

## **Content validation of a systematic observation tool to explore physical literacy in early music programs**

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The early years are a critical time of development. Activities in early childhood are important in providing children exposure to diverse experiences that will contribute to their lifelong wellbeing. This research study explored the intersections of physical literacy and music programs in preschool-aged children (3-5 years of age). The purpose of the study was to understand how movement and music contribute to the development of physical literacy (PL). This study explored the intersections of music and PL through i) systematic observation of Early Childhood Music Classes via the System for Observing Fitness Instruction Time (SOFIT) tool; and ii) assessment of parental attitudes towards physical activity in organized programming using the Parent Perceptions of Physical Activity Scale (PPPAS). The SOFIT tool was modified to meet the objectives of this study. Content and face validity was performed on the modified SOFIT tool with subject matter experts in early childhood, play and physical literacy prior to implementation. The content experts met on three different occasions until congruity was achieved. Consensus was reached amongst discussion items when at least 80% of the experts were in agreement or disagreement. The modified SOFIT and PPPAS were distributed to parents and instructors, respectively, of 5 early childhood music classes. Connections between early childhood music classes and PL were identified. This study demonstrates that there is an opportunity within non-traditional movement programs to promote and develop the construct of PL. It is suggested that intentional programming planning and training of music leaders in

the elements of PL will enhance the development of the whole child.