ICOACHKIDS+ Conference, Frankfurt, Germany

Challenges for Youth with a Disability

18-19 November 2022

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BACKGROUND - CONTEXT

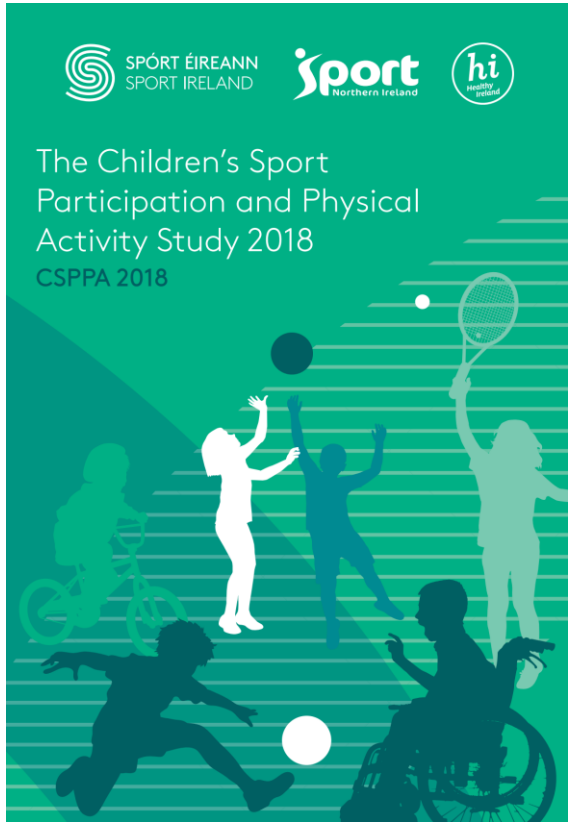
- **Everybody benefits from being active – our job is to both provide opportunities and encourage involvement**

- **The involvement of people with disabilities in sport is behind the curve of the general population – this needs to be addressed!**

- **2018 Children's Sport Participation and Physical Activity Study (CSPPA) Primary and Post Primary Children in the Republic of Ireland:**

- POST PRIMARY COMMUNITY SPORT PARTICIPATION - 61% NO DISABILITY VS 43% WITH A DISABILITY

    - What is the background / context in your country?



01 BE CHILD-CENTRED

02 BE HOLISTIC

03 BE INCLUSIVE

04 MAKE IT FUN AND SAFE

05 PRIORITISE THE LOVE FOR SPORT OVER LEARNING SPORT

06 FOCUS ON FOUNDATIONAL SKILLS

07 ENGAGE PARENTS POSITIVELY

08 PLAN PROGRESSIVE PORGRAMMES

09 USE DIFFERENT METHODS TO ENHANCE LEARNING

I COACH KIDS PLEDGE

10 USE COMPETITION IN A DEVELOPMENTAL WAY

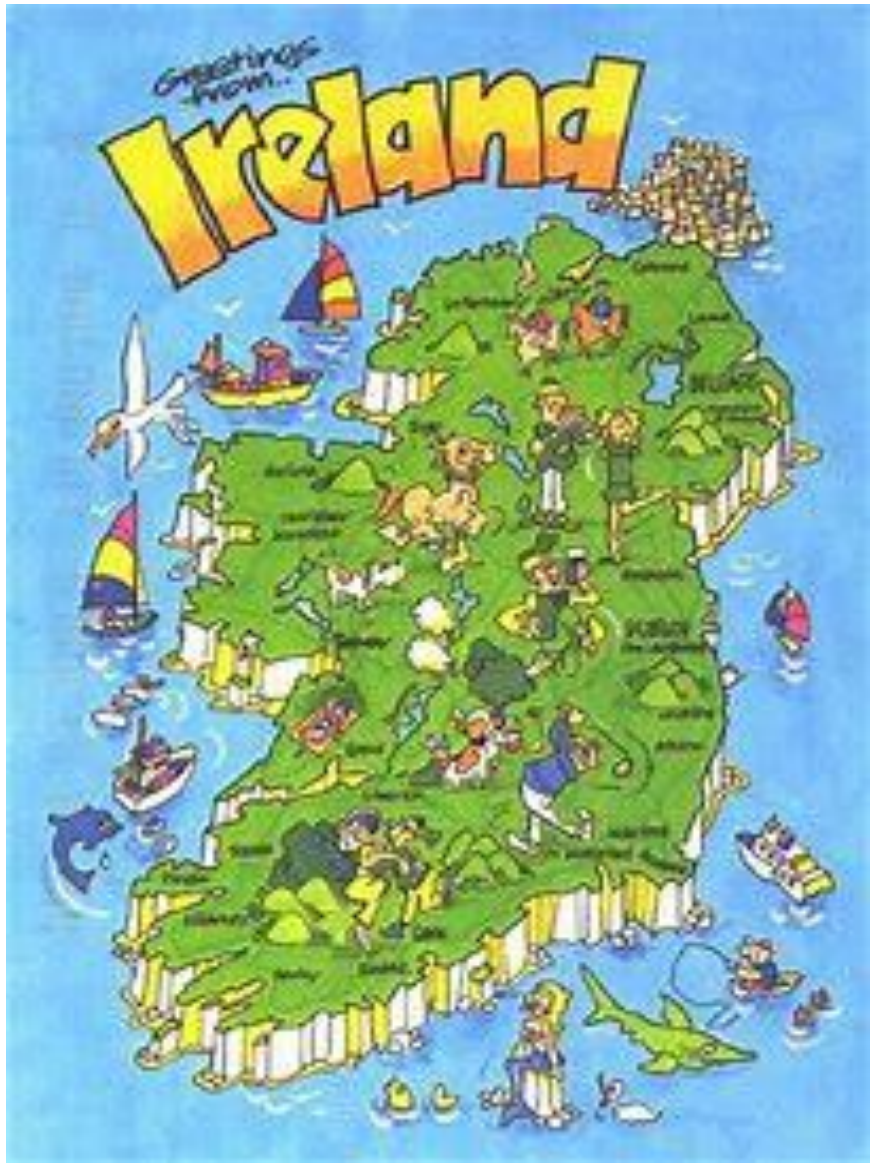
THE PRINCIPLES OF THE PLEDGE APPLY TO ALL CHILDREN AND TEENAGERS – INCLUDING THOSE WITH A DISABILITY

Examine it from perspectives of those involved

- **Person with a disability – barriers:**
  - **Personal – not enough physical literacy THINK-FEEL-DO**
  - **few opportunities**
  - **few role models in local sport**
  - **not developing 'a sense of belonging'**

- **Local environment/clubs:**
  - **no clear policy/approach, so not being made welcome / included**
  - **no adapted versions of a sport or adapted equipment**
  - **few opportunities**

- **Coaches:**
  - **volunteers, not enough content, 'fear' factor – what do I do?**



SPORT FOR PEOPLE WITH DISABILITIES

National

Sport Ireland

NGBs/Federations (Multi-Sport – IWA-Sport, Special Olympics, Vision Sport, Deaf Sport)

NGB/Federations (Single Sport)

HP Support: Paralympics Ireland

Local Sport

Local Sport Partnerships – 29 (Sport Inclusion Development Officers)

Clubs, Schools, Community Groups

Local Support: Cara Sport-Inclusion-Ireland

ACTIONS
National Policies

(2022)

(2017)

ACTIONS - National Policies

All-Island Physical Literacy Consensus Statement

Being physically active throughout life can enrich a person's quality of life. As physical literacy plays a key role in influencing choices to participate in physical activity, it must be clearly defined so it can be understood by everyone.

The purpose of this Consensus Statement is to:

- Provide an all-island definition for physical literacy
- Facilitate a consistent understanding of physical literacy
- Advocate the integration of the definition into policy, practice and research
- Encourage collaboration within and between key organisations and sectors to ensure the strategic development of physical literacy
- Promote a culture of lifelong participation in physical activity for all

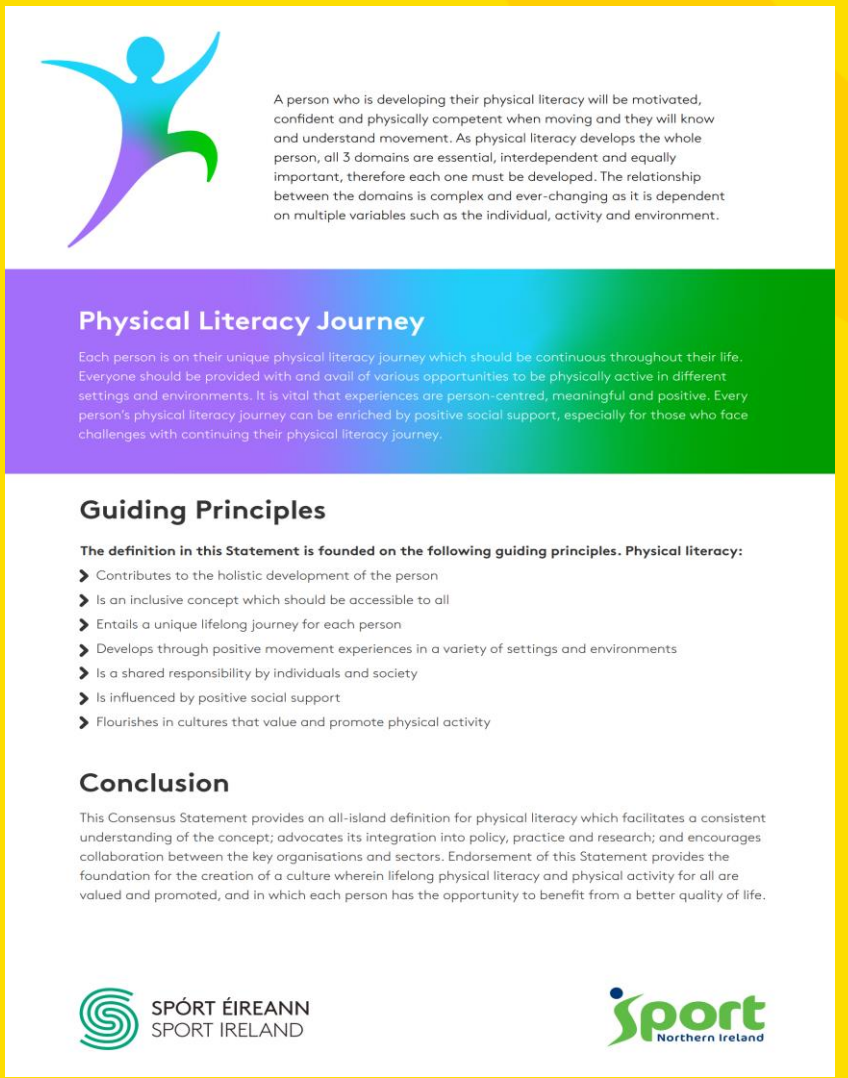
Definition: Physical literacy is the motivation, confidence, physical competence, knowledge and understanding that enables a person to value and participate in physical activity throughout life.

Physical literacy necessitates the development of 3 inter-connected learning domains:

Cognitive Domain
The cognitive domain is the "thinking" aspect of physical literacy and is denoted by knowledge and understanding in the definition.

Affective Domain
The affective domain is the "feeling" aspect of physical literacy and is denoted by motivation and confidence in the definition.

Physical Domain
The physical domain is the "doing" aspect of physical literacy and is denoted by physical competence in the definition.



A person who is developing their physical literacy will be motivated, confident and physically competent when moving and they will know and understand movement. As physical literacy develops the whole person, all 3 domains are essential, interdependent and equally important, therefore each one must be developed. The relationship between the domains is complex and ever-changing as it is dependent on multiple variables such as the individual, activity and environment.

Physical Literacy Journey

Each person is on their unique physical literacy journey which should be continuous throughout their life. Everyone should be provided with and avail of various opportunities to be physically active in different settings and environments. It is vital that experiences are person-centred, meaningful and positive. Every person's physical literacy journey can be enriched by positive social support, especially for those who face challenges with continuing their physical literacy journey.

Guiding Principles

The definition in this Statement is founded on the following guiding principles. Physical literacy:

- Contributes to the holistic development of the person
- Is an inclusive concept which should be accessible to all
- Entails a unique lifelong journey for each person
- Develops through positive movement experiences in a variety of settings and environments
- Is a shared responsibility by individuals and society
- Is influenced by positive social support
- Flourishes in cultures that value and promote physical activity

Conclusion

This Consensus Statement provides an all-island definition for physical literacy which facilitates a consistent understanding of the concept; advocates its integration into policy, practice and research; and encourages collaboration between the key organisations and sectors. Endorsement of this Statement provides the foundation for the creation of a culture wherein lifelong physical literacy and physical activity for all are valued and promoted, and in which each person has the opportunity to benefit from a better quality of life.

SPÓRT ÉIREANN
SPORT IRELAND

sport Northern Ireland

(2022)

(2018)

sport inclusion disability charter

Total Signed Up
1,525

[Sport Inclusion Disability Charter | Cara (caracentre.ie)]

In Ireland – Individuals with disabilities asked for the following:

Openness - Be open to and understanding of all people with disabilities

People - Access training for our staff/volunteers to facilitate the inclusion of people with disabilities

Activities - Develop and deliver inclusive activities

Facilities - Review our facility/venues/equipment to make our organisation more accessible

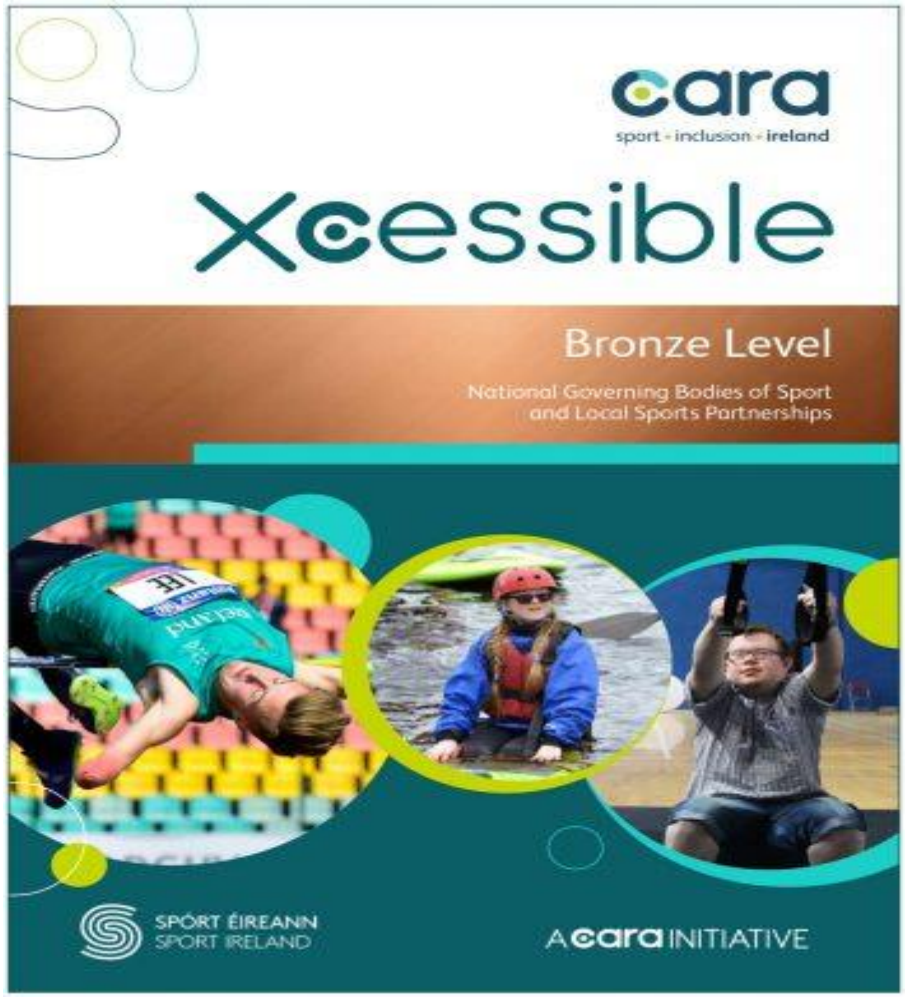
Promotion - Promote the inclusive nature of our activities, in a variety of formats

NGBs/Federations

- **NGBs/Federations can be described as ‘Smart’ if they are responding to changes in society and sport.**

- **Can the NGB/Federation answer in the positive the question:**

“If I want to play your sport, do you want me to and can you provide the opportunity to me?”



Xcessible Programme – Bronze, Silver, Gold Levels Capacity Building

(2021)

Clubs / Schools / Community Groups

Develop:

- Clear policy/approach, so being made welcome
- Grow capacity
- Adapted versions of a sport
- Adapted equipment
- Provide opportunities
- Signpost opportunities

Supported by:

- Sign on to the Sport Inclusion Disability Charter
- Supported by SIDO
- Xcessible programme (Clubs)

Coaches – Provide Positive Movement Experiences

- Open to learning - coach education / development – grow YOUR Toolkit
- Increase emphasis on the relational aspects of coaching (hear the individuals voice / belonging)
- Increase emphasis on identifying the wants of child/teens
- Grow YOUR ability to address their needs (age appropriate, linked to current ability, functionality)
- Adapt activities (STEP = Space-Task-Equipment-People)
- Use suitable versions of a sport (Inclusion Continuum)

I COACH KIDS Learning Resources

CONCLUSION

Call to YOU in YOUR role to champion sport for each and every child – including those with disabilities!

Be that at policy level, development officer level, programme delivery (local sport)

Coaches – further develop and use your Coaching Toolkit

Thank You - Danke Schön

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