

Table S1. COREQ (COnsolidated criteria for REporting Qualitative research) Checklist

A checklist of items that should be included in reports of qualitative research. You must report the page number in your manuscript where you consider each of the items listed in this checklist. If you have not included this information, either revise your manuscript accordingly before submitting or note N/A.

Topic	Item No.	Guide Questions/Description	Reported on Page No.
Domain 1: Research team and reflexivity			
<i>Personal characteristics</i>			
Interviewer/facilitator	1	Which author/s conducted the interview or focus group?	3
Credentials	2	What were the researcher's credentials? E.g. PhD, MD	3
Occupation	3	What was their occupation at the time of the study?	3
Gender	4	Was the researcher male or female?	3
Experience and training	5	What experience or training did the researcher have?	3
<i>Relationship with participants</i>			
Relationship established	6	Was a relationship established prior to study commencement?	N/A
Participant knowledge of the interviewer	7	What did the participants know about the researcher? e.g. personal goals, reasons for doing the research	N/A
Interviewer characteristics	8	What characteristics were reported about the interviewer/facilitator? e.g. Bias, assumptions, reasons and interests in the research topic	N/A
Domain 2: Study design			
<i>Theoretical framework</i>			
Methodological orientation and Theory	9	What methodological orientation was stated to underpin the study? e.g. grounded theory, discourse analysis, ethnography, phenomenology, content analysis	3
<i>Participant selection</i>			
Sampling	10	How were participants selected? e.g. purposive, convenience, consecutive, snowball	3
Method of approach	11	How were participants approached? e.g. face-to-face, telephone, mail, email	2

Sample size	12	How many participants were in the study?	3
Non-participation	13	How many people refused to participate or dropped out? Reasons?	N/A
<i>Setting</i>			
Setting of data collection	14	Where was the data collected? e.g. home, clinic, workplace	3
Presence of non-participants	15	Was anyone else present besides the participants and researchers?	N/A
Description of sample	16	What are the important characteristics of the sample? e.g. demographic data, date	3-4
<i>Data collection</i>			
Interview guide	17	Were questions, prompts, guides provided by the authors? Was it pilot tested?	3
Repeat interviews	18	Were repeat inter views carried out? If yes, how many?	N/A
Audio/visual recording	19	Did the research use audio or visual recording to collect the data?	3
Field notes	20	Were field notes made during and/or after the inter view or focus group?	N/A
Duration	21	What was the duration of the inter views or focus group?	2
Data saturation	22	Was data saturation discussed?	N/A
Transcripts returned	23	Were transcripts returned to participants for comment and/or correction?	N/A
Domain 3: analysis and findings			
<i>Data analysis</i>			
Number of data coders	24	How many data coders coded the data?	3
Description of the coding tree	25	Did authors provide a description of the coding tree?	N/A
Derivation of themes	26	Were themes identified in advance or derived from the data?	3
Software	27	What software, if applicable, was used to manage the data?	3
Participant checking	28	Did participants provide feedback on the findings?	N/A
<i>Reporting</i>			
Quotations presented	29	Were participant quotations presented to illustrate the themes/findings? Was each quotation identified? e.g. participant number	4-8
Data and findings consistent	30	Was there consistency between the data presented and the findings?	4-8

Clarity of major themes	31	Were major themes clearly presented in the findings?	4-8
Clarity of minor themes	32	Is there a description of diverse cases or discussion of minor themes?	N/A

Developed from: Tong A, Sainsbury P, Craig J. Consolidated criteria for reporting qualitative research (COREQ) : a 32-item checklist for interviews and focus groups. International Journal for Quality in Health Care. 2007. Volume 19, Number 6: pp. 349 – 357

Once you have completed this checklist, please save a copy and upload it as part of your submission. DO NOT include this checklist as part of the main manuscript document. It must be uploaded as a separate file.

File S1. Interview guide for pediatric rehabilitation professionals and students

- 1. Today, we're going to discuss the notion of physical literacy. What does physical literacy mean to you?**

Slide #1: Physical literacy is defined as the motivation, confidence, physical competence, knowledge and understanding a person possesses that enables them to value and engage in physical activity throughout their lives.

- 2. Tell me a little about your academic or other background.**

- a. Have you had any training in physical literacy? If so, what type (specific courses, module covered in a course)?*
- b. If not, what is the source(s) of the information and knowledge you have in this field (further training/conferences (conducted by?), personal experience in sport (as an athlete, for example), website(s) (which ones?)...)?*

Slide #2 : Video on physical literacy in children: Sport Wales - Physical Literacy

<https://www.youtube.com/watch?v=R8PIXqp3jpA>

- 3. Following on from the video we've just shown you, in your opinion, is the physical literacy of typically developing children the same as that of children with motor limitations? Why do you think so?**

- a. If so, do you have any specific training in working with children with motor limitations?*
- b. Through your experience, explain how you integrate children with limitations into your rehabilitation program.*

- 4. Please tell me about your experience (professional or internship(s)) with children with motor limitations:**

- a. How do you adapt your sessions with children with motor limitations?*
- b. Beforehand, did you talk to the children and their parents about their integration into physical education (at school or in sports clubs)?*
- c. Have you talked to physical education teachers about the strategies they adopt to counter possible obstacles to integrating children into physical activity?*
- d. And what about you, are you involved in developing strategies to counter these obstacles?*

Slide #3: Example of fundamental motor skills in different categories (balance, locomotion, manipulative skills and object control)

- 5. In your opinion, are these fundamental motor skills adapted to children with motor limitations?**

- a. If not, do you adapt your programs to enable them to develop other skills?*

6. How do you assess these motor skills in these children?

Slide #4: Physical education competencies in Quebec (Acting in various physical activity contexts; Interacting in various physical activity contexts; Adopting a healthy and active lifestyle)

7. In your opinion, do you respect these competencies during your rehabilitation sessions?

- a.** Do children with motor limitations develop them? How do you evaluate this?
- b.** If not, what do you think are the barriers preventing these children from developing these different skills?

Slide #5: Reminder of the confidence element in physical literacy (motivation and confidence refer to the enthusiasm, positive emotion and self-confidence generated by the idea of integrating physical activity into one's lifestyle).

8. What strategy(ies) do you adopt to develop this self-confidence in physical activity in children with motor limitations?

9. Further to my previous question, you talked a lot about the self-confidence of a child with motor limitation(s). Do you think that motivation plays as important a role as confidence in the development of their physical literacy?

Slide #6: Authors have shown that 3 elements (social relations, autonomy and beliefs) constitute the motivation necessary for participation in physical activity.

10. What strategy(ies) do you adopt to increase motivation for physical activity participation in these children with motor limitations?

- a.** Do you think that the three elements mentioned above (social relationships, autonomy and beliefs) are respected?

11. Do you have any other information you'd like to share with us?

File S2. Interview guide for coaches.

- 1. Today, we're going to discuss the notion of physical literacy. What does physical literacy mean to you?**

Slide #1: Physical literacy is defined as the motivation, confidence, physical competence, knowledge and understanding a person possesses that enables them to value and engage in physical activity throughout their lives.

- 2. Tell me a little about your academic or other background.**
 - a.** Have you had any training in physical literacy? If so, what type (specific courses, module covered in a course)?
 - b.** If not, what is the source(s) of the information and knowledge you have in this field (further training/conferences (conducted by?), personal experience in sport (as an athlete, for example), website(s) (which ones?)...)?

Slide #2: Video on physical literacy in children: Sport Wales - Physical Literacy
<https://www.youtube.com/watch?v=R8PIXqp3JpA>

- 3. Following on from the video we've just shown you, in your opinion, is the physical literacy of typically developing children the same as that of children with motor limitations? Why do you think so?**
 - a.** If so, do you have any specific training in working with children with motor limitations?
- 4. Tell me about your experiences in sports training:**
 - a.** How do you adapt your training to children with motor limitations?
 - b.** In your opinion, are there any obstacles to integrating children with motor limitations into the physical activity environment? What are they?
 - c.** How do you counter them?

Slide #3: Example of fundamental motor skills in different categories (balance, locomotion, manipulative skills and object control)

- 5. In your opinion, are these fundamental motor skills adapted to children with motor limitations?**
 - a.** If not, do you adapt your training to enable them to develop other skills?
- 6. How do you evaluate these motor skills in these children?**

Slide #5: Competencies in physical education in Quebec (Acting in various physical activity contexts; Interacting in various physical activity contexts; Adopting a healthy and active lifestyle)

7. **In your opinion, do you respect these competencies during your training/rehabilitation sessions?**
- a. Do children with motor limitations develop them? How do you evaluate this?
 - b. If not, what do you think are the barriers preventing these children from developing these different skills?

Slide #6: Reminder of the confidence element in physical literacy (motivation and confidence refer to the enthusiasm, positive emotion and self-confidence generated by the idea of integrating physical activity into one's lifestyle).

8. **What strategy(ies) do you adopt to develop this self-confidence in physical activity in children with motor limitations?**
9. **Further to my previous question, you talked a lot about the self-confidence of a child with motor limitation(s). Do you think that motivation plays as important a role as confidence in the development of their physical literacy?**

Slide #7: Authors have shown that 3 elements (social relations, autonomy and beliefs) constitute the motivation necessary for participation in physical activity.

10. **What strategy(ies) do you adopt to increase motivation for physical activity participation in these children with motor limitations?**
- a. Do you think that the three elements mentioned above (social relationships, autonomy and beliefs) are respected?
11. **Do you have any other information you'd like to share with us?**