PARALYMPIC SUCCESS? RESEARCH AND OBSERVATIONS ON CONSTRAINTS, BENEFITS AND SPORT DEVELOPMENT PATHWAYS

International Paralympic Committee
Vista 2015
Girona - Catalonia - Spain

UTS Business School
Outline

> Who am I?
> Background
> Literature
> Constraints
> Benefits
> Observations of Parents
> Sport Development Pathways
Who am I?

http://www.uts.edu.au/staff/simon.darcy
Background

  – Indigenous
  – Women
  – Ethnicity
  – Disability

> Paralympic success – Gold Gold Gold!
  – Policy: the "Winning Edge" and the "Tally"

> Grassroots failure…

> “Shut Out” report

> Beyond the ABS…
Paralympic success?

> Paralympic success

> Disability and sport

> Leisure (Sport) constraints

> Disability studies
Existent Literature

> Paralympic success as a measure of national social and economic development (Brittain 2006)
> Relationship of Paralympic success to the national well-being of minority groups (Downie & Koestner 2008)
> Socioeconomic Determinants of Success at the Summer Paralympics (Buts, Du Bois, Heyndels & Jegers 2011)
> Mainstream participation rates and elite success in disability sport (Jong, Vanreusel & Driel 2011)
“Teens with an intellectual disability have a particular difficulty accessing [sport and recreation] activities because [they sometimes] need a support person…. Councils often concern themselves with physical access rather than the other support needed.” Shut Out (2009).

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Forward Thinking  Work Ready
Disability Leisure Constraint Categorisation
Smith et al. 2005

> Intrapersonal
  – Lack of knowledge
  – Social ineffectiveness
  – Health-related issues
  – Physical and psychological dependency
  – Skill/challenge gaps

> Interpersonal
  – Others to participate with
  – Communication

> Structural
  – Attitudinal
  – Architectural
  – Rules and regulations
  – Transport
  – Economic
  – Omission
CONSTRAINTS:
A hierarchical model of leisure constraints

Reconceptualising through a disability studies lens
Social Model of Disability

> Impairment + social barriers/attitudes = disability

> Lived experience
> Focus on barriers
> Develop inclusive practice & attitudes

>(see Barnes et al. 2010)
Listening to other presenters and conversations in the corridor

> "We know what the barriers are so let's just do something about them"

> Grassroots

> Intermediary pathways

> Elite engagement

> Understanding is incomplete at each of these levels

> Government - not-for-profit - commercial providers - Mixed economy - (Veal, Darcy and Lynch, 2014)
Australian Sports Commission with UTS

Research Method overview  (Darcy, Taylor, Murphy and Lock, 2011)

- Part of larger demand, supply, coordination & regulation study
- Online Questionnaire of People with Disability
  - Questionnaire development – 3 months
  - 1100 people fully completed questionnaires
  - Inclusive research design approach incorporating broader spectrum of disability type and support needs
- Results and discussion presented to NSOs
Online Questionnaire

Available in 9 Formats/Completion Methods
- Standard online
- Auslan online
- Mental Health Online
- Hardcopy
- Hardcopy Large Print
- Braille
- Easy Text
- Easy English Attendant Supported
- Phone Completion
Sample

Main Disability

- 68% congenital
- 35% multiple
- Female 43%
- Male 57%
- ATSI 4%
- Avg Age 31
- Overseas born 12%

- 80% completed by ‘associates’
- Intellectual/ cognitive/ learning 35%
- Mental health 3%
- Other 2%
- Power wheelchair 6%
- Manual wheelchair 15%
- Other mobility aids 6%
- Mobility - Physical related affecting mobility 7%
- Blind or vision 9%
- Deaf or hearing 10%
Disability by Support Needs

For
Findings

> Community/organisation (structural)
> Time (structural)
> Equipment (structural)
> Economic (structural)
> Intrapersonal (intrapersonal)
> Interpersonal (intrapersonal)
> Transport/geographic location (structural)
> Family/gender (structural)
## Constraint dimensions by level of support needs
(see Darcy, Lock & Taylor 2016 forthcoming)

<table>
<thead>
<tr>
<th>Constraint dimension</th>
<th>None (SD)</th>
<th>Low (SD)</th>
<th>Medium (SD)</th>
<th>High (SD)</th>
<th>Very high (SD)</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community/organisation</td>
<td>2.25 (1.16)</td>
<td>2.64 (1.22)</td>
<td>3.04 (1.21)</td>
<td>3.49 (1.27)</td>
<td>3.91 (1.20)</td>
<td>&lt;.001</td>
</tr>
<tr>
<td>Time</td>
<td>2.42 (1.18)</td>
<td>2.19 (1.13)</td>
<td>2.05 (0.98)</td>
<td>2.02 (0.95)</td>
<td>2.10 (1.20)</td>
<td>.025</td>
</tr>
<tr>
<td>Equipment</td>
<td>2.16 (1.44)</td>
<td>2.25 (1.36)</td>
<td>2.49 (1.44)</td>
<td>3.04 (1.66)</td>
<td>3.74 (1.56)</td>
<td>&lt;.001</td>
</tr>
<tr>
<td>Economic</td>
<td>2.72 (1.54)</td>
<td>2.79 (1.42)</td>
<td>3.04 (1.52)</td>
<td>3.28 (1.60)</td>
<td>3.73 (1.68)</td>
<td>.001</td>
</tr>
<tr>
<td>Intrapersonal</td>
<td>1.64 (0.90)</td>
<td>1.76 (0.83)</td>
<td>1.96 (0.84)</td>
<td>2.27 (0.97)</td>
<td>2.45 (1.02)</td>
<td>.001</td>
</tr>
<tr>
<td>Interpersonal</td>
<td>2.29 (1.38)</td>
<td>2.50 (1.32)</td>
<td>2.80 (1.31)</td>
<td>3.11 (1.46)</td>
<td>3.30 (1.51)</td>
<td>.045</td>
</tr>
<tr>
<td>Transport</td>
<td>2.19 (1.28)</td>
<td>2.56 (1.26)</td>
<td>2.83 (1.37)</td>
<td>3.13 (1.30)</td>
<td>3.55 (1.36)</td>
<td>&lt;.001</td>
</tr>
<tr>
<td>Family</td>
<td>1.33 (0.77)</td>
<td>1.30 (0.58)</td>
<td>1.49 (0.73)</td>
<td>1.57 (0.76)</td>
<td>1.65 (0.85)</td>
<td>.014</td>
</tr>
</tbody>
</table>

(n = 262) (n = 319) (n = 296) (n = 165) (n = 80)
Discussion

> Control for interaction effects between disability and support needs
> Level of support needs and disability type were not independent - both variables displayed significant relationships
> Level of support needs – more useful predictor of constraints to participation – Community/Organisation, Time, Equipment, Economic, Intrapersonal, Interpersonal, Transport & Family
> Disability type – Time, Equipment and Transport
> Significant variation between constraints to participation based on disability type & level of support needs
Implications and conclusion

1. First study to examine sport participation across disability types and level of support needs
2. Identifies constraint categories affecting both disability type and level of support needs
3. Examines the interrelationship between disability type and level of support needs
4. Improves our understanding of the complexity of inclusion required for sport for this group
Top 10 Benefits

> Achievement
> Do something stimulating
> Improve health or reduce the risk of disease
> Opportunities to socialise with others
> Enjoy company of friends
> Increase energy level
> Improve self esteem
> Spend time with friends
> Improve heart and lung fitness
> Be with people enjoying themselves

Bottom 10 Benefits

> Do my job better
> Feel more attractive
> Lose weight
> Share activities with family
> Forget my worries
> Have a sense of the future
> Get away from daily life
> Gain muscle
> Increase my knowledge
> Feel better about my body
## Outcome – Understanding Complexity

<table>
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<tr>
<th>Support need level</th>
<th>Theme</th>
<th>Participation benefits</th>
</tr>
</thead>
</table>
| None               | Health/fitness focus | 1 Improve health or reduce the risk of disease  
2 Increase energy level  
3 Improve heart and lung fitness  
4 Improve muscle tone  
5 Build up muscle strength |
| Low                | Self-development   | 1 Achievement  
2 Improve health or reduce the risk of disease  
3 Increase energy level  
4 Improve heart and lung fitness  
5 Improve self-esteem |
| Medium             | Socialising        | 1 Opportunities to socialise with others  
2 Improve self-esteem  
3 Spend time with friends  
4 Enjoy company of friends |
| High               | Socialising        | 1 Opportunities to socialise with others  
2 Enjoy company of friends  
3 Do something stimulating  
4 Achievement  
5 Improve self-esteem |
| Very high          | Adventure          | 1 Do something stimulating  
2 Have an adventure  
3 To feel like I belong  
4 Experience freedom  
5 Encounter exciting things |
All Kids Can Play – Research
Perceptions of Parents with Children with Disability (and some children)

> School sport

> Community sport organisations

> Parents, children, coaches, teachers, volunteers and other interested individuals

> 800 responses

> Analysis of qualitative data
All Kids Can Play

> The approach
> https://www.youtube.com/watch?v=IdDuyCiCFus
> Alex’s story
> https://www.youtube.com/watch?v=_MliA_ZaOZg
"Being a disabled kid playing a mainstream sport makes me HAPPY"
Contribution

- Many excellent examples of creative and innovative practice
- Many more examples of direct and indirect discrimination
- FRUSTRATION…opportunity
- Knowledge and organisation capacity gaps
- Critical capacity
- The competitive ceiling…
- Local networks

Benefits of involvement in the sporting family
Outcomes

> Play and Train approach…at beginning
> Collaborative engagement across disability service organisations, disability sport organisations, sport associations, schools, community sport organisations +++
> Sports and organisations with a fragmented engagement
> Matching Players with sport opportunities at local level
> Targeting a sport with little to no history of engagement (netball) to tackle the "double whammy"
Bringing the models together
Constraints Policy Matrix...

- Personal Care
  - Skill Development
  - Economic Circumstance

- Transport
  - Individualised Funding Packages
  - Flexible Policy Attendant
  - Specialist Equipment Cost

- Communication
  - Staff Training
  - Specialist coaching
  - Program Inclusion
  - Marketing & Dissemination

- Built Environment
  - Location
  - Budget Inclusions
  - Inclusive Equipment
  - Transport (Organisation)

- No Interest in Sport
- Behavioural Issues
- Health Status

- Intrapersonal
- Interpersonal
- Structural

Macro Social Policy

Source: Sotiriadou et al., 2006.
Inclusion Spectrum – Sporting Family
(ASC Disability Sport Unit Cited in Darcy, Taylor, Murphy and Locke, 2011)

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What do we need to do? **PIVEC**

> **Passion**
>   – before "classification" to nourish intrinsic motivation

> **Involvement**
>   – close to home through schools and clubs

> **Variety**
>   – children with disability need to try lots of activities

> **Educate**
>   – parents, other parents, teachers, coaches and volunteers to "normalise" sport as an activity for children with disability

> **Challenge**
>   – barriers and constraints
Questions, responses or comments…
From the AFL Sports CONNECT Launch at the MCG 2009 – The “FIDA League” Football Integration Development Association for people with intellectual disability (Courtesy ASC)
Girl enjoying T-Ball through Attendant facilitation (Courtesy ASC)
References