










**Psychosocial Predictors of Sport Retention in Youth with Intellectual Disability**

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## Acknowledgements

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## Background

- The benefits of sport participation are substantial
- Attrition is common for youth without disabilities, with an average North American rate of 35% annually (e.g., Gould, 1987)
- Many challenges to sport participation for youth with Intellectual Disabilities (ID)
  - Exclusion, less access, sedentary lifestyle (Temple et al. 2006; Walsh, 2005)



## Objective

- So sport may be helpful, it is certainly valued by many
- *What keeps youth with ID involved in sport?*
- Longitudinal analysis over a 3 year period

## Special Olympics

- Commonly used at community levels
  - Proliferation of different streams to sport – Traditional, Unified, Active Start, etc...
- A number of psychological/emotional correlates, with less evidence for physical and intellectual benefits (Tint, Thomson, & Weiss, 2016)
  - Few RCTs
  - High risk of bias



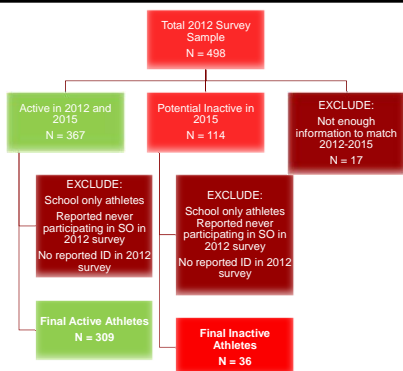
5

## Method

- Invite caregivers of all registered SO Ontario athletes 11-21 years of age to participate in survey in 2012 (N = 2400)
  - Of those who complete Time 1, who remains registered in 2015 database?
  - Time 1 n = 498, though with missing data
- All variables measured in 2012 (before dropout)

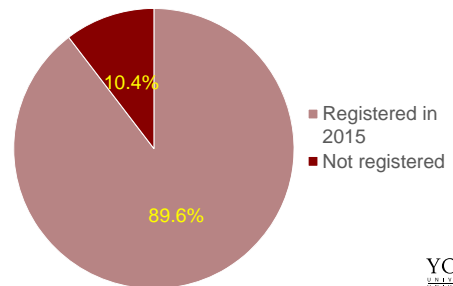


6



7

## Inactive athletes in 2015



8

## What does not differ between groups?

- Athlete characteristics: Age, gender, level of independence, problem behaviours, diagnoses
- Parent and sociodemographics: Age, SES, income, level of parent support for physical activity
- Inclusion and participation **outside of SO**: Friendship quality, access to resources, level of participation outside SO
- Age when athlete first got involved in SO
- Total number of gold medals



9

## How are inactive athletes different?

Does your child participate in non-sport SO events (% yes)	$p = .05$
Frequency of SO participation in the last 12 months (5 point scale)	$p < .001$
Friendship quality in Special Olympics	$p = .007$
Overall Environmental Support Score in SO (%)	$p = .03$

### Example of Supports / Barriers

*Do the following things help or make it harder for your child to participate in SO (Not an issue / usually helps / sometimes helps / usually makes it harder):*

-Physical layout, social demands, weather

*Are the following available and adequate to support your child's participation in SO (Not needed / usually yes/ Sometimes yes / usually no)*

-Transportation, information, equipment, money



10

## How are inactive athletes different?

### Examples from Youth Experiences Survey

#### SO (18 items):

*Identity Experiences:* Has improved their self-esteem

*Initiative Experiences:* Learned to physical push themselves

*Emotional Skills:* Has become better at handling stress

*Interpersonal Relationships:* Learned about helping others

*Social Capital:* Have become more connected with our community

*Team Work:* Has had the opportunity to act as a leader

Overall mean SO positive experiences (YES)	$p = .004$
Mean athlete-coach relationship score	$p = .04$

#### Examples of athlete-coach questions (4 items):

My child is close to their coach(es)  
Coaches are committed to my child



11

## Discussion

- It is about experiences that differentiates
  - Athlete experience and sport specific factors rather than youth and family characteristics
  - And this is within an organization already developed to support youth with ID



12

## Meaningful psychosocial experiences



"I love that my son is part of the team. Community."  
(Parent/Coach)



"They just finished and are celebrating! It's a good feeling to work hard and finish. They did a really great job."  
(Parent/Coach)

Weiss, J. A., Burnham Riosa, P., Robinson, S., Ryan, S., Tint, A., Viecili, M., MacMullin, J., & Shine, R. (In Press). Understanding Special Olympics experiences from the athlete perspectives using photo-elicitation: A qualitative study. *Journal of Applied Research in Intellectual Disabilities*.

13



## Meaningful psychosocial experiences

"Really shows how much of a team they are. They all support each other, come together and are very enthusiastic. It's a very important part of practice."  
(Parent/Coach)



"...Hanging out at practice"  
(Athlete)



14



## Meaningful psychosocial experiences

"To see so many parents supporting their children and enjoying themselves as much as the athletes"  
(Parent/Coach)



"This picture represents a typical Tuesday night practice-fun/fun/fun. That's what it's all about"  
(Parent/Coach)

15



## Limitations

- At most a 20% participation rate at Time 1, likely less
  - Youth and family representativeness is limited
- Participants in SO may not represent typical youth with ID who struggle to seek sport or participate in other kinds of sport
- Lack of experimental design – Time 1 is not a baseline
- All caregiver report

16



## Discussion

- Coaches and parents can foster positive experiences and can play an important role in continued sport participation
- Understanding the factors associated with sustained active involvement in sports is critical for sport retention efforts
- It's not just about being involved vs. not: It's what your involvement is like (Tint, Maughan, & Weiss, 2016)

17



## Thank you! Questions?

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18

