
Original Paper

South Korean Immigrant Parents' Experiences and Perspectives about Facilitating Community Physical Activity Programming

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Abstract

The purpose of this study was to examine the experiences and perspectives of South Korean immigrant parents of individuals with autism spectrum disorder about facilitating community physical education programs for their children. The research design was a multiple-case study design within a qualitative orientation whereby seven South Korean mothers of former students with an autism spectrum disorder in different regions were interviewed using Zoom technology. Interviews were conducted in the Korean language, transcribed into Korean, and then translated into English. The transcripts were analyzed by two South Korean researchers using the thematic data analysis method. Three themes emerged from the analysis, which were (a) exhausted, unaware, and uninterested, (b) support - parents and community; and (c) lacking. These central themes were supported and illustrated with sub-themes and interview narratives. The overall findings showed that South Korean immigrant parents of individuals with autism spectrum disorder were unaware and uninterested in community physical activity participation for their children due to a lack of adapted physical education programming, a lack of personal interests, a lack of experiences, and behavioral challenges of their children, and language and cultural differences.

Keywords: Autism spectrum disorder, Parental perspectives, Individuals with disabilities

Introduction

Since 1975, educational and civil laws have been enacted to protect the rights of individuals with disabilities. For example, the *Individuals with Disabilities Education Improvement Act* (IDEA) of 2004 was enacted so that students with disabilities receive equality and quality public education services, including physical education programming (Honey-Arcement, 2016). In addition, the *Americans with Disabilities Act* (ADA) was passed in 1990 to ensure individuals with disabilities receive equitable service in employment, transportation, public accommodations, and communications access from state and/or local government services without discrimination. Even though individuals with disabilities are protected through these acts, they continue to have difficulty accessing adequate public community services, including physical activity programming services. In particular, individuals with autism spectrum disorder (ASD) still have difficulty facilitating and participating in community-based physical activity programs (Pan et al., 2016; Rimmer et al., 2004). Individuals with ASD often exhibit stereotypical autistic behavioral tendencies that can be delineated into three categories: (a) lack of social interaction, (b) poor communication skills, and (c) repetitive and restricted behaviors. These behavioral tendencies of individuals with ASD negatively impact their physical activity participation (Obrusnikova & Dillon 2011; Pan et al., 2016). Simultaneously, the population of individuals with ASD is increasing every year, but they are more likely to show low physical activity participation in and outside of school settings (Obrusnikova & Cavalier, 2011; Obrusnikova & Miccinello, 2012; Pan & Frey, 2005).

It can be assumed that individuals with ASD are more likely to maintain their sedentary lifestyles after graduating from school. More than 50% of children with ASD are more likely to engage in sedentary

activities (e.g., playing computer games, watching TV) compared to their age group of individuals without disabilities (Lang et al., 2010; Obrusnikova & Miccinello, 2012; Pan & Frey, 2005; Rimmer et al., 2004). Physical activity is specifically defined as bodily movements or activities, such as aerobic activities, sports and motor skill performances, play, and exercises, as well as muscle and bone strengthening activities; CDC). Children and adolescents, regardless of disability, should be encouraged to engage in 60 minutes of moderate to vigorous physical activity daily to prevent becoming overweight and obese (Mitchell et al., 2013; U.S. Department of Health and Human Services, 2008). In addition, participating in physical activities enables individuals with ASD to achieve many benefits, such as gaining positive experiences, increasing fitness level, reducing improper and/or stereotypic behaviors, and improving social skills (Levinson & Reid, 1993; Pan, 2008; 2016; Todd & Reid, 2007).

According to past research, different factors, such as lack of exercise partners, motor skill acquisition, sense of accomplishment, inclement outdoor conditions, parental involvement, the accessibility of community facilities, support from peers, lack of transportation, low motivation, the lack of motor ability, and lack of time influence physical activity participation and patterns among individuals with ASD (Buchanan et al., 2017; Hillier et al., 2020; Jeong et al., 2015; Lang et al., 2010; Must et al., 2015; Nichols et al., 2019; Obrusnikova & Cavalier, 2011; Obrusnikova & Miccinello, 2012). Among these factors, parents play an important role in promoting the physical activity participation of individuals with ASD in and outside of school settings (An & Hodge, 2013; Obrusnikova & Miccinello, 2012; Pan & Frey, 2005). Even though parents of individuals with ASD reported the benefits and advantages of physical activity participation for their children (Jeong et al., 2015; Obrusnikova & Miccinello, 2012), they still reported barriers, such as a lack of self-motivation and a lack of time that hamper the promotion of their children's physical activity participation (Jeong et al., 2015; Obrusnikova & Miccinello, 2012). The parents also reported that the lack of family and social support, peer-related bullying, exhaustion, lack of financial support, and autistic behavior adversely impacted the physical activity participation of these children with ASD (Ayvazoglu et al., 2015; Must et al., 2015). Especially, typical autistic behavioral tendencies such as inattentiveness and hyperactive behaviors were found to be significant factors in decreasing physical activity participation of individuals with ASD (Obrusnikova & Dillon, 2011).

Among these concerns, cultural dispensary and sensitivity are also important barriers to promoting physical activity participation of individuals with ASD (Lee, 2019, 2020). According to the U.S. Census Bureau (2011), 57 million, or 20% of people in the United States (U.S.), speak more than just English (Wang & West, 2016). In fact, Asian students with disabilities are the third largest group of students to receive special education services in the U.S. (Yan et al., 2014). Asian American and Pacific Islander populations are growing at a faster pace than other racialized or ethnic groups in the U.S. (Parette et al., 2004). However, there is limited research on Asian parents of individuals with ASD. Cultural differences should be considered as a factor when determining the physical activity participation and patterns of individuals with ASD. For example, Asian populations often value filial piety (e.g., virtue, respect, obedience, and care for family members), harmony, family privacy, authoritarian discipline, and education (Wang et al., 2007). Meanwhile, individuals in western cultures tend to value individualism, privacy, equity, informality, the future, change, time, achievement, action, and materialism (Wang et al., 2007). Additionally, many Asian parents hold high expectations for their children's education and often believe education is the route to success in their lives (Lee & Manning, 2001). Consequently, Asian parents of children with ASD highly value educating their children with ASD. Nevertheless, Asian parents of children with ASD might have more difficulty facilitating appropriate physical education programming for their children with ASD.

Jegatheesan et al. (2010) found that Asian parents described western practitioners as cold, distant, straightforward, time conscious, and having no interest in the cultural backgrounds of others. Consequently, many Asian parents look for their native language-speaking doctors who already know their cultures and languages (Jegatheesan, 2010). In addition, Asian immigrant parents tend to be more submissive, avoid questioning, use indirect language, comply with authority, and avoid confrontation when working with professionals (Jegatheesan et al., 2010; Lee, 2019, 2020; Lo, 2008). For example, some Asian parents do not feel that they are welcome to speak about their child's needs and do not know how to request these needs properly (Lo, 2008). Asian parents explained that they had been

raised and educated in their home country, but they encountered difficulty supporting their children in the U.S. educational system (Lo, 2008). As a result, Asian parents often relied on the decisions and educational plans that professionals suggested. Lee et al. (2019, 2020) also found that, due to their lack of knowledge about U.S. special education, Asian immigrant parents tended to be passive and submissive when working with school personnel, including physical education teachers. Moreover, parents' cultural differences and language difficulties impeded them from playing active roles as advocates for their children's participation (Jegatheesan, 2009; Lai & Ishiyama, 2004), and Asian immigrant parents had difficulty establishing trusting relationships with professionals (Jegatheesan, 2009; Lee et al., 2019, 2020).

In different cultures, families exhibit different behavioral patterns. For example, the lack of cultural awareness (i.e., acknowledgment, and appreciation for various cultures) among school professionals is another issue that makes Asian immigrant parents feel disconnected from the school systems (Cho et al., 2000; Lai & Vadeboncoeur, 2013; Lee et al., 2019, 2020; Lo, 2008; Wang & Casillas, 2013). In addition, Asian immigrant parents might have more difficulty facilitating community-based physical education programming compared to mainstream parents due to the lack of community connection and cultural and language discrepancies (Lee et al., 2018, 2019, 2020). Advocacy and support from parents are still critical to promoting the level of physical activity participation of individuals with ASD in and outside of school settings (An & Hodge, 2013; Jeong et al., 2015; Lee et al., 2018, 2019, 2020; Obrusnikova & Miccinello, 2012). Especially Asian parents of an individual with ASD, who are immigrants, might require special attention and support to continue promoting their children with ASD to participate in community physical education programming. Therefore, it is important to examine the experiences and perspectives of immigrant Asian parents of individuals with ASD toward facilitating community physical education programs for their children.

Theoretical Framework

It is critical to examine what and how parents of individuals with ASD including South Korean immigrant parents, experience in facilitating physical education programming for their children with ASD in their communities, since parents' involvement is a critical factor in determining the physical activity participation of individuals with ASD. The theory of planned behavior (TPB) (Ajzen, 1991) was therefore used to analyze the intention of South Korean immigrant parents of individuals with ASD toward facilitating community physical education programming for their children with ASD (Ajzen & Fishbein, 1980). The TPB is based on the belief that an individual's behaviors are predicted and determined by his or her own intention whether he or she has a strong intention to take tasks (Ajzen, 1991; Ajzen & Fishbein, 1980). The TPB consists of three aggregate components, which are *behavioral*, *normative*, and *control beliefs* that directly influence the behaviors of individuals (Ajzen, 1991).

Behavioral beliefs (i.e., approximate *attitude*) are an aggregate component of the theory. It is posited that attitude is a salient determinant of a person's intention. For example, if a parent of a child with a disability has a favorable or positive attitude toward physical activity, she or he is more likely to support her child's engagement in physical activity (Ajzen, 1991; Columna et al., 2020). A second aggregate component of the TPB is *normative belief* (i.e., subjective norm), where social pressure and relationships with others can positively or negatively influence a person's attitude. Examples of relationships are the parental relationships with physical education teachers, community instructors, and other parents of children with disabilities (Ajzen, 1991; Columna et al., 2020; Pitchford et al., 2016). The third aggregate component of the TPB is *control beliefs* (i.e., perceived behavioral control), external variables, such as level of education, lack of time, lack of energy, and lack of motivation that impact the behaviors of individuals, (Ajzen, 1985; Tripp & Rizzo, 2006).

A wealth of attitudinal research has been situated in the TPB (Columna et al., 2020; Conatser et al., 2002; Jeong et al., 2015; Kodish et al., 2006; Pitchford et al., 2016; Verderber et al. 2003). Jeong et al. (2015) examined the beliefs of South Korean parents about supporting their children with disabilities in physical activity in South Korea. In their study, behavioral and normative beliefs were strong predictors of the intentions of South Korean parents to encourage their children's participation in physical activities (Jeong et al., 2015). Columna et al. (2020) also designed physical activity interventions for children with visual impairments to examine parents' attitudes after the interventions. The study

findings showed that behavioral beliefs significantly influenced the attitudes of parents of children with visual impairments—if parents gained more knowledge and experiences about physical activity, they were more likely to support their children’s physical activity engagement. In addition, Pitchford et al. (2016) also discovered that the levels of physical activity of youth with developmental disabilities were highly predicted by parental beliefs. If parents believed in and experienced the benefits of physical activities, their youths with disabilities are more likely to increase their levels of physical activity participation (Pitchford et al, 2016). In this current research study, the TPB (Ajzen, 1991; Ajzen & Fishbein, 1980) was used to describe and analyze the experiences and perspectives of South Korean immigrant parents of individuals with ASD about facilitating community physical education programming for their children. This study was guided by the following research questions:

1. What are the perspectives of South Korean immigrant parents about community physical education programming for their children with ASD?
2. What factors impact South Korean immigrant parents’ experiences and perspectives in facilitating or supporting their children with ASD in physical education programming?
3. What barriers (i.e., constraints), according to South Korean immigrant parents, if any, impacted their ability to access and support their children with ASD in community physical education programming?

Method

This research study was situated in a multiple-case study design within a qualitative orientation. A multiple-case study permitted the researchers to discover the similarities and differences between multiple cases (e.g., immigrant Korean parents in different locations) across various settings and/or locations (e.g., the community) without restricting research methodology (Baxter & Jack, 2008; Merriam, 2009; Stake, 1995; Yin, 2013). This is important because the boundaries between and among a single phenomenon (i.e., a parent) and context (e.g., a community) may not be apparent or exemplified by a single case (Yin, 2013). In addition, multiple case studies enabled the researchers to develop a more convincing theory, due to multiple empirical evidence cases (e.g., each case) to answer the why and how of research questions using a wide range of exploration (Eisenhardt & Graebner, 2007; Yin, 2011, 2013). In this current multiple case study, we sought to understand and analyze how South Korean immigrant parents of individuals with ASD experience facilitating community physical education programming for their children with ASD.

Participants

In this qualitative multiple-case study, purposive sampling was used to recruit the participants (Patton, 2005). The research team used the following recruitment procedures. First, the lead researcher contacted the South Korean parent of an individual with ASD, who worked at the *Life Enrichment Project Program* for immigrant parents of children with disabilities in Southern California, to share the intention of the study. The lead researcher was a swimming coach for that parents’ child with ASD for 3 years when she was a community instructor in Los Angeles. Second, the parent contacted possible participants, who were South Korean parents and had a child with ASD, across the United States. Third, South Korean parents, who were initially interested in participating in this research study, directly emailed the lead researcher to receive further information. The lead researcher individually responded to them with the purpose, intention, and procedure of the study by via-email. At first, twelve South Korean parents showed an interest in participating in the study but only seven South Korean parents (7 mothers, ages ranging from 52-58 years) participated in this study due to inclusion criteria. The inclusion criteria were developed for participants: who (a) were born in South Korea, (b) had been living in the United States longer than 10 years, (c) spoke Korean as their first language, and (d) had a child with ASD aged older than 18 years old. Exclusion criteria were parents of (a) a child had other types of disabilities other than ASD, (b) still enrolled in U.S. schooling, and (c) was born in the United States. Finally, seven parents, who met inclusion criteria, signed a consent form, completed a demographic questionnaire (e.g., levels of education, income status, marital status, years of immigration, child’s educational services), and completed two semi-structured interviews with the lead researcher. Pseudonyms were used for South Korean immigrant parents (Hye-Soo, Hye-Kyo,

Na-Young, Hyo-Jin, Hyo-Ri, Ji-Won, Young-Ae) and their child with ASD (Ji-Cheol, Joon-Ki, In-Sung, Byung-Hun, Bo-Gum, Soo-Hyun, Jong-Kook) to help protect their identity and confidentiality. Table 1 and Table 2 provided a detailed description of participants and their children with ASD.

Table 1. Participant Demographics

Participant Name	Location	Age	Status of Employment	Income level	Education Level	Marital Status	Years in USA	Religion	Child's Name
Hye-Soo	SF	52	Housewife	\$100,000+	College Degree	Married	13	Christian	Ji-Cheol
Hye-Kyo	SF	55	Housewife	\$70,000+	College Degree	Married	19	Christian	Joon-Ki
Na-Young	VA	58	Housewife	\$60,000+	College Degree	Married	16	Christian	In-Sung
Hyo-Jin	NY	55	Housewife	\$80,000+	Graduate Degree	Married	16	Christian	Byung-Hun
Hyo-Ri	LA	52	Agency	\$40,000+	Graduate Degree	Married	23	Christian	Bo-Gum
Ji-Won	LA	56	Housewife	\$100,000+	Graduate Degree	Married	26	Christian	Soo-Hyun
Young-Ae	LA	55	Housewife	\$80,000+	College Degree	Married	27	Christian	Jong-Kook

SF: San Francisco, VA: Virginia, NY: New York, LA: Los Angeles.

Table 2. Description of Individuals with ASD

Participant Name	Children's Name	Secondary Conditions	Gender	Age (years)	The Enrollment	Community Physical Activity and/or Sport Programs
Hye-Soo	Ji-Cheol	None	Male	22	Adult program	Special Olympic
Hye-Kyo	Joon-Ki	None	Male	19	Adult program	Taekwondo
Na-Young	In-Sung	None	Male	26	Home schooling	None
Hyo-Jin	Byung-Hun	None	Male	23	Adult program	Taekwondo
Hyo-Ri	Bo-Gum	None	Male	21	Adult school	Local Gym
Ji-Won	Soo-Hyun	None	Male	26	None	The community programs
Young-Ae	Jong-Kook	None	Male	27	Adult program	Church weekend program

ASD: Autism Spectrum Disorder

Researcher's Positionality

The lead researcher was Korean, spoke Korean and English languages, and was a veteran-adapted physical education (APE) teacher. During the conduct of this study, she was a faculty member at Whitesville University (pseudonym); the researcher's ethnic classification and teaching background provided her the opportunity to work with South Korean immigrant parents of children with ASD in different institutions across the U.S. These teaching experiences brought her attention to the importance of investigating issues regarding immigrant parents of individuals with ASD. In addition, the first co-investigator—who was also a faculty member at Eastern University (pseudonym) and bilingual in English and Korean—was involved in the entirety of the research endeavor including transcription and translation. A third investigator of the research team was an African American professor at Flagship University (pseudonym). He is a well-established scholar in adapted physical activity, and his involvement in the research process helped guard against the lead researcher's bias due to her ethnic background as a Korean scholar and educator.

Data Collection

Data were collected using two data collection strategies: semi-structured interviews and a demographic data sheet. Two interviews were conducted using Zoom technology with each participant from August to October (i.e., 12 weeks; 120 minutes) with the lead researcher in Korean, the first language of the lead researcher and participants. The semi-structured interview was selected because it enabled the researcher to spontaneously respond to different situations and modify interview questions to maintain conversation flow (Merriam, 2009; Yin, 2013). Prior to the interviews, the research team proceeded with the following procedure to develop interview questions: (a) reviewed the comprehensive current literature of parental studies (e.g., immigrant parents of a child with ASD, parental perspectives toward physical activity, parents of individuals with ASD), (b) reviewed the TBP model to utilize three aggregate components with interview questions, (c) developed a set of initial interview questions, (d) submitted a list of questions to a panel of two experts, (e) revisited the interview questions based on the recommendations from the panel; and (f) developed three final sets of interview questions. Initially, interview questions were created in English and then translated into Korean.

Table 3 shows sample interview questions. During the interview, the lead researcher took field notes to record the feelings and gestures of the parents, the researcher's instinctive reflection, and ideas for emerging themes. The lead researchers started an interview by explaining the purpose and intention of the research, and parents completed a demographic data sheet. During the interview, the lead researcher repeatedly read and clarified interview questions if the participant was unsure about the questions. Each Zoom interview was audio and video recorded to ensure the validity of the content. For example, a video recording was used to analyze facial expressions, feelings, and gestures of participation in the interviews. After each interview, the lead researcher immediately transcribed the interview into Korean to assure the credibility of the transcription. The personal demographic sheet was also used as a second data methodology that included age, occupation, education levels, religion, income level, years in the U.S., marital status, the age of their children, and current educational services for the child.

Table 3. Interview Guild on the TBP Model

Three aggregate components of TBP	Interview Questions
Behavioral Beliefs	<ol style="list-style-type: none"> <li data-bbox="683 1640 1356 1720">1. Did you recognize the benefits of physical activity participation for your child? <li data-bbox="683 1737 1356 1817">2. Did you have positive experiences with your child's physical activity participation? <li data-bbox="683 1834 1356 1914">3. Did you like participating in physical activity and/or sports with your child?

Normative Beliefs

1. Did you get any support for your child's physical activity participation?
2. Did you have a positive experience in having a relationship with community physical activity instructors or coaches?
3. What was your experience in searching for community physical activity programming?

Control Beliefs

1. What were your challenges in promoting your child's participation in physical activity?
 2. What were your challenges in promoting your child's participation in physical activity?
 3. What were your challenges in promoting your child's participation in physical activity?
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Data Analysis and Trustworthiness

Data were coded, organized, and analyzed using a thematic data analysis method where the researchers gathered rich detailed descriptions of the data with a flexible application process (Braun & Clarke, 2006; Vaismoradi et al., 2013). The procedure of data analysis adhered to the following steps. First, each Zoom audio file was immediately transcribed (i.e., verbatim) into Korean by the lead researcher. Second, the lead researcher and co-researcher separately translated from Korean to English to maintain the accuracy of the translation. Even though they were fluent in English, possible errors might or might not be occurred due to the meaning of language differences (Banville et al., 2000). Third, two researchers separately and interchangeably read the data (e.g., researcher's journal, interview translation, video records) to familiarize themselves with the data and to list small nodes (i.e., labels) as a preliminary coding process. During this coding process, two researchers had several zoom meetings to compare and contrast their discovery levels (the similarities and differences). Fourth, 45 initial nodes, identified by two researchers, were sent to a third researcher, who had more than 30 years of experience in conducting qualitative research, to examine these nodes in conjunction with the English version of interview narratives to eliminate if any nodes were overlapped, unclear, repetitive, or unidentical. Fifty, after receiving the feedback from the third researcher, the lead and co-researchers revisited the English and Korean versions of the transcription to justify and verify (Merriam, 1998). Meanwhile, the theoretical proposition (TBP model) was used to understand the contextual meanings and identify each label (e.g., I did not know where to find the community physical activity programming as control beliefs) (Ajzen, 1991; Yin, 2011, 2013). Sixth and lastly, the research team finalized the themes along with supporting narrative quotes that reflected the purpose of the study and addressed the research questions. These themes were named and presented in the result sessions after the agreement was reached among researchers.

To increase the quality of this research study, we followed Yin's (2013) advice for multiple case studies. First, investigator triangulation and transparency were assured and supported when multiple researchers (e.g., bilingual Korean and English-speaking faculty, only English-speaking faculty) were involved in the entire research process including transcribing, translating, examining the credibility of translating from English to Korean, and analyzing data, which increased the credibility of the research and eliminated the researcher's bias (Merriam & Tisdell, 2015). Second, member checking was conducted to strengthen the dependability of the data, where interview transcriptions (i.e., Korean and English versions) were emailed to each participant to ensure all given information was accurate. All participants agreed on the clarity of the information (Creswell & Poth, 2016). Lastly, pseudonyms (faculty, participants, universities) were used throughout this investigation to meet the confidentiality of the study.

Findings

The purpose of this study was to examine the experiences and perspectives of South Korean immigrant parents of individuals with autism spectrum disorder about facilitating community physical education programs for their children. Three major themes were exposed from the thematic data analyses, which were: (a) exhausted, unaware, and uninterested; (b) support - parents and community; and (c) lacking. These major themes were supported by sub-themes with interview narratives of participants that described the experiences and perspectives of South Korean immigrant parents of individuals with ASD about their experiences while facilitating community physical activity programming in different regions across the U.S.

Theme 1: Exhausted, Unaware, and Uninterested

The essence of this theme explained the intention of South Korean immigrant parents of individuals with ASD toward physical activity participation for their children. In this study, all parents recognized the importance of engagement in physical activity participation for their children, but they were not actively involved in advocating physical activity participation for their children due to their lack of experiences, interests, and knowledge in physical activities and/or sports. Consequently, most individuals with ASD barely engaged in the community physical activity program and tended to decrease their levels of participation after graduating from school. Most parents acknowledged that their children might or might not engage in some type of physical activity program in daycare programs, but they did not have exact information about it. Furthermore, some parents have already expressed exhaustion after reaching physical activity programs and encouraging their children to participate in physical activity programs due to behavioral challenges. The subthemes under this theme were: (a) *inexperience in physical activity and sports* and (b) *I am not in control of my child*.

Subtheme 1: Inexperience in Physical Activity and Sport. Although most parents were aware of the importance and necessity of physical activity participation for their children, they were not interested in and actively involved in advocating their children's participation. Since some parents recognized the importance of physical activity, they occasionally walked with their children. Meanwhile, most parents in this study did not show much interest in physical activity because of a lack of knowledge and their own experiences. Therefore, most individuals with ASD in this research study did not actively participate in physical activity. Joon-Kis' mother, Hye Kyoo in SF stated:

Since I'm not very interested in sports, my child did not have much experience participating in physical activity and sports. If I knew more about physical activity or liked to participate myself, my child might have had more opportunities to participate in physical activity. I regret it right now because my child was not able to do anything, not even swim.

Hyo Jin, Byung-Hun's mother, who lived in New York, also admitted her lack of understanding of the importance of physical activity participation for her son. Even though Hyo Jin consistently worked to encourage her son to be involved in different programs, such as speech and art programs, not physical activity programs. Hyo Jin admitted that because of her lack of experience and personal interest in physical activity participation, her son, Byung-Hun, lost opportunities to be involved in physical activity programming. Hyo Jin recalled:

I did not work hard to engage my child in a physical activity program because I did not know much about it. However, he is going to learn Taekwondo. That's all he could do. When he was young, he was involved in many programs, such as art and speech. He was very busy attending these sessions, but not physical activities. Because I did not know much about it and was not confident in doing physical activities, I did not encourage my son to be involved. It would provide more opportunities for my son if I knew more about it.

Hye Soo in SF also shared that she did not know much about the engagement of physical activity programming for her son after Ji-Cheol, graduated from U.S. schooling. She thought Ji-Cheol might or might not engage in physical activity programs in his daycare program, but she did not have access to information about what and how much time he engaged in physical activity programs. Hye Soo addressed,

I don't know much about sports activities. After high school, my son did not involve in any physical activity. And I'm not sure if the daycare program provided some types of physical activity or not.

Most parents, living in different regions, commonly responded that they did not know about physical activity participation due to their inexperience and lack of knowledge of physical activity programs. Some parents thought their children with ASD might or might not participate in physical activity programs during daycare programming, but they did not have specific information. Beforehand, parents admitted that physical activity participation was not their personal interest and directly impacted the levels of physical activity participation for their children with ASD. However, some parents recognized the importance of participating in some types of daily physical activity, so they occasionally took their children for walks if they could.

Subtheme 2: I am not in Control of My Child. Most parents shared that they had difficulty engaging or encouraging their children to do some type of activity, including physical activity programming after their children were grown up. Many parents shared that they were not able to control their daughters or sons because they were already adults. At the same time, some parents stated that they respected the decision their daughters or sons made and should not treat them like children. In the meantime, many parents still recognized the importance of continuous education, including physical activity participation, but they did not know how to start. Young-Ae in LA shared that she had difficulty engaging her son, Jong-Kook, in any type of activity, including physical activity programs. Jong-Kook kept refusing to participate in activities. Meanwhile, Young-Ae respected the decisions of her son because he was already an adult. Young-Ae explained,

My son did not want to do anything. He said nope to everything. At the same time, he is an adult now, so I cannot push my son to do something he does not like to do. If he refused to do something, I would accept his decision. He could do something he liked to do. Also, my son is so big now that I am not in control of his decisions.

Hye Soo in SF also shared her difficulties engaging her son in programs due to his behavioral challenges, which made her exhausted from trying to educate and nurture him. Hye Soo said:

Ji-Cheol rejected everything. If I asked him to do something, he ran away or refused to follow through by throwing stuff. His behavior radically changed after he graduated. I and other family members were not able to control his behaviors. He was very disciplined when he was in school. After he graduated, he was out of control and did not want to do anything. Also, since he is an adult now, we cannot force him to do something he does not like to do. We (my family and I) were all exhausted. I think every parent of an individual with ASD feels the same way.

Ji-Won in LA also shared her experiences with her son, Soo-Hyun:

When my child was young, he was involved in many physical activity programs, such as horse riding, swimming, skating, and ice skating. I still want to provide a quality education for my son. After he became an adult, I had difficulty finding programs for my son. I had difficulty finding community programs for adults with ASD. He was involved in various programs when he was young. As an adult with ASD, he was totally isolated from the community and lost opportunities to build friendships.

Hyo-Jin also shared her experience in educating her son, Byung-Hun. When her son was young, Hyo-Jin tried hard to engage her son in different programs to learn, such as Applied Behavior Analysis (ABA) training, speech, a swimming program, and skating. However, she did not know what programs her son could possibly engage in as an adult. Hyo-Jin tried reaching out to different programs, but she was not able to find the right program for her son as an adult. This experience included searching and asking for programs for adults with ASD. She felt exhausted. Hyo-Jin shared that,

My child was involved in many programs when he was young. I tried my best to offer a quality education for my son. That was one of the reasons I moved to the U.S. Since he was growing up and became an adult, I have been struggling to find appropriate programs for my son. There is no program for adults with ASD in our community. He is an adult now, which made me sad and tired.

What else can I do for him? I am losing control over educating my son as an adult.

Theme 2: Support: Parents and Community

In this research study, having positive relationships with subjective norms significantly impact South Korean immigrant parents of individuals with ASD to continue to support their children's education (Ajzen, 1991). Most South Korean immigrant parents highly emphasized their relationship with other parents of individuals with disabilities within the Korean community. Even though all parents lived in different regions, they have similarly maintained a strong and close relationship with the Korean community, such as Korean churches and other South Korean parents of individuals with ASD. Most parents stated that having a relationship with other South Korean parents is critical because they exchanged educational knowledge and information, which helped them continue to support their children. For example, many Korean local churches provided weekend programs for people with disabilities, so most parents enabled their children to be enrolled in those programs. For instance, Ji-Won in LA immigrated to the U.S. to provide quality education for her son, Soo Hyun. In the beginning, as an immigrant, she had difficulty adjusting to the U.S. culture and did not speak English very well. However, her neighbor, who was a South Korean father of a child with ASD, assisted her to navigate educational services in and outside of the U.S. school setting. Ji-Won still appreciated his support and still had a close relationship with him, as well as with other South Korean parents of children with disabilities. Ji-Won shared her experiences:

It was very difficult at the beginning of the immigration process. But I had a neighbor, who also had a child with ASD, who really helped me a lot to adjust here in the U.S. He introduced me to U.S. educational resources and specialists for my son. He even came to my son's IEP meetings as a translator. I still had a great relationship with him and other South Korean parents. That means a lot to me.

Young-Ae in LA also emphasized networking with other South Korean parents of children with disabilities. She continued to have regular meetings with other South Korean parents to exchange educational information and support each other. She stated that since all parents had children with disabilities, they understood others' feelings and hardships as having a child with a disability. Even after Young-Ae's son, Jong-Kook, graduated from school, he still participated in a weekend program designed by a Korean local church. She shared that the weekend program also provided some type of physical activity program. Young-Ae shared that:

We are still going to Miral (the program offered by the Korean church). I think the program also had some physical activity programs. They (students with disabilities) went to the swimming pool together several times. My son still liked to attend that program even though he is an adult right now because he had a lot of friends there. In the meantime, I also met other South Korean parents to share educational services and any other issues related to the child's education. We also comforted each other whenever we met.

Hye Kyo in SF also emphasized having a connection with other South Korean parents. After her family moved to Virginia from Los Angeles, she had difficulty finding community programs for her son. However, she found a South Korean parental group that provided tremendous support. Since all parents of individuals with disabilities in the parental group had the same issue with finding appropriate programs for their children, they started the weekend program for children with disabilities. Hye Kyo shared her experiences with other South Korean parents in Virginia,

When I was in Los Angeles, I could easily find programs for my child and had a great network with other South Korean parents. After I moved to Virginia, I was not able to find any programs for my son. However, I found a parental group, and we (a group of parents of children with disabilities) started the weekend program here. Like, we went to the swimming pool and ice skating together... That really helped my son. He finally engaged in some programs. We (South Korean parents of individuals with disabilities) are still helping each other and doing a program together.

As the parent of a child with a disability, Hyori in LA was aware of the importance of having educational knowledge and information. She repeatedly emphasized the importance of educating

parents. She shared that if parents perceived more information and educational knowledge, their children with disabilities would receive a better quality of educational service in the U.S. Hence, Hyori started the program for other South Korean parents of children with disabilities in California. The program offered various programs and events, including inviting different professionals in the fields to educate South Korean parents. For example, the program invited other related service professionals to provide information, such as where to get educational services and what the programs are. Hyori shared:

I started a program for South Korean parents of children with disabilities. It's called the Korean Network. We invited interpreters, educators, and other specialists to educate parents and share educational information. As you know, South Korean parents of children with disabilities had a hard time reaching the programs due to language barriers and cultural differences. Having educational information and knowledge is very important, so they could educate and ask for more support for their children.

Na Young in VA also relied heavily on other South Korean parents. She said that because of the language barrier and her introverted personality, she had difficulty having a relationship with other mainstream parents. In the meantime, she could establish a great relationship with other South Korean parents of children with disabilities, which helped her a lot while living as the parent of a child with ASD in the U.S. Na Young shared her experiences:

I was shy and was not able to speak English very well, so I stayed away from having a relationship with other mainstream parents. Even though I was an immigrant for a while, I still have difficulty forming relationships with mainstream parents. I did not even go to a parental meeting, so I had difficulty searching for educational resources and other events for my son. However, other South Korean parents in the Bay Area really helped me a lot. Even though we were living at a distance, all parents were trying hard to support each other. I believe we understood each other about the hardships of raising and educating a child with ASD.

Theme 3. Lacking

This theme exposes the perspectives of South Korean immigrant parents of individuals with ASD about the barriers that hindered their efforts to promote physical activity participation. The most challenge South Korean immigrant parents experienced was finding appropriate physical activity programs and trained physical activity instructors in their community. Secondly, many parents experienced their children's challenging behaviors when encouraging them to participate in physical activities. Lastly, language and cultural differences emerged as the challenges of South Korean immigrants while facilitating community programs for their children. The subthemes under the theme, lacking, were: (a) lack of APE programming, (b) behavioral challenges, and (c) difficulties due to language and cultural differences.

Subtheme 1: Lack of APE programming: Most South Korean immigrant parents commonly stated that they could not find appropriate physical activity programs for their children with disabilities in their communities. Further, they explained that they had less difficulty finding the programs when their children were young. However, they had great difficulty finding community programs after their children became adults. Even though they found the community programs, none of the instructors were trained to teach individuals with disabilities. Most instructors lacked knowledge and experience in teaching individuals with disabilities. Young-Ae in LA shared that one of the biggest challenges was finding appropriate physical activity programs for her son, Jong-Kook. She said it became even harder to find programs after her son became an adult. She also felt that most community programs did not welcome her son as an adult with ASD. Young-Ae shared:

My child is getting older and older, but there is no program for him. I was looking and asking for the program, but I was not able to reach any program in my area. Even though my son engaged in some type of physical activity in his daycare program. I know that's not enough. Jong-Kook (the son) is getting bigger and bigger now, so he really needs to participate in physical activity programs. But I couldn't find any programs.

Hyori, in LA, showed excellent enthusiasm for educating her son, Bo Gum. She also had difficulty finding appropriate educational programs, including physical activity programming, for her son after Bo Gum graduated from school. Hyori shared her experiences with finding community programs:

Finding the right program is the most challenging. There were no programs for adults with ASD. I easily found the program when my son was young. When my son became an adult, there was no such physical group activity program for adults with ASD. I easily found the program when my son was young. When my son became an adult, there was no such physical group activity program for adults with ASD. I did not know why. Also, my son still needs one-on-one instruction. I was not able to find any instructor who can teach my son with one-on-one instruction.

Besides having difficulty finding a physical activity program, most South Korean immigrant parents also had difficulty finding instructors who could teach individuals with ASD. After Na Youngs' family moved to Virginia from Los Angeles, she even had a hard time finding physical activity instructors. She was really worried about her son's lack of physical activity engagement, but she had not yet found any instructors who could teach her son with individual attention and instruction. Na Young shared her experience:

It's hard to find a good instructor who has experience teaching people with disabilities. I really wished my son would engage in the sports program, even in the swimming program, but I've realized the instructors in the program were not able to handle my son's behaviors. My son was not able to do anything without one-on-one instruction and attention from an instructor.

Hyo Jin, in NY, also had difficulty finding an instructor. She tried to teach her son to learn swimming but noticed that an instructor at the pool just let him play, not teaching actual swimming skills. Hyo Jin has been looking for an instructor for her son, but she has not been able to find an instructor with expertise and experience in teaching people with ASD. Hyo Jin said:

Instructors at the swimming pool were not able to teach my son due to their lack of knowledge of teaching individuals with ASD. They just left my son alone or tried to play with them. My child really liked to go swimming, but I wanted him to learn the skills. Every time, he goes to the swimming pool, he just plays by himself.

All parents in this study commonly addressed the fact that they had difficulties finding an appropriate physical activity program and trained instructors in their communities. They all experienced that it became harder to find a program since their children became adults. In addition, some parents even experienced that a few community programs did not welcome their children as adults because they had ASD.

Subtheme 2: Behavioral challenges: The challenging behaviors of individuals with ASD emerged as another barrier that decreased the levels of physical activity participation. Many South Korean immigrant parents had difficulty engaging their children in physical activity programming due to the behavioral challenges of their children. Most parents encouraged their children to participate in sports and physical activities, but their children refused to participate by showing inappropriate and stubborn behaviors. Some parents shared that because their children became physically big, they were not able to manage or control their children's refusal behaviors. Young-Ae also shared that since her son gained a lot of weight after graduating from school, she tried to get him to exercise. However, her son, Jong-Kook, refused to participate. Young-Ae shared her experiences with her son:

Jong-Kook now weighs 260 pounds. He has gained so much weight since graduating from school. When I asked him to do something, he firmly said nope to me. Also, since he is an adult now, I cannot make him do something. If he did not want to do it, I let him do whatever he wanted. However, I am worried that he is gaining weight, but he does not want to do anything.

Hye Soo in San Francisco was also struggling with her son's (Ji-Cheol) problematic behaviors. After graduating from high school, his challenging behaviors were problematic and getting out of control. Since he became so big, Hye Soo was not able to handle her son's challenging behavior. Hye Soo shared that her son's behaviors were the biggest issue for her family members because none of them could control his behavior. Hye Soo said:

My son did not want to do anything or listen to anyone... If I asked him to do something, he just rejected my requests by pushing me away or running away. He became so stubborn after he graduated from high school, and his behaviors were getting worse. He is physically big, so no one can control his behavior. Ji-Cheol (her son) used to like swimming, but now he did not want to go to the swimming pool.

Na Young was also struggling with her son's problematic behavior. Due to his problem behavior, Na Young gave up having him participate in any program. Na Young shared her challenges with her son's behaviors,

My son did not want to do anything. He knew now he was stronger than I am. Sometimes, he grabbed my hands and did not let them go. The most challenging is now his behavior. He is so stubborn, and no one can control his behavior. When he was young, he enjoyed participating in sports, but now he did not want to move.

Hyori Lee also showed the seriousness of Bo Gum's problem behavior. Problematic behavior existed even when his son was young. However, since Bo Gum became so big, she couldn't control her son's behavior. Moreover, she had difficulty taking him to public places, such as the swimming pool, because people were staring at him because of his behavior. She said:

He is still running away from tasks. I can't control it. I'm having a hard time with his behavior. When he was young, I was able to stop him. Now I cannot do anything about it because he is big now. Even people in YMCA were looking at him because he showed irregular behaviors as an adult.

Even though most South Korean immigrant parents attempted to engage their children in physical activity programs, their problem behaviors became challenging for most of these immigrant parents. Some parents shared that since their children became so big and strong, parents could not control these behaviors. Moreover, they had difficulty finding supportive programs to receive and consult about these issues with their children in their community.

Subtheme 3: Difficulties due to language and cultural differences. Most South Korean immigrant parents had been living in the U.S. as immigrants for a long time, but they still encountered language difficulties and cultural differences. Moreover, parents stated that their lack of English proficiency might affect their child's educational success. Furthermore, when their children were enrolled in school, most South Korean immigrants received educational support from teachers and other specialists. However, they could not receive any support after their children graduated from school, in the meantime, they still encountered language and cultural difficulties. Because of these issues with culture and language differences, a few parents were more likely to be isolated from mainstream communities and worried that their children were more likely to have similar lifestyles as their parents after they graduated from school. Ji-Won shared her experiences as an immigrant:

I still have a language issue. After our family immigrated to the U.S. for my son's educational purposes, language has become one of the challenges in continuing to support my son here in the U.S.

Hye Kyo also expressed her struggles with language barriers as an immigrant and a parent, who had a child with ASD:

I avoided meeting people because I was not good at speaking English. I did not even go to a parental meeting that made me sorry for my child. I did not do much for my son due to my language difficulty. I should ask for more help and support. But when my son was in school, I did not have many issues because his teachers and other specialists helped me a lot to get the programs and services for my son. It seems to have been more difficult after my son graduated because I did not know anything about receiving services or participating in community programs.

Hyo Jin in NY also shared experiences with cultural and language differences:

It was hard to build friendships with other mainstream parents due to my language skills. It was not comfortable to be around people who were English speakers. I have been living in this community for a while, but I do not have many friends. I am living such an isolated life. Since my son graduated from school, he has had a similar lifestyle, where he does not go outside that much because I do not know. It happened worse after COVID-19 because we only stayed at home.

Hye Soo in the Bay Area also had similar experiences as other parents who experienced cultural and language differences:

It was difficult at the beginning of immigration due to cultural differences. You know the culture between South Korea and the U.S. is different. I was very careful when taking my son outside because of his behavior. I worried a lot about what would happen if he hurt others. It was fine when he was in school because teachers understood my challenges and supported my son. After he graduated from high school, parenting became really difficult due to a lack of support.

Most South Korean immigrant parents still encountered language and cultural differences that became challenges when they educated their children with ASD. The parents indicated that their lack of speaking English might impact their children's educational success and felt sorry for it. Furthermore, many parents received a lot of support from teachers and other specialists when their children were in the U.S. school system, even though they experienced cultural and language differences. After their children were out of the school system, most South Korean immigrant parents encountered difficulty continuing to support and educate their children because of a lack of support as well as a lack of speaking skills in English.

Discussion

In this study, the theory of planned behavior (TPB) (Ajzen, 1991; Ajzen & Fishbein, 1980) was used in interpreting what and how South Korean immigrant parents of individuals with ASD experienced while supporting their children with ASD to be involved in community physical education programs. Three aggregate components of TBP (i.e., behavioral, normative, and control beliefs) were interchangeably utilized to deeply understand the perspectives and experiences of South Korean immigrant parents and perceived barriers that hampered them from continuing to support their children in community physical activity programming, which directly answered the research questions as well as the analytic generalization to other similar research settings (Yin, 2011, 2013).

Research Question 1: What are the perspectives of South Korean immigrant parents about community physical education programming for their children with ASD?

Most South Korean immigrant parents of individuals with ASD did not have adequate knowledge and experience about their children's physical activity participation due to a lack of knowledge, personal interests, and personal experiences. When all parents were asked about their children's physical activity participation, they responded to the researcher by saying, "*I do not know*", "*I did not know much about physical activity*", or "*because I am not really interested in physical activity participation*". Our findings reveal that the knowledge and experiences (or lack thereof) of parents with physical activity participation influenced the level of physical activity participation of individuals with ASD; as such, their children with ASD were not actively participating in community physical activity programming.

Moreover, parents stated that they actively advocated for their children to engage in a variety of educational programs, including physical activity programs, when their children were young and/or in school. Since their children became adults, all South Korean immigrant parents have had great difficulty continuing to advocate for their children to participate in physical activity programming due to a lack of community support, a lack of personal interests, and behavioral challenges in their children (Spann et al., 2003). Further, a few parents stated that they should not force their children to participate in physical activity programming if they did not want to. Because their daughters or sons are adults now, they should respect the educational decisions they have made.

In the meantime, many parents showed exhaustion about continuing education after their daughters or sons were out of the U.S. school system. For example, a few South Korean immigrant parents had difficulty finding appropriate programs for adults with ASD as well as receiving social and educational

support from their communities. Additionally, most South Korean immigrant parents were struggling with managing their daughters' or sons' behaviors. Because their sons and daughters were physically big and mature, many parents had difficulty managing the behaviors of their children. In the meanwhile, a few parents still worried about the low level of physical activity participation of their daughters or sons, but they did not know what to do to increase the level of physical activity participation. In this research study, all parents did not know much about physical activity participation due to their lack of experience, interests, and knowledge in physical activity participation. At the same time, these parents did not properly receive educational and social support from their communities, which hindered them from being active in supporting their sons and daughters with ASD to participate in community physical activity programming (Wang & West, 2016).

Research Question 2: What factors impact South Korean immigrant parents' experiences and perspectives in facilitating or supporting their children with ASD in physical education programming?

Findings in this study showed that most South Korean immigrant parents encountered a great challenge in engaging their children in educational programs, including physical activity programming, due to a lack of knowledge and experience, as well as a lack of social support. A few parents shared that they were not much concerned about their children's education and services while their children were enrolled in U.S. schooling, because teachers and other related service providers assisted their children in receiving educational services. After their daughters or sons graduated from U.S. schooling, most South Korean immigrant parents had difficulty reaching support and educational resources from their communities. However, all parents still had a strong and close relationship with other South Korean parents and other Korean communities, including their local Korean church programs. While interacting with other South Korean parents, parents exchanged educational information and concerns about their children.

Further, Korean churches provided some types of weekend programs for individuals with disabilities, so individuals with ASD were still engaged in that program. Since they had difficulty finding community physical activity programming in their community, many parents appreciated that the Korean church provided programs for individuals with ASD. Parents were relieved that their sons and daughters were still able to participate in some types of programs after they graduated. Although some South Korean parents did not have a strong religious faith, they would like to continue to be involved in the Korean church communities since they did not find any supportive programs in their communities (Cho et al., 2000; Lee et al., 2020). Moreover, even though most South Korean immigrant parents were living in different regions, they tended to keep a close relationship with other South Korean parents of individuals with disabilities to share educational resources and support each other as immigrants and parents of individuals with ASD.

Research Question 3: What barriers (i.e., constraints), according to South Korean immigrant parents, if any, impacted their ability to access and support their children with ASD in community physical education programming?

Common barriers limited the physical activity participation of individuals with ASD. First, all South Korean parents in different regions had difficulty reaching appropriate physical education programs in their communities. It became harder to reach the programs after their children became adults, according to all parents. Although most parents had been searching and asking for physical activity programs, they were not able to find programs that were appropriate for their children. Even though a few parents found community programs, there were no trained instructors who knew about teaching individuals with ASD. These parents reported that their children still needed one-on-one instruction due to their challenging and autistic behaviors.

The second challenge was their children's challenging behaviors. Their challenging behaviors directly impacted the participation of individuals with ASD. Most parents responded that their children became physically bigger than they were, and that they were not able to control their children's behaviors. Parents consistently asked their children to participate in the program, but their children firmly rejected their requests. When their children were in school, they received counseling from their teachers about decreasing or managing inappropriate behaviors. Since their children were not in school, most parents

did not receive any educational training or support to manage their daughters' or sons' challenging behaviors. Individuals with ASD became adults, but still demonstrated behaviors, running away from tasks, and pushing someone, which impacted the level of physical activity participation of individuals with ASD (Obrusnikova & Dillon, 2011).

The last difficulty most parents attributed meaning to were language and cultural differences. Although most South Korean parents have lived as immigrants for a long time, they still encountered language difficulties that hindered them from supporting their children's education. Some parents admitted that their lack of language skills might or might not impact their children's quality of educational services, which made them feel sorry for their children. Due to a lack of language skills and cultural differences, some parents were more likely to be isolated from their mainstream community. Their children tended to have similar lifestyles as their parents after graduating due to the lack of parental connection with mainstream communities (Wang & Casillas, 2013). Furthermore, COVID-19 also caused parents and their children with ASD to be isolated from engaging in community programs. These parents did not know much about their sons' and daughters' continuing education after they became adults (Jegatheesan, 2009; Lai & Ishiyama, 2004). Wang and Casillas (2013) reported that immigrant parents experienced cultural barriers, incapability to navigate the healthcare system, and limited educational resources, which can be distinctive challenges from those faced by non-immigrant parents in the U.S. educational landscape. In this study, most South Korean parents were distinct from the mainstream communities and did not know much about community programming, which directly influenced the community physical activity participation of individuals with ASD (Lai & Ishiyama, 2004).

Limitations, Implications, and Conclusions

There are limitations in this study. First, only seven South Korean immigrant parents of individuals with ASD were invited for this study. Although seven participants were recruited in different states, they cannot be represented as all other South Korean parents who have individuals with disabilities due to various variables, such as income, education levels, years of immigration, and the level of their children's disabilities. Furthermore, a parent of individuals with other types of disabilities (e.g., visual impairment, intellectual disabilities) may or may not have different experiences while facilitating community physical activity programming for their children. Second, only mothers of individuals with ASD participated in this research study. The perspectives between mothers and fathers toward their children's physical activity participation might be distinguished. For example, in some cultures, fathers serve more important roles in determining the physical activity participation of their children with ASD. Different experiences and perspectives between fathers and mothers should therefore be distinguished and considered by future researchers. Lastly, a parent already knew the lead researcher because she was the community instructor for their children. Therefore, the interview findings between parents with and without a previous relationship with the lead researchers might or might not be distinguished.

Based on the study's findings, we articulate the study's implications and offer recommendations to support South Korean immigrant parents of individuals with ASD. First, more supportive, and intensive attention from the community disability organizations or programs is required for immigrant parents who might have distinct challenges from mainstream parents of individuals with disabilities. These programs, including those in the Korean community, should be active in establishing a close relationship with immigrant parents of children with ASD. There should be many valuable physical activity programs and organizations for individuals with disabilities that provide various types of physical activity experiences. These programs should be introduced and promoted to immigrant parents, so they can support their children with disabilities to engage in these programs. Furthermore, the Korean community should actively work toward providing more systematic support and resources for South Korean immigrant parents of individuals with disabilities. For example, community physical activity instructors or other specialists regarding teaching individuals with disabilities can be invited to share educational resources and information with South Korean immigrant parents of children with ASD. Second, university faculty should focus on training community-adapted physical activity instructors who know how to teach individuals with disabilities. Most universities were more likely to focus on training adapted and physical education teachers in the public school system. According to this study's findings, individuals with ASD were less likely to be physically active compared to when they were in school, so their physical activity participation should be continuously promoted after they

become adults with extensive support from the community-adapted physical activity instructors.

According to the overall study's findings, most South Korean immigrant parents were not actively involved in the engagement of physical activity participation for their children with ASD due to such reasons as the lack of community physical activity facilitation, trained instructors, a lack of personal interests, a lack of experience participating in physical activity, and cultural and language differences. Even though some parents recognized the importance of continuing physical activity participation for their children, numerous perceived barriers impeded them from being active with their children's physical activity participation. Most parents of individuals with disabilities might or might not have had similar experiences when their children were out of the school system. However, South Korean immigrant parents might face distinct challenges, compared to mainstream parents of children with disabilities, when raising and educating their children due to cultural and language differences. Based on this research study, more comprehensive support and programs, such as educating parents about the benefits of physical activity participation and researching community programs, are therefore required for immigrant parents of individuals with disabilities so they can continuously support their children to engage in physical activity programming and to be a true member of their community.

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