

Canadian Physical Activity Report Card for Children and Adolescents with Disabilities

What is the Report Card?

This is Canada's first-ever comprehensive summary of physical activity data for children and adolescents with disabilities.

Using a set of previously established benchmarks from the Global Matrix¹, a team of experts reviewed national-level surveys and government reports to grade 13 indicators of children's and adolescents' physical activity behaviours through a disability-specific lens.

Grades

Overall Physical Activity

(D)

Active Play

(F)

Organized Sport & Physical Activity

(C+)

Active Transportation

(D-)

Sedentary Behaviours

(D)

Sleep

(B+)

24-Hour Movement Behaviours

(F)

Government

(C-)

Almost 40% of the Report Card received an Incomplete

Physical Literacy

Physical Fitness

School

Family & Peers

Community & Environment

INCOMPLETE

Moving Forward

1 Prioritize children and adolescents with disabilities in policies and funding

- The physical activity of children and adolescents with disabilities needs to be increased in all levels of government funding commitments and existing accessibility legislation.



2 Improve monitoring of key settings

- More evidence on the accessibility of adapted physical activity and sports programming (including physical education classes) in schools and community settings is needed.
- More data on the accessibility and inclusivity of infrastructure (e.g., recreation and sport facilities, parks and playgrounds) is needed.



3 Remove ableism from existing reporting benchmarks

- Many of the existing benchmarks of the Global Matrix promote a one-size-fits-all approach. This approach does not acknowledge the many ways children and adolescents with disabilities move, learn and play.
- Physical activity guidelines must be customized for children and youth with disabilities. For example, the benchmark for Overall Physical Activity should include light intensity physical activity because it is an important component in the daily movements of children and adolescents with disabilities.



4 Address measurement gaps

- Use valid tools and multiple data collection methods for measuring the physical activity of children and adolescents with disabilities to avoid a limited and biased representation.
- Measurement should focus on both the quantity and **quality of physical activity participation**. For children and adolescents with disabilities, being 'present' at a program is not the same as actively participating, having fun and feeling satisfied.



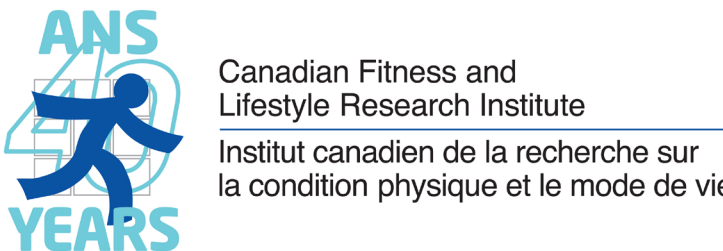
Read the full Report Card on the Canadian Disability Participation Project website or scan the QR code.



Reference:

¹An internationally-recognized framework for grading physical activity trends in children and adolescents.

The Report Card was developed in partnership with:



This infographic was published on October 24, 2022 by the Canadian Disability Participation Project. For more information, please contact Dr. Kelly Arbour-Nicitopoulos at kelly.arbour@utoronto.ca