



Active Play Team - Terms of Reference

May 1, 2024

Background

The Canadian Disability Participation Project (CDPP) is a research partnership of 43 academics from across Canada, the United States and England and 31 partners from Canadian sport, exercise and play organizations and academic institutions. The CDPP Principal Investigator is a faculty member in the School of Kinesiology and Health Studies at Queen's University. The CDPP is funded through a 7-year research grant from the Social Science and Humanities Research Council. The goal of CDPP is to develop, test, implement and nationally disseminate, evidence-based programs that create quality sport, exercise and play participation for children, youth and adults with physical, intellectual, and sensory disabilities.

Success Statement: In 7-years, we will know our partnership has been successful if physical activity is a quality experience for people with a disability living in Canada.

To be successful, we will:

- **Partner.** We will meaningfully engage academic partners, community partners and people with lived experience of disability to conduct, disseminate and implement research.
- **Innovate.** We will conduct innovative research generating new knowledge and evidence-based tools and resources to create quality experience in sport, exercise, and play for people with disabilities.

- **Build capacity.** We will develop competent leaders in quality participation and physical activity research, knowledge translation and practice while valuing the well-being of and ensuring a quality experience for all partnership members.

The Active Play Team is one of the 5 teams of the Canadian Disability Participation Project (CDPP), including sport, exercise, dissemination, and mentorship. Within the Active Play Team, there are four Working Groups exploring the contexts of: Schools, Community Places and Spaces, Early years, and Risky Play. To describe the Active Play Team:

- We hold that play is a fundamental human right for all children.
- Our Team is specifically interested in active play, which we have defined as, *any play that involves movement (real or imagined), can be with others or by oneself, occurs indoors or outdoors, with or without rules, with or without equipment, with or without goals.*
 - Scope of the individual WGs-
 - The Early Years Working Group aims to first explore the existing knowledge base as it relates to 1) quality participation in active play for children in the early years (0-4yrs) living with a disability and 2) perceptions of coaches/recreational staff/parents/educators on providing quality play experiences for children in the early years living with a disability. Our group also aims to explore the different contexts in which active play is reported (e.g., outdoor spaces, schools, playgrounds). Using this body of knowledge, we aim to identify and develop the necessary tools/resources/evidence to ensure outdoor play is a quality experience for this population of children living in Canada.
 - The Community Places & Spaces group is exploring play for children experiencing disability in publicly accessed spaces (e.g. playgrounds). We seek to expand the knowledge base of 1) How do children and youth with disabilities and their parents/guardians define, perceive, access opportunities for, and engage in play? 2) How does accessibility, opportunities, and experiences of play for children and

youth with disabilities differ when considering the Social Ecological Model of Health: individual, interpersonal, institutional, community, and public policy? 3) How effective existing interventions may be in facilitating or hindering play for children and youth with disabilities? And finally, how can we create opportunities for Quality Participation in active play in our communities?

- The Schools Working Group seeks to ensure that active play is a quality experience in the school setting (JK-12) for children and youth living with a disability. We aim to identify the existing knowledge as it relates to providing quality experiences in play in the school setting and how educators and staff (teachers, educational assistants, administrators, preservice teachers, etc.) can facilitate these experiences. We also aim to build capacity to provide quality participation in play in the school setting through a comprehensive school health approach that considers the holistic needs of the school setting.
 - Risky Play: TBD
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- Part of the Active Play Team is a Family Partner Consortium that is composed of youth, caregivers, and researchers through a Youth Advisory Committee and a Family Engagement Research Team, respectively.
 - Each Working Group directs their active play research with the input and guidance of the Team Leads and the overall CDPP purpose, mission, and vision.
 - Each Working Group will work towards building an evidence base in the earlier phases (Years 1-3) that will support an active play intervention/program in the later phases (Years 3+) of the CDPP grant period
 - Research will have the purpose of increasing opportunities for children and youth with disability(s) to have quality participation in a wide variety of active play options.

Purpose:

As part of the CDPP, the research conducted within the Active Play Team focuses on developing, testing, implementing, and disseminating evidence-based programs that create quality active play participation in children and youth with disabilities.

Expectations:

In fulfillment of purpose, *all* members will:

- Develop and maintain relationships amongst team members based on trust, respect, dignity, and transparency
- Share in decision-making
- Engage in open, honest, and responsive communication
- Recognize, value, and share their diverse expertise and knowledge
- Encourage participation, suggestions, and ideas from all team members
- Be flexible and receptive in tailoring the research approach to match the aims, values, and milestones of the CDPP
- Consider and contribute to an environment that provides benefit to all partners through participation
- Conduct activities in an ethical manner – including research conduct and spending
- Respect the practical considerations and financial constraints of all partners
- Please refer to IKT Principles (**see Appendix 1: IKT Principles below**)
- Use appropriate criteria/guidelines to determine authorship
- Provide insight, direction and advice as needed to assist CDPP in development, implementation, and evaluation of select strategies and engagement initiatives
- Provide insight, direction, and advice as required to support the work of the disability, physical activity, recreation, and/or sport sectors.

Roles & Responsibilities:

ACTIVE PLAY TEAM LEADS

- Serve as members of the CDPP Leadership Team
 - In addition to, and as part of, roles and expectations outlined for members of the CDPP Leadership Team.
 - Provide oversight, strategic direction, and fiscal accountability for appointed Working Groups, ensuring projects advance efficiently as proposed within the Work Plan
 - Provide guidance to Working Group Leads in research-related areas such as: (1) conceptualization of quality participation; (2) methodology (including data collection); (3) data interpretation; and (4) implementation and/or dissemination strategies.
 - Maintain awareness of how partners are being engaged across the Active Play Team's activities
 - Work with Working Group Leads to ensure processes are in place to support meaningful engagement, partnership and appropriate compensation for people with lived experience of disability who engage in the Play Team's varied activities
 - Support Active Play Team members in efforts to build trainees' core competencies identified as central to CDPP success.
 - Meet quarterly, or as required, with the Working Group Leads
 - Develop an understanding of Active Play Team members' interests and expertise and create an environment to support team members' professional goals and wellbeing
 - Maintain and/or ensure ethics approval for all related projects, as needed
 - Commit and follow through in storing all project files with the exception of data files in the designated SharePoint location, and research-related data files in accordance with institutional and ethics review board policies
 - Provide timely (within 2 weeks), unbiased, general reviews of drafts of publications and conference abstracts as relates to the concept of quality participation and overall CDPP activities, either in writing or verbally. Active Play Team Leads may delegate this responsibility as appropriate.
Note: Simply reviewing a draft does not merit authorship.

- Commit and follow through in CDPP established processes for reporting contributions (\$/in-kind) and project outcomes, in relation to funder requirements

WORKING GROUP

Composition - Lead(s) & Members:

- Working Group Lead
- At least one community partner
- At least one academic partner
- At least one Active Play Team Lead or CDPP Leadership Team Designate who provides support and general oversight of project work. The Active Play Team Lead may be a peripheral member – not attending team meetings but ensuring Working Group alignment with CDPP objectives
- People with lived experience of disability (if processes for meaningful engagement, partnership and appropriate compensation are in place)
- At least one research trainee

WORKING GROUP LEADS

- Provide oversight and direction for appointed Working Group
- Develop an understanding of Working Group members' interests and expertise and create an environment to support group members' professional goals and wellbeing
- Develop Working Group project plans, in consultation with Working Group members and Active Play Team Leads
- Work alongside Working Group members to carry out the activities described in Working Group project plans, with reasonable adaptation, in order to meet pre-identified project outcome objectives.
- Meet monthly, or as required, with Active Play Team Leads
- Meeting monthly, or as required, with the Working Group
- Work with Active Play Team Leads to support meaningful engagement of people with lived experience of disability in project activities

- Work with Active Play Team Leads to understand and confirm respective roles in storing appropriate project files (e.g., copies of questionnaires, ethics forms) in the designated SharePoint location
- Ensure data files are stored in accordance with institutional and ethics review board policies, and that location of data file storage is be catalogued on the SharePoint data file catalogue.
- Commit and follow through in CDPP established processes for reporting contributions (\$/in-kind) and project outcomes, in relation to funder requirements

WORKING GROUP MEMBERS

- Attend and actively participate in regular (monthly or other), Working Group meetings.
- Serve as a liaison to other sector organizations and knowledge user groups
- Provide timely and unbiased input into discussions surrounding research efforts and evaluation related to project implementation, including:
 - Providing feedback on study design and/or intervention development
 - Assisting with recruitment of study population and with execution of intervention (if possible and applicable)
 - Participating in interpretation of results
- Work alongside Working Group members to carry out the activities described in Working Group project plans, with reasonable adaptation, in order to meet pre-identified project outcome objectives
- Commit and follow through in CDPP established processes for reporting contributions (\$/in-kind) and project outcomes, in relation to funder requirements, as appropriate
- In the event that a community member leaves the organization they are representing, they commit to identifying an appropriate representative within the organization to assist with the transition. This is especially important for community organizations that have committed to being part of the CDPP 2.0.
- For members with lived disability experience who are not an academic or community partner, where possible, provide advance notice if there is a need to take a leave of absence (temporary or permanent) from the group

or request a change in involvement level. Please note that we understand that life events happen and advance notice may not always be possible

FAMILY ENGAGEMENT CONSORTIUM

See Terms of Reference for the Family Engagement Consortium and Youth Advisory Committee for more details on these groups (link TBD).

Appendix 1. IKT Guiding Principles

To engage more meaningfully in research that is relevant, useful, and/or useable, the IKT guiding principles (Gainforth, et al. 2020) are:

1. Partners develop and maintain relationships based on trust, respect, dignity, and transparency.
2. Partners share in decision-making.
3. Partners foster open, honest, and responsive communication.
4. Partners recognize, value, and share their diverse expertise and knowledge.
5. Partners are flexible and receptive in tailoring the research approach to match the aims and context of the project.
6. Partners can meaningfully benefit by participating in the partnership.
7. Partners address ethical considerations.
8. Partners respect the practical considerations and financial.