


2016 Sport Canada Research Initiative Conference


Plenary Presentations

- Carly Adams** *Imaging Community: Women's Ice Hockey, High Performance Sport and Rural Survival in Southern Alberta*
- Martin Camiré** *Teacher-coaches' influence on the global development of student-athletes: An examination of perceived dual role benefits and challenges*
- Adam Baxter-Jones** *The effects of adolescent physical growth and maturation on selection into sport and the long-term effects on sports participation*
- Peter Donnelly** *Multiculturalism and physical culture: The case of the GTA*
- Nicholas L. Holt** *Positive Youth Development Through Sport: PYD SportNET*
- Jonathan A. Weiss** *Psychosocial Predictors of Sport Retention in Youth with Intellectual Disability*
- Sue Cragg** *Considerations for increasing sport participation among members of under-represented groups in Canada*



**Imaging Community:
 Women's Ice Hockey, High
 Performance Sport and Rural
 Survival in Southern Alberta**

Carly Adams & Hart Cantelon
 University of Lethbridge




Context

Purpose: Examine the impact of the Warner Hockey School (WHS) on the village of Warner and the potential role of high-performance sport in community survival and revitalization.






Specific objectives – identify and analyze:

- Why the WHS was established and the process that the community undertook to make the school a reality;
- How the 'imagined community' of Warner came to include high performance hockey;
- The role of elite hockey academies in the Canadian hockey system and the impact of such schools on women's hockey;
- The potential role that high performance sport might play in Canadian rural survival.




Methods

- Case study design
- Multiple qualitative data collection strategies:
 - Analysis of school and community documents;
 - Semi-structured interviews with community members, school and hockey school staff, informed hockey experts, and past players (n=32);
 - Participant observation at village council meetings, school events, hockey galas, showcase camps, and games.

Uncertainty despite success

- Since 2003, WHS has helped Warner accomplish its central goal: to retain kindergarten to grade 12 schooling.
- The WHS is a nationally and internationally recognized elite female hockey program (2015 JWHL Champions).
- Over 90% of WHS players pursue hockey careers at post-secondary level in CIS and NCAA, many with scholarships.
- Warner interviewees: WHS has "saved the village."
- But, WHS visibility and team success has not led to community revitalization or development.
- Result: Villager dissonance



Imagining community

- Warner residents have a strong connection to history of the town, family, and school. Strong commitment to future prosperity of the community.
- Hockey players, while invited and welcomed, do not share the same intimate connection.
- Players view Warner as a timely destination, a place to pursue excellence and educational advancement with the end goal of a university scholarship and/or a place on the national team.



A culture of elitism: Opportunity and threat

- In 2003, WHS was one of two female hockey academies in Canada.
- The WHS's future is threatened by the growing popularity of elite female hockey.
- Warner needs to differentiate itself from other schools, many from larger centres.
- Paradox: Success of Warner is a cause for celebration; Future of WHS and the Village of Warner is uncertain



Implications and Next Steps

- Hockey academies are highly sought out as paths to specialized coaching, increased skill development, post-secondary athletic scholarship offers, and possible selection to national and international teams.
- Further research is needed on the impact of high-performance sport academies in rural and urban centres across Canada and the benefits provided for athletes, community members and the associated schools.



Dissemination

- Presentations have been made at national and international academic conferences.
- Presentation at the University of Lethbridge. Warner community members, players, Lethbridge community members and faculty and students from the U of L in attendance.
- Papers and book chapters have been/will be submitted to sport and rural development related journals/books.
- Book project in early stages



Teacher-coaches' influence on the global development of student-athletes:
An examination of perceived dual role benefits and challenges



Martin Camiré
Tanya Forneris

Insight Development Grant



Special Thanks:



Canadian
Heritage
Sport Canada

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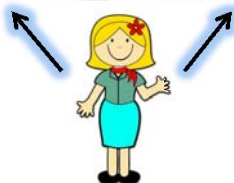
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Teacher-Coaches

Teachers, by profession, who voluntarily take on a coaching roles at their school



Two Phases

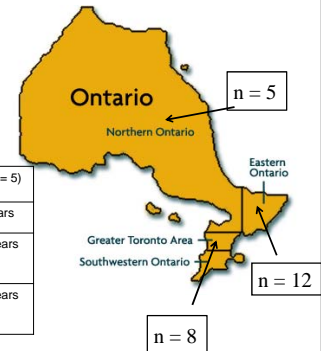
1. Exploratory Qualitative Study
2. Survey Study



Phase One

25 teacher-coaches

Gender	Males (n = 20)	Females (n = 5)
Age	R = 25 – 56 years	M = 37 years
Teaching Experience	R = 1 – 30 years	M = 11.4 years
Coaching Experience	R = 2 – 25 years	M = 11.1 years



International Sport Coaching Journal, 2015, 2, 125-136
<http://dx.doi.org/10.1123/iscj.2014.0096>
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 ORIGINAL RESEARCH

Examining High School Teacher-Coaches' Perspective on Relationship Building With Student-Athletes

Martin Camiré
 University of Ottawa

Adult leaders in sport can exert considerable influence on young athletes' development but this influence is mediated by the quality of the relationship that is formed between both parties. The purpose of the current study was to examine high school teacher-coaches' perspective on relationship building with student-athletes. Teacher-coaches (20 men, 5 women, M_{age} = 37.0 years, age range = 25–56 years) from Canada took part in semistructured interviews. Results indicated how the participants believed being both a teacher and a coach was advantageous because it allowed them to interact regularly with student-athletes. The teacher-coaches devised a number of strategies (e.g., early-season tournaments, regular team meetings) to nurture relationships and believed their recurrent interactions allowed them to exert a more positive influence on student-athletes than adult leaders in a single role. In terms of outcomes, the teacher-coaches believed their dual role helped increase their job satisfaction, positively influenced their identity, and allowed them to help student-athletes through critical family (e.g., alcoholism, divorce) and personal issues (e.g., suicide). The current study suggests that the dual role of teacher-coach is beneficial to both teacher-coaches and student-athletes. However, future work is needed, paying attention to how teacher-coaches can further nurture quality relationships with student-athletes.

Keywords: school, sport, job satisfaction, identity, development

Intrinsic Motivation for Sport

"It's a different relationship, it's a bit closer. We're working hard together [in sport] because we want to. Kids have to take classes. No one has to play sport. They want to play sport. I don't have to coach, I want to coach"



Increased Job Satisfaction

"On my birthday, my football players bought a cake that said 'happy birthday coach'. They had me wear a helmet and shoulder pads and sang me happy birthday. You know, they're the most testosterone guys in the school and they thought about getting me a cake. I had tears in my eyes because I never expected that"



Crisis Prevention

"I had to go to the Children's Aid Society this weekend. I met with social workers who told me 'Listen, this kid is always talking about you, how do you think we can help him?' It blew me away. I didn't realize the impact I could have"



Parental Figure

"I'm aware of at least six kids I know the father is not present. I can't tell you how many times it slipped and some kids called me dad by accident"



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Revue phénEPS / PHEnex Journal

Being a Teacher-Coach in Ontario High Schools:
Challenges and Recommendations

Martin Camiré
University of Ottawa

Time Issues

"I coached girls' basketball, boys' basketball and they overlapped. I remember days showing up for practice at 6:45 and then having practice after school until 18:30. It's November so it's dark, I never saw the sunlight, it's really draining. I used to always get really sick at that time and it's all because of fatigue".



Administrative Issues

"Coaching is becoming harder; it's just stupid red tape bull shit. Now it's a freaking package that is 16-17 pages thick. I've got to send it off and get it approved by the superintendent. It's just been mounting paperwork"



Phase Two

National Survey of High School Teacher-Coaches



International Sport Coaching Journal, 2016, 3, 145-155
<http://dx.doi.org/10.1123/isqj.2015-0110>
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ORIGINAL RESEARCH

Profiling the Canadian High School Teacher-Coach: A National Survey

Martin Camiré, Meredith Rocchi, and Kelsey Kendellen
University of Ottawa

Each academic year, a large number of teachers voluntarily assume coaching positions in Canadian high schools and thus undertake the dual role of teacher-coach. To date, much of the scholarship on teacher-coaches has been conducted with small samples of participants and as such, the conclusions that can be drawn about the status of the Canadian teacher-coach are limited. The purpose of the current study was to profile the Canadian high school teacher-coach using a national sample. A total of 3062 teacher-coaches (males = 2046, 67%) emanating from all Canadian provinces and territories completed a questionnaire examining personal background and work conditions. Results indicated that aspects of teacher-coaches' personal background significantly influenced the benefits and challenges they perceived from coaching as well as the recommendations they suggested to improve their coaching experience. The recommendations put forth by the teacher-coaches to improve their work conditions must be earnestly considered by school administrators to ensure the long-term viability of the Canadian high school sport system, which is largely sustained by dedicated volunteers.

Keywords: coaches, youth sport, development, working conditions

Coaches play an integral role in the personal development of young athletes, a notion recently emphasized as an extracurricular activity, therefore undertaking the dual role of teacher-coach at their school (School Sport in the International Olympic Committee's consensus Canada, 2013). As such, a high school teacher-coach

Descriptive Statistics for Personal Background Information

Measure	Frequencies	
	n	%
N = 3062		
Age		
20s	392	13%
30s	962	32%
40s	1004	33%
50+	654	22%
Gender		
Male	2046	67%
Female	998	33%
Province		
Alberta	611	20%
British Columbia	439	14%
Manitoba	365	12%
New Brunswick	166	5%
Newfoundland and Labrador	82	3%
Nova Scotia	72	2%
Ontario	870	28%
Prince Edward Island	23	1%
Quebec	123	4%
Saskatchewan	300	10%
Territories	11	<1%

Descriptive Statistics for Coaching Background Variables

Measure	Categorical Variables	
	n	%
NCCP Trained		
Yes	2194	72%
No	790	26%
I don't know	78	3%
Reduced Teaching Load		
Yes	92	3%
No	2945	97%
Types of Team(s) Coached		
Boys	798	27%
Girls	628	21%
Both	1121	37%
Co-Ed	468	16%

Note. Percentages are the valid percentages for each frequency. Percentages are rounded, so they may not add up to 100.

Descriptive Statistics for Perceived Teacher-Coach Benefits

Benefits	Continuous Variables	
	M	SD
More Opportunities to Interact with Students	6.53	0.97
Get to Know More Students	6.08	1.33
Enhances Credibility Among Students	5.70	1.37
Affords High Level of Respect from Students	5.53	1.39
Maintains Productive Class Atmosphere	5.35	1.54
Gives a "Cool" Factor	4.87	1.69

Note. Range (1.00 - 7.00)

Descriptive Statistics for Perceived Teacher-Coach Challenges

Challenge	Is this a challenge?		Extent of Challenge	
	n (yes)	% (yes)	M	SD
Meeting Family Obligations	2412	90	5.80	1.43
Managing Time	2444	91	5.57	1.47
Managing Administrative Duties	2404	90	5.71	1.41
Arranging Transportation	2222	83	5.39	1.64
Maintaining Discipline	1829	68	4.85	1.81
Competing Against Community Teams	1724	64	5.01	1.90
Competing Against Sport Schools	1765	66	5.09	1.90
Cutting Students	2116	79	5.18	1.76
Dealing with Students Considered Entitled	2304	86	5.18	1.61
Dealing with Parents	2343	87	5.05	1.63
Accessing Coach Education	2149	80	4.79	1.70
Receiving Recognition	2155	81	4.71	1.83
Receiving Support from Colleagues	2233	84	4.60	1.88
Receiving Support from the School	2210	82	4.69	1.76
Students Crossing Professional Boundaries	2010	75	4.24	1.71

Note. The frequencies and percentages under "is this a challenge" refer to the percentage that endorsed that it was (said yes). Range for the extent of challenge (1.00 - 7.00)

Descriptive Statistics for Teacher-Coach Recommendations

Initiative	Usefulness of Recommendation	
	M	SD
Having Schools Cover Coach Education Fees	6.45	1.08
Recognizing Coach Education as PD	6.28	1.27
Having PA Days for Coach Education	6.26	1.27
Being Compensated in Time	6.00	1.58
Receiving more Resources from School Boards	5.87	1.59
Designating Sport Administrative Assistants	5.61	1.74
Integrating Sport in the School Curriculum	5.47	1.74
Accessing Internet Coach Education	5.40	1.82
Reducing Administrative Duties	5.35	1.78
Being Compensated Financially	5.31	1.99
Having a Daycare on School Premises	3.54	2.39

Note. PD = Professional Development; PA = Professional Activity; Range (1.00 - 7.00).

Study 2

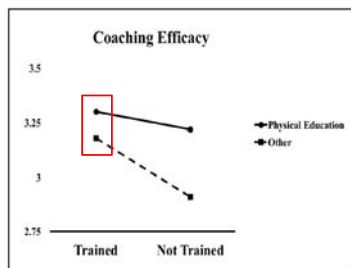
A Comparative Analysis of Physical Education and Non-Physical Education Teachers who Coach High School Sport Teams

(*International Journal of Sports Science & Coaching*, in press)



NCCP Training ➡ Coaching Efficacy

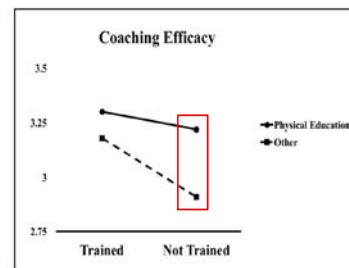
Interaction between Teaching Area and NCCP Training Status on Coaching Efficacy



1. Trained PE-TC reported higher coaching efficacy than trained Non PE-TC.
2. Non-trained PE-TC reported higher coaching efficacy than non-trained Non PE-TC.
3. For PE-TC, NCCP status (trained or not) had no influence on coaching efficacy.
4. For Non PE-TC, trained individuals reported higher coaching efficacy than non-trained individuals.

NCCP Training ➡ Coaching Efficacy

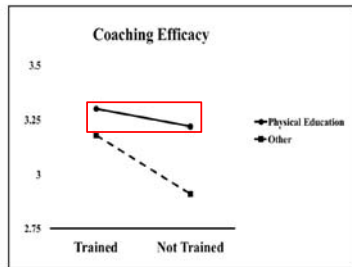
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NCCP Training → Coaching Efficacy

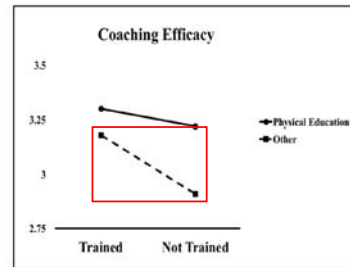
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NCCP Training → Coaching Efficacy

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Study 3

The Contribution of Extracurricular Coaching on High School Teachers' Job Satisfaction

(Educational Psychology, submitted)



Figure 2. Final model with standardized regression weights

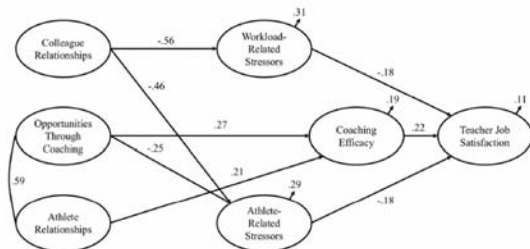


Figure 2. All paths are significant at the ($p < .01$) level. R-square = values above latent constructs.

Implications



For high school teachers, coaching sports benefits relationship development with students.



Teachers feel more efficacious coaching when they are properly trained, especially those without a PE background.



For high school teachers, coaching sports creates new responsibilities and consequently new challenges to manage.



Despite the challenges, coaching high school sports increases teachers' overall job satisfaction.



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Thank You!

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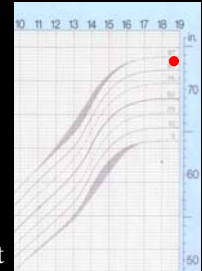
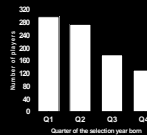
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The effects of adolescent physical growth and maturation on selection into sport and the long-term effects on sports participation

Adam Baxter-Jones¹, Warren Proctor², Lauren Sherar³
¹ College of Kinesiology, University of Saskatchewan
² Sport Division, Sask Sport Inc.
³ School of Sport, Exercise and Health Sciences, Loughborough University

10th ANNUAL SPORT CANADA RESEARCH INITIATIVE CONFERENCE

Team Selection and Long-Term Sports Participation



Wayne Gretzky 6 ft



Average Player 6 ft 1 inches

Average Male Height 5 ft 9 inches

DOB Jan 26, 1961

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Team Selection and Long-Term Sports Participation

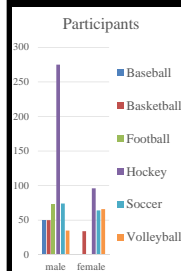


Objective 1: Examining the relationships between growth parameters and team selection

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Team Selection and Long-Term Sports Participation

Methods



Sequence 1 - Tryouts,
 Sequence 2 - 6 months,
 Sequence 3 - 24 months

Measures

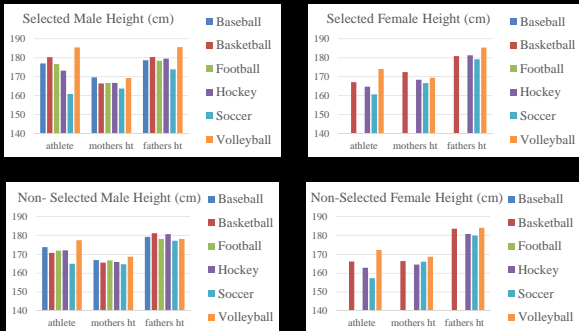
Date of Birth
 Chronological Age
 Biological Age
 Height
 Weight
 Parental Height

Questionnaires

Sport Participation Activities
 Sport Enjoyment
 What am I like
 Parental Involvement
 Coaching

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Team Selection and Long-Term Sports Participation : HEIGHT



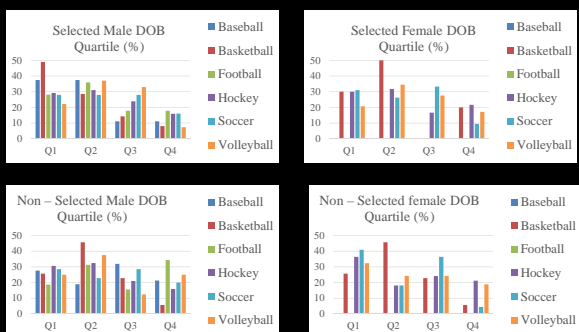
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Team Selection and Long-Term Sports Participation: Maturation



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Team Selection and Long-Term Sports Participation: Birth Month




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Team Selection and Long-Term Sports Participation

- Stature influence selection on to teams
- Maturity status influenced selection on to teams
- Month of birth influenced selection on to teams
- Long-term consequences on participation currently being investigated

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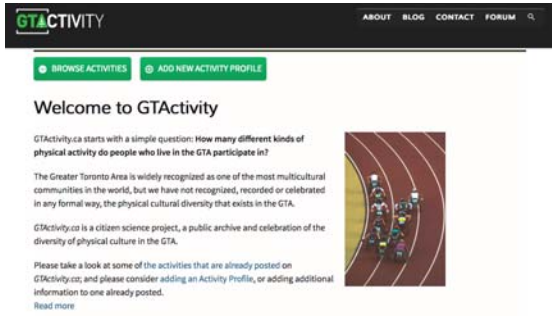
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Multiculturalism and physical culture:
The case of the GTA

Peter Donnelly
Centre for Sport Policy Studies
Faculty of Kinesiology and Physical Education

UNIVERSITY OF TORONTO <https://GTActivity.ca>



GTACTIVITY ABOUT BLOG CONTACT FORUM

BROWSE ACTIVITIES ADD NEW ACTIVITY PROFILE

Welcome to GTActivity

GTActivity.ca starts with a simple question: How many different kinds of physical activity do people who live in the GTA participate in?

The Greater Toronto Area is widely recognized as one of the most multicultural communities in the world, but we have not recognized, recorded or celebrated in any formal way, the physical cultural diversity that exists in the GTA.

GTActivity.ca is a citizen science project, a public archive and celebration of the diversity of physical culture in the GTA.

Please take a look at some of the activities that are already posted on GTActivity.ca, and please consider adding an Activity Profile, or adding additional information to one already posted.

Read more

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Two parts of the project

- 1) Foundational science – collect, identify and classify everything that exists in the area of GTA physical culture
 - student/RA research and citizen science
- 2) Develop a more granular analysis of specific activities relevant to the research questions
 - secondary sources and key informant interviews

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Two sets of research questions

- 1) How many different forms of physical activity do people participate in in the GTA? Who participates? Where did the activity come from? etc.
 - 2a) What are the life cycles of physical activities?
 - 2b) How are physical activities involved (or not) in processes of integration and inclusion?
 - 2c) Policies and politics of multiculturalism and physical culture?



Results and consequences (1)

So far, 120+ posted; some 250+ waiting; citizen science starting; expect up to 1,000 different activities

Effects of GTActivity difficult to anticipate; some possibilities include:

- Site may help to connect communities and individuals across the GTA
- Site may help to broaden our sense of what constitutes physical activity/active living
- Site may become a community resource that identifies and confirms specific GTA communities



Consequences (2)

- There are key reasons for supporting new (1st generation) activities, whether they are integrating or not
- New activities that survive add to the physical cultural repertoire of all Canadians
- The revival of some activities (folk games, children's games, games that are not being passed on to the young) may be a key element of increasing participation.



Results (2)

We are beginning to gain a sense of, and to test some different trajectories in the life cycle of physical activities

The survival of activities beyond the 1st generation appears to depend on that 1st generation beginning to integrate the activity into the larger multicultural community

Jurisdictions differ in their level of support for 1st generation physical cultures, but that support seems to be important for expanding physical cultural diversity, and participation



Thank you

<https://gtactivity.ca>

www.sportpolicystudies.ca

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Positive Youth Development Through Sport: PYD SportNET

Professor Nicholas L. Holt
Child & Adolescent Sport & Activity Lab
University of Alberta



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- Kristine Cheung



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Rationale

- Canada has some of the world's leading researchers in youth sport, and one of the most sophisticated sport systems ("IOC, 2016").
- Yet, there is a research-to-practice gap when it comes to applying knowledge from youth sport research to the delivery of sport in Canada (Holt, 2016; "Sport Canada 2014").



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Positive Youth Development

- To facilitate youth development by providing *experiences* that enable participants in *adult-supervised programs* to gain *transferable personal and social life skills*, along with *physical competencies*.
- These skill and competency outcomes will enable participants in youth sport programs to *thrive* and *contribute to their communities*, both now and in the future.

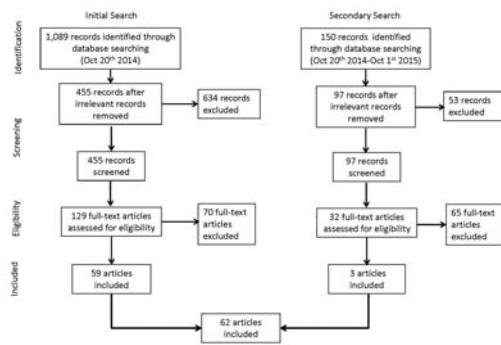
• (Holt, 2016).



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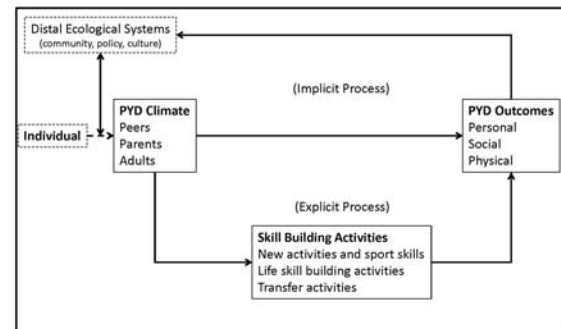


Meta-study of PYD Through Sport



Adapted from: Maher G, Libardi A, Testa F, L. Altman DG, The PRISMA Group (2009). Preferred Reporting Items for Systematic Reviews and Meta-Analyses: The PRISMA Statement. *PLoS Med* 6(6): e1000097. doi:10.1371/journal.pmed1000097

A Model of PYD Through Sport



(Holt et al., IRSEP, 2016, open access)

Talking With Sport Organizations

- 46 PSOs and counting
 - Alberta (10), Manitoba (5), Ontario (12), Québec (10), Prince Edward Island (9)
- 20 NSOs/MSOs

Main Findings

- **Barriers**
 - Time, capacity
 - Knowing ‘what is out there’ and ‘what is credible’
 - Lack of communication from researchers
- **Opportunities**
 - Using research to make or justify decisions
 - Key topics: parent education; retention and recruitment
- **Moving Forward**
 - Easy, shareable ways to present access credible research



Initial Reach

- Infographics average 2,800 views and 110 interactions
 - Infographics targeted to coaches are most highly viewed.
- One infographic, promoted as a SIRC knowledge nugget, received over 9,000 views.
- *The Sport Parent* has received over 3,000 views and 50 interactions

- The Sport Parent:
 - https://issuu.com/thesportparent/docs/the_sport_parent_spring_2016_/1
- @PYD SportNET
 - <https://twitter.com/pydspornet>

Take Home Messages

1. PYD SportNET is an attempt to address the research-to-practice gap.
2. It is about building partnerships and creating linkages
3. Follow us, retweet, read, ask










Psychosocial Predictors of Sport Retention in Youth with Intellectual Disability

Jonathan A. Weiss, Ph.D., C.Psych.

Sport Canada Research Initiative, October 2016


Acknowledgements

- PI: Jonathan Weiss (York)
- Co-I: Yona Lunsky (CAMH/UofT, Robert Balogh (UOIT), Jessica Fraser-Thomas (York)
- Collaborators: Jean Cote (Queen's), James Noronha (SOO)
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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



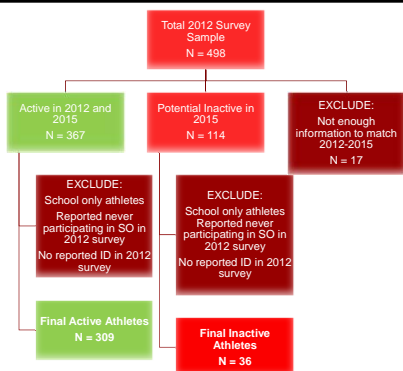
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Method

- 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)

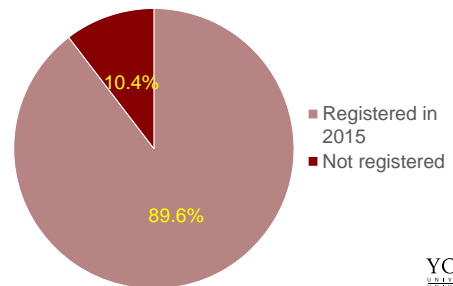


6



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

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

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

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



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



Considerations for increasing sport participation among members of under-represented groups in Canada

Presentation to Sport Canada
Research Initiative (SCRI) Conference
2016



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Purpose

- provide the Sport, Physical Activity and Recreation Committee with a literature review to serve as a common evidence-base for collaborative policy and program development work aimed at increasing participation in sport, particularly among underrepresented groups, and promoting the health of Canadians through sport participation.

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Populations of Interest

- Woman and Girls
- Indigenous Peoples
- Individuals with Disabilities
- Recent Immigrants and New Canadians
- Socially and Economically Disadvantaged
- Rural, remote and isolated residents
- LGBTQ community members
- Older Adults

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Mastery and Challenge

- Competency, physical literacy, cultural capital
 - Lack of opportunities in the early years
 - socio-economic disadvantage
 - physical or health challenges or limitations
 - past residency in other countries
 - sexual orientation, gender identity
- Inclusive ongoing recreation programs that can include players of all levels of skill and ability
- Ensure access

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Engagement and Meaning

- Co-creation of programming
- Holistic approaches
 - Many influences and supports
 - Sport for development and health promotion
- ➔ Involve target-community members
- ➔ Work with interdisciplinary, intersectoral and inter-jurisdictional partners

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Belongingness

- Human rights approaches
- Parallel systems and reverse integration
- Promotion
- Setting a welcoming tone
- ➔ Celebrate and promote diversity
- ➔ Educate staff, participants and the public
- ➔ Ensure representation

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Other

- Environmental Scan
 - Identify unpublished good practice
- Disseminate
- Monitor and Evaluate

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