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I-MDRC was created in 2014 as a way to bring together an international body of researchers at various points in their career and from a variety of countries and research backgrounds. Our purpose is to increase the visibility and impact of Motor Development research over the next decade through meaningful collaborations.

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POSTER #86

CAPL-GR QUESTIONNAIRE: VALIDITY AND FEASIBILITY EVIDENCE FOR GREEK CHILDREN 8-12 YEARS OF AGE

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The Canadian Assessment of Physical Literacy (CAPL-2; Healthy Active Living and Obesity Research group, 2017) is designed to measure the Physical Literacy (PL) in 8-12-year-old children. One of the protocols included within CAPL-2 is the CAPL-2 Questionnaire, which assesses the PL domains of Motivation/Confidence (12 items), Knowledge/Understanding (5 items), and self-perceived moderate-to-vigorous physical activity (MVPA) (1 item). The purpose of this study was to cross-culturally adapt the CAPL-2 Questionnaire for Greek children and evaluate its psychometric properties. The original scale was translated into Greek (forward/backward translations) and reviewed by an experts' panel. Face validity of the translated Questionnaire was examined in a sample of 50 children and 15 physical educators and resulted in minor wording. When the CAPL-GR Questionnaire received its final form, evidence for its validity was gathered through the examination of the association of gender and age with the scores of 544 children (52.9% boys), aged 8-12 years (M_{age}=10.04, SD=1.3). Feasibility was assessed via completion rate and assessors' feedback on children's ability to understand the content and the wording used in the questionnaire. Analyses of variance revealed that children's age significantly associated with their Knowledge/Understanding (F=22.448, p=.0001) and self-perceived MVPA (F=6.899, p=.0001) scores, with older children receiving higher scores. The high Motivation/Confidence scores that were observed, were not associated with age. Similarly, no gender differences were detected in any domain of the CAPL-GR Questionnaire. All participants in this study were responsive to the completion of the CAPL-GR Questionnaire. As expected, younger children needed clarifications more frequently and required more time to complete the questionnaire in comparison to the older ones. Children with learning difficulties completed the questionnaire with the assistance of the assessors and were not excluded from the process. From the above, it can be concluded that Greek children have negligible gender differences in terms of core PL domains (Motivation/Confidence, Knowledge/Understanding). Only age differences are apparent, mainly in relation to PA knowledge, which, as expected, increases as children grow older. These results are in close agreement with current literature on the development of the specific PL domains (Tremblay et al., 2018) and support the validity and feasibility of the CAPL-GR Questionnaire. Nevertheless, additional research is needed to establish the instrument's technical adequacy.

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POSTER #87

PRESCHOOL TEACHERS' FEEDBACK ON READING A CHILDREN'S PICTURE BOOK TO FOSTER PHYSICAL LITERACY IN A PRESCHOOL SETTING

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Introduction: Overweight/obesity have been identified as a critical public health issue in the US. Early childhood is a strategic time to target obesity prevention efforts focusing on healthy eating and physical activity.

There is a growing body of evidence supporting the use of picture books in children's life experiences. Children's picture books have been a successful strategy to increase fruits and vegetable intake in young children. However, there is limited understanding on the use of children's picture books in addressing physical literacy in this population.

A children's picture book, Walker Finds His Wiggle, was developed to increase physical literacy and promote developmentally appropriate locomotor movement skills. The research team collaborated with a children's book writer and an experienced graphic artist to develop a picture book integrating physical literacy constructs (Whitehead, 2010) and movement concepts in relation to space awareness, effort, and relationship (Graham, Holt-Hale, & Parker, 2010). The purpose of this study was to examine preschool teachers' assessment and classroom adoption of a children's picture book that was developed based on physical literacy and its core elements (Roetert, Ellenbecker, & Kriellaars, 2018).

Methods: The children's book Walker Finds His Wiggle was given to teachers in childcare centers in NW Florida. Only teachers who taught in 3-4 year old classrooms were included in the study. Participants were given one week to incorporate the book into their daily lesson plan. One week following the initial meeting, they were asked to participate in a brief interview. The interviews were semi-structured and asked questions about pre-planning, use of the book, curricular inclusion, children's reactions, and their perceptions about movement. All interviews were audiotaped, transcribed verbatim, and then coded using thematic analysis.