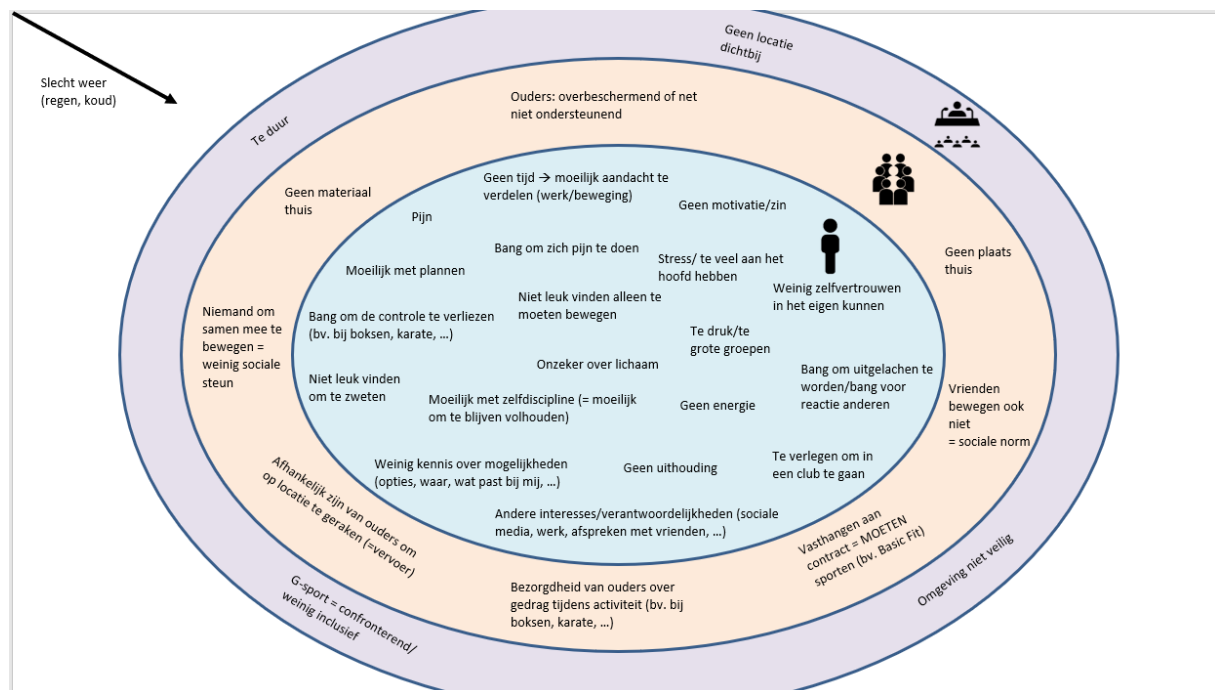


SUPPLEMENTARY FILE 4: CO-CREATION SESSION 3

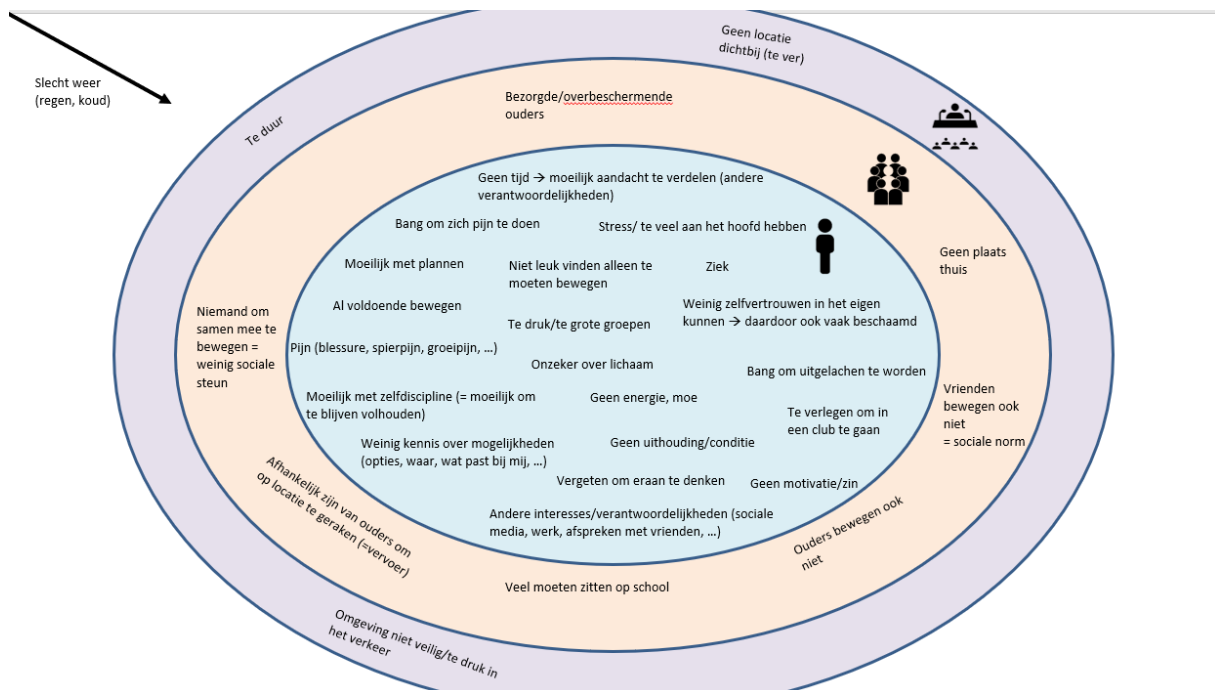
During the second co-creation session, adolescents with ID named all their barriers to engage in physical activity. Between the second and third sessions, the PI then placed all these possible barriers on a micro-meso-macro model (see below, one for each group). This was mainly to have an overview as a research team of the barriers and where/at what level they are located. At the beginning of the third session, the PI then went over this model briefly with the adolescents. This was mainly to repeat all the barriers they had identified in the previous session, and subsequently to check whether any barriers were still missing. Note: the model was not presented to the adolescents all at once, but layer per layer, barrier per barrier. A barrier not mentioned in group A, but only in group B, was not added to the figure of group A.

Model of group A:



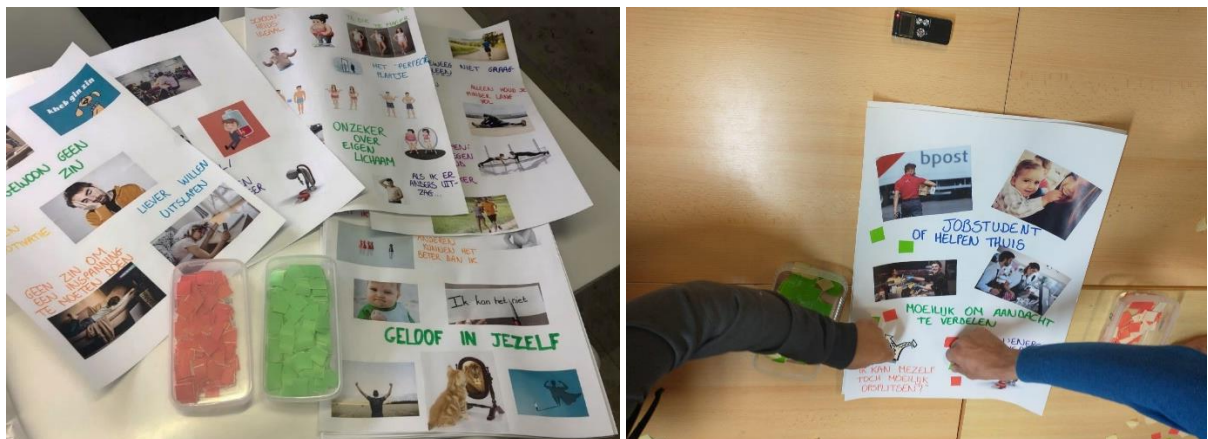
Blue = micro-level; orange = meso-level; purple = macro-level. The arrow shows a barrier that doesn't fit within a level (here: the weather).

Model of group B:

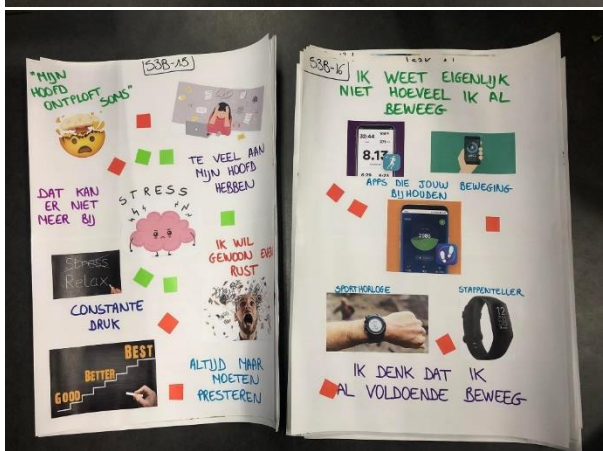
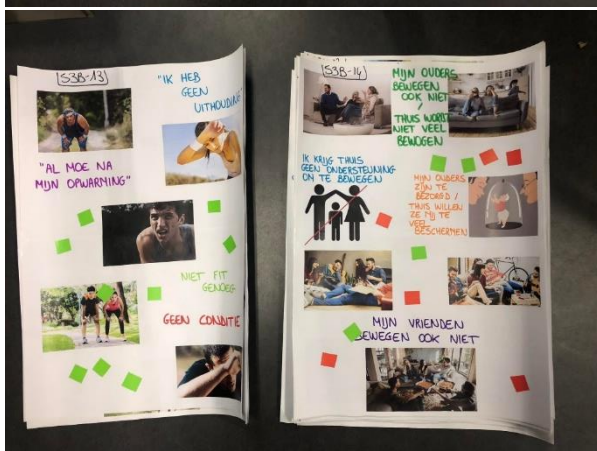
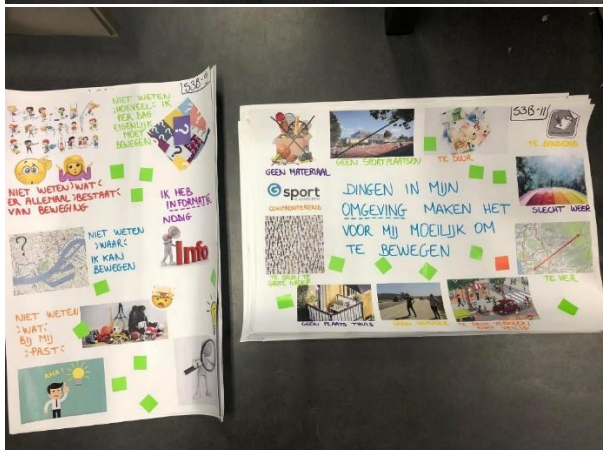
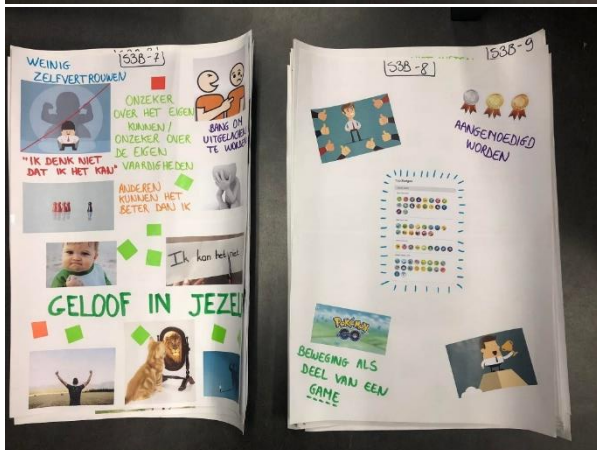
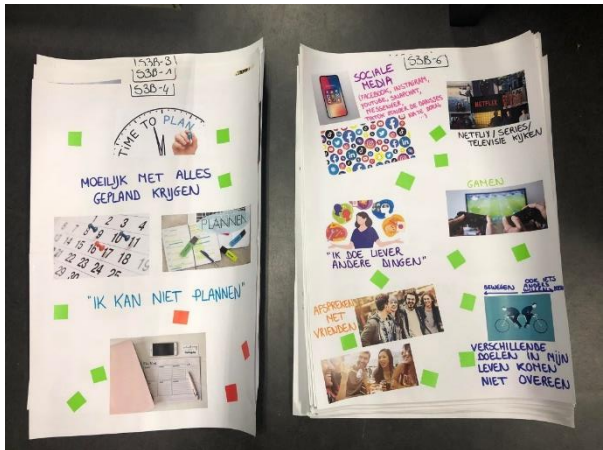
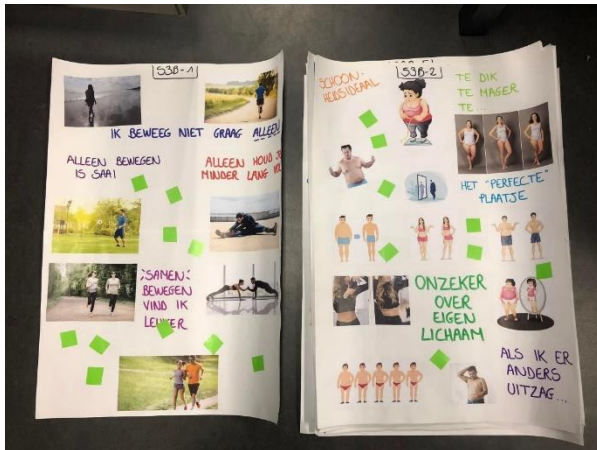


Blue = micro-level; orange = meso-level; purple = macro-level. The arrow shows a barrier that doesn't fit within a level (here: the weather).

After this introduction with the micro-meso-macro-model, adolescents could again creatively engage via voting on intervention goals using stickers, and then also ranking them according to importance.



1) Intervention goals adolescents could vote on





2) Ranking the intervention goals according to importance