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Parent's Perspectives of Physical Activity Recreational Programs for Their Children with Disabilities

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Parent's Perspectives of Physical Activity Recreational Programs for Their Children with
Disabilities.

A Synthesis of the Research Literature

A Synthesis Project

Presented to the

Department of Kinesiology, Sport Studies, and Physical Education

The College at Brockport

State University of New York

In Partial Fulfillment

Of the Requirements for the Degree

Master of Science in Physical Education (Athletic Administration non-Certification)

By

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December 12, 2019

The College at Brockport
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Title of synthesis Project: Parent's Perspectives of Physical Activity Recreational Programs for Their Children with Disabilities: A Review of Literature. A synthesis of the Research Literature.

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12/12/19

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Accepted by the Department of Kinesiology, Sport Studies and Physical Education, The College at Brockport, State University of New York, In partial fulfillment of the requirement for the Master of Science in Education (Athletic Administration)

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Abstract

The purpose of this synthesis was to examine parents perspectives of physical activity recreational programs for their children with disabilities. The studies in the critical mass reviewed the different perceptions that parents relayed including benefits and positive outcomes such as, children being able to see themselves be successful and having their social skills increase as well as barriers to successful inclusion such as, not having the right equipment, not finding a program that works with their child or not being able to trust staff know how to appropriately work with their child. They also identified opportunities that could enhance their child's participation such as marketing information so that parents are aware of programs and helping low income families. Future research should examine looking only at children with a physical disability or just a mental disability as a lot of the information has both. Future research should also look more into the staff training rather than looking at the facility by itself.

Keywords: [Parents perspective recreation program, Children with disabilities]

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Chapter 1

Introduction

Recreational activities for children with disabilities has the potential to be both beneficial and detrimental for the child. According to Schleien, Miller, Walton and Pruett (2014) the most substantial barriers that parents see are the continuous battles for access to recreational and social opportunities for their children. Another part of this perspective has dealt with staff stating that parents must take over as facilitators for the program, and thus why several parents express that they are hesitant to let their child play with other children who don't have a disability (Schleien et al., 2014). Jones (2010), interviewed parents who discussed barriers to participation in community recreational programs, and also recommended developing programs to increase participation. Jones stated that some of the themes of these barriers are competition, skills deficits, lack of friendship building programs, negatives attitudes from the staff and lack of awareness and understanding from the staff (Jones, 2010). On the topic of how programs can develop and become better, parents said that having training for staff on a wide scale will help it grow, along with having support staff for the children in need. In addition, they noted that more facilities should be available in rural areas (Jones, 2010). As access to such programs have been easier over the years, the focus has now been more on the staff to make sure the children are getting the proper care.

Emira and Thompson (2011) also conducted research on why parents are so hesitant to put their children into recreational programs. Examples of such concerns include; lack of friendship, transportation, cost, and staff training. Parents expressed concern that their child is not being put in the right position to succeed, in most cases not because of the facility itself, but more so because of the training of the staff administering the activities. They also discussed the

main findings on why parents are so hesitant to put their children into recreational activities. The most significant finding is the lack of trust. A lot of this can be seen as staff not having the proper training, it can also be seen as parents being too overprotective of their children to be able to let them out of their reach more than they normally would (Emira and Thompson, 2011)

Not all of parent's perspectives are negative as many studies have shown that there is a good reason why parents are putting their children in programs. Goodwin et al., (2006) found that sixteen families gave insight as to why they let their children participate in the Special Olympics. One of the reasons was the program allowed their child an opportunity to succeed. Other reasons included enhanced motor skill development, personal development and welcoming environment (Goodwin et al., 2006).

Statement of the Problem

Recreation programs provide opportunities for children to engage in physical activity. However, research indicates that there are a variety of barriers that can prevent children with disabilities to be safe and successful.

Purpose of the Review of Literature

The purpose of this synthesis is to review parent's perspectives of physical activity recreational programs for their children with disabilities.

Research Questions

1. What types of physical activity recreational programs are available to children with disabilities?

2. What do parents view as perceived benefits of participation in recreational physical activity programs for their children with disabilities?
3. What are the perceived barriers for preventing parents to allow their children with disabilities to participate in recreational physical activity programs?

Operational Definitions

1. Disability- a physical, mental, cognitive, or developmental condition that impairs, interferes with, or limits a person's ability to engage in certain tasks or actions or participate in typical daily activities and interactions (Merriam-Webster, 2019).
2. Physical Activity Recreational Program- Programs that are community based and include physical activity for children with disabilities and without disabilities

Delimitations

1. All articles reviewed were peer reviewed and full text.
2. All articles reviewed were published between 2003-2019.
3. All articles reviewed focused on recreational programs for children with disabilities ages 6-13.

Chapter 2

Methods

The purpose of this chapter is to summarize the methods used to review the literature on parent's perspectives on accessibility to recreational physical activity programs for their children with a disability. The studies collected for this synthesis were located using the EBSCO database from The College at Brockport's Drake Library. Within the EBSCO database the following databases were searched; SPORTDiscus and Academic Search Complete. Within these two databases, ten articles met the criteria for inclusion as part of the critical mass within this literature review. In order for an article to meet the criteria for selection in the synthesis, it must have been published between 2002-present, this will provide the synthesis with the most up to date and current information available. Other criteria for this selection included scholarly and peer reviewed articles that were full-text. Having a scholarly and peer reviewed articles provides more validity within the articles and better overall quality. Additional articles or sources selected as part of this literature review provided context about the topic. Background information and supplemental information was also implemented in order to complete the review. All articles and sources are appropriately cited in the reference section of this paper.

In order to gather valuable articles for this synthesis, certain keywords and phrases were used when searching the data-base. The first keyword added was "parent perspective" and the search resulted in 830 possible outcomes to choose from. Parent's perspectives was needed in the research because it was the main part of the synthesis which is needed to see what the parent's perspectives are of their children with disabilities participating in recreational sports. The second keyword that was added was "recreation" which resulted in 70 results. This was searched to ensure that the study was about recreational sports and not about physical education. The third

word that was added was “disability” and resulted in 18 results. This word was key to stabilize and ensure that the participants would have some type of mental or physical disability. The rest of the articles were found through the ancestry method.

Articles that were selected for the use in this synthesis were scholarly and peer reviewed articles that were full-text. Also when selecting articles for use in this synthesis it was important that each article selected had valuable information related to parent’s perspective of recreational programs for their children and the barriers that are within.

Specific criteria were used in order to be a part of the literature review. All of the articles selected were based on parent’s perspectives and the barriers they had getting their child with a disability to participate in recreational sports. Participants in the study’s reviews were, parents, children with disability and programs.

For this synthesis, a total number of 10 articles were used to compile data on the topic of parent’s perspectives and the barriers they had getting their child with a disability to participate in recreational sports. Articles came from a variety of journals including, *Disability and Rehabilitation, Physical & Occupational therapy in Pediatrics, Disability & Society, Therapeutic Recreational Journal, Leisure/Loisir, Leisure studies, Adapted Physical Activity Quarterly.*

The critical mass for this synthesis is comprised of 488 number of participants. Within the 10 articles used for the literature review, there was a total of 255 parents/families, 43 children, and 171 programs.

Data were analyzed using the following methodologies for the studies under review. One of the processes used was the Six Step IPA process which included the following; Step One: the

authors read the transcripts twice. Step Two: initial note taking. Step Three: taking the notes and developing them into themes. Step Four: developing subordinate and superordinate theme for one participant. Step Five: going back through steps 1-4 to double check the work. The final step consists of making connections and themes from all of the participants and their experiences. Another way that data was analyzed was through Interpretative Phenomenological analysis which, in short means an approach to psychological qualitative data. Another analysis that was conducted was an analytic induction, which means it involves a systematic search for falsifying evidence by examining a case that differs in a known way.

Chapter 3

Literature Review

The purpose of this chapter is to present a review of literature on parent's perspectives of physical activity recreational programs for their children with disabilities. In particular, the following topics will be reviewed: benefits and positive outcomes, barriers to successful inclusion, and opportunities.

Benefits and Positive Outcomes of Recreation Programs for Children with Disabilities

Parents play a significant part in their child's life when they are young. This becomes a more significant role than it already is if their son or daughter has a disability. It can become increasingly difficult when trying to get their child involved in a sport or in a sport program. When you find one there can be many benefits and positive outcomes that can come out of having your child in the right program that cares for them. Goodwin et al., (2006) has indicated that if a child with a disability goes to a recreational program it can help them realize that they can be successful in life. The participants in this study included 18 families, 16 of these families were from three western Canadian cities. The parent's age ranged from 39-69. The mean age of the children were 15 in this study. Data were collected using face to face interviews that were taped on audio. The second way that data were collected was through artifacts. Parents were encouraged to bring artifacts that would stimulate their child's thoughts. Lastly, field notes were recorded by the interviewer to capture reflections of what was being said in such interviews. All transcripts were then sent to the families to be reviewed and then a transcript release form was signed. The authors used a thematic line-by-line analysis to break down the transcripts in order to get their results. By being in a recreational sport program, children with disabilities became more

self-aware in knowing that they could be successful. The authors discussed the impact of parents who allowed their child to play down a league. One of the parents noted that by allowing her child to play down a level she experienced greater success, and then added that since they were all the same size and skill level, her daughter never even noticed (Goodwin et al., 2006).

Similarly, Lyons et al., (2009) explored the perceptions of parents whose children with disabilities participated in an organized community baseball league. The researchers contacted 98 parents in the Charleston Miracle League and asked them to fill out a survey. Forty-two parents responded and returned the survey. The survey that was sent and returned by the 42 parents consisted of a 10-question Likert-type scale survey and some open ended questions that only 33 of 42 parents answered. All responses from the surveys were analyzed using a Statistical Package for the Social Sciences (SPSS) (Lyons et al., 2009). They found that 83.3% of parents said that the baseball league improved their children belief that they are going to be able to succeed (Lyons et al., 2009).

Parents tend to have the bird-eye view of their child, as they can usually see what kind of self-confidence and social skills their child possesses before their child truly understands it themselves. Lyons et al., (2009) also examined the effects that recreational programs had on a child's self-confidence. Lyons et al., (2009) found that from a parent's perspective, they saw that 97.6% of parents stated that it increased their child's self-confidence. 92.9% of parents said their child made new friends and improved their social skills. When asking parents about their child's self-esteem and confidence they said "the opportunity that Miracle League gives each child with a disability to feel like a regular non-disabled child, if only for an hour. The joy that you see in the children's faces warms your heart and it is very priceless" (Lyons et al., 2009, p. 4).

Barriers to Successful Inclusion of Recreation Programs for Children with Disabilities

Even though there are many benefits and positive outcomes to having a child with a disability attend recreation sports facilities and programs, there can still be many barriers that the parent and the child go through to be able to participate. Emira and Thompson (2011) indicated that from a parent's perspective there is a lack of trust with parents leaving their child alone in a program or facility. Participants of the study were 44 families that were picked by a public body. Data were collected by telephone interviews, and five focus groups which included 24 females and 6 males and face to face interviews. Data were analyzed through coding, sorting, constant comparison and analytic induction. The authors noted that the perceptions of 44 families on the barriers to accessing leisure services for their children with disabilities related to lack of trust. Emira and Thompson (2011) stated that multiple parents did not feel comfortable with leaving their son or daughters with a stranger who may not end up giving them the attention that is needed. Identical to the study above, Schleien et al., (2014) examined how parents felt about recreation service delivery systems, their concerns, and discussed what has been effective regarding their children's community inclusion. Participants for this study were 35 families from the Arc and Autism Society. The authors collected data by focus groups that lasted no more than 90 minutes. The authors analyzed data by coding the recordings of the focus group and connecting themes. In their study, they found that parents were scared to gamble on their child's safety. Parents in the focus groups talked about how they voiced their concerns to the program leaders but they felt that they did not take them seriously and it caused them to have a hard time trusting them to look after their child.

One of the biggest barriers that parents run into while trying to find a sports program that fits for their child is finding a staff that cares, and that is properly educated and trained to handle their child. This can include a staff that is just not knowledgeable enough about how to go about helping a child with a disability, or a staff that is negative to the fact that they have to include children with disabilities in their recreational sports programs. Jones (2010) examined barriers to participation in a Maine community recreation program. These participants came from the Center for Community Inclusion at the University of Maine. Overall there were 37 participants, 30 women and 7 males. After the participants were selected, 6 focus groups were selected with 3-8 participants in each group. Jones (2010) found that a barrier to participation for a child was the negative attitudes of the staff which created a separation between the children with disabilities and the children without disabilities. Wiart et al., (2015) looked to determine what services and supports existed within facilities that reported they had children with motor disabilities enrolled in their programs, and whether families felt that their needs regarding community fitness programs were met. The study also included the challenges or barriers to access, and the expected outcomes that are important to them (Wiart, 2015). Sixty-one facilities and programs participated in this study. Data were collected through questionnaires. During the focus groups they audio recorded the conversations and had note takers take down key points of the two focus groups. Wiart et al., (2015) found that generally, most facilities did not have individual assistance. Out of the programs for an individual with disabilities only five (26.3%) of the programs had individual assistants. Out of the 37 public community centers and facilities, only one (2.7%) of them had individual assistants. They also wanted to look at the required staff training to support individuals with disabilities. They found that from the 19 programs for

individuals with disabilities, only four (21.1%) required special training for disabled children. From the 37 public community centers and facilities, only one (2.7%) required staff training.

In comparison to the article studies discussed above Piskur et al., (2015) provided an in-depth exploration and understanding of a group of parent's thoughts, feelings and concerns they experienced while reflecting on their actions, challenges, and needs in of their child's participation in recreational programs. The study included 13 participants, all mothers between the age of 32 and 44. Once selected participants went through an interviewing process, shortly after, the interviews were transcribed using an interpretative phenomenological analysis (IPA). They found that an educator's lack of knowledge of both how to explain a sport to a child, and how to handle a child with a disability were both lacking. Piskur et al., (2015) pointed out in their study that one participant kept enrolling in programs that told the participant that what they were asking for is too difficult for them to do. In addition, Thompson and Emira (2011) analyzed the experiences and perceptions of parents with respect to children accessing a variety of leisure activities, as well as short breaks and respite care. The study's participants included 44 families who participated in a series of telephone interviews, five focus group, and face to face interviews. In their study, they found that one of the major barriers were the training and staff attitudes. Several parents noted that there was a lack of understanding. Instead of complying with the child's disability they were looked at as naughty (Thompson & Emira, 2011).

Another barrier that can be seen for a child trying to participate in recreational sports is if the program does not have the equipment necessary for the child with a disability to play. Piskur et al., (2015) examined parent's experiences and thoughts about the physical and social environment. They found that there was a lack of available equipment for their children with

disabilities. One of the participants pointed out that the design of the equipment should not be stigmatizing and several other participants said that they were forced to find solutions by themselves. Wiart et al., (2015) looked into the accessibility for wheelchair users and the modified equipment that each program or facility had. Their study found that out of 37 public community centers, only 25 (67.6%) of them were accessible to people in wheel chairs. When looking at modified equipment, sports club did not have any modified equipment at all. From the 19 programs for individuals with disabilities, 13 (68.4%) had modified equipment. From the 37 public community centers and facilities, only 17 (45.9%) had modified equipment (Wiart et al., 2015).

A sometimes unseen barrier for children can be the skill level and competition level. One way to minimize this barrier is to have children with a disability play down a level. This can help to increase social skills and increase acceptance for slower developing children. Wright et al., (2018) studied the perspectives of children with disabilities on their participation in the recreational sports program. This is not from a parent's perspective, however it is good to see what children conceptualize of their own barriers. Participants both of the clinical and the studied children (young) group were recruited through Novita ConnectABILITY program (Wright et al., 2018). The studied included six allied health and sports development programs and 28 young people. The "young" group consisted of 16 boys and 12 girls. The clinical had interviews that were face-to-face and were ranging from 21 to 34 minutes. For the young group, they were given surveys. The surveys collected demographic information and 10 short answers question about the child's activity involvement and what they thought the barriers were that stopped them from participating (Wright et al., 2018). They found that one of the more serious barriers that young people felt that the sport program was too competitive. The young people stated that some of the

other kids did not know about their disability and they would play too rough. Simply, non-disabled children were not comprehending how to play with children that had disabilities. Jones (2010) also looked at how the competition was a barrier that was realized in his study. Many parents felt that community recreation program put pressure on the programs to be competitive. One of the parents said: “ if it’s real competitive it doesn’t work for them, because they don’t have the ability- I mean she gives it her all, but her ability doesn’t help her team out” (Jones, 2010, p. 56).

Barriers do not always have to come from the facility or the program, some barriers can be the parents who don’t have their child’s physical activity as a top priority. In most cases parents are nervous and scared that their child will not be accepted by other children. Research has indicated that sometimes parents can be a barrier for their child as they are not ready for them to attempt more independence. Atchison and Goodwin (2019) studied the experiences of parents as they anticipated and prepared for their child with a disability to transition into another program. Atchison and Goodwin (2019) had three different criteria for this study. The parent had to have a child attending a separate program, the child was in the physical activity program within the last 12 months and the child had to be between 12-21 years old. Fifteen families were eligible for the study while 16 families showed interest in the study. Participants of this study included seven mothers and one father between 43 and 59 of age, with a median of 52. The data was analyzed using the six step IPA process. The researcher found that in some cases the child was ready to move into a more recreational sport activity although the family was not (Atchison and Goodwin, 2019). One of the parents stated that “it was hard for her to transition as a parent because you get comfortable with the staff and the attitude around you and then it all changes when a switch occurs” (Atchison and Goodwin, 2019, P. 289). One of the parents in the study

said, “It’s harder for parents to transition than it is for the kids. Because you know what? We just get our kids settled into something that’s safe and fun and good right? And then you have to leave and start all over again” (Atchison and Goodwin, 2019, P. 289). It shows that sometimes parents can be a bigger barrier than the facility itself.

Opportunities to Promote Success in Recreational Programs for Children with a Disability

There are many opportunities that facilities have that sometimes do not get communicated in the right or effective way. Some of the opportunities that being missed is the lack of information getting to parents. In a lot of cases, it is a financial burden to have a child with a disability. It can cost a lot to have your child go to a camp that specializes in children with disabilities. Emira and Thompson (2011) found in their research that cost was one of the barriers that is leading to missed opportunities. Families in the study said that some of the staff explained that they did not have the money to buy specific equipment. Jones (2010) also looked at parents recommendations for developing inclusive community sports. One of the themes that he saw was financial assistance. Parents suggested that by having financial assistance, it would bring in more participation for the facility and the program.

Marketing, promoting and information sending about recreational disability programs to the public has always and continues to be a problem. Jones (2010) looked into the reality of recreational programs and found some repeating themes. One theme is limited availability for such programs as he found that some facilities only have one disability program on only one week for the year and that is all. This limited access to programs is a huge barrier to entry. Another theme that he found in his research was that many of the programs that did exist, were parent led and would have gotten off the ground if it wasn’t for the parents. Emira and Thompson (2011) got

feedback from families on this theme specifically. They talked about how facilities needed to improve how they got information out to increase awareness and the demand for having such programs. Participants of the Emira and Thompson (2011) study also went on to say that they needed the information on various platforms and for the information to let them know where and what kind of support is offered.

Summary

The purpose of this chapter was looking at parent's perspective on leisure opportunities for their child with a disability as it relates to the benefits and positive outcome, barriers to inclusion and opportunities to enhance these experiences. When looking at barriers, the biggest ones that can be seen are parents being able to trust the staff to take care of their child. This can be fixed with multiple training exercises and modules that the staff can participate in order to enhance their skills and capabilities for integrating children with disabilities in recreational programs.

Chapter 4

Discussion, Conclusions and Interpretations

As a result of this literature review, several research questions were posed. The first research question was, what types of physical activity recreational programs are available to students with disabilities? A majority of the researchers have found that children with disabilities are able to participate in most physical activities, whether it's geared towards their needs or not. What Emira and Thompson (2011) found in their research was, how most programs kept children with disabilities away from participating was by telling parents that they did not have the funds to buy equipment that their children would need. The problem is not that there is no place for parents to bring their children for recreational activity, the problem is the programs and the facilities are not marketing themselves enough. Emira and Thompson (2011) found that parents said they wanted more information about the program on different types of platforms such as everything from Facebook to hanging up flyers around town.

The second research question was, what do parents view as perceived benefits of participation in recreational physical activity programs for their children with disabilities? Goodwin et al., (2006) concluded in their research that one of the major benefits was that the children realized that they could succeed in something. Before these programs, children would tend to think they are a step behind. By being in a situation where they are able to be a part of a team, it showed them that if they put their mind to it, they would be able to accomplish anything. In line with Goodwin et al., (2006), Lyons et al., (2009) found that 83.3% of parents said that the baseball league helped their child realize that they can succeed. Similar to the data above, another perceived benefits from these programs are children gain higher self-esteem and are able

to make friends easier. Lyons et al., (2009) helps this claim by showing in their research that 97.6% of the parents said that it helped their child's self-esteem and 93% of parents said that it helped their child make friends.

The last research question was, what are the perceived barriers for preventing parents to allow their children with a disability to participate in recreational physical activity programs? There are many barriers for the parent trying to get their child into a program and even more barriers when their child finally gets into one. The largest barrier that shows up time after time is the lack of trust the parents have in the staff, and the lack of training that the staff has. In their research Emira and Thompson (2011) stated that parents have been worried about leaving their child with someone they haven't met before and not knowing if they will give their child the treatment that they need. In line with trust, Schleien et al., (2014) also found that parents have voiced their concerns over the fact that they do not trust that the staff has had enough training. Similarly, Jones (2010) stated that in some programs instead of being inclusive there was a separation wedge and a lot of the children with disabilities got pushed to the side because the staff was not trained enough to accommodate both disabled and non-disabled children. This barrier also showed up in research done by Piskur et al., (2015). They stated in their research that parents were being turned away because the accommodations they were asking for was too difficult for the staff to handle. Another barrier that was seen was the skill level between the children who had a disability and children who did not. In the study by Wright et al., (2018), research found that in some instances the level of competition was too rough for the children with disabilities and they would feel too scared to play because of fear they would get hurt or embarrassed. Jones (2010) discussed in his research how parents talked about the games being too competitive for their children and not that the children didn't want to play, but they couldn't

keep up with the fast pace of the game. Finally the last common barrier is the facility or the programs does not have the proper equipment. In the study done by Wiart et al., (2015) they looked at what percentage of facilities has equipment. Of the ones they selected the 19 programs for individual with disabilities 13 (68.4%) had modified equipment. From the 37 public community center and facilities only 17 (45.9%) had modified equipment, these percentages should be much higher.

Implications

Parent's views of facilities and programs for their children agree with previous research that was being done. One of the main conclusions that was added is that parents can be a barrier as much as the facility or the program can be itself. Sometimes parents get nervous about letting their child start something new and don't let them participate in it. Otherwise all the same themes are still prevalent such as not having enough staff, the staff has not been trained enough, or even that the facility lacks in having equipment that children with a disability can and should use.

Recommendation for Future Research

In reviewing the data based on parent's perspectives of recreational programs for their children with a mental or physical disabilities and the barriers and obstacles that they have to deal with, the following limitations were noted regarding the studies under review. Most of the studies were skewed because they included children with both mental and physical disabilities, therefore some of the data could look different if it were just a certain kind of disability, such as only physical or only mental.

Based on these limitations and other insights related to the literature the following recommendations for future research should be considered:

1. Instead of looking at children with both physical and mental disabilities the researcher should focus on one.
2. When a researcher is looking physical disabilities they should look more into what the facility has to offer.
3. When a researcher is looking at mental disabilities they should look more into the staff rather than the equipment of the facility.

Overall Summary

The purpose of this study was to determine parent's perspectives of physical activity recreational programs for their children with disabilities. Delimiting variables were used to do an exhaustive data-base search which yielded 10 referenced articles. These articles were then systematically used to determine the parent's perspectives of physical activity recreational programs for their children with disabilities. Research revealed that a few of the benefits that parents saw included that their children became more self-aware, and that they were able to overcome a challenge and thus become more successful. More benefits of disability recreational programs include a rise in child self-esteem as well as the ability to make and maintain new friendships. Though benefits were discovered through such extensive research, barriers also arose which parents faced for their children. Some of these barriers included the parent's lack of trust with the staff or the program itself. Another barrier was the skill level difference between the children with a disability and without. Additionally, parents saw in some programs that there

was a lack of proper equipment for their child or not the right equipment at all available. Studies mentioned that the financing for these programs lay a burden on both the facilities and the parents. Parents feel like facilities should invest in safe equipment for their disabled children when in most cases, businesses do not find the demand, need or want to do so. As mentioned earlier, many existing programs only exist because parents made it happen. Lastly, if facilities are introducing and implementing these programs, it is crucial for better marketing and information sharing as they are typically limited in number and rarely main stream. Overall there needs to be more time, resources and staff training for the children.

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Appendix A

Author	Title	Source	Purpose	Methods & Procedures	Analysis	Findings	Discussion/ Recommendations Research Notes – Commonalities/Differences
Mahmound Emira & David Thompson (2011)	In the quest for their trust: the perceptions of families on accessing leisure services for disabled children	Leisure/Loisir	study was to measure the perceptions of 44 families on the barriers to accessing leisure services for disabled children	Interpretive research (gives families time to express their views) Telephone surveys (44 out of 150) Focus groups 1 on 1 interviews	Qualitative Data Interviews were transcribe and coded into themes	Lack of Trust Staff Attitude/ Lack of training Lack of availability Lack of Flexibility Lack of Information Cost Lack of Support Distress	Futurte research should look at either a physical or mental disability by itself.
David B. Jones (2010)	“Denied from a lot of places”	Leisure/Loisir	To find barriers to participation in Maine	Participants were Identified from a list of parents Provided by	Reviewed focus group discussions	Competition level too high Skill Deficits	Future research should look more into the child and their behaviors at these programs

	Barriers to participating in community recreation programs encountered by children with disabilities in maine: Perspectives of Parents		community recreation programs.	center for community inclusion. Surveys Focus group 30 women 7 men	Audio recording transcribe	Lack of friendship building programs Negative attitudes of staff Lack of staff understanding <u>Parents Ideas</u> Smaller programs More training Support staff Facilities Collaborations Financial Assistance	Are some children mis behaving causing the staff to have negative attitudes
David Thompson & Mahmoud Emira (2011)	'They say every child matters, but	Disability & Society	To get parents and perspective	Focus Groups	Data collection	Lack of engagement	Future research needs to look more on the staff side of the operations and look

	they don't an investigation into parental and career perceptions of access to leisure facilities and respite care for children		on their children being able to access leisure activities	Telephone Survey	Note taking Coding Constant comparison	Lack of staff training Transportation Improved Support system	at how much they are being trained
Lesley Wiart & Johanna Darrah & Michelle Kelly & David Legg(2014)	Community fitness program: What is available for children and youth with motor disabilities and what do parents want?	Physical & occupational Therapy	What services and supports existed within facilities that reported that children with motors disabilities were enrolled in their programs. And whether	Telephone Interview Individual and group focus interviews with parents and children	Transcript and coding the Interviews Field Note	See Table 2 [physical accessibility for wheel chair Individual assistant available Modified equipment Required staff training to support individuals with disabilities	Future research should give children a chance to speak their mind about the barriers and if some of these are a real problem or not

			families felt that their needs regarding community fitness programs were met, the challenges or barriers to access ad expected outcomes				
Stuart J Schleien & Kimberly D. Miller & Ginger Walton & Scott Pruett (2014)	Parents perspective of barriers to child participation in recreational programs	Therapeutic Recreational Journal	to learn how parents feel about recreation service delivery system, to provide a format to have them share their concerns, and inform us about what has been effective	Focus Group 35 parents for 38 children	Field Notes and Interview transcribe	<p>Access to recreational programs</p> <p>Parents roles as facilitators</p> <p>Isolation</p> <p>Being accepted for who they are</p> <p>More accommodating</p>	<p>More research needs to be done on the programmers of the facility and the staff to see if they are trained enough to run a program</p> <p>Focus more on one kind of disability</p>

			regarding their children's community inclusion				
Annemarie Wright , Rachel Roberts, Grace Browman, Angela Crettenden(2015)	Barriers and facilitators to physical activity participation for children with physical disability: Comparing and contrasting the views of children , young people and their clinicians	Disability and Rehabilitation	Barriers for children with disability trying to participate in recreational activity	Semi-Structured Interviews Paper Surveys	Transcribed and coded	View Figure one and Figure two for findings`	More research needs to be done on the programmers of the facility and the staff to see if they are trained enough to run a program Look more into the parent side of the equation to see if there is anything that can be changed to help the program
Barbara Piskur, Sarah Meuser, Marian Jongmans, Marjolijn, Rob Smeets, Barbara Casparie, Fredeike Haarsma, Anna Beurskens(2015)	The lived experience of parents enabling participations of their child with a physical disability at Home, at	Disability and Rehabilitation	Why parents aren't letting their child with a disability participated in different areas	Interviews with parents	Field Notes	Table 2 Summary of the themes with concerns of the parents.	Instead of looking at home and school, do a deep dive into the recreational facility and their employees

	school and in the community						
Donna L Goodwin, David Fitzpatrick, Robin Thurmeier, Carol Hall (2006)	The decision to join special Olympics: Parents Perspectives	Adapted Physical Activity quarterly	find the decision-making experience of parents who children joined the Special Olympics	Interviews Artifacts from parents Field Notes 18 families	Documented and transcribed interview transcript	An Opportunity to realize success Supportive instructional environment Expectations for motor skills development Expectation of personal development	Without these, parents would not let their child participate.
Bobbi-Jo Atchison, Donna L Goodwin(2019)	“My children may be ready, but I am now”: Parents experiences of their children’s transition to inclusive fitness settings	Adapted physical activity quarterly	Find out why parents are scared to let their children with disabilities transition to an inclusive play setting	Research Paradigm Interpretative phenomenological analysis (IPA)	Six Step IPA Process	Parents are scared that their kids won’t be tended to the way they need it Fear of outside judgement Other kids playing by the rules.	Research should also look at the child perspective as to why their parents are not letting them leave

Stacy Lyons, Danielle Corneille, Patricia Coker, Charles Ellis (2009)	A Miracle in the outfield: The Benefits of participation in organized baseball leagues for Children with Mental and Physical Disabilities	Therapeutic Recreation Journal	Explore the perceptions of parents whose children with disabilities participated in an organized community baseball league.	Surveys 10 question Likert type scale 42 Parents	Used stat package for the Social Sciences	Look at the tables Most families saw that their children motor skills developed along with self- confidence and ability to make friends	It was good that you got to see from a parents perspective. I would also like to see what the children said about the league and coming from them if it actually helped them feel more successful