cognitive development. “The activities that they do have to be developmentally appropriate. ... The stuff that they do has to be appropriate for the developmental age of the participant. You could be working with a teenager, but their developmental age could be much younger. The challenge is to offer them an activity that addresses their developmental issues without diminishing the dignity of teenagers,” said SNAP team member #20. Participants’ developmental and chronological age must be considered in the process of creating and delivering the individual plan.

The SMILE and SNAP programs do not allow parents or school assistants in the activity area with team members and participants. This way, SMILE and SNAP team members ensure that the gym area is safe. There is also much work done behind the scenes by the team members, including communicating with educational assistants and parents so that there are no untrained individuals on the floor. The programs ensure that everyone who interacts with the children is sufficiently qualified and trained. CMP, in contrast, requires a parent to attend the sessions, but the parent is generally encouraged to remain away from the activity area for safety reasons. This difference in implementation does not suggest that one program's approach is correct and the other's is wrong; rather, it suggests that there are multiple options for successful implementation.

#### **4.2.1.5    *Adequate program facilities.***

Running the programs through a university also enables them to make adequate use of facilities that are sufficiently accessible, useable, safe, and spacious for a large group of participants. Importantly, there is no fee for the use of the facility. This is significant, as the programs require a large space that can be easily divided into different activity areas. Figure 7 presents this theme and related factors.



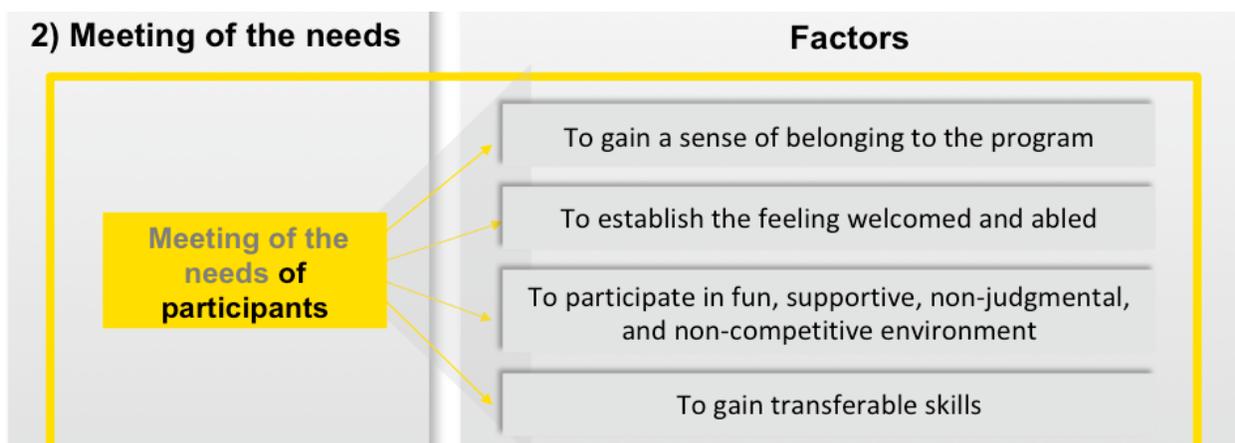
**Figure 7: Adequate program facilities**

The diversity of the equipment available in the sessions helps motivate participants to be active and creative, and remain engaged for the full duration of the program. It also limits the need to wait in line to use certain equipment. The programs make cutting-edge equipment available to all participants. A single piece of equipment may be used multiple times, depending on the creativity of the participant and the volunteer who helps them use it (SNAP#7; SNAP# 3; SMILE# 4). However, the equipment is also designed for participants to use it in any way they feel necessary. In all the three programs, the program sections are divided into various movement-based activities that assist in the development of different abilities, ranging from fine-motor and quiet play sections, to more advanced gymnastic equipment and active play. The equipment also has different sizes, weights, textures, surfaces, colours, and shapes. The program space, equipment, and implementation all foster imagination, allowing participants to explore different types of movement and be more creative in their play (SNAP# 13; CMP#3; & SMILE# 9). Team members of the three programs were asked about the kind of play that was most

preferred among the participants. Based on the most common answers, the most preferred kind of play was the first activity that emphasizes imaginative play and mostly uses versatile equipment (e.g., soft mats, large foam shapes, pushers and benches, big blocks, etc.). Some of the programs' strengths include allowing participants to engage in a great deal of imaginative play. This is important because there are many activities and different kinds of stimulation available to them that help them become more imaginative. The second level of activity requires equipment with high and low speeds and of different levels, which almost always requires an open area. This kind of equipment includes small tricycles, scooters, trampolines, crash mats, climbing equipment, and bars and beams at different levels. The one-to-one buddy system and high level of supervision allow participants to engage in these activities, which may not be allowed for them in other settings. The third level of activity includes group activities such as the parachute game, dancing, and sports. However, participants who engage in these activities are usually the ones who have stronger social skills, as these activities require cooperation, problem solving, leadership, and turn-taking (SNAP# 10; SMILE#5, & CMP# 2). The one-to-one buddy system helps motivate participants to engage in these activities (SMILE# 2; SNAP# 7). In short, all equipment is important: "Not one piece is more important than the other because it depends on what the individuals are capable of. Many of them may not have fully developed gross motor skills, and therefore, the scooters may be a great idea, whereas others have not developed their fine motor skills, and so the bean bag toss or the craft table would be excellent to help develop these skills" (SNAP #13). Flexibility in programming and availability of space and equipment ensure adaptability to accommodate to the individual's needs and abilities. The program environment is organized systematically to meet the varying individual needs of all participants.

### 4.2.2 Meeting participant and team needs.

In these programs, participants' needs are met by giving one-on-one attention through individualized plans. Figure 8 presents this theme and related factors.



**Figure 8: Meeting of the needs of Participants**

Participants follow their individual plans, engage in the activities, and find enjoyment in them. They need to feel that they are able to actively participate in most or all of the activities. The programs' success rate can be measured by the level of enjoyment the participants achieve in the sessions. As one SNAP team member commented, "the best aspect of the program is seeing the children smile and enjoying themselves. It is so common to see certain school environments where children do not have this kind of enjoyment, but the SNAP program is one of those programs where children feel excited to come" (SNAP #7). Enjoyment is what makes children come again and build emotional connections to the program. Some team members observe that if

an outsider were to enter the program as a neutral observer, they too would feel the children's sense of joy, as if they were in a wonderland (SNAP #2). There is a great deal of organized chaos as participants fully engage in their various activities; there is movement, joy, and laughter. The activity areas are always busy and inviting. Flexibility in programming options and the ability to deliver a variety of program stations enable all participants to remain engaged and active within their own individual movement capabilities. The programs seek to strengthen the children's abilities and help them find some understanding and meaning in what they are doing. The participants' various experiences are seen and acknowledged; they acquire a sense of belonging to something larger than themselves that takes into consideration their whole person and being. The programs generously give them the attention, strength, and confidence to succeed as individuals.

On every program day, the administrator, coordinators, and volunteers set up the activity areas and wait at the entrance for participants to come so they can greet them warmly. They pair each participant with their buddy; the volunteers assist and integrate their buddy into the environment to ensure they feel welcomed. Every participant receives assistance and support from the very beginning. This can positively impact their mood for the rest of the day and affect program goals that are based on building connections with their buddy. In order for participants to be themselves, to actively engage in the activities, and to have fun, they need to be in a welcoming environment that is supportive, non-judgmental, and non-competitive, as differences in people's abilities do not change their basic need for human contact and presence. SNAP's purpose, as indicated on its website, states that its intention is to make play fun and exciting, to ensure dignity is met, and promote achievement in a developmentally appropriate environment.

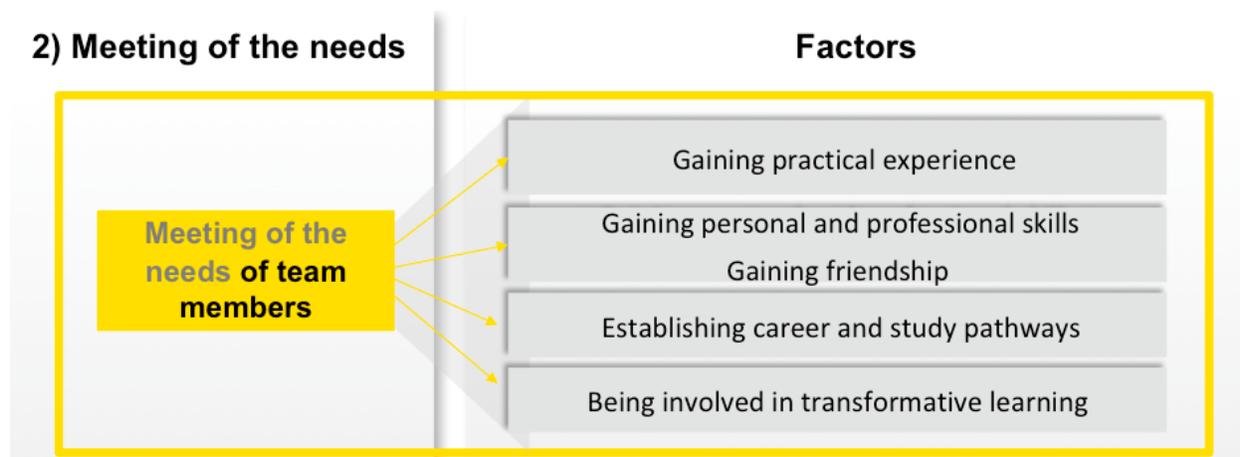
The program's sense of stability and its consistent structure increase the participants' connection to the program. The CMP program covers early and middle childhood, whereas SNAP and SMILE are also appropriate for adolescents. The programs encourage the participants to return to broaden their various social abilities, such as developing long-lasting friendships. For instance, one young participant joined the program when he was two years old and continued attending the program even at 25 (SMILE #9). The SMILE program provides a stable environment and space that allows participants to connect to the program and where they can come regularly to a familiar environment and interact with their friends. Similarly, the SNAP program is a stable, consistent program that allows children from five to 20 years of age to participate twice in a term. SNAP also holds camps during the summer. The friendships that participants form sometimes last throughout their school years. In short, the focal point of the programming is to provide active, movement-based activities in a non-intrusive, supportive environment. Participants need to play in places where they can recognize their abilities, enjoy the various equipment, and have their needs accommodated without disempowering them.

It is important to celebrate each participant's success and achievements in order to increase their confidence and to encourage them to continue striving for development. Celebrating their success reflects an appreciation for the time and the effort participants have invested in their activities. "It's the little things that need celebrating," noted (SNAP#7). It is about celebrating the small victories that participants accomplish independently; this way, they feel acknowledged and will be motivated to complete further tasks. Some participants enter the program feeling ignorant or incompetent, but before the end of their first session, they begin to show initiative,

even if only a single step forward. Team members recognize that progress for the participant may be only indirectly related to their planned activity (e.g., moving out of their comfort zone or not spitting) (SNAP #7). Even just getting a basketball inside the net can mean a great deal to a participant, and if that success is recognized and celebrated, the participants feel encouraged to achieve even more. Masking emotional reactions (e.g., by smiling) to the difficulties of each participant as they struggle with a task is essential for their continued effort and future successes. Establishing successful active play and positive reinforcement fosters personal self-competence and enhances the participant's self-esteem and their ability to work and to achieve continued success.

The programs' immediate outcomes are based on the participants' level of enjoyment, which is mostly associated with positive attitudes such as curiosity, imagination, enthusiasm, and persistence. They learn while playing and having fun and may acquire skills without knowing that they are doing so. At the end of the day, team members incorporate the necessary theory that participants need to know without making it seem like hard work. The program's long-term goals include the transferability of the participant experiences and skills. What they learn in terms of the skills they gain and their experiences in the program is intentionally designed to be transferred to different settings, such as physical education classes and other activities they engage in during their everyday life. Throughout the program, participants learn and develop physical, social, and cognitive skills and, through engagement in physical activities, are taught movement concepts, cultural themes, and sports to stretch their thinking to higher levels. This development is supported through the social interactions of team members and their buddies. In addition to meeting the needs of the participants, it is essential for a play-based program to meet the needs of its team. One of the most important success factors of a program is the

connection between the goals of each team member for their participation and the goals of the program as a whole. Most of the team members in these programs benefit from the practical experience they gain by learning and importing skills in a meaningful environment that promotes self-growth and happiness. Figure 9 presents this theme and related factors.



**Figure 9: Meeting of the Needs of Team Members**

The three programs are ideal for team members interested in acquiring field experience for their future careers, adding a valuable entry in their resumes and providing real-world experience.

Team members gain experience and knowledge in an area of personal interest and may search for vocational possibilities related to their interests. The program offers a unique opportunity to university students by exposing them to a population and culture they may not otherwise have an opportunity to work with and learn from. This unique experience is highly beneficial for

undergraduate students who are interested in working with individuals with different abilities, as it allows them to gain firsthand experience of different behavioural needs as well as insight into what future career paths they may want to explore. Other team members believe that their SNAP experience has helped them gain confidence in their choice of vocation. For example, one member stated, “I was always interested in working with special needs children, but I didn’t know if I could deal with it and could do it on a long-term basis. This has really given me the confidence to say, I can definitely do this and definitely work in this field. I can manage this” (SNAP #7). Similarly, the experience that volunteers acquire through SMILE can help them choose which the direction to take. For instance, one team member noted, “When I came to Acadia, I wanted be a physiotherapist. That did not happen. Because of SMILE, I changed my career to become a teacher. I like to teach, and I don’t just want to be a teacher; I want to be a special needs education teacher” (SMILE #13). Working with children with different abilities through the program helps volunteers solidify their belief that they are contributing to this unique population in significant ways. They feel rewarded simply by working with them and feel a sense of committed passion about contributing in this way. The practical experience and knowledge gained from student experience is extraordinary and inspires team members to establish personal practices that best support children with different abilities. Likewise, CMP’s development of appropriate lesson plans is one of the most important pillars of the program. The lesson plans pass through several stages and require intense dedication of time and effort. The instructor engages in the program to gain appropriate experience in not only developing the lesson plans but also effectively implementing them. The program administrators feel that this is a great way of developing lesson plans that the volunteers can then use towards admission to a teachers’ college.

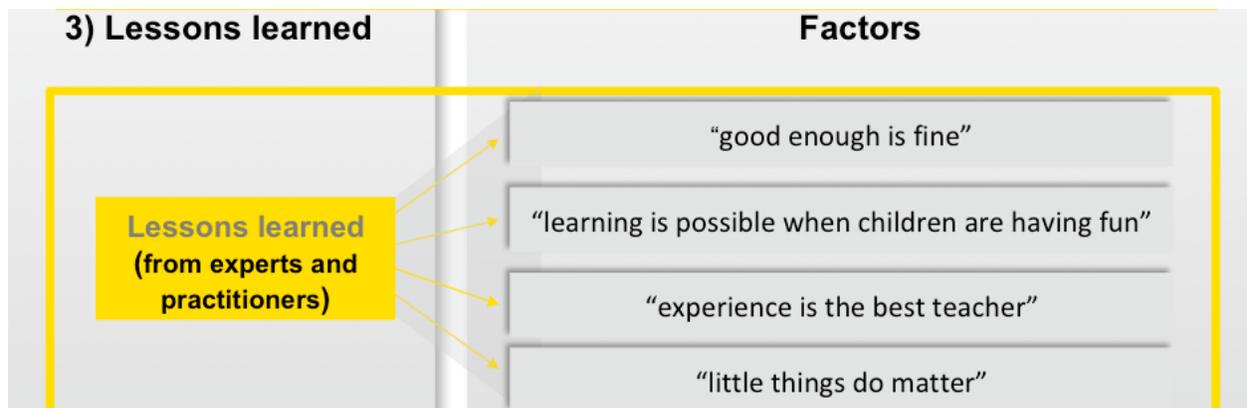
The play-based programs reinforce social relationships for the team members as well, as they meet friends who share their interests, passions, and/or experiences. It is an opportunity for team members to be social and build peer relationships. Members may come from various educational backgrounds or be in different years of their undergraduate studies, but they nonetheless come together and connect, creating long-lasting friendships. Meeting friends in a play-based environment is fun for both the children and the team, especially those who share similar interests. Team members emphasize how gaining experience through the program has positively impacted their character. One SMILE team member stated how building friendships through the program has helped her become more “empathetic” (SMILE #9). Another admitted that she is “someone who was shy before. I would make a lot of friends who had the same interest as me for the same purpose as well” (SMILE #13).

The goal of this kind of learning and training is to be able to develop transferable knowledge, including both procedural and expert knowledge. These play-based programs’ experiences allow university students to apply what they have learned in class, identify any gaps in their knowledge, and work on strengthening their weak areas through practice in real-world settings. A complete understanding of the concepts or information they learn helps facilitate their transferability to an entire new situation. Participating in these programs enables team members to discuss their ideas and apply their knowledge, which promotes a sense of engagement and long-term retention. One team member noted that the knowledge and skills she acquired from her SMILE experience are transferable: “It’s given me a lot of knowledge and practical experience that I continue to utilize today” (SMILE #14). Other team members noted how their

experiences in the programs made them better human beings and more efficient professionals in terms of adaptability and flexibility. “I’ve always been good at seeing different perspectives,” one SMILE participant said, “but this program bolstered that ability. ... I try to make everything as inclusive as possible, whether I’m doing an activity now or even just hanging out with friends. I make sure that everyone can do, everyone wants to do it now, everyone can be involved” (SMILE #9). It is a social responsibility for everyone, especially for leaders, to facilitate inclusive services for their group, without overcome barriers. Team members who dedicate their time and energy to these programs learn many skills that enhance not only their careers but also their personal lives. The program outcome for team members is to gain practical experience and knowledge that can be transferred to similar or entirely new context.

#### **4.2.3 Lessons learned.**

The “lesson learned approach” is based on the acquisition and transferability of team members’ experiences in these three play-based programs. The team members were directly asked about what they have learned from participating in these programs. Their responses were grouped into four main “lessons.” The current team members’ meaningful experiences combine their learning, feelings, values, identity, and needs. The lessons can be used when planning future play-based programs or improving the performance of an existing program. Documenting insights from the programs’ team members is an important process for capturing useful lessons that can be applied to future programs. Figure 10 presents this theme and related factors.



**Figure 10: Lessons Learned**

#### 4.2.3.1 *Lesson 1: “Good enough is fine” (SNAP #20).*

Teamwork is an essential factor for the success of a play-based program. These programs mostly rely on cooperative effort, in which using the first pronoun, I, is not favoured (SNAP#2; SNAP#10; SNAP#15; CMP#3; SMILE#7;& SMILE# 9). Most members feel comfortable asking for help if they need it and know that other team members are equally capable of offering assistance. Thus, developing an effective team system is one of the primary responsibilities of program administration (SMILE# 7; & SMILE# 9). Having an effective team does not mean having a “perfect” team; rather, effectiveness means continuously providing diverse services for a large number of participants (SNAP#15; SMILE# 9; & CMP# 3..ect). An effective team that strives to meet the various needs of the participants is sufficient. Team members need not be superior individuals who never make mistakes. All that is required from them is willingness and openness to learn and work with children with different abilities in a way that puts the children

first. Developing an effective team begins with building trust among the members (CMP#1; SNAP#6; & SMILE#5). Trusting their fellow team members allows individuals to strengthen each other's competence and confidence in order to create a cohesive group whose members contributes their best ideas and builds on one another's skills to develop the best service possible. Trust ensures a feeling of safety that allows ideas to emerge and helps team members encourage and be open with each other. Trust is the foundation of a relationship that can endure minor conflicts. By working together, team members learn that their role in the program is important and will impact other team members as well as participants; this necessitates confidence in each other's unique abilities (SMILE#3; CMP#2; SNAP#12).

Implementing a play-based program for children with different abilities means striving for high-quality service that allows feedback from all stakeholders and is adaptable and flexible (CMP# 3,CMP#6; & SNAP#7). Mistakes are good teachers, so long as they do not compromise participants' safety or dignity. "If we are all too worried about everything being perfect, it interferes with some very good things happening" (SNAP #15). Success is rarely a straight line, and practicing providing the service for a sufficient length of time allows team members to become more confident and to develop better intuition about what works and what does not.

#### **4.2.3.2 Lesson 2: "Learning is possible when children are having fun!" (SNAP #13).**

Play-based programs offer an environment that emphasizes learning by doing, being physically active, working with partners, creating new friendships, and receiving whatever support is needed. All these benefits contribute to a more comprehensive educational, recreational environment that enriches the whole child and includes social, physical, and cognitive aspects of development. Children's performance varies from environment to environment. Team members

have noted that before they meeting the participants, most of them only know some basic information about them. When they start working with them, they usually discover that the diagnosis written on paper often does not adequately describe the individual (CMP# 5; SNAP# 3, & SMILE #16). For this reason, though team members must read and consider the participant's profile information, they also assess the participant based on observation of their playing skills. The participant's ability and desire to actively engage in the program activities is not pre-judged. The participants' teachers know how they act in the classroom, but they may not know how they act in an adaptable, play-based environment designed to accommodate their needs (SNAP# 4; SNAP# 10, SNAP# 13). The play-based program's philosophy is designed to focus on children's abilities, along with positivity and motivation, which enables participants to take pride in their achievements and become more likely to engage in further positive behaviours and achieve better results. In this optimal environment, children respect their leaders, treasure their one-on-one time with them and understand that positive connections can strengthen the relationship and build the trust necessary for attempting new things. The relationship between the participant and their buddy plays an important role in building participant confidence and increases their ability to learn and their desire to try new things. The three programs work towards developing the perspective necessary for seeing what children are actually capable of doing (SMILE# 10; SMILE; 16; SNAP# 1; & CMP#5). Most team members affirm that children with different abilities should not be underestimated but rather given the opportunity to show what they are capable of doing, as their abilities may surprise some observers (SNAP #11; SMILE# 5;& CMP# 4). In order for these children to learn, however, they need to be in a modified, non-judgmental

environment. A SNAP team member notes that there is widespread stigma towards children with different abilities, and this can only be rectified through playful learning and creating more inclusive experiences (SNAP #2).

#### 4.2.3.3 *Lesson 3: “Experience is the best teacher” (SNAP #20).*

These programs are successful because they enable everyone who participates in them to learn and gain transformative experience that they can then apply to other life situations. Through engaging in the program, one acquires different perspectives on life. One team member stated, “This program was completely life-changing to me. I hold memories of this program very dear to me” (SMILE #1). In fact, most members said that the program has given them a clearer understanding of disability and of children with different abilities, which reinforces the idea that “the abilities one has does not hold much weight because we are all humans first with wants and desires. How we look or our thought processes does not change that” (SMILE #1). Working and participating in the programs teaches team members to be more level-headed, without taking life too seriously. They learn that it is best not to take anything for granted, as there are always people who are less fortunate (SMILE #2). For other participants, working with children with different abilities has provided insight into the nature of disability, which is not as “romantic” as some people might assume; it is “messy (both literally and metaphorically), exhausting, elating, invigorating, and hilarious all at once” (SNAP #12). Every child is different and needs to be accommodated in the program by his or her best way” (CMP #5). For example, for “children with disabilities, just because five of them have autism does not mean they’re all the same. They all have their different issues and different interests” (CMP #5). One team member believes that “every kid is not the same. So, every child has a different set of needs, has a different set of

wants, has a different set of attention. That was definitely mind-opening for me to take forward into a career that I want to go into (SMILE#9).

#### 4.2.3.4 *Lesson 4: “Little things matter” (SMILE #9).*

It is human nature to want our contributions and accomplishments to be recognized. Being appreciated is energizing and motivating and gives one the incentive to work harder in the future. It builds one’s self-confidence, self-esteem, and self-image. Efforts need to be recognized, and successes need to be celebrated, for participants who achieve their daily goals or complete their individual plans. Even a few words of encouragement or a warm smile can make participants feel appreciated and valuable, thereby improving their experience both inside and outside of the program (CMP# 5; SMILE 11; SNAP# 5). For instance, one team member told the story of a boy in a wheelchair who had been diagnosed with leukaemia. He had Down syndrome (SMILE #13). Though the boy was frequently in pain, by the time this team member left the program, the boy was walking. One would not believe this story if they had seen him in the wheelchair, but it was a truly beautiful moment for the team member who witnessed the boy’s progress (SMILE #13). The team member’s true duty involves working with children to meet their needs and celebrating their achievements and successes. Moreover, program team members who plan and implement the program willingly give their time and effort to their community and to the lives of others (CMP#6; SMILE# 11). This includes volunteers who are paired up with participants, coordinators who plan and supervise the volunteers, and administrators who supervise the implementation of the whole program. Their efforts must be recognized and appreciated by

universities, communities, schools, and parents. The play-based programs fill a gap in community services, and their efforts enable children with different abilities to exercise their rights to play, learn, and enjoy (SNAP#15; CMP# 6, SMILE# 9). Appreciation is a free form of currency; people who work diligently for their community must be recognized if they are to maintain the same high level of service.

Above all, appreciation in these programs comes from within. Team members foster their sense of gratitude by maintaining a positive and appreciative attitude, as it increases satisfaction and more confidence in connecting to the world at large (CMP#1; SNAP#8; SMILE# 14). Team members have admitted that their experiences in the program have made them more appreciative of certain aspects of life. Some comments made by team members include: “You see how much a tiny little accomplishment such as just getting a basketball inside of a basketball net means to them. You see how much it means to them when they just swim across the pool. You do learn that these tiny things do matter” (SMILE #13); “It has taught me to be thankful” (SMILE #2); “I think the most important element this program gave me was perception. The participants were always so happy, so thrilled to be paired up and having undivided attention. Despite all the hardships they faced, seeing their joy put any stress or problems I was experiencing into perspective” (SMILE #3); and “the program has made me thankful and opened my eyes to helping others” (SMILE #7). Being thanked and appreciated enables one to be confident about what one possesses and what one is able to give to others. While fostering appreciation, the programs also simultaneously help to dispel negative stereotypical perceptions of children with different abilities. It is a win-win situation for both the participants and those who voluntarily assist them.

#### 4.2.4 Summary.

The successful factors were organized relative to the three major themes: (1) high-quality program (e.g., adequate program theory and ideas, implementation, delivery of material, team members, and program equipment); (2) meeting the needs of the participants and team members; and (3) lessons learned from experts and practitioners. Figure 3 presents these themes and related factors.

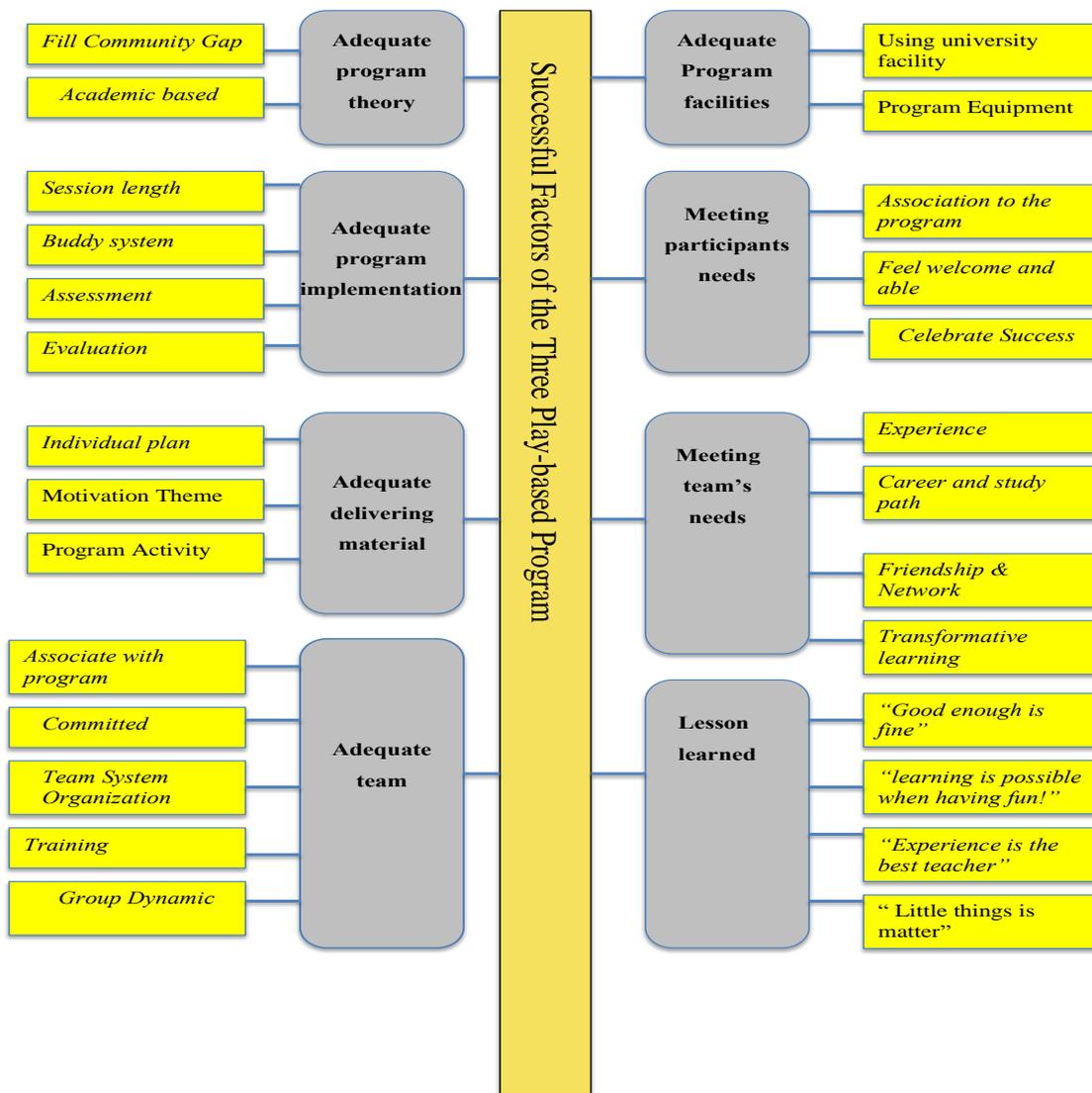


Figure 11: Success Factors

The inquirer used the common factors between the three programs to build a framework of the Canadian play-based program. Of course, there were also some differences among them, such as in the way the three main programs implemented these factors, but these were left as options rather than guidelines. This framework is flexible and can be adapted to any academic institution. Moreover, it allows the institution to modify the plan based on the needs of their community, institutional rationale, and availability of resources or staff.

In summary, the theme of “adequate program theory” explained the purpose of the programs in how they provide educational and recreational services with an underlining theory behind every aspect of the program. The main goal for the programs is to provide physical activity in the least restrictive and most socially stimulating environment to enhance the physical, social, and cognitive development of participants in a fun, safe, non-judgmental environment. The main goal for the team members is to provide experiential education and transformative learning.

The theme of adequate program implementation explored the duration of the programs and length of its sessions. A three-hour session appears to be sufficient for individual play, with one hour allocated for formal group play in which children follow a leader. However, the program may also be one hour in length but then offer another, complementary program of participants’ choosing. The programs can run during school time (with their classmates) or during the weekend (to fill their weekends with activities that promote play and learning). The duration of the program should be long enough to foster a meaningful relationship between the team member and their buddy partner. The buddy system is essential for the program to be able to provide one-

on-one assistance, regardless of the number of participants. To ensure success, assessments based on participants' abilities must be conducted, allowing for thorough evaluation of what they *can* do and building on their strengths. Ongoing evaluation is also imperative and involves examining the program's implementation of each session and determining if any problems exist and what they are.

The theme of "adequate delivery of material" included individual plans and motivational themes. To achieve the program's educational goals, participants follow an individual session plan that emphasizes that they must be active during program hours and follow the plan in a fun, friendly atmosphere. By applying motivational themes, the program allows for variety in its activities from week to week. The themes can be based on sports, a cultural event, or an educational theme. All program activities should be academic-based and rooted in an educational theoretical context.

The theme of "adequate team members" explained the importance of a hierarchical support system, which is the program's organization of the various roles of its team members. Commitment was another key factor. These programs are volunteer-based, and everyone's role in the program is significant. To ensure success, each team member receives appropriate training. These programs enhance group dynamics by strengthening the relationships between program members and encouraging open communication that facilitates teamwork. In all programs, there are high levels of supervision that ensure participant safety and preservation of dignity.

The theme of "adequate program facilities" showed that operating within a university makes the program easily accessible and usable and makes available a variety of program equipment.

Program equipment should assist in the development of different abilities, ranging from fine-motor and quiet play sections to more advanced gymnastic equipment for active play.

The theme of “meeting participant needs” included loyalty to the program, through which everyone feels included, welcomed, encouraged, and respected, as well as actively engaged. Every participant should receive assistance and support from the beginning of the program to ensure the attainment of the main goal: better overall performance. It is important to celebrate participants’ success and achievements in order to increase their confidence and encourage them to continue their efforts. The programs’ immediate outcomes are judged according to level of participant enjoyment, which is mostly associated with positive attitudes such as curiosity, imagination, enthusiasm, and persistence. Long-term program goals include gaining transferable skills and experiences that can be implemented in other areas, such as physical education classes and other activities in which the participants engage in their everyday life.

The theme of “meeting team member needs” explored the importance of gaining experience and skills for undergraduate program volunteers. It was found that participation in a play-based program had a positive influence on university students’ study and career paths. Moreover, the participants establish friendships due to the many socializing opportunities available in a program team. At the end of their time in the program, they take away transformative learning knowledge that assists them in other applied settings.

The final theme of “lessons learned” included information that may be used in planning future play-based programs or improving the performance of an existing program. Lesson 1, “Good

enough is fine”, showed the importance of developing an effective team system. Lesson 2, “Learning is possible when children are having fun!”, demonstrated that children’s physical, social, and cognitive performance varies from one environment to another. Lesson 3, “Experience is the best teacher”, concluded that engagement with the programs allowed volunteers to acquire enriching new perspectives on life. Lesson 4, “Little things matter”, discussed the importance of efforts recognize and celebrate all instances of success and goal attainment.

In short, these successful factors were used to construct a framework of Canadian play-based programs in order to transfer it to the KSA culture and context.

## Subchapter 4.3 Phase Three Results

### **4.3 KSA Play-Based Program and the Cultural Barriers that Exist in the KSA**

This section includes two main themes. The first describes a play-based program appropriate for the KSA context. It includes the program's summary, mission, purpose, goals, SWOT analysis, overview, management structure, planning, implementation, outcomes, and program evaluation. The second part discusses two main cultural barriers that must be taken into account when adopting the program in the KSA.

#### **4.3.1 KSA play-based programs for children with different abilities.**

*This program is a play-based program for children of varying ability levels aged three to 12 (chronological years). It is a volunteer-driven program providing an environment that facilitates physical activity and play in order to foster physical literacy. It aims to provide individuals with different abilities with opportunities to be healthy and active by engaging in regular physical activity. It is designed to be implemented under the supervision of universities in the Kingdom of Saudi Arabia (KSA). The program is academically based and interdisciplinary in nature. Its design is based on the best-practice model of three play-based programs operating in Canadian universities. Finally, the program is guided by knowledgeable individuals in the KSA and by academic research.*

The program follows a simple model in which (a) physical activity and play are used as tools for entertainment and education (inputs) to improve the quality of life of children with different abilities and (b) every participant pairs with the same university student during the program's duration and follows his or her individual plan, which addresses his or her needs (implementation). This will be followed by (c) and (d): as a result of participating, the children will enjoy themselves and (process evaluation) be physically active, safely use program equipment, and interact appropriately with others in the program (physical, cognitive, and social outcomes). This will ultimately improve their daily movement, enhance their quality of life, and encourage them (e) to use appropriate social behaviours (attitude improvement outcome). This will result in (f) physical, cognitive, and social development (behaviour improvement outcomes), which will ultimately contribute to an inclusive community where everyone has a sense of belonging (relationships) and understanding (feeling worthy of being loved) and engages in meaningful activities (impact) in the surrounding community.

#### **4.3.1.1 *Vision and mission.***

A volunteer-driven program that provides an environment for facilitating physical activity and play in order to foster physical literacy in children of varying ability levels. Our vision includes stations that facilitate developmentally appropriate movement that minimizes the barriers the individual experiences in daily life. It also contributes to building communities where individuals with various abilities are offered opportunities for wellness and development in a safe environment.

The play-based program provides an educational, playful, and enjoyable recreational environment that fosters physical activity in children of varying ability levels in the KSA.

Simultaneously, it fosters leadership skills in university students, contributing to their future professional and personal success.

#### 4.3.1.2 *Terminal Program Objective (TPO).*

##### *Statement of purpose.*

To provide physical activities and play with trained university students to children with different abilities in an enjoyable, dignified, safe, and non-judgmental environment designed to accommodate the participants' needs. To run a program that focuses on physical, social, and cognitive skills that participants can acquire, improve on, and utilize in their contact with the world around them on a daily basis and use to improve their quality of life.

TPO1 (physical goal): To demonstrate movement-based experiences that allow participants to be confident and competent in being physically active in a variety of ways and settings.

TPO2 (social goal): To provide and emphasize various types of social involvements in each session based on participants' levels of social skills. This would allow the participant to observe and be in proximity of other peers (parallel play), respond to the intuition of peers (cooperative play), and/or initiate activities with peers.

TPO3 (cognitive goal): To increase awareness of the play-based program activities, rules, and safety guidelines.

TPO4 (university student goal): To provide university students with practical field experience that will allow them to develop transferable knowledge.

TPO5 (community goal): To provide the community with a high-quality program that can fill the gap in the services being provided to children with different abilities. This can benefit everyone involved in the program, as it is designed to function as a site for recreational learning and research.

*Program goals to enable objectives.*

*A. Physical goals*

- To promote participants' growth and development across the lifespan while assisting with the development of physical, motor, social, and cognitive skills.
- To encourage participants to engage in program facilities and activities that are relevant to their daily environment in their own way and at their own skill level.
- To develop and/or strengthen children's motor milestones, which are prerequisites for complex movements and for performing everyday functions.

\* Normal range for reaching age-appropriate developmental motor activities.

- To develop and/or improve participants' fundamental physical skills, stability, locomotor skills, and manipulation.
- To improve participants' body awareness, space awareness, quality of movement, and relationships with objects and other individuals.
- To expose the children to the basic movements at the core of any activity, which can be transferred to other activities or sports.

### ***B. Social goals***

- Foster independence, social skills, awareness, and self-discovery.
- Allow participants to gain social interaction skills by socializing with peers of the same age and team members.
- Expose participants to a social situation.
- Provide companionship, affection, and emotional support through one-on-one interaction.
- Improve the participant's self-worth and sense of belonging through engaging in the program in the child's community.

### ***C. Cognitive goals***

- Improve participants' cognitive development: for the 3–5 age group, this means increasing their memory, attention span, ability to sort and classify, and ask questions. For 4-year-olds, this means retaining rules better. For the 5–6 age group, this means having a lot of variety, simple instructions, creativity, and reminders. For 8–9-year-olds, there will need to be opportunities for success, showing how not to conform, fostering creativity, raising awareness of their own abilities, competitiveness, and using firm rules. For 10–12-year-olds, the activities must be intellectually stimulating, and rules should become more important.
- Improve participants' cognitive functioning (i.e., decision-making process, problem-solving skills).
- Encourage and enhance learning and the exploration of equipment.
- Develop awareness of play setting rules, group play rules, and games rules.

- Provide opportunities for creative movement that are not based on sports.

#### ***D. University students' goals***

- Engage in an experiential learning environment that allows university students: a) to put theory in practice, and b) apply what they know and what they have been taught in different environments to the real world.
- Engage in service learning that allows them to a) participate in a community-focused physical activity program that identifies need, and b) to reflect on the experience in such a way that it furthers course content and educational development.
- Provide university students with volunteer opportunities that will help them a) build their resume, b) earn course credit, and c) complete their thesis.

#### ***E. Community goals***

- Allow children with different abilities to engage in meaningful activities and have a service in their surrounding community.
- Enhance the participants' sense of belonging, which enables them to give back to their community.
- Develop an opportunity for transdisciplinary work between the university and the community.

#### **4.3.1.3 Strategic focus and SWOT analysis.**

SWOT analyses were conducted based on 61 intended users' perceptions about the program's strengths, weaknesses, opportunities, and threats. The aim of this measure was to ensure a higher likelihood of success in transferring the program into the KSA, in part by taking into account the Saudi culture and context. These analyses were organized into internal factors of the program and external factors from the context.

*Internal program factors.***Table 5: SWOT analysis /internal program factors**

| <b>Strengths</b>   | <b>Weaknesses</b>  |
|--|--|
| <p><b><u>Program Components</u></b></p> <ul style="list-style-type: none"> <li>• Entertainment and education are combined in the same environment. The scarcity of such a mixed environment makes it a distinctive, unique strength.</li> <li>• The program differs from a traditional academic environment because it provides an atmosphere of fun and enjoyment through implementing play-based activities.</li> <li>• The objectives and expected outcomes of the program are commensurate with educational objectives in the KSA for children with different abilities.</li> <li>• The child is an active participant within a play environment, which is different compared with learning while sitting in a classroom.</li> <li>• The program is based on an interdisciplinary body of knowledge and academic theory.</li> <li>• Physical activity and play are used as tools to enhance child development.</li> <li>• The play station activities are suitably modified for the specific developmental and chronological age of each participant.</li> <li>• The security and safety of each participant is the primary focus, both physically (equipment) and psychologically (dignity).</li> <li>• The individualized focus on each of the children and the one-on-one interactions with them help in understanding their interests, strengths, and preferences, which can be employed to scaffold their learning and development.</li> <li>• Parents can have access to their child's files to see how well the child is responding and how much effort the team has given.</li> <li>• The program uses "cultural themes" to break the monotony of the routine and have new ideas ready each time.</li> <li>• The program is based on the child's ability and strengths to fill in the gaps in their skills.</li> </ul> | <p><b><u>Program Components</u></b></p> <ul style="list-style-type: none"> <li>• The program needs a large space and special equipment, which is difficult to implement in many places, including universities.</li> <li>• Low diversity in activities and a lack of suitable activities for all participants can lead to boredom and routine and result in the failure of the implementation of the program's idea.</li> <li>• Cost of equipment for the program. Continuous maintenance of the equipment and program facilities.</li> <li>• Limited programs in the main cities where universities are located, which leads to a difficulty to spread to small cities, as is the case with other services dedicated to individuals with different abilities.</li> <li>• Lack of readiness of universities in terms of the availability of appropriate places for the implementation of the program, especially in female universities.</li> <li>• The limited capacity of the program to accommodate a large number of participants, especially if providing one-on-one care.</li> <li>• Lack of transportation.</li> <li>• Lack of financial resources in the university dedicated to implementing the program.</li> <li>• There is no specialized developmental track in physical activities for people with different abilities.</li> <li>• If there is not enough space and/or equipment to achieve the program's activities, it may result in undesirable behaviour.</li> </ul> <p><b><u>Program Team Members</u></b></p> <ul style="list-style-type: none"> <li>• A lack of specialists to implement the program, especially for females.</li> </ul> |

- Play and physical activity are used as tools to enhance the child's learning and to improve lifestyle behaviours.
- According to the ETA model by Balan & Davis (1993), the chance of the child's success should be 75% as an indicator of improvement in activities.
- The use of positive feedback to motivate, stimulate, and celebrate participants' success is an achievement of the program.

#### **Program Team Members**

- The program is supervised by university professors, and they are responsible for supervising and training team members that come from a wide variety of disciplines. Support is provided at a ratio of 1:1, 1:2, or 1:3, based on the child's need.
- University students receive training based on society's needs. The program is implemented in a university, so on-going training continues based on the need of the students for improved knowledge to enhance their ability to work with children. This is reflected in the progress and development of the program.
- All the team members, regardless of their discipline, receive appropriate training in the program before they work with any children.
- Training workshops for the team are specifically focused on the participants and are continually implemented as a resource and form of support for the volunteers.

#### **Program Expected Outcomes**

- This program offers a supportive and welcoming environment to help children socialize with others while improving their motor, physical, and intellectual skills.
- There is a focus on the children's overall growth and helping them mature emotionally and learn to control their anger and self-tuning.
- The development of a plan for each child is determined by observations based on his or her strengths and is used to address the child's weaknesses.
- Enables the participant to expend excess energy, which eliminates unwanted aggressive behaviours.
- Enables students to develop self-efficacy, new abilities, and confidence in personal skills development.
- Enables the participant to gain competence and confidence in his or her abilities.
- Helps children to achieve emotional maturity and control their emotions.
- Enables the participant to be positively motivated to engage in parallel play and small group activities with peers.

- Continuous effort is required to train the university student team members.
- The program needs a large number of team members.
- There is no material incentive for volunteers to ensure their integrity and dedication to the work.
- Paying the monthly salary of program administration.

#### **Program Expected Outcomes**

- Difficult to adjust programs in terms of the end of plans, continuous assessment, and the transfer of learning because there is no final report showing the parents how well their child is responding.
- Implementation failure if it does not achieve the expected outcome.
- Participants need to commit to the program to achieve the expected outcome.
- Some KSA families are so desperate to improve the well-being of their children that the implementation of new programming becomes an obstacle because without immediate gratification, new programs are quickly judged as not useful.

|  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• The positive outcomes of the program enhance families' knowledge and understanding of the program as well as participants' willingness to be involved.</li> <li>• Promotes positive routines and an active lifestyle.</li> <li>• Enables the participant to become involved in similar programs and to eagerly participate in other social events.</li> <li>• The child learns to integrate with peers to participate in society, improving their sense of their importance and belonging in society.</li> <li>• Program assistance and raising the awareness of the university students about the importance of physical activity participation and volunteer work.</li> </ul> |  |
|--|--|

*External environment analysis.*

**Table 6: SWOT analysis/ external program factors**

| <b>Opportunities</b>  | <b>Threats</b>   |
|---|--|
| <p><u><i>Investment</i></u></p> <ul style="list-style-type: none"> <li>• The program provides a research site for undergraduate students, graduate students, and faculty, as well as for researchers from community partners to conduct research on the program.</li> <li>• Possibility of applying the program in all KSA universities for both males and females who will become both qualified and trained.</li> <li>• The university's supervision of the program will provide benefits to the program through the expertise of faculty members from other countries and appropriate experience in the field. There will be the possibility of taking over the supervision and training of students from the beginning.</li> <li>• Possibility to apply for the program on campus or other physical activity centres, which opens the opportunity to implement the program in more than one place within a</li> </ul> | <p><u><i>Lack of Awareness</i></u></p> <ul style="list-style-type: none"> <li>• Time and effort are needed to educate the community about the importance of the program in general and parents of children with different abilities in particular because some people believe that such programs do not result in skill development in children.</li> <li>• The public may believe that the program is more focused on entertainment and enjoyment than on education.</li> <li>• Some families denounce this method of education and find it ineffective. They believe their children need more classroom education and that play time should be separate from education time.</li> <li>• The differences in perception of the importance of physical activity in Saudi and Canadian society.</li> </ul> |

city and not only in the university. However, the program must be under the supervision of the university.

#### Cooperation

- Most of the programs will be under the supervision of the government, and therefore, financial funding will be provided (whole cost/part of cost/participation fee). Use of government support-financial aid.
- Opening a new field of cooperation between the Ministry of Social Affairs and Ministry of Education in the universities.
- Cooperation of the Ministry of Social Affairs will help to reach all eligible participants (contact list of possible participants).
- New ways to collaborate between universities that apply programs to share experiences/networking.
- Open cooperation between community organizations and institutions (universities, schools, special needs centres, and kindergartens).
- Enhance cooperation between all community organizations with a vested interest in children with different abilities.
- Contracting with transport companies and providing buses, with an emphasis on raising the level of safety within the buses.
- Open area of community support and its program applied by Saudi education, where the owners of companies are allowed to contribute to the support of the program and this category. In turn, they are supported by these companies, and their job advertisements are published on the website of the program and social networking sites.

#### Societal Awareness

- Shift society's focus from curing disability to providing care for disabled individuals as their human right.
- The establishment of the program in this time period helps with the success of the program, as the Kingdom seeks to achieve the Saudi Vision 2030 to improve the style and quality of life of individuals and society through the development of new options for them, including the promotion of citizen participation in sports programs.
- This year, the Department of Physical Education for Females was opened in universities, and physical education classes for females were allowed in schools, thus facilitating the implementation of the program.
- Increased community acceptance of people with special needs, the need to play as part of learning, and open play.

#### Non-Cooperation

- Fear of a new experience that may not succeed in Saudi society.
- Some universities may refuse to implement the program on campus or to supervise it outside the university.
- If the program is not implemented by the university and its students, the implementation of the program will be expensive in terms of the salaries of team members, which will lead to fees being raised.
- The possibility of non-cooperation of some administrators in schools or disability centers.
- If the program takes place on weekends or during after-school programs, some people may feel overwhelmed because it increases their burden, costs, and responsibilities.

#### Fear

- Lack of trust of school buses as a result of frequent cases of children being forgotten by the driver or dying on them. However, there are certain measures that can be taken to avoid such incidents.
- Funders may fear that the program will not be implemented as planned.
- Fear of a lack of supervision or child safety during program time and transportation.
- Minimize the importance of the program because there are no certificates or tests that measure children's development.

- Open field to train students and university students in a manner commensurate with the needs of the community and increase the community's awareness of the importance of sport, physical activity, and participation.
- Application of the program in the universities of the Kingdom contributes to the society's acceptance of physical activity and sport in general and their importance to people with different abilities in particular.
- Contribute to changing the stigma and stereotypes associated with disability.
- Participation of children in university programs will contribute to including them as a visible part of society, as most of the services are provided to them in their own centers. This means there is a lack of mixing with the general community.
- Open a field of physical activity and entertainment suitable for those with different abilities, which leads to social acceptance of the multiplicity of entertainment programs, including sports programs.
- Highlight such programs in the media to raise awareness in the community and disseminate good results to encourage others.
- Many parents are supportive of the idea, especially if they are educated about the importance of the program and expected outcomes and if there is government support for the fee.

**The Need for the Program**

- The program provides positive relief to families to reduce the burden of care and have free time, while the children involved have a meaningful experience.
- The need for schools and centres for disability and for programs that can help them achieve their goals for children with different abilities, which reduces the burden on them.
- The need of disability centres for such programs and qualified team members who can implement them, which helps them cooperate with the programs and encourage their students to attend.
- Career opportunities for specialists in the field and university students who have been trained in the program.
- There is a need for effectively training those individuals involved in running this program.

|  |  |
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***The outcome of the SWOT analysis.***

All programs are affected by their environment. However, almost all the Saudi intended users who participated in the questionnaire found that the program had advantages for the field of disability, and they added positive feedback to their answer as well as their motivations and interests. In particular, support and attention came from the director of the Department of Special Education in Makkah, who oversees participation in research in all organizations that target children with different abilities in Makkah. Moreover, the implementation of the program in this specific time period will help increase the chance that it will be accepted by Saudi society and policymakers because it coincides with the Saudi Vision 2030, which has as one of its aims the improvement of quality of life for individuals with different abilities by creating new options for them. Moreover, it will support the participation of women in sports and physical activities. Based on these factors, this program is predicted to have a high rate of success in such an environment.

***Competitor analysis.***

All services for people with special needs shall be under the supervision of the Ministry of Labor and Social Development, except for educational services, which are supervised by the Ministry of Education. Services such as education, social rehabilitation, vocational rehabilitation, therapy, and accommodation are lacking a recreational component, which makes the current program unique in the KSA. In addition, this program is intended to be applied under the full

supervision and training of universities, which has never been done before in the KSA. University students are usually trained within centres in the community and in schools but not in university camps. While the university only undertakes the process of academic qualification, the community centres are only concerned with supervising and training. This leaves a large gap between what is being taught in universities and what is being applied in the community. What distinguishes this program is that the university will now handle both processes. Table 8 shows examples of organizations that may collaborate with the program

**Table 7: KSA Organization**

| <b>Government and Community Agencies and Organizations</b>   | <b>Private Organizations (for profit and non-profit)</b>  |
|--|---|
| <ul style="list-style-type: none"> <li>- Ministry of Higher Education and (public or private) universities under their supervision</li> <li>-Department of Special Education in each region in the Kingdom and the schools under their supervision (public or private)</li> <li>- Ministry of <u>Labor and Social Development</u> and the institutions under their supervision (<u>centers of social rehabilitation, centers of vocational rehabilitation, centers of accommodation OR sheltering, therapeutic centers, day care centers for children with different abilities, and comprehensive rehabilitation centers for severely disabled persons</u>)</li> <li>-King Salman's Center for Disability Research</li> <li>- <u>Sinad City in Makkah</u></li> </ul> | <ul style="list-style-type: none"> <li>-<u>Fitness Centers</u></li> <li>- Bus companies</li> <li>- Commercial companies for (fundraising)</li> <li>-Local Media outlets, including newspapers, radio, and television</li> </ul> |

#### 4.3.1.4 *Program overview.*

##### *Theoretical assumption.*

The program is built on the theoretical assumption of the social model of disability, which distinguishes between the idea of “disability” (social exclusion) and the idea of “impairment” (physical and mental limitations), as it tries to work towards minimizing the barriers placed upon individuals with different abilities in society by promoting awareness, inclusive environments, and employment opportunities for these individuals so that they can fully participate in their society (Shakespeare, 2006). Critical disability theory states that individuals with different abilities are commonly infantilized throughout their lives, which deprives them of the opportunity for skill development. Individuals with different abilities need to participate as fully active members of society, and it is the community’s responsibility to ensure that these opportunities are available for these individuals (Pothier & Devlin, 2006).

##### *Program framework.*

The program’s framework is based on multiple factors, from the ability-based approach to a Laban movement analysis. According to that framework, the emphasis on an ability-based approach shifts the focus onto what the participant can accomplish rather than what cannot be achieved; the factors that influence the success of an ability-based approach include person-centeredness, inherent inclusiveness, individualization, and environmental compatibility.

Firstly, person-centeredness revolves around the notion that the participant (often a child) is placed at the centre of the planning process. The program instructors and leaders are trained to focus on the personal interests, capacities, and abilities of each individual rather than questioning their individual differences. However, in this ability-based approach, inclusion is a value inherent within high-quality service delivery. Individualization is at the core of the ability-based approach because it clearly shifts the emphasis from remediating deficits to maximizing abilities. Finally, environmental compatibility is another important consideration, as the program should be conducted in a “program” atmosphere. The program is based upon adaptive physical activities, which allows participants with different abilities to engage in safe and developmentally appropriate, individualized, and modified physical activities that meet their various needs, capacities, limitations, and interests. The Laban movement analysis is a system of thematic analysis that observes, describes, prescribes, performs, and interprets human movements; the program combines Laban movement education principles with research on child and motor development so as to create a station-based pedagogy and an embedded curriculum that outlines even more specific motion-related progressions.

#### 4.3.1.5 *Management structure.*

Based on Figure 4, the management structure must have the following components:

**Program Director:** The program requires one professional who specializes in movement and disability (e.g., a professor in physical education and/or kinesiology). Their responsibilities shall include running and supervising the program, providing support, feedback, assistance, guidance,

and mentorship to the program team to ensure the safety of both the participants and the team members. Moreover, he or she will be responsible for the university students who attend the program for an internship and/or course credit.

**Administrative Coordinator (first level; paid position):** One specialist is required to mentor and train the coordinators. He or she must be an expert in dealing with participants with different abilities. Responsibilities include organizing the entire program and the team of volunteers, communicating with the school board in the area and with all school staff and/or parents, supervising fundraising, marketing the program and implementing the program in a productive way. They also will be the reviewers of the reflections and planning that will be done before and after each session, and they will add input and supervision if needed, as well as write the final report at the end of the term.

**Curriculum Coordinator (second level; paid position):** One experienced curriculum coordinator with a background in kinesiology and/or physical education will be required. Responsibilities will include supervising the development of the individual plan, mentoring/training the program instructors (fourth level), designing and leading training workshops, developing a protocol for the program team, and creating evaluation forms for parents and guardians, school assistants, and staff.

**Leaders (third level; volunteer position):** There will be a need for five to 10 leaders, depending on the number of participants, who are undergraduate students, ideally in their fourth year. Their academic backgrounds should be related to the program. They may also serve as volunteer instructors for one year before becoming leaders. Leaders should provide instructors with information, inspiration, and innovation. They should motivate, be a people person, plan,

organize large group games and facilitate events during program sessions. The leaders should assist the instructors with setting goals and taking action, as this will guide and assist instructors through their own challenges. Leaders shall also conduct and attend weekly meetings, write out name tags for the participants, and take participants' attendance.

**Instructors (fourth level; volunteer position):** A group of university undergraduate and graduate students from any academic discipline is required. Their job will be to review the files on each of their assigned program participants, learn more about their specific impairments, assign goals, work in a play atmosphere in a one-on-one physical activity setting with a participant with different abilities, focus on the long-term development of their skills, give encouragement and positive reinforcement to participants, and engage in ongoing reflection in and analysis of journals and plans.

All team members will wear easily identifiable T-shirts with the program's name and logo. They will also wear nametags to increase the group dynamic between the team members and for the participants' safety.

The components of the management structure framework can easily be adapted and modified for smaller programming purposes.



**Figure 12: Management Structure**

#### 4.3.1.6 *Program awareness.*

The key partners in this program should be participants who learn about the program via advertising in various media, their school, other disability service providers, referrals from doctors, word of mouth from other participants' families, listings at the services of the Ministry of Social Affairs and their website, or the university website.

University students may learn about the program through their academic department, mass e-mails, social media posts, the university website, posters, or an information session at the beginning of each academic year. Finally, the community at large may hear about it through presentations given at the university, people in the local community, schools, or community organizations.

#### 4.3.1.7 *Program planning.*

##### *Target population.*

- (1) Children chronologically aged three to 12 years with varying abilities who need some one-on-one time.
- (2) Their conditions may include:
  - Internalized Disorders such as anxiety, depression, obsessive-compulsive, trauma and stressor-related disorders, and dissociative disorders.
  - Externalizing Disorders such as attention-deficit/hyperactivity disorder (ADHD), oppositional defiant disorder (ODD), conduct disorder (CD), Attention deficit disorder (ADD), and Bipolar disorder.
  - Developmental Disorder and related issues such as mental retardation, Cerebral palsy autism spectrum disorders, spinal Cord injury, Central Auditory Processing Disorder (CAP), fetal alcohol syndrome (FAS), learning disability (LD), Identity disorder (ID).

##### *Program length and duration.*

##### Program time:

Throughout the academic year. The program shall be offered each term (for eight weeks) for a total of three hours each week, as longer play periods may be linked with an increase in total play activity and complexity (Malone, 1999).

- Weekends (e.g. Saturdays from 9:00 a.m. to 12:00 p.m.).
- During school time (e.g., Wednesdays from 9:00 a.m. to 11:30 a.m.).

- Every week or twice each term.

***Program context.***

The program activities will take place in the university's facilities and/or in community facilities, which will have a full-size gymnasium area for active play, quiet play, a sensory room, and a pool. The physical environment will be structured according to different stations, with an emphasis on the program's goals. Unstructured play spaces may improve participants' ability to focus on gross motor play (Malone, 1999; & Burdette & Whitaker, 2005). While structured play spaces (e.g., the use of "stations") help participants focus and influence the type of play observed (Malone, 1999). The stations are designed to accommodate all kinds of bodies, are adapted for every participant, have different equipment options that consider regular movements and other options that might be used to modify an individual plan, challenge it, and build success. Stations have open-ended tasks, which means there is more than one correct way of accomplishing them, more than one place to begin and end them, and various entry and exit points. Stations must have enough diverse equipment to avoid waiting lines and behavioural or organizational difficulties (e.g., size, weight, texture, trajectory, surface, speed, predictability) (Balan & Davis, 1993) (Appendix N) and be designed to attract interest, emphasize imagination, and elicit movement activity (e.g., using big, bright spaces; colour; music). "Increased interest often leads to increased activity levels" (Balan & Davis, 1993, p. 56). This will allow the participants to be creative and discover their own best way of performing the activities. The environment is suggested to be divided into six stations: fine motor, gross motor, athletic court, multimedia room, sensory room, and pool. Each court will have some equipment, as shown in the following descriptions.

**Fine motor court (for quiet play):** This court is equipped with a multiple-target throwing station that helps participants work on developing fine motor skills, which require small movements and the use of small muscles in the fingers, hands, toes, and wrists. (Figure 5 for an example from a Canadian-based program.)

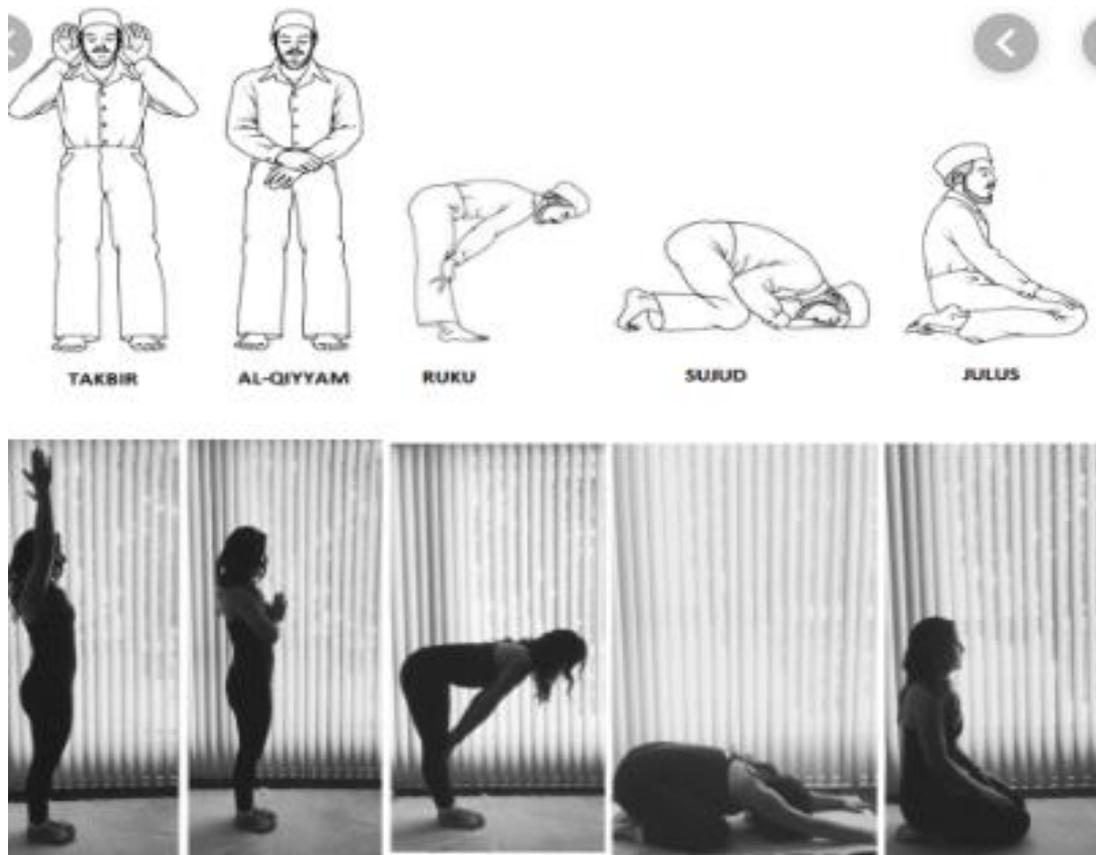
**Gross motor court (for active play):** This court has a fitness station and other games that help participants work on developing skills that use the largest muscles of the upper and lower body. It focuses on skills, such as gross motor movement with firm weight and sustained time qualities; spinal extension; flexion of body parts other than the feet for weight bearing and traveling; aiming for midline crossing and backwards movements; allowing movement on soft, absorptive, springy, and/or unstable surfaces; and aiming for tasks that can be repeated, even if the whole station's repertoire of tasks is not completed. (Figure 6 for an example from a Canadian-based program.)

**Athletic court:** This court includes scooters and sports stations that empower participants to play and interact with others and to recognize their own potential, which helps to improve the participant's self-esteem, social skills, and relationships. (Figure 7 for an example from a Canadian-based program.)

**Multimedia and active exergaming room:** This is a separate room used to minimize distractions from other activities while allowing the children to remain physically active.

**Sensory room:** This is a separate, safe environment for participants who feel overwhelmed, stressed, or aggressive. It is a private space where they can de-escalate, feel calm, protect their

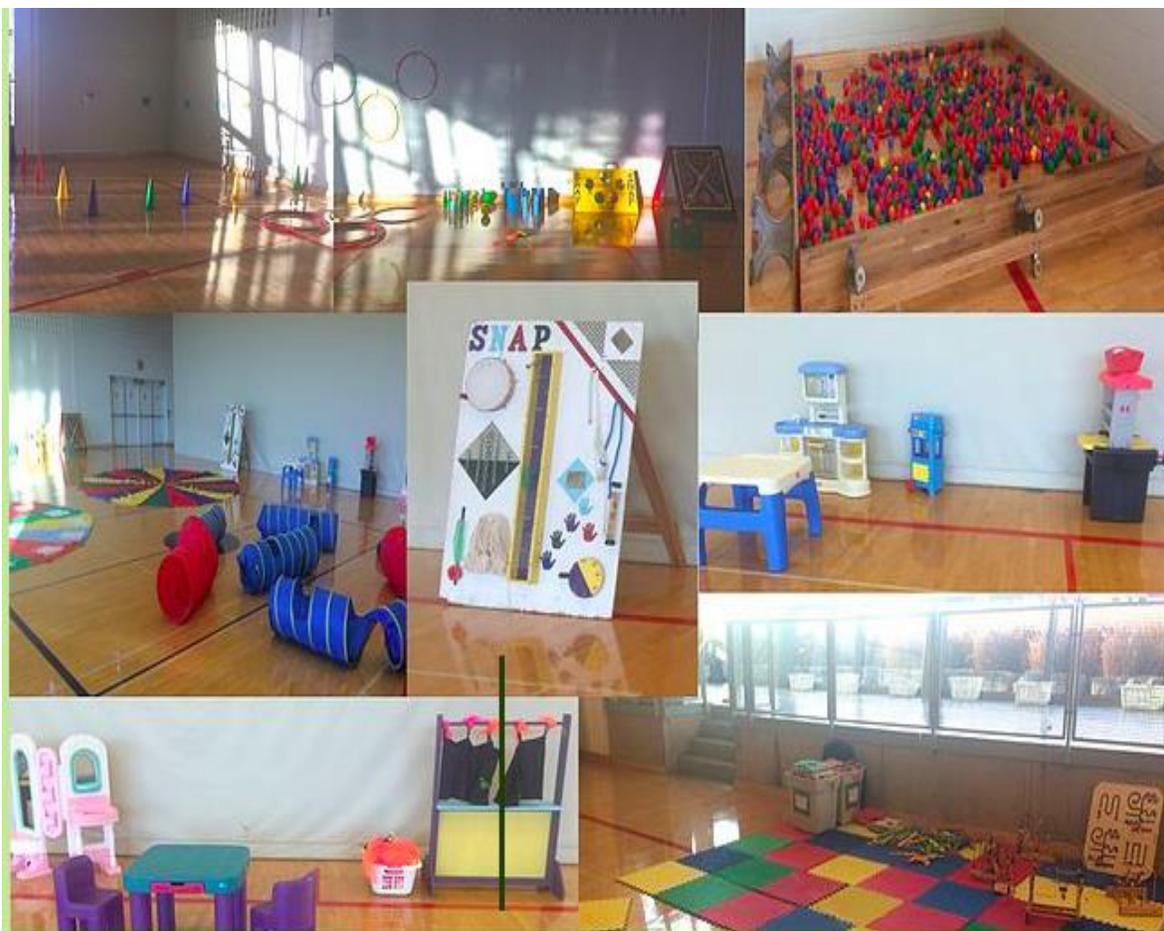
dignity, and resolve their emotional distress. (Figure 8 for examples from a Canadian-based program). Moreover, this area should present some of the Islamic and Saudi cultural beliefs because all Muslims believe that reading the Quran (the holy book of Islam) and regular salat (praying) practices help to promote relaxation and minimize anxiety (Doufesh, Ibrahim, Ismail, & Ahmad, 2014). Thus, the participants can utilize some of the salat positions such as sujud (this position involves having the forehead, nose, both hands, knees, and all toes touching the ground together) in the direction of the Kaaba at Makkah. The sujud position is very similar to the Balasana position in yoga that “leaves the heart in a higher position than the brain, which increases flow of blood into upper regions of the body, especially the head and lungs. This allows mental toxins to be cleansed...reduces high blood pressure, increases elasticity of joints, and alleviates stress, anxiety, dizziness, and fatigue” (Imamoğlu & Dilek, 2016, p. 639) (Figure 9 illustrates a salat positions and a similar yoga positions). Moreover, the equipment in this room can include prayer rugs, the Quran, etc.



**Figure 13: A Salat Movement and Similar Yoga Movement**

**Pool:** Participating in pool activities provides a unique experience that allows participants to actively interact with one another. The facilities are suited for every participant's body and abilities.

All equipment should be cleaned and sterilized at the end of each session.



**Figure 14: SNAP Fine Motor**



**Figure 15: SNAP Gross Motor**



**Figure 16: SNAP Athletic Court**



**Figure 17: SNAP Sensory Room**

#### 4.3.1.8 *Implementation description.*

##### *Team training.*

The program has three training sessions that are based on team members' roles.

**For program leaders:** The program director and coordinators train the leaders in one session before the program starts. This session may include topics such as in growth and development theory, activity planning and progression skills (e.g., games, educational gymnastics, creative/expressive movement, general gross and fine motor skills), academic theory and framework, administrative roles, program planning, themes, safety, and emergency situations.

**For program instructors:** Training is offered on everything they should know, and it is not assumed that they already know this information. Topics may include program background, activities, target groups, rules and regulations, safety, a typical program day, strategies for working with different stations, and what is expected of them.

**Intensive training session:** Instructors who pair up with high-need participants will receive intensive training based on the participant's needs to enable them to adapt to these needs. Thus, this training is conducted after the participant's assessment.

***Fraternity system (al muakha).***

As mentioned earlier, the program will be based on structuring the physical environment (e.g., equipment, space, weather) and social (affective) environment. The social environment is structured by engaging participants directly with the environment and providing them with a constant companion. The program works in the form of a brotherhood and sisterhood between the instructor and participant in a ratio of 1:1, 2:1, or 3:1 depending on the participant's needs, which facilitates appropriate instruction in physical activities in an atmosphere of fraternity. It also provides participants with the assistance and support they need to engage actively during the whole program. Assistance and support may include help with engaging with equipment, especially for the first time; giving immediate positive reinforcement; modelling the activity; and advising on appropriate social behaviours within activities. Thus, a participant's movement performance can be changed through motivation and within a socially structured environment.

***Participants' profile.***

To develop an effective individual plan for the participants, each participant should have a profile that includes an intensive in-depth collection of information covering specific domains (e.g., psychomotor, cognitive, and affective). The profile can also include background information on his or her impairments, demographic information, health information, strategies to de-escalate him or her, sensory considerations, and other types of support they may need. Moreover, it should contain what goals have been accomplished as a result of the program. The purpose of this information is to determine as accurately as possible the capabilities and specific needs of the child. This information can be collected from the child's parents, school, and/or program instructor. It does not necessarily have to include a medical diagnosis or a label that describes a syndrome (Steadward, Watkinson, Wheeler, 2003).

### *Assessment.*

The assessment provides the program instructors with a starting place for the program's journey in terms of activities that can be implemented in order to ensure the program instructors are assisting their participants in developing their physical, social, and cognitive skills. Assessment often begins with an observation of performance using a variety of techniques to focus on the construction of an appropriate individual plan and to guide the instructor in movement observation and analysis. For example, using Connolly's (2008) movement profile instrument, which is based on the Laban movement concept. Using this movement profile will help the instructor identify dominant patterns and missing features from a participant's movement repertoire. This information also can function as an evaluation that allows for pre-post comparatives (Connolly, 2008; Hardman, 2010). Below is a detailed description of the assessment process.

In the first week, the instructor should review the participant's document and observe specific aspects of the participant's performance through their engagement in the activities and whatever records he or she may have. For instance, the focus could be on the development of milestones or stages of motor development that are eventually acquired by most children. The instructor may use assessment tools (e.g. the Test of Gross Motor Development (TGMD)). By the end of the first session, the instructor should have appropriate insight into the participant's interests and performance in the gym and the aquatic environment.

Then, in the following week, the instructor should complete an Ecological Task Assessment (ETA). This requires four steps. In the first step, the instructor plans task goals according to the participant's ability, interests, and needs. The social relevance activity for that age group should also be included. The goal should be meaningful to the participant and be applied in a fun and exciting atmosphere. During the second step, once the task goal or the station have been determined, the participant is given the freedom to choose the movement form and the motor skills that will be used to meet the goal or participate in the station. It is important for the participant to understand the activity and be able to generate skills in response to their environment. Allowing choice will maximize the participant's motivation to perform and to facilitate their own problem-solving and decision-making skills. This can be considered an educational goal in itself. The instructor should observe and assess the movement product (e.g., the actual outcome). Reaching the goal is the most important feature in the ETA model, regardless of the movement process (e.g., how the outcome is reached). For example, "if the goal is locomotion, then whether the locomotion is done through the skills of running or wheeling a wheelchair is unimportant" (Steadward et al., 2003, p. 243). However, the instructor should introduce participants to movement forms that are culturally desirable in order to prepare participants to be in an inclusive setting. In the third step, the instructor should observe and/or record the participant's responses and successes. Participants should have the opportunity for a 75% success rate in the task. Initial success is important to motivating the participants. After he or she achieves success, there must be a way to challenge this success to increase progress in his or her performance (Balan & Davis, 1993). The instructor should use the strategy of manipulating some physical (e.g., time, weight, size) and social (e.g., whether the task goal was accomplished in cooperative or individualistic play) conditions, so that they can determine which

conditions influence the accomplishment of the goal and what helps the participant to facilitate performance. In the fourth step, once success has been achieved, challenging the participant becomes the next priority. The instructor should provide direct instruction in movement form and skills selection to challenge the participant and maximize their performance outcome (Steadward et al., 2003; & Balan & Davis, 1993). Once the ETA is complete, the instructor sets and plans for other short-term objectives related to the participant's physical, social, and cognitive states.

It is important to note that the instructor must document the participant's entire assessment. This documentation can be used to determine the participant's progress and to evaluate the effectiveness of the program.

### ***Individual plan.***

Each participant has a lesson plan for each week that is designed specifically in accordance with his or her needs as demonstrated in the assessment. The instructor is responsible for following the plan with their buddy in an enjoyable and friendly atmosphere. The individualized plan should focus on the participant's strengths, what he or she is able to do and how they can use their strengths to develop their needs.

The individualized plan should be flexible and readily adaptable. This will ensure that participants remain active during program hours while also working on skills that are important for their everyday functioning and well-being. The instructor should choose a relatively small number of task goals very carefully and be direct and firm with the participant. It is also essential that there is consistency and stability in routines and instructional guidelines.

The instructor should use different types of modeling and instruction to deliver the lesson plan. He or she should use visual aids, speak slowly and directly in clear language, use simple instructions one step at a time, be direct and firm, provide concrete rules, and model appropriate behaviour. This will ensure consistency in the child's routine and give advance notice for activities that will occur next.

***Motivational themes.***

Each program day has a theme that links the program's activities with culture and breaks up the routine. The themes also give the program activities a cultural identity, which allows the children to engage in the activities not only physically but also socially and emotionally. Some examples of the themes to be implemented in the educational system in the KSA include Saudi National Day, Career Day, Talent and Creativity Day, and Volunteer Day. In addition, the themes of the program may include traditional and cultural activities such as Al-Qarqeean during Ramadan, Eid Al-Fitr, and Eid Al-Adha. These themes can be implemented by appropriately decorating the program venue and designing activities based on the traditional symbols of these themes. Saudi Arabia is symbolized by sword, palm, dates, tents, desert, camels, horses, falcons, and henna. Moreover, the themes can include traditional activities that are encouraged by Islam. Umar ibn al-Khattāb, a friend of the Prophet, said "Teach your children swimming, archery, and horse riding" as the Prophet supports "walking from target to target (during archery practice), training a horse, and learning to swim." These activities are recommended by Islam and have a traditional and historical background. They can therefore be implemented in the program at religious occasions to help link the participants with their history and traditional background.

Finally, Saudis have great interest in some Saudi traditional activities such as “Al Ardha” and “Al Mezmar.” One of Saudi Arabia’s most compelling folk rituals is the Al Ardha, the country’s national dance. The dance is performed with two rows of performers opposite one another, and they dance shoulder to shoulder. Each of them can wield a sword or a cane. This dance is accompanied by drums and spoken poetry (Figure 19 presents a picture of individuals performing Al Ardha). Al Mezmar is a traditional group performance wherein the performers stand in two rows opposite one another and move toward the centre while twirling large sticks in quick, graceful moves, sometimes around an object then two others follow them. The others repeat the song accompanied by loud clapping (Figure 20 presents a picture of individuals performing Al Mezmar). Al Ardha and Al Mezmar are the markers of community identity and sources of entertainment in Saudi society. They are mostly performed by men at formal national celebrations and government events. However, they can be performed by women at informal family occasions and/or women-only celebrations. Both of these dances can be implemented in the program on Saudi National Day and/or other occasions using safe equipment for children.



**Figure 18: Al Ardha Dance**



**Figure 19: Almezmar Dance**

***Program activities.***

There are many different types of play that can be used to increase participants' development and keep them active. The program environment is designed to be accommodating and can be modified to encourage participants to use the equipment in traditional or non-traditional ways.

This flexibility promotes exploration, experimentation, interaction, and expression. Examples of these program activities are:

- Individual play: The program offers one-on-one assistance to participants in activities, allowing them to engage in individual activities.
- Parallel play: The program provides opportunities for participants to do parallel play in the same place so that they can see and learn from each other.
- Group or cooperative play: There are some stations that require many players. These situations encourage participants to play together in collaboration and cooperation. Hint, group play is an opportunity to implement the Saudi traditional play that is mostly based on a group. The following are the examples of these games:
  - The most famous game is “Taq Taq Taqiyah” played together by 7–10 children. The game requires jogging, singing, and focusing.
  - Albaribur: a game for 2 or more players where the players need to place rectangles into a specific shape. They have to jump on one foot while doing so (Figure 21 is an example of Albaribur).
  - Albali: this game is based on skill. It requires throwing small marble ball to hit other balls, and is somewhat similar to how they play billiards, but without the use of the stick and replace the table with a small hole on the ground prepared for that purpose (Figure 22 example of Albali).

These are some of the popular traditional games in the KSA. Most children like these for their ease, simplicity, and ability to create enthusiasm. They mainly rely on the players' skills, physical activity, agility, accuracy, observation, thinking, and decision-making in a timely manner. They can be implemented in the program to link the participants' experiences with the Saudi culture.

- Imaginative play: There are many different types of stimulation for participants to interact with, allowing them to be imaginative and creative.
- Active and quiet play: The program provides opportunities for participants to engage in fine (quiet) and gross (active) motor play.



**Figure 20: Albaribur Game**



**Figure 21: Albali Game**

#### 4.3.1.9 *Program outcomes.*

##### *Immediate outcomes for participants.*

- Participants in the program gain the opportunity to visit community sites and be paired up with qualified volunteers from the university.
- They gain the chance to play and have fun.
- They gain the chance to be vigorously active and do intense modelling activity.
- Participants are internally rewarded by feeling positive about their personal achievements.
- They participate in purposeful activity for three hours, which may result in reaching a level of exhaustion that allows them to sleep through the night and also helps their metabolism and digestion.

*Expected long-term outcomes.*

**A. Physical outcomes**

- Participants should be able to generate movement forms and skills in response to an environment in other similar settings in the community.
- The program helps them to develop motor milestones and movement patterns that will improve their activities of daily living and well-being.
- It develops the participants' sports and playing behavior skills; it increases participants' physical fitness and conditioning abilities.
- It increases participants' experience of different movement concepts.
- It increases participants' physical literacy and fundamental movement skills development.

**B. Social Outcomes**

- Increase and enhance the participants' quality of life, independence, and social skills.
- Increase participants' ability to interact with their buddy and peers in an appropriate manner (e.g., social interaction skills focus).
- Increase participants' ability to communicate and build friendships with their peers.
- Improve participants' comfort level in the program and increase the likelihood that they will be more comfortable in similar social situations in the future.
- Gain equal attention and social support and build a connection with their buddy.
- The program helps to increase the participants' ability to engage in leisure activities and different types of play in their community with improved confidence.

### ***C. Cognitive Outcomes***

- Maximize participants' motivation to perform and to facilitate problem-solving and decision-making skills as educational goals.
- Learn how to use the equipment safely and understand the activity; be able to generate movement forms and skills in response to an environment without a demonstrator.
- The program increases participants' awareness of play-based programs and their ability to engage in similar social situations.
- The program assists in increasing the participants' sense of understanding and acceptance of a play-based program.
- Increase the discovery of the most effective and efficient movement forms for each individual child.
- Increase participants' knowledge about being creative in movement.

#### ***Outcomes for the Team.***

- Get experience.
- Develop personal and professional skills.
- Gain the experience they need for their future career and/or study path.
- Create a network and get job opportunities.
- Establishing friendships helps team members cultivate social and interactive communication skills and develop valuable relationships.

#### ***Outcomes for the Community.***

- Creates an inclusive community in which each individual can feel a sense of belonging rather than feeling alienated because of their impairment.

#### **4.3.1.10 *Financial forecast.***

The program will be financially dependent on the Ministry of Social Affairs and/or the Ministry of Education support and fundraising (via activities, social events). It can also be left to the

discretion of the university faculty if they want to include a small tuition fee. However, the program shall remain volunteer-driven.

#### **4.3.1.11 *Monitoring the program.***

The program's administrative staff will monitor the program during all phases of the planning and implementation process. Program monitoring is necessary to see if the implementation and activities unfold according to the program's underlying theory and to identify any unanticipated problems or barriers. Monitoring the program regularly will allow the program to be successful and stable and to meet the needs of the participants and team. Program monitoring will include the following:

**Measurement of key program variables.** An example is measuring the number of schools and organizations that cooperate with the program; the number of participants and university students who attend the program in each session, term, and year; and the number of research studies that are conducted in the program.

**Evaluations by the team members.** These evaluations help determine whether the team members feel that their training has prepared them adequately for implementing the program, developing lesson plans, making observations, and running behaviour analysis. It will also assess whether participants are comfortable with their buddy, their participation in the activities, and their levels of enjoyment.

**Feedback from the instructor about the activities.** For example, this feedback will help assess how well participants understood the activities, safety rules, and equipment usage. It will also assess whether participants enjoyed or disliked a particular activity.

#### 4.3.1.12 *Program evaluation.*

Program evaluation is an important part of improving the program that helps to determine if the program's goals and outcomes for the participants and the university students are being achieved. Both formative evaluation (conducted during the program) and summative evaluation (conducted at the end of the year or term) can help the program determine whether it should continue as implemented or be modified in some way (Peterson & Stumbo, 2002). In both evaluations, the opinions of all stakeholders are important to consider because all help to ensure that everyone continues to meet the participants' needs. Program evaluation data can be obtained in several ways. For instance, data may come from stakeholder interviews, program documents, participant profiles and progress, and parent and school satisfaction questionnaires. There are two processes linked to the evaluation of play-based programs: continuous quality improvement and efficacy research.

(1) **Continuous quality improvement** is a regular process to ensure the quality of each program session. This is done by examining the program's implementation and determining if any problems exist and what they are. If problems are identified, there is a reflection about the method to be used to eliminate the problem. This reflection can be achieved through observation, analysis, and immediate feedback and change. The program director, coordinators, and leaders should attend the program's sessions to observe and evaluate the quality of each session. Their evaluation may include quantitative and qualitative outcome indicators such as the number of participants and university students who attend the program in each session, as well as

consideration of the participants' enjoyment levels during the session. It may also include evaluating the overall program's plan, activity, implementation, and safety. Based on their evaluation, they plan to take appropriate action for the next session. At the same time, the instructors evaluate the day's session in terms of what they experienced with their buddy, what was achieved, and what they participated in.

(2) **Efficacy research** provides a research site for professionals, graduate and undergraduate students, as well as researchers from the greater community. Their research can examine the effectiveness of the program in terms of measuring participant outcomes, evaluating the quality of the program, tracking a phenomenon over time, working with images and video, developing programs and testing them, and exploring effective practices from across a broad spectrum of interests.

Both processes are intended to offer useful data to document and improve the quality of the program.

### ***Participant documentation.***

Participant documentation is an important part of the program evaluation. Documentation helps to record the services being provided to the participants and the result of their involvement in the program (Peterson & Stumbo, 2002). An example of participant documentation is information that is collected from their school and/or parent, individual participant assessments, weekly individual plans, progress notes, and follow-up records. According to Connolly (1984) "one

measure of the effectiveness of a program, therefore, is documenting the outcomes clients attain as a consequence of participating in the program” (p. 159).

In addition, there are two main barriers that must be taken into consideration before program implementation. Saudi intended users who participated in the questionnaire agreed that regular physical activity is not culturally prevalent in the Saudi population, and there is a lack of awareness of the importance of physical activity, both of which may affect, and possibly delay, the implementation of the play-based program. The implementation of the play-based program in the KSA will be successful because the target group of children aged 3–12 years are free from cultural barriers, aside from the need to segregate boys and girls. The male participants will be supervised by male team-leaders. The female team-leaders, however, will be supervised both genders until the age of 12.

#### **4.3.2 Cultural prevalence of physical activity.**

Unlike in Canada, the concept of physical activity being important is not culturally prevalent in the majority of Saudi society. It is not considered essential to the field of education, nor is it a common form of entertainment. In Saudi schools and universities, curricula based around physical education (PE), physical activity, and sport are not sufficiently developed for male students and are not easily influenced by the dominant culture. According to Al-Hazzaa and Almuzaini (1999), PE in male schools suffers from major deficiencies in the quality of the programs offered and the quantity of weekly allocated time. Moreover, the strictness of Saudi culture limits the quality of physical education programmes in male schools. For example, Saudi society focuses closely on soccer, and it has become the primary form of physical activity in schools, universities, and elsewhere throughout the country. Consequently, the influence of

Saudi culture limits educational and learning opportunities and options for physical education, physical activity, and sports (Al-Hazzaa, Abahussain, Al-Sobayel, Qahwaji, & Musaiger, 2011). On the other hand, physical activity, physical education, and sports are a completely new field for females in public schools and universities. However, male and female participation in physical activity and sports has historically developed without the support of the government. The introduction of these activities for females officially began in 2017 and is now supported by the government. The decision to increase the emphasis on physical activity and sport in Saudi society is in fulfilment of one of the goals for the Kingdom's vision for the year 2030, which was issued on April 25<sup>th</sup>, 2016. Moreover, there is a large portion of society that does not support any emphasis on physical activity, which explains the delay in the government's recognition and support on this matter. This community's opposition to physical activity and sports has resulted in it being confined mostly to private centers for males and a few private sports clubs in big cities for females. However, these societal limitations do not apply to simple activities such as walking (Shores & West, 2010), and they do not apply to young boys. According to Al-Hazzaa (2004), "Saudi boys spend, on average, limited time on moderate daily physical activity" (p.664).

In addition, physical activity is not considered a regular form of cultural leisure. Saudi culture is focused first on family and social commitments (e.g., visits and family events such as graduation parties, engagement parties, weddings, henna parties, baby showers, etc.), which consume a great deal of the average person's time. Although attendance at these events is not required legally or otherwise, many feel obligated to attend, as they worry that if they do not attend to the events of others, others will not attend their events in return. Events in the wider community also comprise

part of the cultural leisure time for the majority of the Saudi population. Such activities and events include concerts, heritage festivals, poetry readings, camps, and traditional dances such as Ardah, a type of folkloric dance. Other common activities in Saudi culture include hunting, riding horses, riding ATVs in the desert, and stunt car driving. Individuals engage in these activities from a young age; in some families, attendance and involvement in them begin from middle childhood (ages 8–12). People also spend time at large electronic gaming centers, indoor and outdoor playgrounds, and amusement parks. In recent years, cultural leisure time has been influenced by the new vision. In 2016, the General Entertainment Authority was established to organize and develop the entertainment sector and support its infrastructure in the Kingdom in accordance with its strategy to improve the quality of life in the KSA. According to the literature, the “Saudi population is generally shifting to a more sedentary lifestyle, and people are moving away from more PA [(physical activity)]-related activities” (Amin, Al Khoudair, Al Harbi, & Al Ali, 2012, p.357). Lifestyles and their associated cultural contexts are a significant cause of this high prevalence of physical inactivity (Tremblay, Tremblay, Bryan, et al., 2006). Research shows that the prevalence of physical inactivity is high among Saudi children, adolescents, and adults (Al-Hazzaa, 2004), including data from eight studies indicating a high prevalence (43.3–99.5%) among Saudi children and adults (Al-Hazzaa, 2004). Therefore, the new plan for the General Entertainment Authority includes encouraging different types of physical activity in all areas of society.

#### **4.3.3 Lack of awareness of the importance of physical activity.**

The second main cultural impediment is a lack of awareness of the importance of physical activity and how it impacts the whole self (affective, psychological, and social) rather than just the physical aspect. This limited awareness has impeded recognition of the relevance of physical

activity to the overall well-being of the individual, especially those with different abilities. For example, in Makkah, the government has established a large project called “Sinad City” for individuals with different abilities. The purpose of this project is to integrate the services being provided to these individuals in one place, under the direction of university professionals. Their services include education, social rehabilitation, vocational rehabilitation, therapies, temporary accommodation, and permanent residences. Unfortunately, they have not sufficiently emphasized the role of physical activity and play, as the project currently only includes rehabilitation and occupational therapy.

In addition, the concept of “play” in mainstream KSA society is mostly limited to forms of entertainment. In other words, play is often considered a “waste of time” and is not seen as linked to the development of important skills. This further explains why play and physical activity were not included in government projects. Efforts are needed to educate Saudis about the importance of physical activity and encourage them to be more physically active (Al-Hazzaa, 2007). Physical inactivity was shown to be more prevalent among less-educated Saudis (Al-Refae, Al-Hazzaa, 2001). Therefore, it is recommended that national policy encourage active living and encourage research addressing the physical issues impacting the Saudi population, as this would provide valuable information on public health and allow steps to be taken toward promoting active lifestyles (Al-Hazzaa, 2004). This inquiry aims to increase play and physical activity among children with different abilities. In order for a play-based program to achieve its goal, it is necessary to raise awareness of the benefits of physical activity among parents, university students who will implement the program, partners, and everyone else involved. They

must understand the benefits of the program as well as the time and effort invested in it (e.g., the individual plan, buddy system, etc.).

Additional cultural impediments were identified by the Saudi intended users but were not repeated by enough participants to warrant further discussion. Among these additional impediments were:

- the need for sportswear in physical activity in a culture in which some sportswear, especially for women, is not accepted by society;
- a lack of sufficient specialists in physical activities, as the field is new to this society;
- neglect of scientific research on physical activity and play;
- the community's view of the program as not adding anything new to children's lives, especially since the children already attend school and various centers that promote their development;
- a lack of inclusive or specially designed recreational programming opportunities and facilities;
- the lack of comparable programs in the community, against which to compare outcomes;
- a lack of community interest in the entertainment sector for individuals with different abilities, as it is rare to find non-governmental entertainment programs for them; and
- a parental lack of awareness and knowledge on how and where their children can safely participate in physical activity.

One of the female participants also mentioned how some families do not support female participation in gross physical activities (such as gymnastics or riding a bicycle or a horse) due to concerns about breaking or damaging the female's hymen.

#### **4.4 Conclusion**

The new vision of the KSA has led to radical changes in the country, some of which are in line with the current culture and have received considerable support from the community. On the

other hand, some contradict the mainstream culture, such as allowing open cinemas and allowing women to drive. The new vision has given Saudi society the freedom to engage or not engage in most of the changes, but they have no right to prevent them from being established in society. This arrangement is much freer than in the past, when certain officials were able to prevent the introduction of almost anything new into the culture based on personal opinions and for fears of objection in the community. In other words, the traditional culture of Saudi society and the individuals who support this culture no longer possess the authority to prevent the introduction of new practices and elements into the culture. After this new vision was issued, many officials in the Saudi ministry were dismissed, and new officials were appointed more consciously, a nearly unprecedented overhaul. One of the most important things aspect of the new vision is the establishment of physical education curricula in female schools and universities. Women's sports gyms are also now allowed to be independent centers rather than operating as part of therapeutic and health centers, as was the case in the past. In general, the government has shown interest in the benefits of physical activity and sports and supports projects that integrate physical activity into Saudi culture.

Based on the participation of knowledgeable Saudi intended users, it can be concluded that they support the program's theory. Some of these users left notes that stated their desire to help with implementing the program. In fact, there are no real barriers to implementing the program in KSA society, especially for the younger generations, who have fewer cultural rules imposed on them. The challenges that may be faced in the implementation of the program are similar to the challenges faced by any new type of program in a society: the fear of the unknown; the fear that

implementing a new program may cost a great deal of money and effort without achieving the desired results; a lack of knowledge about the program's outcomes; lack of trust; and, finally, fears about how teachers, who have previously relied on traditional education to support programming for children with different abilities, will cope with the change.

These societal fears are largely based on a lack of previous experience and of awareness, which can be overcome by the involvement of higher education institutions skilled in developing comprehensive plans to ensure institutional fit, market feasibility, financial viability, societal readiness, and society's current and future culture and needs. This involvement will likely contribute to educating society about the benefits of physical activity and about the program. Those to be educated first will include the staff who will implement the new program, the staff who work with children with different abilities in centers and schools, the parents of these children, and university students in related disciplines. Then, there will be a need to educate the general public through social media, which is now considered in the KSA to be the most important means of advertising and raising awareness, with even large business and government projects being promoted on social media. There will also be a need to attract multiple sponsors for the program, especially the Ministry of Higher Education and the Ministry of Labor and Social Development, which supports services for children with different abilities. Such sponsorships may be particularly powerful in stimulating the program's development due to their strong intellectual and social authority.

## Chapter 5

### **5 General Discussion**

There are two major sets of findings resulting from this inquiry: (1) evidence-based success factors of a play-based program for children with different abilities and (2) a KSA play-based program based on the Canadian framework, with three examples of successful implementation of that framework. These results have the potential to inform successful practices of a physical activity program and to fill a practical gap in services for children with different abilities in the KSA.

#### **5.1.1 Evidence-Based Success Factors of a Play-Based Program for Children with Different Abilities**

The importance of these findings is related to the need of children with different abilities to participate in a high-quality play-based program. According to previous studies, the participation of children with different abilities in physical activity and recreational activities promotes inclusion, enhances physical functioning, and improves overall well-being (Murphy & Carbone, 2008). Despite these benefits, children with different abilities are often highly restricted in their participation in such activities (Murphy & Carbone, 2008), often due to a lack of available physical activity programs and/or the availability of only inadequate programs that limit participation (Murphy & Carbone, 2008; Rimmer, & Rowland, 2008).

Insufficient program can usually be attributed to three factors: invalid program theory, sub-optimal program implementation, and inappropriate evaluation (Wandersman, 2009). Program are unlikely to reach the expected outcomes when guided by invalid or poorly implemented

theory. Thus, there is a great need to identify factors that promote successful practices in these programs. This inquiry uncovered factors that can inform the practice of a play-based program. In addition, it included lessons for use for future initiatives to promote success. The successful factors were generated from the inductive thematic analysis of three Canadian play-based programs considered to be successful based on their outcome indicators. This inquiry's criteria for a successful program are (a) program sustainability (the sustainability of these programs relies on their structural transformation from small projects to some of the largest and longest-running programs in the community); (b) participant satisfaction, which is based on the numbers of participants and returning participants; (c) team member engagement, which is based on the number of university students involved in the program and their satisfaction with their role in the program; and (d) the potential for research (the three programs are research sites for undergraduate students, graduate students, faculty, and researchers from community partners). The success factors generated from these programs were considered evidence-based factors and were identified by the synthesis of three different programs applying the same factors but adapting them to their own context (Patton, 2015). These factors have been implemented in the programs and helped achieve the desired outcomes, as discussed in the findings chapter. These findings may have important implications for those who seek to develop new programs or improve existing ones.

The success factors are organized in a high-quality program with:

- **adequate program theory and ideas**, which includes the following factors: a purpose for the program (which is a combination of educational and recreational purposes), an academic basis for all program aspects, the filling of a community gap, and predetermined goals for participants and team members;

- **adequate program implementation**, which includes appropriate session length, participant assessments, the buddy system, and ongoing program evaluation;
- **adequate delivery of material**, which includes individual plans, motivational themes, and various program activities;
- **adequate team members**, which includes a hierarchical support system, commitment, appropriate training, being open to different ways of communication, enhancement of the team's culture, recognizing contributions, loyalty to the program, and high supervision;
- **adequate program facilities** that are accessible, usable, safe, spacious enough for a large group of participants and include program equipment appropriate for the fine-motor and quiet play sections to more advanced gymnastic and active play equipment;
- **meeting of the needs of participants** (sense of belonging to the program, feeling welcome and able, fun, supportive, non-judgmental, non-competitive environment and transferable skills) **and team members** (practical experience, personal and professional skills development, career and study path, friendship, and transformative learning); and
- **lessons learned from experts and practitioners**, including “good enough is fine”, “learning is possible when children are having fun”, “experience is the best teacher”, “little things do matter”.

These results were consistent with and complementary to the previous studies investigating success factors in play-based programs. A study by Wandersman (2009) found four key success factors that should be present in programs to increase participation: theory, implementation, evaluation, and resource/system support. Theory is important for understanding the program idea

and for creating a program strategy to meet short- and long-term goals. Adequate program theory may increase the likelihood that the program can meet the stakeholders' needs. Implementation is a purposeful process that puts program theory into practice. A high-quality program implementation is essential to achieving results. To be successful, programs require appropriate evaluation, as evaluation leads to a more effective program and an increased likelihood of attaining program outcomes. Finally, having resource/system support ensures the program's success because many resources are needed to implement the program. System support may include leadership, skills, and motivation (Wandersman, 2009). These four key program success factors were discussed in this inquiry.

An evaluative case study by Lappano (2013) conducted on the SNAP program found certain factors that can determine the quality of an adapted physical activity program. For example, the people involved in the program should be enthusiastic, energetic, dedicated, well trained, and well educated (Lappano, 2013). These factors were identified based on a single evidence-based program (Patton, 2015). All the factors that resulted from Lappano's (2013) study were included in this inquiry because it was conducted on the same program. However, some factors emerged in this inquiry that were not identified in Lappano's study. They included enhancement of the team culture (which strengthens the team dynamics in ways that maximize their interaction with one another, unite them through shared rituals such as cheers, organize social events, and design program T-shirts), recognizing team contributions (formally acknowledging and appreciate team members' effort, time, and contributions, which leads to a higher level of job satisfaction), a hierarchical support system (which makes for a highly organized program with clear job descriptions for the team members), and session length (which accommodates two types of play: one hour of formal play and three hours of informal play). Another study focusing on program

implementation identified a list of factors that can influence the implementation of physical activity interventions in youth-serving organizations. In this study, the authors used a Delphi method with five experts (Lau, 2015). All of Lau's (2015) factors for effective program implementation were included in this inquiry under the topics of adequate program team members, implementation, facilities, and delivering materials. The only factor that did not emerge in this inquiry was parental support for physical activities. Also, a systematic review that included 29 studies identified 22 factors that influenced the implementation of physical activity interventions in school-based programs. Most of these factors emerged in this inquiry, such as session length and time needed, which were the most prevalent category (Naylor et al., 2015). Certain factors may not have emerged in this inquiry simply because they were relevant only to a school setting. These include classroom management to prevent disruptive student behaviour, staff turnover/changing roles, physical factors such as footwear/clothing, parent support and perceptions, and weather (Naylor et al., 2015). The results of the systematic review and the Lau (2015) study were the identification of a list of factors without contribution analysis. The present inquiry contained the success factors and a dissection of how these factors are implemented similarly and/or differently among the three cases, supported by evidence from program team members and various examples. These analyses are intended give the reader a full idea of the factors, what they mean, how they are implemented, and team member perspectives on them. With so many similar factors, it became possible to generalize them. However, the section on lessons learned is from the experts and practitioners in these programs ("good enough is fine", "learning is possible when children are having fun", "experience is the best teacher"; and "little

things do matter”) are unique to this inquiry. These lessons were based on evidence from the evaluation used, which provided guidance for future desired outcomes (Patton, 2015).

Indeed, it is not only the theory or equipment that makes the program successful; rather, it is the interaction of these factors that ultimately determines the success of the play-based program. The success of these programs is built upon trust and collaboration between community institutions and partners (Vial, 2007). Community programs are dependent on those who believe in, support, and donate to it, and community commitment leads to program success. Vial (2007) describes “a community development approach based on three key elements: identifying a community champion, developing collaborative partnerships, and delivering quality sport programming” (p. 571). The support provided by the universities in this inquiry allows their professors and students to plan and implement these programs using the university facilities and equipment. The volunteers, who are driving the program, donate their time and effort to make these programs run successfully. Community partnerships fund and support the programs to keep them operational with little to no associated fees. Parents trust the academic institution and allow their children to participate in the program. In short, community development requires collaborative effort and trust across groups and organizations (Bradshaw, 2000). These programs fill gaps in community programming for children with different abilities. A community development approach is used to increase participation in physical activities and recreation activities (Vial, 2007) through these programs. Findings from this inquiry help to generalize the success factors for play-based programs, as gleaned from evidence in their work with children with different abilities.

Furthermore, the evidence-based success factors identified by the analysis of three different successful programs will give the intended Saudi users a summary of the experiences of the programs from the perspectives of experts and practitioners. Then, the intended Saudi users can

apply the Islamic sharia and Saudi culture to the program. This will ensure that transference occurs with success because of the proper planning to reduce risks. Moreover, Saudi society greatly values the lessons that are linked with their religious and cultural values. They believe that it can give another perspective to long meaningful experiences. Therefore, the lessons from the experts and practitioners were provided at the end.

### **5.1.2 The KSA Play-Based Program and Three Examples of Canadian Play-Based Programs**

The second major finding of this inquiry relates to the creation of a play-based program in the KSA based on the Canadian framework. The involvement of Saudi intended users in customizing the program increases the likelihood of the program actually being used in Saudi society. This result can fill the practical gap in the services provided to children with different abilities in the KSA.

This inquiry is consistent with the aim of previous research to understand and draw attention to physical inactivity among populations with different abilities. In addition, it has taken a significant step toward the implementation of these recommendations. The aim of this inquiry is to fill the gap in the services being provided to children with different abilities in the KSA. By providing these children with a suitable program for exercising their right to play and accommodating their needs, it may promote increased physical activity and a healthy lifestyle. It may also increase their overall quality of life. Moreover, the aim is to shift Saudi society's understanding of disability to a more accepting status for the sake of these individuals' human rights and equality of opportunity, and to promote respect for their inherent inclusion in society and evolving capacities (WHO, 2011). According to Dawson et al. (2012), this community-

building aspect sets the stage for social acceptance and a sense of belonging. This idea can be applied to this inquiry through:

- (1) Highlighting the focus on these children's abilities and giving importance to their right to play and to enjoy this play. Focusing on ability may positively contribute to changing how society views individuals with different abilities and improving the type of services being provided to them.
- (2) Promoting inclusion in the community and effective participation. This advocacy may help children with different abilities acquire a sense of belonging in the community, develop an understanding that they are worthy of being loved, and be engaged in meaningful activities in their surrounding community (King, 2004).

In addition, the purpose of the KSA program is to provide educational and recreational services. This would mean using physical activity in a playful and friendly environment. The program will be implemented at a Saudi university. In fact, the implementation of this program and the creation of a suitable place for physical activities at the university camps will benefit the university students. A study was conducted at a Saudi university on the significant barriers hindering students' physical activity. The result included a lack of accessible, suitable, and safe sporting places; a lack of sports skills; and a lack of awareness about the benefits of sports (Khalaf, Ekblom, Kowalski, Berggren, Westergren, & Al-Hazzaa, 2013).

This inquiry also resulted in a customized play-based program for children with different abilities based on Canadian framework. The inquirer constructed the program framework with both (1) an awareness of Canadian culture gained through residence in Canada for nearly a decade and through volunteer experience in the SNAP and CMP programs and in gym centers for children with different abilities and (2) a sufficient awareness of Islamic Sharia, upon which

lies at the root of the KSA and Saudi culture. Moreover, the customization of the play-based program framework was achieved by effectively engaging 61 Saudi knowledgeable intended users.

Their engagement helped to develop a customized play-based program that focuses on the areas of concern that are important for Saudi society owing to the lack of their existence in the current services or less attention focused in this area. These concerns included participants' safety and the qualifications of well-trained program team members. The KSA play-based program will provide strict supervision, wherein every participant is paired with a university student. All team members have to receive appropriate training based on their position in the program. The other areas of concern were the program goals and outcomes. The KSA play-based program will specify the program goals for the participants and team members. The link between the program goal for the participants and the team members will be clear. The program routine is another obstacle for most new programs and services. After a period of time, participants can lose interest in the program. The KSA play-based program will implement motivational themes on every program day. These themes include cultural and traditional activities as well as activities that are supported by Islam in a fun, fraternal atmosphere. The program will use these traditional and cultural activities and games to increase and promote physical activity among children with different abilities in more acceptable ways. Moreover, the program will focus on allowing the participants to engage physically, socially, and emotionally in the program. To conclude, the program is based on the Canadian framework and is customized by knowledgeable intended user from KSA, which increases the likelihood of its successful implementation in the Saudi culture and context.

## 5.1 Research Limitations and Future Research

According to Creswell (2013), the data collection strategy should be planned before conducting the study and can be modified in the middle of the study. The third phase of data collection was planned to include utilization of the Delphi method. However, the plan was changed due to limited research time and difficulty in accessing professionals (e.g., university professors). The professionals who were contacted supported the program theory and preferred to participate in editing the final copy of the program plan in order to translate and publish the program in the KSA. Another limitation of this inquiry is that most of the Saudi intended users were from Makkah region, which is also where the inquirer's hometown is located. It was difficult to recruit participants from other regions due to a lack of time and capital. This may affect the generalizability.

The sample size, participants, and the data collection used in this inquiry were sufficient for the purposes of the inquiry. However, future research can include a larger selection of cases for greater generalizability. Furthermore, it would be beneficial to gather information from child participants to gain firsthand knowledge about their feelings, personal experiences, and outcomes related to the play-based programs. The use of incentives such as toy gift cards and the encouragement of parental participation along with the children participants would be encouraged. In the case of this inquiry, additional time would have been needed to volunteer and/or to observe the children participating in these programs in order to establish familiarity and thereby increase the willingness of the children to engage in interviews and speak with an adult dressed in a hijab.

Moreover, the Saudi vision for the year 2030 is focused on sports and physical activity, which has led to the spread of physical activity centres, especially for women, in all cities of KSA.

Future research can examine the implications and/or future trajectories for KSA and the lives of Saudi families in relation to physical activity and play for Saudi society in general and for individuals with different abilities in particular. Currently, the implications and/or future trajectories for these centers and the effect of physical activities on Saudi culture will be difficult to determine because the efforts have just begun. With a large turnout, it could be predicted that this program will develop in the right time.

## **5.2 Conclusion**

Children with different abilities are limited in their participation in play and physical activities. Play-based programs can benefit these children. This inquiry focused on play-based programs for children with different abilities, providing interdisciplinary insights from the literature on the three components of the study: disability, play, and adaptive programs. Then, by choosing U-FE as a framework for the study, this inquiry conducted a comparative case-study approach to examine three similar successful play-based programs in Canada. These case studies were carried out to understand the ideas behind and implementation of play-based programs in Canada, to identify and investigate the common success factors across the three play-based programs, and to adapt and customize the Canadian framework of play-based programs to fit the KSA's culture and context. Data were collected from two groups of participants: Canadian program team members and Saudi intended users. Their data were analyzed deductively and inductively.

This inquiry offers three different examples that illustrate the idea and the implementation of play-based programs for children with different abilities in Canada and the factors that make them successful. These findings will help the Saudi intended users unfamiliar with this type of program gain a deeper understanding of it and how it works from beginning to end. These results stemmed from effective engagement of 40 Canadian program team members on these programs and from the collection of unobtrusive data on the programs.

Finally, this inquiry recommends that colleges and universities establish an academic discipline that promotes physical activity. The customized play-based program was purposely designed to be implemented under the supervision of professional in physical activity in universities in the KSA. In fact, the implementation of this program and the creation of a suitable place for physical activity at the university camps will benefit the university students as well. Thus, implementing such a program will provide accessible, safe sporting places for university students. In these spaces, they will have the opportunity learn interdisciplinary theory, practice physical activities, receive proper training, earn course credit, conduct undergraduate and graduate research, and gain volunteer experience. To conclude, the implementation of such a program in Saudi society is necessary, as it addresses researcher recommendations on meeting the needs of children with different abilities and making physical activity a part of their lifestyle.

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## Appendices

### Appendix A



#### APPROVAL FOR CONDUCTING RESEARCH INVOLVING HUMAN SUBJECTS

Research Ethics Board – Laurentian University

This letter confirms that the research project identified below has successfully passed the ethics review by the Laurentian University Research Ethics Board (REB). Your ethics approval date, other milestone dates, and any special conditions for your project are indicated below.

| TYPE OF APPROVAL / New <input checked="" type="checkbox"/> / Modifications to project / Time extension |   |
|--|---|
| <b>Name of Principal Investigator and school/department</b>  | Shuaa Mutawally, supervisor, Elizabeth Levin, PHD Human Studies program   |
| <b>Title of Project</b>  | A comparative evaluation of play-based intervention programs for children with different abilities and its transferability to the Kingdom of Saudi Arabia |
| <b>REB file number</b>   | 6009954   |
| <b>Date of original approval of project</b>  | June 5 <sup>th</sup> , 2017   |
| <b>Date of approval of project modifications or extension (if applicable)</b>                          |   |

|  |            |
|--|------------|
| <b>Final/Interim report due on:</b><br><i>(You may request an extension)</i> | June, 2018 |
| <b>Conditions placed on project</b>  |            |

During the course of your research, no deviations from, or changes to, the protocol, recruitment or consent forms may be initiated without prior written approval from the REB. If you wish to modify your research project, please refer to the Research Ethics website to complete the appropriate REB form.

All projects must submit a report to REB at least once per year. If involvement with human participants continues for longer than one year (e.g. you have not completed the objectives of the study and have not yet terminated contact with the participants, except for feedback of final results to participants), you must request an extension using the appropriate LU REB form. In all cases, please ensure that your research complies with Tri-Council Policy Statement (TCPS). Also please quote your REB file number on all future correspondence with the REB office.

Congratulations and best wishes in conducting your research.



Rosanna Langer, PHD, Chair, *Laurentian University Research Ethics Board*



## Appendix B

### A COMPARATIVE EVALUATION OF CANADIAN PLAY-BASED PROGRAMS FOR CHILDREN WITH DIFFERENT ABILITIES AND ITS TRANSFERABILITY TO THE KINGDOM OF SAUDI ARABIA

Shuaa Mutawally (PhD student)

Department of Human Studies- Laurentian University

Group # 1

Program #

Participant #

#### Section 1. Demographics/Background

- A. What is your academic background? Education.
- B. What are you presently working on in this program? Occupation.
- C. How long have you been working in this program?

#### Section 2. Knowledge

- A. What are the rules and regulations of this program? Implementation
- B. What are the services provided to the participant? Implementation
- C. What are the staff's roles? Implementation
- D. How do the program participants find out about the program? Process
- E. What theoretical assumption model is the program based on?
- F. What happens behind the scenes when the preparation for the participants takes place?

#### Section 3. Sensory

- A. What do you see when you first walk through the doors of the program?
  - What do you see the children do when you first walk through the doors of the program?
  - What do you see the staff does when you first walk through the doors of the program?

- B. From your view, can you list (in order of importance, where the top being most important) the equipment used or targeted for children with disability?

#### **Section 4. Experience /behavior**

- A. What is actually happening in a typical day of the program? *Processes*
- B. What activities do children engage in?
- C. What do the children gain from participating in this program? *Outcome*

#### **Section 5. Opinion/values**

- A. From your perspective, and in your own words, what are the primary goals of this program? How can the program be more effective?
- B. What are the successful factors of the program?
- C. From your perspective, what do you think of the program?
- Strengths? What is the best aspect about the program?
  - Weakness? What issues surface during implementation that needs attention in the future?
  - What are some of the things that you have really liked about the program?
  - What are some things you do not like so much about the program?
  - If you had the power to change things about the program, what would you make different?

#### **Section 6. Feeling /emotions**

- A. What are the most important things you have learned from your participation in this program?
- B. How has the program affected you?

**Is there something important we forgot? Is there anything else you think I need to know about the program?**

## Appendix C

## Types of unobtrusive data gathered

|                          | CMP  | SNAP   | SMILE   |
|--------------------------|--|--|---|
| <b>Written Documents</b> | <p>Documents that were generated by the program and included information about program planning, delivery, and implementation:</p> <ul style="list-style-type: none"> <li>-Children's Movement Program (Movement Specialist)</li> <li>-CMP (Curriculum Coordinator)</li> <li>-Children's Movement Program</li> <li>-Outline for Children's Movement Program Final Report</li> <li>-CMP Themes and Reminders – Fall 2015</li> <li>-CMP Reminder for Parents</li> <li>-CMP Safety Checklist</li> <li>-CMP Volunteer Information Sheet - Fall 2015</li> </ul> | <p>Documents that were generated by the program and included information about program planning, delivery, and implementation:</p> <ul style="list-style-type: none"> <li>- How SNAP works</li> <li>-Special Needs Activity Program Article. March 2016</li> <li>-What is SNAP and what does it mean to be a SNAP coordinator</li> <li>-APA Practicum: Practical Considerations</li> <li>-Special Needs Activity Program (Student Profile)</li> <li>-Special Needs Activity Program (Welcome to SNAP Fall Session 2009)</li> <li>-Special Needs Activity Program (Program information)</li> <li>-SNAP Portfolio Group Mandates/Responsibilities</li> </ul> <p>Newspaper (The Brock Press): includes 3 articles</p> | <p>Documents that were generated by the program and included information about program planning, delivery, and implementation:</p> <ul style="list-style-type: none"> <li>-Acadia SMILE Program General Information</li> <li>SMILE Teaching Materials and Related Guest Lecturing</li> <li>-Advisory Board: Terms of reference</li> <li>-The Acadia SMILE Program 2015/2016 Leader Training Handbook</li> <li>-SMILE: Acadia SMILE Instructor Manual (Saturday)</li> <li>-The Acadia SMILE Program Behavior Management Module, and Assessment Module</li> <li>-Supplementary SMILE Program Material that includes: Two Volunteer experiences at SMILE. (Volunteerism with a SMILE)</li> </ul> |

|                          |   |  |   |
|--------------------------|---|--|---|
|                          | <ul style="list-style-type: none"> <li>-CMP Volunteer Evaluation Synopsis 2015</li> <li>-CMP Parent Evaluation Synopsis 2015</li> <li>-CMP training</li> <li>-CMP Meet the Children's needs</li> <li>-Children with disabilities information sheet (Meet the Children)</li> <li>-CMP 2017/2018 Staff Manual</li> <li>-CMP Instructor Training Lesson Plans</li> <li>-CMP Volunteer Orientation Outline</li> <li>-CMP Movement Concept 2017/2018 Goals and Expectations for all</li> <li>-CMP brochure for 2017, 2016</li> </ul> | <ul style="list-style-type: none"> <li>-Taking a look at Brock's Special Needs Activity Program (SNAP), January 31, 2017 by Alexa Oakley<br/><a href="http://www.brockpress.com/2017/01/taking-a-look-at-brocks-special-needs-activity-program-snap/">http://www.brockpress.com/2017/01/taking-a-look-at-brocks-special-needs-activity-program-snap/</a></li> <li>-Special Needs Activity Program (SNAP). MARCH 14, 2016 by Andra Lenius,<br/><a href="https://brocku.ca/brock-news/tag/special-needs-activity-program-snap/">https://brocku.ca/brock-news/tag/special-needs-activity-program-snap/</a></li> <li>-Brock's SNAP program continues to excel after 18 years of service. October 22, 2013, By: Milli Simonics<br/><a href="http://www.brockpress.com/2013/10/brocks-snap-program-continues-to-excel-after-18-years-of-service/">http://www.brockpress.com/2013/10/brocks-snap-program-continues-to-excel-after-18-years-of-service/</a></li> </ul> | <p>Newspaper (SMILE Insider)</p> <ul style="list-style-type: none"> <li>-Includes copies of the Insider for the years 2013, 2014, and 2016</li> </ul>   |
| <b>Digital Documents</b> | <ul style="list-style-type: none"> <li>-CMP website</li> <li>- CMP Facebook</li> </ul>  | <ul style="list-style-type: none"> <li>-SNAP website<br/><a href="https://snappers94.wixsite.com/snap/home">https://snappers94.wixsite.com/snap/home</a></li> <li><a href="https://brocku.ca/applied-health-sciences/in-the-community/snap">https://brocku.ca/applied-health-sciences/in-the-community/snap</a></li> <li>-SNAP Facebook</li> </ul>   | <ul style="list-style-type: none"> <li>-SMILE website</li> <li>- SMILE Instagram</li> </ul>   |
| <b>Visual documents</b>  | <p><b>Photographs</b></p> <ul style="list-style-type: none"> <li>-Pictures of the setting and equipment (taken by the inquirer)</li> </ul>  | <p><b>Video</b></p> <ul style="list-style-type: none"> <li>-Brock University SNAP Program<br/><a href="https://www.YouTube.com/watch?v=LvcJ_fmUCA">https://www.YouTube.com/watch?v=LvcJ_fmUCA</a></li> <li>-Brock University SNAP<br/><a href="https://www.YouTube.com/watch?v=lJcY7ZoUX2g">https://www.YouTube.com/watch?v=lJcY7ZoUX2g</a></li> </ul> <p>Photographs</p> <ul style="list-style-type: none"> <li>- Pictures of the setting and equipment (taken by the inquirer)</li> </ul>  | <p><b>Video</b></p> <ul style="list-style-type: none"> <li>-Cassie &amp; Karsen: A S.M.I.L.E. Story of Two Chum Chums<br/><a href="https://www.YouTube.com/watch?v=zygvdgiuC2o">https://www.YouTube.com/watch?v=zygvdgiuC2o</a></li> <li>-S.M.I.L.E. at Acadia University<br/><a href="https://www.YouTube.com/watch?v=oBwGNjnof68">https://www.YouTube.com/watch?v=oBwGNjnof68</a></li> <li>-Acadia S.M.I.L.E. Program<br/><a href="https://www.YouTube.com/watch?v=7oPEhd-XEpc">https://www.YouTube.com/watch?v=7oPEhd-XEpc</a></li> <li>-Acadia S.M.I.L.E.<br/><a href="https://www.YouTube.com/watch?v=GSRu2mEbiyc">https://www.YouTube.com/watch?v=GSRu2mEbiyc</a></li> <li>-SMILE 2015<br/><a href="https://www.YouTube.com/watch?v=l0o-TfA9bK4">https://www.YouTube.com/watch?v=l0o-TfA9bK4</a></li> </ul> |

## Appendix D

### Example of Definitions and Labels for Selected Themes

**Theme (1) Criteria of Success:** *The program can be considered “highly successful” if it runs sustainably for a long period of time. For example, a long, sustainable period may be “for almost 25 years”. It also can be considered successful when “the numbers keep growing every year, the people who want to participate increases every year, students keep coming back to do volunteering and credit, so they get a lot out of being in the program as well”, and “graduate students get to do research in the program”, so “it’s highly successful in terms of its outcomes”. “It’s inclusive, it’s intense physical activity, it’s adaptive, it’s becoming sustainable”. Also, it can be considered successful if it “expanded to its second school”.*

**Theme (2) Quality Program: Adequate theory** *“to expose the ... Community to physical activity in the way that is taught” in the way that the university department of “Physical Education and Kinesiology prepares students to deliver it”. **Adequate implementation** starts with “work on identifying their strengths” and “identify(ing) the gaps in their movement profile”, “using their strengths to develop their gaps”. “It also depends on the progress you’ve made with them so far. So if they know you, they trust you, you can improve on things, you can work on things, you can build on the activities you did before”. **Adequate delivery of the material** allows the children to “have a great exhaustive morning to be genuinely physically exhausted” with “one on one or up to three on one (setting in which we are) guiding kids through activities, enforcing rules, encouraging growth and exploration, calming students down when overwhelmed”, basically “spend(ing) the day with someone who they can look up to as a role model”. **An adequate team** means “being able to share knowledge learned from past experiences with the volunteers”. This is a team that believes that “there is always room to grow/progress/develop. No session is the same, no year is the same. There is always something to learn and something different to take away each time you are immersed in the environment. As a volunteer, coordinator, mentor, researcher, supervisor, participant”. **In adequate facilities,** “equipment that we need (to) use has to be combinable. We have to be able to put it in stations”, “any equipment that the child enjoyed and could develop their movement skills are important to that specific individual.” “One piece of equipment you can use twenty different ways”, “getting creative and using that equipment in a way that helps somebody else.”*

## Appendix E

## The three programs' themes, sub-themes, and interpretation

| Theme               | Sub-Theme  | Interpretation point  | Evidence from SMILE Data   |
|---------------------|--|---|--|
| Criteria of Success | <ul style="list-style-type: none"> <li>-Sustainability</li> <li>-Children's satisfaction</li> <li>-Team engagement</li> <li>-Transferability to another setting</li> <li>-Research site</li> </ul> | <p><b><u>Sustainable</u></b></p> <ul style="list-style-type: none"> <li>- Stable program for a long period of time. - Acadia is known for SMILE.</li> <li>-Structural transformation through the years.</li> <li>-Part of the community resources.</li> </ul> <p><b><u>Participants coming back</u></b></p> <ul style="list-style-type: none"> <li>- Participants keep coming every year.</li> <li>-Participants keep coming to the program because it meets their needs.</li> <li>-Large number of participants.</li> <li>-Gaining actual experience.</li> </ul> <p><b><u>Large # of volunteers</u></b></p> <ul style="list-style-type: none"> <li>- Students come to Acadia because they want to get involved with SMILE.</li> <li>-400 of Acadia's 3500 students volunteer in the SMILE program.</li> <li>- A lot of Acadia students want to have a chance to participate in SMILE.</li> </ul> <p><b><u>Transferability to another setting</u></b></p> <ul style="list-style-type: none"> <li>- Suggested for other universities.</li> <li>- Team satisfaction with the program: they wish that it could be implemented in every university in Canada</li> </ul> | <ul style="list-style-type: none"> <li>-The strengths include the development of the program over a number of years. B SMILE#1</li> <li>- The best aspect of the program is the consistency of the program. B SMILE#7</li> <li>- I believe it started in the '80s with just six students. Today, on Saturday, it has over 80 participants. To me, it has become such a bigger thing. SMILE#13</li> <li>- Acadia has been around for 30 years, so if you talked to anybody that has gone to this university, they will talk about their experience with SMILE before they talk about anything Acadia is known for, is it's been operating for over 30 years. T SMILE314</li> <li>- That's what SMILE has become. It has become a huge thing. SMILE#13</li> <li>- It has become a huge thing, and it's also the reason why I chose to come to Acadia for my Bachelor of Kinesiology. SMILE#13</li> <li>- For the actual participants, it's, I know that a lot of them are from the area like Annapolis Valley in Nova Scotia, but some of them drive like 2 or 3 hours each Friday to get there. T SMILE#9</li> <li>- There was one, one guy, who had been with the program since he was 2, and he is 25 now and he still goes every week. T SMILE#9</li> <li>-Those who come to the program from a young age often continue for many years, some into their adulthood. B SMILE#1</li> <li>-The children love it, and you can see their growth throughout each semester of the program.</li> <li>- You have to have the support. Especially in the startup, you have to have the support from everybody. You have to have people on your team that are passionate about what you're doing. T SMILE#14</li> </ul> |

| Theme           | Sub-Theme                      | Interpretation point  | Evidence from CMP Data   |
|-----------------|--------------------------------|---|--|
| Quality Program | <i>Adequate Implementation</i> | <p><b><u>Program Time and Duration</u></b></p> <ul style="list-style-type: none"> <li>-Children fill their weekends with activities that result in playing and learning.</li> <li>-Flexible program times that allow many participants to be included.</li> <li>- Participants are divided into similar age groups (for the lessons to be appropriate for the children's age).</li> <li>-Peers in the group are close in age to each other (this provides an opportunity to build friendships).</li> <li>-Children participate in the lesson plan for 55 minutes (this allows children to stay focused).</li> </ul> | <p><i>-They come whenever there's a 9:00 to 10:00 time slot, 10:00 to 11:00, or 11:00 to 12:00. They come for 55 minutes. TCMP#3</i></p> <p><i>- There's a section set up for the one to twos, three to fours, and then five to seven, and then the last time frame is 8:00 to 12:00 because we found that for a lot of people with disabilities, the 8:00 to 12:00, we capture a different group. TCMP#3</i></p> <p><i>- It's enough because there's enough time for that structure part, and then we'll offer a little bit of exploration and allocate free time. But it's good just based on the attention span time for someone following lessons. TCMP#3</i></p> <p><i>-Also, the fact that our ages are one to twelve, so if you have multiple kids, you literally can bring them to the same place for parent convenience. I'm sure if you have a three-year-old and a seven-year-old where you're taking them that they're doing the same program. TCMP#3</i></p> <p><i>-Staff is expected to create one movement plan per week. That movement plan is implemented for 1 hour, 3 times (with 3 different groups/sessions). This plan targets age-appropriate motor skills. B CMP#8</i></p> <p><i>-The program is divided into 3 sessions, so the same program is repeated 3 times with different</i></p> |

|  |   |   |
|--|---|---|
|  | <p>- Adequate time for guided play.</p> <p>-The program session is repeated for the same age group three times, which makes it flexible.</p> <p>-Participants choose which session they want to attend.</p> <p><b>Target group</b></p> <p>-Inclusive program for children with and without impairments</p> <p>- The program's participants range in age from 1 to 12, which gives a chance for the participants to come with siblings.</p> <p>-Siblings get a discount on the entrance fee.</p> <p><b>Participants' profile</b></p> <p>-Each participant with an impairment has a profile. This is done to ensure they offer the best service per the child's needs.</p> <p>-It is also done to follow their progress.</p> <p>-They also collect info from his/her parent before the program starts.</p> <p>- Knowing information about the child helps to provide the most appropriate service.</p> <p>-Every child is different, even if they have the same impairment. Thus, they need to collect info about each child and create individual plans that meet their needs based on their unique abilities.</p> <p>- Each plan also has a strategy for dealing with a different situation (e.g., what to do if the child gets frustrated or hyperactive).</p> <p>-They collect as much information about the participants as possible to facilitate support.</p> <p><b>Buddy system</b></p> <p>- Children with impairments pair up with a movement partner (the volunteer).</p> <p>- The child stays with</p> | <p><i>participants. B CMP#8</i></p> <p><i>-A movement specialist that, because there's people participating in the program that have disabilities, that person call his parents to make sure that we've understand what's best suited. T CMP#3</i></p> <p><i>-With the people who require movement partners, we have questions that we go and ask the parents how we can best support them before they get here. T CMP#3 inaudible</i></p> <p><i>Participant profile fill before his participation in the program. T CMP#3</i></p> <p><i>- EX: Some kind of object that would calm them down. They're the ones that like pushing blocks. Maybe a book...Maybe knowing them. What maybe frustrates them and be like, "Oh, this will help you calm down". T CMP#2</i></p> <p><i>-Children with disabilities just because five of them have autism, does not mean they're all the same. They all have their different issues and different interests. It's good to know what they like and what they don't like. T CMP#5</i></p> <p><i>- The specialist will have talked to the parent or guardian in advance of that and get as much information, but you need to update every year or two, but you need to update it every year, cuz things change or goals change. T CMP#6</i></p> <p><i>-If you see a child getting really frustrated or hyperactive, like think, "Oh let's try this", that, you know, something calming. Some kind of object that would calm them down. They're the ones that like pushing blocks. Maybe a book. It's difficult to say because every kind of child's different. Maybe knowing them. What maybe frustrates them and be like, "Oh This will help you calm down". T CMP#2</i></p> <p><i>-Children with disabilities just because five of them have autism does not mean they're all the same. They all have their different issues and different interests. It's good to know what they like and what they don't like. T CMP#5</i></p> <p><i>- The specialist will have talked to the parent or guardian in advance of that and get as much information, but you need to update every year or two but you need to update it every year, cuz things change or goals change. T CMP#6</i></p> <p><i>-If you see a child getting really frustrated or hyperactive, like think, "Oh let's try this" That, you know, something calming. Some kind of object that would calm them down. They're the ones that like pushing blocks. Maybe a book. It's difficult to say because every kind of child's different. Maybe knowing them. What maybe frustrates them and be like, "Oh, this will help you calm down". T CMP#2</i></p> <p>.....</p> <p><i>The movement specialist...they might try to provide as much of that information to who might be their movement partner the first day they go through lesson plans, that night as well"</i></p> <p><i>-Some of the volunteers can act as movement partners. Their role is to help, integrate or modify, so that participants can participate successfully. T CMP#3</i></p> <p><i>- Today, usually it's the same person, but sometimes if there isn't the usual person that's there with the child, then they would have to fill in someone, so they tell us what is the disability of the child, what their needs are, you know. T CMP#4</i></p> <p><i>-Working one on one with children with special needs, encouraging their participation with their age group activities or just having them partake in any sort of physical activity they were capable of/ willing to try. B CMP#7.</i></p> <p><i>- Children with special needs are able to participate in set age group activities with one-to-one assistance as well as have access to other lone activities if they so choose. B CMP#7.</i></p> |
|--|---|---|

| Theme           | Sub-Theme     | Interpretation point  | Evidence from SNAP Data  |
|-----------------|---------------|---|--|
| Quality Program | Adequate Team | <p><b><u>Commitment</u></b></p> <ul style="list-style-type: none"> <li>-Teams donate their time and are willing to work and learn.</li> <li>- Teams engage in the program because they want to be there and participate in it.</li> <li>-Even if it is volunteering and not a regular job where they get paid, the team is still committed to their role in the program.</li> <li>-Commitment is a foundation of the program's success.</li> <li>-Commitment reflects the true interests of the team.</li> </ul> <p><b><u>Related background</u></b></p> <ul style="list-style-type: none"> <li>-Program administration staff have related academic backgrounds and experience.</li> <li>- The program is supervised by qualified administrative staff.</li> <li>-The program's administrator has this qualification to help her design this program.</li> <li>-Engagement with the community allows them to know what the community's needs are.</li> <li>-They experience direct contact with the target group.</li> <li>-The program requires a team member to be familiar with topics that relate to their role in the program before attending SNAP (they have to be prepared).</li> <li>- Their background knowledge and experience allow for flexibility in programming and for</li> </ul> | <p><i>-Start programs are all volunteer based. It's people who donate their time and are willing to work these participants and help them. With that, its people who really want to be there at times and people who are going there because I have to. T SNAP#7</i></p> <p><i>- Those who are willingly giving their time and who want to be there, who have practiced. T SNAP37</i></p> <p><i>As I continued on through my advanced degrees, I realized that I had some abilities in designing accommodation. Doing adaptations. T SNAP#20</i></p> <p><i>-I was lucky because I did a movement education background. That taught me to work with the bodies of people in ways different from traditional physical education. T SNAP#20</i></p> <p><i>- My experience in the community as an instructor, and then my background in movement education; that's what made the most difference. T SNAP#20</i></p> <p><i>- The trend that's going all through has been the movement education and the actual direct contact with participants with unusual bodies, unconventional bodies. That's been my best. That's my best. I'd say that's connected me with some really helpful communities, too. T SNAP# 20</i></p> <p><i>-You have to be prepared. You can not come to SNAP unprepared. You have to have read your stuff. You got to have your background prep done. You have to have a lesson plan formulated. T SNAP#20-</i></p> <p><i>-That's a hard one to answer. It always depends on what student you're working with, what participant you're working with. I've worked with many because I've done many different programs. I've worked with one girl who was a flight risk, she liked to run away. My day was typical, making sure she was with me. I'm on one side and another volunteer is on the other side. We're going through each activity. She was also very dependent. T SNAP#7</i></p> <p><i>**</i></p> <p><i>Training. Depending on the level of participant that the student's going to work with. If the student is working with a participant who has higher needs, then we will do more intensive training. Because of course, we have to keep our students safe. If we're working with a participant who is aggressive, for example, then we're going to want to train the students to understand aggression and recognize it before it gets full blown and find ways to get out of it so that they're safe. T SNAP#20</i></p> <p><i>-We also have books so that they can self-sooth. If they want to sit and read a book, we have one student that sits and reads her book. That's her routine at the end of the day; she will sit and read her book, and she has to read it four times, and as she's going, she gets calmer and calmer and calmer. If she has escalated, we take her in there, and she takes her book out and reads her book. As she's going through and singing-- She sings her ABCs and reads her ABCs; she's calmer and calmer and calmer.</i></p> |

|  |  |  |
|--|--|--|
|  | <p>specialized accommodations for each individual participant. <b><u>Training</u></b></p> <ul style="list-style-type: none"> <li>-The training sessions are designed based on the participants' needs.</li> <li>-The team should know about how to deal with aggression and how to recognize it before it happens. They are also trained to de-escalate situations.</li> <li>- Background knowledge of the individualized needs of the participants when needing to de-escalate inappropriate behaviors.</li> <li>- Training enables the leaders to be creative and use the equipment in varying ways to adapt the activity to the participant's individual needs.</li> <li>-Training creates a common body of knowledge and culture between the team members.</li> <li>-The training is conducted in three sessions (coordinator training, volunteer training, and intensive training for volunteers who pair up with children with high needs).</li> </ul> <p><b><u>Providing support</u></b></p> <ul style="list-style-type: none"> <li>- Ensures that the program staff are benefiting the child.</li> <li>-They also use different strategies to work with children with different abilities.</li> <li>-They must follow the plan given to them prior to the beginning of the program. They must also count down and stay consistent with the strategy they use.</li> </ul> | <p><i>- One piece of equipment you can use twenty different ways. It's really about you, yourself, getting creative and using that equipment in a way that helps somebody else. They can work on what they can work on, which is why if you look at this sheet, the 30 things in 30 minutes; so that's 30 different activities you can do in 30 minutes with a child that would really help. T SNAP#7.</i></p> <p><i>**</i></p> <ul style="list-style-type: none"> <li><i>- They would have to ensure that you are benefiting the child, making sure that you follow things, first this and that. We're going to do this first, followed by this. Using your countdown for transitions, making sure that you tell them and let them know we are going to be moving from this activity to the next one in a minute or 10 seconds, and counting them down slowly...I think that they strongly suggest us doing this, is to ensure that we're consistent. T SNAP#7</i></li> <li><i>- For candidates, participants to come in and those who have less experience who may not know and get some of the-- I shouldn't say easier ones, the ones that require less support, more so. Then on the opposite end. T SNAP#7</i></li> <li><i>- Like, that all depends on the child themselves. Everybody's different. It doesn't happen with one disability for another. Like, there's key characteristics but everything's very different. T SNAP#7</i></li> <li><i>- It all depends on who you're working with and what they like and the same with what will offset them. T SNAP#7</i></li> <li><i>- If what you're supposed to be is creative with it and work to match your participant's needs. I will go to each part, but I will always be working on high knees or arm extensions and like core and making sure they balance, stuff like that. I will work on every station. T SNAP#7</i></li> <li><i>- You had to do everything with her. You have to help her move her arms to throw a ball, you have to actually take her hand and move a puzzle piece or unscrew the lid off a cap. T SNAP#7</i></li> </ul> |
|--|--|--|

|  |  |  |
|--|--|--|
|  | <ul style="list-style-type: none"><li>-Team members get paired up with participants based on their experiences. Team members who do not have enough experience get paired with a child who require less support.</li><li>- Their main goal is to provide programming that accommodates all participants' individual needs and ensures it does so successfully for varying disabilities.</li><li>- The background knowledge of the leaders is used to identify the individualized planning that is required for each participant (e.g., they know that children with autism are affected by external stimuli such as loud noises).</li><li>- The specific work stations and varying equipment enable creativity in the active play tasks.</li><li>- They also adapt the activities to meet participants' individualized needs, so that they can assist and improve on the gaps that may be due to their impairment.</li></ul> |  |
|--|--|--|

## Appendix F

## Letter to the Director of the Department of the Directorate of Education in Makkah

ROYAL EMBASSY OF SAUDI ARABIA  
CULTURAL BUREAU  
OTTAWA



المملكة العربية السعودية  
الملاحية الثقافية  
أوتاوا

سعادة مدير عام ادارة التعليم بمنطقة مكة المكرمة حفظه الله  
السلام عليكم ورحمة الله وبركاته...

تفيد الملاحية الثقافية في كندا بأن الطالبة / شعاع امين بن عبدالله متولي (رقم الهوية الوطنية 1000595817) مبتعثة من قبل وزارة التعليم لنيل درجة الدكتوراه تخصص (دراسات اجتماعية) بجامعة LAURENTIAN UNIVERSITY بكندا.  
وترغب الطالبة بالحصول على موافقة سعادتكم على جمع المادة العلمية الخاصة ببحثها (مرفق نموذج من الاستمارة الخاصة ببحث الطالبة). حيث أن موافقة الجهة التي سيتم بها جمع المادة العلمية أو التطبيق هي شرط أساسي للعرض على وزارة التعليم للحصول على الموافقة النهائية لتطبيق الدراسة في المملكة العربية السعودية.  
لذا أمل من سعادتكم التكرم بالاطلاع والنظر في طلب المبتعثة.

وتقبلوا سعادتكم فائق التقدير والاحترام...

الملحق الثقافي  
بسفارة المملكة العربية السعودية في أوتاوا

د. فوزي بن عبدالعتي بخاري

وزارة التعليم  
Ministry of Education  
الملاحية الثقافية السعودية في كندا  
Saudi Arabian Cultural Bureau in Canada  
938: صادر عام  
1440/04/13: التاريخ  
2018/12/20: الموافق  
3: المرفقات

الرقم: ..... التاريخ: ..... الموافق: 2018-12-20 ..... المرفقات: 13

2101 Thurston Drive, Ottawa, ON, K1G 6C9 • Tel: (613) 238.5555 • Fax: (613) 563.9010 • www.saudibureau.org • email: office@saudibureau.org

## Appendix G

## Recruiting Letter to Four Schools and Centres in Makkah



تعميم لبعض معاهد وبرامج التربية الخاصة ( حكومي - أهلي )

المكرم / قائد معهد التربية الفكرية  
 وفقه الله  
 المكرم / قائد معهد النور للمكفوفين  
 وفقه الله  
 المكرم / قائد مركز التوحد  
 وفقه الله  
 المكرم / قائدة مدينة سناد للتربية الخاصة  
 وفقه الله  
 السلام عليكم ورحمة الله وبركاته وبعد ..

إشارة لخطاب مدير إدارة التخطيط والتطوير رقم ٢٧٢٤ وتاريخ ١٤٤٠/٥/٢٥هـ بشأن طالبة الدكتوراة/ شعاع أمين متولي والتي تعد دراسة لنيل درجة الدكتوراه بعنوان ( التقييم المقارن للبرامج الكندية المبنية على التدخل المعتمد على النشاط البدني واللعب للأطفال ذوي القدرات المختلفة وتحويل هذه البرامج إلى المملكة العربية السعودية ) .

وحيث أن الدراسة تتطلب تعبئة استبان من الزملاء والزميلات المعلمين والمعلمات عبر نموذج تحليل سوات ( **swot** ) وتحديد العوائق الثقافية لتطبيق برنامج اللعب المعتمد على النشاط المبدئي في المملكة العربية السعودية .  
 لذلك أمل تعاون الزملاء والزميلات المعلمين والمعلمات في تعبئة الاستبيان والتعاون مع ولي أمر الطالبة في جمع البيانات المطلوبة .

ولكم تحياتي ، ، ،

مدير إدارة التربية الخاصة  
 عبدالله بن مرشد السلمي  
 ١٤٤٠

## Appendix H

## Participants Description Second Group (Saudi Intended Users)

| P # | M/<br>F | City                 | Discipline  | Academic level              | Occupation  | Year of experiences |
|-----|---------|----------------------|---|-----------------------------|---|---------------------|
| 1   | F       | Makkah               | Early childhood education                           | Bachelor                    | Teacher / Disabled Children's Association                   | 4                   |
| 2   | F       | Makkah               | Special Education                                   | Bachelor                    | Specialist/ Disabled Children's Association                 | N/A                 |
| 3   | N/A     | Makkah               | Especial Education                                  | Bachelor                    | Specialist/ Disabled Children's Association                 | 4                   |
| 4   | F       | Makkah               | Especial Education/ Mental disability               | Bachelor                    | Specialist/ Disabled Children's Association                 | 3                   |
|     | F       | Makkah               | Early childhood education                           | Bachelor                    | Teacher / Disabled Children's Association                   | 20                  |
| 6   | F       | Makkah               | Art Education                                       | Master                      | Specialist/ Disabled Children's Association                 | 9                   |
| 7   | F       | Makkah               | Early childhood education                           | Bachelor                    | Teacher/ Disabled Children's Association                    | 18                  |
| 8   | F       | Makkah               | Early childhood education                           | Bachelor                    | Teacher / Disabled Children's Association                   | 11                  |
| 9   | F       | Makkah               | Early childhood education                           | Bachelor                    | Teacher / Disabled Children's Association                   | 20                  |
| 10  | F       | Makkah               | Especial Education                                  | Bachelor                    | Specialist/ Disabled Children's Association                 | 1                   |
| 11  | F       | Makkah               | Especial Education/ Mental Disability               | Bachelor                    | Specialist/ Disabled Children's Association                 | N/A                 |
| 12  | F       | Makkah               | Especial Education/ Autism and Behavioral Disorders | PhD                         | Assistant Professor/ Umm Al Qura University                 | 2                   |
| 13  | F       | Jeddah-Makkah Region | Especial Education/ Learning Difficulties           | Bachelor                    | Specialist learning difficulties                            | N/A                 |
| 14  | F       | Jeddah-Makkah Region | Especial Education/ Autism and Behavioral Disorders | Bachelor / Master student   | Instructional Trainer                                       | N/A                 |
| 15  | M       | Makkah               | Especial Education                                  | Bachelor                    | Specialist /Sinad City                                      | N/A                 |
| 16  | F       | Makkah               | Early childhood education                           | Bachelor                    | Specialist/ Disabled Children's Association                 | 8                   |
| 17  | M       | Makkah               | Especial Education/ Autism and Behavioral Disorders | Bachelor and higher diploma | Special Education Services Center and the Center for Autism | 4                   |

|    |   |                      |  |          |  |                |
|----|---|----------------------|--|----------|--|----------------|
| 18 | M | Makkah               | Especial Education/ Mental Disability                | Bachelor | Special Education Services Center and the Center for Autism  | 6              |
| 19 | M | Makkah               | Especial Education                                   | Master   | Special Education Services Center and the Center for Autism  | 9              |
| 20 | F | Makkah               | Psychology   | Master   |  | -              |
| 21 | F | Makkah               | Especial Education                                   | Bachelor | Disabled Children's Association                              | -              |
| 22 | - | Makkah               | Especial Education/ Autism and Behavioural Disorders | Bachelor | -  | 5              |
| 23 | M | Makkah               | Intellectual Education                               | Bachelor | Special Education Services Center and the Center for Autism  | -              |
| 24 | M | Makkah               | Speech-Language Pathology                            | Bachelor | Special Education Services Center and the Center for Autism  | 2              |
| 25 | M |                      | Physical Therapy                                     | Bachelor |  | 2              |
| 26 | M | Makkah               | Social Work  | Bachelor | Special Education Services Center and the Center for Autism  | 1              |
| 27 | M | Makkah               | Especial Education/ Intellectual                     | Bachelor | Special Education Services Center and the Center for Autism  | 2              |
| 28 | M | Education            | Especial Education/ Intellectual Education           | Bachelor | Special Education Services Center and the Center for Autism  | 4              |
| 29 | - | Makkah               | Especial Education/ Intellectual Education           | Bachelor |  | 2              |
| 30 | F | Makkah               | Early childhood education                            | Bachelor | Disabled Children's Association                              | Term           |
| 31 | - | Makkah               | -  | -        | -  | -              |
| 32 | F | Makkah               | Especial Education                                   | Master   | Disabled Children's Association                              | -              |
| 33 | - | Makkah               | -  | -        | -  | -              |
| 34 | F | Makkah               | English Language                                     | Bachelor | Disabled Children's Association                              | less than year |
| 35 | F | Makkah               | Especial Education                                   | Bachelor | Disabled Children's Association                              | -              |
| 36 | F | Makkah               | Speech-Language Pathology                            | Bachelor | Speech and language therapy/ Disabled Children's Association | 14             |
| 37 | F | Jeddah-Makkah Region | Social Work  | Bachelor | Social Work/ Hospital  | 4              |
| 38 | F | Makkah               | Social Work  | Bachelor | Social Work/ elementary school                               | 5              |
| 39 | F | Jeddah-Makkah Region | Early Childhood Education                            | Bachelor | Elementary School principal                                  | 9              |
| 40 | F | Makkah               | Chemistry  | Bachelor | Elementary School principal                                  | 20             |
| 41 | F | Makkah               | Speech-Language Pathology                            | Diploma  | -  | 4              |
| 42 | F | Makkah               | Social Work  | Bachelor | -  | 5              |
| 43 | M | Makkah               | Physical Education                                   | Bachelor | Physical Education instructor for student different ability  | -              |

|    |   |          |   |          |  |    |
|----|---|----------|---|----------|--|----|
| 44 | M | Al-Kharj | Physical Education                            | Bachelor | Physical Education teacher in school for children with hearing and visual impairment |    |
| 45 | M | Makkah   | Sociology                                     | Bachelor | Al-Noor institute (for the blind)  | 20 |
| 46 | M | Makkah   | Mathematics                                   | Bachelor | Al-Noor institute (for the blind)  | 21 |
| 47 | M | Makkah   | -   | Bachelor | Al-Noor institute (for the blind)  | -  |
| 48 | M | Makkah   | Physical Education                            | Bachelor | Al-Noor institute (for the blind)  | 27 |
| 49 | M | Makkah   | Mathematics                                   | Bachelor | Al-Noor institute (for the blind)  | 27 |
| 50 | M | Makkah   | Accountant                                    | Bachelor | Al-Noor institute (for the blind)  | 29 |
| 51 | M | Makkah   | Library and Information Science               | Bachelor | Al-Noor institute (for the blind)  | 20 |
| 52 | M | Makkah   | Social Work                                   | Bachelor | Al-Noor institute (for the blind)  | 21 |
| 53 | M | Makkah   | Art   | Bachelor | Al-Noor institute (for the blind)  | 30 |
| 54 | M | Makkah   | -   | Bachelor | Al-Noor institute (for the blind)  | 15 |
| 55 | M | Makkah   | -   | Bachelor | Al-Noor institute (for the blind)  | -  |
| 56 | M | Makkah   | Especial Education/<br>Intellectual Education | Bachelor | Institute of Intellectual Education  | 4  |
| 57 | M | Makkah   | Psychology                                    | Bachelor | Institute of Intellectual Education  | 15 |
| 58 | M | Makkah   | Psychology                                    | Bachelor | Institute of Intellectual Education  | 12 |
| 59 | M | Makkah   | Especial Education                            | Bachelor | Institute of Intellectual Education  | 6  |
| 60 | M | Makkah   | Especial Education/<br>Intellectual Education | Bachelor | Institute of Intellectual Education  | 6  |
| 61 | M | Makkah   | -   | -        | Director of the Department of Special Education                                      | -  |

## **Appendix I**

### **Open-ended Questionnaire**

#### **Participants Description Second Group (Saudi Intended Users)**

A Comparative Evaluation of Canadian Play-based Programs for Children with Different Abilities and its Transferability to The Kingdom of Saudi Arabia

**Shuaa Mutawally (PhD student)**

**Department of Human Studies- Laurentian University**

Group # 2

Participant # 1

Academic discipline:

Occupation:

Email Address:

Dear participant,

Based on the literature, the following are examples of possible questions regarding the idea of a play-based program:

**Q1—In your opinion, can the idea of a play-based program found below work if it is carefully designed and fully implemented in the KSA?**

The play-based program for children with different abilities is academically based, and is suitable for children ages 1 to 12. It follows a simple logic model that includes a) using physical play based activity as a tool for entertainment, learning, and rehabilitation (inputs) to improve children with different abilities' quality of life; and (b) be divided so that it would provide time for formal play (follow leader) and informal play (free play). These play opportunities get implemented in a safe, adaptable, non-judgmental, and fun environment that is based on ability. This is done to accommodate to their different and unique needs. These two parts are followed by (c) and (d): as a result, the children will find the program useful (process evaluation) and learn play behaviours, physical activity, and social skills (cognitive, physical, social outcome) that will help them to enjoy, to be physically active, and to feel acceptance and equality. As well as, prevent them from (e) using anti-social behaviours such as aggression or isolation (attitude improve outcome). This will result in (f) cognitive, physical, social development (behavior improvement outcome), which will ultimately show up in an inclusive community where everyone has a sense of belonging (relationships), understanding (worthy of being loved), and engaging in meaningful activities (impact).

This inquiry will use SOWT analysis to plan play-based program idea and implementation that are suitable for KSA's culture and context.

- 1) Strengths internal assets that may include motivation, technology, financial resources, expertise, etc.
- 2) Weaknesses—the internal deficiencies that may include a lack of motivation, resources, etc.
- 3) Opportunities—environmental demands that promote effectiveness and strength
- 4) Threats—environmental demands that hinder development and effectiveness and promote weakness

|           |            |
|-----------|------------|
| Strengths | Weaknesses |
|-----------|------------|

|               |         |
|---------------|---------|
|               |         |
| Opportunities | Threats |

**Q 2—In your opinion, what are the cultural barriers for implementing the play-based program in the KSA?**

Please write, as you feel are needed for each of the two questions. If you need any clarification, please feel free to e-mail me.

Please return via email. I sincerely appreciate your assistance.

Thank you,

Student Researcher: Shuaa Mutawally

Email: [smutawally@laurentian.ca](mailto:smutawally@laurentian.ca)

### **Contact Information**

Student Researcher's Supervisor:

Elizabeth Levin, Ph.D. C.Psych.  
Associate Professor, Psychology  
Laurentian University  
Division Head, Human Sciences  
Northern Ontario School of Medicine  
Sudbury, Ontario, P3E 2C6  
Tel: [705-675-1151](tel:705-675-1151) Ext 4242 or  
[705-662-7250](tel:705-662-7250)  
Fax: [705-675-4889](tel:705-675-4889) or 4858

Laurentian University  
1.800.461.4030

## Appendix J

### Two examples of the Saudi intended users feedback

التقييم المقارن للبرامج الكندية المبينة على التدخل المعتمد على النشاط البدني و اللعب للأطفال ذوي القدرات المختلفة وتحويل هذه البرامج الى المملكة العربية السعودية

قسم الدراسات الانسانية ، جامعة لورنشين

سنوات الخبرة : ١٥

الجنس : ذكر

التخصص : علم نفس

الهدف من الدراسة هو تصميم برنامج مخصص لذوي الاحتياجات الخاصة يعتمد على النشاط البدني واللعب. تركز الدراسة على نتائج تحليل ومقارنة ثلاث برامج تدخل كندية تعتمد على النشاط البدني واللعب وتقييم عوامل النجاح فيها.

عزيزي المشارك ، عزيزتي المشاركة

تتلخص فكرة البرنامج فيما يلي :

- أ - يطبق البرنامج النظريات العلمية في التربية البدنية و التربية الخاصة حيث يستخدم اللعب المعتمد على النشاط البدني كأداة ترفيهيه تعليميه، وإعادة تأهيل لتحسين حياة الأطفال ذوي القدرات المختلفة ( الاحتياجات الخاصة). من صر سنة إلى ١٢ سنة
- ب - يقسم وقت البرنامج إلى قسمين:- وقت للعب المنظم (تابعين للقاء)، و وقت للعب الحر. حيث يلعب الأطفال في بيئة آمنة نفسياً ( مثال : احترام كرامة الطفل و العمر الزمني والعقلي للطفل ) وجسدياً بما يتناسب مع قدراتهم الجسدية واحتياجاتهم .
- ج - كنتاجة لتطبيق البرنامج يُفترض أن يجوده الأطفال مفيد و ممتع لهم (تقييم) ويتعلموا من خلاله سلوك اللعب و الأنشطة البدنية و المهارات الاجتماعية (المخرجات الاجتماعية ، الجسدية ، الذهنية ) وهي تساعدهم على الاستمتاع و الشعور بالنشاط الجسدي و أنهم مقبولين اجتماعيا و متساويين مع غيرهم من الأطفال
- د - أيضاً تمنعهم من استخدام السلوك الغير اجتماعي مثل العدوان أو الانعزال
- و - وينتج عن هذا النموذج التطور الاجتماعي و العقلي و الذهني وسوف يظهر بشكل أساسي في المجتمع حيث كل شخص لديه الإحساس بالانتماء (في العلاقات) ، والتفهم (أنه يستحق أن يحظى بالحب ) و الإنخراط في أنشطة ذات مغزى (التأثير).

س:١:

برأيك هل تعتقد أن فكرة البرنامج (المبني على النشاط البدني و اللعب) يمكن أن تعمل لو صُممت وطُبقت بشكل كامل وصحيح في المملكة العربية السعودية ؟

سوف يستخدم الباحث تحليل سوات (swot) التحليل الرباعي. وهو طريقة تحليلية تساعد على تحديد النقاط الخاصة بالضعف والقوة وإدراك نوعية المخاطر وتحديد الفرص المؤثرة في البرنامج وإمكانية تطبيقها بما يتناسب مع ثقافة المنظمة

- 1- عناصر القوة : هي العناصر التي تساهم في تميز البرنامج عن البرامج الأخرى. كما تشكل نقاط القوة مجموعة من القدرات المتوفرة داخل البرنامج مثل : وجود أشخاص لكفاء في بيئة العمل كالمدرّاه و المتدربين و استخدام التكنولوجيا .. الخ
- 2- عناصر الضعف : هي العناصر التي تظهر علامات الضعف في البرنامج و تمثل ذلك العجز المؤثر على البرنامج و الذي يعرّضه من الوصول للأهداف المخططة و تشمل نقاط الضعف : فقدان التحفيز ، قلة الموارد .. الخ
- 3- عناصر الفرص : هي العناصر التي تمثل العوامل الخارجية التابعة للمشروع وتمكن تأثيرات إيجابية على المشروع كالتعاون مع برامج الأبطال الأخرى لذوي القدرات المختلفة في المجتمع.
- 4- عناصر التهديد : هي العناصر التي تشكل تهديد من خارج البرنامج و تشكل تهديد واضح للبرنامج مثال : عدم شعور المجتمع بأهمية البرنامج

| عناصر الضعف   | عناصر القوة  |                               |
|---|--|-------------------------------|
| <p>* قد لا يكون مفيداً لبعض الطلاب بعضهم لا يهتم بالمشاكل التي تواجههم (كروتات أبحاث) بالاستفسار عما يجري والبقاء مرصداً عسكرياً</p> <p>* قد لا يستفيد من هذه البرامج وهي</p> <p>الطلاب ذوي الهمم العالية مثل منتهى ملازمه دادم .</p> | <p>* تساعد على تفرغ ليطه قلبه المعاشم و عدم الشعور بالعبء الغير مرغوب فيه</p> <p>* تعليم استخدام اللعبة كطريق للتعليل وهذا أسلوب جيد لتعليم الأطفال بشكل أسرع وأكثر</p>                    | <p>متوجبات</p> <p>متوجبات</p> |
| <p>عدم تفرغ مثل هذه الطريقة في رسائل والدلائل المختلفة</p> <p>* ضعف ثقافة الاستفسار عن المشكلتين</p> <p>الطلاب لا يطرحون كل شيء كما هو عليه</p>   | <p>* تباعد المسافات ما بين قلوبهم كما في التعليل و عدم اهتمامهم بالمشاكل و الاستفسار عنها</p> <p>* بعض الأسر لديهم مشاكل في تعليمه حالة اهتمامهم و اهتمامهم عليه بعدم إفسادها (المعلم)</p> | <p>متوجبات</p> <p>عدم وعي</p> |

٢ ص -  
- وذلك ما هي العراق التقنية لتطبيق برنامج العمل للتخفيف على النشاط البشري في المملكة العربية السعودية ؟

- ١٢١ | اجسام خلاسر وضاعفتم ببناء هذه اجنه لراكمه تدايوها  
ولاكمه انه يكونواخ نعم من زوايام ففناصر سيقاد منفرج .
- ١٢٢ (٢) | العالمة زوسرية و المعتمابه هذه تشكل عدم ثقة العامة  
في تخصصه لمدة الطويل .
- ١٢٣ (١) | نظرة الجميع القابرة لثقة لينة لغات ولعم برهيو درايح  
تدعوية رثتمثينه في رسائل ليعلام لاجتانه .
- ١٢٤ (٢) | علم ابرار وانظمة التي كدم هذه اجنه وعدم تعميم  
اليدايح النافعة دافلا للمؤسسات لاجنية مع حكومة او  
أهلية وعدم حفظ صقوم لثقتهم و لبتكرت من نعم  
القارة في المؤسسات الحكومية و لأصلته و اجنتا صان نظام  
معيه .
- ١٢٥ (٢) (١) | لا نوعه مواد تعليمية وثقافية في نظام لمرئ  
مفهوم تجبرات الصايغ و لطور لدرجات و عرضها لة  
الجميع عبر لغوات و محاسبة المرئية .
- ١٢٦ | عدم تحفيز الأسر و تشجيعهم بامانهم بانه هذه  
الغناات علمه الاستناء منج و ذل على زوايام اجنه  
في سيمه العزازات مثل ذراة لتعلم و ذراة لبعده و لبتنوه  
الاقبائة بحيث تحتاج باجسات و باجسيم اجنتا صيمه يكون علمه  
زياراته منزلية و معيت شكل لاسرة أو لأ و شكل لغناات  
الخاصة ثانياً و ~~مفهوم~~ و ايجاد اكلول لحي و ذل لمر حلول  
الزطلات لثقله بالثقة .

١- قلبه الوحي

P#17

### نظام تلقى \_ المرحلة الأولى

التعليم المقارن للبرامج كندية البدنية على النطاق المتعدد على النشاط البدني و اللعب للأطفال ذوي القدرات المختلفة  
وتسويج هذه البرامج الى المسئلة العربية السعودية

قسم الدراسات الاجتماعية - جامعة لورنتين

التخصص: تخصص التربية البدنية  
 المؤلف: د. ليلى م. عالي  
 عنوان البحث: النشاط البدني للأطفال ذوي القدرات المختلفة

الهدف من الدراسة هو تصميم برنامج متخصص لذوي الاحتياجات الخاصة يعتمد على النشاط البدني واللعب. تركز الدراسة على نتائج تحليل ومقارنة ثلاث برامج تدخل كندية تعتمد على النشاط البدني واللعب وتقييم عوامل النجاح فيها.

عزيزي المشارك ، عزيزي المشاركة

تتضمن فكرة البرنامج فيما يلي :

أ - يخلق البرنامج الظروف المناسبة في التربية البدنية و التربية الخاصة حيث يستخدم اللعب المتعدد على النشاط البدني كالاتر في تصميمه واداءة تفاعل لتسوين حصة الأطفال ذوي القدرات المختلفة ( الاحتياجات الخاصة) من حصة إلى 12 سنة

ب - يقسم وقت البرنامج إلى قسمين - وقت اللعب المنظم (تأمين للقاء) و وقت اللعب الحر - حيث يلعب الأطفال في بيئة آمنة نسبياً ( مثال : احترام كرامة الطفل و العمر الزمني و الطلي للطفل ) و جسدياً بما يتناسب مع قدراتهم الجسدية و احتياجاتهم .

ج - كاتيجة لتطبيق البرنامج يتوخى أن يحدوه الأطفال مفيد و مستمتع لهم (تقويم)

ويتضمن من خلاله سلوك اللعب و الأنشطة البدنية و المهارات الاجتماعية (المخرجات الاجتماعية ، الجسدية ، اللاحقة ) وهي تساعد على الاستمتاع و التهور بالنشاط الجسدي و أنهم مقبولين اجتماعياً و متساوين مع غيرهم من الأطفال

د - أيضاً تساهم من استخدام المبروك الغير اجتماعي مثل الحوان أو الامزق

و - ينتج عن هذا النموذج التطور الاجتماعي و الطلي و الذهني و سوف يظهر بشكل أساسي في المجتمع حيث كل شخص لديه الإمكانات الإلتئام (في العلاقات) ، و القهم (أه يمشي أن يحظى باللعب ) و الإلتزام في أنشطة ذات معنى (التقويم).

م:

برأيك هل تعتقد أن فترة البرنامج (التي هي على النشاط البدني و اللعب) يمكن أن تعمل أو عسست و طيفت بشكل كامل و صحيح في المسئلة العربية السعودية ؟

سوف يستخدم القارئ لنقل صوت (sway) التحليل الرباعي وهو طريقة نظائية تساعد على تحديد النقاط الخاصة بالصحف والقوة وإبراز نوعية المسائل وتحديد الترمس المؤثرة في البرنامج وإمكانية تطبيقها بما يتناسب مع ثقافة المستلمة

- 1- عناصر القوة : هي العناصر التي تساهم في تميز البرنامج عن البرامج الأخرى كما تشكل نقاط القوة مجموعة من القدرات المشرفة داخل البرنامج مثل : وجود أشخاص أكفاء في بيئة العمل كالمندوبين والشركيين واستخدام التكنولوجيا ... الخ
- 2- عناصر الضعف : هي العناصر التي تظهر علامات الضعف في البرنامج وتُشكل تلك العيوب المؤثر على البرنامج والتي يندم من الوصول للأهداف المطلوبة وتُشكل نقاط الضعف : فقدان التميز ، قلة الموارد ... الخ
- 3- عناصر الفرص : هي العناصر التي تُشكل العوامل الخارجية القابلة للشروع وتمكن تأثيرات إيجابية على الشروع كالتعاون مع برامج الأهل الأخرى لتبني القدرات المختلفة في المجتمع
- 4- عناصر التهديد : هي العناصر التي تشكل تهديداً من خارج البرنامج وتُشكل تهديداً واضح للبرنامج مثل : عدم شعور المجتمع بأهمية البرنامج

| عناصر القوة  | عناصر الضعف  |
|--|--|
| <p>المزعم المادي المعترف من إبداء</p> <p>العلم أو من خلال البراعة المحيطة</p> <p>تساهم في تحقيقه وتبين</p> <p>البرنامج مع كفاءة</p> <p>الموارد البشرية المحيطة</p> <p>من تخصصات هذا البرنامج</p> <p>أولئك ممنوعين الأضرار</p> <p>البرامج</p> | <p>قلة إحصاء الناس و</p> <p>عدم إدراك أوت تحقيقه</p> <p>قلة المناهج والموارد</p> <p>المؤهلة</p>  |
| <p>الزيادة لبيئة المدارس</p> <p>طرح في لفتة مع هذه</p> <p>البرامج -</p> <p>السعي لتهيئة البيئة</p>   | <p>قلة استيعاب من تطوير وهي</p> <p>الأعداد من غير التوافق</p> <p>عدم إلتفات عليه من تنفيذ</p> <p>مثل هذه البرامج من</p> <p>مدارس القوا = الخاطئة</p> |

الفرق العمل

٢ من  
- وذلك ما في العراق لتفعيل تطبيق برنامج العمل المتعدد على النشاط اليومي في المملكة العربية  
السعودية ٢

١ - قلنا الرعم المالىي - ⑦  
٢ - عند تدوير وسائل ترصينه تعتمد على انجاح  
البرنامج

٣ - عدم تنفيذ اجتهاد وتفرعه لتطبيق هذا  
البرنامج

١ قلنا الوهيي .  
٢ عدم الاجتهاد



|   |                               |                            |   |  |
|---|-------------------------------|----------------------------|---|--|
| 1 | School Spirit<br>(Brock Wear) | Safety & Body<br>Awareness | Basic Body<br>Functions   | Bend, stretch, twist, and<br>turn  |
| 2 | Super Heroes                  | Body Awareness             | Transference of<br>Weight   | Step-like, sliding,<br>rocking & rolling, and<br>flight (walking, running<br>skipping and hopping) |
| 3 | Around the<br>World           | Body Awareness             | Body Shapes   | Pin, Ball, Wall and<br>Screw   |
| 4 | Outdoor/Camping               | Space Awareness            | Directions  | Forward, Backward,<br>Side to side, up and<br>down   |
| 5 | Magic                         | Space Awareness            | Levels  | High, Medium, and Low  |
| 6 | Constructions                 | Space Awareness            | Motion and<br>Stillness<br>- Use pathways<br>as a secondary<br>subtheme | Balance<br><br>Zig Zag, straight,<br>curved, and circular  |
| 7 | Halloween                     | Relationships              | With others   | Negotiations with<br>Parents (under, over,<br>around, and through)                                 |
| 8 | Pajama Day                    | Fun Day                    | Culmination   |  |

**1&2 Year Old****Winter Semester**

| Week | Motivation                            | Movement Concept           | Theme  | Subtheme/Focus   |
|------|---------------------------------------|----------------------------|--|--|
| 1    | Animals                               | Safety and Body Awareness  | Transference of weight   | Step-like, sliding, rocking & rolling, and flight (walking, running, skipping and hopping) |
| 2    | Jersey/ Sports Day                    | Body Awareness             | Body Shapes  | Pin, Ball, Wall, Screw   |
| 3    | Pirate Day/Medieval Times             | Body Awareness             | Motion and Stillness<br>- Use pathways as a secondary subtheme | Balance<br>Zig Zag, straight, curved, and circular   |
| 4    | Winter Wonderland                     | Space Awareness            | Directions   | Forward, Backward, Side to side, up and down   |
| 5    | Dr. Seuss                             | Space Awareness            | Levels   | High, Medium, and Low  |
| 6    | Jobs (police, nurse, zookeeper, etc.) | Relationships              | With others  | Copying<br><br>Also use motion/stillness and levels  |
| 7    | Outer Space                           | Relationships with objects | Negotiations   | Under, over, around, and through   |
| 8    | Pajama Day                            | Fun Day                    | Culmination  |  |

## Motivation, Movement Concepts, and themes

### 3&4 Year Olds

Please ensure there is objects manipulation is each lesson. This may occur in the games sections, the dance with props, or the gymnastics with ribbons etc.

### Fall Semester

| Week | Motivation                    | Movement Concept        | Theme                  | Subtheme/Focus   |
|------|-------------------------------|-------------------------|------------------------|--|
| 1    | School Spirit<br>(Brock wear) | Safety & Body Awareness | Transference of weight | Step-like, sliding, rock and rolling, and flight.<br><br>Safety: Cover acceleration and deceleration |
| 2    | Super Heroes                  | Body Awareness          | Body Shapes            | Pin, Ball, Wall, Screw   |
| 3    | Around the World              | Space Awareness         | Directions             | Forward, Backward, Side to side, up and down   |
| 4    | Outdoor/Camping               | Space Awareness         | Levels                 | High, Medium, and Low  |
| 5    | Magic                         | Effort                  | Time                   | Sudden and Sustained.<br><br>Use locomotion to help understand this concept                          |

|   |              |              |              |                                  |
|---|--------------|--------------|--------------|----------------------------------|
| 6 | Construction | Relationship | With others  | Copying                          |
| 7 | Halloween    | Relationship | Negotiations | Under, over, around, and through |
| 8 | Pajama Day   | Fun Day      | Culmination  |                                  |

### 3&4 Year Old

#### Winter Semester

| Week | Motivation        | Movement Concept        | Theme   | Subtheme/Focus   |
|------|-------------------|-------------------------|---|--|
| 1    | Animals           | Safety & Body Awareness | Transference of weight and body parts               | Step-like, sliding, rock and rolling, and flight.<br><br>Safety: Cover acceleration and deceleration |
| 2    | Medieval Times    | Space Awareness         | Pathways  | zig zag, straight, curved and circular   |
| 3    | Jersey/Sport Day  | Space Awareness         | Levels  | High, Medium, and Low  |
| 4    | Winter wonderland | Effort                  | Weight  | Fine and Firm  |
| 5    | Dr. Seuss         | Body Awareness          | Motion and Stillness<br>-with the use of directions | Balance<br>forward, backward, up and down, sideways  |

|   |  |               |              |                                 |
|---|--|---------------|--------------|---------------------------------|
| 6 | Jobs (police, nurse, zoo keeper, etc.) | Relationships | With others  | Matching                        |
| 7 | Outer Space                            | Relationships | Negotiations | Under, over, around and through |
| 8 | Pajama Day                             | Fun Day       | Culmination  |                                 |

### **Motivation, Movement Concepts, and Themes**

#### **5-7 Year Olds**

##### **Fall Semester**

| Week | Motivation                 | Movement Concept        | Theme  | Subtheme/Focus  |
|------|----------------------------|-------------------------|--|---|
| 1    | School spirit (Brock Wear) | Safety & Body Awareness | Transference of weight<br>- subtheme of pathways | Step-like, sliding, rocking & rolling, and flight<br>zig zag, curved, circular and straight |
| 2    | Super Heroes               | Body Awareness          | Body Shapes                                      | Pin, Ball, Wall, and Screw  |
| 3    | Around the World           | Body Awareness          | Motion and Stillness<br>- subtheme of directions | Balance<br>Forward, Backward, Up/Down and sideways  |

|   |                 |                 |                             |                                     |
|---|-----------------|-----------------|-----------------------------|-------------------------------------|
| 4 | Outdoor/Camping | Space Awareness | Levels                      | High, Medium, and Low               |
| 5 | Magic           | Effort          | Time                        | Sudden and Sustained                |
| 6 | Construction    | Relationship    | With others                 | Matching                            |
| 7 | Halloween       | Relationships   | Negotiations<br>with others | Over, under, around, and<br>through |
| 8 | Pajama Day      | Fun Day         | Culmination                 |                                     |

### 5-7 Year Olds

#### Winter Semester

| Week | Motivation        | Movement Concept        | Theme  | Subtheme/Focus                                      |
|------|-------------------|-------------------------|--|---|
| 1    | Animals           | Safety & Body awareness | Transference of weight<br>-subtheme of direction   | Step-like, sliding, rocking and rolling, and flight |
| 2    | Medieval Times    | Body awareness          | Body Shapes  | Pin, Ball, Wall, and Screw                          |
| 3    | Jersey/Sport Day  | Body awareness          | Motion and stillness<br>-with subtheme of pathways | Balance<br>zig zag, circular, straight, curved      |
| 4    | Winter wonderland | Space awareness         | Levels   | High, Medium, and Low                               |

|   |  |                |                |   |
|---|--|----------------|----------------|---|
| 5 | Dr. Seuss                              | Body awareness | Twist and Turn | *Review this concept with Coordinator if needed   |
| 6 | Jobs (police, nurse, zoo keeper, etc.) | Relationships  | With others    | Mirror  |
| 7 | Outer Space                            | Relationships  | Negotiations   | Partner partial supports (only if you've assessed they are capable of this- if not, use under, over, around, and through) |
| 8 | Pajama Day                             | Fun Day        | Culmination    |   |

### Motivation, Movement Concepts, and Themes

#### 8-12 Year Olds

##### Fall Semester

| Week | Motivation                 | Movement Concept        | Theme                  | Subtheme/Focus  |
|------|----------------------------|-------------------------|------------------------|---|
| 1    | School Spirit (Brock Wear) | Safety & body awareness | Transference of weight | Step-like, sliding, rocking & rolling, and flight     |
| 2    | Super Heroes               | Body awareness          | Body Shapes            | Symmetry and asymmetry with pin, ball, wall and screw |

|   |                  |                 |                |   |
|---|------------------|-----------------|----------------|---|
| 3 | Around the World | Space awareness | Pathways       | zig zag, straight, and curved and circular  |
| 4 | Camping/Outdoor  | Space awareness | Levels         | High, Medium, and Low   |
| 5 | Magic            | Body Awareness  | Twist and Turn | *Review this concept with Coordinator if needed                                   |
| 6 | Construction     | Relationship    | With others    | Matching<br>-use twist and turn in warm up and review levels, shapes and pathways |
| 7 | Halloween        | Relationship    | Negotiations   | Under, over, around, and through  |
| 8 | Pajama Day       | Fun Day         | Culmination    |   |

## 8-12-Year-Olds

### Winter Semester

| Week | Motivation     | Movement Concept        | Theme                  | Subtheme/Focus  |
|------|----------------|-------------------------|------------------------|---|
| 1    | Animals        | Safety & Body Awareness | Transference of weight | Step-like, sliding, rocking & rolling, and flight         |
| 2    | Medieval Times | Body Awareness          | Body Shapes            | Symmetrical & Asymmetrical with pin, ball, wall and screw |

|   |                                       |                 |   |  |
|---|---------------------------------------|-----------------|---|--|
| 3 | Jersey/Sport Days                     | Space awareness | Balance and pathways<br>-subthemes of motions and stillness | Balance<br>zig zag, curved, circular and straight              |
| 4 | Winter wonderland                     | Space Awareness | Levels and Directions                                       | High, medium, and low.<br>Forward, backward, sideways, up/down |
| 5 | Dr. Seuss                             | Effort          | Weight  | Fine and Firm  |
| 6 | Jobs (police, nurse, zookeeper, etc.) | Relationship    | With others   | Mirror<br>- use levels, balance and symmetry/asymmetry         |
| 7 | Outer Space                           | Relationship    | With others   | Partner Partial Supports                                       |
| 8 | Pajama Day                            | Fun Day         | Culmination   |  |

### Tips to Create and Effective Lesson Plan

- Be progressive with each lesson! The movement concepts are meant to build on one another and move from basic movements to more difficult movements. **Ex. Mats = basic → extension then apparatus = basic → extension.** Use this strategy in dance as well, work on exploration individually or in pairs and then add movements together in small sequences. In games there is the TGFU approach and the use of modified games to develop skills and understandings.
- Incorporate previous concepts into the lesson. This will not only allow for more practice of the concept, but also foster an increased movement vocabulary. **Ex. Pin shape → pin shape at a low level.** This is not just relevant in gymnastics in log rolls, or dance in a slide, but in a skill development in games like a release in curling.
- Use generous amounts of **refinement cues**
- Have more than less in you your lesson plan to ensure all movement concepts are covered and for children to gain maximum benefits.

- Don't be afraid to try something new! Write down what you want to do and how you are going to do it. Think outside of the box (and from previous years) Janet and I are both here to give suggestions!

Please don't be afraid to ask for help! If you don't understand a concept, need a refresher, or just need someone to run ideas by, don't hesitate to contact me at any time!

### Life Skills

At CMP, we not only want to focus on movement and physical literacy, but we also want to focus on important life skills as well. Each week, not only will there be a motivation and concept, there will also be a life skill. In order to respect the variability in lesson plans and age groups, you (the instructor) may choose the life skill that you will be focusing on for that lesson. Make sure you indicate the life skill you are focusing on for the week at the beginning of your lesson plan. Here is the list of life skills you may choose from!

- Teamwork/ cooperation (working together to achieve a common goal/sharing objects)
- Respect (please & thank you/Sharing)
- Communication (verbal and non-verbal)
- Problem Solving (as an individual & as a group)
- Inclusiveness and fair play (Sharing and accepting- ex. Difference languages, difference backgrounds)
- Leadership (leadership as a group and leadership as an individual)
- Creativity (expanding and exploring beyond what is asked)
- Responsibility (cleaning up, listening)
- Self- esteem (of the individual, of another individual)

My suggestion would be to use Respect and Responsibility close to the beginning of the term.

As the term goes on, please review and use previous life skills in new lessons.

Don't hesitate if you have any questions!

## Appendix L

### Two Examples of a CMP Lesson Plan

( Attach 2 example of the lesson plan)

- **To develop a lesson plan you should consider →**
  - Student's physical safety
  - Student's physical needs (skill level)
  - Student's social and cognitive interests
  - Setting (time and space available)
  - Equipment
  - Teacher's strengths and interests
  - Progression of skills with themes
  
- **Components of a lesson plan→**
  - **1-Bridge In (1-2min):** Arouse the learners' interest→ Hook the students, get them excited about what they are going to focus on for the lesson.
  - You should be informing students on what the movement concept is and the motivating theme.
    - **2-Pre-Assessment(1-2min):** Establish what the learners' knowledge is. This should match the post-test→ Find out what they already know about the movement concept theme and sub-themes (Ex; Today we are going to explore like different reptiles! We are going to be focusing on relationships with one another but before we begin, can anyone give me an example of a reptile?).
    - **3-Introduction or Warm-Up (5 min):** this is the portion of the lesson that prepares the student mentally and physically for the lesson. It can be individual, partner, or group orientated, vigorous, and VERY FUN.Will lead up to the main activities of the lesson. The warm up can be a refresher from the previous week,

with connection to the current week movement concepts and sub-themes. The warm up can be dance, games or gymnastics.

**4-Movement Development: (Activities)** During this portion of the lesson new concepts and skills are introduced through continuing skill development and application. This section may also include discussion for clarification of a concept and children working with and observing each other→

- **Activity 1 (dance, games, or gymnastics) (10 mins):**
- This activity should represent the movement concept for the week. It will be based on the previous week's activity to emphasize the skills with cohesive progression.
- The activity can be games, dance or gymnastics based
  - **Activity 2 (dance, games or gymnastics) (10 mins):**
  - The second activity should progress from the first activity while continuing to utilize the skills previously learned and incorporating new skills.
  - This activity should again be either dance, games or gymnastics.
    - **Activity 3 (dance, games or gymnastics) (10 mins):**
    - During this activity the skills should be refined and explored with further development.
    - Use the lesson plan examples from the previous year.
    - Again, this should be dance games or gymnastics.

**5-Culminating Activity (6-8 mins):** this portion of the lesson emphasizes applying tasks as children participate in a final modified game or activity. It should incorporate all of the material covered in the lesson, as well the children should work with each other→

- This is to be used to as an opportunity to develop a culminating activity using the different movement forms (dance, games and gymnastics) that integrates skills previously learned in the activities of this lesson.
- Each activity leading up to this culminating activity will have their own movement development and culmination before moving into the next activity or main culminating task.
- Not every lesson or age group will have a culminating activity each lesson. It is very dependent on age, movement concept and lesson framework.

## 6-Exploration Time (MAX 5 mins)

- This time is not to be used as a filler in your lesson plan and is only used if there is a bit of time at the end of the lesson. Should be **no** longer than 5 minutes.
- Remind children of safety rules
- This is a time for children to explore the area and use different equipment. All instructors and volunteers should be participating with the children and ensuring safety of all students. ( Ex; BT: We are now going to start our exploration time. This means we can go and explore the area around you, remember to move using different directions and pathways. Before we go into equipment time we must go over a few rules. The rules of equipment time are: keep your head up, hands to yourselves, share the equipment and my most favourite rule boys and girls, HAVE FUN!

**7-Learning Outcomes: (Reflection)** These are written expectations that the instructor wishes the children to accomplish by the end of the lesson. →Short reflect on how you felt about writing the lesson plan. Any challenges? Reflection from last week, what worked well and what did.

- **Time for a lesson plan→**
  - Warm-up 5 minutes
  - Gymnastics including floor and apparatus for progression 12 minutes Dance including exploration and sequencings 12 minutes
  - Games with skill development and manipulative elements 12 minutes  
Equipment time at the end – maybe 7-10 minutes
- **Roles for a lesson plan→**
  - Project with your voice
  - Avoid whistles
  - Positioning
  - Maximize participation, avoid lines and elimination!
  - Management skills are essential (set daily routine, rules and consequences, ensure they are generalized to many applications)
  - Set behavioural expectations high, but attainable
  - Ask yourself two questions at the end: A) WHAT WORKS AND WHAT DOESN'T? WHAT'S WORTH DOING AGAIN?

- **Types of Tasks**→
  - **Basic Task:** These tasks are the starting point of each learning sequence. This task may be open/closed/limitation and is always followed by a refining task. Open – elicit individual interpretation or task Closed – elicit uniform response
  - **Simplifying Task:** This task will reduce the difficulty of a previous task for understanding. You adjust the task to meet the needs of the students. These tasks may change equipment or dimensions of the previous task.
  - **Extending Task:** These tasks increase the difficulty of the previous task to meet a new level of competency.
  - **Applying Task:** These tasks integrate other known skills to the previous task when a movement concept has been explored, expanded, and practiced.
  - **Refining Tasks:** These tasks inform students how to improve their actions and focuses on the execution and quality of movement responses. A refining task always follows a basic, extending, or applying task.
  - **Organizing Task:** These are tasks which tell students where to go, who to work with, what equipment to use, and where and when to put it all away. Children, apparatus, equipment, time, and space are things that should be organized.
  - **Teaching Suggestion:** These are helpful hints for the instructor.
  
- **Tips to Create and Effective Lesson Plan**→
  - Be progressive with each lesson! The movement concepts are meant to build on one another and move from basic movements to more difficult movements. **Ex. Mats = basic → extension then apparatus = basic → extension.** Use this strategy in dance as well, work on exploration individually or in pairs and then add movements together in small sequences. In games there is the TGFU approach and the use of modified games to develop skills and understandings.
  - Incorporate previous concepts into the lesson. This will not only allow for more practice of the concept, but also foster an increased movement vocabulary. **Ex. Pin shape → pin shape at a low level.** This is not just relevant in gymnastics in log rolls, or dance in a slide, but in a skill development in games like a release in curling.
  - Use generous amounts of **refinement cues**
  - Have more than less in you your lesson plan to ensure all movement concepts are covered and for children to gain maximum benefits.
  - Don't be afraid to try something new! Write down what you want to do and how you are going to do it. Think outside of the box (and from previous years) Janet and I are both here to give suggestions!
  
- **Activity Suggestion**→
  - 3-5 age→
    - climbing
    - different sized balls to manipulate
    - follow the leader

- moving like animals
- fun and basic (no competitive or drills).
- 6-7 age →
  - body control over impl.
  - -receive, trap, carry
  - -repetition
  - -use diff. body parts
  - -keep active
  - -own equipment
  - -extensions too difficult
  - -batting, ball stationary.
- 8-9 →
  - challenging balance
  - wide variety of activities but balanced
  - challenge, success oriented.
- 10-12 →
  - work on own and progress
  - -encourage flexibility
  - - encourage challenge but success oriented

## Appendix M

### SNAP's four Group of Coordinators

#### Portfolio Mandate

##### **School Liaison Group:**

###### *Areas of Responsibility*

- Call in days/booking
- Announcements to schools
- Profiles and record keeping
- Sign in and pay in
- Ongoing liaison with schools
- School basket and signage

###### *Expectations Weekly*

- Attend SNAP, assist on floor, set up/clean up
- School sign in and pay in
- Profiles picked up; name tags; no photo; floor passes
- Record keeping
- Liaise with volunteer group
- School call backs as necessary
- Entrances and exits clear
- Baskets, signage, tables
- Communicate updates with communications and fundraising

##### **Curriculum and Equipment Group**

###### *Areas of responsibility*

- Developmentally appropriate activity stations and strategies for utilizing them (eg. Posters, visual schedules, instruction cues, progressions)
- Gym plan; equipment room (s) plan (eg. Diagrams)
- Equipment purchase and maintenance
- Coordinating delivery of program (ie. Activity)
- Boomer

###### *Expectations Weekly*

- Check supplies
- Tidy, organize equipment
- C&R equipment order
- Set up stations/clean up of stations
- Tables as necessary
- Attend SNAP, assist on floor, setup/clean up; volunteer table
- Supervise and check equipment and station status
- Modify set up for age, stage, and size of participants
- Communicate any changes and updates through communications and fundraising
- Boomer

##### **Volunteer Recruitment and Training**

###### *Areas of Responsibility*

**Appendix N****Task, Environment, and Performer Dimensions**

1. Object or equipment size (e.g., tennis balls, balloons, softballs, nerf balls, playground balls, earth ball, ping pong ball, football);
  2. Object or equipment weight (e.g., whiffle bat, aluminum racquet, ping pong paddle, the hand);
  3. Object or equipment texture (e.g., nerf ball, playground ball, beanbag, balloon, soccer ball, basketball, tennis ball);
  4. Object or equipment trajectory (e.g., flat, underhand, overhand, within body space, outside of body space);
  5. Object or equipment speed (e.g., fast, slow, medium-fast, medium-slow, very fast);
  6. Target, object, or equipment predictability (e.g., constant, changing, consistently changing, inconsistently changing);
  7. Support surface (e.g., solid, stable, unstable, changing, obstacles, slope, width, viscosity);
  8. Environmental information—sensory mode (e.g., visual, auditory, tactile), accuracy, precision, duration (time to attend), augmented (from teacher or others);
  9. Goal conditions (e.g., speed, force, distance);
  10. Presence of others (e.g., alone, co-active, spectators); and
  11. Assistive devices (e.g., flotation devices, prostheses, orthoses).
- 

(Balans & Davis ,1993).

