|  |  |
| --- | --- |
| 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 |
|   |   |   |

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| 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
 |  |