Independence, Skills, Meaningful Occupation, Activities and Learning Disabilities - recent items

Mark Bryant
Dermot Rowe Library
Tel: 01865 228068
E-mail: Mark.Bryant@southernhealth.nhs.uk

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Journal articles

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"I Don't Have Time": Barriers and Facilitators to Physical Activity for Adults With Intellectual Disabilities.
Taliaferro AR¹, Hammond L.

Author information

Abstract
Individuals with intellectual disabilities (ID) tend to have low rates of participation in voluntary or prescribed physical activity. The purpose of this study, therefore, was to identify the
barriers, facilitators, and needs influencing physical activity participation of adults with ID within the framework of a social ecological model. A qualitative approach consisted of data collected from surveys and guided focus groups. Participants included adults with ID (n = 6) and their primary caregiver (n = 6). Barriers were categorized under three themes: organizational barriers, individual constraints, and external influences. Examples of subthemes included information dissemination, reliance on others, and caregiver considerations. Facilitators included primary caregivers as champions and camaraderie. Needs centered on family program involvement, improved programmatic structure, and programmatic support. Results indicate the need for community programs to examine barriers and facilitators applicable to their unique setting and population across all levels of a social ecological model.

PMID:

**Title:** The physical activity patterns of adolescents with intellectual disabilities: A descriptive study

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**Author(s):** Queralt A., Vicente-Ortiz A., Molina-Garcia J.

**Language:** English

**Abstract:** Background Emerging data suggest that adolescents with intellectual disabilities (IDs) have lower physical activity (PA) levels and have a higher incidence of obesity than their peers without IDs. Objective To examine daily PA patterns (weekdays vs. weekend days) of adolescents with IDs among boys and girls. The contributions of PA at school, including school recesses and physical education time, and PA outside of school were also analyzed. Methods Participants included forty-nine adolescents with mild to moderate IDs (mean 15.3 years) from the Valencia region (Spain). Adolescents wore a pedometer for seven consecutive days to measure PA objectively and filled in a daily activity log. Mean steps for weekdays, weekend days, and for the different day segments were calculated and compared. Results This study indicates significant differences in daily PA levels between boys and girls (12,630 and 9599 steps respectively; p < 0.05). Girls were less active than boys on weekdays.
(13,872 vs. 9868 steps; p = 0.016), during school time (7097 vs. 4802 steps; p = 0.005), and during school recesses (1953 vs. 1147 steps; p = 0.033). Boys showed higher levels of PA on weekdays compared to weekend days (13,872 vs. 10,188 steps; p = 0.015) and PA at school represented 50% of the participants' daily PA in both genders. There were no differences comparing weight status groups (normal vs. overweight/obese) in PA levels either on weekdays or weekend days. Conclusions These findings provide an empirical basis for interventions to increase PA levels among adolescents with IDs.

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