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WHEELCHAIR SLALOM PROJECT

Report of conclusions

December 2019

IRS – Istituto per la Ricerca Sociale

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Introduction

This Report of conclusions is one of the main outcomes of the project. Fruit of the consensus on a methodology, its implementation and later evaluation, it is the **evidence-based report on the social impact of Wheelchair slalom in children with motor disabilities**.

As specified in the Social Impact Plan (IOs3), the evaluation of the W-SLALOM Pilot Programme was carried out in order to assess the possible social impacts produced by the programme itself in the way of a **social impact assessment**, i.e. the process of identifying the future consequences of proposed interventions and any social change processes invoked by them. The social impact assessment was embedded in the theoretical approach of the **realist evaluation** which aims to understand what works, for whom and in which circumstances.

Adopting this approach implied focusing on the learning dimension, namely providing learning on what worked/did not work and for whom in achieving the expected changes. Thus, the evaluation of the Slalom programme had the main aim of producing learning on the extent to which the programme has contributed to obtaining a change, the actors that have benefited of the change (i.e. children with disability, coaches, children's families, clubs, teachers, etc.), the way change has occurred (i.e. which were the main intervention and process design mechanisms that favoured the obtained change) and the main context features that have conditioned a change in the initial problem (learning purpose).

In order to provide an answers to these questions, evaluation activities were aimed at:

1. identifying and assessing key target groups' needs and expected impacts of wheelchairs slalom practice by children with disabilities;
2. evaluating outcomes achieved and their contribution to changes in the project beneficiaries' attitudes, skills and behaviours (effectiveness dimension);
3. assessing what worked/did not work and for whom in achieving the expected changes (learning dimension);
4. assessing the extent to which the project outcomes are durable over time (sustainability dimension).

For each of the above aims, the project's implementation was assessed through the use of different evaluation tools identified according to the different phases and steps in which the Wheelchair Slalom Programme was articulated.

In details the following supporting documents and evaluation tools were used:

- Satisfaction questionnaires for preparatory actions aimed at collecting participants' opinions on the effectiveness and quality of awareness raising session and training for trainers;
- Questionnaire for the participants of the World Game and pre-post questionnaires for coaches and physical education teachers and parents aimed at collecting information on the contribution

of the project in bringing about the expected changes in children participating in the Pilot Programme

- Semi-structured interviews aimed at collecting qualitative information on the programme design and implementation process, effectiveness (i.e. changes brought about for the community, creation of a better governance of dual career policies, etc.) and sustainability as well as on the main mechanism that favoured/blocked the success of the intervention.

The following chapters presents the results obtained through the use of the above tools.

1 The evaluation of preliminary actions to pilot programme implementation: main findings

The implementation of the Slalom pilot programme was anticipated by a set of activities (awareness raising sections and training for trainers) that were evaluated using satisfaction questionnaires administrated to participants in order to collect their opinions on the effectiveness and quality of awareness raising session and training for trainers. Satisfaction questionnaires were submitted and collected after each awareness raising session and training for trainers in order to carry out data entry and analysis.

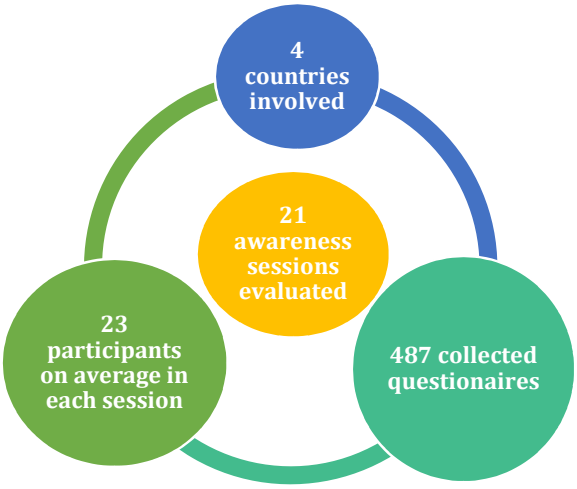
For each of these preparatory actions, the paragraphs below present main participants' characteristics and main results toward their satisfaction.

1.1 Awareness raising sessions general information

Awareness raising sessions were addressed to a different range of stakeholders, (namely institutional officials, school directors, physical education teachers, parents, trainers, and physiotherapists) and were mainly aimed at:

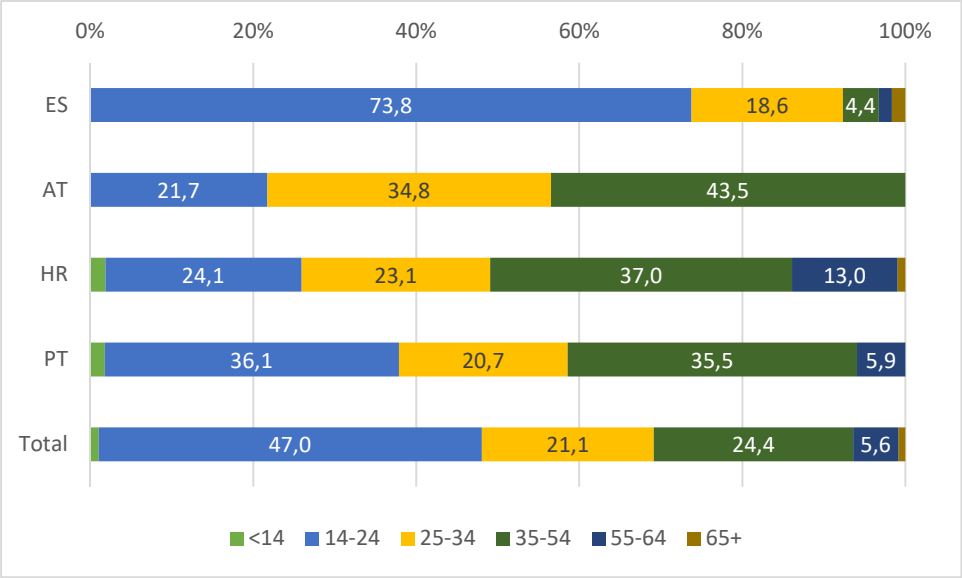
- explaining the basic characteristics of how wheelchair slalom is practiced;
- explaining how wheelchair slalom practice can potentially benefit its practitioners in their daily life to manage their wheelchairs better and impact them positively at physical and mental level;
- creating a knowledge network between different agents for the promotion and dissemination of the practice of slalom;
- identifying potential participants to the Training of Trainers program (see later paragraph 1.2).

They have been implemented in all the four project's partners' countries involving 928 participants in 36 sessions. Out of them, 21 sessions were evaluated for a total of 487 collected satisfaction questionnaires in the four countries.



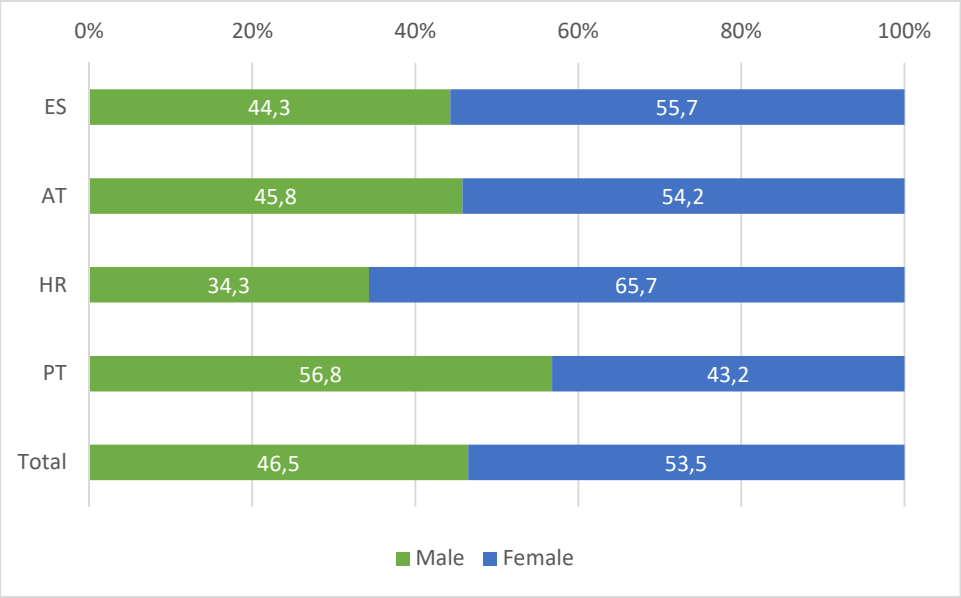
Participants who have filled out the satisfaction questionnaires (later on the participants' sample) were generally quite young (47% in age range from 14 to 24 years and 21.1% in the age range from 25 to 34 years) although with differences among countries. Younger people can be found in the awareness sessions carried out in Catalonia (Spain), while the higher presence of more adult people can be found in Croatia.

Figure 1.1 – Participants sample by age and by country



Overall, the participants sample was composed more by women than men (on average, women 54% vs. men 46%) with differences among countries: Portugal with the highest rate of male, and Croatia with the highest rate of female.

Figure 1.2 – Participants sample by sex and by country



Overall, physical education teachers were the category mostly involved in the participants' sample (31% followed by trainers with 26.4%). Adding also the 13.8% of special education teachers and the 3.1% physiotherapist, it is clear that awareness raising sessions were mainly addressed (more than 70%) to people directly involved in the physical practice of the of sport. Parents were also involved even if at a minor rate (10.6%). Indeed, awareness raising session were focussed on making know the Slalom practice to those working in the field.

Figure 1.3 – Participants sample by job/role of participants

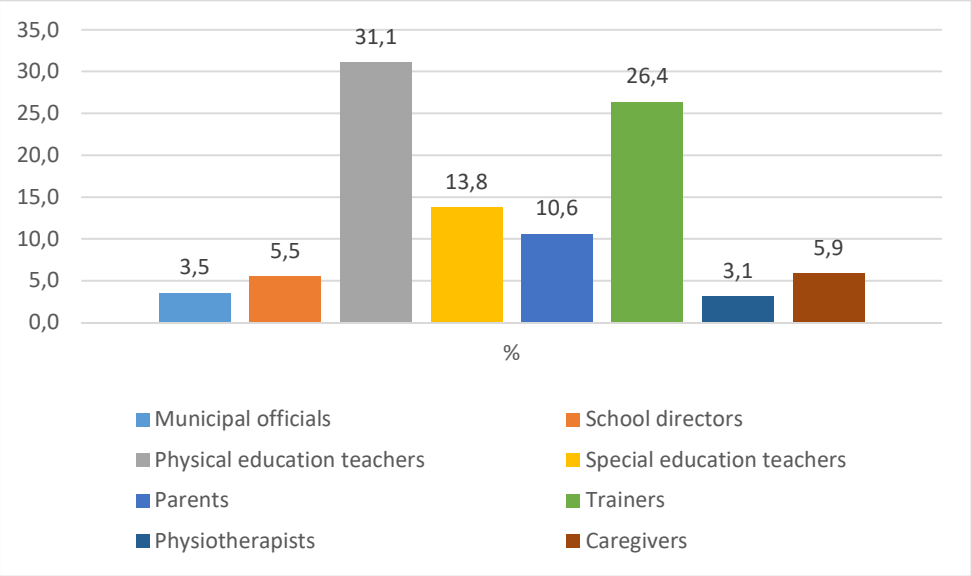
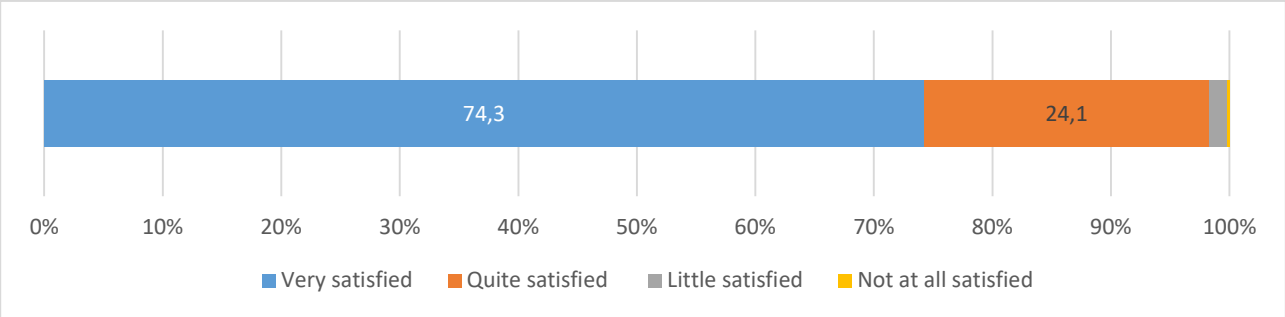


Figure 1.4 - Satisfaction of participants



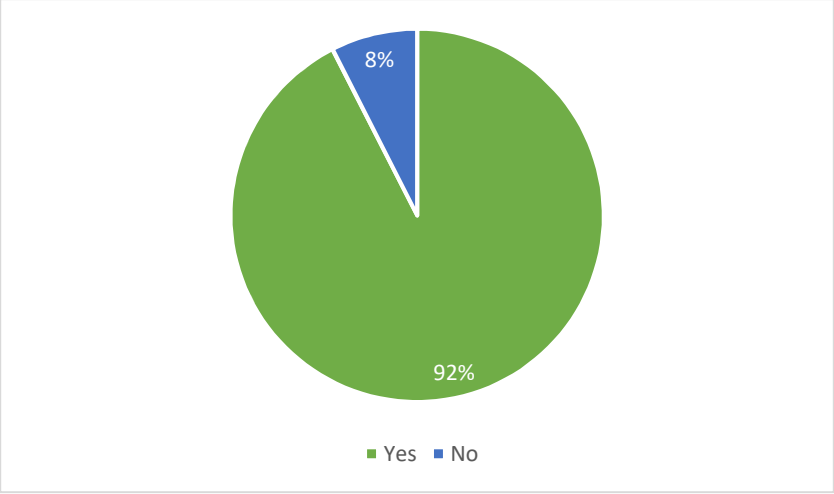
Generally speaking, awareness raising session achieved a high rate of satisfaction: 74.3% of participants declared to be very satisfied and 24.1% quite satisfied.

1.2 Awareness raising sessions main results

1.2.1 Increase in interest, knowledge and understanding

In addition to the overall satisfaction (as seen in the paragraph above), the majority of participants (92%) to the awareness raising session in all the four countries also declared that their participation resulted in an increased interest in tin being part of a specific training program on Wheelchair slalom practice.

Figure 1.5 – Participants declaring that awareness raising session increased their interest

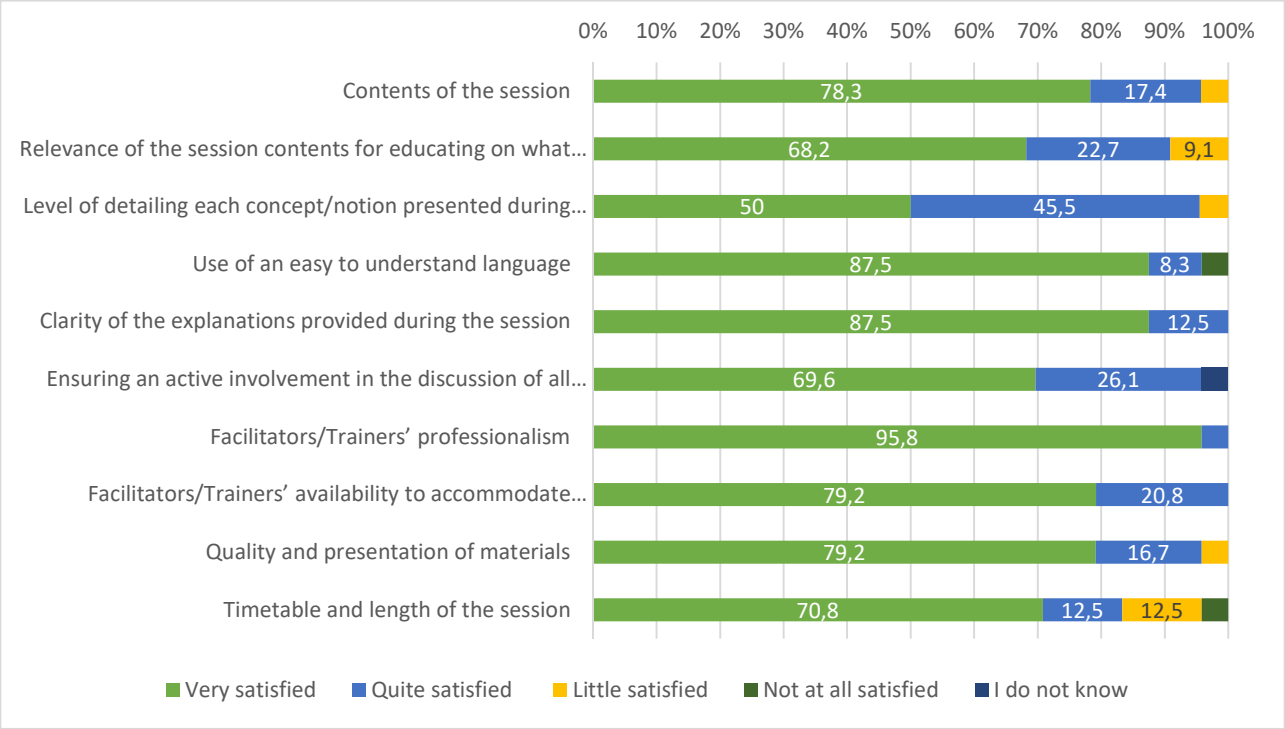


Differences are detected among countries as it is presented in the paragraphs below.

1.2.2 Main results with regard to awareness raising session in Austria

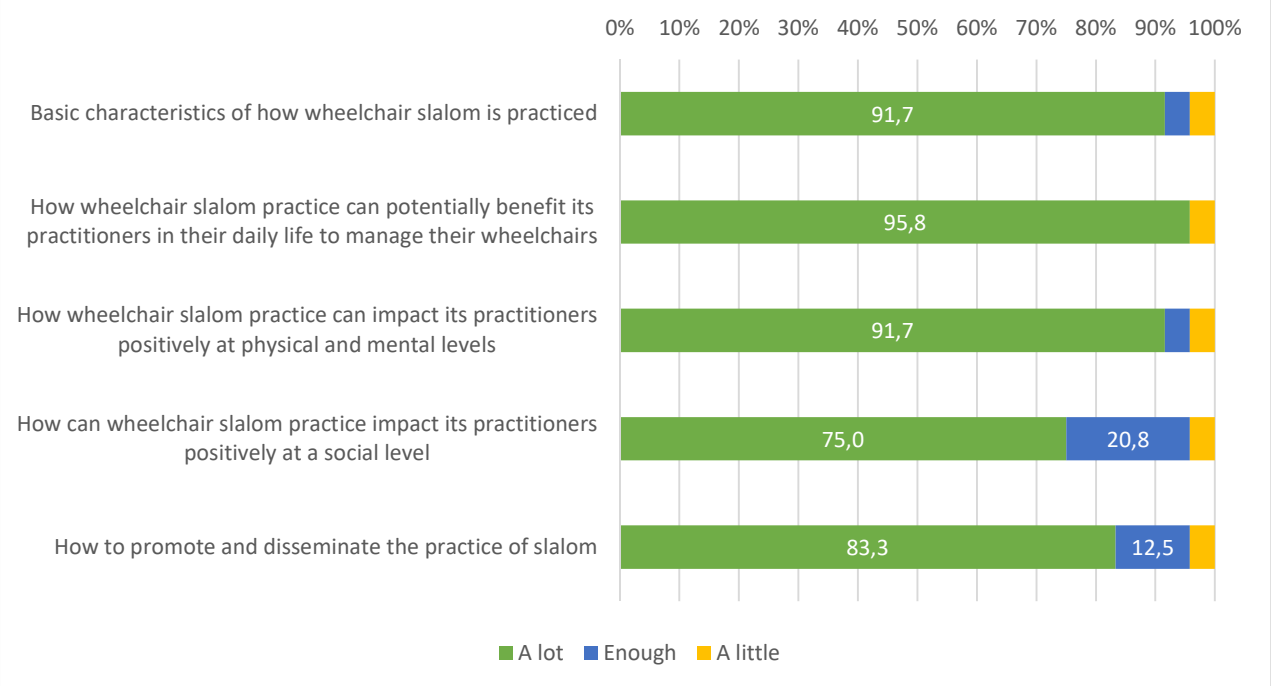
The following graphs present main results obtained with regard to satisfaction on specific aspects during the sessions and with regard to knowledge and understanding.

Figure 1.6 – Austria: satisfaction with regards to specific items



In Austria, participants were mainly satisfied by the professionalisms of facilitators and trainers who hold the awareness raising session (95.8) followed by the use of an easy to understand language and by the clarity of the explanations provided during the sessions (both 87.5). In line with the main characteristics of awareness raising session, the level of details which were presented in relation to each specific notion presented was the item which satisfied less.

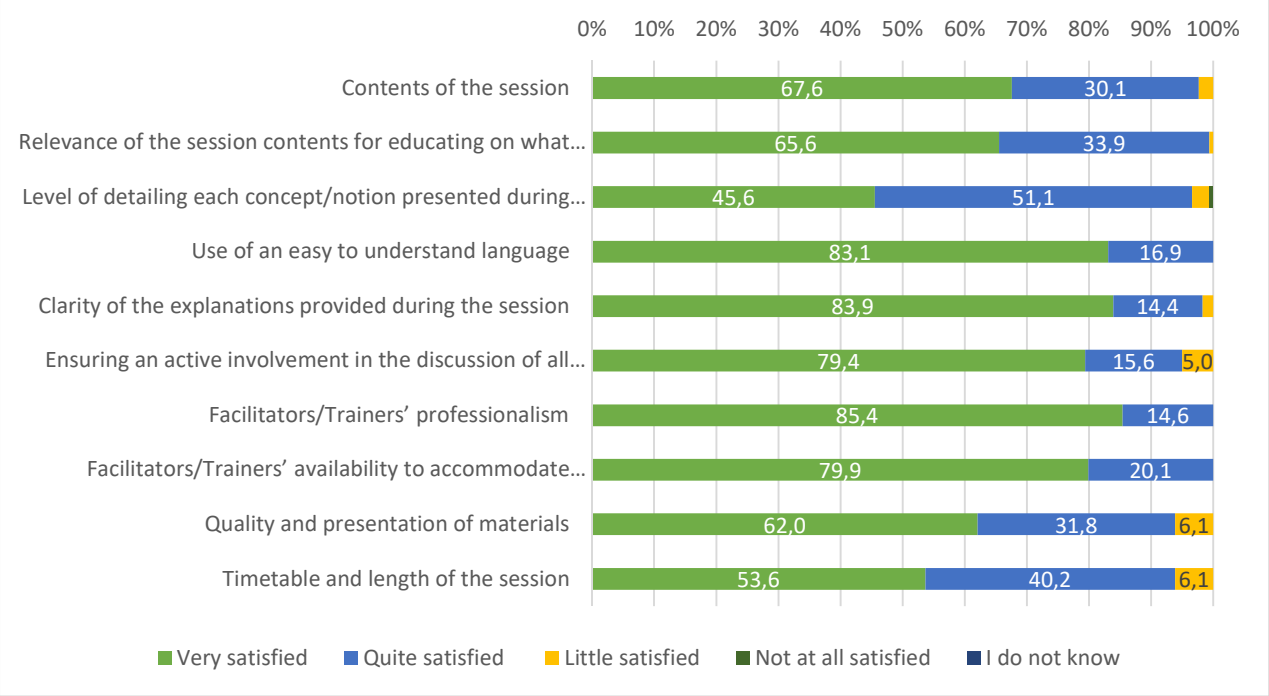
Figure 1.7 – Austria: specific aspects on which participants gained/increased knowledge on/understanding of



In line with the awareness raising session objectives, participants declared to have gained knowledge on and understanding of the way wheelchair slalom practice can potentially benefits its practitioners in their daily life to manage their wheelchairs (95.8%) and at physical and mental levels (91.7%). At the same time, the awareness raising session contribute to enhance the knowledge of the basic characteristics of how wheelchair slalom is practiced.

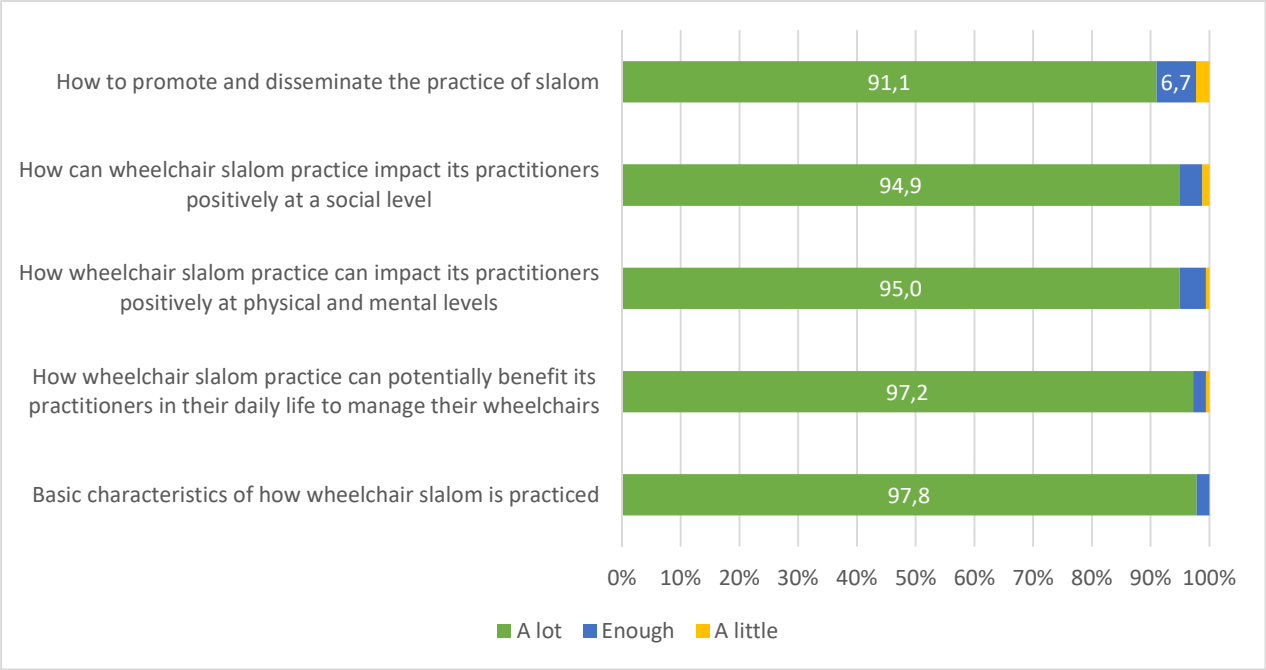
1.2.3 Main results with regard to awareness raising session in Spain (Catalonia)

Figure 1.8 – Spain (Catalonia): satisfaction with regards to specific items



Also in Spain (Catalonia), participants were mainly satisfied by the professionalisms of facilitators and trainers who hold the awareness raising session even if a slightly less extent than in Austria (85.4%) followed by the use of an easy to understand language and by the clarity of the explanations provided during the sessions (respectively 83.1% and 83.9%). In line with the main characteristics of awareness raising session, also in Spain (Catalonia) the level of details which were presented in relation to each specific notion presented was the item which satisfied less together with the timetable and length of the session.

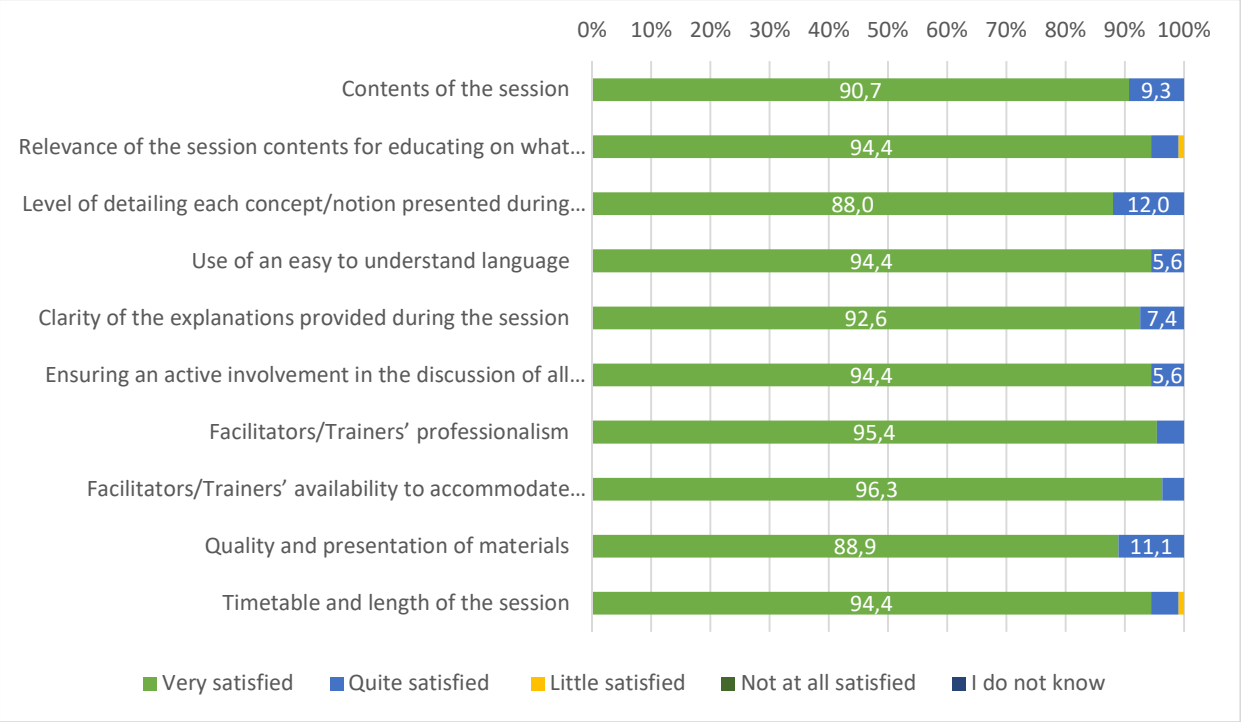
Figure 1.9 - Spain (Catalonia): specific aspects on which participants gained/increased knowledge on/understanding of



In line with the awareness raising session objectives, participants declared that the awareness raising session contributed to enhance the knowledge of the basic characteristics of how wheelchair slalom is practiced (97.8%) and of the way wheelchair slalom practice can potentially benefits its practitioners in their daily life to manage their wheelchairs (97.2%). At a lesser extent (even if with more than the 90% of participants) the issue on which knowledge and understanding was less increased is related to how promoting and disseminate the practice of slalom.

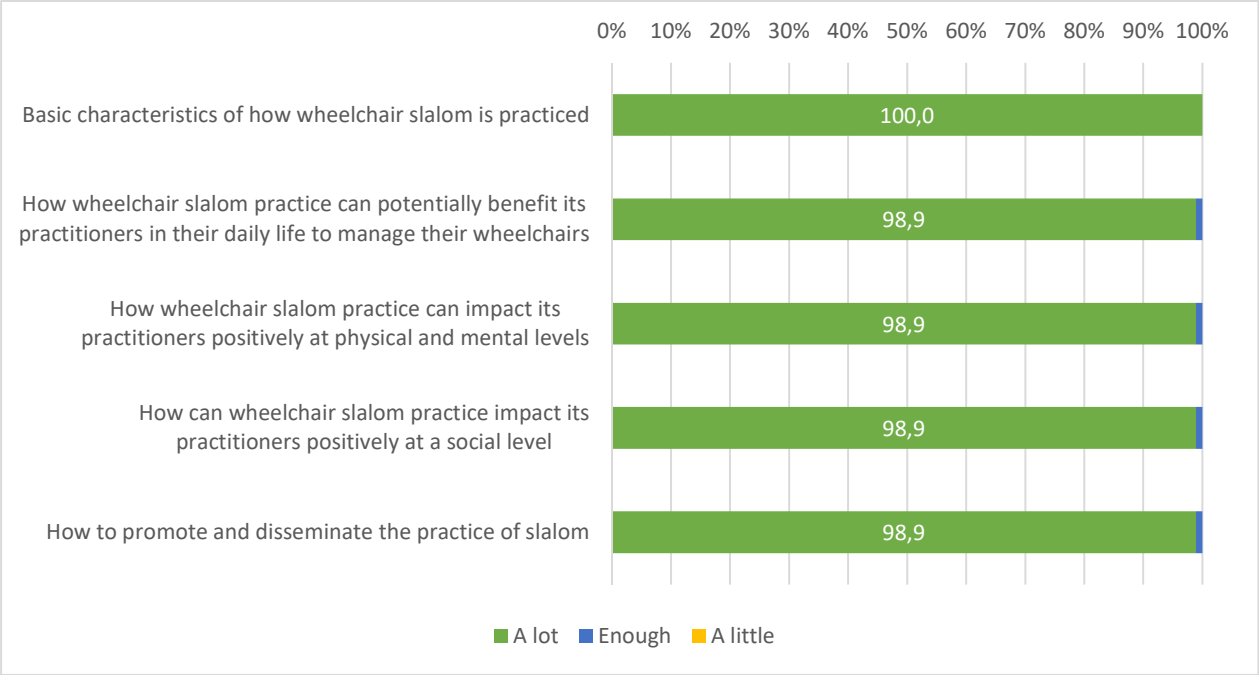
1.2.4 Main results with regard to awareness raising session in Croatia

Figure 1.10 – Croatia: satisfaction with regards to specific items



In Croatia, participants were mainly satisfied by the facilitators/trainers' availability to accommodate participants needs (96.3%) followed by professionalisms of facilitators and trainers who hold the awareness raising session (95.4%) and by the use of an easy to understand language (94.4%). At the same time, the relevance of the sessions' contents and the way in which active involvement in the discussion was ensured were particularly appreciated. Also in Croatia, the timetable and length of the session was the item which satisfied less.

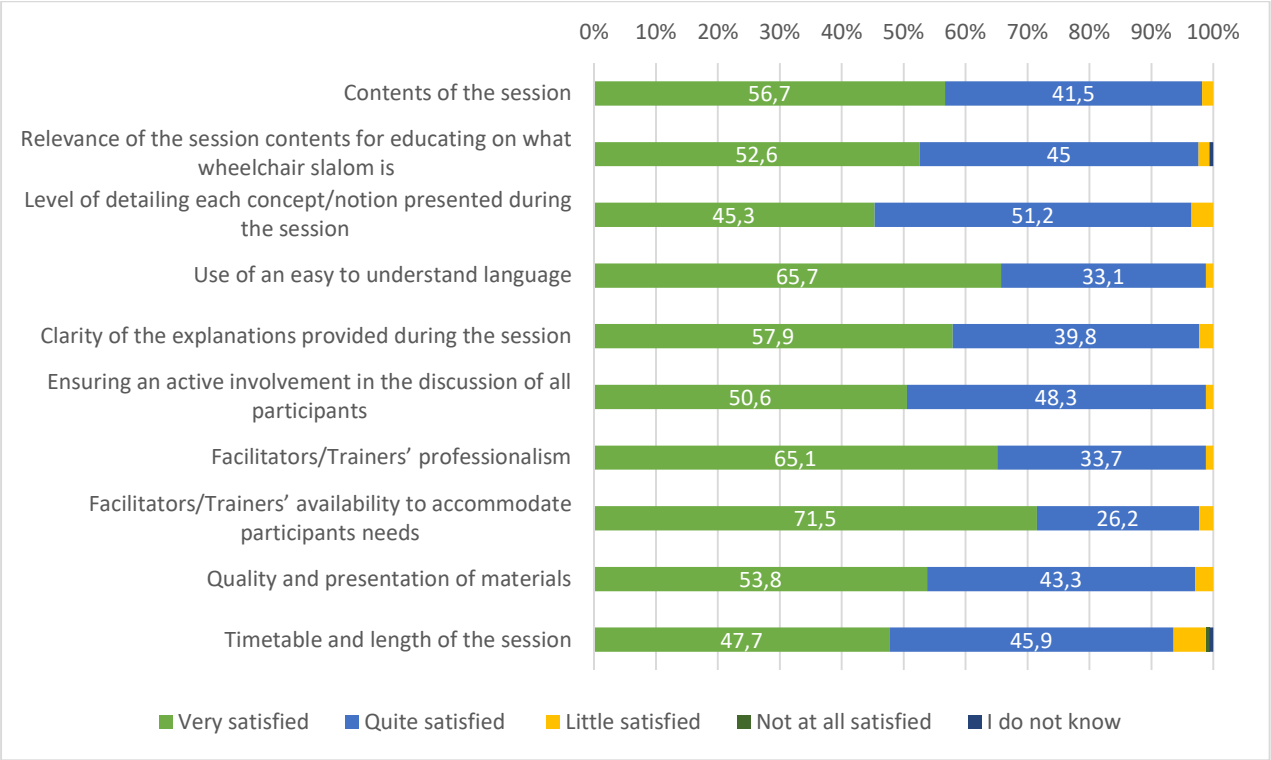
Figure 1.11 – Croatia: specific aspects on which participants gained/increased knowledge on/understanding of



All participants (100%) of participants to awareness raising sessions in Croatia declared to have increased their understanding on the basic characteristics of how wheelchair is practiced. Also all the other items obtained very high level of satisfaction.

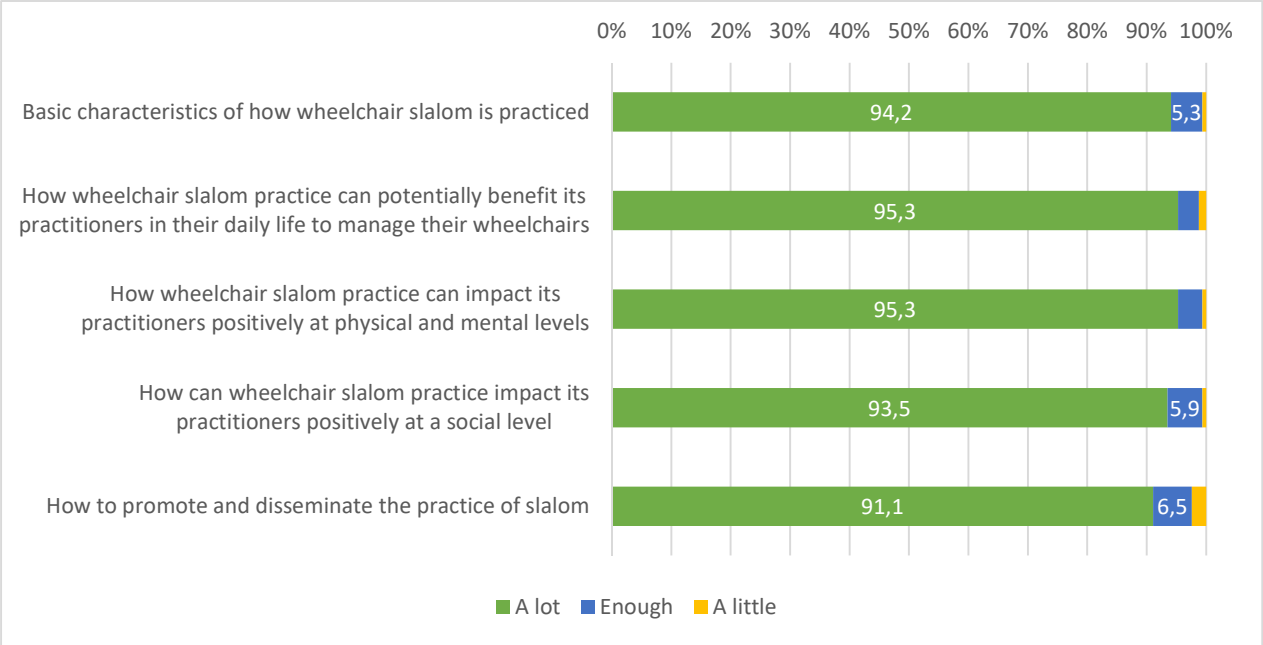
1.2.5 Main results with regard to awareness raising session in Portugal

Figure 1.12 – Portugal: satisfaction with regards to specific items



In Portugal, the overall level of satisfaction was slightly minor. Participants were mainly satisfied by the facilitators/trainers' availability to accommodate participants needs (71.5%) followed by the use of an easy to understand language (65.7%) and by professionalisms of facilitators and trainers who hold the awareness raising session (65.1%). Similarly, to the other countries, the level of details which were presented in relation to each specific notion presented was the item which satisfied less together with the timetable and length of the session.

Figure 1.13 - Portugal: specific aspects on which participants gained/increased knowledge on/understanding of



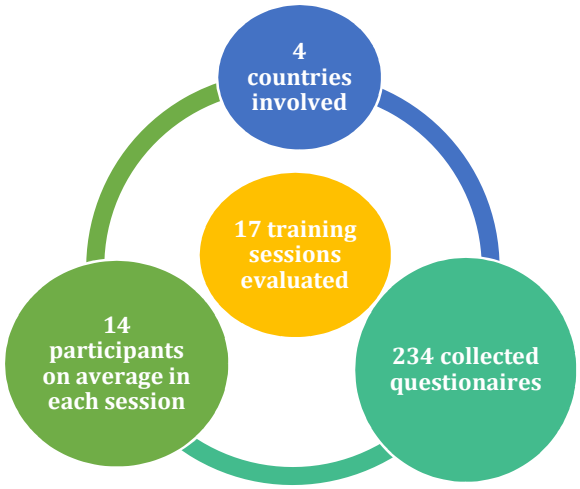
In line with the awareness raising session objectives, participants declared to have gained knowledge on and understanding of the way wheelchair slalom practice can potentially benefits its practitioners in their daily life to manage their wheelchairs and at physical and mental levels ((both at 95.3%). At the same time, the awareness raising session contribute to enhance the knowledge of the basic characteristics of how wheelchair slalom is practiced (94.2%). At a lesser extent (even if with more than the 90% of participants) the issue on which knowledge and understanding was less increased is related to how promoting and disseminate the practice of slalom.

1.3 Training for trainers' general information

Training for trainers' sessions were addressed to physical education teachers, trainers and physiotherapists and were mainly aimed at allowing them:

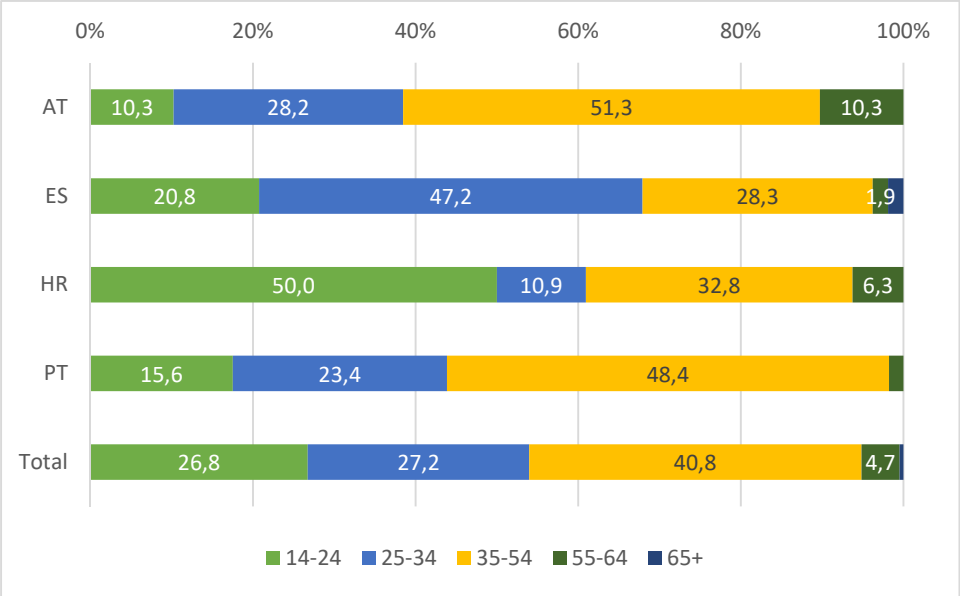
- to know the characteristics of wheelchair slalom and its practical application;
- to design learning tasks and/or training and varying slaloms using the basic elements of the game;
- to know the different levels of wheelchair slalom based on the abilities and needs of their target group;
- to be able to independently teach wheelchair slalom to children.

They have been implemented in all the four project's partners' countries involving 268 participants in 17 sessions. Out of them, 17 sessions were evaluated for a total of 234 collected satisfaction questionnaires in the four countries.



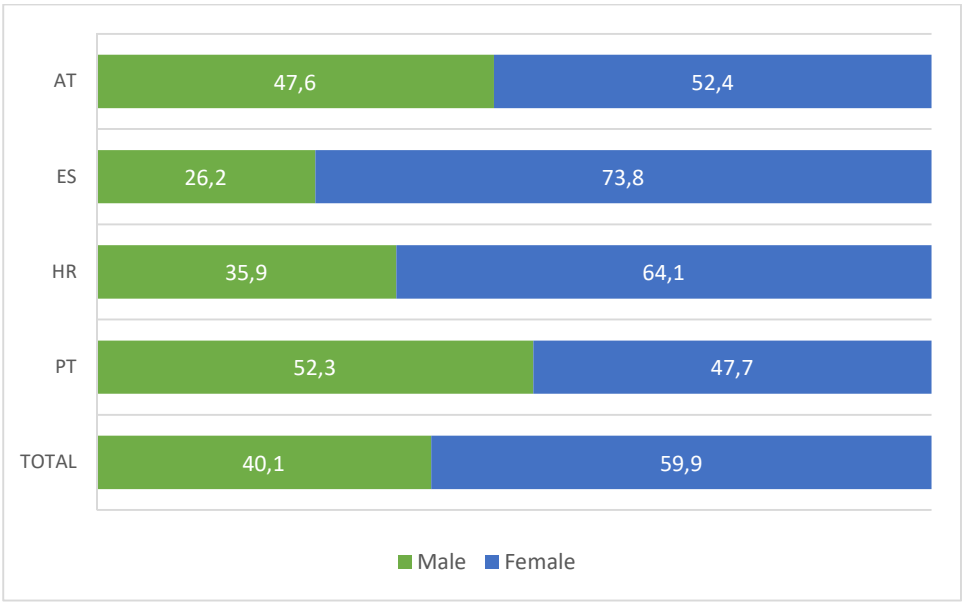
Participants who have filled out the satisfaction questionnaires (later on the participants' sample) were mainly (40.8%) in age range from 35 to 54 years followed by participants in the age range from 25 to 34 years (27.2%) although with differences among countries. Younger people can be found in the awareness sessions carried out in Croatia, while the higher presence of more adult people can be found in Portugal.

Figure 1.14 – Participants sample by age and by country



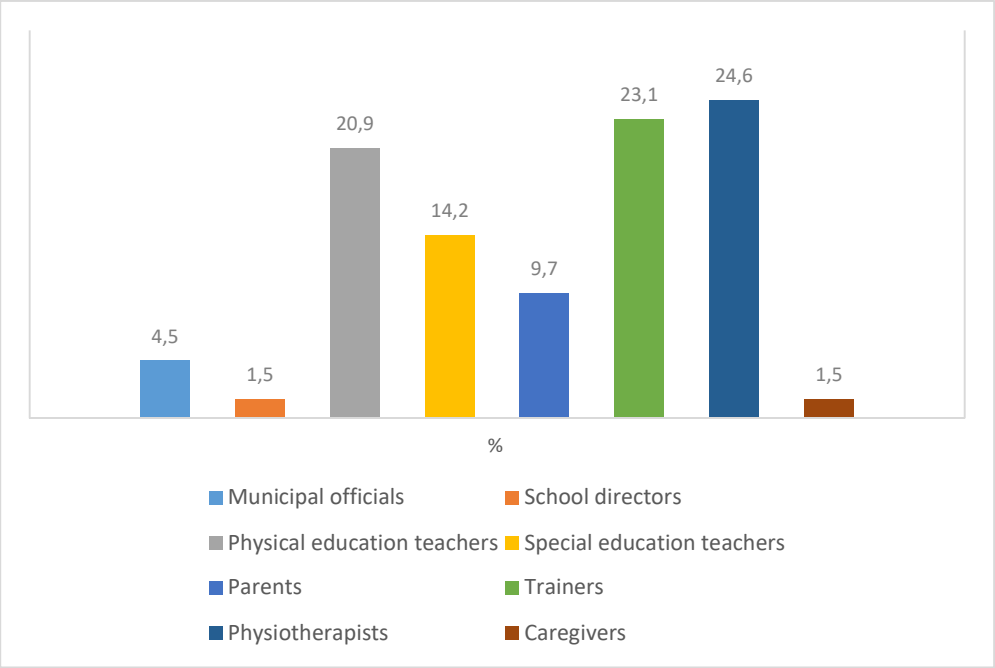
Overall, the participants sample was composed more by women than men (on average, women 59.9% vs. men 40.1%) with differences among countries: Portugal with the highest rate of male, and Spain (Catalonia) with the highest rate of female.

Figure 1.15 – Participants sample by sex and by country



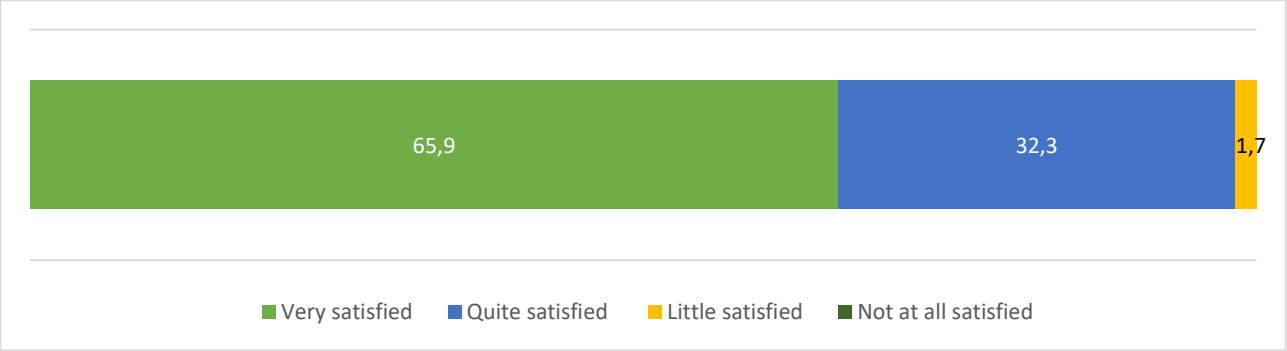
Overall, physiotherapists were the category mostly involved in the participants' sample (24.6%) followed by trainers with 23.1%. Adding also the 20.9% of physical education teachers and 14.2% of special education teachers, it is clear that training the trainers session were mainly addressed (more than 80%) to people directly involved in the physical practice of the of sport in line with the training objectives. Parents were also involved even if at a minor rate (9.7%).

Figure 1.16 – Participants sample by job/role of participants



Generally speaking, training session achieved a good rate of satisfaction: 65.9% of participants declared to be very satisfied and 32.3% quite satisfied. A very small percentage (1.7%) declared to be little satisfied.

Figure 1.17 - Satisfaction of participants



1.4 Training for trainers' main results

1.4.1. Increase in interest, knowledge and understanding

Although nearly half (48.3%) of participants declared to have some knowledge of wheelchairs slalom before the training, the majority of participants (91.3%) to the training session in all the four countries declared that their participation resulted in an increased interest in their being part of a specific training program on Wheelchair slalom practice.

Figure 1.18 – Knowledge of wheelchair slalom before the training session

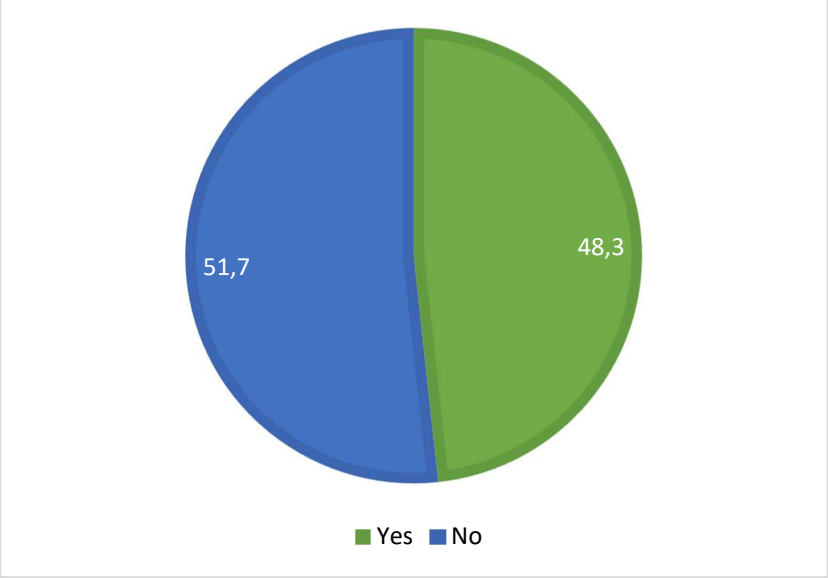
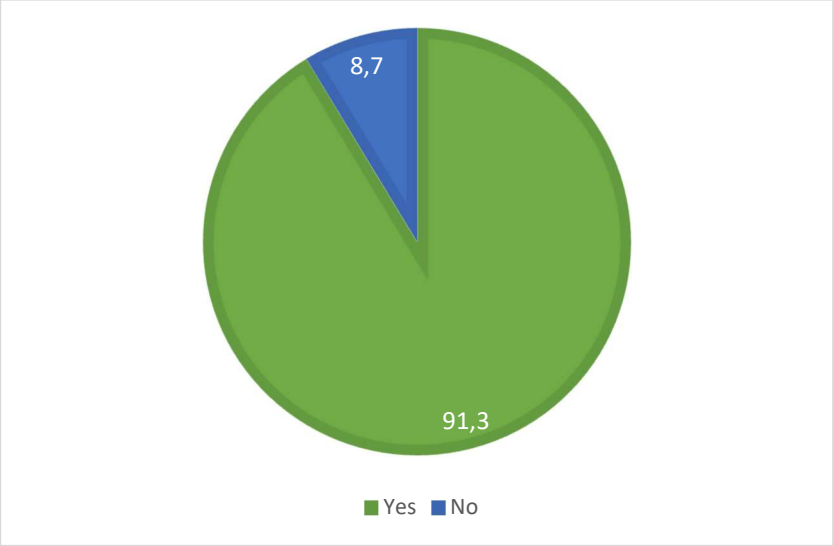


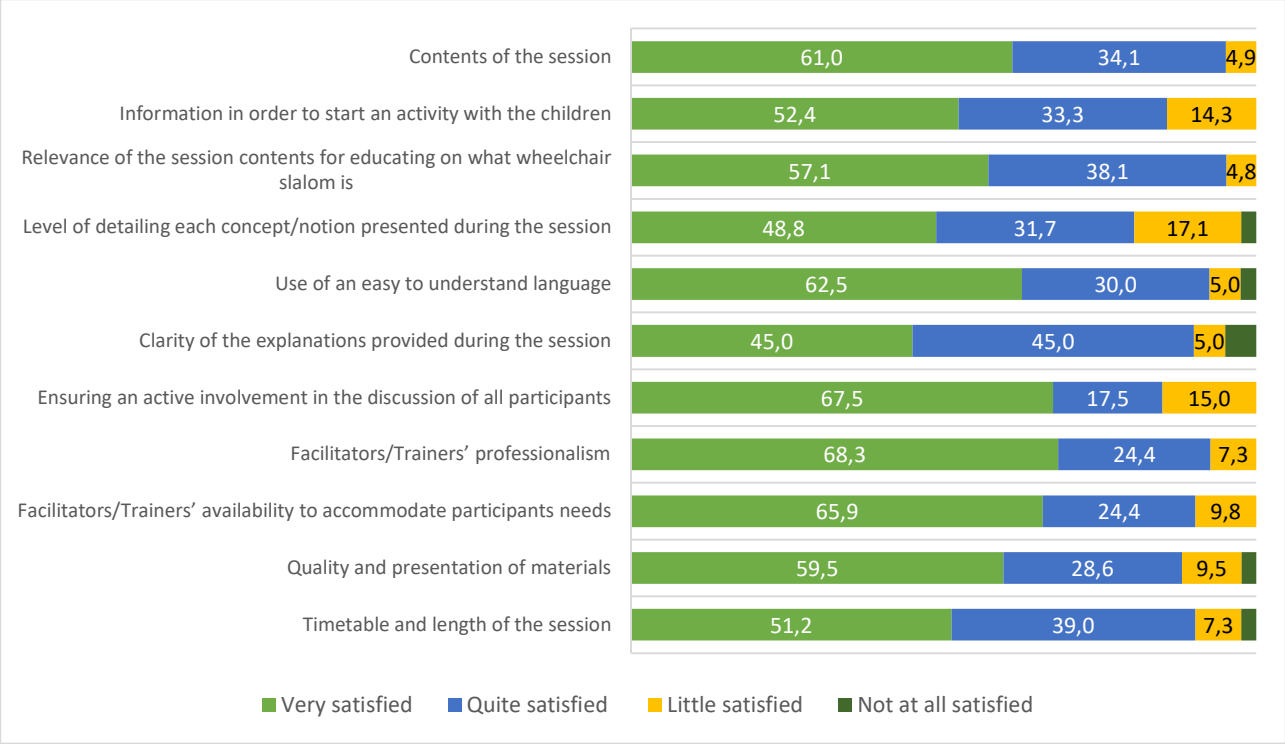
Figure 1.19 - Participants declaring that awareness raising session increased their interest



Differences are detected among countries as it is presented in the paragraphs below.

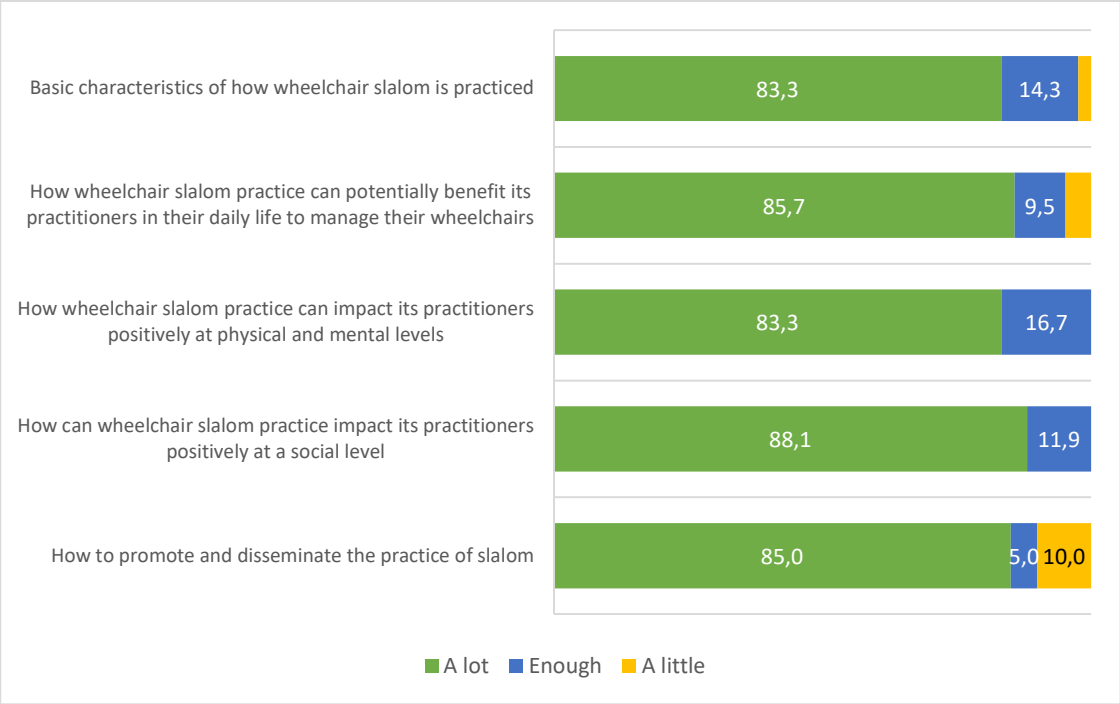
1.4.2. Main results with regard to training session in Austria

Figure 1.20 – Austria: satisfaction with regards to specific items



In Austria, participants were mainly satisfied by the professionalisms of facilitators and trainers who hold the awareness raising session (68.3%) followed by the capacity of ensuring an active involvement in the discussion of all participants (67.5%) and by the facilitators/trainers' availability to accommodate participants needs (65.9%). The level of details which were presented in relation to each specific notion presented was the item which satisfied less together with information in order to start an activity with children which, in any case, were excluded by the main objectives of the training sessions.

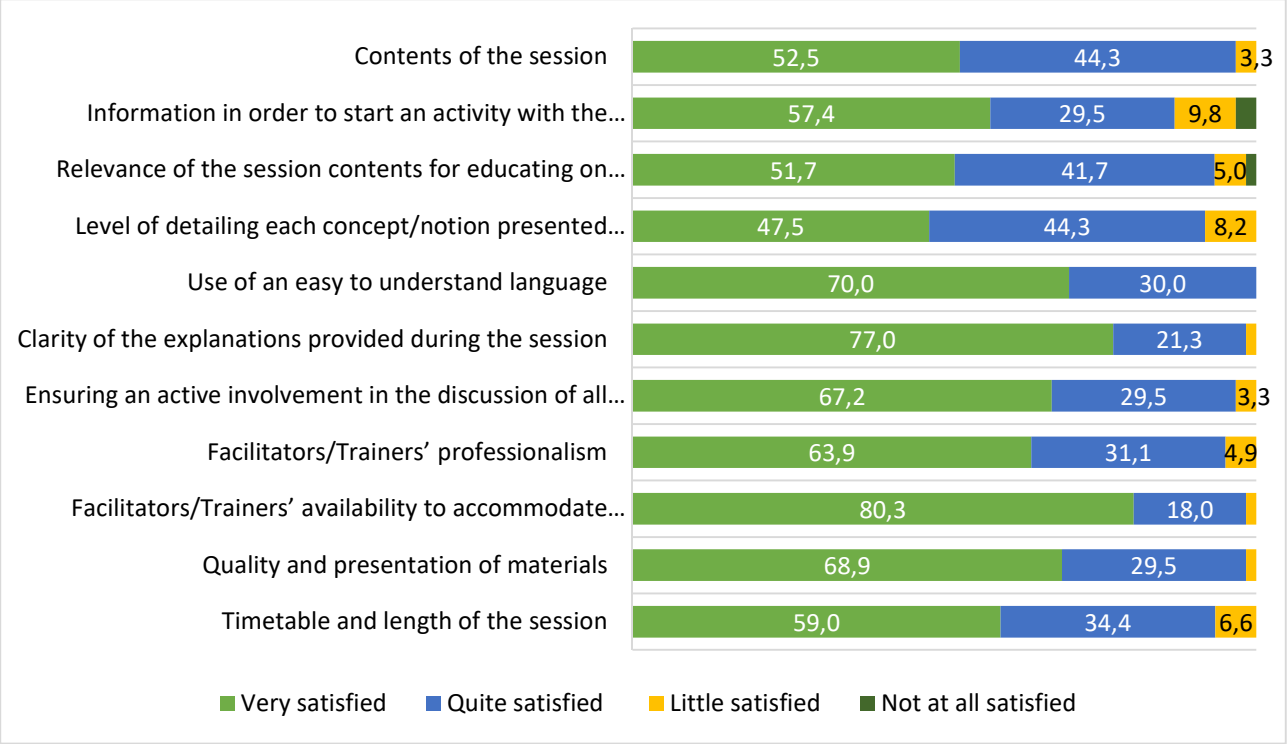
Figure 1.21 – Austria: specific aspects on which participants gained/increased knowledge on/understanding of:



In line with the training session objectives, participants declared to have gained knowledge on and understanding of the way wheelchair slalom practice can potentially positively impacts its practitioners at social level (88.1%) and in their daily life in order to manage their wheelchairs (85.7). At the same time, the training session contributed to enhance the knowledge of how promoting and disseminate the practice of slalom (83.3%) even if on this issue a 10%of participants also declared to have gained little knowledge.

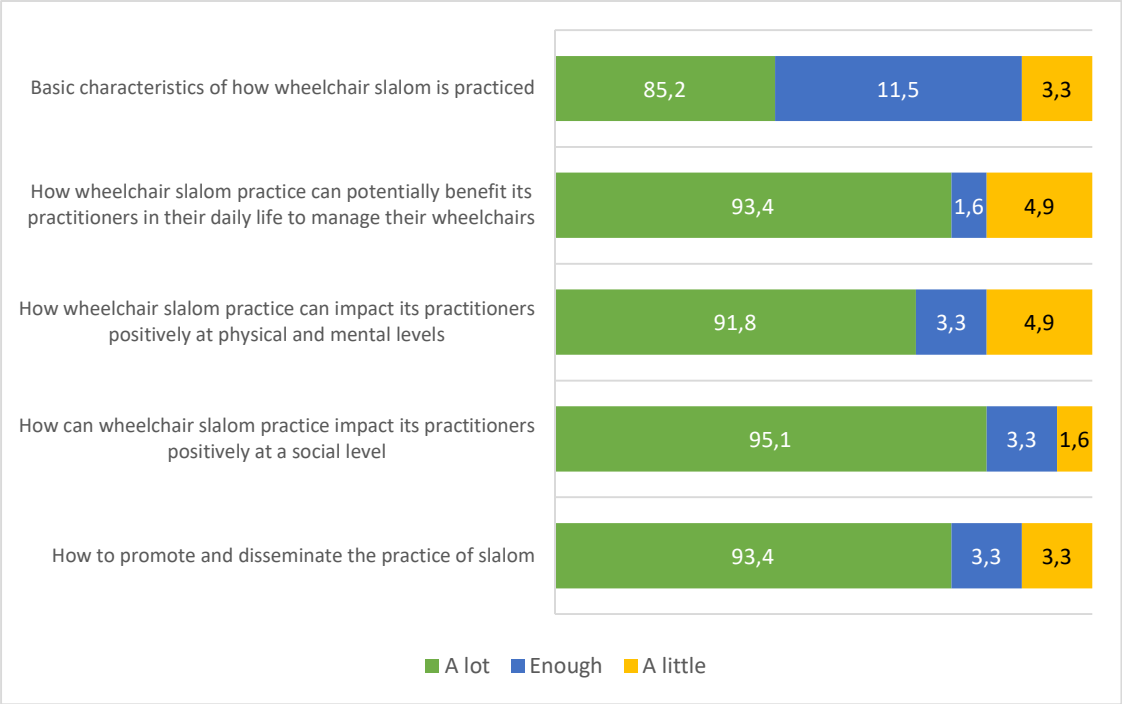
1.4.3. Main results with regard to training session in Spain (Catalonia)

Figure 1.22 – Spain (Catalonia): satisfaction with regards to specific items



In Spain (Catalonia), participants were mainly satisfied by the facilitators/trainers' availability to accommodate participants needs (80.3%) followed by the clarity of explanations provided during the session (77%) and the use of an easy language (70%). Information in order to start an activity of wheelchair slalom was the item which satisfied less together with the level of details of each explained concept.

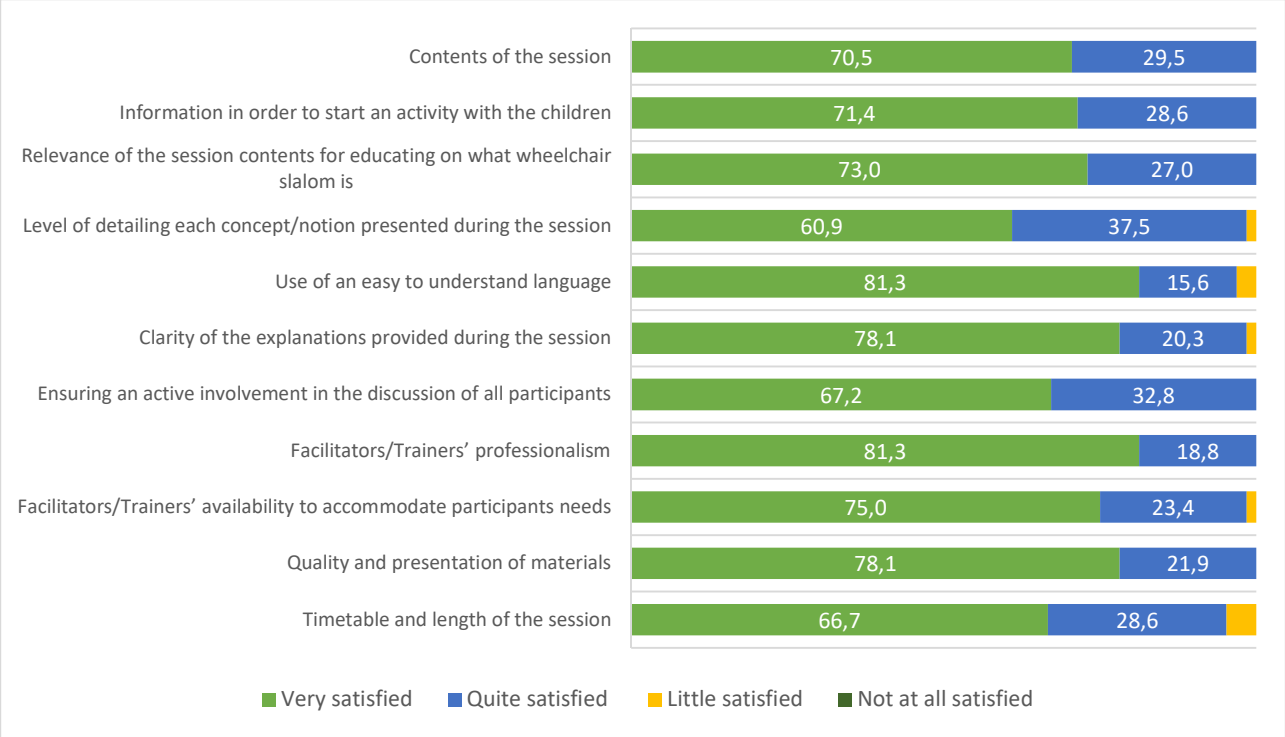
Figure 1.23 – Spain (Catalonia): specific aspects on which participants gained/increased knowledge on/understanding of



In line with the training session objectives, participants declared to have gained knowledge on and understanding of the way wheelchair slalom practice can potentially positively impacts its practitioners at social level (95.1%) and in their daily life in order to manage their wheelchairs (93.4%). At the same time, the training session contributed to enhance the knowledge of how promoting and disseminate the practice of slalom (93.4%).

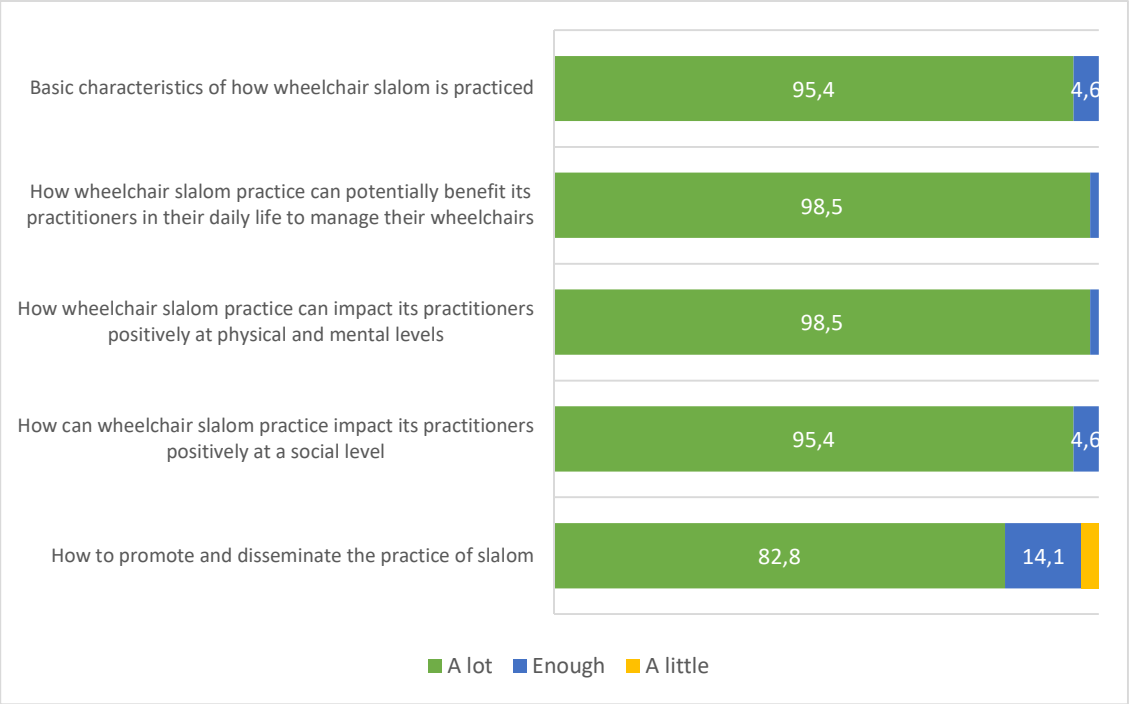
1.4.4. Main results with regard to training session in Croatia

Figure 1.24 – Croatia: satisfaction with regards to specific items



In Croatia, participants were mainly satisfied by the professionalisms of facilitators and trainers who hold the awareness raising session together with use of an easy to understand language (both at 81.3%) followed by the clarity of the explanations provided during the session (78.1%) and by the facilitators/trainers' availability to accommodate participants needs (75%). The level of details which were presented in relation to each specific notion presented was the item which satisfied less together with the timetable and length of the training sessions.

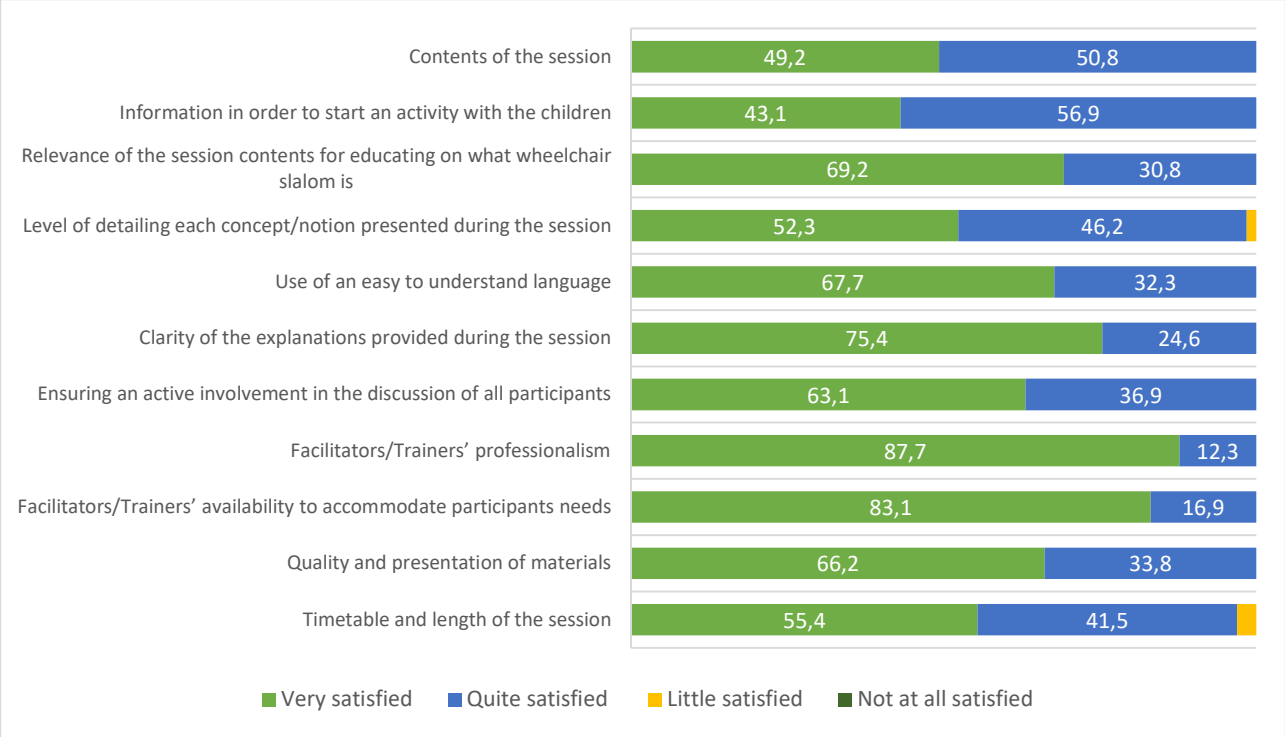
Figure 1.25 – Croatia: specific aspects on which participants gained/increased knowledge on/understanding of



In Croatia, participants declared to have gained knowledge on and understanding of the way wheelchair slalom practice can potentially positively impacts its practitioners at physical and mental levels and in their daily life in order to manage their wheelchairs (both at 98.5%). At the same time, the training session contributed to enhance the knowledge of basic characteristics of how wheelchair is practiced (95.4%) and slightly less of how to promote and disseminate the practice of slalom.

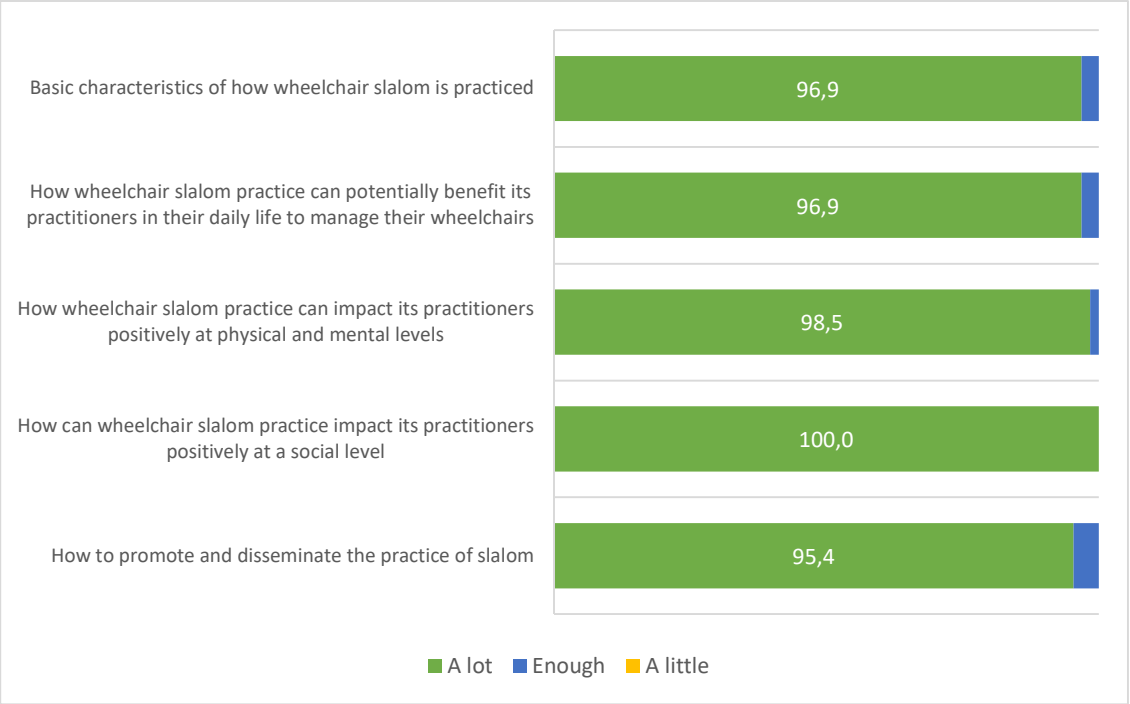
1.4.5. Main results with regard to training session in Portugal

Figure 1.26 – Portugal: satisfaction with regards to specific items



In Portugal, participants were mainly satisfied by the professionalisms of facilitators and trainers who hold the training session (87.7%) followed by the facilitators/trainers' availability to accommodate participants needs (83.1%). Information in order to start an activity of wheelchair slalom was the item which satisfied less together with the timetable and length of the session.

Figure 1.27 – Portugal: specific aspects on which participants gained/increased knowledge on/understanding of



In Portugal, all participants (100%) declared to have gained knowledge on and understanding of the way wheelchair slalom practice can potentially positively impacts its practitioners at social level and at physical and mental levels (98.5%)- Knowledge was also increased on impacts in practitioners' daily life in order to manage their wheelchairs (96.9%). At a lesser extent (even if with very high level of positive answers) the training session contributed to enhance the knowledge of how promoting and disseminate the practice of slalom.

2 Pilot programme social impact assessment

2.1 Pre- pilot programme (World game) general information

Following the first phase of the project in which the awareness raising activities and in parallel with the development of training modules and the training of trainers, the project moved onto its next phase of rolling out the Wheelchair slalom pilot program into schools and sport organisations. Main beneficiaries were 100 children with motor disabilities users of manual or electric wheelchairs who received training on how to practice wheelchair slalom.

In August of 2018, FECPC organized the 2018 CPISRA World Games at the main sports facilities of Sant Cugat, near Barcelona, under the umbrella of CPISRA. This event of international character and immense importance in the world of adapted sports counted with the presence of approximately 800 participants from 30 different countries (athletes and sports organisations from around the world, Paralympic sports governments and other collaborative from the Paralympic movement).

Through a mobility scheme, five children from each W-Slalom beneficiary countries (Pt, Hr and At) travelled to Barcelona to participate in an exchange programme in the framework of the I-st Wheelchair slalom International Conference (held in the framework of the CPISRA World Games). This event of international character and immense importance in the world of adapted sports will count with the presence of approximately 600 participants (athletes and sports organisations from around the world, European policy makers, NGOs etc.). Besides being present in a unique platform for communication and dissemination of the W-Slalom, these children participated in an open competition of Wheelchair slalom. The 15 children with motor disabilities, coming from Austria, Croatia and Portugal were complemented by 35 Catalan children mobilised by FECPC.

In this way the participation to the **World Game represented a preliminary experimentation of the Slalom pilot programme** and, with specific regard to evaluation, a way to test the questionnaire that would have used during the pilot experimentation.

The questionnaire (see the Methodological Appendix for more details) asked children's adult assistants for opinion on individual/social impact of wheelchair slalom and for an evaluation of children's skills.

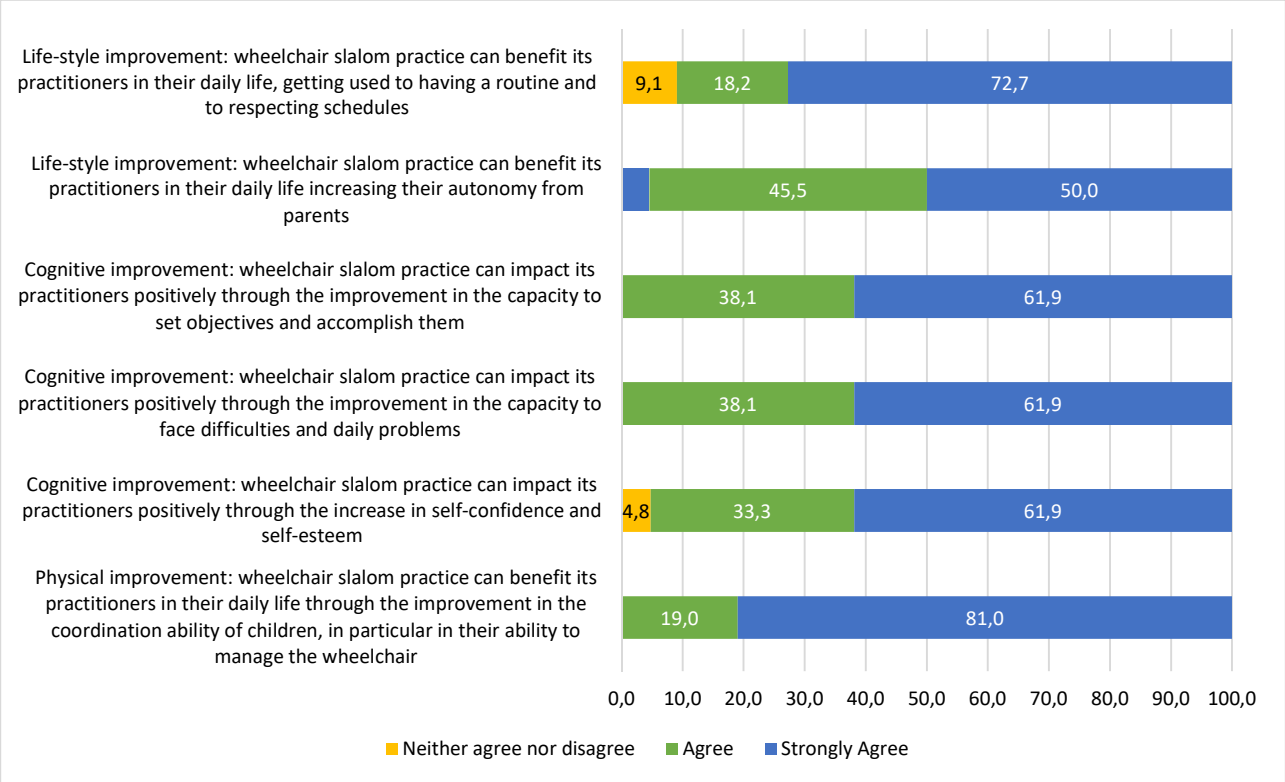
2.2 Pre- pilot programme (World game) main results

As graphically presented in the figures 2.1 below, wheelchair slalom was evaluated against a set of **individual impact dimensions** as follows:

Physical improvement: wheelchair slalom practice can benefit its practitioners in their daily life through the improvement in the coordination ability of children, in particular in their ability to manage the wheelchair
Cognitive improvement: wheelchair slalom practice can impact its practitioners positively through the increase in self-confidence and self-esteem
Cognitive improvement: wheelchair slalom practice can impact its practitioners positively through the improvement in the capacity to face difficulties and daily problems
Cognitive improvement: wheelchair slalom practice can impact its practitioners positively through the improvement in the capacity to set objectives and accomplish them
Life-style improvement: wheelchair slalom practice can benefit its practitioners in their daily life increasing their autonomy from parents
Life-style improvement: wheelchair slalom practice can benefit its practitioners in their daily life, getting used to having a routine and to respecting schedules

Wheelchair slalom was considered to have a particular impact at individual level on the dimension related to physical improvement (improvement in the coordination ability of children, in particular in their ability to manage the wheelchair) followed by the dimension of life-style improvement in both its disaggregation (improvement in getting used to have a routine and to respect schedules and improvements in increasing practitioners' autonomy in their daily life from their parents) even if the latter also reports a percentage of more neutral feedback.

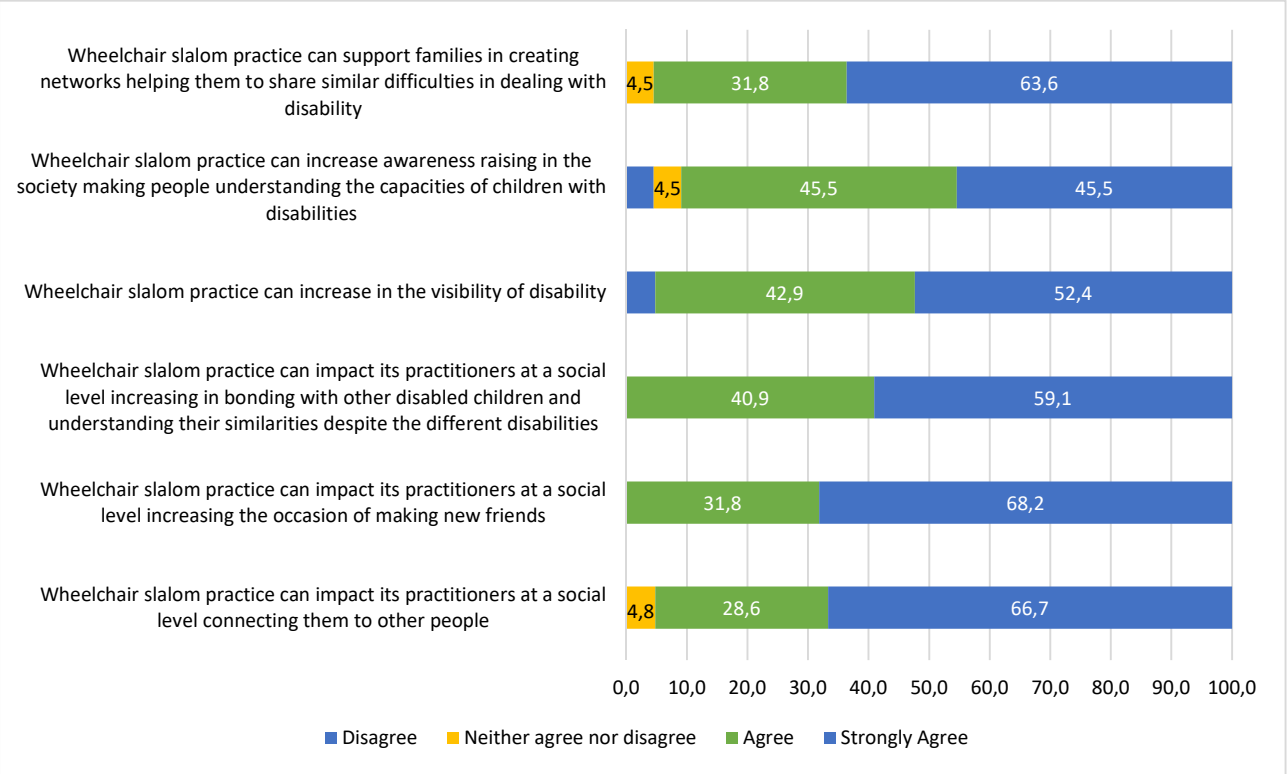
Figure 2.1 - Individual impact of wheelchair slalom practice



As graphically presented in the figures 2.2 below, wheelchair slalom was also evaluated against a set of **social impact dimensions** as follows:

Wheelchair slalom practice can impact its practitioners at a social level connecting them to other people
Wheelchair slalom practice can impact its practitioners at a social level increasing the occasion of making new friends
Wheelchair slalom practice can impact its practitioners at a social level increasing in bonding with other disabled children and understanding their similarities despite the different disabilities
Wheelchair slalom practice can increase in the visibility of disability
Wheelchair slalom practice can increase awareness raising in the society making people understanding the capacities of children with disabilities
Wheelchair slalom practice can support families in creating networks helping them to share similar difficulties in dealing with disability

Figure 2.2 - Social impact of wheelchair slalom practice



Evaluation from World game showed that wheelchair slalom practice was particularly considered to have a social impact increasing the occasion of disabled children in making new friends as well in the increasing in bonding with other disabled children and understanding their similarities despite the different disabilities. The capacity of wheelchair slalom practice in impacting also on increasing awareness raising in the society making people understand the real capacities of children with disabilities was also present even if at a lesser extent.

With specific regard to **evaluation of children's skills**, the following issues were considered:

- Physical issues;
- Cognitive issues;
- Life-style issues;

- Social issues.

With regard to physical issues, on average all explored issues deserved a very high evaluation. Indeed, on a Likert scale from 0 to 5, all issues were above 4. Physical skills to keep on doing the same activity for an extended period was highly considered to be in possession of children participating to the World Game (94.7%) followed by ability to manage the wheelchair and by the coordination in movement with the wheelchair (both at 83.3%). The personal autonomy at club/schools was considered to be possessed by children at a lesser extent even if also with high rate of good and very good possession (70.6%).

Figure 2.3 - Physical issues: average obtained by different items

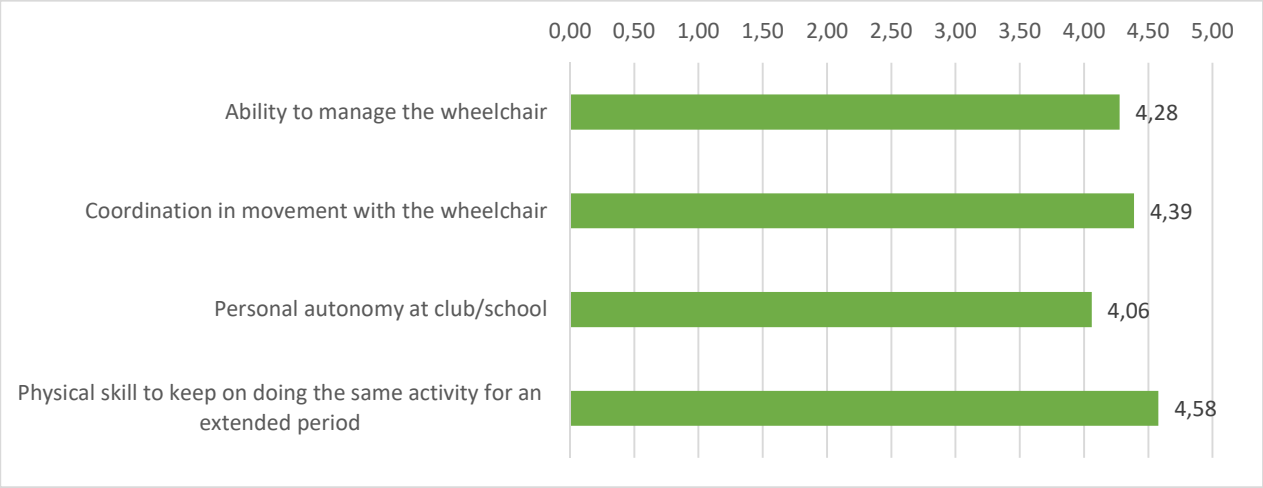
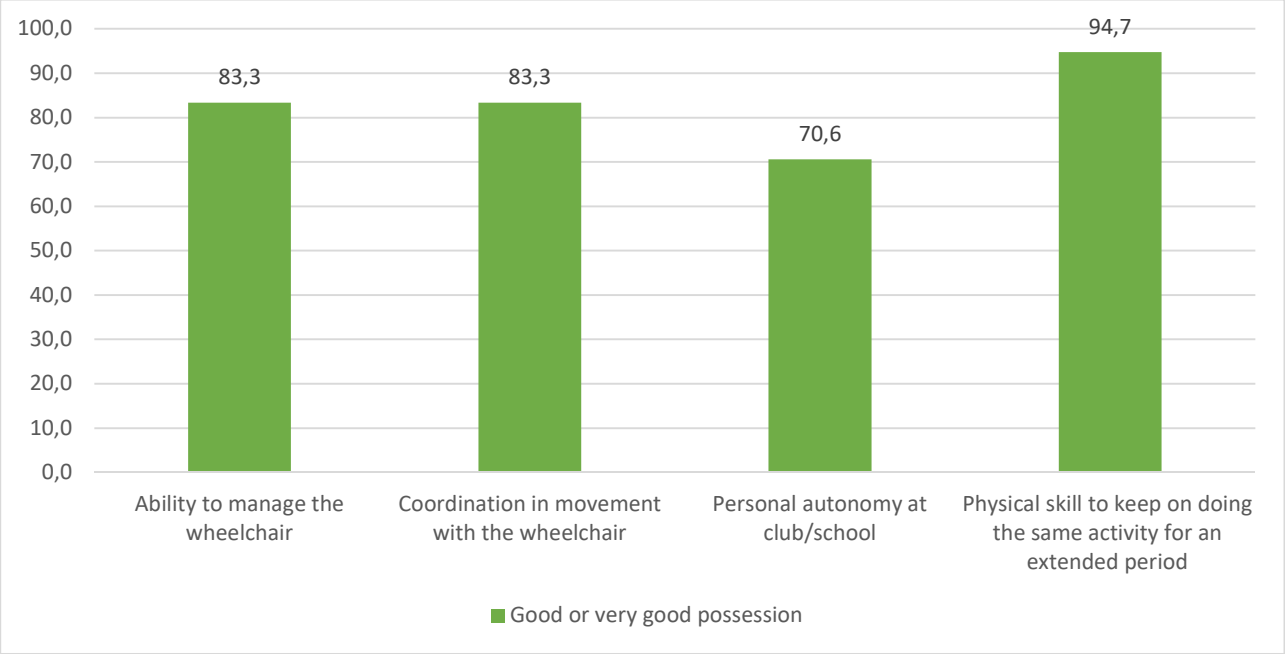


Figure 2.4 - Physical issues: good and very good possession



Also with regard to cognitive issues, on average all explored issues deserved a very high evaluation. Indeed, on a Likert scale from 0 to 5, all issues were above 4 and in many cases also above 4.5. The cognitive issue related to the whole satisfaction towards himself/herself together with the enthusiasm

in facing new challenges were evaluated to be possessed by all participants to the wheelchairs slalom session within the World Game. These were followed by the capacity to keep the focus on a specific activity, the positive attitude toward himself/herself and the assertiveness and confidence (respectively at 94.4% and the remaining two at 94.1%).

Figure 2.5 - Cognitive issues: average obtained by different items

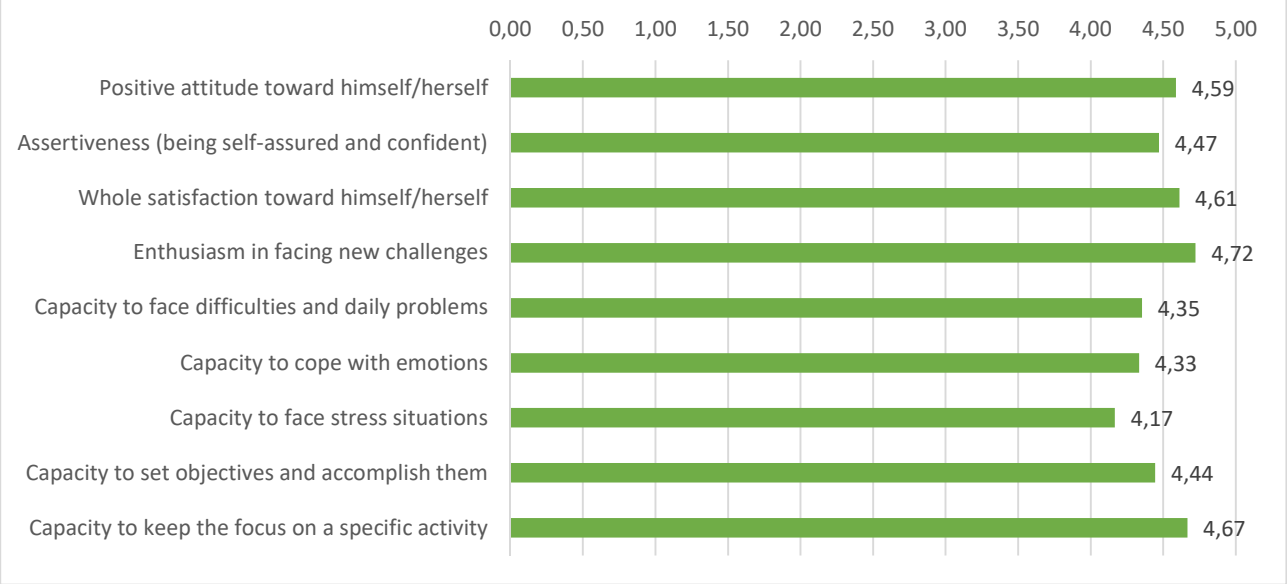
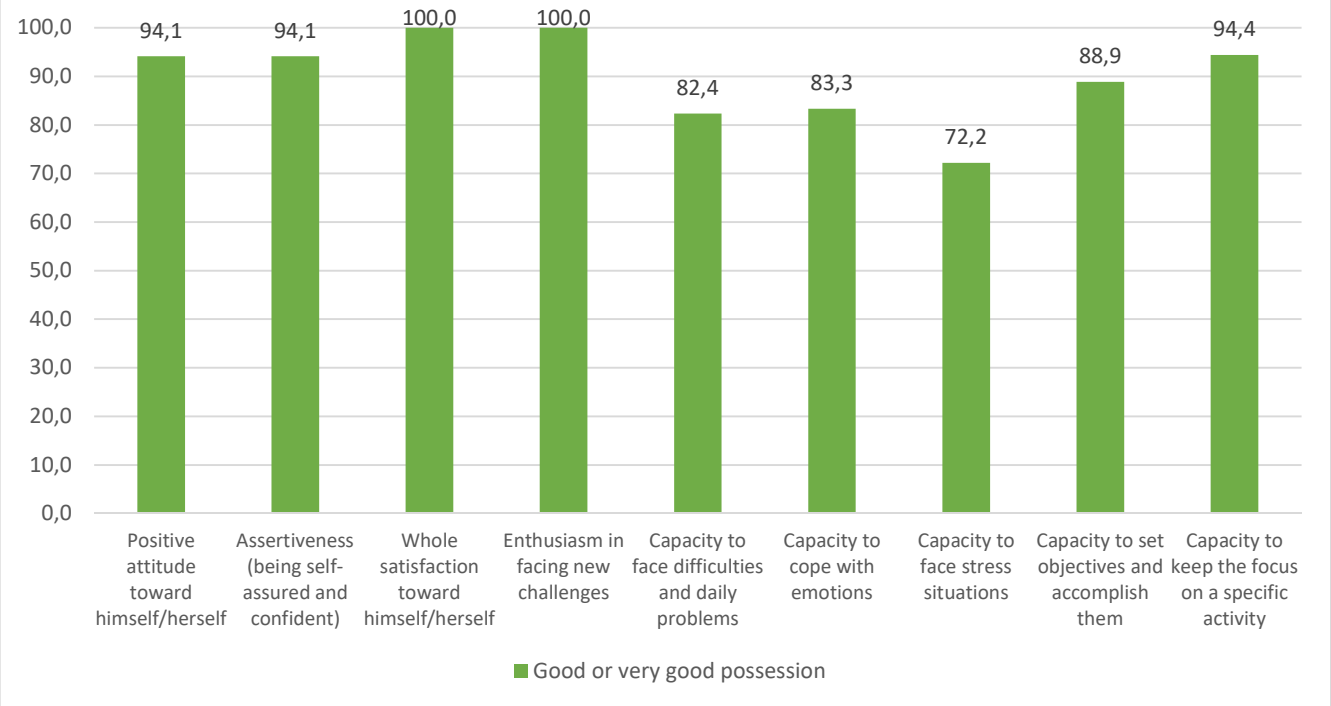


Figure 2.6 - Cognitive issues: good and very good possession



A very positive evaluation was also present with regard to life-style issues. Also in this case, on a Likert scale from 0 to 5, all issues were above 4 and in most of the cases above 4.5 with the only exception of the issues related to the autonomy in going out without parents. The life-style issue related to the capacity of coping with rules was evaluated to be possessed by all participants to the wheelchairs slalom session within the World Game, followed by the ability to adapt well to new situations and environments (94.1%) and the capacity to have a routine and to respect schedules. On another side, the autonomy in going out without parents was evaluated to be less in possession of participants to the wheelchairs slalom session within the World Game (47.4%). With this regard, it has to be stressed that the wheelchair slalom practice was designed in order to improve capacity and skills impacting at individual and social level on its practitioners in addition to parents and caregivers support and not in their substitution.

Figure 2.7 - Life-style issues: average obtained by different items

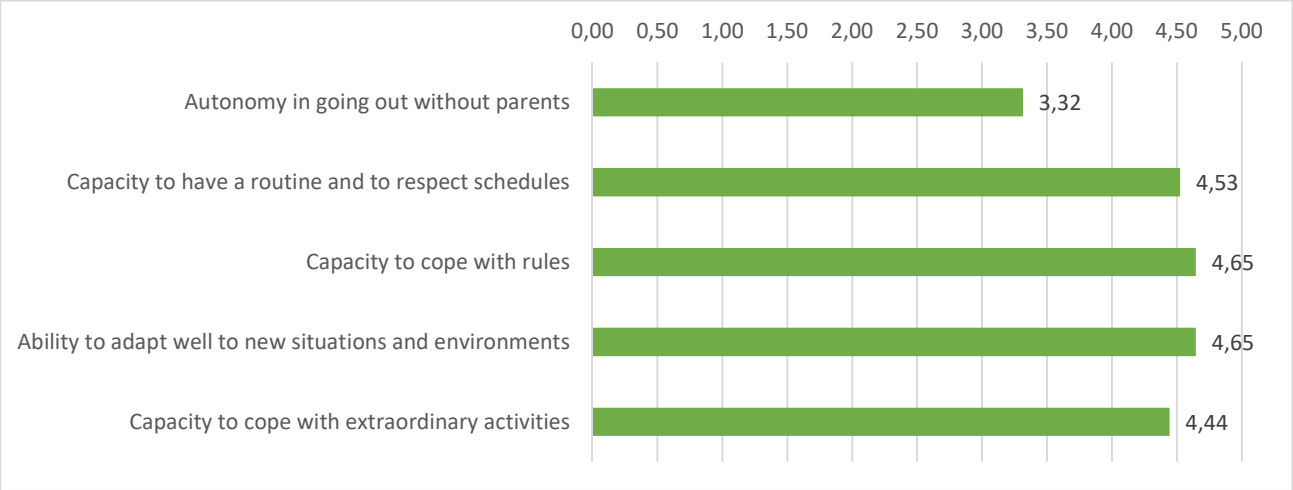


Figure 2.8 - Life-style issues: good and very good possession

Finally, with regard to social issues, on average all explored issues deserved the higher evaluation. Indeed, on a Likert scale from 0 to 5, all issues were above 4.5 with the exception of the positive attitude

to communicate with others which, in any case, was above 4. Connecting with other disabled children and integrating with other disabled children was evaluated to be possessed by all participants to the wheelchairs slalom session within the World Game, followed by the issue related to making new friends and participating in leisure moments with other children confirming the very positive social impact of the wheelchair slalom practice as underlined before.

Figure 2.9 - Social issues average obtained by different items

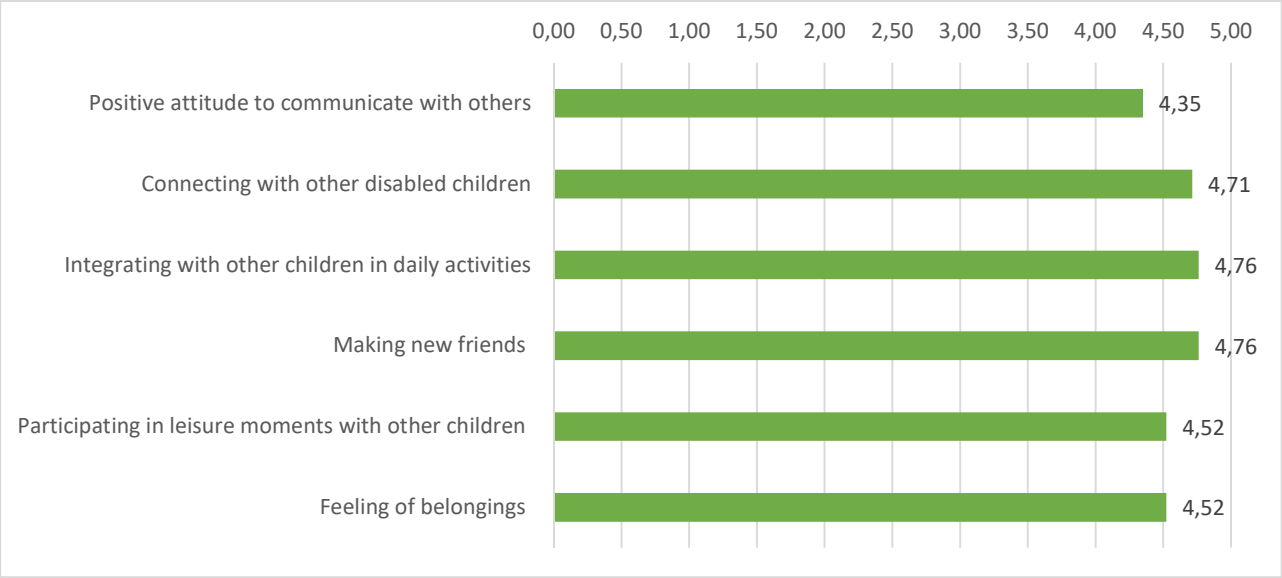
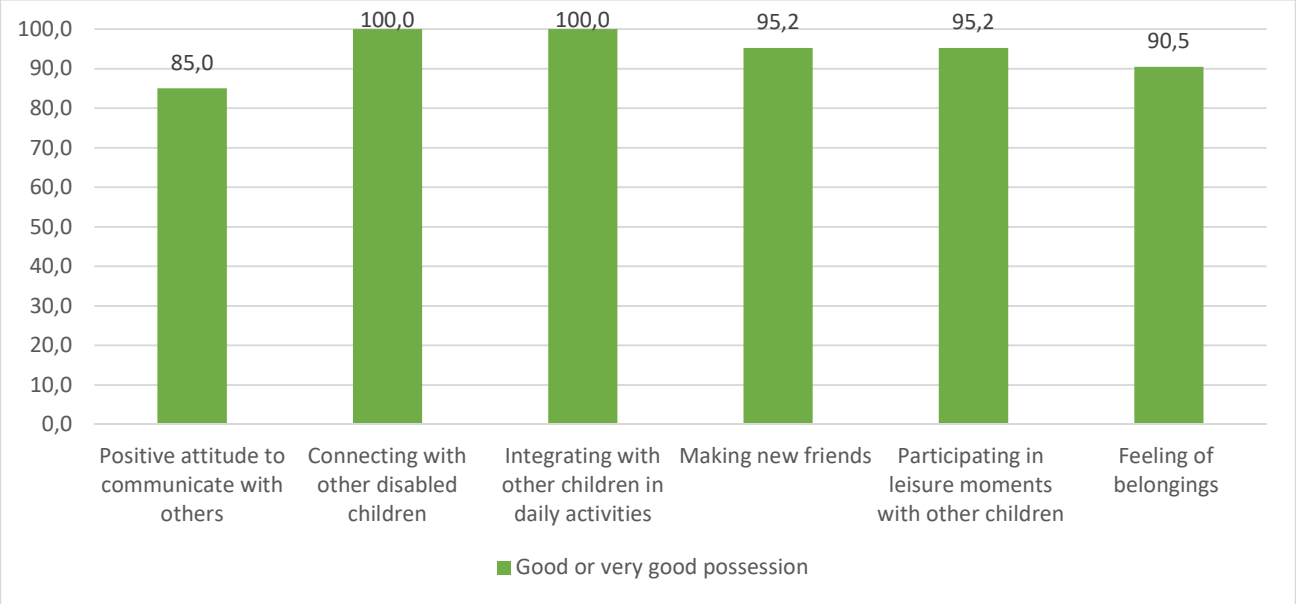


Figure 2.10 - Social issues: good and very good possession



2.3 Pilot Programme's general information

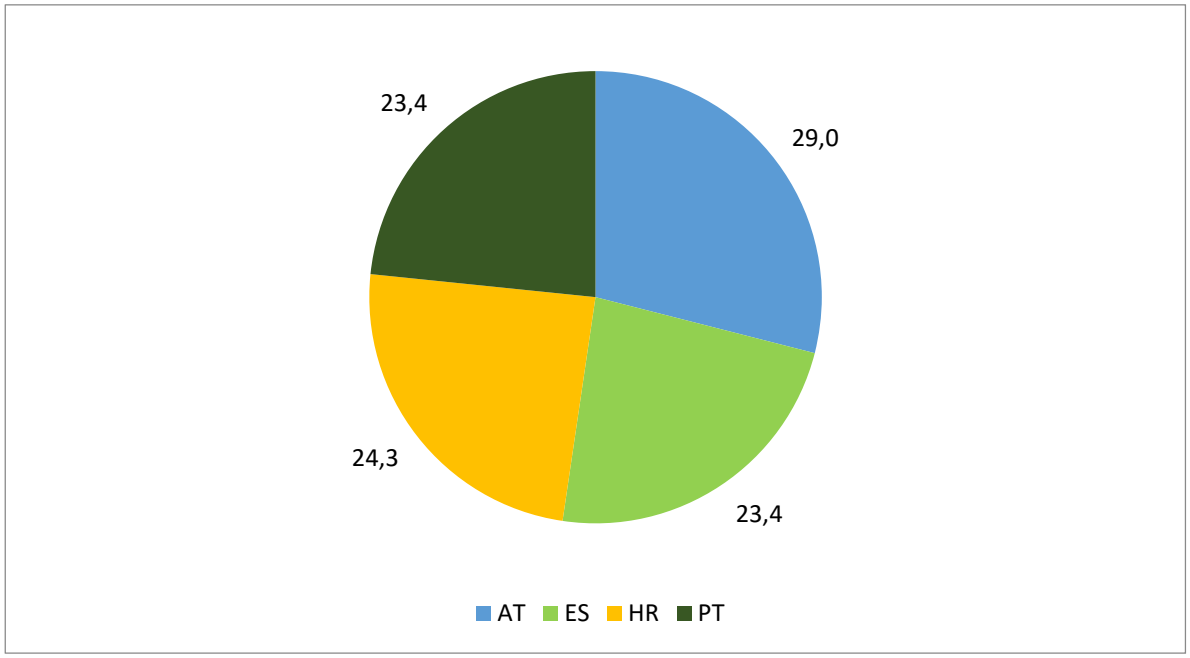
The pilot programme consisted in the training of 108 disabled children that took place in the four project partner countries (Spain, Portugal, Croatia and Austria). The trainings targeted around 25 children in each country. The physical education teachers and/or physiotherapists, who have been previously trained (see before paragraph on training of trainers' sessions) delivered the trainings.

The impact evaluation of the Pilot Programme was ensured by the use of the same questionnaire previously tested during the World Game in the framework of a pre-post approach meaning that questionnaires were carried out before the start of the programme activities in order to have snapshot of the baseline situation and at the end of the pilot program in order to determine changes to which the intervention has contributed.

Pre-post questionnaires were aimed at collecting information on the contribution of the project in bringing about the expected changes in children participating in the Pilot Programme and were addressed to both coaches/physical activity teachers and parents in order to identify and evaluate different perspective.

Overall the pilot programme involved 107 children with disabilities nearly equally distributed among the four countries of the project partners with a slightly higher percentage in Austria.

Figure 2.11 - Children sample by country, on total children



Overall, children were also distributed among age range with the majority (43.4%) of children over fifteen years followed by nearly a 40% of children between ten and fourteen years. Children below ten years of age also participated (17%). Differences among countries were wide with Croatia having the vast majority of children over fifteen years (84.6%) and Austria the higher percentage of involvement of children below ten years of age.

In all countries male were highly represented than female with the highest percentage of female represented in Croatia.

Figure 2.12 - Children sample by age and by country

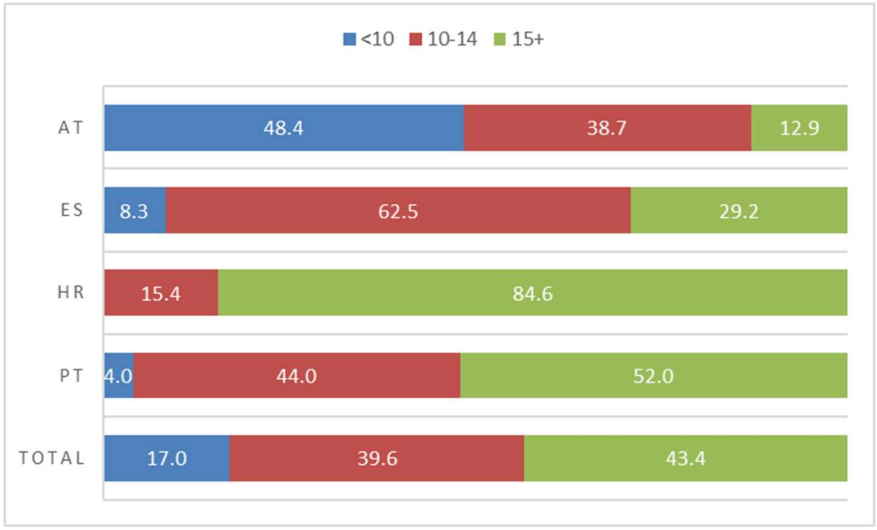
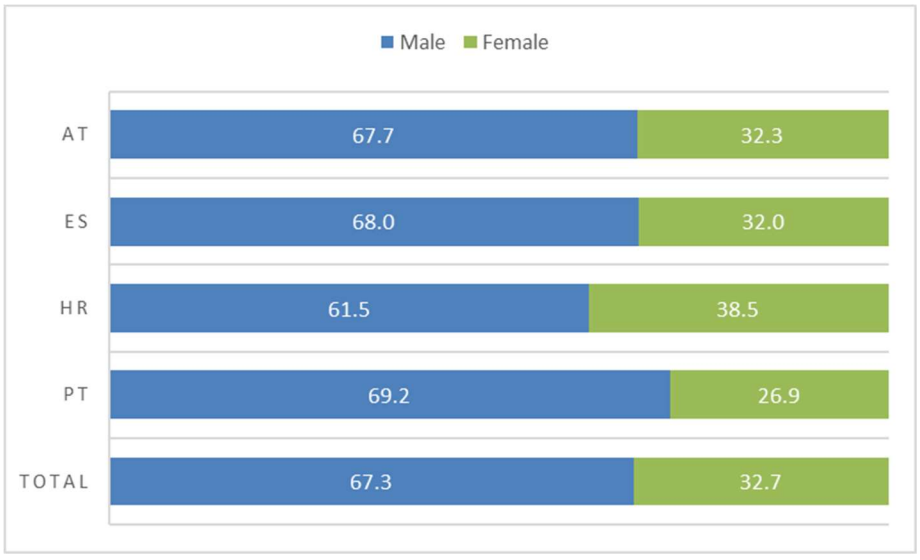


Figure 2.13 - Children sample by sex and by country



On the contrary in both the cases of coaches and parents who filled in the pre and post questionnaires with regard to the children with disabilities they were training or accompanying in the pilot programme implementation, female were the majority. While in the case of coaches, the distribution by sex is highly variated among countries (with Austria in which all coaches were female and Spain (Catalonia) and Croatia in which the majority of coaches was composed by men, in all countries parents are always represented by mothers revealing that care activities also in the case of sport practice were carried out by them.

Figure 2.14 - Coaches sample by sex and by country

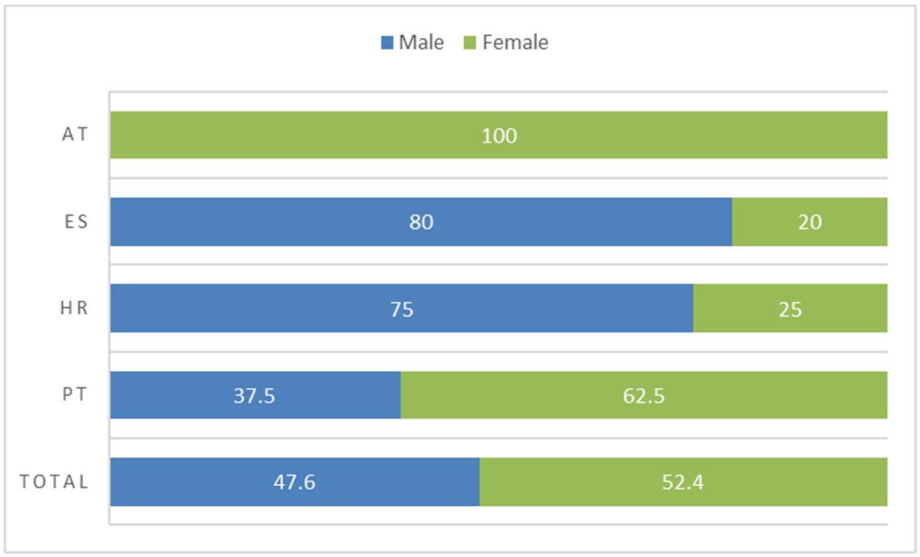
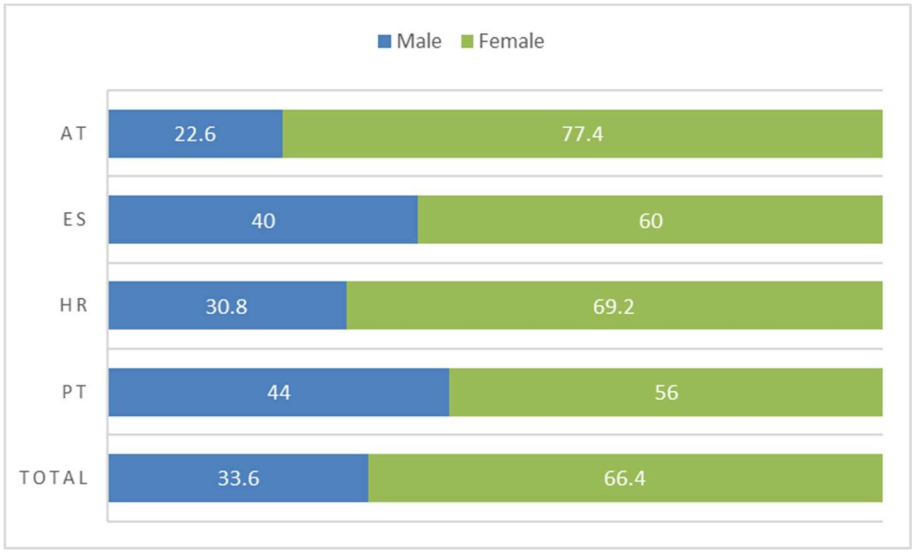


Figure 2.15 - Parents sample by sex and by country



The majority of children who participated to the Pilot Programme did not know this sport practice and in very few cases practiced wheelchair slalom before.

Figure 2.16 - Knowledge of wheelchair slalom by children before being involved in the project

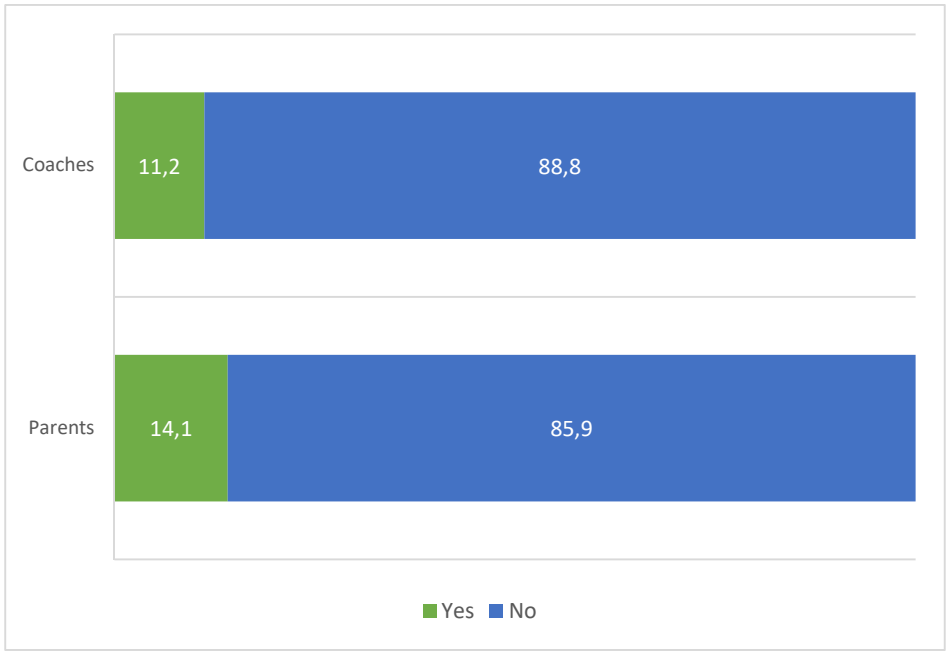
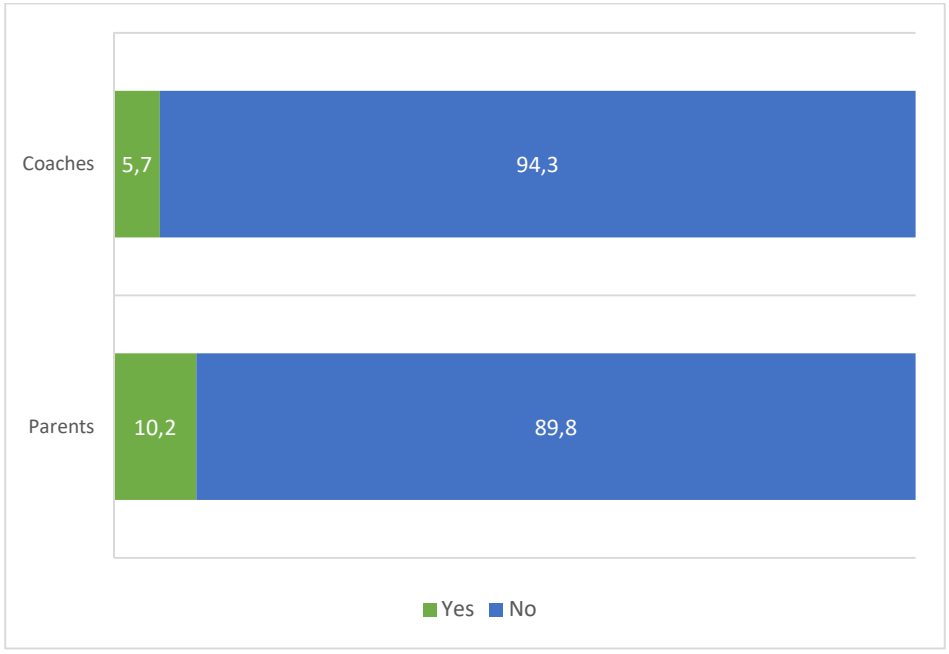
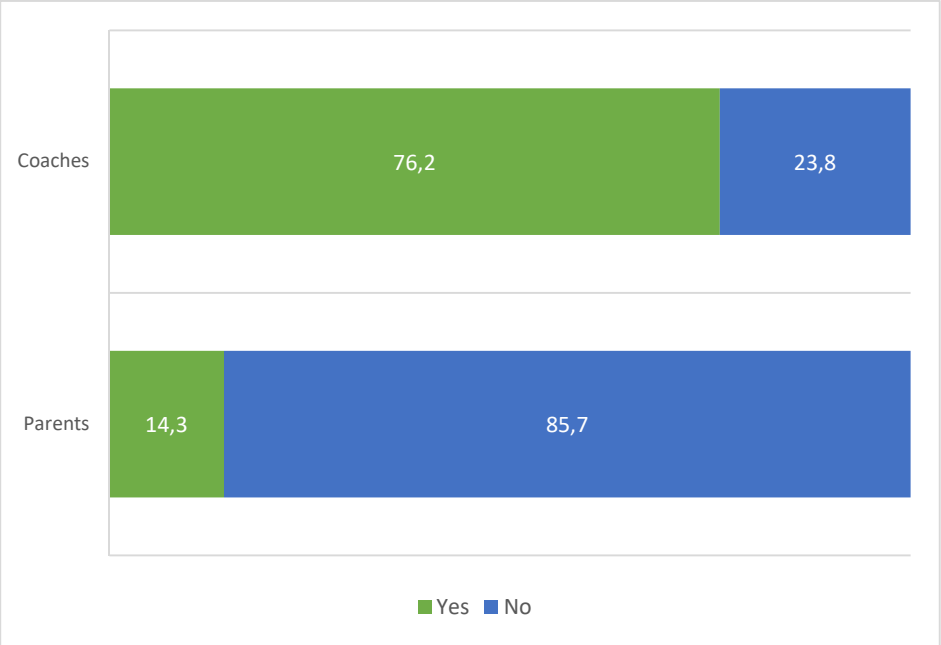


Figure 2.17 –Children having practiced wheelchair slalom before being involved in the project



On the contrary the majority of coaches had a previous knowledge (also because the majority of coaches were also trained within the project). Parents instead had in few cases (14.3%) a knowledge of this sport practice.

Figure 2.18 – Knowledge of wheelchair slalom by coaches and parents before being involved in the project



2.4 Individual impact of pilot programme

The impact of the wheelchair slalom pilot programme was evaluated against the same set of **individual impact dimensions** as reported for the World Game:

Physical improvement: wheelchair slalom practice can benefit its practitioners in their daily life through the improvement in the coordination ability of children, in particular in their ability to manage the wheelchair
Cognitive improvement: wheelchair slalom practice can impact its practitioners positively through the increase in self-confidence and self-esteem
Cognitive improvement: wheelchair slalom practice can impact its practitioners positively through the improvement in the capacity to face difficulties and daily problems
Cognitive improvement: wheelchair slalom practice can impact its practitioners positively through the improvement in the capacity to set objectives and accomplish them
Life-style improvement: wheelchair slalom practice can benefit its practitioners in their daily life increasing their autonomy from parents
Life-style improvement: wheelchair slalom practice can benefit its practitioners in their daily life, getting used to having a routine and to respecting schedules

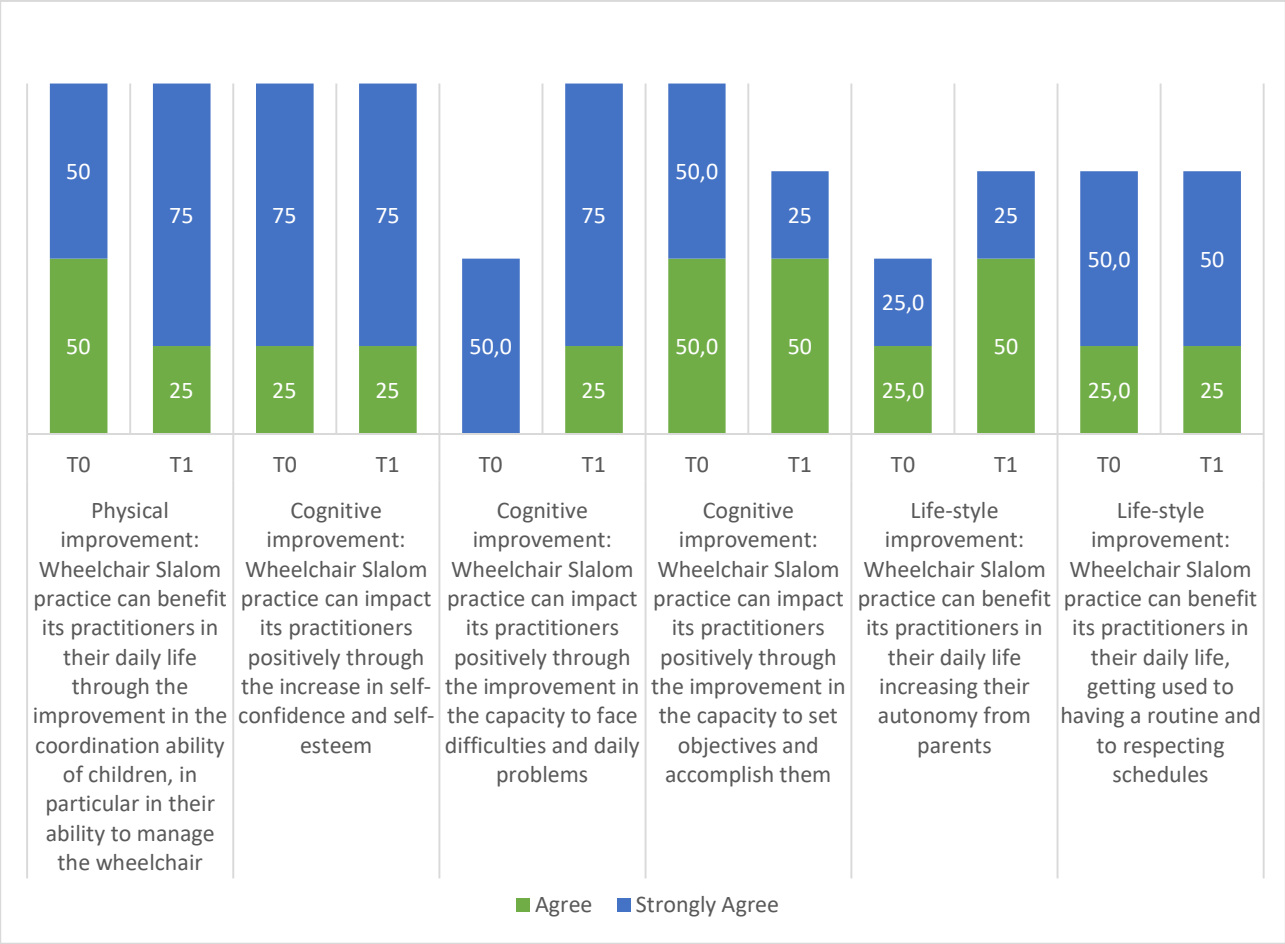
However, in this case, impact evaluation was carried out within a pre-post approach framework meaning administrating the questionnaires to both coaches and parents before the pilot programme started (T0= baseline) and after the pilot programme implementation (T1=changes).

The following paragraphs present for the four countries participating in the pilot programme the achieved individual impact considering both coaches and parents perceptions.

2.4.1 Individual impact of pilot programme in Austria

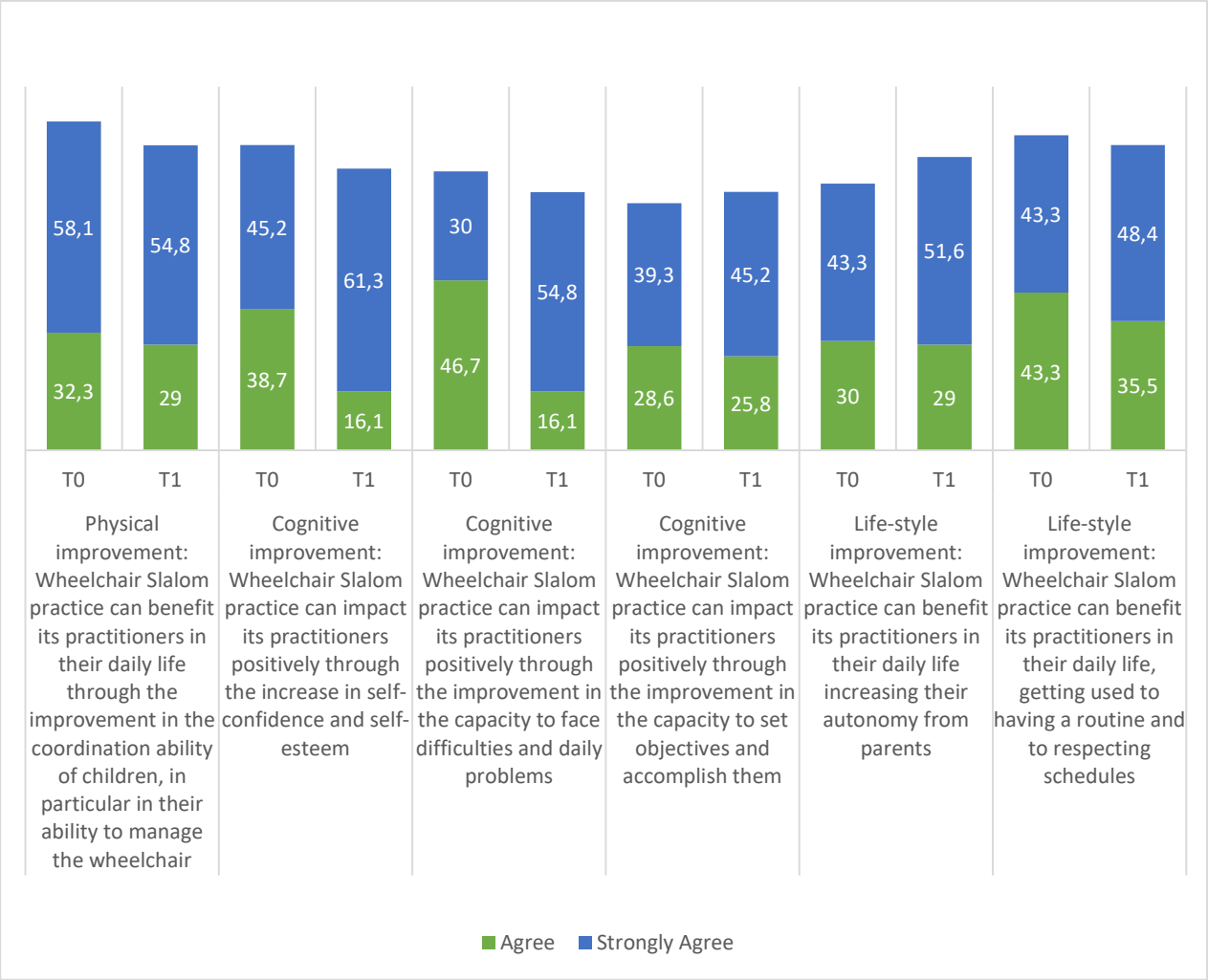
As it is clear from the figure below, Austria coaches saw an individual impact of the wheelchair slalom practice particularly in the dimension of physical improvement (improvement in the coordination and ability of children to manage their wheelchair), of cognitive improvement (improvement in the capacity to face difficulties and daily problems) and of life-style improvement (improvement in increasing autonomy from parents). The only dimension in which no positive changes have been reported is the one related to cognitive improvement (improvement in the capacity to set objectives and to accomplish them). It is to say that, as seen before, Austria is the country in which participants were mostly children below ten years of age and this should be considered with regard to the latter dimension.

Figure 2.19 – Austria: individual impact of wheelchair slalom practice by coaches



Parents are in some way more critical noticing improvements and thus an individual impact of wheelchair practice in many aspects but at a lesser extent. It has to be noted that for parents, who stay with their children not only in the period of time during which wheelchair is practiced, cognitive improvement (improvement in the capacity to set objectives and to accomplish them) are recorded together with life-style improvement (improvement in increasing autonomy from parents).

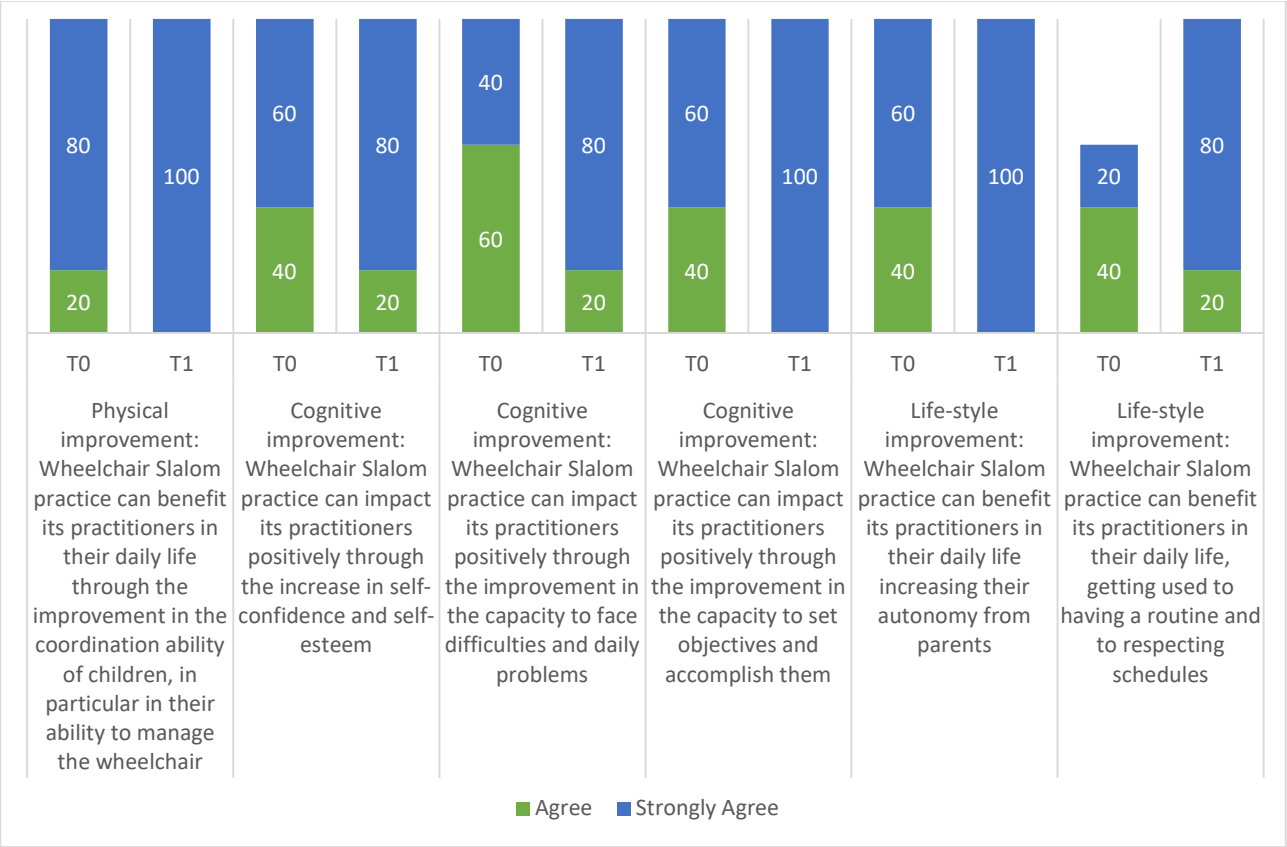
Figure 2.20 – Austria: individual impact of wheelchair slalom practice by parents



2.4.2 Individual impact of pilot programme in Spain (Catalonia)

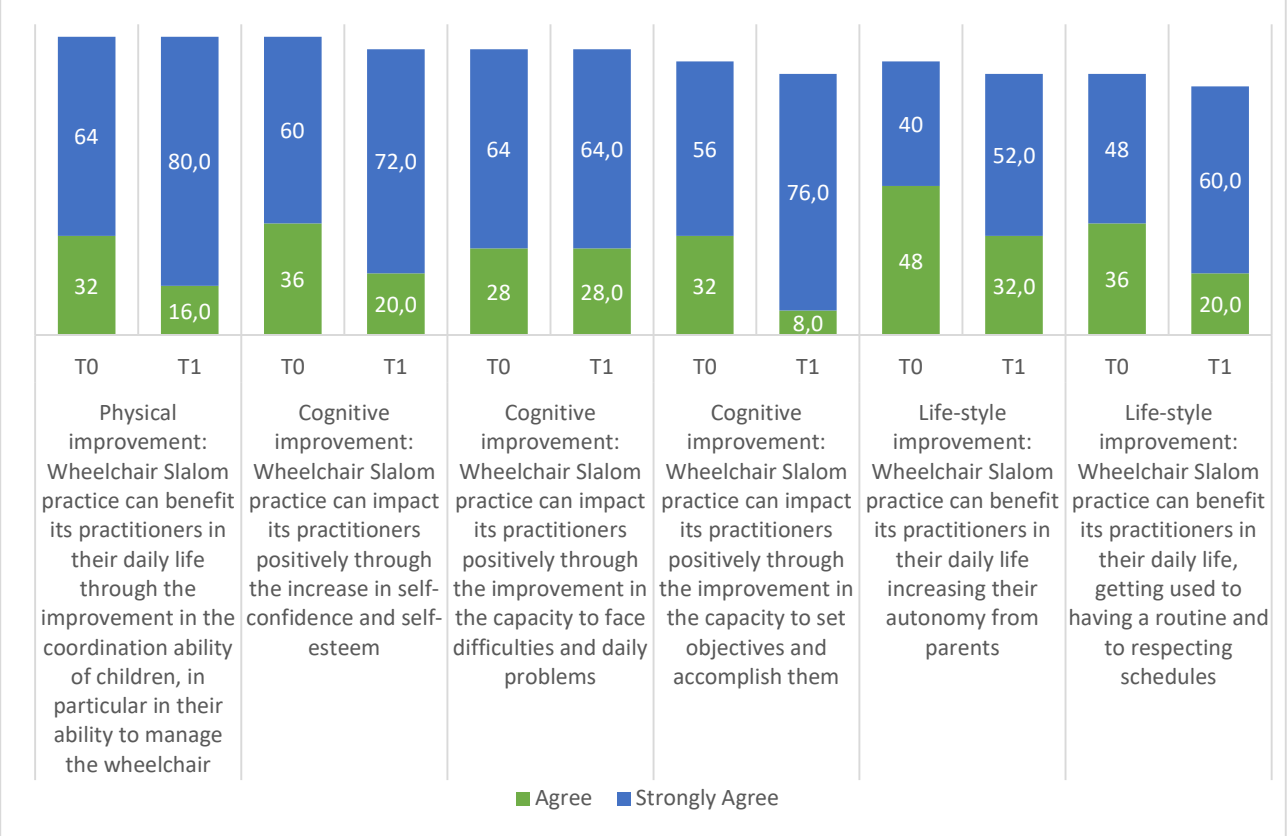
Spain (Catalonia) coaches saw an individual impact of the wheelchair slalom practice in all the considered dimensions with particularly strong impact in the dimension of physical improvement (improvement in the coordination and ability of children to manage their wheelchair), of cognitive improvement (improvement in the capacity to face difficulties and daily problems) and of life-style improvement (both improvement in increasing autonomy from parents and in the capacity of setting objectives and accomplishing them), of life-style improvement (improvement in getting used to have a routine and respecting deadlines). There are no dimensions in which positive changes have been reported.

Figure 2.20 – Spain (Catalonia): individual impact of wheelchair slalom practice by coaches



Similarly to Austria, the perceptions on individual impact by parents are more scattered. However, they are overall quite positive. In particular, parents recorded an effective improvement in the dimension of physical improvement (improvement in the coordination and ability of children to manage their wheelchair) and in the cognitive improvement (improvement in the capacity to set objectives and to accomplish them). The only dimension that did not recorded a positive improvement was that of cognitive improvement (improvement in the capacity to face difficulties and daily problems).

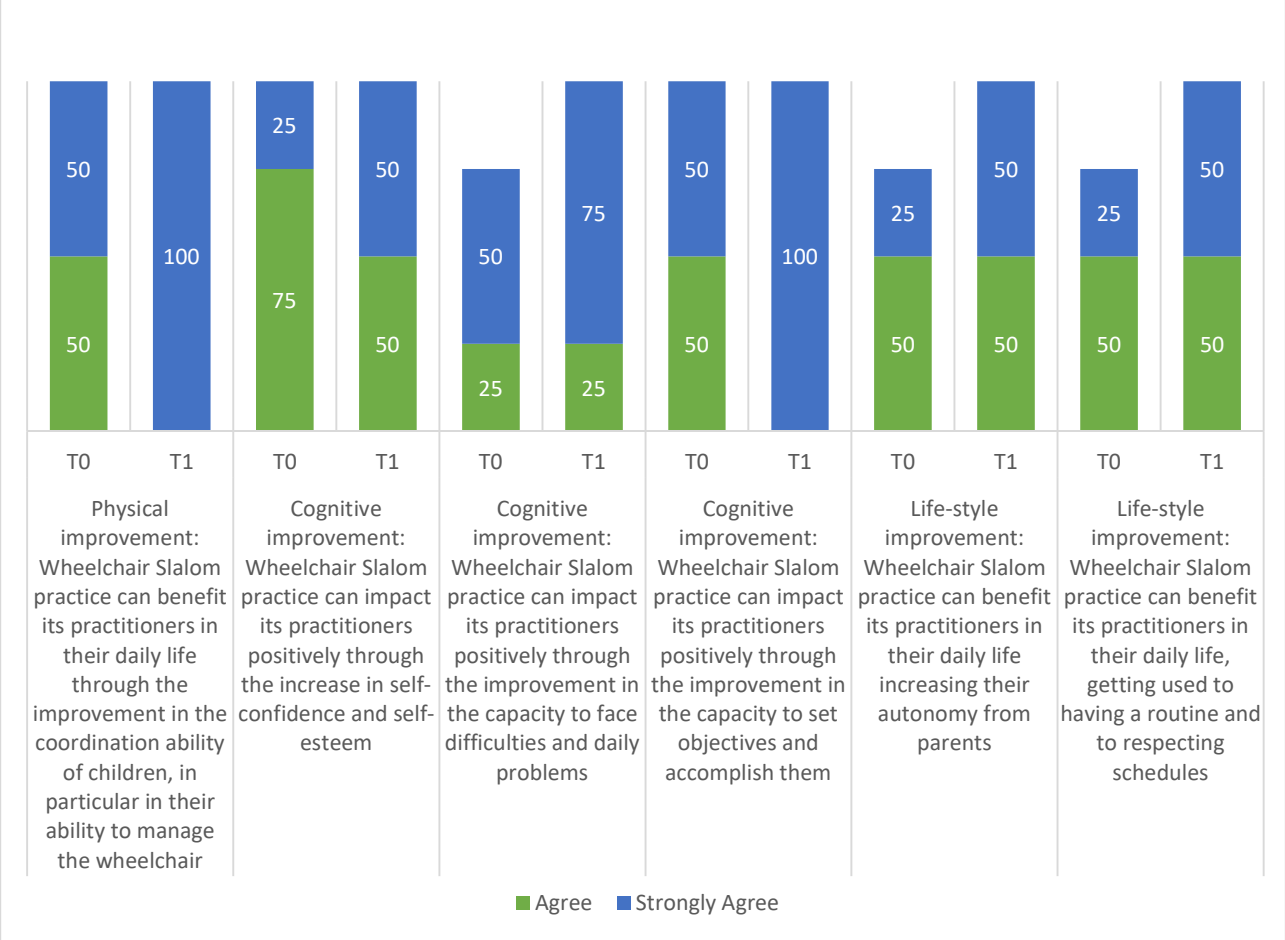
Figure 2.21 – Spain (Catalonia): individual impact of wheelchair slalom practice by parents



2.4.3 Individual impact of pilot programme in Croatia

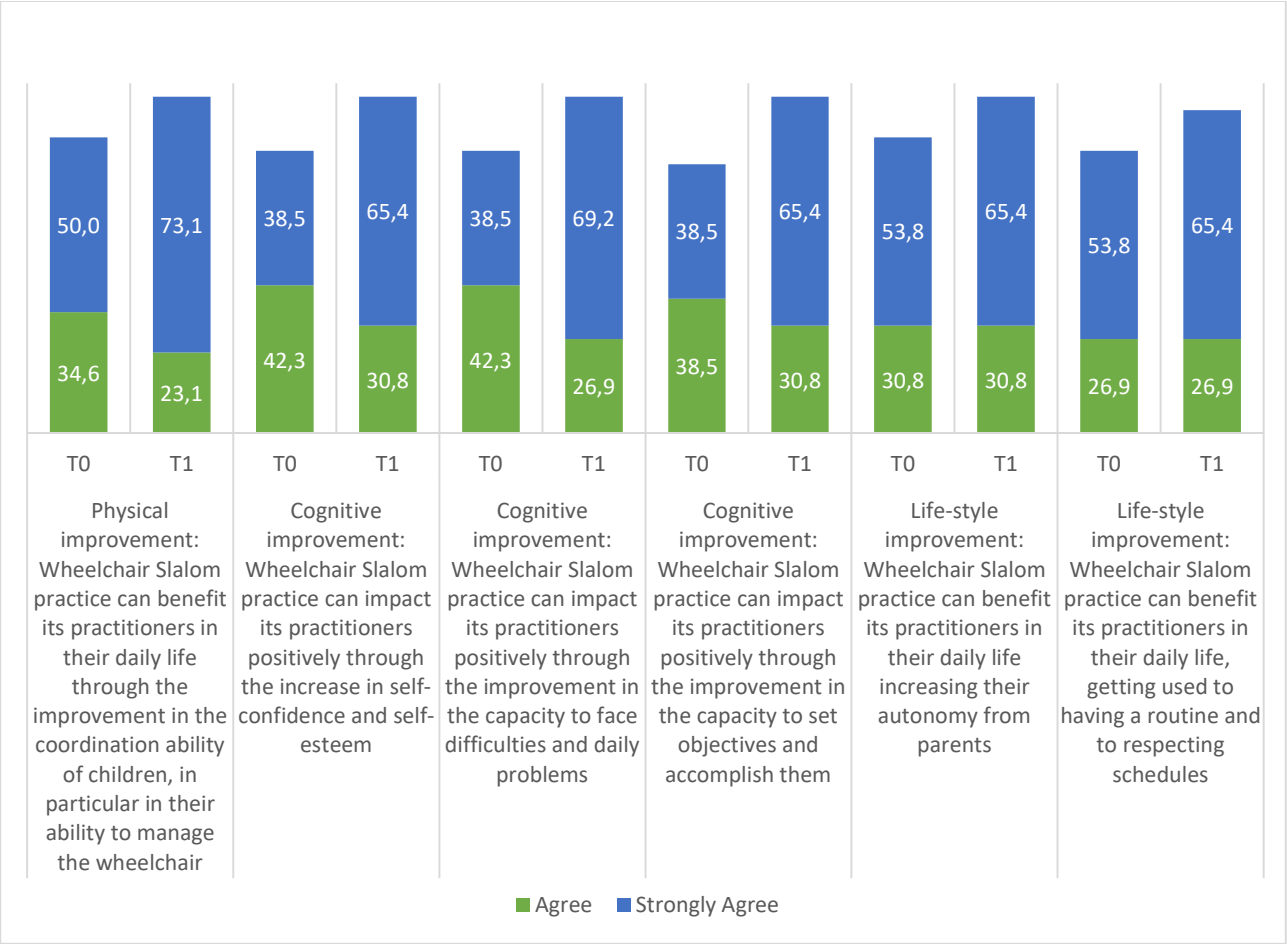
Also in Croatia coaches saw an individual impact of the wheelchair slalom practice in all the considered dimensions with particularly strong impact in the dimension of physical improvement (improvement in the coordination and ability of children to manage their wheelchair), of cognitive improvement (improvement in the capacity of setting objectives). There are no dimensions in which positive changes have been reported.

Figure 2.22 – Croatia: individual impact of wheelchair slalom practice by coaches



In this case, also parents have recorded a quite positive improvements in all the considered dimensions In particular, parents recorded an effective improvement in the dimension of physical improvement (improvement in the coordination and ability of children to manage their wheelchair) and in the cognitive improvement (improvement in the capacity to face difficulties and daily problems).

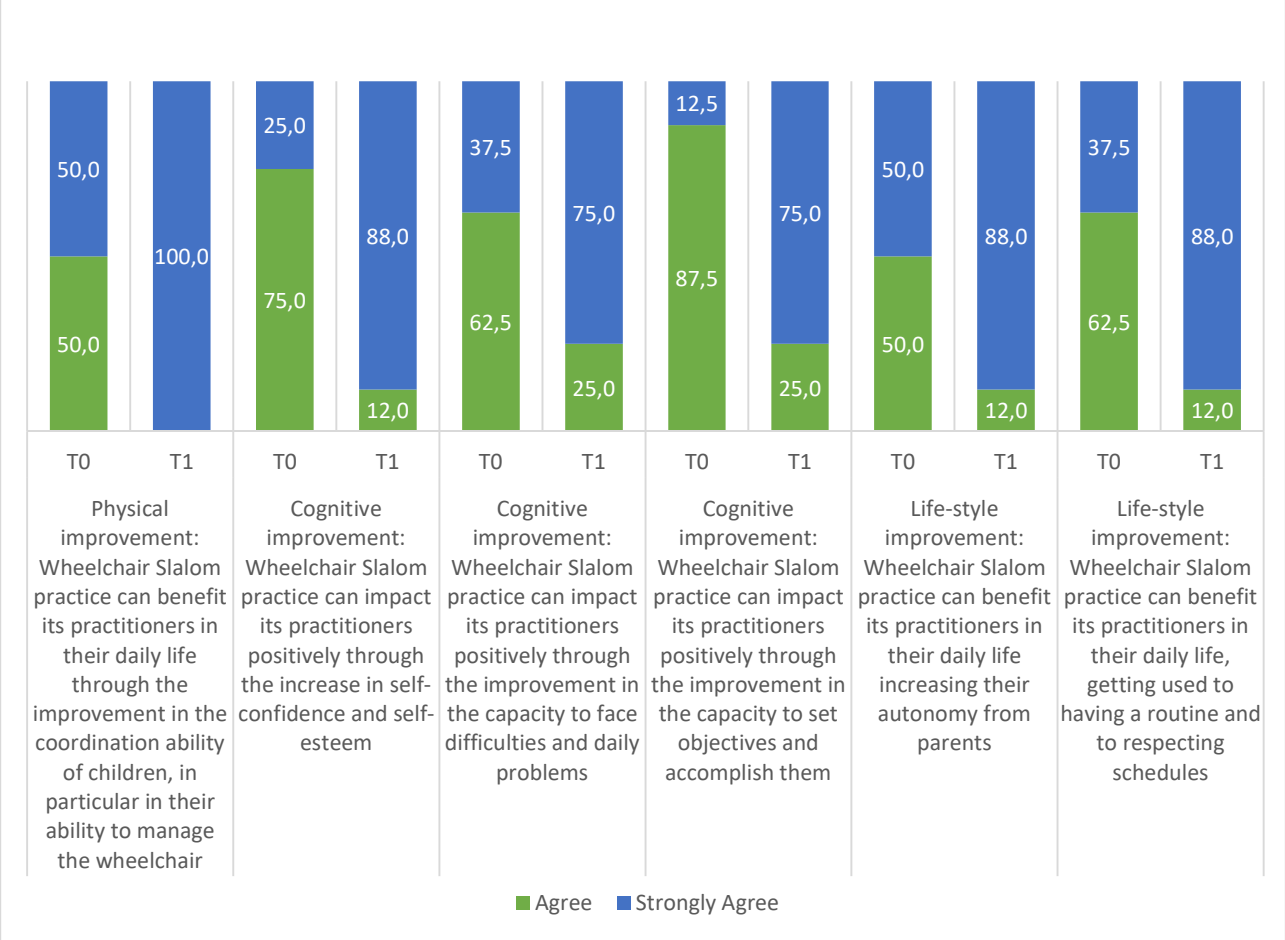
Figure 2.23 – Croatia: individual impact of wheelchair slalom practice by parents



2.4.4 Individual impact of pilot programme in Portugal

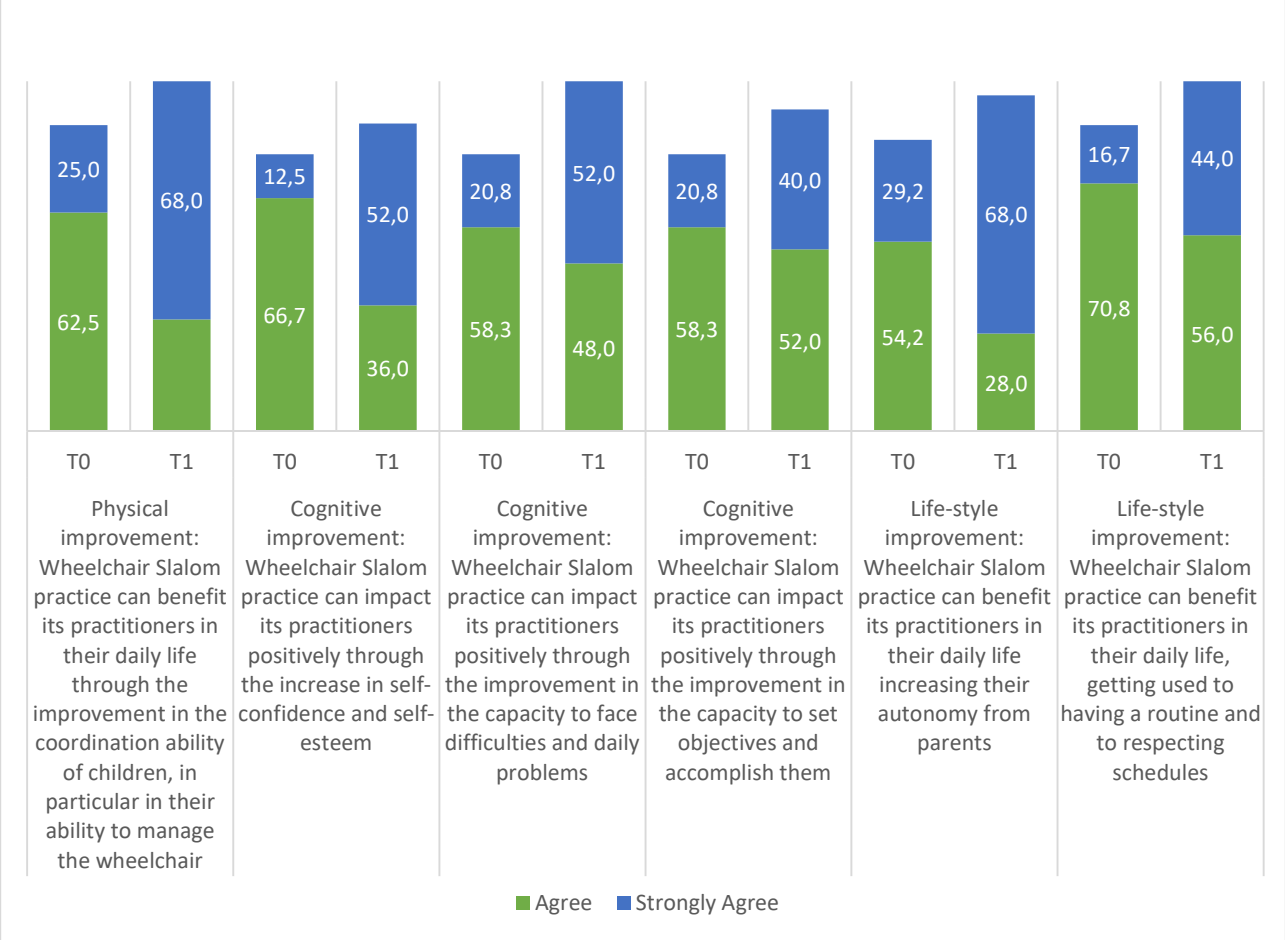
Also Portugal coaches saw an individual impact of the wheelchair slalom practice in all the considered dimensions with particularly strong impact in the dimension of physical improvement (improvement in the coordination and ability of children to manage their wheelchair), of cognitive improvement (improvement in self-confidence and self-esteem) and of life-style improvement (both improvement in increasing autonomy from parents and i in getting used to have a routine and respecting deadlines). There are no dimensions in which positive changes have been reported.

Figure 2.24 – Portugal: individual impact of wheelchair slalom practice by coaches



In this case, also parents have recorded a quite positive improvements in all the considered dimensions In particular, parents recorded an effective improvement in the dimension of physical improvement (improvement in the coordination and ability of children to manage their wheelchair) and in the cognitive improvement (both increase in self-confidence and self-esteem and improvement in the capacity to face difficulties and daily problems).

Figure 2.25 – Portugal: individual impact of wheelchair slalom practice by parents



2.5 Social impact of pilot programme

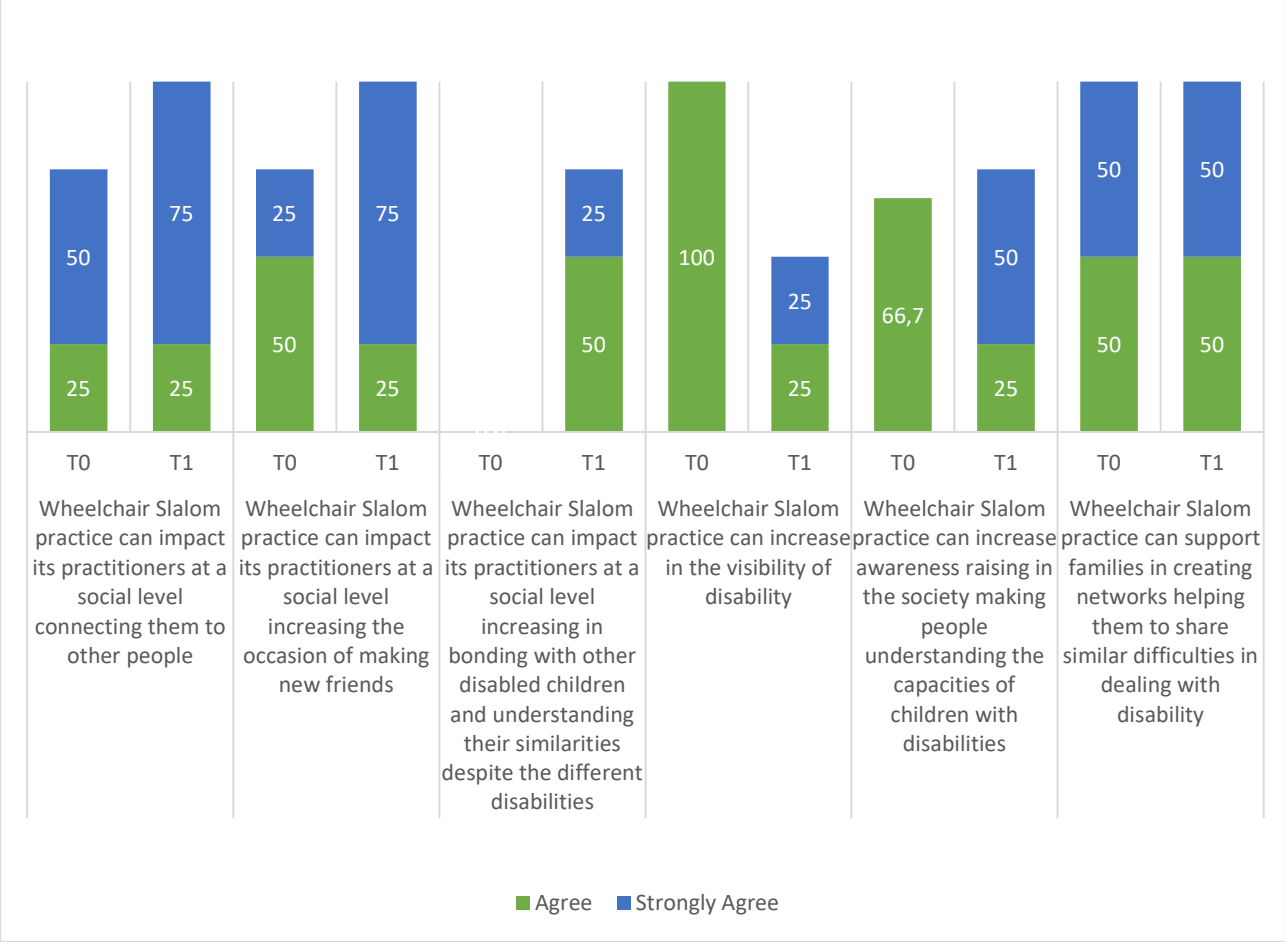
As for the World Game, wheelchair slalom was evaluated against the following set of **social impact dimensions**:

Wheelchair slalom practice can impact its practitioners at a social level connecting them to other people
Wheelchair slalom practice can impact its practitioners at a social level increasing the occasion of making new friends
Wheelchair slalom practice can impact its practitioners at a social level increasing in bonding with other disabled children and understanding their similarities despite the different disabilities
Wheelchair slalom practice can increase in the visibility of disability
Wheelchair slalom practice can increase awareness raising in the society making people understanding the capacities of children with disabilities
Wheelchair slalom practice can support families in creating networks helping them to share similar difficulties in dealing with disability

Also in this case evaluation took place in a pre-post approach frameworks both considering coaches and parents' perceptions.

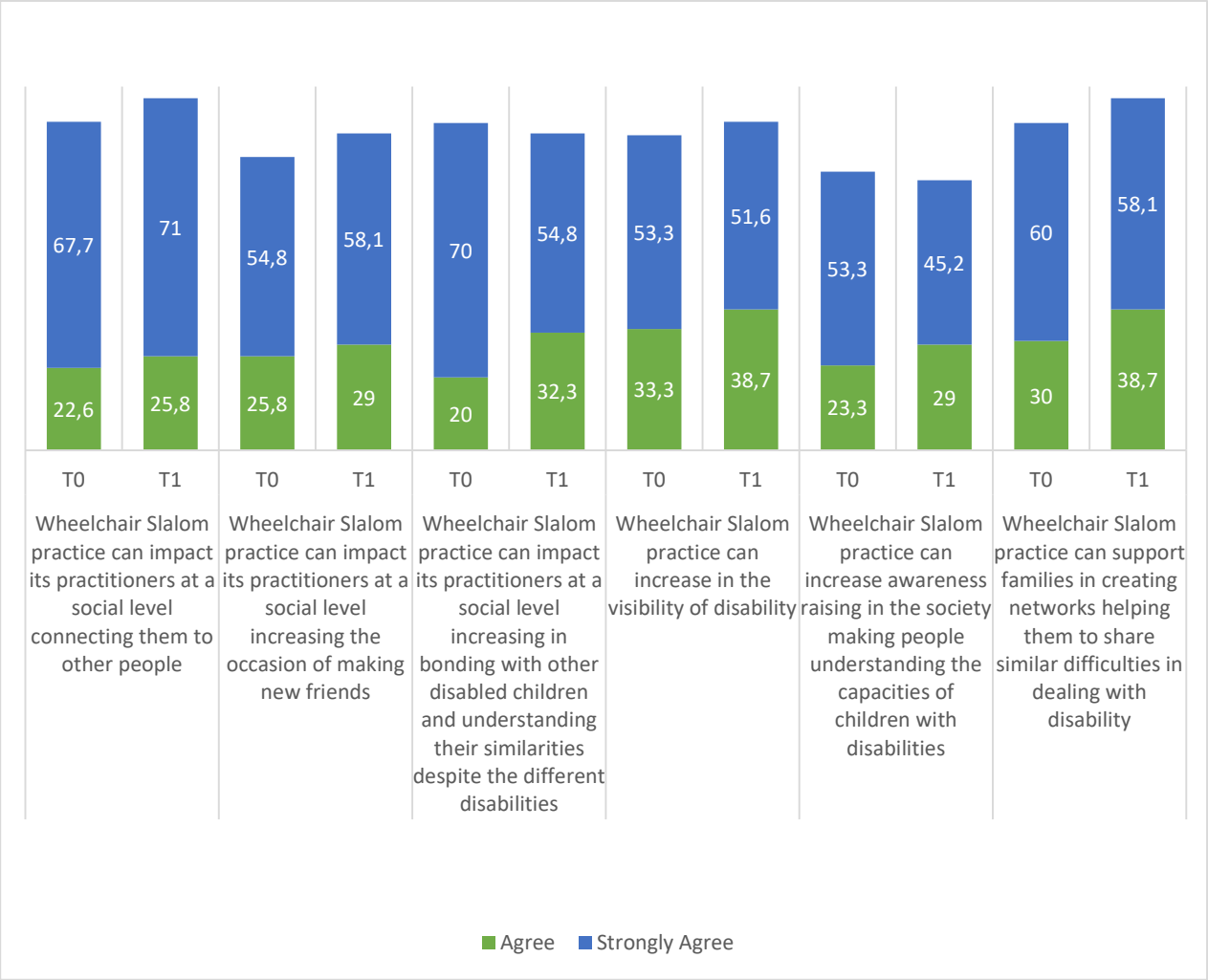
2.5.1 Social impact of slalom programme in Austria

Figure 2.26 – Austria: social impact of wheelchair slalom practice by coaches



According to Austria coaches' wheelchair slalom practice was particularly considered to have a social impact increasing the occasion of disabled children in making new friends as well in the increasing in connecting disabled children to other people. Instead, the capacity of wheelchair slalom practice in impacting also on increasing the visibility of disability was not appreciated as the capacity to support families in creating networks helping them to share difficulties in dealing with disability.

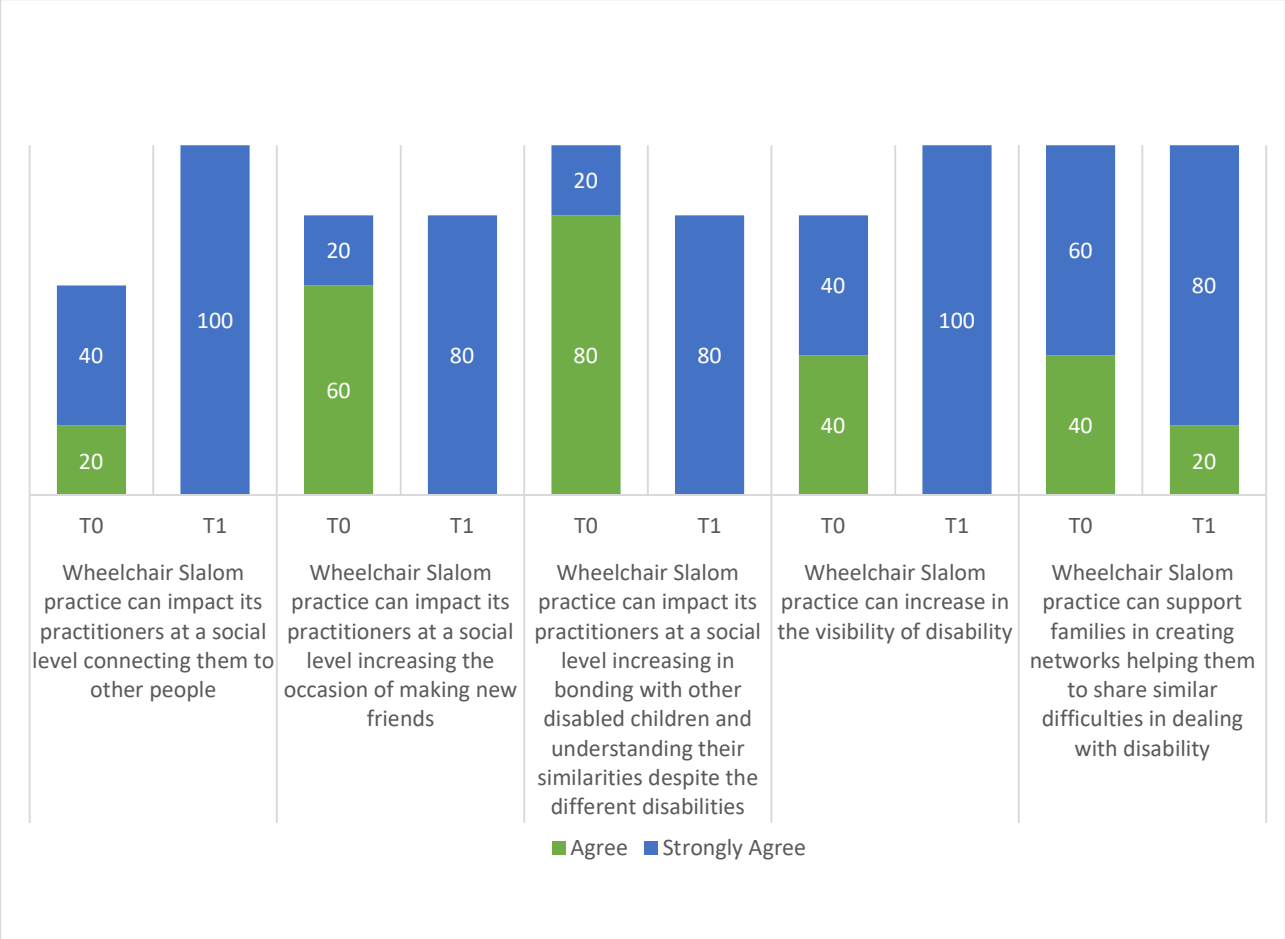
Figure 2.27 – Austria: social impact of wheelchair slalom practice by parents



In parents' view, social impact was more evident and present in nearly all the considered dimension excepting that relating to the capacity of increasing awareness raising in the society making people understanding the capacities of children with disabilities

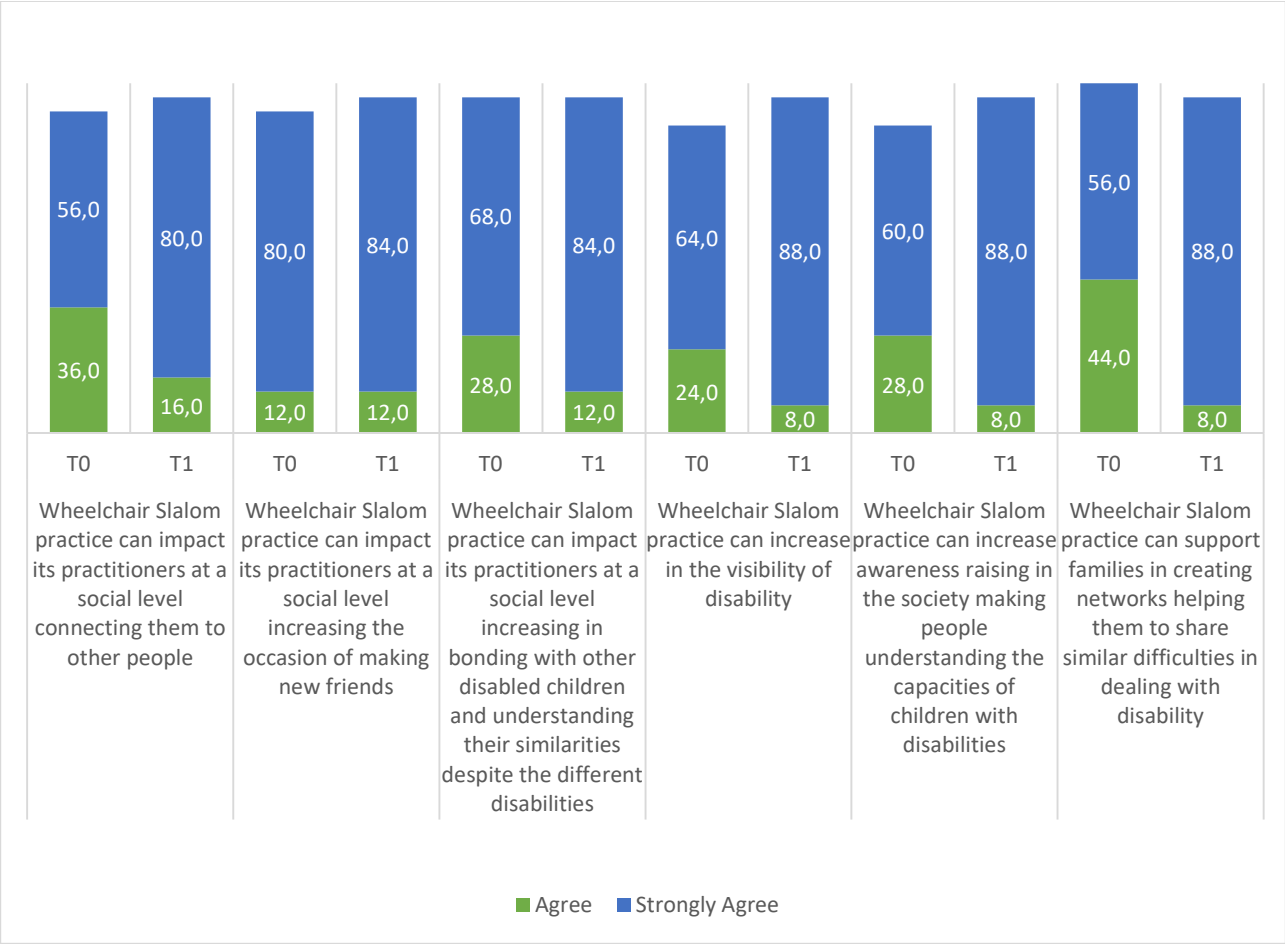
2.5.2 Social impact of slalom programme in Spain (Catalonia)

Figure 2.28 – Spain (Catalonia) social impact of wheelchair slalom practice by coaches



According to Spain (Catalonia) coaches' wheelchair slalom practice was considered to have a social impact in nearly all the considered dimension with a particularly strong impact in the increasing in connecting disabled children to other people and in increase the visibility of disability as well as in increasing of making new friends.

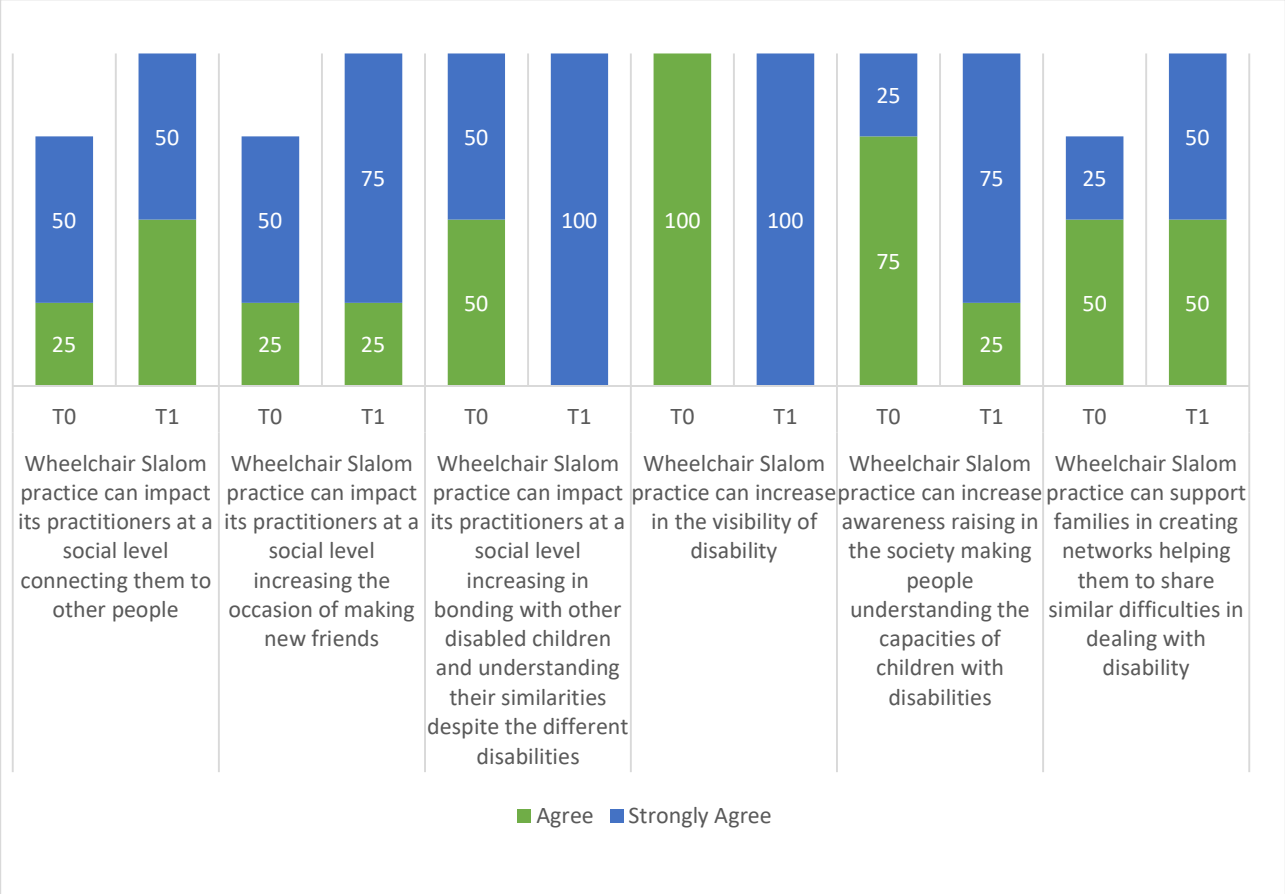
Figure 2.29 – Spain (Catalonia) social impact of wheelchair slalom practice by parents



As for Austria, also for Spain (Catalonia) parents' view, social impact was more evident and present in all the considered dimension in a quite uniform way.

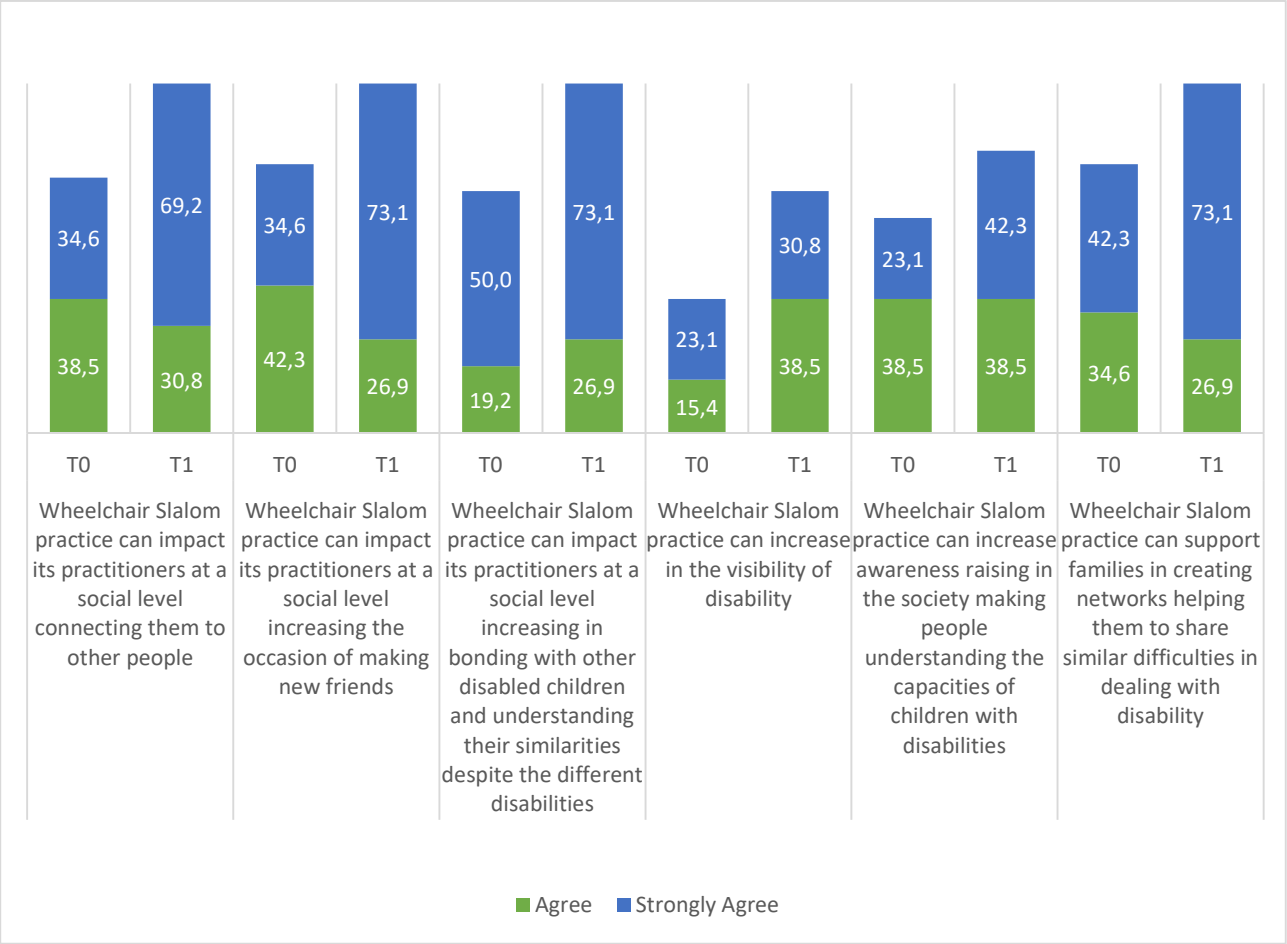
2.5.3 Social impact of slalom programme in Croatia

Figure 2.30 – Croatia: social impact of wheelchair slalom practice by coaches



According to Croatia coaches' wheelchair slalom practice was considered to have a social impact in nearly all the considered dimension with a particularly strong impact in the increasing in bonding with other disabled children and understanding their similarities despite the different disabilities.

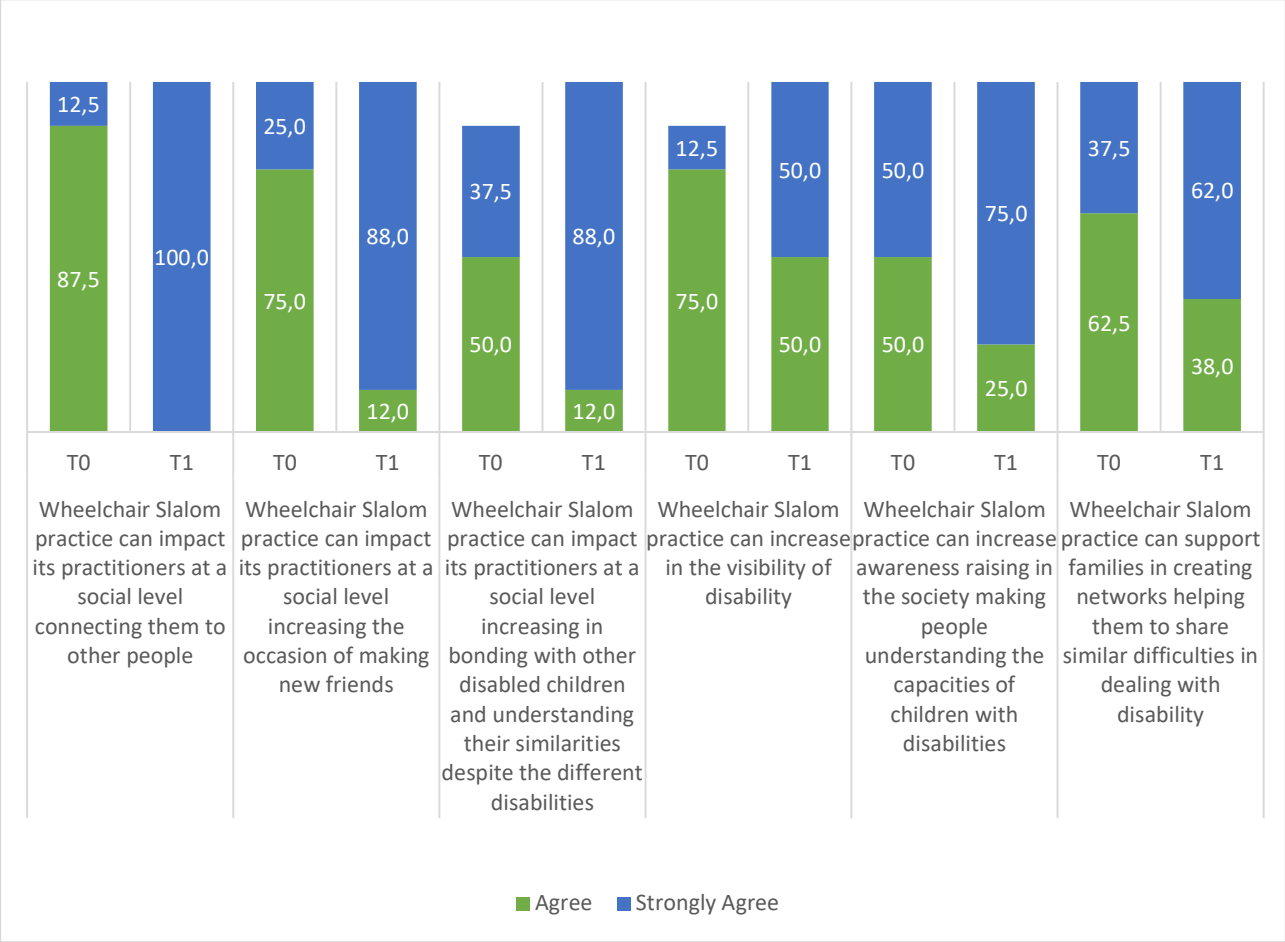
Figure 2.31 – Croatia: social impact of wheelchair slalom practice by parents



As for previous countries, also for Croatia parents' view, social impact was more evident and present in all the considered dimension in a quite uniform way with all dimension making double the positive perceptions from T0 to T1.

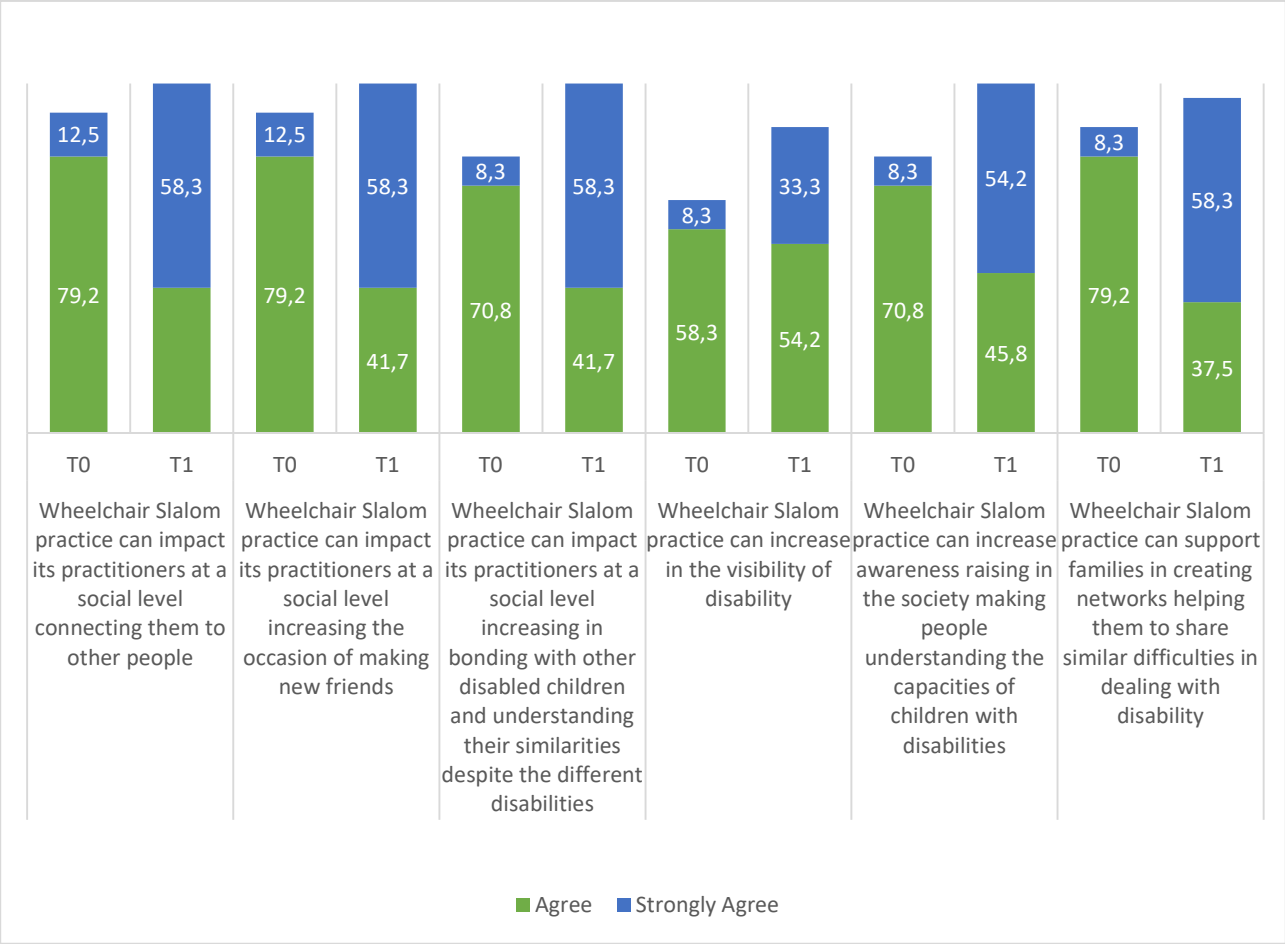
2.5.4 Social impact of slalom programme in Portugal

Figure 2.32 – Portugal: social impact of wheelchair slalom practice by coaches



According to Portugal coaches' wheelchair slalom practice was considered to have a social impact in all the considered dimension with a particularly strong impact in the increasing in connecting disabled children to other people, in increasing the occasion of making new friends and in bonding with other disabled children and understanding their similarities despite the different disabilities.

Figure 2.33 – Portugal: social impact of wheelchair slalom practice by parents



As for previous countries, also for Portugal parents' view, social impact was more evident and present in all the considered dimension in a quite uniform way with all dimension strongly increasing the positive perceptions from T0 to T1.

2.6 Evaluation of children's skills

Coaches and parents in all the four countries participating to the pilot programme also evaluated the improvement of children's skills from the starting point of the programme (baseline = T0) to the end (T1). Using the aggregate information from this part of the questionnaires, **the analysis describes how and how much children situation in every field has been evolving/evolved after the pilot action**. Clearly, this does not set the scenario for establishing a causal relation between pilot action and improvement of child's ability. However, as we will see, the coaches/parents' evaluation presents in every field a clear increasing trend.

With specific regard to evaluation of children's skills, the following issues were considered:

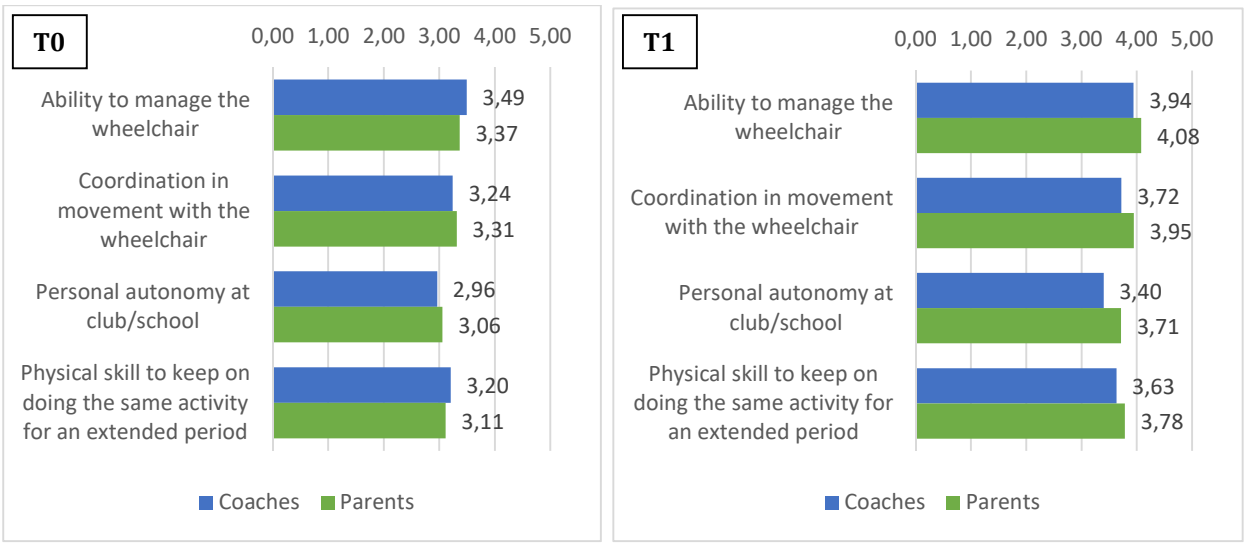
- Physical issues;
- Cognitive issues;

- Life-style issues;
- Social issues.

For every field, a list of items indicates different actions or situations.

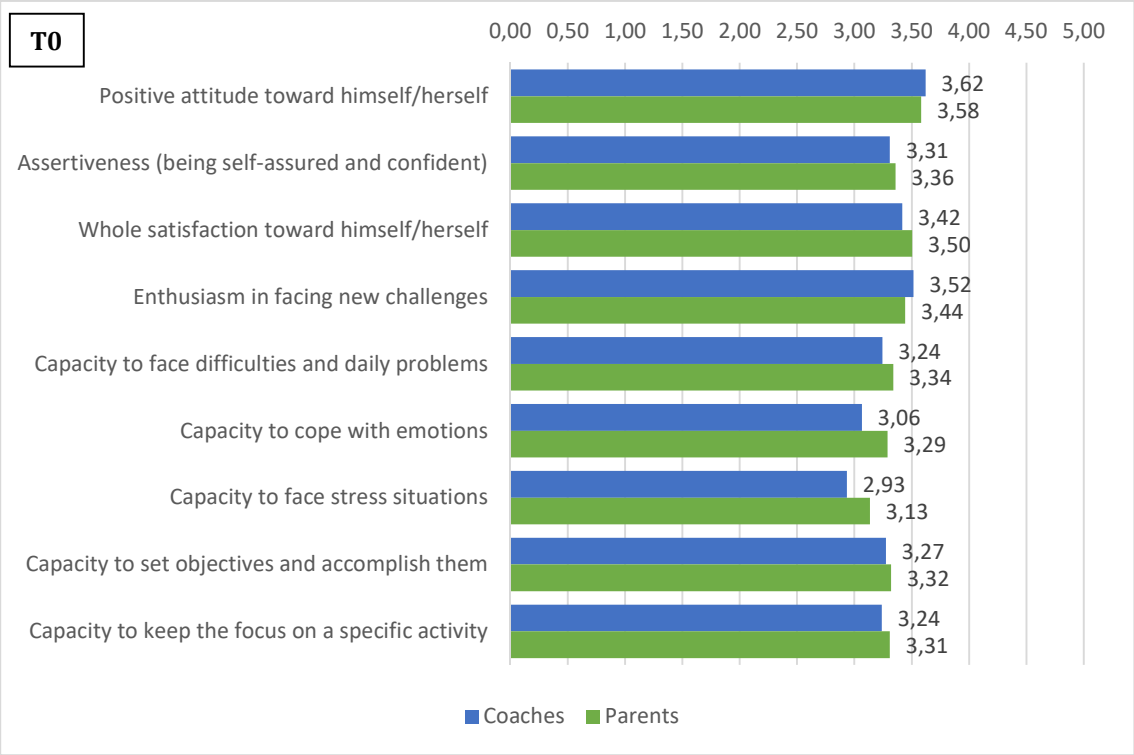
For each of the above issue, the following figures present the average obtained in a Likert scale from 0 to 5 by item and in both coaches and parents view.

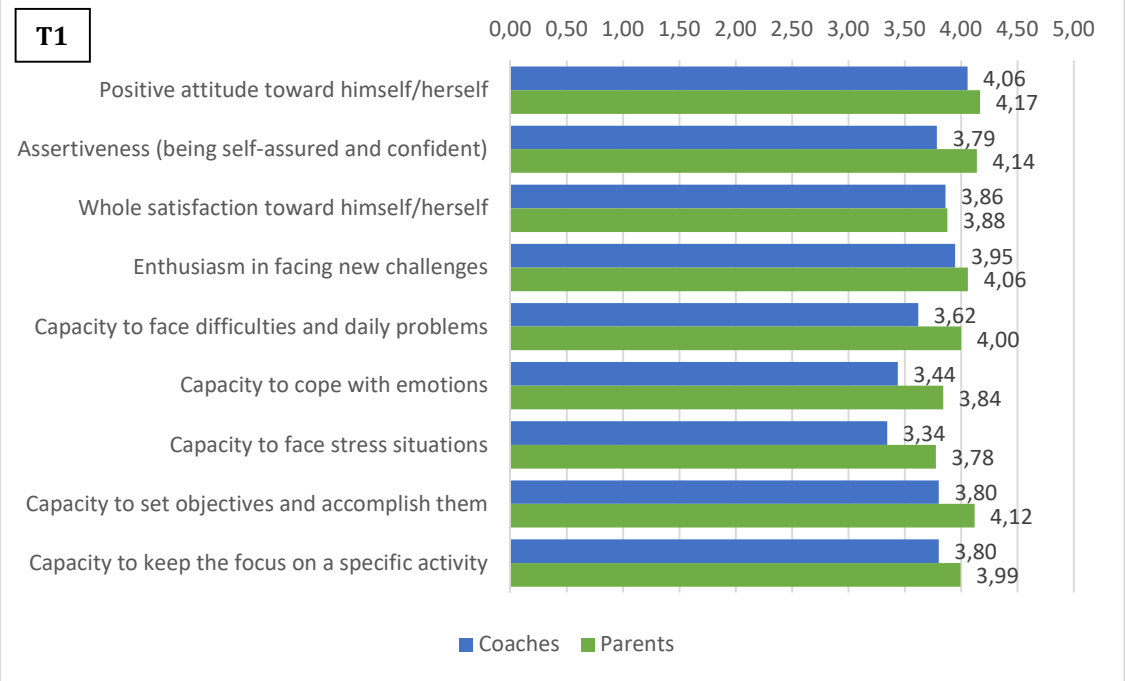
Figure 2.34 – Physical issues – average by item



All the items considered within the explored physical issue related skills have improved also considering those items that were lower in the Liker scale such as the personal autonomy at club/school. No strong differences are detected among coaches and parents view.

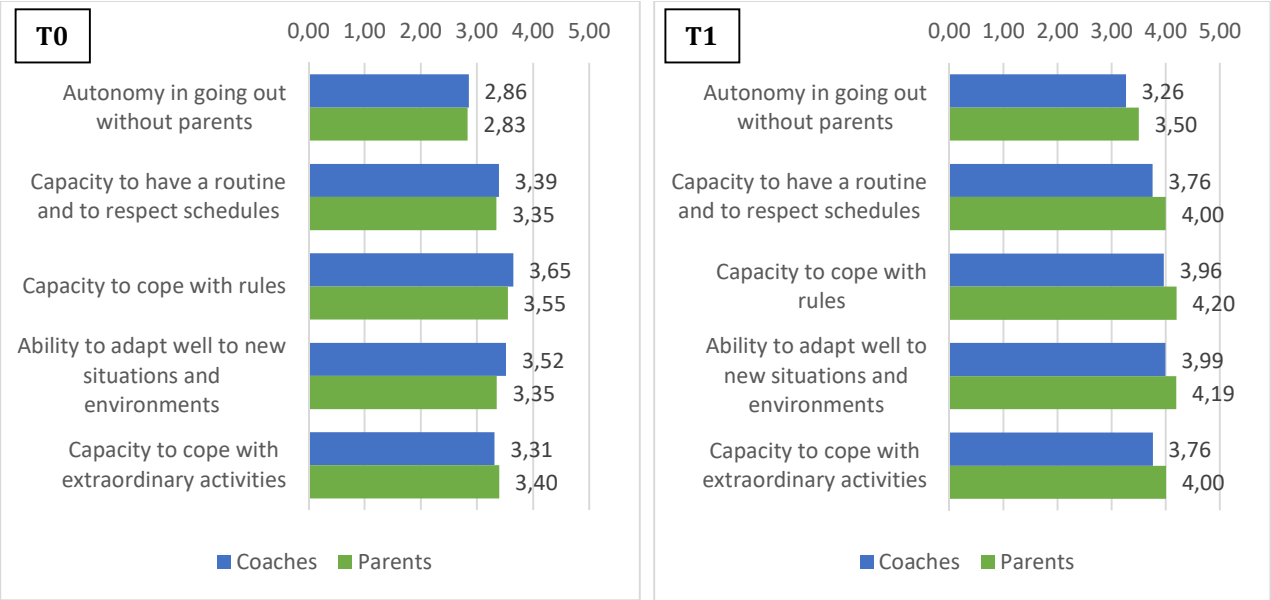
Figure 2.35 – Cognitive issues – average by item





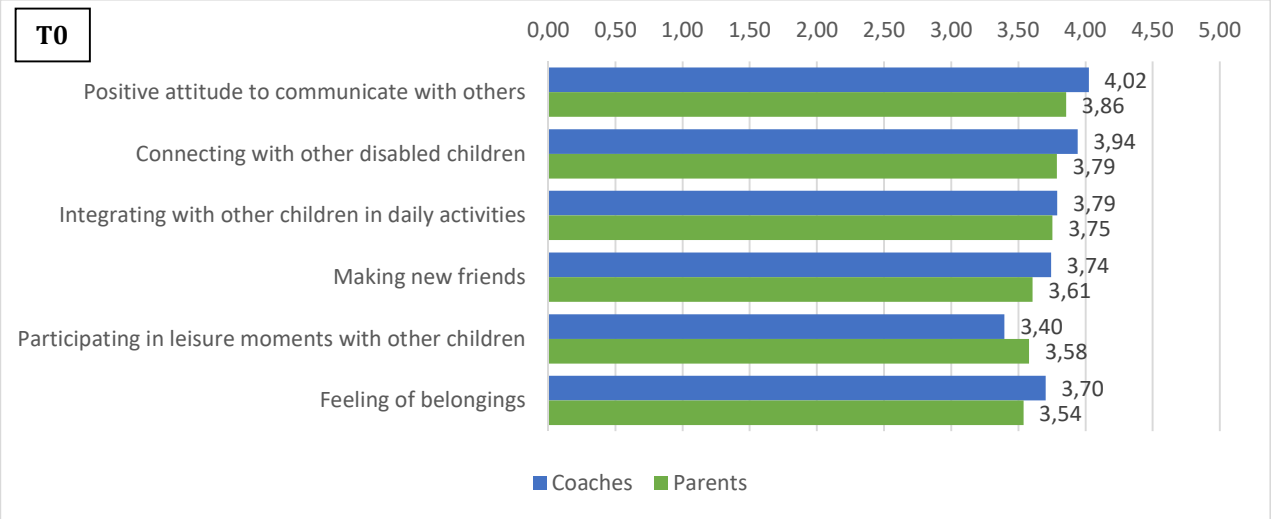
Also with regard to cognitive issues, all the items considered have improved with particular emphasis to the positive attitude toward himself/herself. In this field parents seem to have recorded a more positive impact in the development/increasing of most of the considered items.

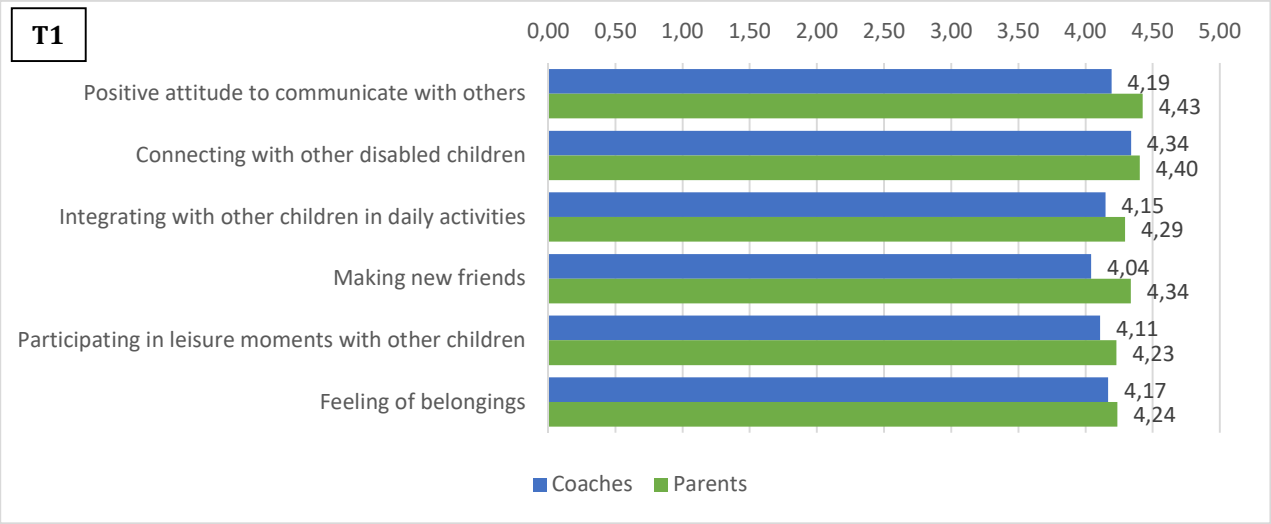
Figure 2.36 - Life style issues - average by item



Also within life-style related issues, positive improvements are detected in all the considered items with specific regard to the capacity to cope the rules. Also in this case, parents' view seems to be more positive.

Figure 2.377 - Social issues – average by item





Finally, with regard to the field of social related issues, all the considered items passed from an evaluation of 3 to an evaluation of 4 in the Likert scale with again more positive perceptions from parents.

2.6.1 Indexes for the evaluation of the pilot programme: methodology and overall evaluation

In order to provide a more complete picture of the evaluation of childrens' skills and of their improvement during the pilot programme, some of the items previously analised were aggregated in **nine synthetic indexes** that refer to different dimensions of childrens' ability.

The aggregation of the items follows their features. Moreover, the building/making of every index came after a test for the reliability analysis of the coherence of the items involved. Every group of items that constitutes an index has positively overcome the test. The indexes are made up using the sum of the rating/grades of the selected items divided by the number of the items themselves (the average grade of the selected items).

The evaluation of all the items follows the same scale and the same polarity (1- low, 5- high), thus all the indexes are expressed with the same rating scale.

The nine indexes and the correspondent items are:

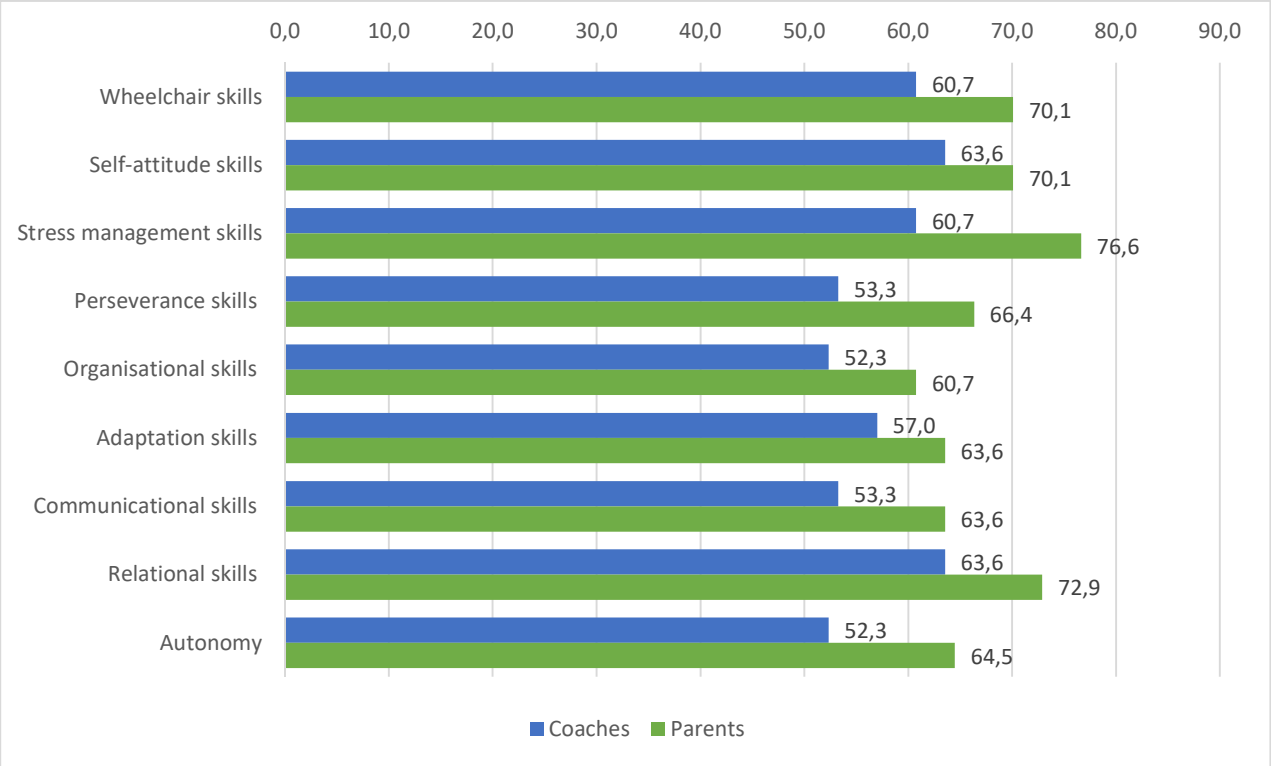
- **Weelchair skills** (covering 2 items: Ability to manage the wheelchair, Coordination in movement with the wheelchair);
- **Self-attitude skills** (covering 3 items: Positive attitude toward himself/herself, Assertiveness or being self-assured and confident, Whole satisfaction toward himself/herself);
- **Stress management skills** (covering 4 items: Enthusiasm in facing new challenges, Capacity to face difficulties and daily problems, Capacity to cope with emotions, Capacity to face stress situations);

- **Perseverance skills** (covering 2 items: Capacity to set objectives and accomplish them, Capacity to keep the focus on a specific activity);
- **Organisational skills** (covering 2 items: Capacity to have a routine and to respect schedules, Capacity to cope with rules);
- **Adaptation skills** (covering 2 items: Ability to adapt well to new situations and environments, Capacity to cope with extraordinary activities);
- **Communicational skills** (covering 2 items: Positive attitude to communicate with others, Connecting with other disabled children);
- **Relational skills** (covering 4 items: Integrating with other children in daily activities, Making new friends, Participating in leisure moments with other children, Feeling of belongings);
- **Autonomy** (covering 2 items: Personal autonomy at club/school, Autonomy in going out without parents).

The information for every index was estimated for every child in parents' and coaches' opinion, at T0 and at T1. After the aggregation of the items, the values of the indexes between T0 and T1 were compared in order to calculate the percentage of the children improving their ability with regard to the indexes. The final information about the evolution of the indexes from T0 to T1 was disaggregated by parents' opinion and coaches' opinion, by sex and by country.

The figure below shows the overall percentage of children improving their skills in all the considered indexes by coaches and parents. As it can be seen, in all indexes the percentage is over the 50% with a more positive assessment by parents especially with regard to the indexes of relational skills and stress management skills.

Figure 2.388 – Overall percentage of children that improved their skills, by index

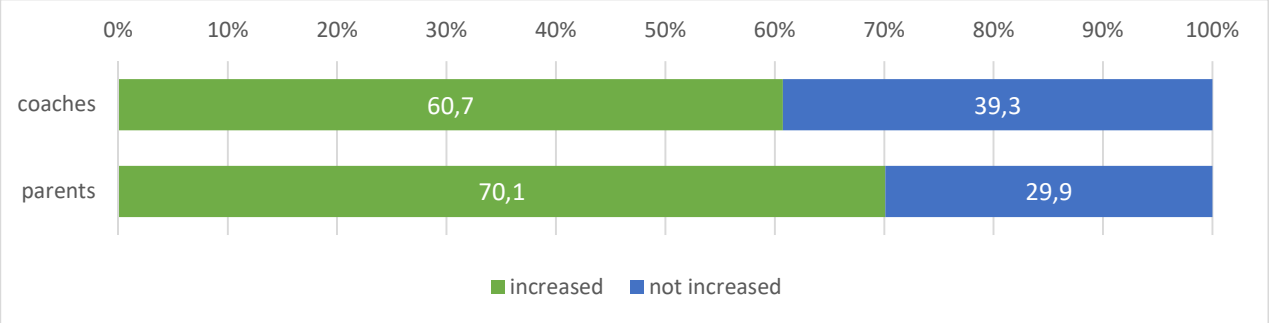


Below, each index is presented individually.

2.6.1.1. Wheelchair skills

Considered items
Ability to manage the wheelchair
Coordination in movement with the wheelchair

Figure 2.39 – Evolution of wheelchair skills, in coaches and parents' opinion



In both coaches and parents' opinion the evolution of wheelchairs skills during the pilot programme has very strongly evolved with percentage of 60.7 and 70.1 respectively.

Figure 2.3409a – Percentage of children that increased their wheelchair skills, by sex

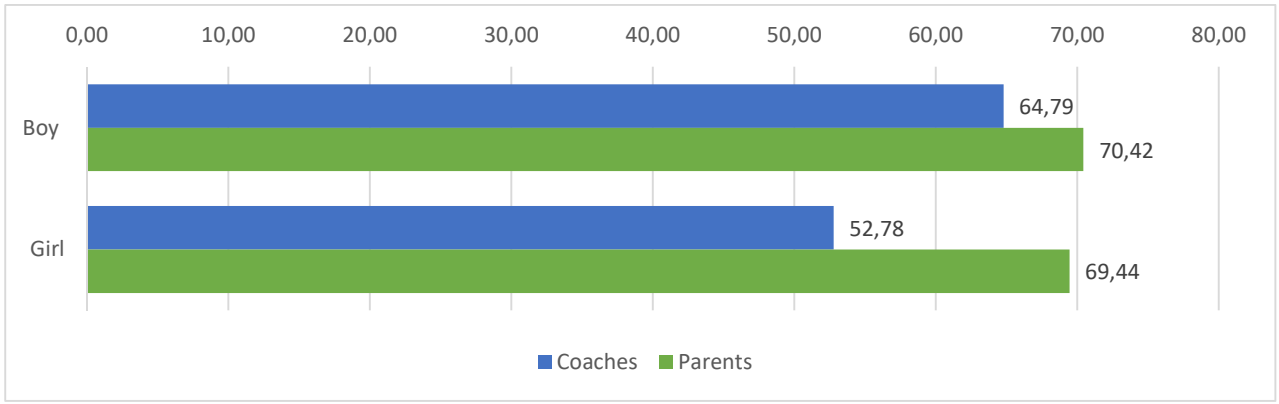
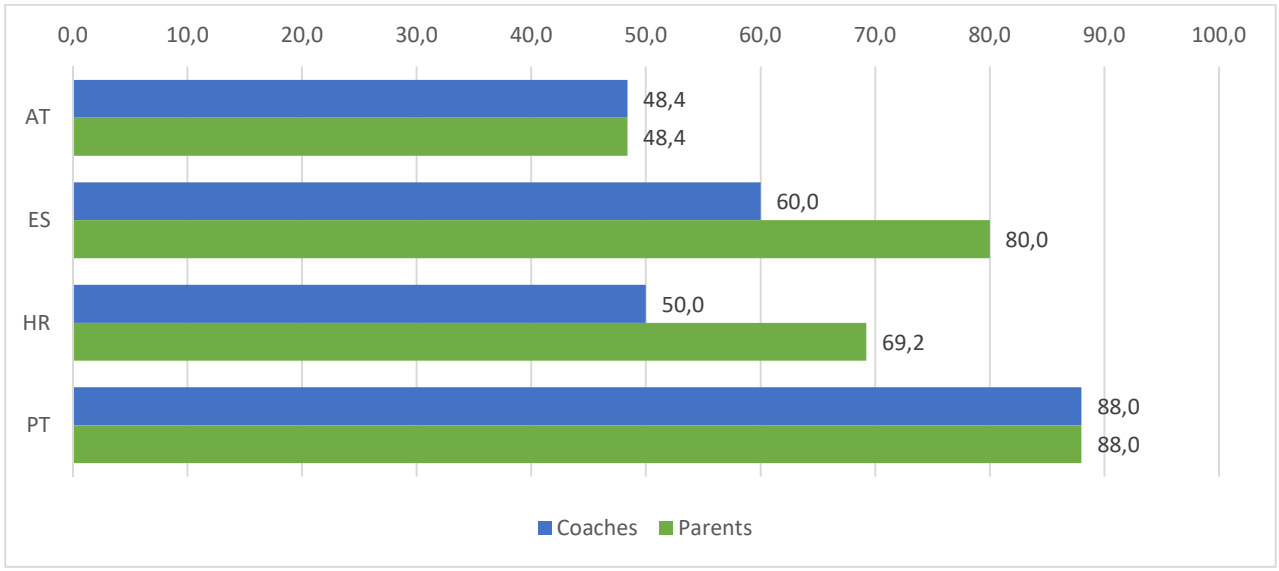


Figure 2.419b – Percentage of children that increased their wheelchair skills, by country

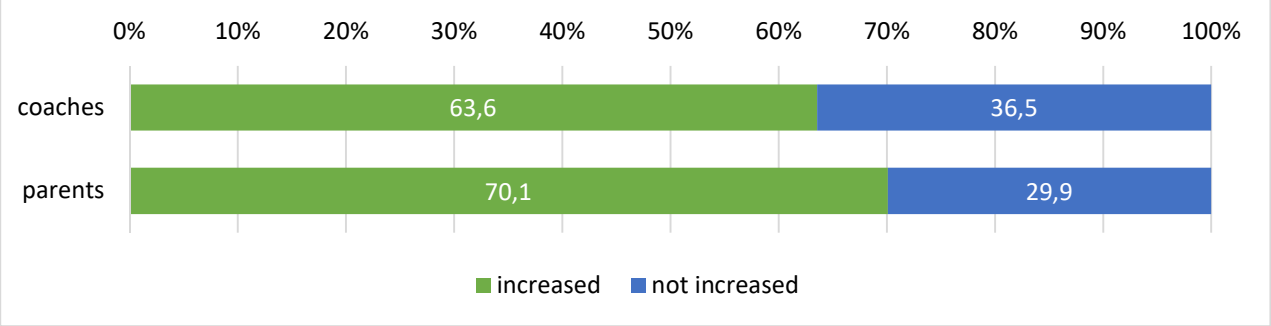


The disaggregation by the sex and the country of children above show that boy performed well in both coaches and parents view and that the greatest improvement were recorded in Spain (Catalonia) followed by Croatia.

2.6.1.2. Self-attitude skills

Considered items
Positive attitude toward himself/herself
Assertiveness (being self-assured and confident)
Whole satisfaction toward himself/herself

Figure 2.420 – Evolution of self-attitude skills, in coaches and parents' opinion



In both coaches and parents' opinion the evolution of wheelchairs skills during the pilot programme has very strongly evolved with percentage of 63.6 and 70.1 respectively.

Figure 2.430a – Percentage of children that increased their self-attitude skills, by sex

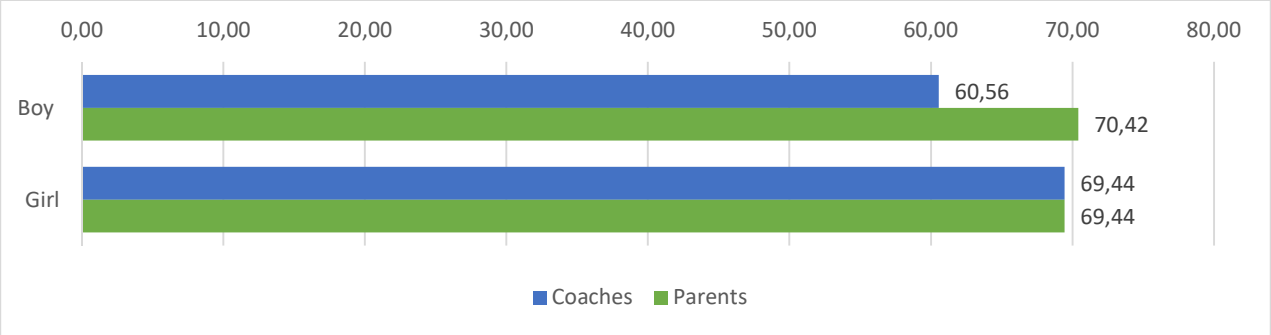
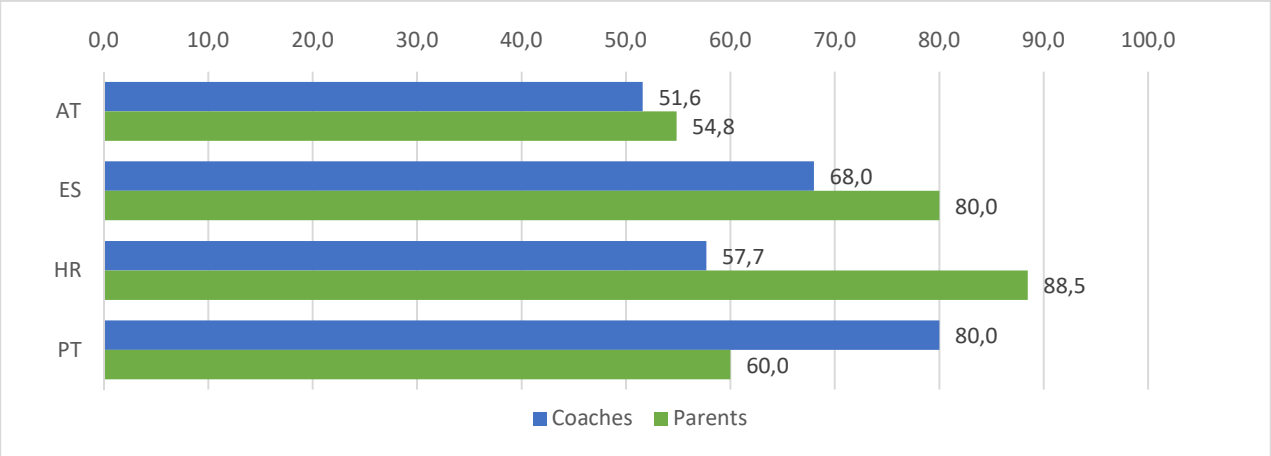


Figure 2.440b – Percentage of children that increased their self-attitude skills, by country

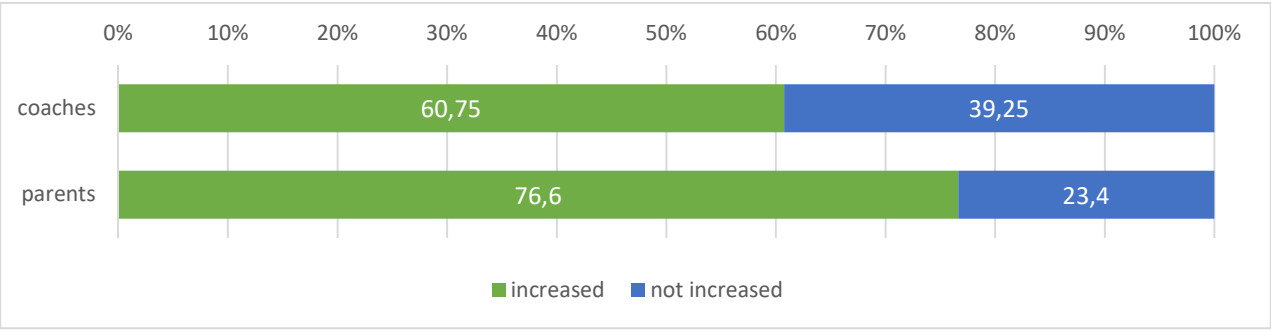


The disaggregation by the sex and the country of children above show that boy performed well in parents' view, while for coaches the best performers were girls and that, also in this case, the greatest improvement were recorded in Spain (Catalonia) followed by Croatia. The wide differences between coaches and parents were recorded in Portugal.

2.6.1.3 Stress management skills

Considered items
Enthusiasm in facing new challenges
Capacity to face difficulties and daily problems
Capacity to cope with emotions
Capacity to face stress situations

Figure 2.451 – Evolution of stress management skills, in coaches and parents' opinion



In both coaches and parents' opinion the evolution of wheelchairs skills during the pilot programme has very strongly evolved with percentage of 60.8 and 76.6 respectively.

Figure 2.461a – Percentage of children that increased their stress management skills, by sex

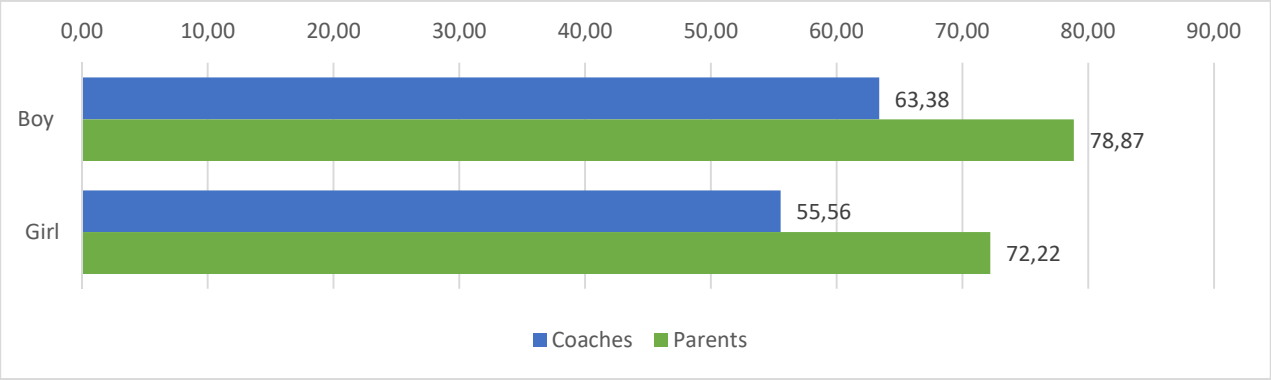
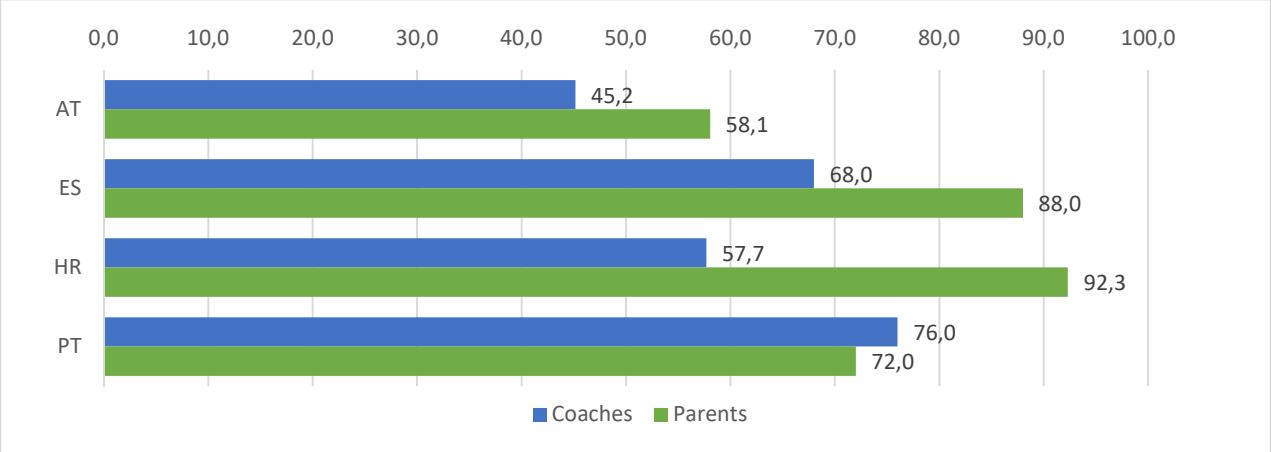


Figure 2.471b – Percentage of children that increased their stress management skills, by country

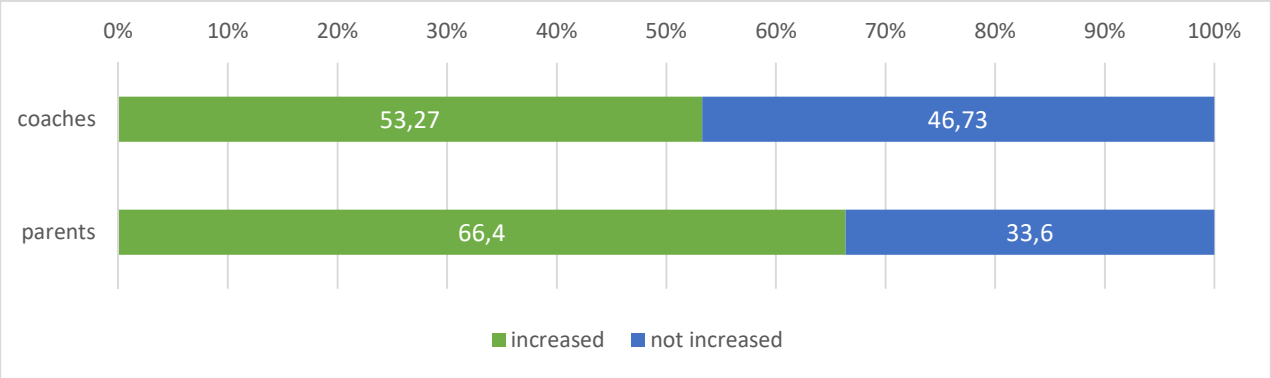


The disaggregation by the sex and the country of children above show that boy performed well in both coaches and parents' view, and that, the greatest improvements were recorded in Croatia followed by Spain (Catalonia). The wide differences between coaches and parents were recorded in Austria.

2.6.1.4 Perseverance skills

Considered items
Capacity to set objectives and accomplish them
Capacity to keep the focus on a specific activity

Figure 2.482 – Evolution of perseverance skills, in coaches and parents' opinion



In both coaches and parents' opinion the evolution of wheelchairs skills during the pilot programme has strongly evolved (even if at a lesser extent than the previous countries) with percentage of 53.3 and 66.4 respectively.

Figure 2.492a – Percentage of children that increased their perseverance skills, by sex

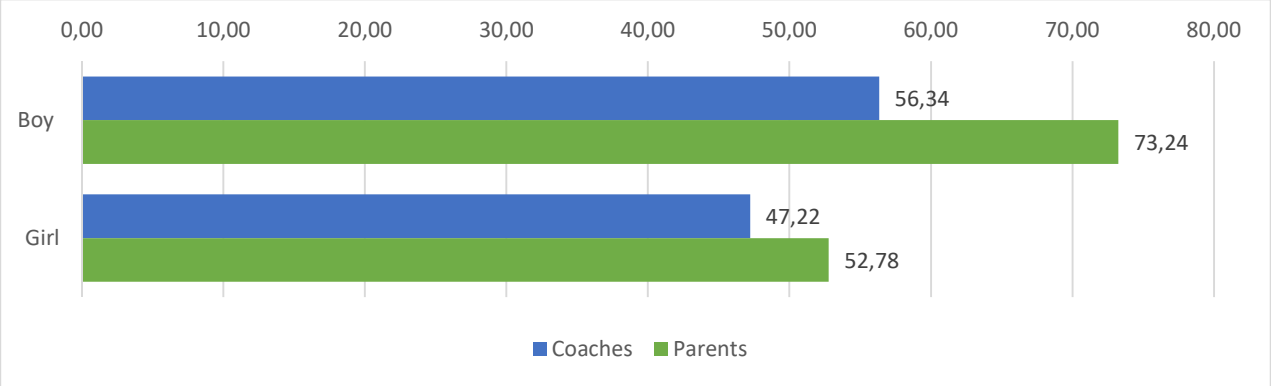
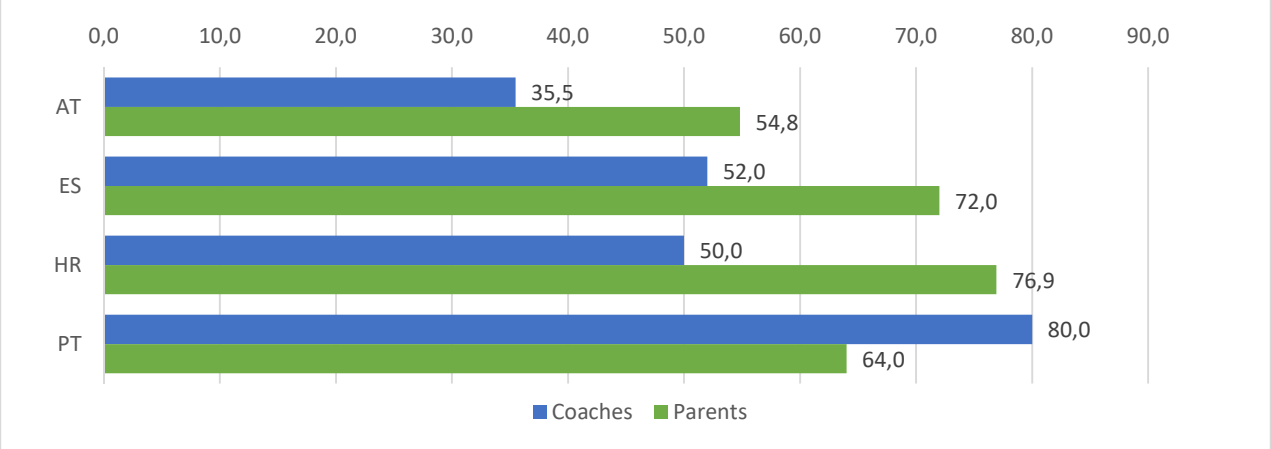


Figure 2.50b – Percentage of children that increased their perseverance skills, by country

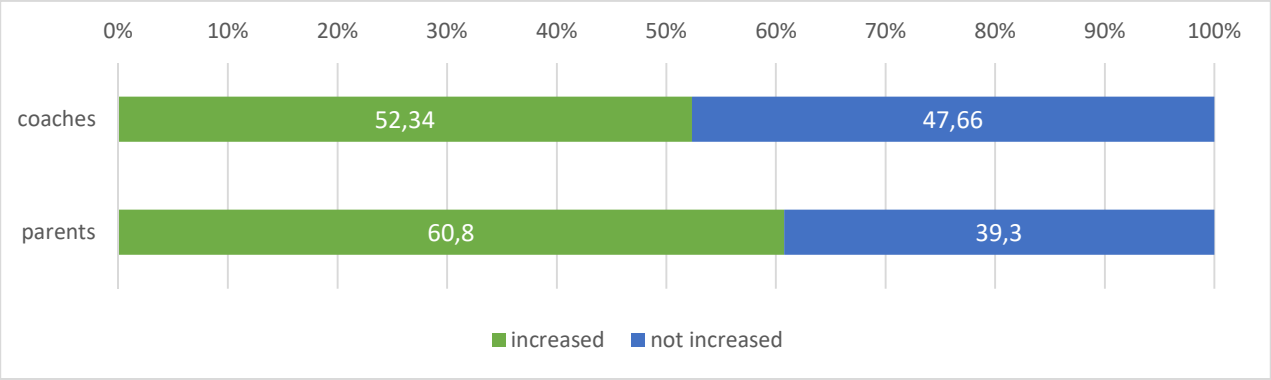


The disaggregation by the sex and the country of children above show that boy performed particularly well in both parents' view, and that, the greatest improvements were recorded in Spain (Catalonia) especially in parents' view followed by Portugal especially in coaches' view.

2.6.1.5 Organisational skills

Considered items
Capacity to have a routine and to respect schedules
Capacity to cope with rules

Figure 2.51 – Evolution of organisational skills, in coaches and parents' opinion



In both coaches and parents' opinion the evolution of wheelchairs skills during the pilot programme has strongly evolved (even if at a lesser extent than the previous countries) with percentage of 53.3 and 60.8 respectively.

Figure 2.52a – Percentage of children that increased their organisational skills, by sex

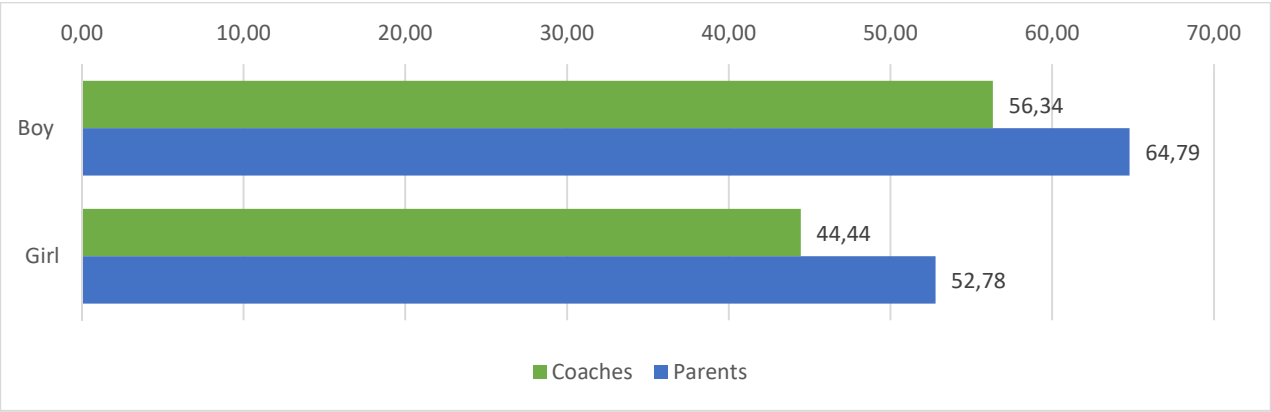
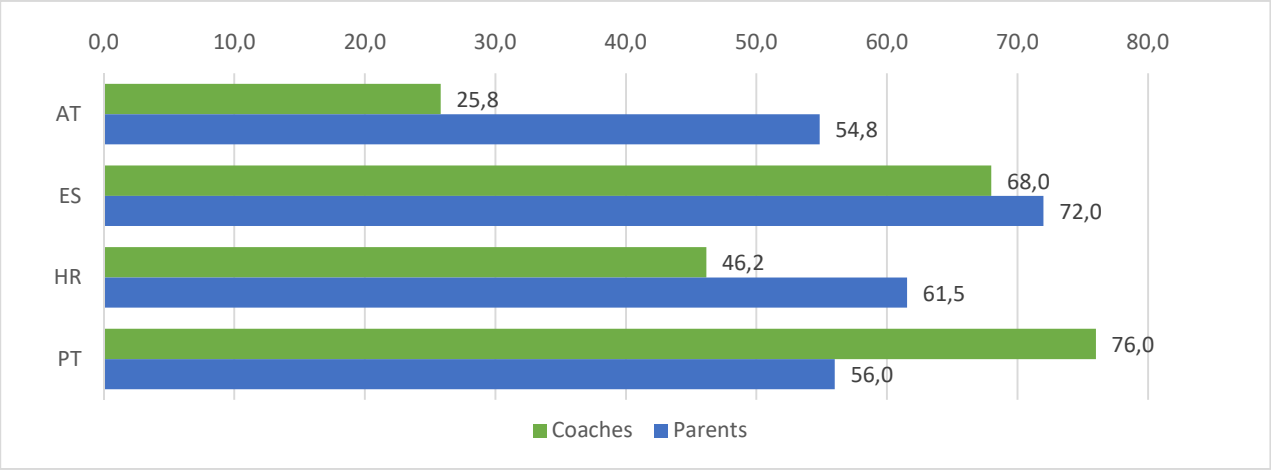


Figure 2.53b – Percentage of children that increased their organisational skills, by country

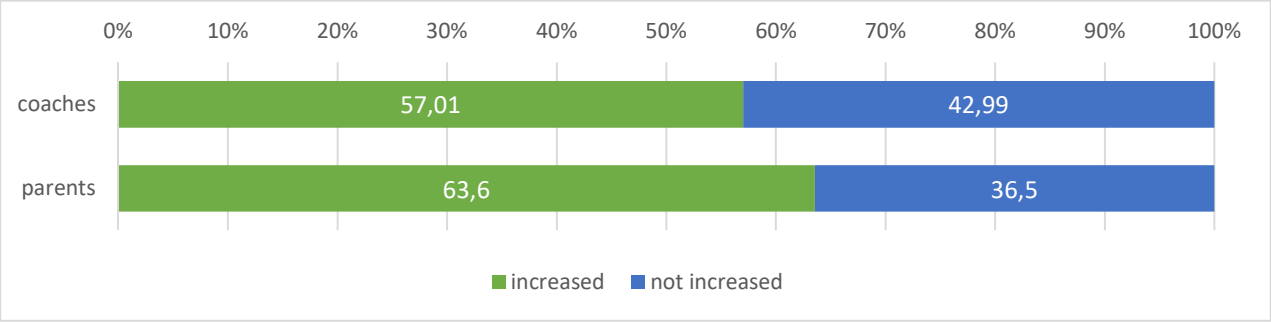


The disaggregation by the sex and the country of children above show that boy performed better in both parents' view (with a stronger increase by parents' view), and that, the greatest improvements were recorded in Portugal according to coaches and in Spain (Catalonia) according to parents' view.

2.6.1.6 Adaptation skills

Considered items
Ability to adapt well to new situations and environments
Capacity to cope with extraordinary activities

Figure 2.54 – Evolution of adaptation skills, in coaches and parents' opinion



In both coaches and parents' opinion the evolution of wheelchairs skills during the pilot programme has strongly evolved (even if at a lesser extent than the previous countries) with percentage of 57 and 63.6 respectively.

Figure 2.55a – Percentage of children that increased their adaptation skills, by sex

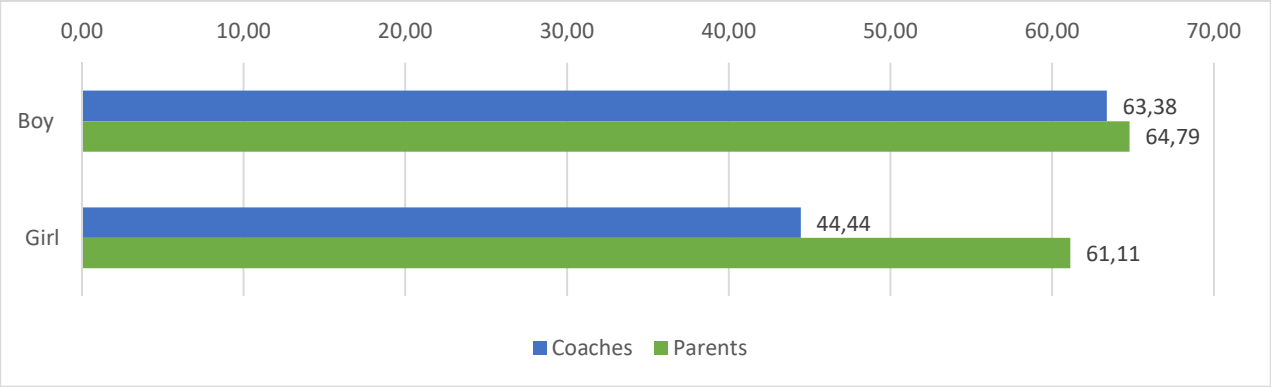
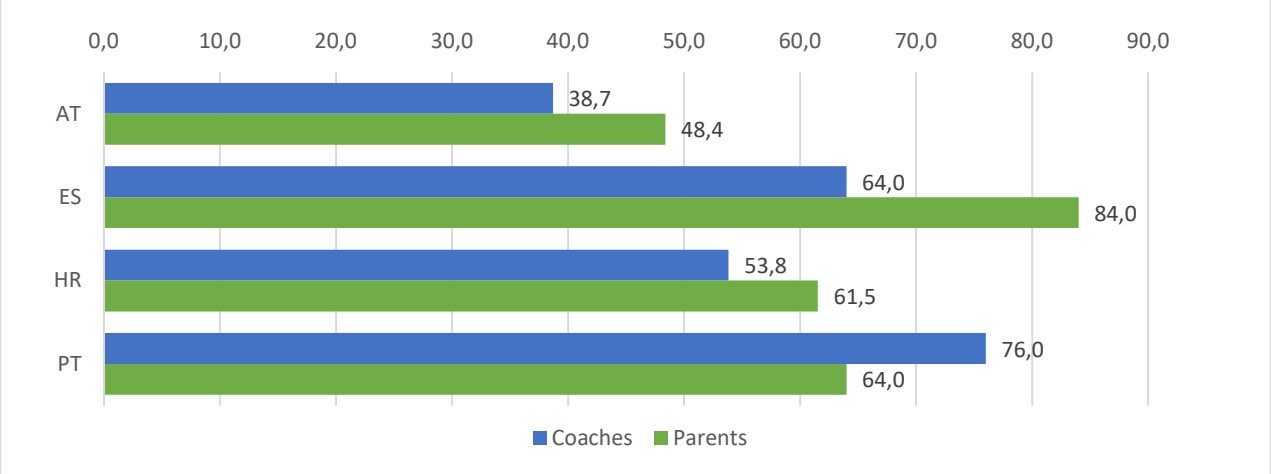


Figure 2.56b – Percentage of children that increased their adaptation skills, by country

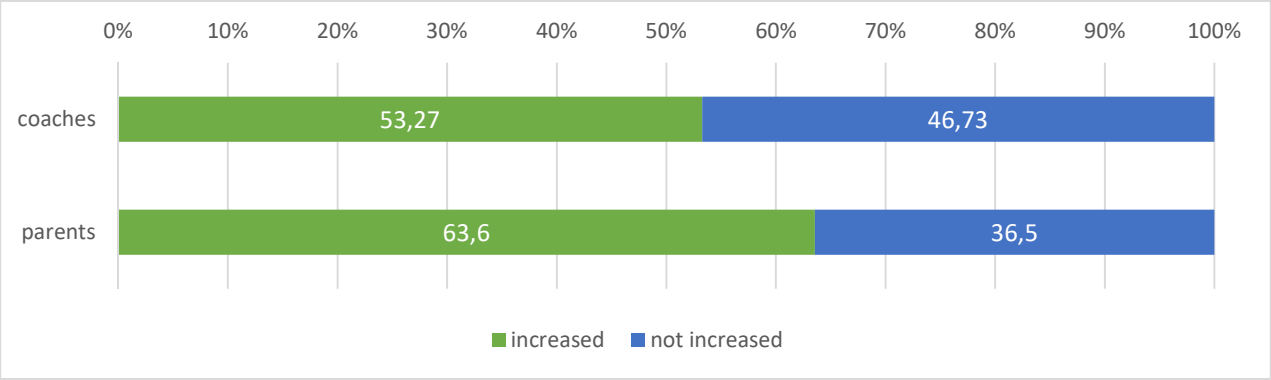


The disaggregation by the sex and the country of children above show that boy performed better in both parents' and coaches' view with girls presenting a lesser development in coaches' view, and that, the greatest improvements were recorded in Portugal according to coaches and in Spain (Catalonia) according to parents' view.

2.6.1.7 Communicational skills

Considered items
Positive attitude to communicate with others
Connecting with other disabled children

Figure 2.57 – Evolution of communicational skills, in coaches and parents' opinion



In both coaches and parents' opinion the evolution of wheelchairs skills during the pilot programme has strongly evolved (even if at a lesser extent than the previous countries) with percentage of 57 and 63.6 respectively.

Figure 2.58a – Percentage of children that increased their communicational skills, by sex

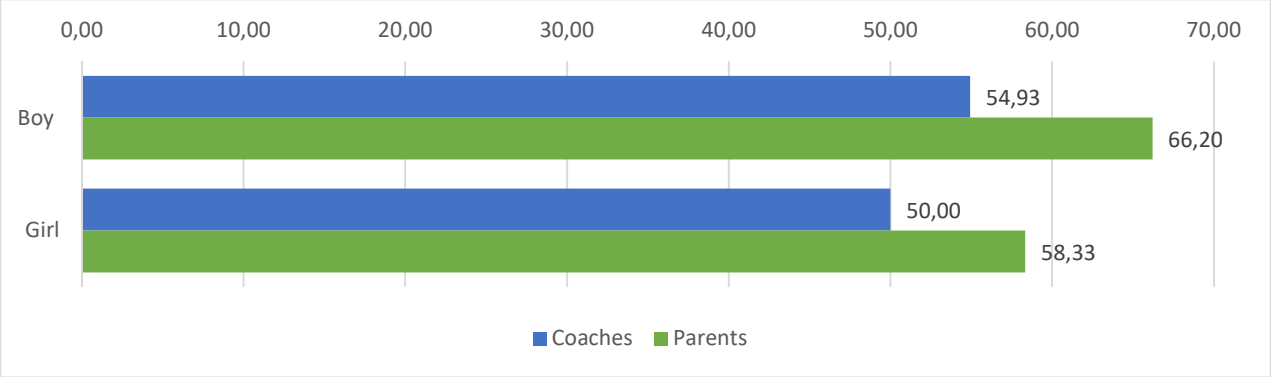
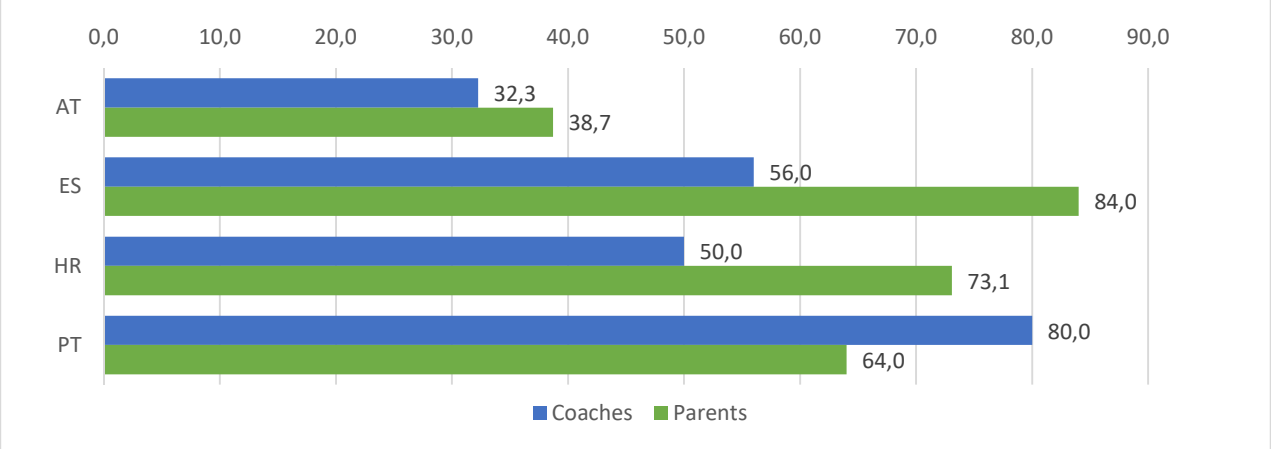


Figure 2.59b – Percentage of children that increased their communicational skills, by country

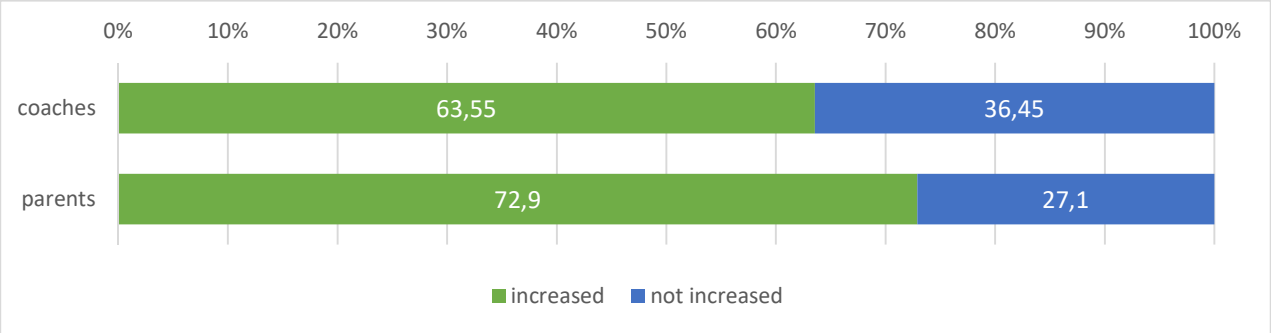


The disaggregation by the sex and the country of children above show that boy performed better in both parents' view (with a stronger increase by parents' view), and that, the greatest improvements were recorded in Portugal according to coaches and in Spain (Catalonia) according to parents' view.

2.6.1.8 Relational skills

Considered items
Integrating with other children in daily activities
Making new friends
Participating in leisure moments with other children
Feeling of belongings

Figure 2.60 – Evolution of relational skills, in coaches and parents' opinion



In both coaches and parents' opinion the evolution of wheelchairs skills during the pilot programme has strongly evolved with percentage of 63.6 and 72.9 respectively.

Figure 2.61a – Percentage of children that increased their relational skills, by sex

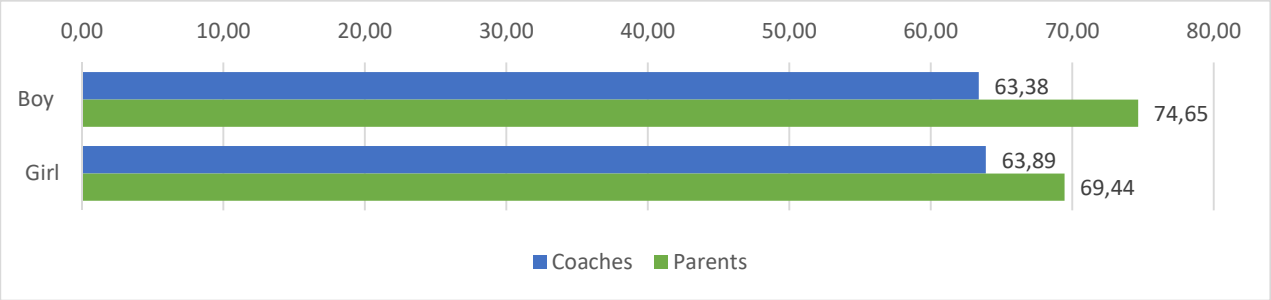
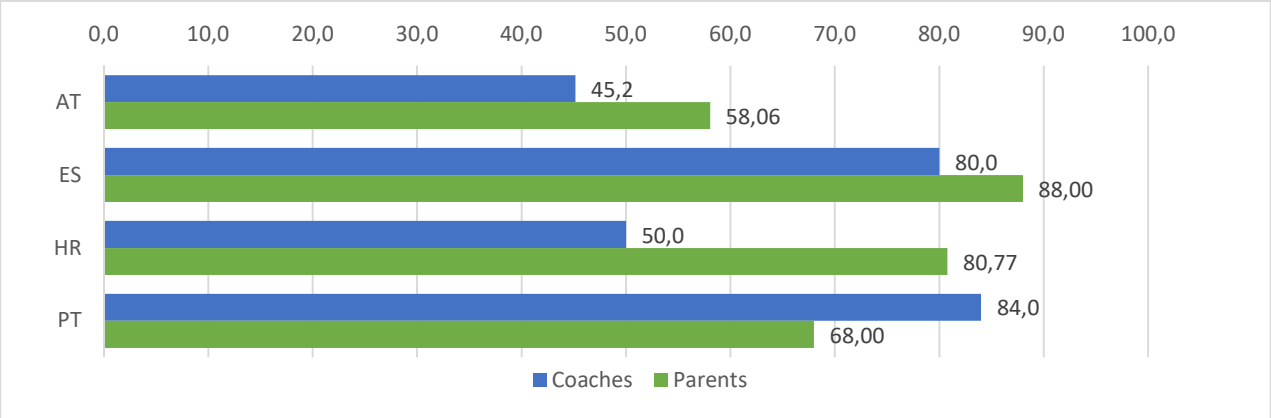


Figure 2.62b – Percentage of children that increased their relational skills, by country

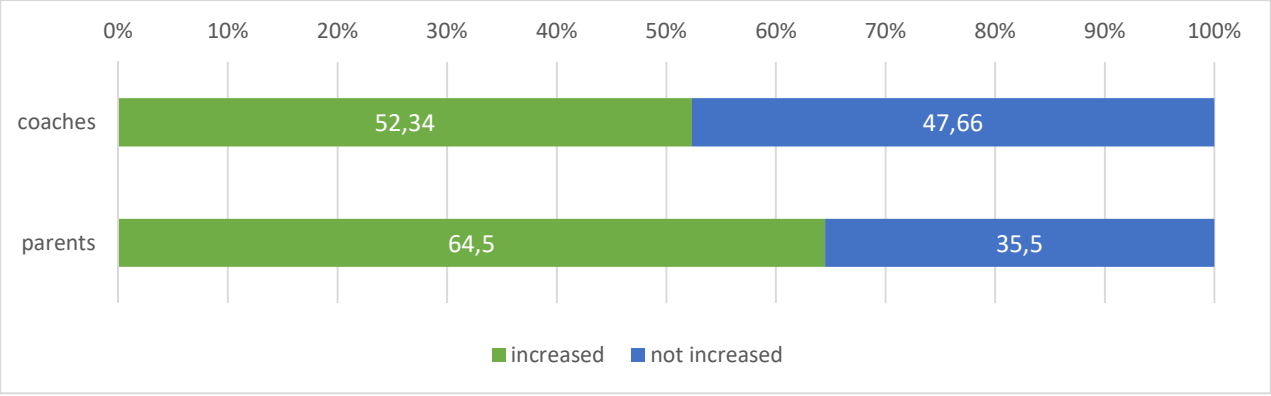


The disaggregation by the sex and the country of children above show that boy performed better in parents' view and equal in coaches' view, and that, the greatest improvements were recorded in Portugal according to coaches and in Spain (Catalonia) according to parents' view.

2.6.1.9 Autonomy

Considered items
Personal autonomy at club/school
Autonomy in going out without parents

Figure 2.63 – Evolution of autonomy, in coaches and parents' opinion



In both coaches and parents' opinion the evolution of wheelchairs skills during the pilot programme has strongly evolved (even if at a lesser extent than the previous countries) with percentage of 52.3 and 64.5 respectively.

Figure 2.64a – Percentage of children that increased their autonomy, by sex

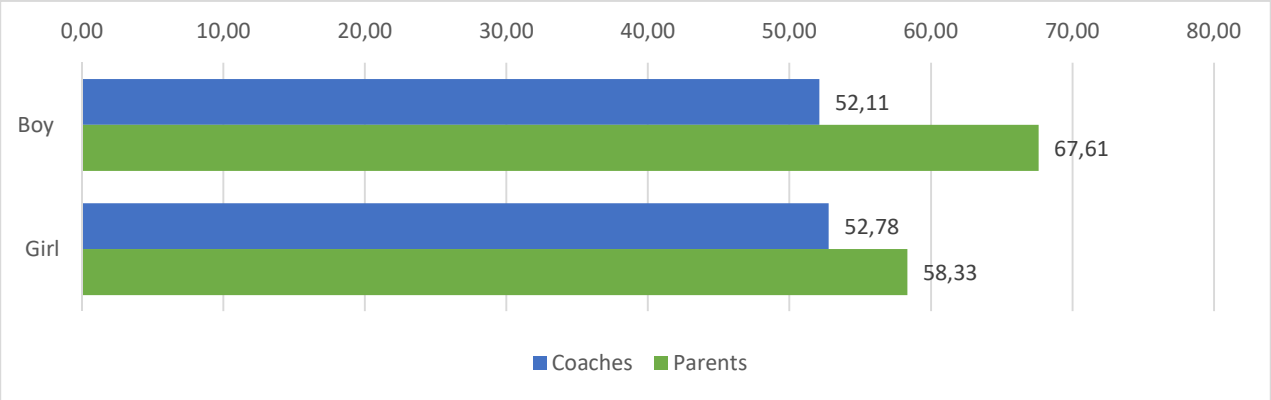
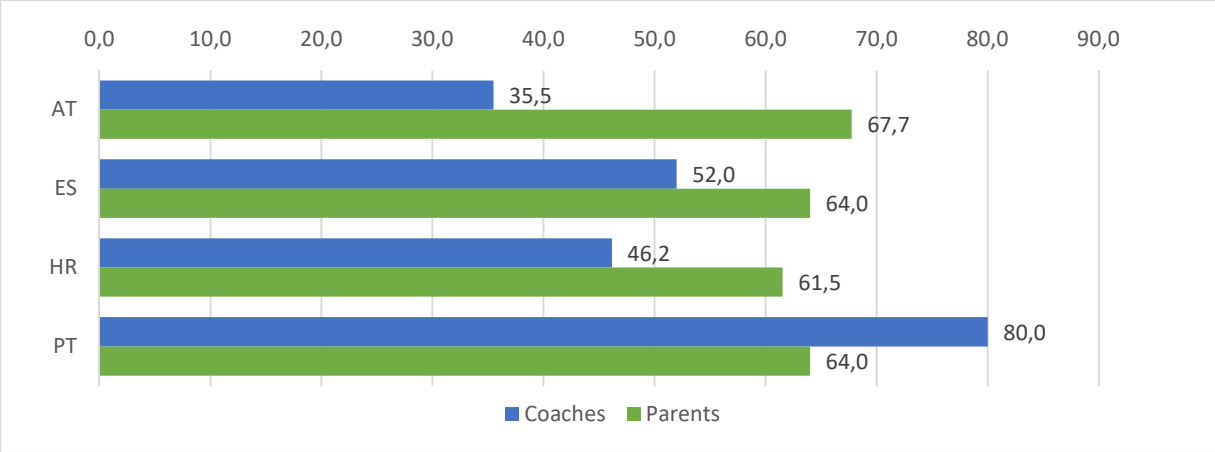


Figure 2.65b – Percentage of children that increased their autonomy, by country



The disaggregation by the sex and the country of children above show that boy performed better in parents' view and nearly the same in coaches' view, and that, the greatest improvements were recorded in Portugal according to coaches and in Austria according to parents' view.

3 Qualitative impact assessment

In addition to the use of questionnaires include in a pre-post approach, the evaluation of the pilot Programme also made use of semi-structured interviews to all involved partners with the main aim of collecting **qualitative information on the pilot programme's sustainability and on the main mechanism that favoured/blocked the success of the intervention**.

These qualitative insights are of particular importance for the possible further development of the programme and need to be considered as a complement to the quantitative evaluation presented in the previous chapter 2.

3.1 Sustainability of Slalom programme

Interviews with project partners show that **the Slalom programme will continue in all the four countries involved in its testing**.

In Austria, sustainability of the Slalom programme will be ensured firstly by the continuation of the four groups that tested the Slalom programme in various areas of the country. As pointed out by interviews with project partners, the Slalom project contributed to connecting sport groups (made of clubs, associations, etc.) that were already involved in sport for children with disabilities at local level. According to interviews, the increased collaboration between these groups strengthened them, contributing, thus, to their sustainability over time. The groups will continue to provide the Slalom practice tested within the project to both the children involved in the testing phase and other children. In addition, the ÖBSV federation will continue the dissemination of Slalom at national level to support its development in Austria. According to interviewees, Slalom will be part of the 2020 initiatives of the Federation focusing on school games. Interviews reveal that, in Austria, Slalom is viewed more as a tool for enhancing the sport practice of children with disabilities than a competitive sport. This is also the reason why, according to partners, the Slalom practice fits within school games and more in general the school context.

In Croatia, the mainstreaming of Slalom within the school curricula of one of the schools involved in the project will ensure the sustainability of the Slalom practice. According to interviews with project partners, the school has decided to include the Slalom practice in its training curricula for both children with and without disabilities. Interviews point out that that the school has decided to mainstream the Slalom practice as it is simple to practice for both children with and without disabilities, it fits the school infrastructure and it is funny to practice. According to interviewees, the mainstreaming of the Slalom practice in this school was favoured on the one hand by the fact that the school had the possibility to directly experience the benefits of the Slalom practice. In fact, the teacher, who promoted the Slalom practice at the school level, was one of the first beneficiaries of the training provided by the project and as the school was involved in the testing of the overall Slalom programme. On the other hand, interviews

show that, among all the schools involved in the project, this school has the large number of students that are able to use the wheelchair independently. Thus, the Slalom practice was viewed as a tool to further improve the skills of children with disabilities and to enhance the social interaction opportunities between children with and without disabilities.

Furthermore, the Croatian Paralympic Committee, leading the project in Croatia, will continue to support the dissemination of the Slalom practice. Interviewees reveal that the Croatian Paralympic Committee will support the implementation of Slalom within the school games planned for 2020.

In Portugal, around half of the organisations involved in the testing of the programme will continue it. Interviews reveal that all organisations involved in the programme are interested in continuing it, but not all of them have access to the necessary human and financial resources necessary for sustaining its implementation after the end of the project. Interviews reveal that, while participants are interested in continuing the Slalom practice, they are not willing to pay for it. According to interviewees, this is due to families' general low income to which the high cost of the care of children with disabilities and the limited financial support offered to families add. Thus, the Slalom practice will be continued mostly by the organisations that have a certain access to human and financial resources.

Slalom practice will continue to be implemented also in Spain. The Spanish lead partner had, in fact, previous experience in the practice of Slalom.

It is worth noting that **the sustainability of the project is not ensured only at national level, but also at European level**. Indeed, at European level, the project contributed to the creation of a network of wheelchair Slalom practitioners, ensuring thus the dissemination of the Slalom practice in countries without experience in the Slalom practice (e.g. Austria, Portugal, etc.). All interviewed partners underlined that collaboration among them will continue after the end of the project, in particular through exchanges of experiences. Furthermore, the collaboration with the International Cerebral Palsy Society allows for the wide dissemination of the tools created within the Slalom project at international level. Interviewees underline that the Society is already using the tools designed in the Slalom project to promote the Slalom practice at international level, favouring the development of the Slalom practice around the world.

3.2. Explaining the results achieved: what has worked and has not in the pilot programmes

This chapter provides an overview of the main factors that have favoured or blocked the achievement of the foreseen outcomes.

3.2.1 What has worked: effectiveness drivers

According to interviews with project partners, there are **several factors explaining the effectiveness of the Slalom programme implemented in the four countries**.

Factors favouring beneficiaries' (i.e. children) involvement in the programme

Factors favouring beneficiaries' participation in the programme refer on the one hand to the project design and on the other hand to the context.

Project design factors include:

- *Organisation of demonstrative events*

The organisation of demonstrative Slalom practice events proved to be relevant in catching parents' and children's interest in the programme. According to project partners, demonstrative events allowed beneficiaries to understand better the functioning of the Slalom practice and its potential benefits. In turn, this contributed to enhancing their interest in the programme.

Within the project, demonstrative events were organised during the awareness raising sessions.

- *Gratuity of the programme*

The gratuity of the programme also represents a relevant factor for attracting beneficiaries' interest and their participation in the programme. Interviews with project partners point out that, especially in countries with a reduced income level, often parents renounce to enrolling their children into sport programmes due to the difficulty to cover their costs. The fact that Slalom activities were free of charge contributed to increasing parents' interest in the programme.

As to context factors, it is worth noting that the Slalom programme was tested in contexts where the sport offer is limited. In these contexts, parents' and children's interest in the programme stemmed from the fact that Slalom represented one of the few sport opportunities available for children with disabilities.

Factors favouring the improvement in beneficiaries' skills (i.e. children)

Interviews with project partners point out that three are the main factors that have favoured the results obtained in terms of improvement in the physical and cognitive skills of children involved in the programme:

- *The Slalom practice in itself*

In a context of lack/limited sport activities and social interaction opportunities for children with disabilities, the sport and social interaction opportunities provided by Slalom practice contributed to boosting their skills. This is in line with the literature findings, according to which sport represents not only a way of satisfying the desire for social interaction of people with/without disabilities, but also a way for feeling satisfied with oneself and happy (CPISRA, 2017; Goodley et al., 2016). Furthermore, literature suggests that sport impacts positively on the social health and well-being of disabled people by helping them to adapt comfortably to different social settings, by making them feel in control of their body and emotions, by making them more autonomous (Daniels, 2016). As emphasised by interviewees,

in the case of Slalom, the fact that children could test their own abilities and see their improvement throughout the programme contributed to increasing their self-confidence, which in turn resulted in their higher self-effectiveness.

- *Regularity of the sport practice*

All partners agree on the fact that the regular practice of Slalom contributed to the achievement of an increase in children's skills. Indeed, this is also underlined also by the literature on sport, according to which the positive social impacts of sport depend, among others, on frequency of the sport activity practiced (Taylor et. al, 2015).

- *Trainers' good technical knowledge of bot Slalom and training for children with disabilities*

Interviews with project partners reveal that the quality of staff involved in the delivery of the programme favoured knowledge transmission on the Slalom practice to children and their engagement in the programme. Indeed, trainers' empathy, their capacity to create inclusive groups and to accommodate the specific needs of all participants contributed to both maintaining participants engaged throughout the programme and to improving their Slalom performance. In turn, as mentioned earlier, the regular practice of Slalom and good level of performance favoured a boost in their physical and cognitive skills.

Factors favouring trainers' involvement in the delivery of the Slalom programme

According to interviewed project partners, engagement of trainers in the Slalom training programme and delivery of the Slalom practice represented a major challenge in all project countries. Interviewed partners underline that generally there are very few trainers engaged in sport activities for children with disabilities as they are volunteer activities. The main reasons explaining the engagement of volunteers instead of paid trainers are:

- limited financial sustainability of sport activities for children with disabilities due to the high difficult to create large groups of children for a specific sport;
- limited public financial resources supporting sport activities for children with disabilities;
- limited resources of sport organisations to sustain several sport activities for children with disabilities;
- limited parents' resources to pay for sport activities additional to physiotherapy (especially in poorer countries – HR).

In this context, the few volunteer trainers are often overloaded. As Slalom is a new sport, engaging in its delivery meant dedicating relevant resources of time to studying, which often clashed with their already busy schedule. Thus, the project partners faced difficulties in identifying interested trainers that could be involved in the training on Slalom and afterwards in its delivery.

In addition to the lack of monetary incentive, non-monetary incentives are also generally missing or are very limited in sport for children with disabilities and, in particular, in Slalom. Reputation and visibility, gained in official competitions, are, for instance, two of the non-monetary incentives that ensure trainers' engagement as volunteers in sport activities for children with disabilities. However, Slalom does not represent an opportunity for gaining reputation and visibility, as it is not a Paralympic sport and as there are no competitions recognised at international level.

In order to overcome this challenge, two main project design features proved effectively:

- *Provision of economic and non-economic incentives to trainers to engage in the programme*

In all countries, professional trainers were paid to deliver the Slalom sport activities. According to interviewees, this guaranteed their constant participation in the delivery of the programme.

Some of the interviewees consider that non-economic incentives, such as the certification of trainers' training also proved relevant for involving them in the delivery of the programme.

- *Previous relations with trainers involved in activities with people/children with disabilities*

Previous relations with sport/civil society organisations/schools/trainers favoured cooperation with the Slalom promoters for the delivery of the sport activities foreseen by the programme. Previous relations with trainers were particularly useful for attracting trainers in the programme. This is due in particular to the existence of a certain level of trust in the promoter, which makes the Slalom proposal trustable.

Additional factors favouring the delivery of the Slalom programme

Project partners experienced various solutions dealing with the limited availability of trainers to deliver the programme, among which the following proved effectively in overcoming this issue:

- *Engagement of university students in the Slalom training and delivery of the programme*

In one of the project countries, university students, specialising in adapted sports, were engaged in the delivery of the Slalom programme. According to the interviewed project partner, students' involvement represented a win-win solution for all actors: on the one hand, the promoter of Slalom had access to specialised staff and on the other hand, students had the possibility to undertake traineeships and improve their experience in sports for people with disabilities.

- *Mainstreaming of the Slalom practice within the school curricula or the curricula of other sports*

The mainstreaming of Slalom in the school sport curricula or in that of other sports (as a complementary activity) represented another way that proved effectively for dealing with the difficulty to engage trainers in Slalom training and delivery. However, interviews with project partners emphasise that this holds true especially when schools/sport organisations foresee already sport activities for children with disabilities.

3.2.2 What has not worked: challenges to achieving the foreseen outcomes

Project partners in all countries also faced several challenges in achieving the foreseen outcomes of the Slalom programme. To this regard it has to be noted that the implementation of the Slalom programme was an experimentation and that, in many cases, difficulties and challenges are to be considered as indirect positive elements for further development.

The *lack of/limited trainers available to participate in the programme* is the most widespread challenge among the project partners involved in the testing of Slalom. As most of the trainers engaged in sports for children with disabilities are volunteer, their overloaded schedule represented one of the main barriers to their participation in the programme. As noted by interviewees, this is due in particular to the fact that being involved in a new sport, as Slalom, implies dedicating relevant resources of time to studying it, which clashes with the already busy schedule of volunteer trainers. Furthermore, Slalom is not a Paralympic sport, which does not provide for a non-monetary incentive (i.e. increase in one's reputation and visibility in case of good sport performances) to the involvement in a new sport as Slalom.

In the context of volunteer trainers' overloaded schedule, in some countries, *the intensity of the Slalom training in some way represented an additional barrier to attracting trainers in its delivery*. Some of the interviewed actors underline that, while the weekly training contributed to enhancing participants' cognitive and physical skills, it represented a difficulty in attracting volunteer trainer, as many volunteers had not had the necessary time resources. However, it is worth noting that partners' opinion on the intensity of the programme is divided. Some of the partners consider that the weekly training does not represent a problem in itself, while others acknowledge its value for the achievement of improvement in beneficiaries' skills, but at the same time emphasise the need for flexibility in the delivery of the training. According to them, trainers themselves should decide the duration and frequency of the training. In their view, this would prevent trainers' fear of not being able to dedicate the requested resources of time and would enhance their participation in the programme.

The *limited access to specific facilities* for the practice of Slalom is also another common challenge faced by project partners. This is due in particular to partners' limited resources of adequate spaces for the practice of Slalom. However, it also represented an issue when the programme was delivered in schools. In this case, the Slalom programme competed for spaces with other sport activities already present in schools.

In addition, the *limited resources of time for the delivery of the programme* constitute a relevant challenge for all project partners. Interviews with project partners point out that concentrating all activities in one year was extremely challenging as on the one hand, there were no specialised trainers in Slalom and on the other hand, not all children knew how to use their wheelchair independently. Therefore, partners had not only to form the trainers, but also to work on ensuring that all children had a sufficient

wheelchair use capacity for participating in the programme. According to project partners, when implemented for the first time, the Slalom programme should last 2-3 years in order to have enough resources of time for both building a case for engaging trainers in and forming them for the delivery of Slalom and providing children with an adequate capacity of using their wheelchair. In this latter case, interviewees underline that this would allow the involvement of a higher number of children in the programme, as well as the standardisation of the training programme, which in turn would allow reducing the financial unsustainability risk of Slalom. As noted by some of the interviewed actors, *children's different level of capacity of using the wheelchair* hinders the creation of homogenous groups and the standardisation of the delivered training, requiring the implementation of a personalised training programme. In turn, this results in a need for higher resources of both time and staff for the delivery of training, putting pressure on the financial sustainability of the programme.

The lack of work-life conciliation measures targeted to parents for supporting their children's participation in Slalom represented an additional challenge to the implementation of the programme in some of the partners' countries. Interviewees underline that, in a context of low income and absence of personal care support programmes, parents have to bear their children's entire care burden, which implies that parents have to carefully select how to invest the available time resources. According to interviews, when sport activities are not deemed mandatory, this often results in parents' limited time investment in their children's sport practice.

In one case, *the submission and filling in of the impact assessment questionnaires targeted to parents* represented also a challenge to the implementation of the overall programme. Interviews point out that sometimes parents are more prone to assess improvement "with better eyes", while other times they might lack the full picture of the baseline situation and, hence, face difficulties in noting any kind of improvements. In partners' view, this also explains the small differences registered between parents' and coaches' assessment of participating children's physical and cognitive skills.

4 Main recommendations

As previously noted in all chapters, the experimentation of the Slalom programme achieved great results both in terms of individual and social impact achieved.

Moreover, the testing of the Slalom programme in various countries (Spain, Austria, Portugal, Croatia) with different social contexts and policies for children with disabilities allows us to draft recommendations for the future implementation of Slalom. The paragraphs below **draw on the lessons learnt from the social impact assessment of the programme**.

Designing strategies for engaging trainers in the programme

As mentioned previously, in most of the countries involved in the project volunteer trainers generally implement sport activities for children with disabilities. The implementation of Slalom activities by

volunteer trainers proved challenging in all countries due to two main reasons: i) overloaded schedule of volunteer trainers that contrasts with the need to dedicate relevant amount resources of time to undertake a new sport as Slalom; ii) limited non-monetary incentives offered by Slalom, as, being a non-competitive sport, it does enhance trainers' reputation widely. The social impact assessment sheds light on some of the strategies that favour overcoming this problem:

- *Providing monetary and/or non-monetary incentives for enhancing trainers' interest in the Slalom practice*. Non-monetary incentives may include, for instance, free certified training opportunities for professionals involved in the delivery of Slalom, access to specific competitions that may enhance their reputation and visibility on a large scale, access to international exchanges of experience, mentoring programmes that may attract junior trainers, etc. To the extent possible, monetary incentives could also be provided. Monetary incentives may be framed in various ways (e.g. reimbursement of expenses, sponsorships for specific training programmes on Slalom related issues or on issues related to sports for children with disabilities, setting up specific awards/prizes, etc.). In case of lack of/limited resources, organisations may put into place corporate and/or community fundraising strategies that could favour the identification of news funding sources. In addition, collaborations with local public and private organisations (e.g. universities, municipalities, etc.) may also favour access to additional monetary and non-monetary resources.

- *Drafting agreements with sport faculties, providing training in adapted sports, to involve their students in the delivery of Slalom programmes*. The involvement of students is a win-win strategy for both the sport organisations promoting Slalom and the faculties. On the one hand, sport organisations have access to additional specialised human resources for the delivery of the Slalom practice and on the other hand, faculties can provide their students with professional opportunities.

- *Building on previous relations with other sport organisations/trainers to engage trainers in training on and delivery of Slalom*. The social impact assessment of Slalom programme shows that trainers' engagement is higher when the participation proposal comes from organisations with which there are previous collaboration relations. This is due in particular to the existence of mutual resources of trust.

- *Building a case for Slalom and communicating it to all actors (from individuals to local/regional/national public and private organisations)*. The limited knowledge of Slalom and awareness of its benefits impacts negatively on its financial support. At individual level, as parents are not aware of its benefits for the autonomous social and physical development of their children, they do not consider it a primary activity worth paying for. This is also the case at community level. Therefore, a first step in the delivery of Slalom should consist in building a

case for Slalom, showing its individual and community benefits, and communicating them to all actors (i.e. from individuals to local/regional/national public and private organisations). The social impact assessment of Slalom programmes reveals that demonstrative events are an effective tool for communicating the benefits of Slalom and for attracting end users' interest and participation in it. An increased individual and community interest in Slalom may result in additional resources (e.g. financial, human, knowledge, logistics, etc.) for its delivery on ground, including also, engaging trainers in its implementation.

Adding Slalom to students' and families' schedule

The social impact assessment reveals that making Slalom a routine practice can be achieved in various ways:

- *Mainstreaming Slalom in the school curricula*. As specified previously, most of the partners involved in the delivery of Slalom consider it a useful tool for introducing children, in particular with disabilities, to the practice of sport rather than a competitive sport. According to them, the school context is one of the most suitable contexts for the implementation of Slalom as: it does not require an adaptation of the school sport infrastructure; it does not foresee complex rules, which makes it simple for children to follow and practice it; it provides social interaction opportunities both between children with disabilities and children with and without disabilities. Furthermore, the school context also ensures the regular practice of Slalom, an essential condition for individual and community social benefits to occur. The mainstreaming of the Slalom practice also strengthens the value of the practice, which, in turn, contributes to enhancing its recognition at individual and community level. The Slalom social impact assessment shows that the mainstreaming of Slalom is possible specifically in the schools that provide already sport opportunities for children with disabilities and that have a relevant number of children with disabilities. Specific agreements should be defined between schools and sport organisations to ensure its mainstreaming and practice over time.
- *Providing children and families with specific facilities for practicing Slalom.* As pointed out previously, the difficulty of families to balance work with the care duties of children with disabilities coupled with a low-income level of these families hinder the Slalom practice of children with disabilities. Facilities able to support the work-care conciliation of families of children with disabilities may support their involvement in the programme. Facilities may include, for instance:
    - free transport from the house/school to the place where Slalom is practiced (in case it is done outside the school context);
    - providing volunteers that could accompany children from school at home before/after the Slalom practice;

- providing free activities that would allow children to remain at school until the schedule set for Slalom (in case it is done outside the regular school classes);
- etc.

- *Organising competitions/exchanges for children involved in Slalom*. Some of the interviewed partners sustain that competitions/exchanges represent a mechanism to stimulate children's engagement in the practice of Slalom and their interest in continuously improving their sport performance.
- *Building a case for Slalom practice*. As mentioned previously the limited knowledge of Slalom and its benefits prevents families from considering it a primary sport activity for the social and physical development of their children. Increasing demonstrative events/awareness raising activities would allow parents and children to better understand the benefits of the Slalom practice and enhance their interest in taking part in the programme.

Ensuring adequate time and financial resources to the delivery of Slalom

As pointed out by the social impact assessment, the Slalom programme can achieve very good results in many of the explored dimensions. However, to make these changes more structured and effective the implementation of the pilot programme needs more time resources. As pointed out by several of the interviewed actors, the Programme should last around three years, especially when implemented for the first time: one for disseminating the sport and increasing awareness on its benefits; one for improving children's skills to use the wheelchair autonomously, so that more children have access to the Slalom practice, and for improving trainers' skills; and one for testing the Slalom practice.

Ensuring a longer period of implementation also requires a long-time financial commitment of the actors involved in its delivery. As explained previously, long-time financial commitment represents a critical area, especially for small organisations. In this context, the development of collaborations with public organisations at all levels as well as corporate and community fundraising activities are essential for ensuring the necessary financial resources for the sustainability of the Slalom practice.

Annex 1 – Methodological appendix

Co-funded by the Erasmus+ Programme of the European Union

WHEELCHAIR SLALOM PROJECT

Annex 1
Methodological Appendix to the Report of conclusions

December 2019

IRS – Istituto per la Ricerca Sociale

Table of contents

AWARENESS RAISING SESSION EVALUATION QUESTIONNAIRE

TITLE AND DATE OF THE AWARENESS RAISING SESSION

1. PERSONAL DATA

1.1 Sex

□ Male
□ Female

1.2 Age

_____

1.3 Job/role

□ Municipal officials
□ School/Institutions directors
□ Physical education teachers
□ Special education teachers
□ Parents
□ Trainers
□ Physiotherapists
□ Caregivers
□ Other professionals Which?

_____

1 – How satisfied were you with your participation in this awareness raising session?

□ Very satisfied
□ Quite satisfied
□ Little satisfied
□ Not at all satisfied
□ I do not know

2 – Please report to the format and contents of the awareness raising session

	Very satisfied	Quite satisfied	Little satisfied	Not at all satisfied	I do not know
Quality/suitableness of the contents of the session					
Relevance of the session contents for educating on what wheelchair slalom is					
Level of detailing each concept/notion presented during the session					
Use of an easy to understand language					
Clarity of the explanations provided during the session					
Ensuring an active involvement in the discussion of all participants					
Facilitators/Trainers' professionalism					
Facilitators/Trainers' availability to accommodate participants needs					
Quality and presentation of materials					
Timetable and length of the session					

3 - Do you think that this awareness raising session helped you to gain/increase your knowledge on/understanding of:

	1 (little)	2	3	4	5 (a lot)
Basic characteristics of how wheelchair slalom is practiced					
How wheelchair slalom practice can potentially benefit its practitioners in their daily life to manage their wheelchairs					
How wheelchair slalom practice can impact its practitioners positively at physical and mental levels					
How can wheelchair slalom practice impact its practitioners positively at a social level					
How to promote and disseminate the practice of slalom					

4– Do you think that this awareness raising session increased your interest in being part of a specific training program on Wheelchair Slalom practice?

□ Yes

□ No

5 - <u>FURTHER REMARKS</u>

Please indicate 2-3 issues that you find most relevant and beneficial for you during this awareness raising session

_____
_____

How do you think you can use the knowledge provided during this session?

_____
_____

What do you think could be improved in this awareness raising session?

_____
_____

Please write down any further comments about what you liked best or least about the session, any improvements we might make, or anything else you should like to tell us

_____
_____

THANK YOU FOR YOUR CONTRIBUTION!

TRAINING FOR TRAINERS EVALUATION QUESTIONNAIRE

TITLE AND DATE OF THE TRAINING SESSION

1. PERSONAL DATA

1.1 Sex

☐ Male

☐ Female

1.2 Age

_____

1.3 Job/role

☐ Municipal officials
☐ School directors
☐ Physical education teachers
☐ Special education teachers
☐ Parents
☐ Trainers
☐ Physiotherapists
☐ Caregivers
☐ Other professionals (please specify)
_____

2. ABOUT THE SESSION

1.4 Did you know wheelchair slalom before the session?

1. Yes ❑
2. No ❑

1.5 How satisfied were you with your participation in this training session?

1. Very satisfied ❑
2. Quite satisfied ❑
3. Little satisfied ❑
4. Not at all satisfied ❑
5. I do not know ❑

1.6 Please report to the format and contents of the training session

	Very satisfied	**Quite satisfied**	**Little satisfied**	**Not at all satisfied**	**I do not know**
Contents of the session					
Information in order to start an activity with the children					
Relevance of the session contents for educating on what wheelchair slalom is					
Level of detailing each concept/notion presented during the session					
Use of an easy to understand language					
Clarity of the explanations provided during the session					
Ensuring an active involvement in the discussion of all participants					
Facilitators/Trainers' professionalism					
Facilitators/Trainers' availability to accommodate participants needs					
Quality and presentation of materials					
Timetable and length of the session					

1.7 Do you think that this training session helped you to gain/increase your knowledge on/understanding of:

	1 (little)	2	3	4	5 (a lot)
Basic characteristics of how wheelchair slalom is practiced					
How wheelchair slalom practice can potentially benefit its practitioners in their daily life to manage their wheelchairs					
How wheelchair slalom practice can impact its practitioners positively at physical and mental levels					
How wheelchair slalom practice can impact its practitioners positively at a social level					
How to promote and disseminate the practice of slalom					

1.8 Do you think that this training session increased your interest in being part of a specific training program on Wheelchair?

1. Yes ❑
2. No ❑

FURTHER REMARKS

Please indicate 2-3 issues that you find most relevant and beneficial for you during this training session

_____
_____

How do you think you can use the knowledge provided during this session?

_____
_____

What do you think could be improved in this training session?

_____
_____

Do you think that the training session should provide any other information in order to start an activity with the children?

_____
_____

Please write down any further comments about what you liked best or least about the session, any improvements we might make, or anything else you should like to tell us

_____
_____

QUESTIONNAIRE FOR THE ATTENDANTS AT THE WORLD GAME

To be filled in by the person who is accompanying the child to the Wheelchair Slalom International Conference and World Game **AT THE END OF THE EVENT**

Note: data will be treated in an aggregated manner and anonymously as well as in compliance with EU and national current legislation on privacy.

PERSONAL DATA

1.1. Sex

Male	☐	Female	☐

1.2. Age

1.3. Job/role

☐	Parents
☐	Coachs
☐	Physical education teachers
☐	Physiotherapists
☐	Caregivers
☐	Other (please specify)

1.4. Which country do you live in?

1. Austria ❑
2. Croatia ❑
3. Portugal ❑
4. Spain ❑

1.5. Did you know wheelchair slalom before being involved in this event?

1. Yes ❑
2. No ❑

1.6. Will you participate in the Wheelchair Slalom Pilot Program?

1. Yes ❑
2. No ❑
3. I do not know ❑

1.7. How much do you agree with the following statements as regard individual impact of wheelchair slalom practice? (Select one answer for each row, using the following scale: 1- Strongly disagree, 2-Disagree, 3-Neither agree nor disagree, 4-Agree, 5- Strongly agree)

	1	2	3	4	5
Physical improvement: wheelchair slalom practice can benefit its practitioners in their daily life through the improvement in the coordination ability of children, in particular in their ability to manage the wheelchair					
Cognitive improvement: wheelchair slalom practice can impact its practitioners positively through the increase in self-confidence and self-esteem					
Cognitive improvement: wheelchair slalom practice can impact its practitioners positively through the improvement in the capacity to face difficulties and daily problems					
Cognitive improvement: wheelchair slalom practice can impact its practitioners positively through the improvement in the capacity to set objectives and accomplish them					
Life-style improvement: wheelchair slalom practice can benefit its practitioners in their daily life increasing their autonomy from parents					
Life-style improvement: wheelchair slalom practice can benefit its practitioners in their daily life, getting used to having a routine and to respecting schedules					

1.8. How much do you agree with the following statements as regard social impact of wheelchair slalom practice? (Select one answer for each row, using the following scale: 1- Strongly disagree, 2-Disagree, 3-Neither agree nor disagree, 4-Agree, 5- Strongly agree)

	1	2	3	4	5
Wheelchair slalom practice can impact its practitioners at a social level connecting them to other people					
Wheelchair slalom practice can impact its practitioners at a social level increasing the occasion of making new friends					
Wheelchair slalom practice can impact its practitioners at a social level increasing in bonding with other disabled children and understanding their similarities despite the different disabilities					
Wheelchair slalom practice can increase in the visibility of disability					
Wheelchair slalom practice can increase awareness raising in the society making people understanding the capacities of children with disabilities					
Wheelchair slalom practice can support families in creating networks helping them to share similar difficulties in dealing with disability					

1.9. What did you expect in participating to Wheelchair Slalom International Conference and World Game? (Select one or more answers – max 3, using 1 for the primary reason, 2 for the secondary and so on)

To improve my knowledge of the wheel chair Slalom practice	
To get to know different people working with people with disability	
To share different approaches of practicing sport for children with disability	
To make a different experience	
Because I was asked for	

1.10. How satisfied were you with your participation to Wheelchair Slalom International Conference and World Game as regard the following issues? (For each of the questions below select one answer for each row, using the following scale: 1 - I do not know 2 - Not at all satisfied 3 - Little satisfied 4 - Quite satisfied 5 - Very satisfied)

	1	2	3	4	5
Improving of my knowledge of the wheel chair Slalom practice					
Getting to know different people working with people with disability					
Sharing different approaches of practicing sport for children with disability					
Making a different experience					

PART 2 - to be filled in with regard to the child you are accompanying

CHILD INFORMATION

1.11. ID CHILD _____

1.12. Sex Male ☐ Female ☐

1.13. Age _____

1.14. Did he/she know wheelchair slalom before being involved in the project?

1. Yes ❑
2. No ❑

1.15. Did he/she ever have practiced wheelchair slalom before being involved in the project?

1. Yes ❑
2. No ❑

1.16. Will he/she participate in the Wheelchair Slalom Pilot Program??

1. Yes ❑
2. No ❑
3. I do not know ❑

1.17. How would you rate the experience of the child you are accompanying to the Wheelchair Slalom International Conference and World Game as regard the following physical related issues (For each of the questions below select one answer for each row, using the following scale: 1-Very poor possession, 2- Poor possession, 3-Enough possession, 4- Good possession, 5-Very good possession)

	1	2	3	4	5
Ability to manage the wheelchair					
Coordination in movement with the wheelchair					
Personal autonomy at club/school					
Physical skill to keep on doing the same activity for an extended period					

1.18. How would you rate the experience of the child you are accompanying to the Wheelchair Slalom International Conference and World Game as regard the following cognitive related issues (For each of the questions below select one answer for each row, using the following scale: 1-Very poor possession, 2- Poor possession, 3-Enough possession, 4- Good possession, 5-Very good possession)

	1	2	3	4	5
Positive attitude toward himself/herself					
Assertiveness (being self-assured and confident)					
Whole satisfaction toward himself/herself					
Enthusiasm in facing new challenges					
Capacity to face difficulties and daily problems					
Capacity to cope with emotions					
Capacity to face stress situations					
Capacity to set objectives and accomplish them					
Capacity to keep the focus on a specific activity					

1.19. How would you rate the experience of the child you are accompanying to the Wheelchair Slalom International Conference and World Game as regard the following life-style related issues (For each of the questions below select one answer for each row, using the following scale: 1-Very poor possession, 2- Poor possession, 3-Enough possession, 4- Good possession, 5-Very good possession)

	1	2	3	4	5
Autonomy in going out without parents					
Capacity to have a routine and to respect schedules					
Capacity to cope with rules					
Ability to adapt well to new situations and environments					
Capacity to cope with extraordinary activities					

1.20. How would you rate the experience of the child you are accompanying to the Wheelchair Slalom International Conference and World Game as regard the following social related issues (For each of the questions below select one answer for each row, using the following scale: 1-Very poor possession, 2- Poor possession, 3-Enough possession, 4- Good possession, 5-Very good possession)

	1	**2**	**3**	**4**	**5**
Positive attitude to communicate with others					
Connecting with other disabled children					
Integrating with other children in daily activities					
Making new friends					
Participating in leisure moments with other children					
Feeling of belongings					

COACHES/PHYSICAL EDUCATION TEACHERS' QUESTIONNAIRE PRE

To be submitted before the program start and at the end of the project.

Part 2 to be submitted for each child involved in the program

Note: data will be treated in an aggregated manner and anonymously as well as in compliance with EU and national current legislation on privacy.

PART 1

PERSONAL DATA

1.1 Sex	Male	☐	Female	☐

1.2 Age _____

1.3 Job/role

☐	Coach
☐	Physical education teachers
☐	Other (please specify)

1.4 Which country do you live in?

1. Austria ❑
2. Croatia ❑
3. Portugal ❑
4. Spain ❑

1.5 Did you know wheelchair slalom before being involved in the project?

1. Yes ❑
2. No ❑

PILOT PROGRAM

1.6 Why did you decide to participate in the Wheelchair Slalom Program? (Select one or more answers – max 3, using 1 for the primary reason, 2 for the secondary and so on)

It is an activity foreseen by my club/association/school	
I am interested in improving my skills/competences on wheelchair slalom practice	
I think it is an opportunity to contribute to the improvement of skills/competences of children with disabilities from a physical point of view	
I think it is an opportunity to contribute to the improvement of skills/competences of children with disabilities from a cognitive point of view	
I think it is an opportunity to contribute to the integration of children with disabilities into society	
To contribute to the promotion of wheelchair slalom among sporting bodies and other relevant stakeholders working with the target group	
Other (specify)	

1.7 How much do you agree with the following statements as regard individual impact of wheelchair slalom practice? (Select one answer for each row, using the following scale: 1- Strongly disagree, 2-Disagree, 3-Neither agree nor disagree, 4-Agree, 5- Strongly agree)

	1	**2**	**3**	**4**	**5**
Physical improvement: wheelchair slalom practice can benefit its practitioners in their daily life through the improvement of children's coordination, in particular in their ability to manage the wheelchair					
Cognitive improvement: wheelchair slalom practice can impact its practitioners positively through the increase in self-confidence and self-esteem					
Cognitive improvement: wheelchair slalom practice can impact its practitioners positively through the improvement in the capacity to face difficulties and daily problems					
Cognitive improvement: wheelchair slalom practice can impact its practitioners positively through the improvement in the capacity to set objectives and accomplish them					
Life-style improvement: wheelchair slalom practice can benefit its practitioners in their daily life increasing their autonomy from parents					
Life-style improvement: wheelchair slalom practice can benefit its practitioners in their daily life, getting used to having a routine and to respecting schedules					

1.8 How much do you agree with the following statements as regard social impact of wheelchair slalom practice? (Select one answer for each row, using the following scale: 1- Strongly disagree, 2- Disagree, 3-Neither agree nor disagree, 4-Agree, 5- Strongly agree)

	1	2	3	4	5
Wheelchair slalom practice can impact its practitioners at a social level connecting them to other people					
Wheelchair slalom practice can impact its practitioners at a social level increasing the occasions to make new friends					
Wheelchair slalom practice can impact its practitioners at a social level increasing in bonding with other disabled children and understanding their similarities despite the different disabilities					
Wheelchair slalom practice can increase in the visibility of disability					
Wheelchair slalom practice can increase awareness raising in society making people understand the capacities of children with disabilities					
Wheelchair slalom practice can support families in creating networks helping them to share similar difficulties in dealing with disability					

1.9 How much do you think that Wheelchair Slalom Pilot Program will contribute to the following issues (For each questions below select one answer for each row, using the following scale: 1- I do not know 2- Not at all 3 – Little 4 - Quite 5- Very much)

	1	2	3	4	5
Improving your capacity of working with disability					
Improving your communicative competencies					
Improving your technical competencies					

PART 2 - to be submitted for each child involved in the program

CHILD INFORMATION

1.10 ID CHILD _____

1.11 Sex Male ☐ Female ☐

1.12 Age _____

1.13 Did he/she know wheelchair slalom before being involved in the project?

1. Yes ❑
2. No ❑

1.14 Did he/she ever have practiced wheelchair slalom before being involved in the project?

1. Yes ❑
2. No ❑

1.15 How would you rate his/her skill/competence/ability in the following physical related issues (For each of the questions below select one answer for each row, using the following scale: 1-Very poor possession, 2- Poor possession, 3-Enough possession, 4- Good possession, 5-Very good possession)

	1	2	3	4	5
Ability to manage the wheelchair					
Coordination in movement with the wheelchair					
Personal autonomy at club/association/school					
Physical skill to keep on doing the same activity for an extended period					

1.16 How would you rate his/her skill/competence/ability in cognitive related issues (For each of the questions below select one answer for each row, using the following scale: 1-Very poor possession, 2- Poor possession, 3-Enough possession, 4- Good possession, 5-Very good possession)

	1	2	3	4	5
Positive attitude toward himself/herself					
Assertiveness (being self-assured and confident)					
Whole satisfaction toward himself/herself					
Enthusiasm in facing new challenges					
Capacity to face difficulties and daily problems					
Capacity to cope with emotions					
Capacity to face stress situations					
Capacity to set objectives and accomplish them					
Capacity to keep the focus on a specific activity					

1.17 How would you rate his/her skill/competence/ability in life-style related issues (For each of the questions below select one answer for each row, using the following scale: 1-Very poor possession, 2- Poor possession, 3-Enough possession, 4- Good possession, 5-Very good possession)

	1	2	3	4	5
Autonomy in going out without parents					
Capacity to have a routine and to respect schedules					
Capacity to cope with rules					
Ability to adapt well to new situations and environments					
Capacity to cope with extraordinary activities					

1.18 How would you rate his/her skill/competence/ability in social related issues (For each of the questions below select one answer for each row, using the following scale: 1-Very poor possession, 2- Poor possession, 3-Enough possession, 4- Good possession, 5-Very good possession)

	1	2	3	4	5
Positive attitude to communicate with others					
Connecting with other disabled children					
Integrating with other children in daily activities					
Making new friends					
Participating in leisure moments with other children					
Feeling of belonging					

COACHES/PHYSICAL EDUCATION TEACHERS' QUESTIONNAIRE POST

To be submitted at the end of the project.

Part 2 to be submitted for each child involved in the program

Note: data will be treated in an aggregated manner and anonymously as well as in compliance with EU and national current legislation on privacy.

PART 1

PERSONAL DATA

1.1 Sex	Male	☐	Female	☐

1.2 Age _____

1.3 Job/role

☐	Coach
☐	Physical education teachers
☐	Other (please specify)

1.4 Which country do you live in?

1. Austria ❑
2. Croatia ❑
3. Portugal ❑
4. Spain ❑

PILOT PROGRAM

1.5 After having been involved in the Wheelchair Slalom Pilot Program express your agreement with the following statements as regard individual impact of wheelchair slalom practice (Select one answer for each row, using the following scale: 1- Strongly disagree, 2-Disagree, 3-Neither agree nor disagree, 4-Agree, 5- Strongly agree)

	1	2	3	4	5
Physical improvement: wheelchair slalom practice can benefit its practitioners in their daily life through the improvement of children's coordination, in particular in their ability to manage the wheelchair					
Cognitive improvement: wheelchair slalom practice can impact its practitioners positively through the increase in self-confidence and self-esteem					
Cognitive improvement: wheelchair slalom practice can impact its practitioners positively through the improvement in the capacity to face difficulties and daily problems					
Cognitive improvement: wheelchair slalom practice can impact its practitioners positively through the improvement in the capacity to set objectives and accomplish them					
Life-style improvement: wheelchair slalom practice can benefit its practitioners in their daily life increasing their autonomy from parents					
Life-style improvement: wheelchair slalom practice can benefit its practitioners in their daily life, getting used to having a routine and to respecting schedules					

1.6 After having been involved in the Wheelchair Slalom Pilot Program express your agreement with the following statements as regard social impact of wheelchair slalom practice (Select one answer for each row, using the following scale: 1- Strongly disagree, 2-Disagree, 3-Neither agree nor disagree, 4-Agree, 5- Strongly agree)

	1	2	3	4	5
Wheelchair slalom practice can impact its practitioners at a social level connecting them to other people					
Wheelchair slalom practice can impact its practitioners at a social level increasing the occasions to make new friends					
Wheelchair slalom practice can impact its practitioners at a social level increasing in bonding with other disabled children and understanding their similarities despite the different disabilities					
Wheelchair slalom practice can increase in the visibility of disability					
Wheelchair slalom practice can increase awareness raising in society making people understand the capacities of children with disabilities					
Wheelchair slalom practice can support families in creating networks helping them to share similar difficulties in dealing with disability					

1.7 How much do you think that Wheelchair Slalom Pilot Program has contributed to the following issues (For each questions below select one answer for each row, using the following scale: 1- I do not know 2- Not at all 3 – Little 4 - Quite 5- Very much)

	1	2	3	4	5
Improving your capacity of working with disability					
Improving your communicative competencies					
Improving your technical competencies					

PART 2 - to be submitted for each child involved in the program

CHILD INFORMATION

1.8 ID CHILD

1.9 Sex Male ☐ Female ☐

1.10 Age

1.11 How would you rate his/her skill/competence/ability in the following physical related issues (For each of the questions below select one answer for each row, using the following scale: 1-Very poor possession, 2- Poor possession, 3-Enough possession, 4- Good possession, 5-Very good possession)

	1	2	3	4	5
Ability to manage the wheelchair					
Coordination in movement with the wheelchair					
Personal autonomy at club/association/school					
Physical skill to keep on doing the same activity for an extended period					

1.12 How would you rate his/her skill/competence/ability in cognitive related issues (For each of the questions below select one answer for each row, using the following scale: 1-Very poor possession, 2- Poor possession, 3-Enough possession, 4- Good possession, 5-Very good possession)

	1	2	3	4	5
Positive attitude toward himself/herself					
Assertiveness (being self-assured and confident)					
Whole satisfaction toward himself/herself					
Enthusiasm in facing new challenges					
Capacity to face difficulties and daily problems					
Capacity to cope with emotions					
Capacity to face stress situations					
Capacity to set objectives and accomplish them					
Capacity to keep the focus on a specific activity					

1.13 How would you rate his/her skill/competence/ability in life-style related issues (For each of the questions below select one answer for each row, using the following scale: 1-Very poor possession, 2- Poor possession, 3-Enough possession, 4- Good possession, 5-Very good possession)

	1	2	3	4	5
Autonomy in going out without parents					
Capacity to have a routine and to respect schedules					
Capacity to cope with rules					
Ability to adapt well to new situations and environments					
Capacity to cope with extraordinary activities					

1.14 How would you rate his/her skill/competence/ability in social related issues (For each of the questions below select one answer for each row, using the following scale: 1-Very poor possession, 2- Poor possession, 3-Enough possession, 4- Good possession, 5-Very good possession)

	1	**2**	**3**	**4**	**5**
Positive attitude to communicate with others					
Connecting with other disabled children					
Integrating with other children in daily activities					
Making new friends					
Participating in leisure moments with other children					
Feeling of belonging					

PARENTS' QUESTIONNAIRE PRE

To be submitted before the program start and at the end of the project.

Part 2 to be submitted for each child involved in the program

Note: data will be treated in an aggregated manner and anonymously as well as in compliance with EU and national current legislation on privacy.

PART 1

PERSONAL DATA

1.1 Sex	Male	☐	Female	☐

1.2 Age _____

1.3 Which country do you live in?

1. Austria ❑
2. Croatia ❑
3. Portugal ❑
4. Spain ❑

1.4 Did you know wheelchair slalom before being involved in the project?

1. Yes ❑
2. No ❑

PILOT PROGRAM

1.5 Why did you decide to make your child participating in the Wheelchair Slalom Program? (Select one or more answers – max 3, using 1 for the primary reason, 2 for the secondary and so on)

It is an activity foreseen by the club/association/school in which my child is enrolled and I've been asked to	
I think it is an opportunity to contribute to the improvement of skills/competences of children with disabilities from a physical point of view	
I think it is an opportunity to contribute to the improvement of skills/competences of children with disabilities from a cognitive point of view	

1.6 How much do you agree with the following statements as regard individual impact of wheelchair slalom practice? (Select one answer for each row, using the following scale: 1- Strongly disagree, 2-Disagree, 3-Neither agree nor disagree, 4-Agree, 5- Strongly agree)

	1	2	3	4	5
Physical improvement: wheelchair slalom practice can benefit its practitioners in their daily life through the improvement of children's coordination, in particular in their ability to manage the wheelchair					
Cognitive improvement: wheelchair slalom practice can impact its practitioners positively through the increase in self-confidence and self-esteem					
Cognitive improvement: wheelchair slalom practice can impact its practitioners positively through the improvement in the capacity to face difficulties and daily problems					
Cognitive improvement: wheelchair slalom practice can impact its practitioners positively through the improvement in the capacity to set objectives and accomplish them					
Life-style improvement: wheelchair slalom practice can benefit its practitioners in their daily life increasing their autonomy from parents					
Life-style improvement: wheelchair slalom practice can benefit its practitioners in their daily life, getting used to having a routine and to respecting schedules					

1.7 How much do you agree with the following statements as regard social impact of wheelchair slalom practice? (Select one answer for each row, using the following scale: 1- Strongly disagree, 2-Disagree, 3-Neither agree nor disagree, 4-Agree, 5- Strongly agree)

	1	2	3	4	5
Wheelchair slalom practice can impact its practitioners at a social level connecting them to other people					
Wheelchair slalom practice can impact its practitioners at a social level increasing the occasions to make new friends					
Wheelchair slalom practice can impact its practitioners at a social level increasing in bonding with other disabled children and understanding their similarities despite the different disabilities					
Wheelchair slalom practice can increase in the visibility of disability					
Wheelchair slalom practice can increase awareness raising in society making people understand the capacities of children with disabilities					
Wheelchair slalom practice can support families in creating networks helping them to share similar difficulties in dealing with disability					

PART 2 - to be submitted for each child involved in the program

CHILD INFORMATION

1.8 ID CHILD _____

1.9 Sex Male ☐ Female ☐

1.10 Age _____

1.11 Did he/she know wheelchair slalom before being involved in the project?

1. Yes ❑
2. No ❑

1.12 Did he/she ever have practiced wheelchair slalom before being involved in the project?

1. Yes ❑
2. No ❑

1.13 How would you rate his/her skill/competence/ability in the following physical related issues
(For each of the questions below select one answer for each row, using the following scale: 1-Very poor possession, 2- Poor possession, 3-Enough possession, 4- Good possession, 5-Very good possession)

	1	2	3	4	5
Ability to manage the wheelchair					
Coordination in movement with the wheelchair					
Personal autonomy at home					
Physical skill to keep on doing the same activity for an extended period					

1.14 How would you rate his/her skill/competence/ability in cognitive related issues (For each of the questions below select one answer for each row, using the following scale: 1-Very poor possession, 2- Poor possession, 3-Enough possession, 4- Good possession, 5-Very good possession)

	1	2	3	4	5
Positive attitude toward himself/herself					
Assertiveness (being self-assured and confident)					
Whole satisfaction toward himself/herself					
Enthusiasm in facing new challenges					
Capacity to face difficulties and daily problems					
Capacity to cope with emotions					
Capacity to face stress situations					
Capacity to set objectives and accomplish them					
Capacity to keep the focus on a specific activity					

1.15 How would you rate his/her skill/competence/ability in life-style related issues (For each of the questions below select one answer for each row, using the following scale: 1-Very poor possession, 2- Poor possession, 3-Enough possession, 4- Good possession, 5-Very good possession)

	1	2	3	4	5
Autonomy in going out without parents					
Capacity to have a routine and to respect schedules					
Capacity to cope with rules					
Ability to adapt well to new situations and environments					
Capacity to cope with extraordinary activities					

1.16 How would you rate his/her skill/competence/ability in social related issues (For each of the questions below select one answer for each row, using the following scale: 1-Very poor possession, 2- Poor possession, 3-Enough possession, 4- Good possession, 5-Very good possession)

	1	2	3	4	5
Positive attitude to communicate with others					
Connecting with other disabled children					
Integrating with other children in daily activities					
Making new friends					
Participating in leisure moments with other children					
Feeling of belonging					

PARENTS' QUESTIONNAIRE POST

To be submitted at the end of the pilot program.

Part 2 to be submitted for each child involved in the program

Note: data will be treated in an aggregated manner and anonymously as well as in compliance with EU and national current legislation on privacy.

PART 1

PERSONAL DATA

1.1 Sex

Male	☐	Female	☐

1.2 Age

1.3 Which country do you live in?

1. Austria ❑
2. Croatia ❑
3. Portugal ❑
4. Spain ❑

PILOT PROGRAM

1.4 After having been involved in the Wheelchair Slalom Pilot Program express your agreement with the following statements as regard individual impact of wheelchair slalom practice (Select one answer for each row, using the following scale: 1- Strongly disagree, 2-Disagree, 3-Neither agree nor disagree, 4-Agree, 5- Strongly agree)

	1	2	3	4	5
Physical improvement: wheelchair slalom practice can benefit its practitioners in their daily life through the improvement of children's coordination, in particular in their ability to manage the wheelchair					
Cognitive improvement: wheelchair slalom practice can impact its practitioners positively through the increase in self-confidence and self-esteem					
Cognitive improvement: wheelchair slalom practice can impact its practitioners positively through the improvement in the capacity to face difficulties and daily problems					
Cognitive improvement: wheelchair slalom practice can impact its practitioners positively through the improvement in the capacity to set objectives and accomplish them					
Life-style improvement: wheelchair slalom practice can benefit its practitioners in their daily life increasing their autonomy from parents					
Life-style improvement: wheelchair slalom practice can benefit its practitioners in their daily life, getting used to having a routine and to respecting schedules					

1.5 After having been involved in the Wheelchair Slalom Pilot Program express your agreement with the following statements as regard social impact of wheelchair slalom practice (Select one answer for each row, using the following scale: 1- Strongly disagree, 2-Disagree, 3-Neither agree nor disagree, 4-Agree, 5- Strongly agree)

	1	2	3	4	5
Wheelchair slalom practice can impact its practitioners at a social level connecting them to other people					
Wheelchair slalom practice can impact its practitioners at a social level increasing the occasions to make new friends					
Wheelchair slalom practice can impact its practitioners at a social level increasing in bonding with other disabled children and understanding their similarities despite the different disabilities					
Wheelchair slalom practice can increase in the visibility of disability					
Wheelchair slalom practice can increase awareness raising in society making people understand the capacities of children with disabilities					
Wheelchair slalom practice can support families in creating networks helping them to share similar difficulties in dealing with disability					

PART 2 - to be submitted for each child involved in the program

CHILD INFORMATION

1.6 ID CHILD _____

1.7 Sex Male ☐ Female ☐

1.8 Age _____

1.9 How would you rate his/her skill/competence/ability in the following physical related issues (For each of the questions below select one answer for each row, using the following scale: 1-Very poor possession, 2- Poor possession, 3-Enough possession, 4- Good possession, 5-Very good possession)

	1	2	3	4	5
Ability to manage the wheelchair					
Coordination in movement with the wheelchair					
Personal autonomy at home					
Physical skill to keep on doing the same activity for an extended period					

1.10 How would you rate his/her skill/competence/ability in cognitive related issues (For each of the questions below select one answer for each row, using the following scale: 1-Very poor possession, 2- Poor possession, 3-Enough possession, 4- Good possession, 5-Very good possession)

	1	2	3	4	5
Positive attitude toward himself/herself					
Assertiveness (being self-assured and confident)					
Whole satisfaction toward himself/herself					
Enthusiasm in facing new challenges					
Capacity to face difficulties and daily problems					
Capacity to cope with emotions					
Capacity to face stress situations					
Capacity to set objectives and accomplish them					
Capacity to keep the focus on a specific activity					

1.11 How would you rate his/her skill/competence/ability in life-style related issues (For each of the questions below select one answer for each row, using the following scale: 1-Very poor possession, 2- Poor possession, 3-Enough possession, 4- Good possession, 5-Very good possession)

	1	2	3	4	5
Autonomy in going out without parents					
Capacity to have a routine and to respect schedules					
Capacity to cope with rules					
Ability to adapt well to new situations and environments					
Capacity to cope with extraordinary activities					

1.12 How would you rate his/her skill/competence/ability in social related issues (For each of the questions below select one answer for each row, using the following scale: 1-Very poor possession, 2- Poor possession, 3-Enough possession, 4- Good possession, 5-Very good possession)

	1	2	3	4	5
Positive attitude to communicate with others					
Connecting with other disabled children					
Integrating with other children in daily activities					
Making new friends					
Participating in leisure moments with other children					
Feeling of belonging					

Annex 2 - Statistical appendix

Co-funded by the Erasmus+ Programme of the European Union

WHEELCHAIR SLALOM PROJECT

Annex 2
Statistical Appendix to the Report of conclusions

December 2019

IRS – Istituto per la Ricerca Sociale

Table of contents

Awareness Session

Q1.1 Sex

Country	Sex	N	%
AT	Male	11	45.8
	Female	13	54.2
ES	Male	81	44.3
	Female	102	55.7
HR	Male	37	34.3
	Female	71	65.7
PT	Male	96	56.8
	Female	73	43.2
General	Male	225	46.5
	Female	259	53.5

Q1.2 Age

Country	Age	N	%
AT	14-24	5	21.7
	25-34	8	34.8
	35-54	10	43.5
	55-64	0	0.0
	65+	0	0.0
ES	14-24	135	73.8
	25-34	34	18.6
	35-54	8	4.4
	55-64	3	1.6
	65+	3	1.6
HR	<14	2	1.9
	14-24	26	24.1
	25-34	25	23.1
	35-54	40	37.0
	55-64	14	13.0
	65+	1	0.9
PT	<14	3	1.8
	14-24	61	36.1
	25-34	35	20.7
	35-54	60	35.5
	55-64	10	5.9
General	<14	5	1.0
	14-24	227	47.0
	25-34	102	21.1
	35-54	118	24.4
	55-64	27	5.6
	65+	4	0.8

Q1.3 Job/Role

Country	Job/Role	N	%
AT	Municipal officials	0	0.0
	School directors	0	0.0
	Physical education teachers	5	22.7
	Special education teachers	5	22.7
	Parents	0	0.0
	Trainers	12	54.5
	Physiotherapists	0	0.0
	Caregivers	0	0.0
ES	Municipal officials	2	2.27
	School directors	6	6.82
	Physical education teachers	51	58.0
	Special education teachers	1	1.14
	Parents	1	1.14
	Trainers	26	29.6
	Physiotherapists	1	1.14
	Caregivers	0	0.0
HR	Municipal officials	1	2.8
	School directors	2	5.6
	Physical education teachers	3	8.3
	Special education teachers	4	11.1
	Parents	5	13.9
	Trainers	6	16.7
	Physiotherapists	7	19.4
	Caregivers	8	22.2
PT	Municipal officials	3	3.4
	School directors	3	3.4
	Physical education teachers	21	23.9
	Special education teachers	15	17.0
	Parents	6	6.8
	Trainers	24	27.3
	Physiotherapists	5	5.7
	Caregivers	11	12.5
General	Municipal officials	9	3.5
	School directors	14	5.5
	Physical education teachers	79	31.1
	Special education teachers	35	13.8
	Parents	27	10.6
	Trainers	67	26.4
	Physiotherapists	8	3.1
	Caregivers	15	5.9

Q1.4 Overall Satisfaction: How satisfied were you with your participation in this awareness raising session?

	Very satisfied	Quite satisfied	Little satisfied	Not at all satisfied
AT	79.2	12.5	4.2	4.2
ES	80.1	17.7	2.2	0.0
HR	96.3	3.7	0.0	0.0
PT	53.5	45.3	1.2	0.0
General	74.3	24.1	1.5	0.2

Q1.5 Satisfaction with regards to items

	Very satisfied	Quite satisfied	Little satisfied	Not at all satisfied	I do not know
AT					
Contents of the session	78.3	17.4	4.3	0.0	0.0
Relevance of the session contents for educating on what Wheelchair Slalom is	68.2	22.7	9.1	0.0	0.0
Level of detailing each concept/notion presented during the session	50.0	45.5	4.5	0.0	0.0
Use of an easy to understand language	87.5	8.3	0.0	4.2	0.0
Clarity of the explanations provided during the session	87.5	12.5	0.0	0.0	0.0
Ensuring an active involvement in the discussion of all participants	69.6	26.1	0.0	0.0	4.2
Facilitators/Trainers' professionalism	95.8	4.2	0.0	0.0	0.0
Facilitators/Trainers' availability to accommodate participants needs	79.2	20.8	0.0	0.0	0.0
Quality and presentation of materials	79.2	16.7	4.2	0.0	0.0
Timetable and length of the session	70.8	12.5	12.5	4.2	0.0
ES					
Contents of the session	67.6	30.1	2.3	0.0	0.0
Relevance of the session contents for educating on what Wheelchair Slalom is	65.6	33.9	0.6	0.0	0.0
Level of detailing each concept/notion presented during the session	45.6	51.1	2.8	0.6	0.0
Use of an easy to understand language	83.1	16.9	0.0	0.0	0.0
Clarity of the explanations provided during the session	83.9	14.4	1.7	0.0	0.0
Ensuring an active involvement in the discussion of all participants	79.4	15.6	5.0	0.0	0.0
Facilitators/Trainers' professionalism	85.4	14.6	0.0	0.0	0.0
Facilitators/Trainers' availability to accommodate participants needs	79.9	20.1	0.0	0.0	0.0
Quality and presentation of materials	62.0	31.8	6.1	0.0	0.0
Timetable and length of the session	53.6	40.2	6.1	0.0	0.0
HR					
Contents of the session	90.7	9.3	0.0	0.0	0.0
Relevance of the session contents for educating on what Wheelchair Slalom is	94.4	4.7	0.9	0.0	0.0
Level of detailing each concept/notion presented during the session	88.0	12.0	0.0	0.0	0.0
Use of an easy to understand language	94.4	5.6	0.0	0.0	0.0
Clarity of the explanations provided during the session	92.6	7.4	0.0	0.0	0.0
Ensuring an active involvement in the discussion of all participants	94.4	5.6	0.0	0.0	0.0
Facilitators/Trainers' professionalism	95.4	4.6	0.0	0.0	0.0
Facilitators/Trainers' availability to accommodate participants needs	96.3	3.7	0.0	0.0	0.0
Quality and presentation of materials	88.9	11.1	0.0	0.0	0.0
Timetable and length of the session	94.4	4.7	0.9	0.0	0.0
PT					
Contents of the session	56.7	41.5	1.8	0.0	0.0
Relevance of the session contents for educating on what Wheelchair Slalom is	52.6	45.0	1.8	0.0	0.6
Level of detailing each concept/notion presented during the session	45.3	51.2	3.5	0.0	0.0
Use of an easy to understand language	65.7	33.1	1.2	0.0	0.0
Clarity of the explanations provided during the session	57.9	39.8	2.3	0.0	0.0
Ensuring an active involvement in the discussion of all participants	50.6	48.3	1.2	0.0	0.0
Facilitators/Trainers' professionalism	65.1	33.7	1.2	0.0	0.0
Facilitators/Trainers' availability to accommodate	71.5	26.2	2.3	0.0	0.0

	Very satisfied	Quite satisfied	Little satisfied	Not at all satisfied	I do not know
participants needs					
Quality and presentation of materials	53.8	43.3	2.9	0.0	0.0
Timetable and length of the session	47.7	45.9	5.2	0.6	0.6
General					
Contents of the session	69.4	28.9	1.7	0.0	0.0
Relevance of the session contents for educating on what Wheelchair Slalom is	67.5	30.8	1.5	0.0	0.2
Level of detailing each concept/notion presented during the session	55.2	42.1	2.5	0.2	0.0
Use of an easy to understand language	79.7	19.7	0.4	0.2	0.0
Clarity of the explanations provided during the session	76.8	21.7	1.4	0.0	0.0
Ensuring an active involvement in the discussion of all participants	72.0	25.5	2.3	0.0	0.2
Facilitators/Trainers' professionalism	80.9	18.7	0.4	0.0	0.0
Facilitators/Trainers' availability to accommodate participants needs	80.5	18.6	0.8	0.0	0.0
Quality and presentation of materials	66.0	30.5	3.5	0.0	0.0
Timetable and length of the session	61.5	32.9	5.0	0.4	0.2

Q1.6 Enhanced knowledge with regards to items: Do you think that this awareness raising session helped you to gain/increase your knowledge on/understanding of:

	A lot	Enough	A little
AT			
Basic characteristics of how Wheelchair Slalom is practiced	91.7	4.2	4.2
How Wheelchair Slalom practice can potentially benefit its practitioners in their daily life to manage their wheelchairs	95.8	0.0	4.2
How Wheelchair Slalom practice can impact its practitioners positively at physical and mental levels	91.7	4.2	4.2
How can Wheelchair Slalom practice impact its practitioners positively at a social level	75.0	20.8	4.2
How to promote and disseminate the practice of Slalom	83.3	12.5	4.2
ES			
Basic characteristics of how Wheelchair Slalom is practiced	97.8	2.2	0.0
How Wheelchair Slalom practice can potentially benefit its practitioners in their daily life to manage their wheelchairs	97.2	2.2	0.6
How Wheelchair Slalom practice can impact its practitioners positively at physical and mental levels	95.0	4.5	0.6
How can Wheelchair Slalom practice impact its practitioners positively at a social level	94.9	3.9	1.2
How to promote and disseminate the practice of Slalom	91.1	6.7	2.3
HR			
Basic characteristics of how Wheelchair Slalom is practiced	100.0	0.0	0.0
How Wheelchair Slalom practice can potentially benefit its practitioners in their daily life to manage their wheelchairs	98.9	1.1	0.0
How Wheelchair Slalom practice can impact its practitioners positively at physical and mental levels	98.9	1.1	0.0
How can Wheelchair Slalom practice impact its practitioners positively at a social level	98.9	1.1	0.0
How to promote and disseminate the practice of Slalom	98.9	1.1	0.0
PT			
Basic characteristics of how Wheelchair Slalom is practiced	94.2	5.3	0.6
How Wheelchair Slalom practice can potentially benefit its practitioners in their daily life to manage their wheelchairs	95.3	3.5	1.2
How Wheelchair Slalom practice can impact its practitioners positively at physical and mental levels	95.3	4.1	0.6
How can Wheelchair Slalom practice impact its practitioners positively at a social level	93.5	5.9	0.6
How to promote and disseminate the practice of Slalom	91.1	6.5	2.4
General			
Basic characteristics of how Wheelchair Slalom is practiced	96.2	3.0	0.4
How Wheelchair Slalom practice can potentially benefit its practitioners in their daily life to manage their wheelchairs	96.8	2.4	0.8
How Wheelchair Slalom practice can impact its practitioners positively at physical and mental levels	95.7	3.6	0.6
How can Wheelchair Slalom practice impact its practitioners positively at a social level	94.2	4.9	0.8
How to promote and disseminate the practice of Slalom	92.2	5.8	1.9

Q1.7 Interest in being part in the project: Do you think that this awareness raising session increased your interest in being part of a specific training program on Wheelchair Slalom practice?

Country	Y/N	N	%
AT	Yes	20	83.3
	No	4	16.7
ES	Yes	154	86.5
	No	24	13.5
HR	Yes	90	96.8
	No	3	3.2
PT	Yes	158	98.1
	No	3	1.9
General	Yes	422	92.5
	No	34	7.5

Training Session

Q1.1 Sex

Country	Sex	N	%
AT	Male	20	47.6
	Female	22	52.4
ES	Male	16	26.2
	Female	45	73.8
HR	Male	23	35.9
	Female	41	64.1
PT	Male	34	52.3
	Female	31	47.7
General	Male	93	40.1
	Female	139	59.9

Q1.2 Age

Country	Age	N	%
AT	14-24	4	10.3
	25-34	11	28.2
	35-54	20	51.3
	55-64	4	10.3
ES	14-24	11	20.8
	25-34	25	47.2
	35-54	15	28.3
	55-64	1	1.9
	65+	1	1.9
HR	14-24	32	50.0
	25-34	7	10.9
	35-54	21	32.8
	55-64	4	6.3
PT	14-24	10	15.6
	25-34	15	23.4
	35-54	31	48.4
	55-64	1	1.6
General	14-24	57	26.8
	25-34	58	27.2
	35-54	87	40.8
	55-64	10	4.7
	65+	1	0.5

Q1.3 Job/Role

Country	Job/Role	N	%
AT	Municipal officials	1	2.7
	School directors	0	0.0
	Physical education teachers	5	13.5
	Special education teachers	5	13.5
	Parents	3	8.1
	Trainers	15	40.5
	Physiotherapists	7	18.9
	Caregivers	1	2.7
ES	Municipal officials	0	0.0
	School directors	0	0.0
	Physical education teachers	9	20.9
	Special education teachers	2	4.7
	Parents	3	7.0
	Trainers	5	11.6
	Physiotherapists	23	53.5
	Caregivers	1	2.3
HR	Municipal officials	4	23.5
	School directors	1	5.9
	Physical education teachers	2	11.8
	Special education teachers	4	23.5
	Parents	1	5.9
	Trainers	3	17.6
	Physiotherapists	2	11.8
	Caregivers	0	0.0
PT	Municipal officials	1	2.7
	School directors	1	2.7
	Physical education teachers	12	32.4
	Special education teachers	8	21.6
	Parents	6	16.2
	Trainers	8	21.6
	Physiotherapists	1	2.7
	Caregivers	0	0.0
General	Municipal officials	6	4.5
	School directors	2	1.5
	Physical education teachers	28	20.9
	Special education teachers	19	14.2
	Parents	13	9.7
	Trainers	31	23.1
	Physiotherapists	33	24.6
	Caregivers	2	1.5

Q1.4 Previous knowledges on weelchairs: Did you know Wheelchair Slalom before the session?

Country	Y/N	N	%
AT	Yes	19	44.2
	No	24	55.8
ES	Yes	37	60.7
	No	24	39.3
HR	Yes	7	10.8
	No	58	89.2
PT	Yes	50	76.9
	No	15	23.1
General	Yes	113	48.3
	No	121	51.7

Q1.5 Overall Satisfaction: How satisfied were you with your participation in this training session?

Country	N/%	Very satisfied	Quite satisfied	Little satisfied	Not at all satisfied	I do not know	Total
AT	**N**	27	11	4	0	1	43
	%	62.8	25.6	9.3	0.0	2.3	100.0
ES	**N**	38	23	0	0	0	61
	%	62.3	37.7	0.0	0.0	0.0	100.0
HR	**N**	43	21	0	0	1	65
	%	66.2	32.3	0.0	0.0	1.5	100.0
PT	**N**	45	20	0	0	0	65
	%	69.2	30.8	0.0	0.0	0.0	100.0
General	**N**	153	75	4	0	2	234
	%	65.4	32.1	1.7	0.0	0.9	100.0

Q1.6 Satisfaction with regards to:

	Very satisfied	Quite satisfied	Little satisfied	Not at all satisfied	I do not know
AT					
Contents of the session	59.5	33.3	4.8	0.0	2.4
Information in order to start an activity with the children	51.2	32.6	14.0	0.0	2.3
Relevance of the session contents for educating on what Wheelchair Slalom is	55.8	37.2	4.7	0.0	2.3
Level of detailing each concept/notion presented during the session	47.6	31.0	16.7	2.4	2.4
Use of an easy to understand language	58.1	27.9	4.7	2.3	7.0
Clarity of the explanations provided during the session	42.9	42.9	4.8	4.8	4.8
Ensuring an active involvement in the discussion of all participants	64.3	16.7	14.3	0.0	4.8
Facilitators/Trainers' professionalism	66.7	23.8	7.1	0.0	2.4
Facilitators/Trainers' availability to accommodate participants needs	64.3	23.8	9.5	0.0	2.4
Quality and presentation of materials	58.1	27.9	9.3	2.3	2.3
Timetable and length of the session	48.8	37.2	7.0	2.3	4.7
ES					
Contents of the session	52.5	44.3	3.3	0.0	0.0
Information in order to start an activity with the children	57.4	29.5	9.8	3.3	0.0
Relevance of the session contents for educating on what Wheelchair Slalom is	51.7	41.7	5.0	1.7	0.0
Level of detailing each concept/notion presented during the session	47.5	44.3	8.2	0.0	0.0
Use of an easy to understand language	70.0	30.0	0.0	0.0	0.0
Clarity of the explanations provided during the session	77.0	21.3	1.6	0.0	0.0
Ensuring an active involvement in the discussion of all participants	67.2	29.5	3.3	0.0	0.0
Facilitators/Trainers' professionalism	63.9	31.1	4.9	0.0	0.0
Facilitators/Trainers' availability to accommodate participants needs	80.3	18.0	1.6	0.0	0.0
Quality and presentation of materials	68.9	29.5	1.6	0.0	0.0
Timetable and length of the session	59.0	34.4	6.6	0.0	0.0
HR					
Contents of the session	70.5	29.5	0.0	0.0	0.0
Information in order to start an activity with the children	70.3	28.1	0.0	0.0	1.6
Relevance of the session contents for educating on what Wheelchair Slalom is	71.9	26.6	0.0	0.0	1.6
Level of detailing each concept/notion presented during the session	60.9	37.5	1.6	0.0	0.0
Use of an easy to understand language	81.3	15.6	3.1	0.0	0.0
Clarity of the explanations provided during the session	76.9	20.0	1.5	0.0	1.5
Ensuring an active involvement in the discussion of all participants	67.2	32.8	0.0	0.0	0.0
Facilitators/Trainers' professionalism	81.3	18.8	0.0	0.0	0.0
Facilitators/Trainers' availability to accommodate participants needs	75.0	23.4	1.6	0.0	0.0
Quality and presentation of materials	78.1	21.9	0.0	0.0	0.0
Timetable and length of the session	65.6	28.1	4.7	0.0	1.6
PT					
Contents of the session	49.2	50.8	0.0	0.0	0.0
Information in order to start an activity with the children	43.1	56.9	0.0	0.0	0.0

	Very satisfied	Quite satisfied	Little satisfied	Not at all satisfied	I do not know
Relevance of the session contents for educating on what Wheelchair Slalom is	69.2	30.8	0.0	0.0	0.0
Level of detailing each concept/notion presented during the session	52.3	46.2	1.5	0.0	0.0
Use of an easy to understand language	67.7	32.3	0.0	0.0	0.0
Clarity of the explanations provided during the session	75.4	24.6	0.0	0.0	0.0
Ensuring an active involvement in the discussion of all participants	63.1	36.9	0.0	0.0	0.0
Facilitators/Trainers' professionalism	87.7	12.3	0.0	0.0	0.0
Facilitators/Trainers' availability to accommodate participants needs	83.1	16.9	0.0	0.0	0.0
Quality and presentation of materials	66.2	33.8	0.0	0.0	0.0
Timetable and length of the session	55.4	41.5	3.1	0.0	0.0
General					
Contents of the session	57.6	40.2	1.7	0.0	0.4
Information in order to start an activity with the children	55.8	37.3	5.2	0.9	0.9
Relevance of the session contents for educating on what Wheelchair Slalom is	62.9	33.6	2.2	0.4	0.9
Level of detailing each concept/notion presented during the session	52.6	40.5	6.0	0.4	0.4
Use of an easy to understand language	70.3	26.3	1.7	0.4	1.3
Clarity of the explanations provided during the session	70.4	25.8	1.7	0.9	1.3
Ensuring an active involvement in the discussion of all participants	65.5	30.2	3.4	0.0	0.9
Facilitators/Trainers' professionalism	75.9	21.1	2.6	0.0	0.4
Facilitators/Trainers' availability to accommodate participants needs	76.7	20.3	2.6	0.0	0.4
Quality and presentation of materials	68.7	28.3	2.1	0.4	0.4
Timetable and length of the session	57.9	35.2	5.2	0.4	1.3

Q1.7 Enhanced knowledge with regards to items: Do you think that this training session helped you to gain/increase your knowledge on/understanding of

	A lot	Enough	A little
AT			
Basic characteristics of how Wheelchair Slalom is practiced	83.3	14.3	2.4
How Wheelchair Slalom practice can potentially benefit its practitioners in their daily life to manage their wheelchairs	85.7	9.5	4.8
How Wheelchair Slalom practice can impact its practitioners positively at physical and mental levels	83.3	16.7	0.0
How can Wheelchair Slalom practice impact its practitioners positively at a social level	88.1	11.9	0.0
How to promote and disseminate the practice of Slalom	85.0	5.0	10.0
ES			
Basic characteristics of how Wheelchair Slalom is practiced	85.2	11.5	3.3
How Wheelchair Slalom practice can potentially benefit its practitioners in their daily life to manage their wheelchairs	93.4	1.6	4.9
How Wheelchair Slalom practice can impact its practitioners positively at physical and mental levels	91.8	3.3	4.9
How can Wheelchair Slalom practice impact its practitioners positively at a social level	95.1	3.3	1.6
How to promote and disseminate the practice of Slalom	93.4	3.3	3.3
HR			
Basic characteristics of how Wheelchair Slalom is practiced	95.4	4.6	0.0
How Wheelchair Slalom practice can potentially benefit its practitioners in their daily life to manage their wheelchairs	98.5	1.5	0.0
How Wheelchair Slalom practice can impact its practitioners positively at physical and mental levels	98.5	1.5	0.0
How can Wheelchair Slalom practice impact its practitioners positively at a social level	95.4	4.6	0.0
How to promote and disseminate the practice of Slalom	82.8	14.1	3.1
PT			
Basic characteristics of how Wheelchair Slalom is practiced	96.9	3.1	0.0
How Wheelchair Slalom practice can potentially benefit its practitioners in their daily life to manage their wheelchairs	96.9	3.1	0.0
How Wheelchair Slalom practice can impact its practitioners positively at physical and mental levels	98.5	1.5	0.0
How can Wheelchair Slalom practice impact its practitioners positively at a social level	100.0	0.0	0.0
How to promote and disseminate the practice of Slalom	95.4	4.6	0.0
General			
Basic characteristics of how Wheelchair Slalom is practiced	90.9	7.8	1.3
How Wheelchair Slalom practice can potentially benefit its practitioners in their daily life to manage	94.4	3.4	2.2

	A lot	Enough	A little
their wheelchairs			
How Wheelchair Slalom practice can impact its practitioners positively at physical and mental levels	94.0	4.7	1.3
How can Wheelchair Slalom practice impact its practitioners positively at a social level	95.3	4.3	0.4
How to promote and disseminate the practice of Slalom	89.6	7.0	3.5

Q1.8 Interest in being part in the project: Do you think that this training session increased your interest in being part of a specific training program on Wheelchair Slalom practice?

Country	Y/N	N	%
AT	Yes	34	82.9
	No	7	17.1
ES	Yes	55	90.2
	No	6	9.8
HR	Yes	58	90.6
	No	6	9.4
PT	Yes	64	98.5
	No	1	1.5
General	Yes	211	91.3
	No	20	8.7

Pre-Pilot Programme (World Game)

Q1.7 How much do you agree with the following statements as regard individual impact of Wheelchair Slalom practice?

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
Physical improvement: Wheelchair Slalom practice can benefit its practitioners in their daily life through the improvement in the coordination ability of children, in particular in their ability to manage the wheelchair	0.0	0.0	0.0	19.0	81.0
Cognitive improvement: Wheelchair Slalom practice can impact its practitioners positively through the increase in self-confidence and self-esteem	0.0	0.0	4.8	33.3	61.9
Cognitive improvement: Wheelchair Slalom practice can impact its practitioners positively through the improvement in the capacity to face difficulties and daily problems	0.0	0.0	0.0	38.1	61.9
Cognitive improvement: Wheelchair Slalom practice can impact its practitioners positively through the improvement in the capacity to set objectives and accomplish them	0.0	0.0	0.0	38.1	61.9
Life-style improvement: Wheelchair Slalom practice can benefit its practitioners in their daily life increasing their autonomy from parents	0.0	4.5	0.0	45.5	50.0
Life-style improvement: Wheelchair Slalom practice can benefit its practitioners in their daily life, getting used to having a routine and to respecting schedules	0.0	0.0	9.1	18.2	72.7

Q1.8 How much do you agree with the following statements as regard social impact of Wheelchair Slalom practice?

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
Wheelchair Slalom practice can impact its practitioners at a social level connecting them to other people	0.0	0.0	4.8	28.6	66.7
Wheelchair Slalom practice can impact its practitioners at a social level increasing the occasion of making new friends	0.0	0.0	0.0	31.8	68.2
Wheelchair Slalom practice can impact its practitioners at a social level increasing in bonding with other disabled children and understanding their similarities despite the different disabilities	0.0	0.0	0.0	40.9	59.1
Wheelchair Slalom practice can increase in the visibility of disability	0.0	4.8	0.0	42.9	52.4
Wheelchair Slalom practice can increase awareness raising in the society making people understanding the capacities of children with disabilities	0.0	4.5	4.5	45.5	45.5
Wheelchair Slalom practice can support families in creating networks helping them to share similar difficulties in dealing with disability	0.0	0.0	4.5	31.8	63.6

Q1.17 How would you rate the experience of the child you are accompanying to the Wheelchair Slalom International Conference and World Game as regard the following physical related issues?

	Very poor possession	Poor possession	Enough possession	Good possession	Very good possession	Average
Ability to manage the wheelchair	0.0	11.1	5.6	27.8	55.6	4.28
Coordination in movement with the wheelchair	0.0	0.0	16.7	27.8	55.6	4.39
Personal autonomy at club/school	0.0	5.9	23.5	29.4	41.2	4.06
Physical skill to keep on doing the same activity for an extended period	0.0	0.0	5.3	31.6	63.2	4.58

Q1.18 How would you rate the experience of the child you are accompanying to the Wheelchair Slalom International Conference and World Game as regard the following cognitive related issues?

	Very poor possession	Poor possession	Enough possession	Good possession	Very good possession	Average
Positive attitude toward himself/herself	0.0	0.0	5.9	29.4	64.7	4.59
Assertiveness (being self-assured and confident)	0.0	0.0	5.9	41.2	52.9	4.47
Whole satisfaction toward himself/herself	0.0	0.0	0.0	38.9	61.1	4.61
Enthusiasm in facing new challenges	0.0	0.0	0.0	27.8	72.2	4.72
Capacity to face difficulties and daily problems	0.0	0.0	17.6	29.4	52.9	4.35
Capacity to cope with emotions	0.0	0.0	16.7	33.3	50.0	4.33
Capacity to face stress situations	0.0	0.0	27.8	27.8	44.4	4.17
Capacity to set objectives and accomplish them	0.0	0.0	11.1	33.3	55.6	4.44
Capacity to keep the focus on a specific activity	0.0	0.0	5.6	22.2	72.2	4.67

Q1.19 How would you rate the experience of the child you are accompanying to the Wheelchair Slalom International Conference and World Game as regard the following life-style related issues?

	Very poor possession	Poor possession	Enough possession	Good possession	Very good possession	Average
Autonomy in going out without parents	15.8	15.8	21.1	15.8	31.6	3.32
Capacity to have a routine and to respect schedules	0.0	5.3	5.3	21.1	68.4	4.53
Capacity to cope with rules	0.0	0.0	0.0	35.3	64.7	4.65
Ability to adapt well to new situations and environments	0.0	0.0	5.9	23.5	70.6	4.65
Capacity to cope with extraordinary activities	0.0	0.0	11.1	33.3	55.6	4.44

Q1.20 How would you rate the experience of the child you are accompanying to the Wheelchair Slalom International Conference and World Game as regard the following social related issues?

	Very poor possession	Poor possession	Enough possession	Good possession	Very good possession	Average
Positive attitude to communicate with others	0.0	0.0	15.0	35.0	50.0	4.35
Connecting with other disabled children	0.0	0.0	0.0	28.6	71.4	4.71
Integrating with other children in daily activities	0.0	0.0	0.0	23.8	76.2	4.76
Making new friends	0.0	0.0	4.8	14.3	81.0	4.76
Participating in leisure moments with other children	0.0	0.0	4.8	38.1	57.1	4.52
Feeling of belongings	0.0	0.0	9.5	28.6	61.9	4.52

Pilot Programme

COACHES - PRE

Q1.5 Did you know Wheelchair Slalom before being involved in the project?

Country	Y/N	N	%
AT	Yes	2	50.0
	No	2	50.0
ES	Yes	4	80.0
	No	1	20.0
HR	Yes	4	100.0
	No	0	0.0
PT	Yes	6	75.0
	No	2	25.0

Q1.13 Did the child know Wheelchair Slalom before being involved in the project?

Country	Y/N	N	%
AT	Yes	1	3.2
	No	30	96.8
ES	Yes	2	8.0
	No	23	92.0
HR	Yes	0	0.0
	No	26	100.0
PT	Yes	9	36.0
	No	16	64.0

Q1.14 Did the child ever have practiced Wheelchair Slalom before being involved in the project?

Country	Y/N	N	%
AT	Yes	0.0	0.0
	No	31	100.0
ES	Yes	2	8.0
	No	23	92.0
HR	Yes	0	0.0
	No	26	100.0
PT	Yes	4	16.7
	No	20	83.3

Q1.7 Individual impact of Wheelchair Slalom: How much do you agree with the following statements as regard individual impact of Wheelchair Slalom practice?

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
AT					
Physical improvement: Wheelchair Slalom practice can benefit its practitioners in their daily life through the improvement in the coordination ability of children, in particular in their ability to manage the wheelchair	0.0	0.0	0.0	50.0	50.0
Cognitive improvement: Wheelchair Slalom practice can impact its practitioners positively through the increase in self-confidence and self-esteem	0.0	0.0	0.0	25.0	75.0
Cognitive improvement: Wheelchair Slalom practice can impact its practitioners positively through the improvement in the capacity to face difficulties and daily problems	0.0	0.0	50.0	0.0	50.0
Cognitive improvement: Wheelchair Slalom practice can impact its practitioners positively through the improvement in the capacity to set objectives and accomplish them	0.0	0.0	0.0	50.0	50.0
Life-style improvement: Wheelchair Slalom practice can benefit its practitioners in their daily life increasing their autonomy from parents	0.0	0.0	50.0	25.0	25.0
Life-style improvement: Wheelchair Slalom practice can benefit its practitioners in their daily life, getting used to having a routine and to respecting schedules	0.0	0.0	25.0	25.0	50.0
ES					
Physical improvement: Wheelchair Slalom practice can benefit its practitioners in their daily life through the improvement in the coordination ability of children, in particular in their ability to manage the wheelchair	0.0	0.0	0.0	20.0	80.0
Cognitive improvement: Wheelchair Slalom practice can impact its practitioners positively through the increase in self-confidence and self-esteem	0.0	0.0	0.0	40.0	60.0
Cognitive improvement: Wheelchair Slalom practice can impact its practitioners positively through the improvement in the capacity to face difficulties and daily problems	0.0	0.0	0.0	60.0	40.0
Cognitive improvement: Wheelchair Slalom practice can impact its practitioners positively through the improvement in the capacity to set objectives and accomplish them	0.0	0.0	0.0	40.0	60.0
Life-style improvement: Wheelchair Slalom practice can benefit its practitioners in their daily life increasing their autonomy from parents	0.0	0.0	0.0	40.0	60.0
Life-style improvement: Wheelchair Slalom practice can benefit its practitioners in their daily life, getting used to having a routine and to respecting schedules	0.0	0.0	40.0	40.0	20.0

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
HR					
Physical improvement: Wheelchair Slalom practice can benefit its practitioners in their daily life through the improvement in the coordination ability of children, in particular in their ability to manage the wheelchair	0.0	0.0	0.0	50.0	50.0
Cognitive improvement: Wheelchair Slalom practice can impact its practitioners positively through the increase in self-confidence and self-esteem	0.0	0.0	0.0	75.0	25.0
Cognitive improvement: Wheelchair Slalom practice can impact its practitioners positively through the improvement in the capacity to face difficulties and daily problems	0.0	0.0	25.0	25.0	50.0
Cognitive improvement: Wheelchair Slalom practice can impact its practitioners positively through the improvement in the capacity to set objectives and accomplish them	0.0	0.0	0.0	50.0	50.0
Life-style improvement: Wheelchair Slalom practice can benefit its practitioners in their daily life increasing their autonomy from parents	0.0	0.0	25.0	50.0	25.0
Life-style improvement: Wheelchair Slalom practice can benefit its practitioners in their daily life, getting used to having a routine and to respecting schedules	0.0	0.0	25.0	50.0	25.0
PT					
Physical improvement: Wheelchair Slalom practice can benefit its practitioners in their daily life through the improvement in the coordination ability of children, in particular in their ability to manage the wheelchair	0.0	0.0	0.0	50.0	50.0
Cognitive improvement: Wheelchair Slalom practice can impact its practitioners positively through the increase in self-confidence and self-esteem	0.0	0.0	0.0	75.0	25.0
Cognitive improvement: Wheelchair Slalom practice can impact its practitioners positively through the improvement in the capacity to face difficulties and daily problems	0.0	0.0	0.0	62.5	37.5
Cognitive improvement: Wheelchair Slalom practice can impact its practitioners positively through the improvement in the capacity to set objectives and accomplish them	0.0	0.0	0.0	87.5	12.5
Life-style improvement: Wheelchair Slalom practice can benefit its practitioners in their daily life increasing their autonomy from parents	0.0	0.0	0.0	50.0	50.0
Life-style improvement: Wheelchair Slalom practice can benefit its practitioners in their daily life, getting used to having a routine and to respecting schedules	0.0	0.0	0.0	62.5	37.5

Q1.8 Social Impact: How much do you agree with the following statements as regard social impact of Wheelchair Slalom practice?

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
AT					
Wheelchair Slalom practice can impact its practitioners at a social level connecting them to other people	0.0	0.0	25.0	25.0	50.0
Wheelchair Slalom practice can impact its practitioners at a social level increasing the occasion of making new friends	0.0	0.0	25.0	50.0	25.0
Wheelchair Slalom practice can impact its practitioners at a social level increasing in bonding with other disabled children and understanding their similarities despite the different disabilities	0.0	25.0	75.0	0.0	0.0
Wheelchair Slalom practice can increase in the visibility of disability	0.0	0.0	0.0	100.0	0.0
Wheelchair Slalom practice can increase awareness raising in the society making people understanding the capacities of children with disabilities	0.0	0.0	33.3	66.7	0.0
Wheelchair Slalom practice can support families in creating networks helping them to share similar difficulties in dealing with disability	0.0	0.0	0.0	50.0	50.0
ES					
Wheelchair Slalom practice can impact its practitioners at a social level connecting them to other people	0.0	0.0	40.0	20.0	40.0
Wheelchair Slalom practice can impact its practitioners at a social level increasing the occasion of making new friends	0.0	0.0	20.0	60.0	20.0
Wheelchair Slalom practice can impact its practitioners at a social level increasing in bonding with other disabled children and understanding their similarities despite the different disabilities	0.0	0.0	0.0	80.0	20.0
Wheelchair Slalom practice can increase in the visibility of disability	0.0	0.0	20.0	40.0	40.0
Wheelchair Slalom practice can increase awareness raising in the society making people understanding the capacities of children with disabilities	0.0	0.0	0.0	60.0	40.0
Wheelchair Slalom practice can support families in creating networks helping them to share similar difficulties in dealing with disability	0.0	0.0	0.0	40.0	60.0
HR					
Wheelchair Slalom practice can impact its practitioners at a social level connecting them to other people	0.0	0.0	25.0	25.0	50.0
Wheelchair Slalom practice can impact its practitioners at a social level increasing the occasion of making new friends	0.0	0.0	25.0	25.0	50.0
Wheelchair Slalom practice can impact its practitioners at a social level increasing in bonding with other disabled children and understanding their similarities despite the different disabilities	0.0	0.0	0.0	50.0	50.0
Wheelchair Slalom practice can increase in the visibility of disability	0.0	0.0	0.0	100.0	0.0
Wheelchair Slalom practice can increase awareness raising in the society making people understanding the capacities of children with disabilities	0.0	0.0	0.0	75.0	25.0
Wheelchair Slalom practice can support families in creating networks helping them to share similar difficulties in dealing with disability	0.0	0.0	25.0	50.0	25.0
PT					
Wheelchair Slalom practice can impact its practitioners at a social level connecting them to other people	0.0	0.0	0.0	87.5	12.5
Wheelchair Slalom practice can impact its practitioners at a social level increasing the occasion of making new friends	0.0	0.0	0.0	75.0	25.0

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
Wheelchair Slalom practice can impact its practitioners at a social level increasing in bonding with other disabled children and understanding their similarities despite the different disabilities	0.0	0.0	12.5	50.0	37.5
Wheelchair Slalom practice can increase in the visibility of disability	0.0	0.0	12.5	75.0	12.5
Wheelchair Slalom practice can increase awareness raising in the society making people understanding the capacities of children with disabilities	0.0	0.0	0.0	50.0	50.0
Wheelchair Slalom practice can support families in creating networks helping them to share similar difficulties in dealing with disability	0.0	0.0	0.0	62.5	37.5

Q1.9 Contribution of the pilot action with regards to single issues: How much do you think that Wheelchair Slalom Pilot Program will contribute to the following issues

	I do not know	Not at all	Little	Quite	Very Much
AT					
Improving your capacity of working with disability	0.0	25.0	25.0	50.0	0.0
Improving your communicative competencies	25.0	25.0	25.0	25.0	0.0
Improving your technical competencies	0.0	0.0	50.0	25.0	25.0
ES					
Improving your capacity of working with disability	0.0	0.0	0.0	40.0	60.0
Improving your communicative competencies	0.0	0.0	0.0	60.0	40.0
Improving your technical competencies	0.0	0.0	0.0	20.0	80.0
HR					
Improving your capacity of working with disability	0.0	0.0	0.0	50.0	50.0
Improving your communicative competencies	0.0	0.0	0.0	75.0	25.0
Improving your technical competencies	0.0	0.0	0.0	75.0	25.0
PT					
Improving your capacity of working with disability	0.0	0.0	0.0	100.0	0.0
Improving your communicative competencies	0.0	0.0	12.5	87.5	0.0
Improving your technical competencies	0.0	0.0	0.0	50.0	50.0

Q1.15 Physical issues: How would you rate his/her skill/competence/ability in the following physical related issues

	Very poor possession	Poor possession	Enough possession	Good possession	Very good possession	Average
AT						
Ability to manage the wheelchair	6.5	9.7	32.3	25.8	25.8	3.60
Coordination in movement with the wheelchair	6.5	12.9	35.5	25.8	19.4	3.40
Personal autonomy at club/school	3.6	50.0	21.4	10.7	14.3	2.80
Physical skill to keep on doing the same activity for an extended period	12.9	16.1	32.3	16.1	22.6	3.20
ES						
Ability to manage the wheelchair	4.0	20.0	16.0	40.0	20.0	3.52
Coordination in movement with the wheelchair	12.0	24.0	24.0	36.0	4.0	2.96
Personal autonomy at club/school	28.0	16.0	24.0	28.0	4.0	2.64
Physical skill to keep on doing the same activity for an extended period	20.0	24.0	16.0	28.0	12.0	2.88
HR						
Ability to manage the wheelchair	0.0	19.2	30.8	15.4	34.6	3.70
Coordination in movement with the wheelchair	0.0	23.1	30.8	11.5	34.6	3.60
Personal autonomy at club/school	3.8	15.4	23.1	50.0	7.7	3.40
Physical skill to keep on doing the same activity for an extended period	0.0	7.7	46.2	26.9	19.2	3.60
PT						
Ability to manage the wheelchair	0.0	16.0	48.0	32.0	4.0	3.20
Coordination in movement with the wheelchair	0.0	24.0	52.0	20.0	4.0	3.00
Personal autonomy at club/school	8.0	16.0	52.0	20.0	4.0	3.00
Physical skill to keep on doing the same activity for an extended period	4.0	16.0	44.0	32.0	4.0	3.20

Q1.16 Cognitive Issues: How would you rate his/her skill/competence/ability in cognitive related issues

	Very poor possession	Poor possession	Enough possession	Good possession	Very good possession	Average
AT						
Positive attitude toward himself/herself	0.0	16.1	51.6	19.4	12.9	3.29
Assertiveness (being self-assured and confident)	0.0	32.3	41.9	16.1	9.7	3.03
Whole satisfaction toward himself/herself	3.2	16.1	54.8	19.4	6.5	3.10
Enthusiasm in facing new challenges	3.2	25.8	19.4	29.0	22.6	3.42
Capacity to face difficulties and daily problems	3.2	29.0	38.7	19.4	9.7	3.03
Capacity to cope with emotions	3.2	35.5	35.5	25.8	0.0	2.84
Capacity to face stress situations	3.2	54.8	16.1	22.6	3.2	2.68
Capacity to set objectives and accomplish them	3.2	22.6	29	32.3	12.9	3.29
Capacity to keep the focus on a specific activity	13.3	26.7	26.7	10.0	23.3	3.03
ES						
Positive attitude toward himself/herself	0.0	8.0	36.0	28.0	28.0	3.76
Assertiveness (being self-assured and confident)	0.0	24.0	36.0	40.0	0.0	3.16
Whole satisfaction toward himself/herself	0.0	28.0	28.0	28.0	16.0	3.32
Enthusiasm in facing new challenges	12.0	8.0	28.0	36.0	16.0	3.36
Capacity to face difficulties and daily problems	8.0	8.0	32.0	44.0	8.0	3.36
Capacity to cope with emotions	0.0	36.0	36.0	20.0	8.0	3.00
Capacity to face stress situations	20.0	32.0	24.0	16.0	8.0	2.60
Capacity to set objectives and accomplish them	0.0	28.0	40.0	32.0	0.0	3.04
Capacity to keep the focus on a specific activity	16.0	16.0	36.0	20.0	12.0	2.96
HR						
Positive attitude toward himself/herself	0.0	7.7	15.4	38.5	38.5	4.08
Assertiveness (being self-assured and confident)	0.0	7.7	15.4	65.4	11.5	3.81
Whole satisfaction toward himself/herself	0.0	3.8	19.2	65.4	11.5	3.85
Enthusiasm in facing new challenges	0.0	7.7	15.4	53.8	23.1	3.92
Capacity to face difficulties and daily problems	0.0	11.5	26.9	61.5	0.0	3.50
Capacity to cope with emotions	0.0	15.4	23.1	57.7	3.8	3.50
Capacity to face stress situations	0.0	11.5	26.9	57.7	3.8	3.54
Capacity to set objectives and accomplish them	0.0	3.8	26.9	53.8	15.4	3.81
Capacity to keep the focus on a specific activity	0.0	3.8	38.5	15.4	42.3	3.96
PT						
Positive attitude toward himself/herself	0.0	8.0	52.0	36.0	4.0	3.36
Assertiveness (being self-assured and confident)	0.0	12.0	56.0	28.0	4.0	3.24
Whole satisfaction toward himself/herself	0.0	4.0	56.0	36.0	4.0	3.40
Enthusiasm in facing new challenges	0.0	16.0	36.0	44.0	4.0	3.36
Capacity to face difficulties and daily problems	0.0	16.0	60.0	24.0	0.0	3.08
Capacity to cope with emotions	0.0	32.0	48.0	16.0	4.0	2.92
Capacity to face stress situations	0.0	32.0	48.0	16.0	4.0	2.92
Capacity to set objectives and accomplish them	0.0	24.0	56.0	20.0	0.0	2.96
Capacity to keep the focus on a specific activity	0.0	24.0	52.0	24.0	0.0	3.00

Q1.17 Life-style issues: How would you rate his/her skill/competence/ability in life-style related issues

	Very poor possession	Poor possession	Enough possession	Good possession	Very good possession	Average
AT						
Autonomy in going out without parents	22.6	51.6	9.7	0.0	16.1	2.35
Capacity to have a routine and to respect schedules	13.3	23.3	30	23.3	10.0	2.93
Capacity to cope with rules	0.0	12.9	19.4	32.3	35.5	3.91
Ability to adapt well to new situations and environments	0.0	10	46.7	16.7	26.7	3.60
Capacity to cope with extraordinary activities	0.0	22.6	32.3	29.0	16.1	3.39
ES						
Autonomy in going out without parents	20.0	16.0	40.0	4.0	20.0	2.88
Capacity to have a routine and to respect schedules	4.0	16.0	36.0	32.0	12.0	3.32
Capacity to cope with rules	4.0	24.0	20.0	24.0	28.0	3.48
Ability to adapt well to new situations and environments	4.0	16.0	32.0	28.0	20.0	3.44
Capacity to cope with extraordinary activities	0.0	8.0	44.0	28.0	20.0	3.60
HR						
Autonomy in going out without parents	15.4	11.5	30.8	11.5	30.8	3.31
Capacity to have a routine and to respect schedules	0.0	3.8	26.9	30.8	38.5	4.04
Capacity to cope with rules	0.0	3.8	30.8	34.6	30.8	3.92
Ability to adapt well to new situations and environments	0.0	7.7	26.9	19.2	46.2	4.04
Capacity to cope with extraordinary activities	0.0	19.2	30.8	38.5	11.5	3.42
PT						
Autonomy in going out without parents	0.0	28.0	60.0	8.0	4.0	2.88
Capacity to have a routine and to respect schedules	0.0	8.0	56.0	36.0	0.0	3.28
Capacity to cope with rules	0.0	12.0	48.0	40.0	0.0	3.28
Ability to adapt well to new situations and environments	0.0	28.0	44.0	28.0	0.0	3.00
Capacity to cope with extraordinary activities	0.0	32.0	52.0	16.0	0.0	2.84

Q1.18 Social issues: How would you rate his/her skill/competence/ability in social related issues

	Very poor possession	Poor possession	Enough possession	Good possession	Very good possession	Average
AT						
Positive attitude to communicate with others	0.0	0.0	29.0	38.7	32.3	4.03
Connecting with other disabled children	0.0	0.0	22.6	38.7	38.7	4.16
Integrating with other children in daily activities	0.0	6.9	34.5	34.5	24.1	3.76
Making new friends	0.0	16.1	41.9	29.0	12.9	3.38
Participating in leisure moments with other children	3.6	32.1	42.9	14.3	7.1	2.89
Feeling of belongings	3.2	9.7	32.3	29	25.8	3.65
ES						
Positive attitude to communicate with others	0.0	8.0	40.0	28.0	24.0	3.68
Connecting with other disabled children	8.0	12.0	20.0	32.0	28.0	3.60
Integrating with other children in daily activities	8.0	8.0	36.0	32.0	16.0	3.40
Making new friends	12.0	0.0	48.0	28.0	12.0	3.28
Participating in leisure moments with other children	12.0	12.0	48.0	20.0	8.0	3.00
Feeling of belongings	4.0	8.0	48.0	32.0	8.0	3.32
HR						
Positive attitude to communicate with others	0.0	7.7	11.5	34.6	46.2	4.20
Connecting with other disabled children	0.0	11.5	15.4	34.6	38.5	4.00
Integrating with other children in daily activities	0.0	7.7	26.9	23.1	42.3	4.00
Making new friends	0.0	3.8	26.9	19.2	50.0	4.20
Participating in leisure moments with other children	0.0	7.7	23.1	46.2	23.1	3.80
Feeling of belongings	0.0	3.8	19.2	57.7	19.2	3.90
PT						
Positive attitude to communicate with others	0.0	7.7	11.5	34.6	46.2	4.20
Connecting with other disabled children	0.0	11.5	15.4	34.6	38.5	4.00
Integrating with other children in daily activities	0.0	7.7	26.9	23.1	42.3	4.00
Making new friends	0.0	3.8	26.9	19.2	50.0	4.20
Participating in leisure moments with other children	0.0	7.7	23.1	46.2	23.1	3.80
Feeling of belongings	0.0	3.8	19.2	57.7	19.2	3.90

COACHES POST

Q1.5 Individual impact of Wheelchair Slalom: After having been involved in the Wheelchair Slalom Pilot Program express your agreement with the following statements as regard individual impact of Wheelchair Slalom practice

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
AT					
Physical improvement: Wheelchair Slalom practice can benefit its practitioners in their daily life through the improvement in the coordination ability of children, in particular in their ability to manage the wheelchair	0.0	0.0	0.0	25.0	75.0
Cognitive improvement: Wheelchair Slalom practice can impact its practitioners positively through the increase in self-confidence and self-esteem	0.0	0.0	0.0	25.0	75.0
Cognitive improvement: Wheelchair Slalom practice can impact its practitioners positively through the improvement in the capacity to face difficulties and daily problems	0.0	0.0	0.0	25.0	75.0
Cognitive improvement: Wheelchair Slalom practice can impact its practitioners positively through the improvement in the capacity to set objectives and accomplish them	0.0	0.0	25.0	50.0	25.0
Life-style improvement: Wheelchair Slalom practice can benefit its practitioners in their daily life increasing their autonomy from parents	0.0	0.0	25.0	50.0	25.0
Life-style improvement: Wheelchair Slalom practice can benefit its practitioners in their daily life, getting used to having a routine and to respecting schedules	0.0	0.0	25.0	25.0	50.0
ES					
Physical improvement: Wheelchair Slalom practice can benefit its practitioners in their daily life through the improvement in the coordination ability of children, in particular in their ability to manage the wheelchair	0.0	0.0	0.0	0.0	100.0
Cognitive improvement: Wheelchair Slalom practice can impact its practitioners positively through the increase in self-confidence and self-esteem	0.0	0.0	0.0	20.0	80.0
Cognitive improvement: Wheelchair Slalom practice can impact its practitioners positively through the improvement in the capacity to face difficulties and daily problems	0.0	0.0	0.0	20.0	80.0
Cognitive improvement: Wheelchair Slalom practice can impact its practitioners positively through the improvement in the capacity to set objectives and accomplish them	0.0	0.0	0.0	0.0	100.0
Life-style improvement: Wheelchair Slalom practice can benefit its practitioners in their daily life increasing their autonomy from parents	0.0	0.0	0.0	0.0	100.0
Life-style improvement: Wheelchair Slalom practice can benefit its practitioners in their daily life, getting used to having a routine and to respecting schedules	0.0	0.0	0.0	20.0	80.0
HR					
Physical improvement: Wheelchair Slalom practice can benefit its practitioners in their daily life through the improvement in the coordination ability of children, in particular in their ability to manage the wheelchair	0.0	0.0	0.0	0.0	100.0
Cognitive improvement: Wheelchair Slalom practice can impact its practitioners positively through the increase in self-confidence and self-esteem	0.0	0.0	0.0	50.0	50.0
Cognitive improvement: Wheelchair Slalom practice can impact its practitioners positively through the improvement in the capacity to face difficulties and daily problems	0.0	0.0	0.0	25.0	75.0
Cognitive improvement: Wheelchair Slalom practice can impact its practitioners positively through the improvement in the capacity to set objectives and accomplish them	0.0	0.0	0.0	0.0	100.0

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
Life-style improvement: Wheelchair Slalom practice can benefit its practitioners in their daily life increasing their autonomy from parents	0.0	0.0	0.0	50.0	50.0
Life-style improvement: Wheelchair Slalom practice can benefit its practitioners in their daily life, getting used to having a routine and to respecting schedules	0.0	0.0	0.0	50.0	50.0
PT					
Physical improvement: Wheelchair Slalom practice can benefit its practitioners in their daily life through the improvement in the coordination ability of children, in particular in their ability to manage the wheelchair	0.0	0.0	0.0	0.0	100.0
Cognitive improvement: Wheelchair Slalom practice can impact its practitioners positively through the increase in self-confidence and self-esteem	0.0	0.0	0.0	13.0	88.0
Cognitive improvement: Wheelchair Slalom practice can impact its practitioners positively through the improvement in the capacity to face difficulties and daily problems	0.0	0.0	0.0	25.0	75.0
Cognitive improvement: Wheelchair Slalom practice can impact its practitioners positively through the improvement in the capacity to set objectives and accomplish them	0.0	0.0	0.0	25.0	75.0
Life-style improvement: Wheelchair Slalom practice can benefit its practitioners in their daily life increasing their autonomy from parents	0.0	0.0	0.0	13.0	88.0
Life-style improvement: Wheelchair Slalom practice can benefit its practitioners in their daily life, getting used to having a routine and to respecting schedules	0.0	0.0	0.0	13.0	88.0

Q1.6 Social Impact: How much do you agree with the following statements as regard social impact of Wheelchair Slalom practice?

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
AT					
Wheelchair Slalom practice can impact its practitioners at a social level connecting them to other people	0.0	0.0	0.0	25.0	75.0
Wheelchair Slalom practice can impact its practitioners at a social level increasing the occasion of making new friends	0.0	0.0	0.0	25.0	75.0
Wheelchair Slalom practice can impact its practitioners at a social level increasing in bonding with other disabled children and understanding their similarities despite the different disabilities	0.0	0.0	25.0	50.0	25.0
Wheelchair Slalom practice can increase in the visibility of disability	0.0	0.0	50.0	25.0	25.0
Wheelchair Slalom practice can increase awareness raising in the society making people understanding the capacities of children with disabilities	0.0	0.0	25.0	25.0	50.0
Wheelchair Slalom practice can support families in creating networks helping them to share similar difficulties in dealing with disability	0.0	0.0	0.0	50.0	50.0
ES					
Wheelchair Slalom practice can impact its practitioners at a social level connecting them to other people	0.0	0.0	0.0	0.0	100.0
Wheelchair Slalom practice can impact its practitioners at a social level increasing the occasion of making new friends	0.0	0.0	20.0	0.0	80.0
Wheelchair Slalom practice can impact its practitioners at a social level increasing in bonding with other disabled children and understanding their similarities despite the different disabilities	0.0	0.0	20.0	0.0	80.0
Wheelchair Slalom practice can increase in the visibility of disability	0.0	0.0	0.0	0.0	100.0

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
Wheelchair Slalom practice can increase awareness raising in the society making people understanding the capacities of children with disabilities					
Wheelchair Slalom practice can support families in creating networks helping them to share similar difficulties in dealing with disability	0.0	0.0	0.0	20.0	80.0
HR					
Wheelchair Slalom practice can impact its practitioners at a social level connecting them to other people	0.0	0.0	0.0	50.0	50.0
Wheelchair Slalom practice can impact its practitioners at a social level increasing the occasion of making new friends	0.0	0.0	0.0	25.0	75.0
Wheelchair Slalom practice can impact its practitioners at a social level increasing in bonding with other disabled children and understanding their similarities despite the different disabilities	0.0	0.0	0.0	0.0	100.0
Wheelchair Slalom practice can increase in the visibility of disability	0.0	0.0	0.0	0.0	100.0
Wheelchair Slalom practice can increase awareness raising in the society making people understanding the capacities of children with disabilities	0.0	0.0	0.0	25.0	75.0
Wheelchair Slalom practice can support families in creating networks helping them to share similar difficulties in dealing with disability	0.0	0.0	0.0	50.0	50.0
PT					
Wheelchair Slalom practice can impact its practitioners at a social level connecting them to other people	0.0	0.0	0.0	0.0	100.0
Wheelchair Slalom practice can impact its practitioners at a social level increasing the occasion of making new friends	0.0	0.0	0.0	13.0	88.0
Wheelchair Slalom practice can impact its practitioners at a social level increasing in bonding with other disabled children and understanding their similarities despite the different disabilities	0.0	0.0	0.0	13.0	88.0
Wheelchair Slalom practice can increase in the visibility of disability	0.0	0.0	0.0	50.0	50.0
Wheelchair Slalom practice can increase awareness raising in the society making people understanding the capacities of children with disabilities	0.0	0.0	0.0	25.0	75.0
Wheelchair Slalom practice can support families in creating networks helping them to share similar difficulties in dealing with disability	0.0	0.0	0.0	38.0	63.0

Q1.9 Contribution of the pilot action with regards to single issues **How much do you think that Wheelchair Slalom Pilot Program will contribute to the following issues**

	I do not know	Not at all	Little	Quite	Very Much
AT					
Improving your capacity of working with disability	0.0	0.0	0.0	50.0	50.0
Improving your communicative competencies	0.0	0.0	0.0	50.0	50.0
Improving your technical competencies	0.0	0.0	0.0	50.0	50.0
ES					
Improving your capacity of working with disability	0.0	0.0	0.0	20.0	80.0
Improving your communicative competencies	0.0	0.0	0.0	0.0	100.0
HR					
Improving your capacity of working with disability	0.0	0.0	0.0	50.0	50.0
Improving your communicative competencies	0.0	0.0	0.0	25.0	75.0
Improving your technical competencies	0.0	0.0	0.0	0.0	100.0
PT					
Improving your capacity of working with disability	0.0	0.0	0.0	0.0	100.0
Improving your communicative competencies	0.0	0.0	0.0	50.0	50.0
Improving your technical competencies	0.0	0.0	0.0	12.5	87.5

Q1.11 Physical issues: How would you rate his/her skill/competence/ability in the following physical related issues

	Very poor possession	Poor possession	Enough possession	Good possession	Very good possession	Average
AT						
Ability to manage the wheelchair	3.2	19.4	12.9	25.8	38.7	3.77
Coordination in movement with the wheelchair	6.5	12.9	35.5	16.1	29.0	3.48
Personal autonomy at club/school	14.3	32.1	28.6	7.1	17.9	2.82
Physical skill to keep on doing the same activity for an extended period	16.1	19.4	25.8	9.7	29.0	3.16
ES						
Ability to manage the wheelchair	4.0	16.0	24.0	8.0	48.0	3.80
Coordination in movement with the wheelchair	16.0	4.0	32.0	4.0	44.0	3.56
Personal autonomy at club/school	16.0	8.0	20.0	24.0	32.0	3.48
Physical skill to keep on doing the same activity for an extended period	12.0	12.0	8.0	32.0	36.0	3.68
HR						
Ability to manage the wheelchair	3.8	3.8	11.5	34.6	46.2	4.15
Coordination in movement with the wheelchair	0.0	7.7	23.1	19.2	50.0	4.12
Personal autonomy at club/school	3.8	7.7	15.4	61.5	11.5	3.69
Physical skill to keep on doing the same activity for an extended period	0.0	7.7	19.2	38.5	34.6	4.00
PT						
Ability to manage the wheelchair	0.0	0.0	24.0	48.0	28.0	4.04
Coordination in movement with the wheelchair	0.0	4.0	40.0	36.0	20.0	3.72
Personal autonomy at club/school	8.0	4.0	16.0	64.0	8.0	3.60
Physical skill to keep on doing the same activity for an extended period	0.0	4.0	32.0	56.0	8.0	3.68

Q1.14 Cognitive Issues: How would you rate his/her skill/competence/ability in cognitive related issues

	Very poor possession	Poor possession	Enough possession	Good possession	Very good possession	Average
AT						
Positive attitude toward himself/herself	0.0	3.3	50	36.7	10	3.53
Assertiveness (being self-assured and confident)	0.0	12.9	51.6	22.6	12.9	3.35
Whole satisfaction toward himself/herself	0.0	14.8	51.9	29.6	3.7	3.22
Enthusiasm in facing new challenges	3.2	16.1	35.5	19.4	25.8	3.48
Capacity to face difficulties and daily problems	3.4	20.7	37.9	20.7	17.2	3.27
Capacity to cope with emotions	6.5	16.1	54.8	12.9	9.7	3.03
Capacity to face stress situations	7.4	29.6	40.7	14.8	7.4	2.84
Capacity to set objectives and accomplish them	3.8	15.4	38.5	19.2	23.1	3.42
Capacity to keep the focus on a specific activity	9.7	25.8	19.4	19.4	25.8	3.26
ES						
Positive attitude toward himself/herself	0.0	8.0	16.0	32.0	44.0	4.12
Assertiveness (being self-assured and confident)	0.0	24.0	12.0	36.0	28.0	3.68
Whole satisfaction toward himself/herself	0.0	8.0	20.0	40.0	32.0	3.96
Enthusiasm in facing new challenges	4.0	8.0	12.0	24.0	52.0	4.12
Capacity to face difficulties and daily problems	4.0	16.0	16.0	32.0	32.0	3.72
Capacity to cope with emotions	16.0	12.0	20.0	28.0	24.0	3.32
Capacity to face stress situations	20.0	4.0	24.0	44.0	8.0	3.16
Capacity to set objectives and accomplish them	0.0	12.0	28.0	48.0	12.0	3.60
Capacity to keep the focus on a specific activity	12.0	12.0	20.0	28.0	28.0	3.48
HR						
Positive attitude toward himself/herself	0.0	0.0	7.7	23.1	69.2	4.62
Assertiveness (being self-assured and confident)	0.0	0.0	11.5	50.0	38.5	4.27
Whole satisfaction toward himself/herself	0.0	0.0	7.7	46.2	46.2	4.38
Enthusiasm in facing new challenges	0.0	0.0	3.8	57.7	38.5	4.35
Capacity to face difficulties and daily problems	0.0	3.8	19.2	61.5	15.4	3.88
Capacity to cope with emotions	0.0	0.0	23.1	57.7	19.2	3.96
Capacity to face stress situations	0.0	3.8	23.1	57.7	15.4	3.85
Capacity to set objectives and accomplish them	0.0	0.0	11.5	46.2	42.3	4.31
Capacity to keep the focus on a specific activity	0.0	0.0	15.4	26.9	57.7	4.42
PT						
Positive attitude toward himself/herself	0.0	0.0	16.0	72.0	12.0	3.96
Assertiveness (being self-assured and confident)	0.0	0.0	40.0	36.0	24.0	3.84
Whole satisfaction toward himself/herself	0.0	0.0	36.0	40.0	24.0	3.88
Enthusiasm in facing new challenges	0.0	4.0	32.0	40.0	24.0	3.84
Capacity to face difficulties and daily problems	0.0	8.0	36.0	44.0	12.0	3.60
Capacity to cope with emotions	0.0	4.0	56.0	32.0	8.0	3.44
Capacity to face stress situations	0.0	4.0	48.0	40.0	8.0	3.52
Capacity to set objectives and accomplish them	0.0	4.0	28.0	44.0	24.0	3.88
Capacity to keep the focus on a specific activity	0.0	4.0	24.0	36.0	36.0	4.04

Q1.15 Life-style issues: How would you rate his/her skill/competence/ability in life-style related issues

	Very poor possession	Poor possession	Enough possession	Good possession	Very good possession	Average
AT						
Autonomy in going out without parents	16.1	29	25.8	12.9	16.1	2.83
Capacity to have a routine and to respect schedules	22.6	19.4	29.0	12.9	16.1	2.80
Capacity to cope with rules	3.2	16.1	12.9	35.5	32.3	3.77
Ability to adapt well to new situations and environments	0.0	13.3	36.7	20.0	30.0	3.66
Capacity to cope with extraordinary activities	3.2	16.1	41.9	16.1	22.6	3.38
ES						
Autonomy in going out without parents	12.0	28.0	16.0	40.0	4.0	2.96
Capacity to have a routine and to respect schedules	4.0	12.0	16.0	20.0	48.0	3.96
Capacity to cope with rules	8.0	12.0	12.0	32.0	36.0	3.76
Ability to adapt well to new situations and environments	4.0	0.0	12.0	48.0	36.0	4.12
Capacity to cope with extraordinary activities	0.0	0.0	16.0	44.0	40.0	4.24
HR						
Autonomy in going out without parents	3.8	15.4	19.2	30.8	30.8	3.69
Capacity to have a routine and to respect schedules	0.0	0.0	15.4	26.9	57.7	4.42
Capacity to cope with rules	0.0	0.0	19.2	30.8	50.0	4.31
Ability to adapt well to new situations and environments	0.0	0.0	7.7	38.5	53.8	4.46
Capacity to cope with extraordinary activities	0.0	3.8	26.9	57.7	11.5	3.77
PT						
Autonomy in going out without parents	0.0	12.0	24.0	60.0	4.0	3.56
Capacity to have a routine and to respect schedules	0.0	0.0	36.0	44.0	20.0	3.84
Capacity to cope with rules	0.0	0.0	24.0	52.0	24.0	4.00
Ability to adapt well to new situations and environments	0.0	4.0	36.0	44.0	16.0	3.72
Capacity to cope with extraordinary activities	0.0	4.0	36.0	52.0	8.0	3.64

Q1.16 Social issues: How would you rate his/her skill/competence/ability in social related issues

	Very poor possession	Poor possession	Enough possession	Good possession	Very good possession	Average
AT						
Positive attitude to communicate with others	0.0	0.0	12.9	54.8	32.3	4.19
Connecting with other disabled children	0.0	0.0	16.1	41.9	41.9	4.25
Integrating with other children in daily activities	0.0	3.3	33.3	50.0	13.3	3.73
Making new friends	0.0	0.0	50.0	40.9	9.1	3.59
Participating in leisure moments with other children	3.4	3.4	27.6	48.3	17.2	3.72
Feeling of belongings	3.2	0.0	19.4	32.3	45.2	4.16
ES						
Positive attitude to communicate with others	4.0	16.0	8.0	24.0	48.0	3.96
Connecting with other disabled children	0.0	0.0	16.0	32.0	52.0	4.36
Integrating with other children in daily activities	0.0	8.0	8.0	24.0	60.0	4.36
Making new friends	12.0	0.0	12.0	28.0	48.0	4.00
Participating in leisure moments with other children	8.0	4.0	12.0	12.0	64.0	4.20
Feeling of belongings	0.0	0.0	24.0	36.0	40.0	4.16
HR						
Positive attitude to communicate with others	0.0	0.0	11.5	30.8	57.7	4.46
Connecting with other disabled children	0.0	3.8	3.8	30.8	61.5	4.50
Integrating with other children in daily activities	0.0	3.8	7.7	34.6	53.8	4.38
Making new friends	0.0	0.0	15.4	15.4	69.2	4.54
Participating in leisure moments with other children	0.0	0.0	7.7	61.5	30.8	4.23
Feeling of belongings	0.0	0.0	3.8	57.7	38.5	4.35
PT						
Positive attitude to communicate with others	0.0	0.0	20.0	44.0	36.0	4.16
Connecting with other disabled children	0.0	0.0	24.0	28.0	48.0	4.24
Integrating with other children in daily activities	0.0	4.0	12.0	52.0	32.0	4.12
Making new friends	0.0	0.0	20.0	56.0	24.0	4.04
Participating in leisure moments with other children	0.0	0.0	16.0	40.0	44.0	4.28
Feeling of belongings	0.0	4.0	20.0	48.0	28.0	4.00

PARENTS - PRE

Q1.4 Did you know Wheelchair Slalom before being involved in the project?

Country	Y/N	N	%
AT	Yes	5	17.2
	No	24	82.8
ES	Yes	2	8.0
	No	23	92.0
HR	Yes	1	3.8
	No	25	96.2
PT	Yes	7	28.0
	No	18	72.0

Q1.11 Did the child know Wheelchair Slalom before being involved in the project?

Country	Y/N	N	%
AT	Yes	5	17.2
	No	24	82.8
ES	Yes	1	4.2
	No	23	95.8
HR	Yes	0	0.0
	No	22	100.0
PT	Yes	8	33.3
	No	16	66.7

Q1.12 Did the child ever have practiced Wheelchair Slalom before being involved in the project?

Country	Y/N	N	%
AT	Yes	6	21.4
	No	22	78.6
ES	Yes	1	4.2
	No	23	95.8
HR	Yes	0	0.0
	No	22	100.0
PT	Yes	3	12.5
	No	21	87.5

Q1.6 Individual impact of Wheelchair Slalom: How much do you agree with the following statements as regard individual impact of Wheelchair Slalom practice?

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
AT					
Physical improvement: Wheelchair Slalom practice can benefit its practitioners in their daily life through the improvement in the coordination ability of children, in particular in their ability to manage the wheelchair	0.0	3.2	6.5	32.3	58.1
Cognitive improvement: Wheelchair Slalom practice can impact its practitioners positively through the increase in self-confidence and self-esteem	3.2	0.0	12.9	38.7	45.2
Cognitive improvement: Wheelchair Slalom practice can impact its practitioners positively through the improvement in the capacity to face difficulties and daily problems	3.3	0.0	20.0	46.7	30
Cognitive improvement: Wheelchair Slalom practice can impact its practitioners positively through the improvement in the capacity to set objectives and accomplish them	0.0	7.1	25.0	28.6	39.3
Life-style improvement: Wheelchair Slalom practice can benefit its practitioners in their daily life increasing their autonomy from parents	0.0	3.3	23.3	30.0	43.3
Life-style improvement: Wheelchair Slalom practice can benefit its practitioners in their daily life, getting used to having a routine and to respecting schedules	0.0	3.3	10.0	43.3	43.3
ES					
Physical improvement: Wheelchair Slalom practice can benefit its practitioners in their daily life through the improvement in the coordination ability of children, in particular in their ability to manage the wheelchair	0.0	0.0	4.0	32.0	64.0
Cognitive improvement: Wheelchair Slalom practice can impact its practitioners positively through the increase in self-confidence and self-esteem	4.0	0.0	0.0	36.0	60.0
Cognitive improvement: Wheelchair Slalom practice can impact its practitioners positively through the improvement in the capacity to face difficulties and daily problems	0.0	0.0	8.0	28.0	64.0
Cognitive improvement: Wheelchair Slalom practice can impact its practitioners positively through the improvement in the capacity to set objectives and accomplish them	4.0	0.0	8.0	32.0	56.0
Life-style improvement: Wheelchair Slalom practice can benefit its practitioners in their daily life increasing their autonomy from parents	0.0	4.0	8.0	48.0	40.0
Life-style improvement: Wheelchair Slalom practice can benefit its practitioners in their daily life, getting used to having a routine and to respecting schedules	0.0	4.0	12.0	36.0	48.0
HR					
Physical improvement: Wheelchair Slalom practice can benefit its practitioners in their daily life through the improvement in the coordination ability of children, in particular in their ability to manage the wheelchair	0.0	7.7	7.7	34.6	50.0
Cognitive improvement: Wheelchair Slalom practice can impact its practitioners positively through the increase in self-confidence and self-esteem	0.0	3.8	15.4	42.3	38.5
Cognitive improvement: Wheelchair Slalom practice can impact its practitioners positively through the improvement in the capacity to face difficulties and daily problems	0.0	0.0	19.2	42.3	38.5
Cognitive improvement: Wheelchair Slalom practice can impact its practitioners positively through the improvement in the capacity to set objectives and accomplish them	0.0	3.8	19.2	38.5	38.5
Life-style improvement: Wheelchair Slalom practice can benefit its practitioners in their daily life increasing their autonomy from parents	0.0	7.7	7.7	30.8	53.8

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
Life-style improvement: Wheelchair Slalom practice can benefit its practitioners in their daily life, getting used to having a routine and to respecting schedules	0.0	11.5	7.7	26.9	53.8
PT					
Physical improvement: Wheelchair Slalom practice can benefit its practitioners in their daily life through the improvement in the coordination ability of children, in particular in their ability to manage the wheelchair	0.0	0.0	12.5	62.5	25.0
Cognitive improvement: Wheelchair Slalom practice can impact its practitioners positively through the increase in self-confidence and self-esteem	0.0	0.0	20.8	66.7	12.5
Cognitive improvement: Wheelchair Slalom practice can impact its practitioners positively through the improvement in the capacity to face difficulties and daily problems	0.0	0.0	20.8	58.3	20.8
Cognitive improvement: Wheelchair Slalom practice can impact its practitioners positively through the improvement in the capacity to set objectives and accomplish them	0.0	0.0	20.8	58.3	20.8
Life-style improvement: Wheelchair Slalom practice can benefit its practitioners in their daily life increasing their autonomy from parents	0.0	0.0	16.7	54.2	29.2
Life-style improvement: Wheelchair Slalom practice can benefit its practitioners in their daily life, getting used to having a routine and to respecting schedules	0.0	0.0	12.5	70.8	16.7

Q1.7 Social Impact: How much do you agree with the following statements as regard social impact of Wheelchair Slalom practice?

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
AT					
Wheelchair Slalom practice can impact its practitioners at a social level connecting them to other people	0.0	0.0	9.7	22.6	67.7
Wheelchair Slalom practice can impact its practitioners at a social level increasing the occasion of making new friends	0.0	0.0	19.4	25.8	54.8
Wheelchair Slalom practice can impact its practitioners at a social level increasing in bonding with other disabled children and understanding their similarities despite the different disabilities	0.0	3.3	6.7	20.0	70.0
Wheelchair Slalom practice can increase in the visibility of disability	0.0	0.0	13.3	33.3	53.3
Wheelchair Slalom practice can increase awareness raising in the society making people understanding the capacities of children with disabilities	0.0	6.7	16.7	23.3	53.3
Wheelchair Slalom practice can support families in creating networks helping them to share similar difficulties in dealing with disability	0.0	0.0	10.0	30.0	60.0
ES					
Wheelchair Slalom practice can impact its practitioners at a social level connecting them to other people	0.0	8.0	0.0	36.0	56.0
Wheelchair Slalom practice can impact its practitioners at a social level increasing the occasion of making new friends	0.0	4.0	4.0	12.0	80.0
Wheelchair Slalom practice can impact its practitioners at a social level increasing in bonding with other disabled children and understanding their similarities despite the different disabilities	0.0	0.0	0.0	28.0	68.0
Wheelchair Slalom practice can increase in the visibility of disability	0.0	4.0	8.0	24.0	64.0
Wheelchair Slalom practice can increase awareness raising in the society making people understanding the capacities of children with disabilities	0.0	0.0	12.0	28.0	60.0
Wheelchair Slalom practice can support families in creating networks helping them to share similar difficulties in dealing with disability	0.0	0.0	0.0	44.0	56.0

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
HR					
Wheelchair Slalom practice can impact its practitioners at a social level connecting them to other people	0.0	3.8	23.1	38.5	34.6
Wheelchair Slalom practice can impact its practitioners at a social level increasing the occasion of making new friends	0.0	0.0	23.1	42.3	34.6
Wheelchair Slalom practice can impact its practitioners at a social level increasing in bonding with other disabled children and understanding their similarities despite the different disabilities	0.0	7.7	23.1	19.2	50.0
Wheelchair Slalom practice can increase in the visibility of disability	0.0	11.5	50.0	15.4	23.1
Wheelchair Slalom practice can increase awareness raising in the society making people understanding the capacities of children with disabilities	0.0	11.5	26.9	38.5	23.1
Wheelchair Slalom practice can support families in creating networks helping them to share similar difficulties in dealing with disability	0.0	7.7	15.4	34.6	42.3
PT					
Wheelchair Slalom practice can impact its practitioners at a social level connecting them to other people	0.0	0.0	8.3	79.2	12.5
Wheelchair Slalom practice can impact its practitioners at a social level increasing the occasion of making new friends	0.0	0.0	8.3	79.2	12.5
Wheelchair Slalom practice can impact its practitioners at a social level increasing in bonding with other disabled children and understanding their similarities despite the different disabilities	0.0	0.0	20.8	70.8	8.3
Wheelchair Slalom practice can increase in the visibility of disability	0.0	0.0	33.3	58.3	8.3
Wheelchair Slalom practice can increase awareness raising in the society making people understanding the capacities of children with disabilities	0.0	0.0	20.8	70.8	8.3
Wheelchair Slalom practice can support families in creating networks helping them to share similar difficulties in dealing with disability	0.0	0.0	12.5	79.2	8.3

Q1.13 Physical issues: How would you rate his/her skill/competence/ability in the following physical related issues

	Very poor possession	Poor possession	Enough possession	Good possession	Very good possession	Average
AT						
Ability to manage the wheelchair	13.8	0.0	27.6	27.6	31.0	3.62
Coordination in movement with the wheelchair	0.0	6.9	24.1	31.0	37.9	3.99
Personal autonomy at club/school	10.3	3.4	41.4	27.6	17.2	3.37
Physical skill to keep on doing the same activity for an extended period	3.7	18.5	29.6	33.3	14.8	3.36
ES						
Ability to manage the wheelchair	4.0	20.0	32.0	32.0	12.0	3.28
Coordination in movement with the wheelchair	8.0	32.0	28.0	32.0	0.0	2.84
Personal autonomy at club/school	20.0	20.0	20.0	40.0	0.0	2.80
Physical skill to keep on doing the same activity for an extended period	12.0	32.0	2.80	24.0	4.0	2.76
HR						
Ability to manage the wheelchair	7.6	26.9	23.0	26.9	15.3	3.15
Coordination in movement with the wheelchair	7.6	23.0	34.6	23.0	11.5	3.08
Personal autonomy at club/school	7.6	30.7	30.7	23.0	7.6	2.92
Physical skill to keep on doing the same activity for an extended period	0.0	30.7	34.6	30.7	3.8	3.08
PT						
Ability to manage the wheelchair	0.0	12.5	37.5	45.8	4.1	3.42
Coordination in movement with the wheelchair	0.0	16.6	33.3	50.0	0.0	3.33
Personal autonomy at club/school	0.0	16.6	54.1	29.1	0.0	3.13
Physical skill to keep on doing the same activity for an extended period	0.0	12.5	54.1	29.1	4.1	3.25

Q1.14 Cognitive Issues: How would you rate his/her skill/competence/ability in cognitive related issues

	Very poor possession	Poor possession	Enough possession	Good possession	Very good possession	Average
AT						
Positive attitude toward himself/herself	3.3	0.0	20.0	40.0	36.7	4.06
Assertiveness (being self-assured and confident)	3.3	6.7	33.3	43.3	13.3	3.56
Whole satisfaction toward himself/herself	0.0	3.3	26.7	53.3	16.7	3.83
Enthusiasm in facing new challenges	0.0	6.7	30.0	53.3	10.0	3.66
Capacity to face difficulties and daily problems	6.7	0.0	40.0	36.7	16.7	3.57
Capacity to cope with emotions	0.0	10.0	36.7	43.3	10.0	3.53
Capacity to face stress situations	0.0	16.7	46.7	30.0	6.7	3.27
Capacity to set objectives and accomplish them	0.0	17.2	41.4	27.6	13.8	3.38
Capacity to keep the focus on a specific activity	3.4	24.1	17.2	37.9	17.2	3.40
ES						
Positive attitude toward himself/herself	0.0	16.0	32.0	44.0	8.0	3.44
Assertiveness (being self-assured and confident)	0.0	20.0	48.0	32.0	0.0	3.12
Whole satisfaction toward himself/herself	0.0	20.0	48.0	28.0	4.0	3.16
Enthusiasm in facing new challenges	8.0	12.0	44.0	32.0	4.0	3.12
Capacity to face difficulties and daily problems	4.0	16.0	44.0	36.0	0.0	3.12
Capacity to cope with emotions	0.0	40.0	32.0	28.0	0.0	2.88
Capacity to face stress situations	8.0	24.0	48.0	20.0	0.0	2.80
Capacity to set objectives and accomplish them	0.0	16.0	60.0	24.0	0.0	3.08
Capacity to keep the focus on a specific activity	4.0	24.0	44.0	24.0	4.0	3.00
HR						
Positive attitude toward himself/herself	0.0	19.2	34.6	26.9	19.2	3.50
Assertiveness (being self-assured and confident)	0.0	26.9	34.6	23.0	15.3	3.30
Whole satisfaction toward himself/herself	0.0	7.6	50.0	34.6	7.6	3.40
Enthusiasm in facing new challenges	7.6	7.6	38.4	30.7	15.3	3.40
Capacity to face difficulties and daily problems	0.0	15.3	42.3	42.3	0.0	3.30
Capacity to cope with emotions	0.0	15.3	38.4	42.3	3.8	3.30
Capacity to face stress situations	0.0	23.0	34.6	34.6	7.6	3.30
Capacity to set objectives and accomplish them	3.8	7.6	38.4	38.4	11.5	3.50
Capacity to keep the focus on a specific activity	0.0	23.0	38.4	19.2	19.2	3.30
PT						
Positive attitude toward himself/herself	0.0	0.0	68.0	28.0	4.0	3.40
Assertiveness (being self-assured and confident)	0.0	0.0	60.0	32.0	8.0	3.50
Whole satisfaction toward himself/herself	0.0	0.0	44.0	52.0	4.0	3.60
Enthusiasm in facing new challenges	0.0	4.0	40.0	48.0	8.0	3.60
Capacity to face difficulties and daily problems	0.0	4.0	56.0	36.0	4.0	3.40
Capacity to cope with emotions	0.0	8.0	48.0	40.0	4.0	3.40
Capacity to face stress situations	0.0	8.0	68.0	20.0	4.0	3.20
Capacity to set objectives and accomplish them	0.0	0.0	68.0	28.0	4.0	3.40
Capacity to keep the focus on a specific activity	0.0	0.0	56.0	40.0	4.0	3.50

Q1.15 Life-style issues: How would you rate his/her skill/competence/ability in life-style related issues

	Very poor possession	Poor possession	Enough possession	Good possession	Very good possession	Average
AT						
Autonomy in going out without parents	32.1	7.1	21.4	14.3	25.0	2.92
Capacity to have a routine and to respect schedules	3.4	13.8	34.5	37.9	10.3	3.37
Capacity to cope with rules	0.0	10.3	31.0	34.5	24.1	3.72
Ability to adapt well to new situations and environments	0.0	13.8	34.5	34.5	17.2	3.55
Capacity to cope with extraordinary activities	0.0	13.3	36.7	30.0	20.0	3.56
ES						
Autonomy in going out without parents	20.0	28.0	40.0	8.0	4.0	2.48
Capacity to have a routine and to respect schedules	4.0	28.0	48.0	12.0	8.0	2.92
Capacity to cope with rules	8.3	20.8	41.7	20.8	8.3	2.99
Ability to adapt well to new situations and environments	4.2	16.7	54.2	20.8	4.2	3.04
Capacity to cope with extraordinary activities	0.0	8.0	56.0	32.0	4.0	3.32
HR						
Autonomy in going out without parents	3.8	46.1	23.0	19.2	7.6	2.80
Capacity to have a routine and to respect schedules	0.0	19.2	30.7	23.0	26.9	3.60
Capacity to cope with rules	0.0	11.5	15.3	42.3	30.7	3.90
Ability to adapt well to new situations and environments	0.0	15.3	46.1	15.3	23.0	3.50
Capacity to cope with extraordinary activities	3.8	15.3	42.3	15.3	23.0	3.40
PT						
Autonomy in going out without parents	0.0	12.0	68.0	16.0	4.0	3.10
Capacity to have a routine and to respect schedules	0.0	4.0	48.0	40.0	8.0	3.50
Capacity to cope with rules	0.0	4.0	40.0	52.0	4.0	3.60
Ability to adapt well to new situations and environments	0.0	16.0	36.0	44.0	4.0	3.40
Capacity to cope with extraordinary activities	0.0	16.0	44.0	32.0	8.0	3.30

Q1.16 Social issues: How would you rate his/her skill/competence/ability in social related issues

	Very poor possession	Poor possession	Enough possession	Good possession	Very good possession	Average
AT						
Positive attitude to communicate with others	3.3	0.0	6.7	40.0	50.0	4.33
Connecting with other disabled children	0.0	3.6	17.9	32.1	46.4	4.21
Integrating with other children in daily activities	3.6	3.6	14.3	39.3	39.3	4.07
Making new friends	3.4	10.3	24.1	37.9	24.1	3.68
Participating in leisure moments with other children	3.4	10.3	31.0	34.5	20.7	3.58
Feeling of belongings	6.9	3.4	27.6	41.4	20.7	3.65
ES						
Positive attitude to communicate with others	0.0	12.0	48.0	32.0	8.0	3.36
Connecting with other disabled children	4.0	16.0	44.0	20.0	16.0	3.28
Integrating with other children in daily activities	4.0	8.0	48.0	28.0	12.0	3.36
Making new friends	8.0	8.0	40.0	44.0	0.0	3.20
Participating in leisure moments with other children	8.0	12.0	48.0	28.0	4.0	3.08
Feeling of belongings	8.0	12.0	52.0	24.0	4.0	3.04
HR						
Positive attitude to communicate with others	0.0	7.6	34.6	23.0	34.6	3.80
Connecting with other disabled children	0.0	11.5	34.6	30.7	23.0	3.70
Integrating with other children in daily activities	0.0	15.3	42.3	19.2	23.0	3.50
Making new friends	0.0	19.2	30.7	23.0	26.9	3.60
Participating in leisure moments with other children	0.0	7.6	34.6	34.6	23.0	3.70
Feeling of belongings	0.0	3.8	50.0	26.9	19.2	3.60
PT						
Positive attitude to communicate with others	0.0	0.0	28.0	56.0	16.0	3.90
Connecting with other disabled children	0.0	0.0	16.0	68.0	16.0	4.00
Integrating with other children in daily activities	0.0	0.0	16.0	60.0	24.0	4.10
Making new friends	0.0	0.0	24.0	56.0	20.0	4.00
Participating in leisure moments with other children	0.0	0.0	28.0	52.0	20.0	3.90
Feeling of belongings	0.0	0.0	32.0	52.0	16.0	3.80

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Q1.4 Individual impact of Wheelchair Slalom: How much do you agree with the following statements as regard individual impact of Wheelchair Slalom practice?

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
AT					
Physical improvement: Wheelchair Slalom practice can benefit its practitioners in their daily life through the improvement in the coordination ability of children, in particular in their ability to manage the wheelchair	0.0	0.0	16.1	29.0	54.8
Cognitive improvement: Wheelchair Slalom practice can impact its practitioners positively through the increase in self-confidence and self-esteem	0.0	3.2	19.4	16.1	61.3
Cognitive improvement: Wheelchair Slalom practice can impact its practitioners positively through the improvement in the capacity to face difficulties and daily problems	0.0	3.2	25.8	16.1	54.8
Cognitive improvement: Wheelchair Slalom practice can impact its practitioners positively through the improvement in the capacity to set objectives and accomplish them	0.0	0.0	29.0	25.8	45.2
Life-style improvement: Wheelchair Slalom practice can benefit its practitioners in their daily life increasing their autonomy from parents	0.0	3.2	16.1	29.0	51.6
Life-style improvement: Wheelchair Slalom practice can benefit its practitioners in their daily life, getting used to having a routine and to respecting schedules	0.0	3.2	12.9	35.5	48.4
ES					
Physical improvement: Wheelchair Slalom practice can benefit its practitioners in their daily life through the improvement in the coordination ability of children, in particular in their ability to manage the wheelchair	0.0	0.0	4.0	16.0	80.0
Cognitive improvement: Wheelchair Slalom practice can impact its practitioners positively through the increase in self-confidence and self-esteem	0.0	0.0	8.0	20.0	72.0
Cognitive improvement: Wheelchair Slalom practice can impact its practitioners positively through the improvement in the capacity to face difficulties and daily problems	0.0	0.0	8.0	28.0	64.0
Cognitive improvement: Wheelchair Slalom practice can impact its practitioners positively through the improvement in the capacity to set objectives and accomplish them	0.0	4.0	12.0	8.0	76.0
Life-style improvement: Wheelchair Slalom practice can benefit its practitioners in their daily life increasing their autonomy from parents	0.0	8.0	8.0	32.0	52.0
Life-style improvement: Wheelchair Slalom practice can benefit its practitioners in their daily life, getting used to having a routine and to respecting schedules	4.0	0.0	16.0	20.0	60.0
HR					
Physical improvement: Wheelchair Slalom practice can benefit its practitioners in their daily life through the improvement in the coordination ability of children, in particular in their ability to manage the wheelchair	0.0	0.0	3.8	23.1	73.1
Cognitive improvement: Wheelchair Slalom practice can impact its practitioners positively through the increase in self-confidence and self-esteem	0.0	0.0	3.8	30.8	65.4
Cognitive improvement: Wheelchair Slalom practice can impact its practitioners positively through the improvement in the capacity to face difficulties and daily problems	0.0	0.0	3.8	26.9	69.2
Cognitive improvement: Wheelchair Slalom practice can impact its practitioners positively through the improvement in the capacity to set objectives and accomplish them	0.0	0.0	3.8	30.8	65.4
Life-style improvement: Wheelchair Slalom practice can benefit its practitioners in their daily life increasing their autonomy from parents	0.0	0.0	3.8	30.8	65.4

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
Life-style improvement: Wheelchair Slalom practice can benefit its practitioners in their daily life, getting used to having a routine and to respecting schedules	0.0	0.0	7.7	26.9	65.4
PT					
Physical improvement: Wheelchair Slalom practice can benefit its practitioners in their daily life through the improvement in the coordination ability of children, in particular in their ability to manage the wheelchair	0.0	0.0	0.0	32.0	68.0
Cognitive improvement: Wheelchair Slalom practice can impact its practitioners positively through the increase in self-confidence and self-esteem	0.0	0.0	12.0	36.0	52.0
Cognitive improvement: Wheelchair Slalom practice can impact its practitioners positively through the improvement in the capacity to face difficulties and daily problems	0.0	0.0	0.0	48.0	52.0
Cognitive improvement: Wheelchair Slalom practice can impact its practitioners positively through the improvement in the capacity to set objectives and accomplish them	0.0	0.0	8.0	52.0	40.0
Life-style improvement: Wheelchair Slalom practice can benefit its practitioners in their daily life increasing their autonomy from parents	0.0	0.0	4.0	28.0	68.0
Life-style improvement: Wheelchair Slalom practice can benefit its practitioners in their daily life, getting used to having a routine and to respecting schedules	0.0	0.0	0.0	56.0	44.0

Q1.7 Social Impact: How much do you agree with the following statements as regard social impact of Wheelchair Slalom practice?

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
AT					
Wheelchair Slalom practice can impact its practitioners at a social level connecting them to other people	0.0	0.0	3.2	25.8	71.0
Wheelchair Slalom practice can impact its practitioners at a social level increasing the occasion of making new friends	0.0	6.5	6.5	29.0	58.1
Wheelchair Slalom practice can impact its practitioners at a social level increasing in bonding with other disabled children and understanding their similarities despite the different disabilities	0.0	0.0	12.9	32.3	54.8
Wheelchair Slalom practice can increase in the visibility of disability	0.0	3.2	6.5	38.7	51.6
Wheelchair Slalom practice can increase awareness raising in the society making people understanding the capacities of children with disabilities	0.0	3.2	22.6	29.0	45.2
Wheelchair Slalom practice can support families in creating networks helping them to share similar difficulties in dealing with disability	0.0	0.0	3.2	38.7	58.1
ES					
Wheelchair Slalom practice can impact its practitioners at a social level connecting them to other people	0.0	0.0	4.0	16.0	80.0
Wheelchair Slalom practice can impact its practitioners at a social level increasing the occasion of making new friends	0.0	0.0	4.0	12.0	84.0
Wheelchair Slalom practice can impact its practitioners at a social level increasing in bonding with other disabled children and understanding their similarities despite the different disabilities	0.0	0.0	4.0	12.0	84.0
Wheelchair Slalom practice can increase in the visibility of disability	0.0	0.0	4.0	8.0	88.0
Wheelchair Slalom practice can increase awareness raising in the society making people understanding the capacities of children with disabilities	0.0	0.0	4.0	8.0	88.0
Wheelchair Slalom practice can support families in creating networks helping them to share similar difficulties in dealing with disability	0.0	0.0	4.0	8.0	88.0

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
HR					
Wheelchair Slalom practice can impact its practitioners at a social level connecting them to other people	0.0	0.0	0.0	30.8	69.2
Wheelchair Slalom practice can impact its practitioners at a social level increasing the occasion of making new friends	0.0	0.0	0.0	26.9	73.1
Wheelchair Slalom practice can impact its practitioners at a social level increasing in bonding with other disabled children and understanding their similarities despite the different disabilities	0.0	0.0	0.0	26.9	73.1
Wheelchair Slalom practice can increase in the visibility of disability	0.0	0.0	30.8	38.5	30.8
Wheelchair Slalom practice can increase awareness raising in the society making people understanding the capacities of children with disabilities	0.0	0.0	19.2	38.5	42.3
Wheelchair Slalom practice can support families in creating networks helping them to share similar difficulties in dealing with disability	0.0	0.0	0.0	26.9	73.1
PT					
Wheelchair Slalom practice can impact its practitioners at a social level connecting them to other people	0.0	0.0	0.0	41.7	58.3
Wheelchair Slalom practice can impact its practitioners at a social level increasing the occasion of making new friends	0.0	0.0	0.0	41.7	58.3
Wheelchair Slalom practice can impact its practitioners at a social level increasing in bonding with other disabled children and understanding their similarities despite the different disabilities	0.0	0.0	0.0	41.7	58.3
Wheelchair Slalom practice can increase in the visibility of disability	0.0	0.0	12.5	54.2	33.3
Wheelchair Slalom practice can increase awareness raising in the society making people understanding the capacities of children with disabilities	0.0	0.0	0.0	45.8	54.2
Wheelchair Slalom practice can support families in creating networks helping them to share similar difficulties in dealing with disability	0.0	0.0	4.2	37.5	58.3

Q1.13 Physical issues: How would you rate his/her skill/competence/ability in the following physical related issues

	Very poor possession	Poor possession	Enough possession	Good possession	Very good possession	Average
AT						
Ability to manage the wheelchair	3.2	9.7	9.7	51.6	25.8	3.87
Coordination in movement with the wheelchair	0.0	12.9	16.1	38.7	32.3	3.90
Personal autonomy at club/school	3.2	3.2	32.3	25.8	35.5	3.87
Physical skill to keep on doing the same activity for an extended period	0.0	16.1	25.8	32.3	25.8	3.67
ES						
Ability to manage the wheelchair	0.0	4.0	16.0	36.0	44.0	4.20
Coordination in movement with the wheelchair	4.0	12.0	8.0	36.0	40.0	3.96
Personal autonomy at club/school	8.0	8.0	16.0	32.0	36.0	3.80
Physical skill to keep on doing the same activity for an extended period	4.0	8.0	16.0	32.0	40.0	3.96
HR						
Ability to manage the wheelchair	0.0	15.4	0.0	46.2	38.5	4.08
Coordination in movement with the wheelchair	0.0	11.5	11.5	42.3	34.6	4.00
Personal autonomy at club/school	3.8	19.2	15.4	38.5	23.1	3.58
Physical skill to keep on doing the same activity for an extended period	0.0	15.4	15.4	46.2	23.1	3.77
PT						
Ability to manage the wheelchair	0.0	0.0	16.0	52.0	32.0	4.16
Coordination in movement with the wheelchair	0.0	4.0	28.0	40.0	28.0	3.92
Personal autonomy at club/school	0.0	4.0	40.0	48.0	8.0	3.60
Physical skill to keep on doing the same activity for an extended period	0.0	0.0	36.0	56.0	8.0	3.72

Q1.14 Cognitive Issues: How would you rate his/her skill/competence/ability in cognitive related issues

	Very poor possession	Poor possession	Enough possession	Good possession	Very good possession	Average
AT						
Positive attitude toward himself/herself	0.0	3.2	12.9	51.6	32.3	4.13
Assertiveness (being self-assured and confident)	0.0	3.2	19.4	41.9	35.5	4.09
Whole satisfaction toward himself/herself	0.0	3.3	23.3	50.0	23.3	3.93
Enthusiasm in facing new challenges	0.0	3.2	35.5	41.9	19.4	3.77
Capacity to face difficulties and daily problems	0.0	3.2	22.6	48.4	25.8	3.96
Capacity to cope with emotions	0.0	6.5	38.7	38.7	16.1	3.64
Capacity to face stress situations	0.0	10.0	43.3	36.7	10.0	3.46
Capacity to set objectives and accomplish them	0.0	6.5	29.0	48.4	16.1	3.74
Capacity to keep the focus on a specific activity	6.5	3.2	35.5	41.9	12.9	3.51
ES						
Positive attitude toward himself/herself	0.0	0.0	12.0	48.0	40.0	4.28
Assertiveness (being self-assured and confident)	0.0	4.0	12.0	48.0	36.0	4.16
Whole satisfaction toward himself/herself	0.0	12.0	44.0	44.0	0.0	3.32
Enthusiasm in facing new challenges	0.0	8.0	8.0	36.0	48.0	4.24
Capacity to face difficulties and daily problems	0.0	0.0	24.0	56.0	20.0	3.96
Capacity to cope with emotions	0.0	4.0	28.0	40.0	28.0	3.92
Capacity to face stress situations	0.0	8.0	16.0	52.0	24.0	3.92
Capacity to set objectives and accomplish them	0.0	4.0	12.0	44.0	40.0	4.20
Capacity to keep the focus on a specific activity	4.0	8.0	20.0	28.0	40.0	3.92
HR						
Positive attitude toward himself/herself	0.0	0.0	11.5	38.5	50.0	4.38
Assertiveness (being self-assured and confident)	0.0	0.0	11.5	38.5	50.0	4.38
Whole satisfaction toward himself/herself	0.0	3.8	7.7	30.8	57.7	4.42
Enthusiasm in facing new challenges	0.0	3.8	23.1	23.1	50.0	4.19
Capacity to face difficulties and daily problems	0.0	0.0	30.8	30.8	38.5	4.08
Capacity to cope with emotions	0.0	0.0	19.2	65.4	15.4	3.96
Capacity to face stress situations	0.0	0.0	19.2	61.5	19.2	4.00
Capacity to set objectives and accomplish them	0.0	0.0	7.7	34.6	57.7	4.50
Capacity to keep the focus on a specific activity	0.0	0.0	15.4	30.8	53.8	4.38
PT						
Positive attitude toward himself/herself	0.0	0.0	20.0	72.0	8.0	3.88
Assertiveness (being self-assured and confident)	0.0	0.0	20.0	68.0	12.0	3.92
Whole satisfaction toward himself/herself	0.0	0.0	24.0	68.0	8.0	3.84
Enthusiasm in facing new challenges	0.0	0.0	28.0	40.0	32.0	4.04
Capacity to face difficulties and daily problems	0.0	0.0	28.0	44.0	28.0	4.00
Capacity to cope with emotions	0.0	4.0	32.0	40.0	24.0	3.84
Capacity to face stress situations	0.0	4.0	32.0	52.0	12.0	3.72
Capacity to set objectives and accomplish them	0.0	0.0	16.0	64.0	20.0	4.04
Capacity to keep the focus on a specific activity	0.0	0.0	16.0	52.0	32.0	4.16

Q1.15 Life-style issues: How would you rate his/her skill/competence/ability in life-style related issues

	Very poor possession	Poor possession	Enough possession	Good possession	Very good possession	Average
AT						
Autonomy in going out without parents	9.7	9.7	29.0	16.1	29	3.25
Capacity to have a routine and to respect schedules	3.4	17.2	20.7	34.5	24.1	3.58
Capacity to cope with rules	0.0	3.4	20.7	44.8	31.0	4.03
Ability to adapt well to new situations and environments	0.0	6.9	24.1	37.9	31.0	3.92
Capacity to cope with extraordinary activities	0.0	10.3	24.1	55.2	10.3	3.65
ES						
Autonomy in going out without parents	12.0	32.0	24.0	24.0	8.0	2.84
Capacity to have a routine and to respect schedules	0.0	12.0	8.0	40.0	40.0	4.08
Capacity to cope with rules	0.0	4.0	12.0	40.0	44.0	4.24
Ability to adapt well to new situations and environments	0.0	0.0	4.0	48.0	48.0	4.44
Capacity to cope with extraordinary activities	0.0	0.0	8.0	60.0	32.0	4.24
HR						
Autonomy in going out without parents	4.0	16.0	24.0	40.0	16.0	3.48
Capacity to have a routine and to respect schedules	0.0	0.0	20.0	28.0	52.0	4.32
Capacity to cope with rules	0.0	0.0	8.0	24.0	68.0	4.60
Ability to adapt well to new situations and environments	0.0	0.0	16.0	28.0	56.0	4.40
Capacity to cope with extraordinary activities	0.0	0.0	16.0	36.0	48.0	4.32
PT						
Autonomy in going out without parents	0.0	0.0	0.0	56.0	44.0	4.44
Capacity to have a routine and to respect schedules	0.0	0.0	20.0	60.0	20.0	4.00
Capacity to cope with rules	0.0	0.0	24.0	60.0	16.0	3.92
Ability to adapt well to new situations and environments	0.0	0.0	24.0	52.0	24.0	4.00
Capacity to cope with extraordinary activities	0.0	0.0	36.0	48.0	16.0	3.8

Q1.16 Social issues: How would you rate his/her skill/competence/ability in social related issues

	Very poor possession	Poor possession	Enough possession	Good possession	Very good possession	Average
AT						
Positive attitude to communicate with others	0.0	0.0	6.9	34.5	58.6	4.51
Connecting with other disabled children	0.0	0.0	3.4	44.8	51.7	4.47
Integrating with other children in daily activities	0.0	0.0	10.3	48.3	41.4	4.31
Making new friends	0.0	6.9	17.2	31.0	44.8	4.13
Participating in leisure moments with other children	0.0	3.4	27.6	48.3	20.7	3.86
Feeling of belongings	0.0	6.9	13.8	37.9	41.4	4.13
ES						
Positive attitude to communicate with others	0.0	0.0	16.0	32.0	52.0	4.36
Connecting with other disabled children	4.0	4.0	8.0	32.0	52.0	4.24
Integrating with other children in daily activities	4.0	4.0	16.0	32.0	44.0	4.08
Making new friends	4.0	4.0	12.0	16.0	64.0	4.32
Participating in leisure moments with other children	4.0	0.0	20.0	28.0	48.0	4.16
Feeling of belongings	0.0	4.0	12.0	64.0	20.0	4.00
HR						
Positive attitude to communicate with others	0.0	0.0	11.5	38.5	50.0	4.38
Connecting with other disabled children	0.0	0.0	0.0	46.2	53.8	4.54
Integrating with other children in daily activities	0.0	0.0	11.5	38.5	50.0	4.38
Making new friends	0.0	0.0	7.7	26.9	65.4	4.58
Participating in leisure moments with other children	0.0	0.0	0.0	50.0	50.0	4.50
Feeling of belongings	0.0	0.0	7.7	15.4	76.9	4.69
PT						
Positive attitude to communicate with others	0.0	0.0	8.0	40.0	52.0	4.44
Connecting with other disabled children	0.0	0.0	8.0	48.0	44.0	4.36
Integrating with other children in daily activities	0.0	0.0	8.0	44.0	48.0	4.40
Making new friends	0.0	0.0	8.0	52.0	40.0	4.32
Participating in leisure moments with other children	0.0	0.0	8.0	44.0	48.0	4.40
Feeling of belongings	0.0	0.0	12.0	64.0	24.0	4.12