

Supplementary Materials

Research Article

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Identifying Criteria for a Physical Literacy Screening Task: An Expert Delphi Process

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Putting Physical Literacy within REACH Delphi Round 1

Tasks Top 10 – Group 1

- 1-Daily physical activity behaviour (pedometers – self reported PA)
- 2-Motivation – CSAPPA – Benefits/barriers – PA enjoyment
- 3-Cardiovascular fitness – jumping jacks, running on the spot, high knees
- 4-Lower/upper body strength – push-ups – bent-arm hang – resistance band - plank & wall sit
(note: For the plank will need additional cues for examiners who have little experience using this test. The group says it is very subjective to see when someone is in the same position. Perhaps a large ruler laying on the back and head of the participant. This cue would help people administering the test.)
- 5-Coordination – throwing, aiming, kicking, catching
- 6-Agility – shuttle run – take individual skills out of the CAPL obstacle course

Other considerations:

- *would be cool to get some type of Wii fit thing that can assess the wall sit or plank (kind of like the Dance Dance Revolution game)
- *flexibility is not important
- *could lean on older children or community leaders to help when administering testing or for uptake of the screening tool
- *we will need to adapt the screening tool for different settings
- *we will need to convince people that physical literacy is important to academic performance to encourage more allocation of time and resources for physical education and to implement physical literacy screening tools

Tasks Top 10 – Group 2

- obstacle course: break down into separate components, challenges: administration challenges, having phys-ed kids engaged
- circuit training: multiple stations, everyone is engaged (need volunteer/staff support)
- *we must be cognizant of setting...
- "Physical Literacy Kit", manual in a backpack, distribute it through different venues
- PAQ-C* (questionnaire) (information about home environment, other daily behaviours outside of school, critical)
- Pedometer* (sign up for different times to share cost) (step counts)
- Vertical jump*, Plank*, Pushup, Situp, Wall sits (strength, motor) (simple, easy to administer) (part of circuit??)
- Beep test (Speed/endurance) (challenges may include setting/space, accessibility to different populations)
- Flamingo Balance Test* (balance) (no equipment)

Tasks Top 10 – Group 3

- 1-Cardiovascular fitness – 800m or 1500m run/walk– easiest to administer – no equipment
- 2-Body coordination – agility test/course – ladder – cone zig zag
- 3-Flexibility – standing flexion (easy, divide the body into a scale)
– ex: if able to touch knees 1-pt, shins 1.5pt, floor 2pt
- 4-Ball skills – catching/throwing – both hands
- 5- Balance – modified cone touching – flamingo

- 6-Daily Behaviour – include sitting time – pedometers are useful
- 7-lower/upper body strength – modified push ups
- 8-Manual Dexterity - ? – age appropriate/lace-threading
- Anthro: optional, are parents on board?

Tasks Top 10 – Group 4

- 1-Motivation
- 2-Children’s perceptions to be PA
- 3- Perceptions for environment
- 4-obstacle course – combination time + skill for each section
 - wouldn’t function in clinical setting
 - can be adapted with children with disabilities
 - done with tape
 - easy tasks that they can complete
 - do components of obstacle course in isolated settings
- 5-Flexibility – sit & reach – can be done by anyone
 - could impact performance in other areas
- 6-balance/agility – flamingo balance test – tape instead of metal beam
 - balance in wheel chairs: balance something over their head, hold balance on ramp
- 7-Ball Skills – throwing, catching
- 8-Manual Dexterity – plate tapping test – adaptable for persons with disabilities
- 9-Sedentary behaviour
- 10-Standing long jump – skill progression, for example triple jump. Island/northern cultures-
how they can be developed

Other considerations:

- *piece together elements in a circuit
- *test agility
- *formative piece rather than summative
- *individual tasks – looking at quality of movement
- *person needs to feel comfortable in setting
- *balancing, standing on spot in clinic setting
- *questions – determining child’s overall state – emotion, motivation
- *motivation – those with disabilities have the motivation but can’t do certain activities
- *parents and kids may not have accurate recollection of PA
- *need to have specific questions or self-reported PA
- *parent perceptions – may skew child’s perceptions
- *how feasible is it for child to be active
- *environment – kids have ability to be PA – questions related to this
- *questions on the physical environment – perceptions
- *address the environment they are creating
- *environment – physical literacy or address how question?
- *parent reports poor reliability

Tasks Group 5

- 1-PA Questionnaire – minutes/day/week – to asses knowledge and understanding
- 2-Sedentary behaviour – screen time

3-Motivation & Confidence – CSAPPA

4-Flexibility – touch your toes (yes/no) – sit & reach

5-Endurance – plank – wall sit

6-Motor skills – separate obstacle course into components

-hoops – agility, endurance

-catch & throw at target (fluid, coordinated skill)

7-Balance -stand on one foot

*consistent language

*test within school curriculum