Analyzing Success Factors of Canadian Play-Based Intervention Programs for Children with Different Abilities: A Comparative Evaluation

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Abstract—This study aims to analyze and compare the success factors of play-based intervention programs for children with different abilities in Canada. Children with disabilities often face limited participation in play and physical activities, leading to increased health risks. Understanding the specific features of these interventions that contribute to positive outcomes is crucial to promoting holistic development in these children. A comparative case study approach was used, selecting three similar successful intervention programs through purposive sampling. Data were collected through interviews and program documents, with 40 participants purposively chosen. Thematic analysis was conducted to identify key themes, including Quality Program, Meeting the Needs of Participants, and Lessons Learned from Experts and Practitioners. These programs play a vital role in addressing the gap in community programming for children with different abilities. The results of this study contribute to the generalization of success factors derived from best practices in play-based intervention programs for children with different abilities.

Keywords—Children with different abilities, physical activity, play, play-based intervention programs.

I. INTRODUCTION

THE play-based programs are often used to help children develop essential social skills in a fun and engaging way. These programs are designed to encourage interaction, cooperation, and communication among children of diverse abilities. By using games and structured activities, these programs provide opportunities for children to learn and practice social behaviors in a supportive and inclusive environment. Within these settings, it is not uncommon for children to encounter challenges related to participation, especially when faced with unfamiliar situations or social dynamics. For example, some children may feel hesitant or reluctant to engage in activities if certain elements, such as having a partner, are missing. This can be particularly true for children with conditions like mild autism, where changes in routine or expected structure can lead to discomfort or resistance.

In one such case, a dialogue between a volunteer and a girl with mild autism illustrates how the absence of a game partner can lead to reluctance to participate [3], shedding light on the need for careful support and encouragement to help children overcome such challenges. This highlights the girl's reluctance to participate in a game due to the absence of a partner. This

incident occurred within a play-based program aimed at improving the social skills of children with diverse abilities. Play based programs are effective tools for developing social skills in children with diverse abilities, however these children may encounter specific challenges that hinder their active participation in activities. One such challenge is the reluctance to engage when essential social elements, such as having a partner, are missing. These challenges highlight the importance of providing adequate support and encouragement in programs designed to enhance social skills.

The observation indicates that the girl expected someone from her peer group to approach her as a partner, rather than taking the initiative herself. A daughter enrolled in the same program facilitated a successful pairing by encouraging her daughter to become the girl's partner. Amanda, a nine-year-old girl with mild autism, participated in a comprehensive play-centered program designed to enhance her physical and social skills. After an hour into the program, Amanda left the group and lay down on the floor. Her reluctance to participate in play stemmed from the fact that all the typically developing children in her group had partners, while some of the other children with disabilities were paired with volunteers on an individual basis.

It is widely recognized that play is a natural and essential aspect of children's development. Through play, children's abilities and developmental differences, including disabilities, cognitive delays, and language difficulties, become more observable and can be addressed effectively [1], [2]. Although initial play usually begins around age three, it evolves into a complex process as language and social skills develop [3], [4]. Due to some of the skill gaps that children with diverse abilities may have, they often engage in solitary play and show more antisocial tendencies [5]. Their participation is characterized by fewer social interactions, quiet play activities, and passive leisure activities [6], [7] which can hinder their cognitive, social, and physical development. As these children with diverse abilities transition into adolescence and early adulthood, their play participation tends to become more restricted [7].

Early intervention programs centered around play are crucial for enhancing the functional abilities of children with diverse abilities. The literature defines intervention as a systematic intervention refers to cases where a clear methodological plan of action is implemented [8]. Such play interventions often

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incorporate movement, physical activity, and sports, with a particular focus on the interests and capabilities of individuals with limitations [9]

II. METHOD

In this study, a critical approach was used to gain a comprehensive understanding of play-based intervention programs for children with diverse abilities. A case study design was used to delve deeper into the topic and compare different programs. Case studies are particularly useful when the goal is to examine specific cases or compare multiple cases [10]. This study used a comparative case study approach, selecting specific play-based programs and analyzing their characteristics [11]. This approach allowed a comprehensive understanding of each program as an individual case with clear boundaries [12]

Qualitative research methods, including purposive sampling, interviews, and use of unobtrusive data, were used to explore and understand the implementation and outcomes of the selected play-based programs. Three programs, namely the Special Needs Activity Program (SNAP) and the Children's Movement Program (CMP) at Brock University, and the Sensory Motor Instructional Leadership Experience Program (SMILE) at Acadia University, were purposefully selected for their stability, consistency, accessibility, and academic and interdisciplinary foundations. These programs share a common goal of providing a safe recreational environment for children with diverse abilities to engage in play [38].

A total of 40 participants from the three programs were interviewed via Skype or by completing an open-ended questionnaire. Key informants, including program directors, experiential education coordinators, administrative coordinators, and student managers, with extensive program experience, were identified from each program. In addition to interviews, unobtrusive methods were used to collect data, such as accessing program documents, visual documents (e.g. videos, photographs), and digital materials such as program websites and social media platforms [13]

For the analysis phase, an inductive analytical framework was used. Reference [14] involves a bottom-up coding and analysis process driven by the content of the data itself. The thematic analysis (TA) method was used to systematically analyze the data and identify commonalities between the three play-based programs.

The six-step guidelines provided by [14] were followed to conduct the thematic analysis. The first step involved immersing oneself in the data, becoming familiar with the content and taking detailed notes about each transcript and the dataset as a whole. The second step involved coding the data, systematically assigning labels to relevant features, and condensing the data. In the third step, themes were identified by grouping codes that shared common features. The fourth step included reviewing the themes and establishing their relationships within the dataset. A thematic map was created to outline these relationships. In the fifth step, the themes were defined, named, and supported by data extracts. Finally, in the sixth step, the themes were organized in a table along with their defining features and interpretations. Step six involved writing up the results, which included selecting data quotations and situating them within an analytic narrative. The inquirer aimed to give voice to the meaningful experiences of the intended users by presenting their reflections and perspectives. Quotations were presented in an illustrative fashion, without commenting directly on the content, and were analyzed to highlight specific features [14.] By following this rigorous methodology, the study aimed to provide a comprehensive understanding of play-based intervention programs for children with diverse abilities, highlighting key factors and principles that contribute to their effectiveness.

III. SUCCESSFUL FACTORS OF THE THREE PLAY-BASED PROGRAMS

A. Quality Program

1. Adequate Program Theory and Idea

The success of these play-based programs can be attributed to their foundation in program theory and appropriate ideas. These programs are led by university professionals, giving them knowledge authority and building trust among various stakeholders, including parents, schools and community partners [15]. The participation of university professionals indicates that these programs are of high quality, include sound theoretical frameworks, and are supervised by experts. In addition, the programs' location on campus enhances their credibility within the community, as they are easily accessible and provide parking [16].

The purpose of these programs is to provide educational recreational services based on an educational model rather than a medical one. This approach is rooted in the belief that behavior can be improved through the acquisition of new knowledge, skills, attitudes, and abilities [17]. By engaging children with different abilities in physical activity-based programs informed by educational theory, these programs facilitate positive change.

Furthermore, these programs are developed to meet a specific community need. They cater to the needs of children with different abilities and their caregivers, fostering community-based interaction and parental involvement. This community-oriented approach allows programs to evolve over time, ensuring that the needs of the target group are effectively met. As an administrative member of one program stated, these programs have succeeded in providing inclusive and adaptive physical activities to children who would otherwise not have access to them (SNAP#20) [18]. The CMP and SNAP programs were established based on the needs of the Niagara community, aiming to forge community connections through their offerings (CMP#3). Similarly, the SMILE program serves the community in Wolfville and the surrounding area, primarily attracting participants from Annapolis Valley in Nova Scotia (SMILE#9) [19].

Moreover, the inclusion of these programs within academic institutions holds significant importance. Universities provide a reputable environment for implementing the theoretical aspects of programmes, thus ensuring their effectiveness in achieving

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the desired results. These programs are interdisciplinary in nature and firmly rooted in academic theory, with a theoretical framework serving as the foundation for every aspect of their development and execution. As an illustration, the SNAP program incorporates elements of phenomenology and sound educational principles in conjunction with play-based activities (SNAP#20) [20]

The success of these programs also lies in their focus on team members and participants. The programs provide experiential learning opportunities for university students, allowing them to gain valuable workplace skills while meeting community needs. At the same time, the primary focus is on promoting physical activity in a socially stimulating environment for children with different abilities, promoting their physical, social and cognitive development [21]. The programs aim to create a creative and inclusive experience, enabling participants to engage in a wide range of physical activities within a safe and non-judgmental environment (B SMILE #1) [22].

Finally, the successful factors of these play-based programs include their foundation in adequate program theory and ideas, their community-based approach, their academic foundation, and their focus on both team members and participants. These factors contribute to the effectiveness of the programs in providing high-quality educational entertainment services for children with different abilities [23]

2. Adequate Program Implementation

Session length is an important aspect of these play-based programs. In the CMP, sessions are structured according to a formal lesson plan, with approximately one hour allocated to engage approximately twenty participants. This duration allows sufficient time for both the theoretical component and dedicated free play, enabling children to engage in motor activities in a way that is comfortable for them. On the other hand, the SNAP and SMILE programs focus on informal play, where each child has an individualized lesson plan tailored to their specific needs [24]. These programs last approximately three hours, with time allocated for fine and gross motor activities, as well as periods of quiet or active play. By the end of the day, most children are usually exhausted (CMP#3, SNAP#12, SMILE#9).

The timing and duration of programs are important factors that contribute to their effectiveness. The SMILE and CMP programs are specifically designed to run over weekends and run for eight weeks during each semester. This scheduling strategy ensures that participants' weekends are busy with activities that promote play and learning. The extended duration of these programs allows participants to develop strong relationships with their assigned team members and buddy partners [25]. In contrast, the SNAP program takes place during weekdays, within school hours. SNAP participants are primarily students from schools in the Niagara Region. Some join the program once per semester with their school, while others attend weekly sessions with their parents. Participating with familiar schoolmates or friends fosters a social environment that encourages interaction, friendship, cooperation, and group play (SMILE#9, CMP#3, SNAP#12) [26]

The target group varies slightly between the three play-based programs. While the CMP program is inclusive and welcomes both typically developing children and those with different abilities, the SNAP and SMILE programs exclusively serve children with different abilities. Regardless of the type or severity of disabilities, all children with different abilities are accepted into all three programs. However, programs group participants based on age to ensure appropriate interaction and participation (CMP#3, SNAP#12, SMILE#9) [27]. Implementing a buddy system is a huge success factor in these programs. Each participant is provided with individual assistance through a buddy system. Regardless of the number of participants, each child is paired with a team member, and in some cases, two or three team members may be assigned to support one participant, depending on their specific needs. This one-on-one support is a unique feature of university-supported programs, as such personal assistance may be difficult to find in other community-based programs (CMP#3, SNAP#20, SMILE#9).

Evaluation of participants in these programs relies primarily on documentation and observation. Before each program session, team members collect necessary information from participants' parents or schools through documentation. During the program, team members engage their assigned partners in various activities, monitor their play, assess their needs, and design individual plans or modify the lesson plan to meet their specific requirements [28]. The focus of assessment is on participants' abilities, emphasizing their strengths and building upon them, rather than solely focusing on their limitations (CMP#3, SNAP#20, SMILE#9). Evaluation is an ongoing process in these play-based programs. After each course, semester and year, the program is evaluated. Before each session, team members meet in group meetings, where program directors or coordinators address any important questions or issues that need to be discussed before the program begins. In addition, there are short debriefing meetings after each session, allowing team members to reflect on their experiences. Throughout the week, program management and coordinators communicate to review the previous session and plan the next session [29]. This continuous reflection and evaluation lead to immediate training sessions to address any identified weaknesses among team members (CMP#3, SNAP#20, SMILE#9).

In the bottom line, the success of these play-based programs is influenced by various factors related to program implementation. These include session length, program timing and duration, use of a buddy system, appropriate assessment strategies, and ongoing evaluation. These elements contribute to the effectiveness of programs in providing tailored support and promoting positive outcomes for children with different abilities [30].

3. Adequate Delivery of Material

Individual plans in these programs are carefully customized to meet participants' ages, abilities, and choices. For example, younger participants may have plans that include more imaginative and creative activities, while older participants may

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have plans that focus on skill development and coordination. These individual plans ensure that all participants can actively participate within their mobility capabilities, promoting a sense of inclusion and empowerment.[31]

Participants are encouraged to exercise independence in choosing how they participate in activities. For example, they can decide the order of activities or modify certain movements to suit their preferences. Program team members act as supportive mentors, following individual plans and creating a fun, friendly atmosphere to facilitate participants' enjoyment and feeling of ownership of their experiences.

Adaptability and flexibility are inherent in the program's approach to planning implementation. If a participant experiences a difficulty with a particular movement or activity, program team members are trained to make immediate adjustments, ensuring plans remain achievable and participants feel supported. This adaptability allows for seamless adjustments that meet individual needs and ensure a positive and successful experience for all participants.

To break the monotony and provide a new perspective, the program includes weekly motivational topics that add cultural elements to the activities. For example, a theme centered around traditional dances could be incorporated, allowing children to engage physically, socially and emotionally with their cultural heritage. This not only provides a unique and enriching experience, but also fosters a sense of pride and connection to their cultural identity [31], [32]

The selection of motivation themes takes into account the diverse cultural backgrounds of the participants. For example, in a multicultural setting, themes might vary from week to week to reflect the different cultural traditions and practices represented. This ensures that the program remains relevant and relatable to each participant, strengthening their engagement and overall experience.[32]

The Program activities are based on educational theories drawn from disciplines such as physical education, kinesiology, and disability studies. For example, activities may incorporate principles of motor learning and skill acquisition to promote physical development and coordination. Additionally, research-based strategies from disability studies can be used to create inclusive environments that meet the needs of participants with diverse abilities. This academic foundation ensures that program activities are comprehensive and meet the needs of participants from different theoretical perspectives.

The program incorporates a wide range of activities to cater to diverse learning styles, abilities, and interests. These activities may include structured movement exercises, cooperative games, creative expression through dance or drama, and problem-solving challenges. By offering such a variety, the program caters to participants' individual strengths and preferences, creating a well-rounded and engaging experience that promotes holistic development [32], [33]

4. Adequate Team Members

The three play-based programs employ use different strategies to develop a strong group dynamic that increases interaction and cohesion among team members and fosters a sense of unity and collective purpose. These programs foster a supportive team culture by fostering commonalities among team members through social events, open communication channels, and trust-building initiatives. Team members wear matching T-shirts, clearly displaying their shared identity and commitment, enhancing group cohesion.

Recognizing and appreciating individual contributions is an integral part of fostering an effective team. It is essential for team members to feel that their efforts, time and dedication are valued and appreciated, which in turn leads to increased job satisfaction. Programs prioritize recognition of achievements as a way to motivate and empower team members and ensure that they view their work as meaningful and impactful.

The team members' association with the program is characterized by a genuine enjoyment and dedication to making a positive difference in the lives of the children they serve. As expressed by a SNAP team member, the program elicits a range of emotions from frustration to extreme happiness, but ultimately, it is a deeply fulfilling and rewarding experience. This sense of personal fulfillment compels team members to invest their full attention, time, and effort into the program, further contributing to its success [33].

Effective communication between team members is pivotal to program achievements. Program administrators prioritize building and strengthening relationships among team members from the beginning of the program. Communication is done through various channels such as email, social media platforms and regular meetings. Weekly reminder emails ensure that team members are well informed about software updates and any relevant information that needs to be conveyed. This focus on communication creates an environment where teamwork is highly valued and facilitates a cohesive and collaborative approach.

A critical element of these programs is the importance of maintaining a strong level of supervision to meet the needs of participants while prioritizing their safety and maintaining their dignity. When working with children, it is essential to pay attention to their diverse abilities and make safety a top priority. The programs implement strict safety protocols, including comprehensive emergency plans and procedures. All coordinators undergo first aid training and undergo criminal background checks. Implementing an individual buddy system ensures the well-being of the participants. This high level of supervision creates a safe and closely monitored environment, enabling participants to explore equipment and engage in new movement-based activities with confidence [34].

5. Adequate Program Facilities

All three programs prioritize providing diverse and stimulating equipment to enhance participant motivation, creativity, and sustained interest throughout the program. This approach not only prevents participants from waiting in line for certain equipment, but also encourages them to explore and utilize their creativity. The programs use state-of-the-art equipment that can be used in multiple ways, depending on the imagination of participants and the guidance provided by volunteers. Furthermore, the equipment is designed to be

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adaptable, allowing participants to use it according to their individual needs and preferences. The program sectors include a range of movement-based activities that meet diverse capacity development needs. These activities cover areas such as fine motor skills, quiet play, as well as more advanced gymnastics equipment and active play. Equipment varies in size, weight, texture, surface, color and shape. Programs prioritize imagination, creating an environment where participants can explore diverse forms of movement and engage in creative play [35].

B. Meeting Needs

1. Participants' Needs

Connection to the program is an essential aspect of these programs, emphasizing the importance of each participant and ensuring they receive the same amount of attention. Individual plans are designed to meet the specific capabilities and needs of participants in all three programs: SMILE, SNAP, and CMP. This personalized approach enables participants to understand their unique plans, actively participate in activities, and derive enjoyment from complete immersion in the program. Participants develop a sense of connection to the programs because their importance as individuals is recognized. Furthermore, programs prioritize meeting the diverse needs of participants, ensuring that activities are appropriate for different ability levels. It is important that participants feel empowered and able to participate in most, if not all, activities.

Feeling welcome and supported is vital to the experience of participants in these programs. Participants are paired with friends, and team members initiate conversations, interact with participants, and provide them with the attention, support, and quality time they need. Celebrating success is also an important element in programs, because it enhances participants' confidence and motivates them to continue their efforts. Recognizing and acknowledging participants' achievements reflects the value placed on their time and dedication. Team members actively celebrate even the smallest accomplishments, enhancing participants' sense of accomplishment and self-esteem.

The effectiveness of the programs is evaluated by measuring participants' level of enjoyment, which is closely related to positive attitudes such as curiosity, imagination, enthusiasm, and perseverance. While the programs aim to achieve immediate results, they also focus on long-term goals by facilitating the transferability of participants' experiences and skills to different settings. The skills and experiences gained through the programs are intentionally designed to be applicable to other areas of participants' lives, such as physical education lessons and daily activities. By participating in physical activities [36], participants learn movement concepts, cultural themes, and sports, which stimulate their cognitive development and encourage higher-level thinking.

2. Team's Needs

Experience is a critical success factor in these programs, because it creates a connection between each team member's individual goals and the overall program goals. Many team members participate in these programs to gain practical experience, which proves invaluable to their personal and professional growth. These programs serve as a platform for team members to expand their repertoire of skills and knowledge, allowing them to develop as individuals and contribute to fostering an inclusive community [36]

Career and academic paths are greatly influenced by participation in these programs. The experiences gained are valuable additions to team members' CVs, providing future career and educational prospects. These programs provide university students with a unique opportunity to interact with populations and culture they may not have otherwise encountered, enabling them to broaden their perspectives and enhance their understanding of diverse communities.

Friendship is fostered within play-based programs, as team members connect with individuals who share the same interests, feelings, or experiences. The programs create a social environment where team members can form relationships and establish long-lasting friendships. Although they come from different educational backgrounds or are at different stages of their university studies, team members are united by a common goal, and enjoy the opportunity to meet like-minded individuals in a fun and enjoyable environment.

The programs aim to achieve transformative learning, which involves developing transferable knowledge spanning procedural areas and expertise. By participating in these play-based programs, university students have the opportunity to apply the theoretical concepts they have learned in the classroom and identify any areas where their knowledge may be lacking. They then work to improve these weak areas through practical experiments in real-world environments. This comprehensive understanding of the concepts and information gained enables team members to effectively apply their knowledge to completely new situations [36], [37].

C. Lessons Learned

The "lessons learned approach" used in these play-based programs focuses on capturing and transmitting valuable experiences to team members. This approach is useful in planning future programs and directing improvements in current programs. Documenting insights from team members is a critical process to gather valuable lessons that can help advance the program.

1. Lesson 1: "Good Enough Is Fine"

Teamwork is a critical factor for the success of play-based programs. These programs emphasize the importance of teamwork, and do not encourage the use of the first-person pronoun "I." Team members feel comfortable asking for help when needed, confident that their colleagues are equally able to help. Therefore, establishing an effective team system is the primary responsibility of program management. However, it is important to note that an effective team does not have to be perfect. The effectiveness lies in providing various services on an ongoing basis to a large number of participants. The team's focus should be on meeting the different needs of participants, rather than striving for perfection. Team members do not need

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to be flawless individuals; to be effective and responsive to the needs of participants is sufficient.

2. Lesson 2: "Learning Is Possible When Children Are Having Fun!"

Play based programs are important because they create an environment where learning becomes a priority by encouraging active participation, physical activity, collaboration with peers, informing new friendships and providing the necessary support. These benefits contribute to creating a comprehensive entertainment and educational environment that enriches the comprehensive development of children, including social, physical and cognitive aspects. Children's performance is influenced by contextual factors, and the philosophy behind play-based programs is to develop children's abilities, promote positivity and enhance motivation. By adopting this approach, participants are encouraged to take pride in their achievements and engage in more positive behaviors, which ultimately leads to better results.
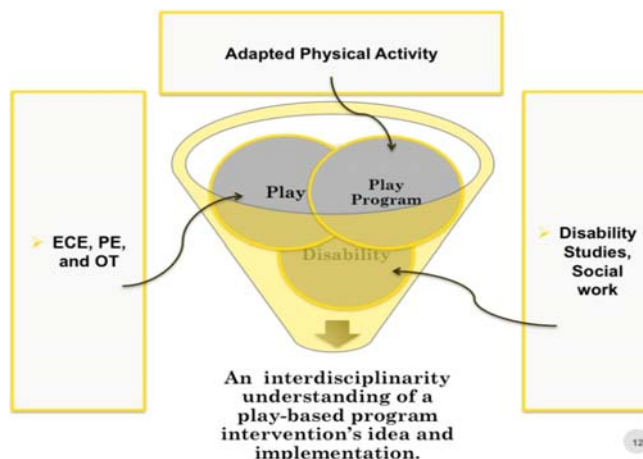

Fig. 1 Foundation for Interdisciplinary Inquiry: Early Childhood Education (ECE), and Physical Education (PE)
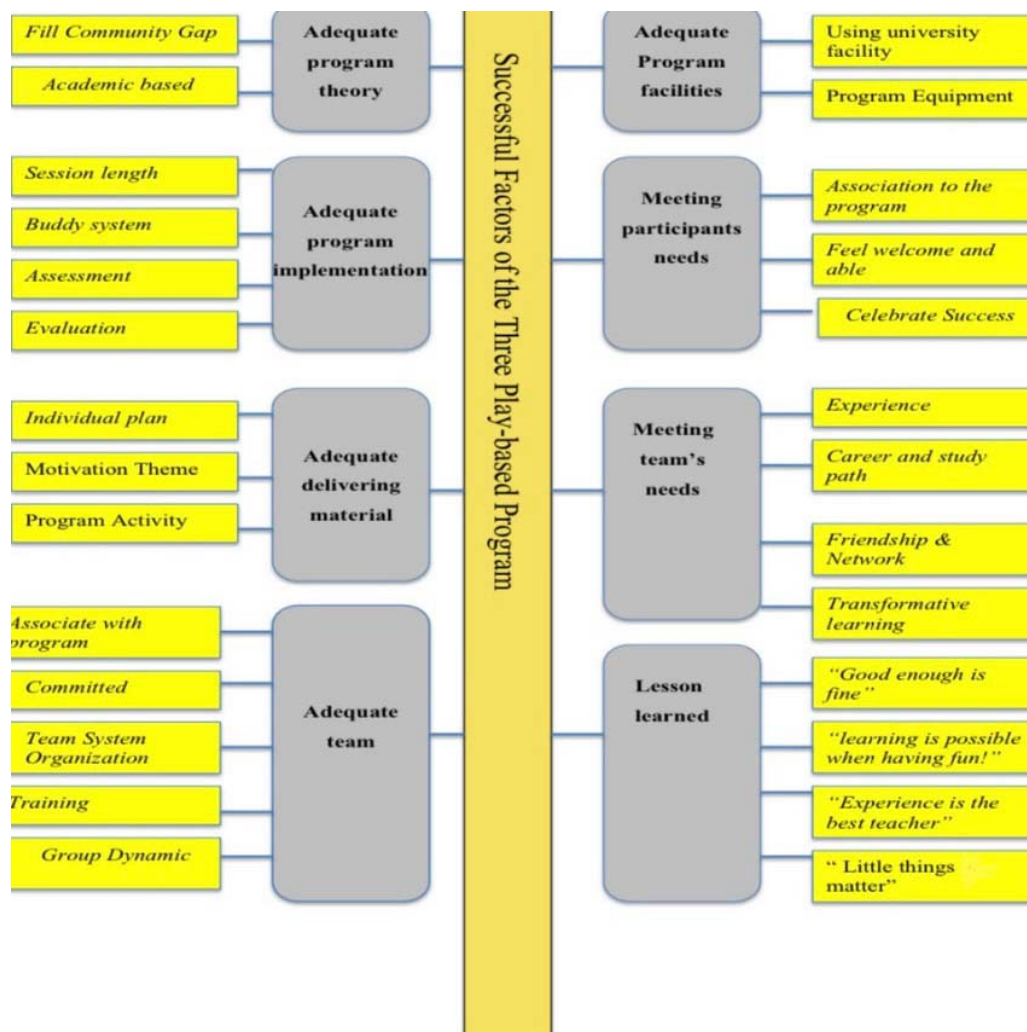

Fig. 2 Success factors

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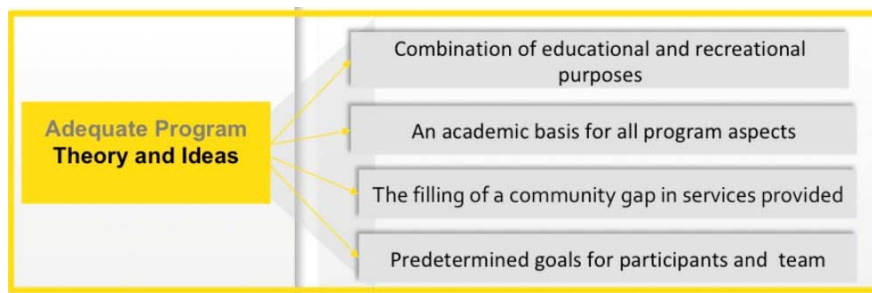International Journal of Psychological and Behavioral Sciences
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Fig. 3 Adequate Program Theory and Ideas

TABLE I
THE INTERPRETATION OF PLAY WITHIN TWO FIELDS: EARLY CHILDHOOD EDUCATION (ECE) AND PHYSICAL EDUCATION (PE)

	Early childhood education	Physical education	Applied ECE and PE
Objective	Play is viewed as a primary objective, fostering learning and growth.	Play as Educational Target. Emphasizes physical movement. Objectives are established prior to the class.	The program views play as a fundamental aspect of childhood, with participation and enjoyment in play sessions considered short-term objectives. Long-terms objectives aim for sustained engagement in physical activity as a regular part of everyday of life.
Who	Considered fundamental on children	Crucial for all typically children, encompassing various abilities and ages.	Crucial for children with diverse skills.
Type of play	Encourages unstructured play for children aged 0-6 and more organized play for those aged 7-8.	Free play. Organized play. Sport learning	Facilitated by instructors in a structured setting to support different skills. Children have autonomy in how they engage in activities based on their preferences. every kid receives an aim tailored to their evaluation.
Material	Children have the autonomy to select both the materials and playmates they prefer.	Typically overseen by the instructor who supplies both the tools and outlines the lesson objectives.	Instructors, paired with children, determine objectives. Children select tools from a pre-arranged setting to engage play behavior's and adapt all objectives.
Distinctive Features	Characterized by spontaneity, with minimal lesson planning involved. Various theories offer a comprehensive understanding of play. Encompassing physical, cognitive, social and emotional growth. Age-based categorization (early or middle childhood) is common, with children setting their own objectives.	Key Characteristics: Play provides notable physical advantages. It is advised for children to engage in for 60 min of movement daily. The complexity of physical education progress with age. Children are classified as based on age and skill level. Children collaboratively pursue lesson objectives.	Enhances skills and sustains movement, thinking and social well-being. Facilitates socialization steps. Children, regardless of abilities, are paired with guiders (typically students). Every child receives individualized aims and evaluations.
terminology	Includes concepts such as open play, spontaneous play, creative play, pretend play, discovery play, organized play, facilitated play, game-based play, skill-building play, enjoyment and growth.	Concepts include: Movement knowledge, movement learning, sports and activities. Learning Terms: Children, education provider, Stuff and member.	Includes terms like play, movement, accessing different setting, guider, highlight pleasure and growth.

TABLE II
TIMELINE INQUIRY PROCESS

Phase	Data Gathering	Data Examination
Phase1: Concluding of comparing similar studies of play organized program.	The comparable cases were deliberately chosen.	Deductive Review
Phase 2: identify of important and necessary similarities and features and pinpointing of key factors the promote importance across all three play organized programs.	Data were conducted and employing identical questions.	Inductive Structure Thematic examination
Phase3: adapting and customizing the Canadian framework of play organized programs based to suit the culture and contextual of Saudi Arabia.	Inconspicuous data collection methods were applied.	Deductive and inductive review SWAT Investigation

3. Lesson 3: "Experience Is the Best Teacher"

The success of these programs lies in their ability to provide transformative experiences that participants can apply in different life situations. Participation in these programs provides individuals with different perspectives on life and promotes personal growth. One team member shared the significant impact of the program, describing it as a life-changing experience with fond memories (Smile #1). Many team members also expressed that the program deepened their understanding of disability and children with diverse abilities. This serves as a powerful reminder that our worth as individuals is not determined by our abilities, because we are all connected

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by common desires and aspirations. Our appearance and thought processes do not change this basic aspect of our shared humanity (Smile #1).

4. Lesson 4: "Little Things Matter"

Acknowledgment and appreciation play an important role in motivating individuals. It is natural for people to seek recognition and validation for their contributions and achievements. In play-based programs, recognizing efforts and celebrating successes is crucial, especially for participants achieving their daily goals or individual plans. Simple gestures such as words of encouragement or a warm smile can have a profound impact, making participants feel valued and acknowledged, thus enhancing self-esteem, and self-perception. It is also important to recognize and appreciate the dedication of program team members who generously devote their time and energy to the community and the lives of others. This includes volunteers who are paired with participants, coordinators who are responsible for organizing and supervising volunteers, and administrators who oversee program implementation. Their contributions should be recognized and valued by universities, communities, schools and parents. Play-based programs play a vital role in serving the community by enabling children with diverse abilities to exercise their rights to play, learn, and enjoy life.

IV. CONCLUSIONS AND DISCUSSION

The success factors identified in this paper are based on an analysis of each play-based program as individual cases and the common characteristics they share. These success factors include various aspects, including program quality, theoretical foundations, implementation strategies, delivery of materials, and team composition. and program equipment and meet the needs of both team members and participants. In addition, the insights of experts and practitioners enhance the effectiveness of these programs. It is important to note that success is not solely determined by program theory or equipment; rather, it is the interaction of multiple factors that affects the effectiveness of the program. Trust and collaboration between community organizations is vital to the success of these programs. Universities allow their professors and students to plan and implement programs and provide access to facilities and equipment. Volunteers, driven by their passion to make a difference, generously contribute their time and effort to ensure the success of the programs. Organizational communities provide funding and support to continue programs without charging large fees to participants. Parents trust academic institutions and give permission for their children to participate. One SMILE team member put it well: "Having support and passionate teammates who share the desire to make a difference is critical" (SMILE#14). Community organizations depend on individuals who believe in, support, and contribute to the program. Community commitment is an integral part of the program's success.

TABLE III
TITLES AND EXPLANATIONS OF THEMES UTILIZED FOR PROGRAM DESCRIPTION PHASE ONE

	Theme	Theme description
Program design	Structure	Program theory: theoretical foundations principals guiding the program.
	Justification	Program purpose (brief overview): A concise explanation of its purpose to provide importance of engagement.
	Participant Demographics	Identifications, like how many can be served, common impairments, level of severity.
Program	Goals	Objectives outlining key program focused area (without specifying how the achieved); brief, succinct statements should elucidate the program's rationale, potential aim domains (5 to 10 objectives).
	Team Description	Overview of team composition, roles, encompasses training.
	Training	Effectiveness by quality of members training.
Program implementation	Implementation	Supplies to fulfill program objectives effectively.
	Approach	Applying objectives and evaluations included personal plan and improving.
	Type of play	Various play modalities.
	Outcome	Behavioral transformation arising from program: like assessment experience,

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