**DESCRIBING THE PROCESSES AND OUTCOMES OF A PROGRESSIVE, STATION-BASED ADAPTIVE PHYSICAL ACTIVITY PROGRAM FOR ADULTS WITH DEVELOPMENTAL DISABILITIES**

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**Objectives:** Various barriers for participating in physical activity have been identified for persons with developmental disabilities, specifically these being the insufficient availability of programs and knowledgeable personnel to run them (Taub & Greer, 2000; WHO, 2015). The scarcity of programs becomes more evident as people with developmental disabilities age. Our objective with this research is two-fold: 1) we aim to describe the processes of student preparation, program planning and implementation, and collaboration with community partners 2) following our institution’s ethics approval, we will describe the participants’ outcomes from participating in the program.

**Method**: Six undergraduate students in a Kinesiology program desired to plan and implement a program of meaningful activity for a group of adults with developmental disabilities. Programs such as this are scarce to non-existent in Niagara and two community partners expressed interest in having their adult clients attend and participate in both the program itself and in having their pre-test baselines and post -test outcomes data included in our research analysis and findings. 16 adults with developmental disabilities ranging from age 22-78 participated in two programs, one 6 weeks, and one 8 weeks, attending once a week for 60-75 minutes. All the adults were capable of participation in physical activity, understood instructions, and did not require a support person to assist during the program. The program was administered by the six students and supervised on site by their faculty member. Baselines were taken across four activity stations during week one and then were re-assessed in the last week for comparison. While the numbers are small for a meaningful statistical finding, we plan to do a standard T-test comparison as well as deep description of the movement pattern changes and/or improvements in the participants’ movement repertoires and quality of movement. We will be using a Laban movement analysis descriptive system to augment our statistical analysis.

**Results:** While we are not able to report on any participant outcomes at this point in the project, we can, at this point, confirm areas of improvement in the students’ planning, pedagogical skills, instructional phrasing, observational skills, and overall confidence and comfort working with this population. We can also attest to the effectiveness of a station- based approach to program design and implementation. We have also been encouraged by the relevance and ease of the station-based assessment protocols that we have been using.

**Discussion/Conclusions:** The poster will elaborate on the description of the stations themselves, on the pedagogical preparation and instructional phrasing, and on the themes derived from the students’ retrospective fieldnotes. Pending ethics approval, we will also include the results from the analysis of the participants’ baselines and outcome data. We believe this project has relevance for others interested in launching university-community initiatives or in developing and implementing programs that are resource-light and practical.

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