

POSTER: CONTENT/FACE VALIDITY OF MOTOR SKILL PERCEPTION QUESTIONNAIRES FOR YOUTH WITH VISUAL IMPAIRMENTS: A DELPHI METHOD

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Objective: Youth with visual impairments (VIs) tend to have lower levels of motor competence and physical activity with increased sedentary behavior and risk for obesity when compared to their peers without VIs. Knowing the influence that motor competence plays on physical activity behaviors in childhood, it is important to identify factors, such as self- and others' perceptions, that may be supporting/inhibiting motor competence levels for youth with VIs. To rigorously examine self-perceptions, parents' perceptions, and metaperceptions, it is important to have instruments with appropriate content and face validity. Therefore, the purpose of this Delphi study was to determine the content/face validity of the self-perceptions, parents' perceptions, and metaperception questionnaires for youth with VIs. **Method:** Participants (N = 13, males = 2; females = 11) included experts from four categories: (a) teachers directly working with students with VIs in schools (teachers of the visually impaired [TVI], orientation and mobility specialists [O and M], adapted and general physical educators (n = 6), (b) researchers who publish studies in the field of physical education, motor behavior, or VIs (n = 3), (c) parents with children with VIs (n = 2), and (d) individuals with documented VIs (n = 2). **Results:** After two rounds during the Delphi procedure, results showed means above a 4.0 out of 5.0 for all three questionnaires. The panel of experts deemed the content/face validity of the instruments acceptable. **Implications:** Physical education teachers, adapted physical educators, and specialists working with youth with VIs can use these perception tools to measure self-, parents-, and metaperceptions and use in tandem with the Test of Gross Motor Development- third edition (TGMD-3).