

Inclusive Sports Programs: Experiences and Benefits for Students with Disabilities


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R e v i e w e r s

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1. Round 1

1.1. Reviewer 1

Reviewer:

The description of the sample selection criteria could be enhanced by providing more details on how participants were recruited. Were there any specific channels or methods used to reach the targeted population?

The semi-structured interview section would benefit from a more detailed description of the interview protocol. For instance, what specific questions were asked, and how were they tailored to different participant groups (students, teachers, parents)?

The concept of theoretical saturation is mentioned, but it would be helpful to explain how saturation was determined in this study. What criteria or indicators were used to decide that no new themes were emerging?

While the qualitative findings are robust, integrating some quantitative data, such as pre- and post-program physical fitness measures or academic performance metrics, could strengthen the evidence for the reported benefits.

The triangulation process is mentioned but not elaborated upon. Describe how data from different participant groups were compared and contrasted to ensure a comprehensive understanding of the topic.

Provide a table summarizing the demographic characteristics of participants, including age, type of disability, and years of participation in inclusive sports programs. This will help readers better understand the context of the findings.

Authors revised the manuscript and uploaded the document.

1.2. Reviewer 2

Reviewer:

The introduction mentions the importance of stakeholder voices but does not clearly establish the theoretical framework guiding this emphasis. Consider elaborating on the theoretical perspectives or models that support the inclusion of stakeholder voices in sports program evaluations.

The literature review covers various benefits of inclusive sports programs but does not address potential challenges in detail. Including a discussion on the barriers and challenges faced by students with disabilities in these programs would provide a more balanced view.

The themes identified are broad. Provide clearer definitions and examples for each theme to illustrate how they were derived from the data.

Ensure that participant quotes are seamlessly integrated into the narrative. For example, provide context before presenting a quote, and explain its relevance to the theme being discussed.

The discussion section would benefit from a more in-depth exploration of the theoretical implications of the findings. How do these results inform existing theories or models related to inclusive sports programs?

Authors revised the manuscript and uploaded the document.

2. Revised

Editor's decision: Accepted.

Editor in Chief's decision: Accepted.