

## Conditions of participation in sport clubs for people with disabilities



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## Starting point:

- Sport clubs have a high potential for social integration  
(Elling et al., 2001; Kanamori et al, 2012; Kissow, 2015; Østerlund & Seippel, 2013)
- Underrepresentation of people with disabilities in sports, especially in sport clubs  
(In general: e.g. Sotiriadou & Wicker, 2014; Ullenhag et al., 2012. Specifically in sport clubs: Becker & Anneken, 2013)
- Disability sport often remains separate  
(Collins & Kay, 2014; Patel, 2015)



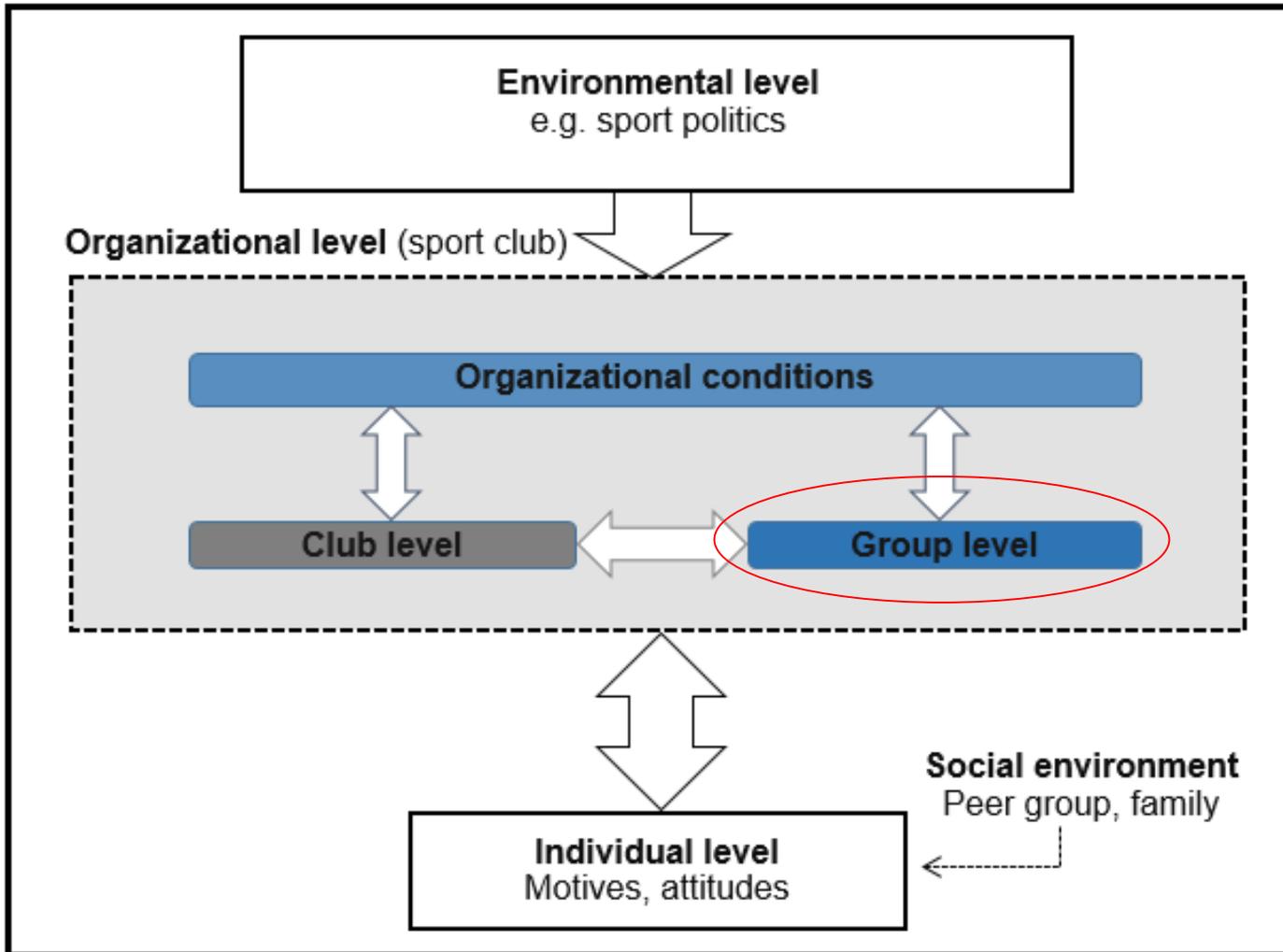
# Research questions

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## Central question:

- *What organizational conditions are relevant for the participation of people with disabilities in sport clubs?*
- *What are differences between the conditions of separate training groups only for people disabilities and integrative ones for people with and without disabilities?*

# Heuristic multilevel model for the analysis of organizational conditions of participation in sport clubs



Model developed based on  
Crawford, Jackson & Godbey,  
1991; Jaarsma, Dijkstra,  
Geertzen & Dekker, 2014; Nagel,  
2006, 2007; Shields & Synnot,  
2014; Smith, Austin, Kennedy,  
Lee & Hutchison, 2005.

# Methodical approach

## Training group level



- **Expectation structures (e.g. adaptations)**
- **Interpretation structures (e.g. training objectives, performance levels)**
- **Constellation structures (e.g. relationships, friendships)**
- **Qualitative content analysis (Mayring, 2010)**



## Social acting



# Sample overview

Setting	ID	Kind of sport	Coaches (N)	Participants (N, sex, age)	Forms of disability
Seperate disability sport groups	1	Floorball	1+2	17 (15♂, 2♀; 9-22 y.)	id, pd, md
	2	Multisport	1+2	15+1 (11♂, 4♀; 8-16 y.)	id, pd, md
	3	Swimming	1+4	5 (♂; 4-27 y.)	id, pd, md
	4	Multisport	3	8 (4♂, 4♀; 14-32 y.)	id, pd, md, sd
	5	Rock climbing	1+4	8 (4♂, 4♀; 18-42 y.)	id, md
	6	Soccer	2	10 (9♂, 1♀; 10-30 y.)	id, pd
	7	Rafroball	3	8 (6♂, 2♀; 20-64 y.)	id, pd, md
	8	Floorball	2	10 (6♂, 4♀; 10-18 y.)	id
	9	Soccer	2	16 (14♂, 2♀; 9-20 y.)	id, ld, md
Integrative mixed sport groups	10	Soccer	1+2	20wd (16♂, 4♀; 10-16 y.) + asylum seekers	id, mb
	11	Track and field	1	13 (6♂, 7♀), thereof 2wd + 1st generation migrant	pd, sd
	12	Swimming	1-2	7 (4♂, 3♀; 9-17 y.), thereof 1wd	md
	13	Swimming	1; 1	6 (2♂, 4♀; 14-50 y.), thereof 3wd; 3 (2♂, 1♀; 9 y.), thereof 2wd	pd; pd, sd, md
	14	Wheelchair line dance	1	18 (4♂, 14♀; 13-65 y.), thereof 1wd	pd, md
	15	Goalball	1+x	15 (10♂, 5♀; 12-53 y.), thereof 3wd	sd

# Results: Interpretation

«The training has to be great fun.»  
(Rafroball coach)

«The talking in between, I think that's also part of it. [...] We are not competitive sport.»  
(Floorball coach)

«[...] that they have moved and started to sweat a bit.»  
(Floorball coach)

«The heterogeneity is a challenge. Their performance levels are quite different.»  
(Soccer coach)

«The differences are enormous – for one thing, regarding the performances and for another, with regard to the disability forms.»  
(Multisport coach)

Category	Separation	Performance groups	Comparison
Training objectives	<ul style="list-style-type: none"> <li>• Fun: 10, 14</li> <li>• Group experience: 10, 14</li> <li>• Competition preparation: 11, 12, 13, 14, 15</li> </ul>	<ul style="list-style-type: none"> <li>• Life performances: 14</li> <li>• Results less important: 10</li> </ul>	<p>(=)</p> <p>=</p> <p>(=)</p>
	<ul style="list-style-type: none"> <li>• End in a draw: 1, 2</li> <li>• Learn to swim: 3</li> <li>• Technique/tactic: 1, 2</li> <li>• Physical abilities: 3</li> <li>• Autonomy: 3</li> <li>• Theoretical knowledge: 3</li> <li>• Motivation: 3</li> </ul>	<ul style="list-style-type: none"> <li>• Posture: 14</li> <li>• Cognition: 14</li> <li>• Confidence: 14</li> </ul>	<p>=</p> <p>=</p>
	<ul style="list-style-type: none"> <li>• Popular sports: 7, 8, 9</li> <li>• Extreme heterogeneous groups: 1, 2, 3, 4, 5, 6, 7, 8, 9</li> </ul>	<ul style="list-style-type: none"> <li>• Regular sport: 10, 12, 14</li> </ul>	<p>≠</p> <p>≠</p>
Performance level			≠

	groups		Comparison
<p><b>Adap- tions for parti- cips with disabi- lities in the planning</b></p>	<p>repetitions for participants with cognitive impairments: 1, 2, 4, 5, 9</p> <ul style="list-style-type: none"> <li>• Less complexity of exercises for participants with cognitive impairments: 4, 6, 9</li> <li>• More patience needed for participants with cognitive impairments: 2, 3, 4, 5, 9</li> </ul>	<p>«I can't give them a new exercise every time, because then they don't get it. [...] I have my five to ten exercises that I always practice with them.» (Floorball coach)</p> <p>«I consider what I would do with a group without disabilities. Then I simplify it or change the rules.» (Multisport coach)</p> <p>«The warming up has to be wheelchair accessible.» (Rafroball coach)</p> <p>«Sometimes I have ideas what I would like to do and then I enter the gym and have the feeling, no, this won't work at all. Then I just do intuitively what gives them pleasure.» (Floorball coach)</p>	<p>(=)</p> <p>=</p> <p>(=)</p> <p>(=)</p>
<p><b>Adap- tions on site</b></p>	<ul style="list-style-type: none"> <li>• Consideration of needs and wishes: 2, 3, 4</li> <li>• Incalculability of participants: 3, 4, 5, 9</li> <li>• Adaptions according to form of the day: 2, 6, 8</li> </ul>	<p>«Somehow I imagine what to do and when I enter I think, no, that's not on! Then [I adapt]. [...] We are doing this for such a long time that we can also do something else.» (Floorball coach)</p>	<p>=</p> <p>≠</p>

# Results: Constellations

Category	Seperate groups	Comparison
<b>Interactions of participants during training</b>	<ul style="list-style-type: none"> <li>• Friendly, respectful, fair, mutual assistance: 1, 2, 4, 5</li> <li>• Consideration (for athletes): 1, 2, 7</li> <li>• High acceptance/tolerance: 7</li> </ul>	<p>=</p> <p>=</p> <ul style="list-style-type: none"> <li>• Interactions between participants with and without disabilities are no problem: 11, 12, 13, 14</li> <li>• Support for participants with disabilities from participants without disabilities: 11, 14</li> </ul>
<b>Particular characteristics</b>	<ul style="list-style-type: none"> <li>• Participants – especially intellectual disabilities – are very direct and honest</li> <li>• Lower level of self-confidence: 2</li> <li>• More gratitude noticeable: 1</li> </ul>	<ul style="list-style-type: none"> <li>• More enjoyment noticeable: 14</li> </ul>

«He [strong player] doesn't go hard for the others. They show a lot of consideration for the others – for the women, too.» (Floorball coach)

«One boy always likes to guide the others. This is an advantage - the consideration and taking responsibility for others.» (Multisport coach)

«Everything is more straightforward. They just say exactly what they are thinking.» (Multisport coach)

«They show completely clear if they like you or not. [...] One knows exactly how things stand.» (Floorball coach)

# Conclusion and outlook

## ➤ **Expectation structures** (organizational capacity)

→ *group level*: coach/athlete ratio; adaptations of exercises differ more between different disability forms than between settings > fewer exercises with less complexity for participants with cognitive impairments

→ *club level*: limited financial resources in regular sport clubs (see also Baumann, 2004; Becker & Anneken, 2013; Cunningham, 2011; Papies, 2012)

## ➤ **Interpretation structures** (organizational values)

→ *group level*: heterogeneity is greater in separate groups; integrative groups are more competitive > competition preparation has priority in the training objectives, whereas in separate groups training objectives are mostly pleasure/fun

→ *club level*: lack of knowledge for coaches (see also Cunningham, 2011)

## ➤ **Constellation structures** (membership roles)

→ *group level*: interactions are friendly and respectful, mutual support

→ *club level*: fear of contact (see also Papies, 2012)



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