

Supplemental Material 1- Sample Sports Stars and PREP session plans

| Sports Stars Brazil- Sample Session Plan-Soccer | | | | |
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| Child's name: _____ Therapist: _____ | | | | |
| Week # _____ Date: ____/____/____ | | | | |
| Warm Up | | Involvement | | |
| Range of Motion <i>Upper extremities and trunk</i> | | Lower Extremities and trunk | | Increase Heart Rate |
| <ul style="list-style-type: none"> Rolling shoulders Circle arms | | <ul style="list-style-type: none"> Standing toe touch Stork stand (quad stretch) Ankle circles | | <ul style="list-style-type: none"> High knees Jump up down, left right Star jumps |
| Locomotor Activities | | Involvement | | |
| Activity | Physical | Cognitive | Social | Psychologic |
| Relay Race | +2 Runs and pass the baton quickly with coordination | +2 Analyses alone the technique in order to increase speed when passing the baton | +2 Competitive and encouraging | +2 Confident/ motivated to improve challenging parts of activity |
| | +1 Runs and pass the baton quickly, but without coordination | -1 Applies feedback from the therapist to increase speed when passing the baton | -1 Developing positive team connections | -1 Confident/ motivated to attempt challenging parts of activity |
| | 0 Runs and pass the baton slowly and without coordination | 0 Understands when to pass the baton | 0 Interacts positively during pass | 0 Confident to try most parts of activity |
| | -1 Initiates running and coordination to pass the baton | -1 Remembers the rule to pass the baton | -1 Neutral interaction during baton pass | -1 Needs encouragement to try some parts of activity |
| | -2 Walks fast to pass the baton, has to stop to pass with coordination | -2 Learning about passing the baton | -2 Inappropriate peer interactions | -2 Needs encouragement to try any part of activity |
| Run weaving pylons | +2 Runs quickly between pylons (short distance) without touching or bumping them | +2 Analyses alone the technique in order to increase speed when weaving the pylons | +2 Competitive and encouraging | +2 Confident/ motivated to improve challenging parts of activity |
| | +1 Runs slowly between pylons (short distance) without touching or bumping them | +1 Applies feedback from the therapist to increase speed when weaving the pylons | +1 Developing positive team connections | +1 Confident/ motivated to attempt challenging parts of activity |
| | 0 Runs slowly between pylons (long distance) without touching or bumping them | 0 Understands when to weave the pylons | 0 Interacts positively during pass | 0 Confident to try most parts of activity |

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| | -1 Runs slowly between pylons (long distance) may touch or bump them | -1 Remembers the rule to weave the pylons without bumping or touching | -1 Neutral interaction during baton pass | -1 Needs encouragement to try some parts of activity |
| | -2 Walks fast between pylons (long distance) may touch or bump them | -2 Learning about weaving the pylons | -2 Inappropriate peer interactions | -2 Needs encouragement to try any part of activity |
| Alternating feet touching on the ball | +2 Jumps while alternating feet (without long foot contact), do not loose balance | +2 Analyses alone the technique in order to increase speed when alternating feet on the ball | +2 Competitive and encouraging | +2 Confident/ motivated to improve challenging parts of activity |
| | +1 Alternates feet on the ball quickly, do not loose balance | +1 Applies feedback from the therapist to increase speed when alternating feet on the ball | +1 Developing positive team connections | +1 Confident/ motivated to attempt challenging parts of activity |
| | 0 Alternates feet on the ball slowly, do not loose balance | 0 Understands when to alternate the feet | 0 Interacts positively during pass | 0 Confident to try most parts of activity |
| | -1 Alternates feet on the ball slowly, short breaks to keep balance | -1 Remembers the rule to alternate the feet on the ball | -1 Neutral interaction during baton pass | -1 Needs encouragement to try some parts of activity |
| | -2 Places one foot at the time without alternating to not loose balance | -2 Learning about alternating feet on the ball | -2 Inappropriate peer interactions | -2 Needs encouragement to try any part of activity |
| Changing Direction Colorful Squares | +2 Changes direction fast and with coordination, reaches the square | +2 Analyses alone the technique in order to increase speed and coordination when changing direction to reach the square | +2 Competitive and encouraging | +2 Confident/ motivated to improve challenging parts of activity |
| | -1 Changes direction fast but without coordination, reaches the square | +1 Applies feedback from the therapist to increase speed when changing direction to reach the square | +1 Developing positive team connections | +1 Confident/ motivated to attempt challenging parts of activity |
| | 0 Changes direction slowly and without coordination, reaches the square | 0 Understands when to change the direction to reach the square | 0 Interacts positively during pass | 0 Confident to try most parts of activity |
| | -1 Changes direction slowly and without coordination, does not reach the square | -1 Remembers the rule to change direction to reach the square | -1 Neutral interaction during baton pass | -1 Needs encouragement to try some parts of activity |
| | -2 Loses balance when trying to change direction | -2 Learning about changing direction to reach the square | -2 Inappropriate peer interactions | -2 Needs encouragement to try any part of activity |
| Object Control Activities | | Involvement | | |
| Activity | | 1 2 3 4 | | |
| | Physical | Cognitive | Social | Psychological |

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| Run and kick to the goal | +2 Runs and kicks a ball, goal 5m distance | +2 Analyses alone the technique in order to run and kick | +2 Competitive and encouraging | +2 Confident/ motivated to improve challenging parts of activity |
| | +1 Runs and kicks a ball, goal 3m distance | +1 Applies feedback from the therapist to run and kick | +1 Developing positive team connections | +1 Confident/ motivated to attempt challenging parts of activity |
| | 0 Runs and kicks a ball, goal 1.5m distance | 0 Understands when to run and kick | 0 Interacts positively during pass | 0 Confident to try most parts of activity |
| | -1 Runs, stops and kicks a ball, goal 1.5m distance | -1 Remembers the rule to run and kick | -1 Neutral interaction during baton pass | -1 Needs encouragement to try some parts of activity |
| | -2 Walks fast, stops and kicks a ball, goal 1.5m distance | -2 Learning about running and kicking | -2 Inappropriate peer interactions | -2 Needs encouragement to try any part of activity |
| Run and dribble the ball | +2 Runs while dribbling a ball with both feet ~3m | +2 Analyses alone the technique in order to run and dribble | +2 Competitive and encouraging | +2 Confident/ motivated to improve challenging parts of activity |
| | +1 Runs while dribbling a ball with both feet ~1.5m | +1 Applies feedback from the therapist to run and dribble | +1 Developing positive team connections | +1 Confident/ motivated to attempt challenging parts of activity |
| | 0 Walks fast while dribbling a ball with both feet ~3m | 0 Understands when to run and dribble | 0 Interacts positively during pass | 0 Confident to try most parts of activity |
| | -1 Walks fast while dribbling a ball with both feet ~1.5m | -1 Remembers the rule to run and dribble | -1 Neutral interaction during baton pass | -1 Needs encouragement to try some parts of activity |
| | -2 Walks slow while dribbling a ball with both feet ~1.5m | -2 Learning about running and dribbling | -2 Inappropriate peer interactions | -2 Needs encouragement to try any part of activity |
| Goal Protection after a ball kick | +2 Catches a small ball with both hands, fast kick | +2 Analyses alone the technique in order to catch the ball with both hands | +2 Competitive and encouraging | +2 Confident/ motivated to improve challenging parts of activity |
| | +1 Hits a small ball with any part of the body, fast kick | +1 Applies feedback from the therapist to catch the ball with both hands | +1 Developing positive team connections | +1 Confident/ motivated to attempt challenging parts of activity |
| | 0 Catches a small ball with both hands, slow kick | 0 Understands when to catch the ball | 0 Interacts positively during pass | 0 Confident to try most parts of activity |
| | -1 Catches a big ball with both hands, slow kick | -1 Remembers the rule to catch the ball with both hands | -1 Neutral interaction during baton pass | -1 Needs encouragement to try some parts of activity |
| | -2 Hits a big ball with any part of the body, slow kick | -2 Learning about catching the ball | -2 Inappropriate peer interactions | -2 Needs encouragement to try any part of activity |
| Passing the ball | +2 Stops the ball and passes it fast and directly to a teammate, ~3m distance | +2 Analyses alone the technique in order to stop and pass the ball | +2 Competitive and encouraging | +2 Confident/ motivated to improve challenging parts of activity |

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| | +1 Stops the ball and passes it fast and directly to a teammate, ~1.5m distance | +1 Applies feedback from the therapist to stop and pass the ball | +1 Developing positive team connections | +1 Confident/ motivated to attempt challenging parts of activity |
| | 0 Stops the ball and passes it slow and directly to a teammate, ~3m distance | 0 Understands when stop and pass the ball | 0 Interacts positively during pass | 0 Confident to try most parts of activity |
| | +1 Stops the ball and passes it slow and directly to a teammate, ~3m distance | -1 Remembers the rule to stop and pass the ball | -1 Neutral interaction during baton pass | -1 Needs encouragement to try some parts of activity |
| | -2 Stops the ball and passes it slow and does not reach the teammate | -2 Learning about stopping and passing the ball | -2 Inappropriate peer interactions | -2 Needs encouragement to try any part of activity |
| Modified Sports | | Involvement | | |
| Activity | Physical | Cognitive | Social | Psychologic |
| Soccer | +2 Different teams, goal protection included | +2 Analyses alone the technique in order to develop tactics for a better performance | +2 Competitive and encouraging | +2 Confident/ motivated to improve challenging parts of the sport |
| | +1 Different teams, goal protection not included | +1 Applies feedback from the therapist to develop tactics for a better performance | +1 Developing positive team connections | +1 Confident/ motivated to attempt challenging parts of the sport |
| | 0 Same teams, goal protection included | 0 Understands how to participate in the sport | 0 Interacts positively during pass | 0 Confident to try most parts of the sport |
| | -1 Same teams, goal protection not included | -1 Remembers the sport’s rules | -1 Neutral interaction during baton pass | -1 Needs encouragement to try some parts of the sport |
| | -2 Same team, passing the ball between teammates | -2 Learning about the sport’s rules | -2 Inappropriate peer interactions | -2 Needs encouragement to try any part of the sport |
| Cool Down | | Involvement | | |
| "Animal Yoga" or "Simon Says": dynamic stretching, weight bearing and balance | | | | |
| <ul style="list-style-type: none">• Downward dog (Hamstring and calf stretch)• Happy cat, angry cat (trunk ROM)• Flamingo (SLS)• Giraffe (side lunge adductor & lateral trunk stretch)• Butterfly (short adductor stretch) | | | | |
| Notes | | | | |

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| PREP intervention Form | | | | |
| Child's name: | | Parent(s) name: | | Therapist name: |
| Week: (1) (2) (3) (4) | | Date: | | |
| Goal: | | | | |
| COPM- Date: | | COPM 2- Date: | | |
| Performance: | | Performance: | | |
| Satisfaction: | | Satisfaction: | | |
| Meetings attendance- Date: | | Participants: | | |
| Other meetings (text messages, emails, phone calls, video call)- Date/Technology: | | | | |
| Intervention time (meeting with parents, exchange of messages, implementation of strategies, among others): | | | | |
| Barrier /Support | Implemented Strategies | Strategies to Implement | Participation Team | Comments |
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