

Examining inclusive practices in South Australian sport and recreation clubs

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Overview

Background



Pilot study



Preliminary
results



Summary



Background



Where the study stemmed from



WHERE THE STUDY STEMMED FROM

August 2013- June 2015

TRANSITION PROJECT

Assisting South Australians living with disability transition into community based sport and active recreation programs



Building an
inclusive culture
in sport and
recreation





TRANSITION PROJECT STATISTICS

53
plans created



23
plans started



7
successful



30%
Successful
transitions



TRANSITION PROJECT STATISTICS

Reasons for the **70%** who did not successfully transition:

1. Attitudes of sport and recreation clubs:

- > They have fear →
- > A lack of awareness or education
- > Seen as more time/effort required which they do not have



“Because I don’t know [about disability], **I tend to back off**. I can’t say it frightens me but I would **hate to do the wrong thing**”

(Interview 006- Supporter)

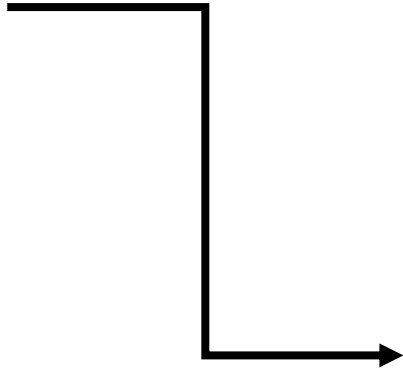
2. Sport structures:

- > Pathways not in place to cater for a range of abilities



IN REVIEW

Assisting individuals
access mainstream
sport



Sport and
recreation clubs



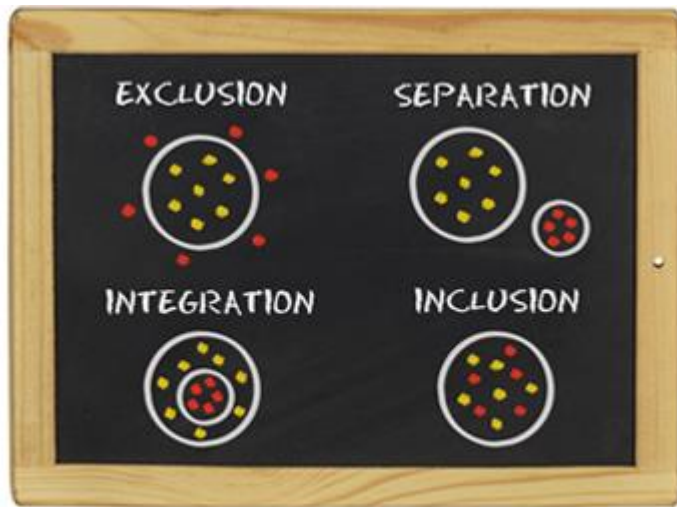
MOVING FORWARD



Examine what sport
and recreation clubs
were doing for best
practice for inclusion



INCLUSION- THE BUZZ WORD



(Government of Western Australia, 2015)



(Australian Sports Commission, 2015)



The AUSTRALIAN SPORTS COMMISSION defines inclusion as:

‘...providing a range of options to cater for people of all ages, abilities and backgrounds, in the most appropriate manner possible.
Inclusion encompasses a broad range of options in many different settings.’



PHOTO: Michelle Payne and brother Steven enjoy the spoils of victory. (ABC News: Margaret Burin)



PHOTO: Steven Payne working at Darren Weir's stables in Ballarat. (ABC: Damian McIver)

However...
what does being inclusive look like?

Pilot study



Aim

Research questions

Participants

Method



AIM OF THE STUDY

Lack of research of what being
inclusive looks like

Explore beliefs and perceptions of
**players, coaches, officials and
supporters**



RESEARCH QUESTIONS

1

Examine the strengths and weaknesses of inclusive practices within clubs

2

Investigate how sport and recreation clubs deliver best practice for inclusion

3

Determine what education tools can be developed for sport and recreation clubs



PARTICIPANTS (n=15)

Netball



Lawn Bowls



Surf Life Saving



Cricket

Athletics



Soccer



OFFICIALS (n=8)

COACHES (n=4)

PLAYERS (n=2)

SUPPORTERS (n= 1)



METHOD

Recruitment



Government of South Australia
Office for Recreation and Sport



Interview

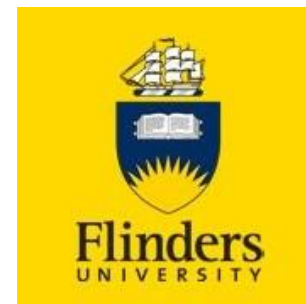


State
Sporting
bodies

Questions trialled



Government of South Australia
Office for Recreation and Sport





METHOD continued

FIRST SECTION

Examines the degree in which inclusion is currently embedded in the club

SAMPLE QUESTION: (on a scale of 1-5, 1 bring not at all and 5 being excellent)
How well do you believe a person with a disability would be welcomed as a; player, spectator, official and supporter

SECOND SECTION

Investigates the overall processes in place to create a club's culture

SAMPLE QUESTION:
Do you believe there are any ways that your club could support its members to be more inclusive?

THIRD SECTION

Determines education tools and resources to ensure sustainability and best practice for inclusion

SAMPLE QUESTION:
If a player with a disability came into your team, is there any additional information that you feel would assist you in your role?

Preliminary results



Key themes



KEY THEME #1

HOW INCLUSIVE A CLUB'S FACILITY IS

Player



Coach



Supporter



Official



The facility meets council standards, therefore we are inclusive
e.g. "disabled toilets- accessible on a physical level (ramps, toilets)"
(Interview 001- Official)

1

Examining strengths and weaknesses



KEY THEME #2

NON-INCLUSIVE LANGUAGE

“normal people” “normal children” “normal school”

“problem” “made allowances”

“If they are **good enough to play, they don’t have a disability**”

(Interview 001, Official)



KEY THEME #3

WELCOMED... BUT ONLY IN CERTAIN ROLES

EXAMPLE OF QUESTION

On a scale of 1-5 (1 being unwelcomed, 5 being extremely welcomed)

If someone living with a disability came to your club, how welcomed do you believe they would be?

Don't recall

Unwelcomed

Somewhat
welcomed

Welcomed

Very
welcomed

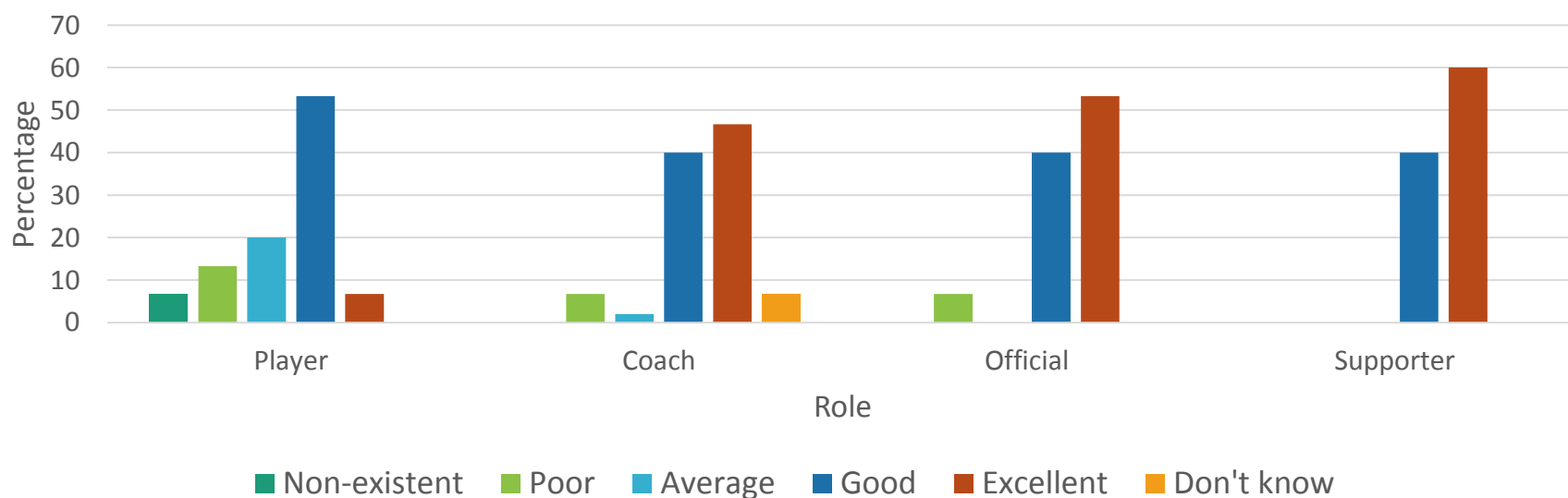
Extremely
welcomed

60%



KEY THEME #3 continued

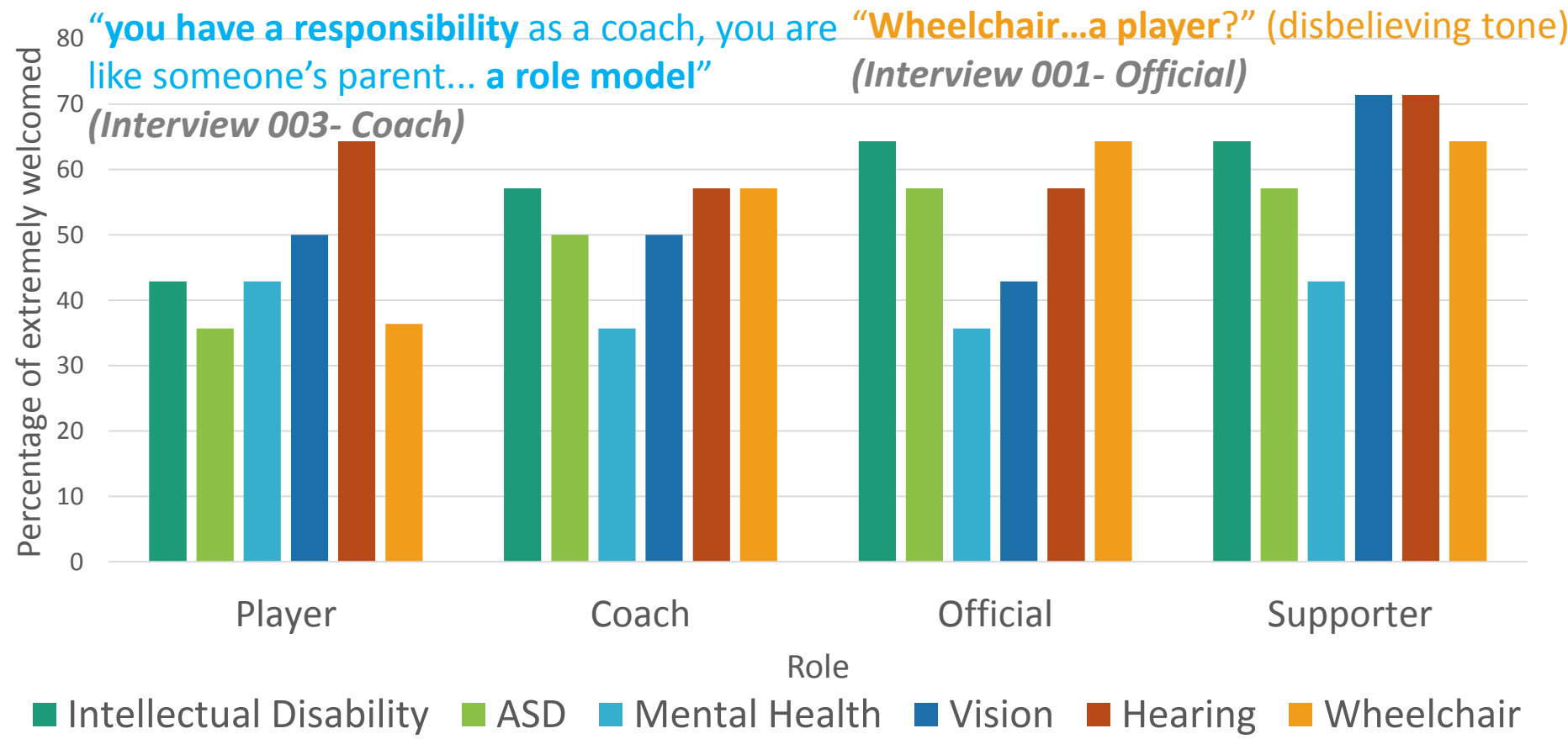
How welcomed people with a disability would be in certain roles in sport and recreation clubs





KEY THEME #3 continued

How welcomed would various disabilities be in certain roles in sport and recreation clubs





KEY THEME #2 and #3

NON-INCLUSIVE LANGUAGE

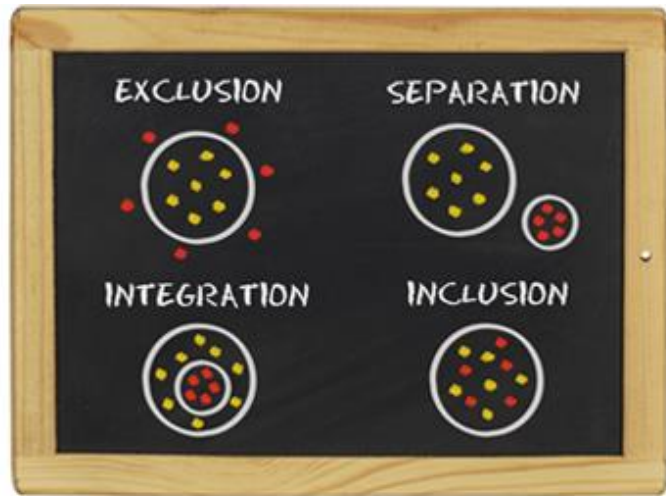
		Frequency	Percent
Valid	18-25 years	2	13.3
	26-35 years	1	6.7
	36-45 years	2	13.3
	46-55 years	2	13.3
	56-65 years	4	26.7
	66-75 years	3	20.0
	76-85 years	1	6.7
Total		15	100.0

WELCOMED... BUT ONLY IN CERTAIN ROLES



KEY THEME #4

VIEWS OF INCLUSION VARIED



Interview 001- Official

Sees inclusion as being “part of the group” rather than competing at the same level e.g. player with ID was held back in juniors **“whole season, he didn’t touch the ball, but he was part of the group”**



Interview 002- Coach

Focused on making them athletes not just ‘part of the group’ e.g. **“no good them training for events they cannot compete in”**



KEY THEME #5

THERE ARE PEOPLE WHO ARE
CHAMPIONING DISABILITY IN SPORT



11 of the 15 participants
reported having no training
in disability



KEY THEME #5 continued



Interview 004- Official

Emphasized understanding the needs of individuals with disabilities rather than applying a “blanket” knowledge

People with disabilities are: “people with skillsets”, “people are people and you work with them with what they have and what you have”



Interview 007- Player

One member at the club makes equipment for PWD. e.g. support for balancing issues, provide something to lean on so they can rest during the game. They want to **“promote longevity of their bowling....keep people going”**



Interview 006- Supporter

Club has had two bowling nights specifically for people with vision-impairment. The club was overwhelmed with volunteers: **“had no end of volunteers wanting to help..”**



KEY THEME #6

HAVING PEOPLE WITH A DISABILITY IN SPORT HAS BENEFITS

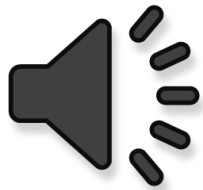


Participant 002- Coach, Athletics

“I believe my group...my squad is stronger for having athletes with a disability in there”

E.g. an athlete with an amputee and the support his squad gave him to meet qualification for an event:

“ [it] broke some barriers that day...it built something in the rest of the squad”





KEY THEME #6 continued

**HAVING PEOPLE WITH A DISABILITY IN
SPORT HAS BENEFITS**

93%

**Reported positive
experiences
around disability**



KEY THEME #7

EDUCATION & RESOURCES

80%

93%

want to know more
about disability

Practical demonstrations



**Workshops from the
State Sporting Organisation**



Fact sheets



Summary



Main points moving forward

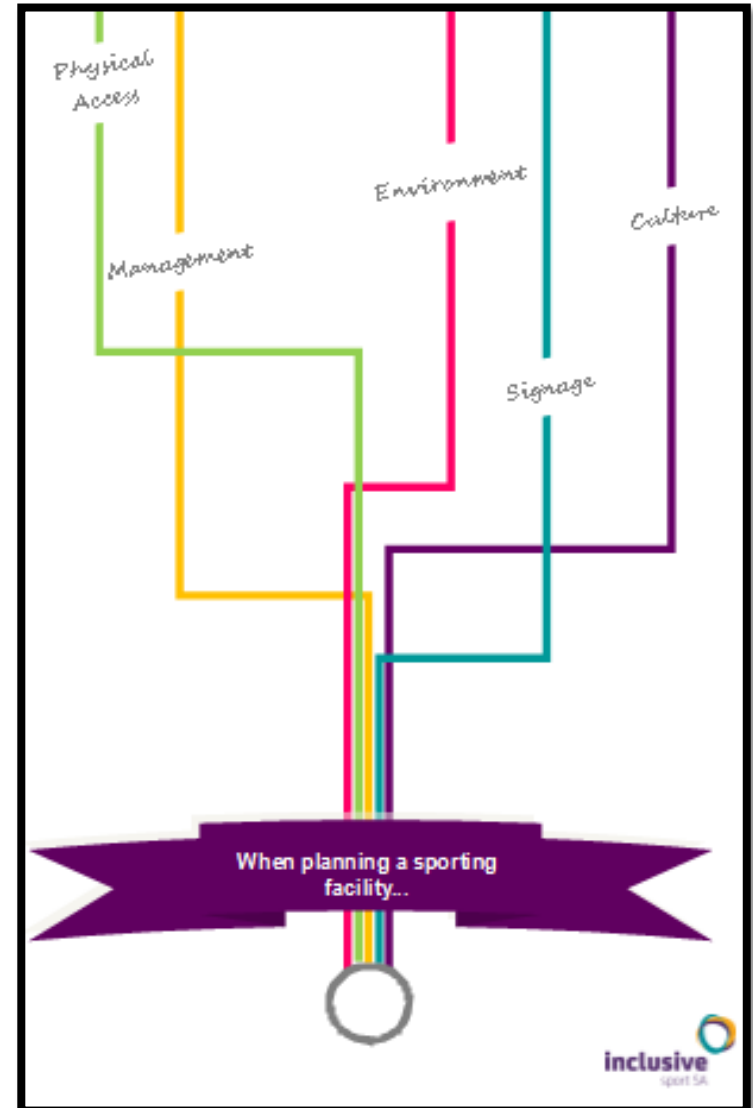


MOVING FORWARD

1 Clubs are trying, however the adoption of inclusive practices is varied, therefore not all are NDIS ready

2 Adequate resources need to be provided, but understanding the HOW to support clubs is vital before doing so.

The Inclusive Club Facility Tool





MOVING FORWARD

3

Do we need the word disability in sport and recreation clubs?

DISABILITY



FOR EXAMPLE

A person who has an Intellectual Disability

You can support them best to learn the next activity by providing step by step picture instructions and visual demonstrations

THANK YOU

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