|  |  |  |
| --- | --- | --- |
| Professionals |  | |
| Total sample (n=75) | **n** | **%** |
| **Gender** |  |  |
| Female | 58 | 77 |
| Male | 17 | 23 |
| **Community** |  | 0 |
| Urban | 38 | 51 |
| Suburban | 18 | 24 |
| Rural | 18 | 24 |
| **Population Served** |  | 0 |
| Youth with Disability | 36 | 48 |
| Adult/Physical Disability | 25 | 33 |
| Adult/Sensory Disability | 14 | 19 |
| Adult/Cognitive Disability | 17 | 23 |
| Seniors | 17 | 23 |
| Other | 29 | 39 |
| **Age (years)** |  | 0 |
| 18-44 | 36 | 48 |
| 45-64 | 36 | 48 |
| 65 + | 3 | 4 |
|  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Adults with Disabilities | | | |
| Total sample (n=70) | | **n** | **%** |
| **Gender** | |  |  |
| Female | | 43 | 61 |
| Male | | 26 | 37 |
| **Age (years)** | |  |  |
| 18-29 | | 12 | 17 |
| 30-49 | | 28 | 40 |
| 50-64 | | 20 | 29 |
| 65 + | | 10 | 14 |
| **Community** | |  |  |
| Urban | | 35 | 50 |
| Rural | | 33 | 47 |
| **Type of Disability** | |  |  |
| Physical Disability | | 38 | 54 |
| Sensory Disability | | 28 | 40 |
| Cognitive Disability | | 17 | 24 |
| **Assistive Aid** | |  |  |
| Cane | | 13 | 19 |
| Walker | | 13 | 19 |
| Wheel Chair | | 25 | 36 |
| White Cane | | 6 | 9 |
| Animal | | 2 | 3 |
| Hearing Aid | | 5 | 7 |
| **Health** | |  |  |
| Is Physically Active | | 47 | 67 |
| Eats Healthy Foods | | 50 | 71 |
|  | |  |  |
| Youth with Disabilities | | | |
| Total sample (n=14) | **n** | | **%** |
| **Gender** |  | |  |
| Female | 5 | | 36 |
| Male | 9 | | 64 |
| **Age (years)** |  | |  |
| 14 | 2 | | 14 |
| 15 | 5 | | 36 |
| 16 | 3 | | 21 |
| 17 | 4 | | 29 |
| **Community** |  | |  |
| Urban | 9 | | 64 |
| Rural | 5 | | 36 |
| **Type of Disability** |  | |  |
| Physical Disability | 11 | | 79 |
| Sensory Disability | 2 | | 14 |
| Cognitive Disability | 4 | | 29 |
| **Assistive Aid** |  | |  |
| Cane | 0 | | 0 |
| Walker | 3 | | 21 |
| Wheel Chair | 6 | | 43 |
| White Cane | 0 | | 0 |
| Animal | 1 | | 7 |
| Hearing Aid | 0 | | 0 |
| **Health** |  | |  |
| Is Physically Active | 11 | | 79 |
| Eats Healthy Foods | 11 | | 79 |
|  |  | |  |

Examples of barriers and facilitators coded through the focus group analysis organized by CHII domain

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| Built Environment Domain Sample Codes | |
| **Barriers** | **Facilitators** |
| * Spacing of benches in the locker room does not allow to one to maneuver | * There is adequate outdoor lighting at night |
| * Lack of tactile signs in building | * School cafeteria is accessible for people with disabilities, everything is spaced out |
| * Salad bar is too high to reach from a seated position | * Availability of automatic doors |
| * Each door in a series of doors has a separate door button | * Business provides tables that have different heights (some high, some low) |
| * Automatic lights are on a timer and turn off too soon | * Not Crossing a lot of roads help to make it easier for people with disabilities to travel to venue |
| * Paratransit may not go to the destination (grocery store, fitness center, etc.) | * Automatic doors slide open rather than swing toward people with disabilities |
| * The fitness center walking/running track is too narrow | * Farmers market held on parking lot or street provide level, hard surface for shoppers |
| * Doors close too fast | * The locker room is open and spacious (easy to maneuver in) |
| * Drivers do not yield to pedestrians who are attempting to cross the street | * Accessible ground materials (rubber, chalk) are used in the playground |
| * When sidewalk is cleared of snow, the excess snow is pushed into curb cut which results in a blocked curb cut | * Have ADA accessible water fountains in city parks |
| * Restaurants place straws in inaccessible location | * The restaurant menu is available in Braille |
| * Curb cuts are located only on one side of the street | * There are handicap bathrooms available |
| * The bus stops are far away from destination | * The addition of a crosswalk countdown would help pedestrians cross the street |
|  | * Multiple transportation options are available |

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| Equipment Domain Sample Codes | |
| **Barriers** | **Facilitators** |
| * There are no individual showers - only one large group shower space - no privacy | * Access to a weight scale that can be used by an individual using a wheelchair |
| * Chairs built into table are too far from cafeteria table - not accessible | * There is open space between exercise equipment |
| * People with disabilities cannot get on exercise bike (no recumbent available) | * The equipment has touch screens (e.g., fitness equipment, restaurants or businesses) |
| * School bus is not accessible for students with disabilities, limits their participation in sports | * Exam tables raise and lower |
| * The wheelchair lift is broken | * The exercise equipment has removable seats so that wheelchairs can get under the equipment |
| * Fitness equipment either located too high or low (e.g. free weights racks) | * Velcro grips help with exercise and physical activity |
| * Mammography equipment will not rotate | * There could be a shopping cart that can be velcroed to a wheelchair or height modified to be lower |
| * The school desks provided are too small |  |

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| Programs Domain Sample Codes | |
| **Barriers** | **Facilitators** |
| * Wellness program is designed by volunteers who do not have enough time to make program accommodations | * Program is consistently evaluated to determine what is and what is not working |
| * Nutrition signs are not provided in braille or other formats | * Farmers market has a shopping aid available to help the people with disabilities navigate the market |
| * There is minimal or no advertising for the program | * Programs designed to be performed while seated |
| * Families do not know the availability of resources available for students with a disability | * Family of person with a disability allowed to participate in program |
| * Required to have insurance to access program otherwise it is too expensive | * Programs focus on meal preparation and nutritional value |
| * Marketing not used properly to target population (e.g. using computers for elderly, no braille) | * The programs are offered in convenient locations (e.g. people with disabilities can find transportation to them and a bus stop is nearby) |
| * Lack of integration between people with disabilities and people without disabilities in wellness programs | * Program tries to include everyone regardless of disability |
| * The program is available for certain types of disability and not others | * The class/program announcements are available in different forms (e.g. online, print, etc.) |

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| Staff Domain Sample Codes | |
| **Barriers** | **Facilitators** |
| * Sport coaches do not make accommodations for students with disabilities to participate in sports team | * Teachers demonstrate being physically active |
| * Physical Education teacher is expected to teach adapted physical education but does not know how | * Staff are trained on how to approach people with disabilities and be respectful |
| * Teachers use unhealthy food as reward for doing well in class | * Staff asks people with disabilities how they prefer information at health care site |
| * Doctors speak too fast | * Staff in the fitness facility are available to help the people with disabilities adjust the exercise equipment (e.g. remove the seats) |
| * Staff/Volunteers who led wellness programs only interested in their own personal interest areas | * Staff are able to locate and retrieve healthy food in the business for the people with disabilities |
| * Staff are unsure if what they are doing is rude and lacks etiquette | * People with disabilities are included in the staff training |
| * The parents of adult people with disabilities feel unsafe leaving their child with driver | * Staff teach students with disabilities how to use exercise equipment (to get on/off, adjust etc.) |
| * The staff talks to other people with the people with disabilities not the people with disabilities themselves | * Teachers include people with disabilities |

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| Policy Domain Sample Codes | |
| **Barriers** | **Facilitators** |
| * Public buses do not run or have very limited time on weekends | * School will make adaptations for student to be able to eat/drink healthy options |
| * School does not provide transportation to sporting venue, all students are required to find their own ride | * The fitness facility is unlocked before and after school to provide access to school gym |
| * Food stamps are not currently accepted at farmers market | * New employees receive disability training during hiring orientation |
| * Cheap food has more unhealthy qualities (e.g. high sodium, and calories) | * Implement disability into company mission statement |
| * Cost of paratransit is high | * Able to take paid time to participate in wellness |
| * Complying with the ADA rules for parks, recreation, and community facilities is expensive | * Only partner with off-site vendors if they are accessible |
| * The administration of a fitness facility does not support buying certain types of equipment, which results in the facility not being able to accommodate people with certain types of disability | * School cannot withhold physical activity as a punishment |
| * The organization is afraid of liability issues and will not allow the people with disabilities to do physical activity or do healthy eating | * Schools replaced unhealthy options with healthy ones |
| * Building policies encourage more spread out buildings making people with disabilities travel farther | * Local government makes sure the building is accessible |
| * Health and wellness not written into students IEP |  |