This report has been prepared for the Australian Sports Commission by Ken Black (kenblackemail@gmail.com).

Ken would like to thank most sincerely all the participants, Sports CONNECT personnel and colleagues from the Australian Sports Commission for their time and effort in support of this project.

The Australian Sports Commission is the Australian Government agency that manages, develops and invests in sport at all levels. It was established in 1985 and operates under the Australian Sports Commission Act 1989. The Commission’s national leadership role is achieved through six operational areas: the Australian Institute of Sport, Sport Performance and Development, Community Sport, Corporate Services, Commercial and Facilities, and Finance. The Australian Sports Commission forms part of the Health and Ageing portfolio.

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Executive summary

This report represents the extended consultation phase with the disability services sector regarding the potential development of sport-based educational resource material to assist practitioners and service users to access more opportunities in physical recreation and sport.

The disability services sector represents the majority of people with disability in Australia, and comprises national and state and territory-based organisations from the voluntary and statutory sector. The consultation process was part of a concerted effort by the Australian Sports Commission, through the Disability Sport unit and Sports CONNECT network, to engage with this sector with the aim of facilitating and supporting effective system partnerships between sport and disability.

Process

The consultation consisted of three elements:

- focus group and one-to-one meetings
- follow-up questionnaire
- specific research targeting service users.

Between 25 June and 30 September 2009, 38 consultation meetings were conducted across every state and territory, and involved:

- 73 disability-sector organisations and agencies
- 196 individuals representing disability services organisation administrators and practitioners, service users, parents and carers, state and territory departments, and a small number of sports and disability sports organisations.

Fifty-five follow-up, and a few first-time, questionnaires were received from disability services personnel, parents and carers, and members of the Sports CONNECT network. In addition, a specific interactive information-gathering session was conducted with 31 service users. The consultation meetings were conducted using an emancipatory and participant-focused method, and a semi-structured interview technique.

Main findings

The focus of the discussions and questionnaires was to elicit views and comments about the proposed development of educational resources to facilitate the inclusion of people with disability in sport. Although based around a number of specific themes, the focus group discussions enabled participants to contribute observations and comments without restriction. This report reflects some of the wider topics that emerged.

Definition of sport

Participants felt that a broader concept (or definition) of sport would enable them to better meet the needs of individuals with diverse abilities, interests and preferences. This is an important message for sport to consider when promoting and, where necessary, modifying services to a wider population.
Executive summary

Motivating service users
Two major factors were crucial in motivating service users:

- social interaction — making friends, team spirit and ‘mateship’ were the main reasons people participated
- participation opportunities — enabling people to experience an activity had the most impact on generating enthusiasm for sport.

Local opportunities
There was a concerted call for more information about local opportunities in sport and physical recreation. There was also a request for help in establishing local organisation and practitioner networks to share expertise and pool resources.

Communication
It was interesting to note that the most commonly used method of receiving information within organisations, and particularly among staff and service users, was word of mouth.

Resources
Suggestions concerning resources fell into three main categories:

- Creation of a ‘platform’ whereby local information and local networking can take place — this could be virtual in nature, although there was a high degree of support for regular, actual gatherings (provided that they had a purpose).
- Resources to assist practitioners working at point-of-contact with service users, giving them ideas and strategies to use (for example, modifying existing sports) — this presents an opportunity to engage sport in support of the development of these practical tools.
- Gathering and sharing good-practice case studies — the many examples of good practice in the field raised during meetings and in questionnaires could act as the basis for developing this important aspect of the resource material.

Most participants believed that all resources produced should be available in a range of formats, including web based, printed (for example, activity cards), and electronic media (for example, DVD or CD-ROM). Organisations representing people with specific sensory or cognitive impairments also pointed out that all resources should be produced in accessible formats (including web-based material).

Many suggestions were made about resource content, the most frequent being to include:

- sport-specific information
- information about how to adapt and modify activities for a range of abilities
- information about specific impairments
- a ‘home pack’ for parents and carers to enable them to play constructively with their children.

The development of specific resources can act as a catalyst for cooperation between the disability and sports sectors.
Part One: Background

This project report should be seen in the context of:

• the evolution of Sports CONNECT
• the existing relationship between people with disability and physical recreation and sport
• the creation of a new interface between Sports CONNECT and the disability services sector.

Evolution of Sports CONNECT

Sports CONNECT is the most recent phase of a process of evolution and refinement through which the Australian Sports Commission has addressed the inclusion of people with disability in sport and physical recreation.

Its roots lie in the Coaching Athletes with Disabilities program, and the development of the parallel Willing and Able program in 1995, which provided education and training workshops specifically targeting the inclusion of young people with disability in physical education and sport.

Willing and Able evolved into the Disability Education Program (DEP) in 1999, which delivers workshops designed to address inclusion in specific settings. These include sports clubs and leisure facilities (Opening Doors), sports coaches (Inclusive Coaching), and inclusive activities, particularly for those with higher support needs (Sports Ability).

Project CONNECT emerged in 2003 as a vehicle for more intensive interactive development with national sporting organisations. Initially this was a three-year process where sports worked towards the creation of inclusive policy and practice at national, state and territory level. Project CONNECT was supported by the staff of the Disability Sport unit with limited funding.

In 2005, by which time 16 national sporting organisations were involved in the process, Project CONNECT made the transition to Sports CONNECT, which extended the process to five years, with additional funding and the support of a dedicated case manager. There are now 25 national sporting organisations involved in the Sports CONNECT network.

For further information about the background and history of the Disability Sport unit’s work, see ausport.gov.au/participating/disability/about/history.

Keynote

Perhaps the crucial component in the evolution of the Sports CONNECT framework is its dependence on a network of agencies, coordinators and presenters in each state and territory. This human resource is the foundation on which the work of the Disability Sport unit and Sports CONNECT is built, and has important significance within the context of the Disability Sector Education Resource Project and this report.
People with disability, physical recreation and sport

The 2003 Survey of Disability, Ageing and Carers estimated that one in five Australians had a disability (3.951 000 or 20%). However, there are very few studies that provide an indication of national participation levels in sport and physical recreation.

Packer et al., in a 2006 study into physical activity levels in children and adolescents with disability in Western Australia, found that only 50% of more than 300 subjects surveyed had physical activity levels above Australian guidelines. For young people aged 5–18 this is 60 minutes per day, and for adults this is 30 minutes on most days.

There have been large-scale surveys of participation in physical activity among the general population in Australia. For example, the Exercise, Recreation and Sport Survey, a joint initiative of the Australian Sports Commission and state and territory departments of sport and recreation, estimated in 2007 that 43.5% of the population participated in regular physical activity (at least three times per week). However, this survey does not specifically include data concerning the participation rates of people with disability, focusing on age and gender demographics.

The Australian Bureau of Statistics reported in 2006 that only 54.6% of people with disability or long-term health conditions participated in sport and physical recreation, compared to 70.2% of those without disability (based on 2002 General Social Survey figures).

Sport England commissioned a survey, published in 2001, that targeted participation rates of ‘disabled people’ (sic) in England in physical activity and sport. The overall participation rate of adults was 22% of the disabled population (based on activity on at least four occasions in the four weeks prior to interview).

The most extensive recent comparison is provided in the Active People and Taking Part surveys in the United Kingdom. The Taking Part survey, conducted in 2005–06 by the Department of Culture Media and Sport and National Statistics, showed that the participation rate of people with a ‘limiting disability’ aged 16 and above was 31.3%, compared to 51.9% of the non-disabled population.

The Active People survey, developed by Sport England and ongoing since 2005, revealed that as few as 9.1% of people with disability participated in regular physical activity (30 minutes on at least three occasions per week) compared to the national average of 21.3%.

Both of these surveys are significant for their very large sample groups (360 000 subjects in the case of Active People).

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1 Australian Bureau of Statistics 2003, Disability, Ageing and Carers: Summary of Findings, (cat. no 4430.0), ABS, Canberra.
The main message emerging from all of these data-collection exercises (notwithstanding some issues around methodologies that excluded a significant minority of people with disability), is that participation in sport and physical recreation of people with disability is much lower than that of people who do not have a disability.

**Keynote**

There is a lack of significant, targeted information about the sport and recreation habits of people with disability across Australia. The Australian Bureau of Statistics 2006 report, for example, is generalised from existing national figures. A more detailed national and state and territory focus would be helpful in determining trends and enabling sports administrators to respond more strategically. An enhancement of the Exercise, Recreation and Sport Survey process may be one option.

More importantly, direct input from a significant population of people with disability would provide up-to-date information about their needs and preferences. Information of this nature provides much of the basis of this report. However, a more extensive empirical study is needed. Some further focus group consultation is planned, and this should include a wider representation of people with disability.

**Sports CONNECT and the disability services sector**

The Sports CONNECT framework, and its predecessor programs and initiatives, previously concentrated on providing support for inclusive activity to sports providers — national sporting organisations, state and territory sporting associations, disability sports organisations, sports clubs, and leisure facility management and providers. This represented emphasis on the ‘supply’ side of the sporting equation.

However, a concerted effort is now being made to engage with the disability services sector, or the ‘demand’ side of the equation; in other words, the many organisations supporting people with disability in the community, service users, and their parents and carers. Therefore Sports CONNECT is now concerned with helping both people with disability and the sports industry to prepare for inclusion.

As mentioned previously, a significant element of the Sports CONNECT system is delivered through state and territory coordinators and their regional and local links. One example of this at local level is the Building Inclusive Communities model. Here the coordinator might work with a state-based sports association to develop a disability action plan. At the same time, the coordinator may be following a similar process with a number of local disability services organisations that are looking for sport and physical recreation opportunities for their clients. The aim is to connect these two elements and enable them to begin to build an interactive relationship that benefits everyone. This project report represents part of this engagement process.
Part Two: Project outline

In 2008, the decision was taken to develop an initial information-gathering exercise through interactive forum sessions conducted in each state and territory. The forum sessions involved the use of Turning Point interactive keypad technology to gather opinions on people with disability and sport and recreation from representatives of the community organisations providing them with support. More than 100 organisations took part in the process, which concluded in September 2009 (see Appendix 1).

The Disability Sector Education Resource Project represents a targeted follow-up to this initial information-gathering exercise.

Aims

The Sports CONNECT Disability Sector Education Resource Project had three initial main aims:

- to identify factors that impact on the participation of people with disability in sport and recreation
- to design and develop a flexible education package suitable for delivery to the sport and disability sectors
- to test the delivery of the education resource material to the sport and disability sectors.

These aims were to be achieved by:

- reviewing existing material
- consulting with the disability and, where relevant, sports sectors
- designing, developing and testing new material.

However, in discussions with the Disability Sport unit, the consultant felt that the project should consider some additional issues:

- A more extensive consultation process was required. The ‘supply’ side had received the majority of support through the Disability Education Program and the Sports CONNECT framework, therefore the emphasis should be on consultation with the ‘demand’ side to gather views about the need for, and nature of, the proposed resource.
- In addition to resource material already produced (see ‘Pre-project feedback’ on page 8), the concept of sport-based educational material for use by the disability sector should be explored.
- The process should commence from the position that the views of those consulted would have a direct bearing on the direction of the project. In other words, that the end result of the project was not pre-determined and other outcomes may be possible (see reference to emancipatory disability research under ‘Methodology’ on page 5).

It was therefore decided, with the assistance of the Sports CONNECT network and in particular state and territory coordinators, to embark on an extensive consultation with disability services organisations, service users and their parents and carers.
The sub-text behind this focused consultation was to ask individuals representing these groups what kind of resource would:

- help them to build on any previous sports background
- develop positive perceptions of sport and physical activity
- recognise and develop solutions to perceived barriers to participation
- promote understanding and enjoyment of the benefits of sport and physical recreation.

**Methodology**

A number of parallel consultation methods were employed:

- interactive focus group meetings using a semi-structured thematic format
- one-to-one discussions based on the themes used in the focus groups
- a follow-up questionnaire
- additional questionnaire material developed for those unable to attend focus group meetings.

Questionnaire material was amended to address three distinct populations:

- disability services personnel
- parents and carers of service users
- Sports CONNECT network personnel.

The focus group sessions were based on a semi-structured interview incorporating a number of common themes (see ‘Part Three: Feedback’ on page 8). Around 32 hours of focus group and one-to-one meetings were digitally recorded to check details and enable the use of verbatim quotations, some of which are used in this report. Service users attended meetings in almost all of the states and territories visited.

A specific feedback exercise was developed targeting adults who have intellectual impairment. This utilised the Turning Point interactive keypad technology but was designed to maximise participation of the target group (see ‘Interactive keypad research’ on page 8).

**Keynote**

The philosophy guiding the consultation was based on the emancipatory disability research approach. This approach is based on principles of empowerment that place the subjects (in this case those who were consulted), at the centre of the research.9

Significantly, the comments and suggestions made at the focus group and individual meetings moved the emphasis from the development of educational material to the creation of a human resource network.

---

Organisations, agencies and individuals

These consisted of a number of broad groups:

- disability services organisations
- service users
- parents and carers
- state and territory departmental personnel
- disability sports organisations
- special education staff.

One session was attended by two Active After-school Communities staff.

The disability services representatives were the most varied and reflected the plethora of organisations working in support of children and adults with disability. They included organisations supporting adults with disability in community settings, children’s services, disability-specific organisations, and others with a direct recreation and sport focus. (The full list of organisations that attended sessions is shown at Appendix 1.)

The participants from these organisations and agencies varied in role from administrators to point-of-contact practitioners.

Participant numbers

A total of 38 group or one-to-one meetings were held.

The numbers attending feedback sessions varied. The largest single group consisted of 11 people, and there was also a large number of one-to-one meetings.

Table 1: Focus group and one-to-one interview sessions

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disability services administrators and practitioners</td>
<td>111</td>
</tr>
<tr>
<td>Service users*</td>
<td>47</td>
</tr>
<tr>
<td>Parents and carers</td>
<td>18</td>
</tr>
<tr>
<td>State and territory departmental staff**</td>
<td>9</td>
</tr>
<tr>
<td>Disability sports organisation staff</td>
<td>5</td>
</tr>
<tr>
<td>Special education</td>
<td>4</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>196</td>
</tr>
</tbody>
</table>

* Includes service users who participated in the modified keypad sessions

** Excludes staff involved in facilitating the meetings
Follow-up questionnaire

Following focus group or one-to-one meetings, a follow-up questionnaire was sent to everyone who had participated (see ‘Appendix 2: Sample questionnaire’ — disability services, on page 48). A modified version of this questionnaire was also sent to parents and carers.

To gather views directly from the Sports CONNECT coordinators who had facilitated the meetings but had not taken part in the feedback process, a third version of the questionnaire was developed to enable them to comment on the resource project from a state and territory strategic viewpoint.

Locations

Focus group and individual meetings were held in Adelaide, Brisbane, Canberra, Hobart, Melbourne, Perth and Sydney. In an effort to consult in regional settings, meetings were also held in Alice Springs and Toowoomba.

Timeline

The timeline for the consultation phase of the project ran over a three-month period. The first meeting was held on 25 June 2009 and the last on 30 September 2009.
Part Three: Feedback

Pre-project feedback

Consultation with the Sports CONNECT network

A revised aim of this project was to determine the demand for, and nature of, resources that could be employed by the disability sector to facilitate the inclusion of people with disability in physical recreation and sport within their own networks and programs.

Prior to the commencement of the consultation process, the Sports CONNECT network was asked to review material initially developed by the Disability Sport unit then revised by the Sporting Wheelies and Disabled Association, an organisation responsible for Sports CONNECT coordination in Queensland. Comment on the final version of the material was provided by state and territory Sports CONNECT personnel.

This material can best be used as a tool for the Sports CONNECT network to facilitate engagement with the disability services sector. This report will not focus on the content of the material as it has already been extensively reviewed. However, once the focus of the resource material has been clearly established, the material should be incorporated and utilised.

Interactive keypad research

Forum sessions employing Turning Point interactive keypad technology were held in each state and territory in 2008–09. The main difference between the interactive keypad approach and that of the focus group meetings covered in this report is that the keypad sessions used multiple-choice options from which participants selected a preference. The focus group sessions, although following a semi-structured theme format, enabled more open-ended comment.

In order to stimulate comment, and as part of a comment-verification process, the findings of the interactive keypad forum sessions were referred to from time to time during focus group meetings.

Focus group sessions and one-to-one interviews

The focus group sessions and one-to-one interviews were based on a semi-structured format. Although participants were encouraged to comment freely, a number of broad discussion areas were identified from the outset in order to facilitate a comparison across all the meetings.

The broad discussion areas were:

- an agreed definition of sport
- attitudes around participation in physical recreation and sport
- barriers to participation
- format of the proposed resource
- users and recipients of the proposed resource
- content (broad themes)
- sharing of good practice.
Discussion around these topic areas was based on the underlying theme of the efficacy of a sport and recreation-based educational resource. In addition, a section was added noting the most commonly mentioned sport and recreational activities that could provide a basis for future engagement with the sports (supply) sector. Each session also provided a brief explanation of the background to the Disability Education Program and Sports CONNECT.

Each of the following topic areas list key or frequent comments raised and, where relevant, proposed solutions. The comments are mainly based on those mentioned in at least two different states or territories, but in most cases they were raised in at least half of the states and territories visited.

**An agreed definition of sport**

The sessions began with this topic as a means of establishing perceptions in the disability services sector towards sport, clarifying from the outset the way in which both the supply and demand sides viewed sport. In the context of a resource development project, it was important to check that there was a common understanding.

**Responses**

**Nature of sport**

- One participant felt that, preceding any sport definition, there should be a project mission statement to inspire people to be involved and promote inclusion.
- Many felt that ‘sport’ means different things to different people — it is ‘individualised’.
- There was a strong feeling that the definition should reflect the physical nature of activity. The physical element was seen by some as vital. Passive spectating is not sport; sport involves some kind of movement. However, others thought that there should be an active and passive aspect.

**Social**

- The social aspect — the nature of activity and sport as a ‘social vehicle’ — was continuously highlighted.

  **Key quote**

  ‘The social aspect of sport is its most valuable gift.’ (Forum participant, NSW)

- There was an emphasis on play and having fun. Sport should be an enjoyable activity. There was a recognition that some people with disability enjoy the moment — an existentialist definition of play.

  **Key quote**

  ‘Sport is about getting out and having fun.’ (Forum participant, ACT)

- A sense of achievement was also considered important.
- Others believed that sport should be about anything that promotes physical wellbeing, and that participation was about improving quality of life.
- It was also a type of self-affirmation — a unification of mind, body and spirit.
**Health**

- There was a feeling that the health link was underplayed and should be emphasised more strongly. Resources should emphasise the ways that physical recreation and sport can contribute to health and social development. The definition of sport should address allied health needs, with exercise as a key component, along with diet and social skill development.

**Sports culture**

- Some participants thought that sports rules, regulations and culture could create barriers. However, some saw this as positive. Sport has structure — teams, rules and pathways — that can give participants structure and meaning. The importance of maintaining the integrity of sport and its values was mentioned in a number of sessions.
- The terminology of sport could be applied to other aspects of people’s lives. The rules and etiquette of sport can have a positive influence (for example, dress code, turn-taking and respect for decisions of officials).
- Sport was seen as something that is ‘organised’.
- There were contrasting views raised about team sport. Team sport requires others, although the notion of individual activity was also seen as important. The team setting can generate competitiveness, but competition could also be seen as an individual competing against themselves. Being part of a team was important to some, engendering ‘mateship’ and helping people to make friends.
- Sport could be seen as ‘sharing and learning how to share’ — an experience shared with others.
- Sport was about striving for a goal — the competitive nature of sport was inherent.
- Another factor was the Australian ‘macho’ culture seen in professional sport, which filtered down to school level and sometimes generated negative behaviour. People who are less competitive or physical can be alienated by this attitude.

**Interpretation**

- For many, the meaning of sport has changed. It is now more about participation and community.
- Schools focus more on the health and fitness aspects.
- It was suggested that the definition should recognise other roles in sport (as seen in the Sports CONNECT Inclusion Spectrum), such as facilitating opportunities for others, coaching and officiating.

**Key quote**

‘It’s about being part of the sporting community.’ (Disability services practitioner, VIC)

**Nature of people**

- The point was made that disability sport can be seen as representing only the Paralympics. This was not necessarily a reflection of the everyday lives of most people with disability.
- For people with disability, sport can often be defined by their limitations. A narrow concept of sport could be associated with these limitations and a sense of failure.

**Broad definition of sport**

- There was a strong view that traditional definitions of sport do not engage people who have profound and complex needs. Therefore, a broad definition to more useful across a diverse population of users.
For some, a broad definition meant more choice.

The definition should emphasise pathways that enable participation at appropriate levels. It should reflect ‘all stages, all ages’.

A range of settings and needs emphasises the need for a multi-faceted definition.

Sport has to be seen as having meaning for all ages — the majority of people with disability are older.

The definition must be wider, creating a continuum from community to elite level.

**Key quote**

‘Sport is competition, winning and losing. Recreation is participation, fun, exercise and physical activity. Leisure is more passive — hobbies, entertainment.’ (Local government authority participant, NSW)

**Suggested solutions**

- Create less structured opportunities.
- The aspect of skill development and individual achievement should be included — this is a motivating factor.
- There are positive aspects to competition that should be included.
- Sport creates a ‘power of purpose’ (recreation facilitator, NT) — something for people to anticipate and feel part of, thereby raising self-esteem.

At the conclusion of this part of the discussion, participants were shown a broad definition of sport from the UN Inter-agency Task Force on Sport for Development and Peace.

*Sport is* all forms of physical activity that contribute to physical fitness, mental well-being and social interaction. These include: play; recreation; organised, casual or competitive sport; and indigenous sports and games.\(^\text{10}\)

In virtually every case this kind of broad definition was seen as being more applicable in the disability sector, with the exception of a few people who felt that overt reference to ‘indigenous’ sports and games was unnecessary, preferring the use of ‘traditional’.

**Attitudes around participation in physical recreation and sport**

This question sought to explore attitudes — positive and negative — towards participation in physical recreation and sport. These included participants’ views on the perceptions of service users, parents and carers, those providing sporting opportunities, and the personnel of disability services organisations. It was interesting to contrast the varied views of members of these groups, particularly when meetings had representation from more than one.

In the resource context, the personal experiences of both positive and negative attitudes could form the basis of valuable case studies.

---

Responses

Key quote

‘We can include anyone — if we want to!’ Marsha Forest¹¹ (suggested by friend of service user, WA)

Time

- It should be remembered that it takes time to create leisure opportunities. There is a long-term process involved in assisting some people to accept even limited physical activity.

Service user and family attitudes

- Physical activity can be seen by some as a chore, not something to be enjoyed. Clients’ views were based on previous experience, which could have been negative and built resistance to future participation.
- There can also be hesitancy due to lack of competence — people withdraw themselves as a coping mechanism. Additionally, some activities highlight difference.
- Lack of participation means that service users may be unaware of their potential abilities and skills.
- Parents and carers often feel children would be unable to participate (could ‘come and try’ days show them this is not the case?).
- There is cultural resistance to anything new due to previous failures, and a resultant parental anxiety. This can stimulate caution and anxiety in service users too.
- Parents, who may also be disabled, may not have skills or have had exposure to physical activity. Therefore they do not imbue positive messages about sport in their children. Families sometimes ‘program’ individuals into sedentary behaviour by modelling it themselves.
- The issue of ‘routine’ was raised at one interview. Individuals may have well-established support mechanisms and a regular ‘activity’ routine. Disturbing these routines may cause a negative response.
- The important influence of the family attitude to physical activity was repeatedly seen as a crucial factor.

Influence of staff

- Support staff were also considered to be key in supporting, or hindering, leisure opportunities. The attitudes of staff are crucial to successful participation.
- Service users can be victims of variables. For example, a change of support worker to someone who is less motivated about physical activity can affect participation.

Organisational culture

- Within the administration of disability services, there was a view expressed that case managers are often under-resourced in the areas of sport and physical recreation. They do not know where to get information or ideas for their service users. This is due in part to a lack of consistent culture that embraces sport within disability services organisations. It is very often dependent on individual interest and commitment.

¹¹ Inclusion Network, inclusion.com/ttcriteria.html.
A point reflected in discussions and questionnaire (see ‘Questionnaire material’ on page 33) was that sport and physical recreation was not a high priority in the scale of needs (for example, accommodation, food, education, employment and health).

There is a limited understanding within disability services about what sport and physical recreation can contribute (for example, how it can open people up in a social or emotional sense).

**Key quote**

‘Personal and interpersonal spheres are important to young people.’ (Disability service, provider, ACT)

### Duty of care and safety

- On both the disability and sports sector sides of the equation, there were concerns around safety and duty-of-care issues. For example:
  - perceptions of safety and physical danger
  - concerns around exposing people with disability to risky situations
  - preconceptions about the limitations of people with disability
  - fear of litigation — duty of care versus client choice.

### Clubs and leisure providers

- The majority of people felt that most responses from leisure providers are positive.
- Some leisure providers have issues with challenging behaviour and when high support levels are required.
- There is a fear factor among many community providers.

**Key quote**

‘Most clubs are welcoming, but terrified.’ (Parent, WA)

- However, other comments showed a more positive side. For example, some clubs preferred parents to drop their kids off and leave. There was a perception that parents tend to be over-protective and inhibit the participation of the child/adult.
- A major issue was that the demand often exceeded the ability of community clubs and organisations to deliver. More support was needed to enable even the willing clubs to include people with disability.
- The culture of sport can be a barrier. For example, the culture of post-game alcohol may be inappropriate for recovering alcoholics or former drug-abusers, who are included within the service coverage of many disability services organisations.
- There can be an impression that involving people with mental health issues may have a negative impact on club image and future recruitment.
- Some sports have the impression that on occasions they are used as a ‘baby-sitting’ service by disability services organisations and families.
Connectivity

- There is a need to be and feel connected. Many people with challenging behaviours are not connected to anything. The feeling of wanting to be part of a group can motivate participation in sport, but the group mentality may reduce participation if dominant peers are not interested.

Cost

- There was often an expectation on behalf of service users and families that service providers will offer reduced rates or free access, even volunteer-run clubs. There are many examples of leisure providers staging free or low-cost opportunities, but this should not be seen as usual or typical in the wider society.

Passion of the individual

- There was a consistent view that opportunities in community sport and recreation are reliant on the passion of individual practitioners. This is characterised by:
  - commitment to action — individuals taking responsibility
  - personal approach — getting to know people as individuals
  - personal sacrifice — regularly giving up time to run sessions (for example, a rowing coach working with people with disability in Western Australia has been coaching twice a week, free of charge, for 20 years).

Gender

- There are gender differences in relation to sports participation. Some women are resistant to participation due to poor body image. Strategies linking to other women’s provision could be explored.

Elitist image

- Clients do not fit the mould seen in the media.
- The elite image of sport can be de-motivating. This extends also to elite disability sport.
- On the other hand, some participants felt that there was still a lack of serious coverage of disability sports events, even when they are included in mainstream competition.
- The image of sport as an elite activity can start at an early age.
- Role models in sport are mostly from elite sport.

Specific impairments

- There were issues around specific impairments (for example, people who have acquired vision impairment and whose ability to adapt to their new situation requires specific support). The issue was raised about the need for awareness of the different approaches that are necessary when including people with acquired or congenital impairments.
- However, linked to the impairment issue, categorising people based on assumptions should be avoided and challenged.

Legislation

There is a perceived reluctance to utilise existing legislation (for example, there is a lack of a class action option). This was seen by some as a product of the Australian 'get on with it and don’t whinge' mentality. However, the legal option is there and is under-utilised.
Other issues

- Lack of awareness within teacher and coach education was seen as a major problem. The ‘educators are not educated’ (participant, NSW).
- Leisure education (lifelong leisure skill development) should be part of any program. ‘Sport’ in the narrow sense may only form a small part of a person’s life, whereas lifelong leisure participation enables people to adapt and change over their life span.
- There was regular comment concerning the inability of national policies about inclusion in sport to filter down to state and territory level.
- A lack of equity in provision between urban and regional/rural Australia was perceived, particularly by those in regional settings.
- An interesting observation made at a number of meetings was that young people often resist the introduction of modified activities — they do not see these as representative of the sport they see in the media. Therefore the focus on modified or adapted games can be counter-productive.

Suggested solutions

Clubs

- Staff in leisure outlets will become more aware of individual needs over time. Therefore extended and continued visits should be maintained.
- Identify the ‘can do’ people within clubs.
- Some clubs have a narrow perspective about the nature of impairments, so work with clubs to explain the impairment.
- Build on the organisational strengths of sports and clubs.
- Discuss client needs with leisure providers to arrive at solutions.

Goals

- Accentuate the fun element.
- Provide achievable goals (for example, for young people who are obese and sedentary).
- Goals can be more effective if individually targeted.

Individual approach

- A good understanding of individual issues is the key to providing good support.
- Assessment should include people’s hopes and aspirations.
- Create an individual formula of participation — how each person can succeed.
- The client should be at the centre and focus of support.

Staff interests

- Try to align the interests of the service users with their support staff.
- Audit staff interests and sports qualifications to see what they can offer.

Supporting

- Some attitudinal barriers can be seen as generational. These may improve with time — younger people may be more aware (arguable).
- Parents/carers who are unsupportive may need to be by-passed (adults).
- Implement buddy systems utilising secondary school students (short term).
• Family carers may use sporting opportunities as a respite situation (there are positive and negative aspects to this).

Taking part
• Personal experience of activities may be the best method of overcoming resistance in the individual.
• Physical experience is the best reinforcement.

Key quotes
‘Experiential effect is the biggest motivating factor.’ (Disability services provider, SA)
‘Motivation comes from experiencing activities.’ (Special educationalist, NT)

• The social aspect can be a motivation to continue.
• This practical participation model also applies to staff. They can get a better feeling about how to use activities by trying them themselves.

Role models
• Inspirational people with disability in sport can be motivating.
• Ordinary people with disability who have achieved can be a more credible inspiration.

Human resources
• Community ‘champions’ can provide a focal point.
• Trained advocates can act as ‘go-betweens’.
• Emphasise development of human resources.

Awareness
• It is important to promote positive attitudes at an early age towards physical recreation and sport in schools, and links to opportunities outside of school.
• Increased exposure of people with disability in public settings is needed to improve awareness and acceptance.

Other issues
• Include ‘real world’ examples about the importance of ‘budgeting for sport’ and making a financial contribution.
• There is a need to provide constant change or challenge — once one or two activities are identified as suitable, sometimes that is all the person with disability does.
• Avoid stimulating demand that cannot be met (that is, ensure exit routes are in place before showcasing activities).
• Support requires an ongoing, continuous effort on behalf of providers and users.

Barriers to participation
Barriers to participation were considered during the interactive keypad forum sessions, and the discussion flowed naturally from the previous topic on attitudes. Participants were asked to think about obstacles that had hindered their attempts to access or provide opportunities in sport and physical recreation. An important corollary of this was to highlight ways in which barriers had been addressed and overcome. Again, positive examples of this nature could be an important addition to the proposed resource.
Responses

Key quote
‘Lack of imagination is one of the biggest barriers.’ (Service user, WA)

- One of the questions asked in the original interactive keypad research was:

  *What do you consider is the main factor that prevents people with disabilities in sport — the nature of impairment or the nature of sport?*

- This question was asked at the outset of the barriers section to stimulate initial discussion. On every occasion participants felt that it was a combination of both, or changed dependent on a specific situation.

- (In the keypad research, across the eight sessions that were held around the country, 69.2% of participants — almost all from the disability services sector — felt that the nature of sport was the biggest barrier.)

Transport

- The transport barrier was mentioned frequently. Access to transport affected people in every kind of setting — urban, regional, rural and remote — but was a particular issue in rural and remote settings. For example, in Alice Springs there are only two taxis adapted for use by people with a physical impairment and the special school bus can only transport five children at a time.

- There was a suggestion that sometimes resources and other literature avoided big issues of this nature. It is important to address the grassroots realities.

- Some people with disability require an enormous support mechanism, including specialised or accessible transport, to access opportunities.

- In relation to transport issues, the ‘tyranny of distance’ was mentioned — bringing widely dispersed people together to participate in sport. Examples were not restricted to rural situations. In Tasmania, the difficulties in travelling between the north and south were illustrated, but even in an urban environment in a city such as Adelaide, lack of access to transport or escorts was equally problematic.

Cost

- Cost was seen as a major factor in many different ways.

- There was the spiralling cost of support workers from caring organisations.

- The low disposable income of individuals was a common factor. One example from South Australia was of an organisation whose clients had an average disposable income of $12 per week once they had paid for accommodation, food, travel and medication.

- Funding for sport in disability services was seen as negligible (‘a luxury item’, practitioner, SA). However, funding for sport was seen as affecting the sports sector too. For example, lack of funding for non-Paralympic or Olympic sports was considered an example of unequal treatment that directly affected the choices of people with disability who wanted to participate in community-based recreational sport.

Legal issues

- Child protection and volunteer clearance issues were mentioned as creating hurdles for clubs and organisations.

- The mandatory incident reporting process was also seen to reduce opportunities, particularly due to its elongated procedures during which activity was often suspended.
The issue of confidentiality was also raised, as was public liability. Providers were often unaware of their responsibilities.

**Volunteers**
- The traditional profile of volunteers is middle-aged to retirement, whereas many service users are much younger. Young volunteers (for example, school age) are not available during the day when services are offered.
- There are ongoing problems about recruiting and retaining volunteers due to the age of families and carers. Many are older people with their own health and financial issues.

**Attitudinal barriers**

**Key quote**

> ‘The nature of attitudes is the real barrier — other issues, like resources and safety, can be circumnavigated.’ (Disability services provider, VIC)

- Not being ‘part of the gang’ can be a big barrier. Many opportunities are accessed through being part of a group. If someone does not belong to a social group, it is very difficult to get into a team. A young service user from Perth as mentioned that his initial approach to a sports club was easier because he knew someone who was already a member.

**Uncertainty and fear in providers**
- The fear factor, especially about the perceived unpredictable nature of some people (for example, those who have epilepsy) can prevent providers from offering services. This fear factor extends to young people who have challenging behaviour.
- Social interaction difficulties, especially associated with some young people with specific issues (for example, autism spectrum disorder), can grow from lack of understanding.
- One parent made the point that individual differences can be very specific, and stereotypical descriptions are unhelpful. An individual approach is always more desirable.
- The need for one-to-one support can be an issue. Clubs may be willing but unable to provide support of this kind.
- The question was asked by one participant: How can very severely, multiply-impaired people be included in sports systems?
- Fatigue, effects of medication, low muscle tone and other factors affect the motivation of people with disability.

**Bureaucracy**
- In every state and territory, the Monday to Friday, 9.00am to 5.00pm structure of much day-service provision was mentioned. A plea for more activities between these hours, when staff were more available to provide support, was made by a number of participants.
- There was a perceived lack of interface between day-based services and voluntary sports clubs that operate at evenings and weekends.
- The plethora of committees, decision-makers and stakeholders within the disability and sport sectors lead to inactivity. Identifying a key contact within each organisation was seen as essential.
- Local legislation was seen as a barrier. For example, an integrated dance group from Tasmania was unable to perform because the self-built ramp onto the stage was banned by the local council as it did not meet planning requirements.
Care issues

- Weekend and evening activities are facilitated by families and are therefore dependent on their ability and motivation. There can be logistical issues that face professional and family carers, such as how to balance individual needs with those of everyone else in the household.

- Those in an individual care situation may have less access to organised programs provided to those who are supported by an organisation.

- Sometimes people attend activities as part of a residential group rather than as an individual, which is much more difficult to organise. This also means that individual preferences may have to give way to the consensus of the group as a whole.

- Many people with disability experience limited interaction and participation. Their social networks can be based entirely on centre or day-service organised activities. They are isolated once in the home environment.

- Sport delivered through disability services is often ad hoc, with no consistency or continuity.

- The transient nature of support workers can be a problem, but there can also be a high client turnover, which makes it difficult for staff to maintain levels of involvement.

- In order to motivate parents, there has to be a meaningful end product or exit route. They have to see real benefits for their children. There is a need to ensure that preparation precedes integration, especially to overcome poor attitudes to physical activity in the home environment.

In-betweeners

- The specific problem of higher functioning children and adults was identified. When these individuals are ‘grouped’ with more severely impaired peers it can lead to frustration.

- Similarly, young people with minimal cerebral palsy can sometimes find themselves in limbo between segregated and integrated provision.

- Related to this is the issue of those who have hidden impairments (for example, hearing impairment). Young people and adults in these situations could become isolated in secondary education and in the community.

- School team selection based on performance excludes low-achieving non-disabled children as well as those with disability.

How sport is organised

- Sports provision is often based on age categories into which the ability level of service users does not fit (for example, adults at the level of much younger participants). Opportunities for meaningful social interaction are correspondingly reduced.

- The dependence on volunteer support for the governance of sport and sports clubs must be recognised.

- Equally, the way that many sports clubs are organised is not inclusive, even with regard to other ‘minorities’ in society.

Something lacking

- There is a lack of opportunities within sport for people who just want to do the recreational version of a sport (for example, cycling).

- Others thought that there was a lack of decent equipment available to people with disability in community sports settings.

- Lack of awareness about local opportunities was seen by many participants as a major barrier.

- Lack of information can also be a factor. Participation is often based on what families, service users and professional staff think is available, not what is actually available.
• There is an information gap between sport and disability services and the consumer. Information is often ‘filtered’ by parents, carers or professional staff based on their interests or availability before it reaches the service user.

Other issue
• Another issue raised was cultural diversity where, for example, there is resistance to exposing people with disability within certain communities.

Suggested solutions

Selling the product
• How can clubs ‘advertise’ their willingness to include? Perhaps some kind of ‘club mark’ status (such as the Sports CONNECT RATs and charter process) could be awarded. Clubs and sports providers should be encouraged to be proactive.
• Sports and clubs could start from the possible — begin with a few sessions targeting people with disability and work from there.
• ‘Push on open doors’ in the hope that some of them become beacons. This can encompass inclusive training in education and sport, and examples of inclusion in sports clubs and programs.
• Child protection and similar issues can be part of the RAT and charter process.

Keeping it real
• Behaviour management needs to be on an individual basis.
• Have simple guidelines illustrating ‘real world’ solutions, for example:
  – attitudes to space
  – withdrawal
  – lower exercise tolerance
  – low persistence.
• Community education needs to precede inclusion.
• Have simple strategies, for example, this bowling scenario from the Northern Territory:
  – client visits bowling centre and just watches — short visit
  – second visit, watches friends play — longer visit
  – third visit, play themselves.
• Gradual withdrawal of volunteers will enable more natural inclusion.
• An isolation solution could be a ‘key ring’ concept that links individuals to local communities or groups.

Professional development and training
• Ensure more help is available for service providers about how to include people with disability.
• Conduct game-design workshop for practitioners, families and service users.
• Create ability within the sector through upskilling. This could include orientation visits by experts on specific impairments (for example, accommodating people who have a vision impairment).
• Develop an audit of community expertise to see who is trained in how to include people in sport.
**Bridging sessions**

- There is a place for a bridging role — linking people with opportunities through an intermediary session to establish skills and confidence.
- Segregated sessions can act as a stepping stone — service users may feel more comfortable initially and move on when ready. **Note:** encouragement to move on must be part of the process to avoid ‘ghetto-isation’.
- Expos, come and try events, and bridging sessions allow people to gather confidence and interest.
- Individual differences can influence choice of activity, so opportunities should reflect choice on this basis.
- Where possible, link disability sports teams or individuals with mainstream teams to help them develop their skills further. An example of this is the Special Olympics Unified Games program.
- Rather than continue to try and adapt sports, develop new integrated sports.
- Help the person with disability to adopt valued roles and responsibilities within a club or program.

**Other issues**

- There is a need for constant advocacy — the inclusion process does not stand still.
- There should be input on the benefits of physical activity and sport into initial teacher training and formal training of disability services staff.
- Adopt, emulate and, where necessary, adapt successful programs.
- Link to useful resources to help overcome ‘roadblocks’.
- More sports medicine research related to the physical activity needs of people with disability is required.
- More local information is required.

**Format of the proposed resource material**

In this section, participants were asked to look at some examples of educational resources in a variety of formats, from existing Disability Education Program and Sports CONNECT resources, to examples from other programs. These included workshop booklets, manuals, posters, interactive and storage media (CD-ROM and DVD), and virtual options (email, websites, and information sharing and discussion platforms).

Participants were encouraged to show how they shared information or supported training within their own organisational settings.

**Responses**

**Language**

- Most communication is based on face-to-face contact — with parents or end users.
- Participants felt that ‘Plain English’ should be used in resources — aimed also at people with disability (intellectual impairment included). The Plain English approach would also benefit those for whom English is a second language (for example, migrant or Indigenous communities).
- Language used by disability services and sports organisations and clubs is different, and this has to be taken into account and adapted.
- Differences such as this might require the use of parallel content for different layers of the sector. Key messages and information could be developed for different layers of the organisation.
Images

- In the view of many, visual representations of sport, adaptations and other ideas would be best, as they help illustrate possibilities more clearly, in particular to some service users. These visual representations would be even more effective if they were based on the moving image.
- A number of people thought that templates that enabled disability services, clubs and leisure providers to develop their own resources would be beneficial. This could include ‘blank’ resources onto which the images of service users could be superimposed to create their own personal activity resource.
- Some disability services participants considered hardcopy material (for example, activity cards) better for practitioners than internet-based information, which involves research.
- Images using ‘real’ people — relating to the everyday experiences of service users — would be more effective. Role models from among the service users themselves could be motivating. Localised images would enable service users and families to relate better to resources. For example, one disability service in South Australia uses individual photos for its personal exercise programs.
- Using photos or video of the service users themselves would be effective (for example, their own aerobic workout video).
- Elite athletes with disability could have a positive effect, but this should be balanced with images of ordinary people ‘having a go’.

Resource for the home

- A lot of participants were interested in the suggestion of a home pack for parents, or a variety of packs that can be rotated around groups of parents. The therapeutic benefits of sport and physical activity would be an important selling point.
- Other components of a home pack could include:
  - ideas for parents and carers about activities they could do around the house with their children
  - a motor skills pack with information and activities around the development of basic movement skills (FUNdamentals approach proposed by Istvan Balaji).
- In a similar vein, an access pack aimed at facility providers was suggested, showing how to create a welcoming and inclusive facility (this would be similar to the Sports CONNECT HUB process).

Accessible formats

- The view was expressed that assistive technology should be de rigeur in any web-based material. All resources should be available in accessible formats.
- The quality of the audio material has to be high to ensure the inclusion of people who have vision impairment.
- Electronic media or virtual information has to be ‘readable’ by speech-synthesising technology.

Personal experiences

- A video showing an individual’s story — from initial fears to a successful conclusion — would highlight barriers that were overcome.
- Video clips of service users talking about their experiences in their own words would send a powerful message to sports providers, parents, disability services staff and other service users.
- Video clips should be distributed to both the supply and demand side, showing positive inclusion examples.
- It would be particularly effective to have a person with disability as a narrator or guide.
• It would also be important to show where inclusion has been more difficult, not just the success stories.

**Visual basic**
• Manuals should be less wordy, similar to cartoon books (as in a graphic novel). The observation was made that ‘people don’t read detail anymore’.
• Basic information should be used and not be too technical (for example, classification for disability sport).
• Information would be best if delivered in ‘bite-size’ chunks (for example, a series of CDs on specific topics could be gradually released to avoid overkill).

**Activities**
• Some participants felt activity cards with drills and games linked to specific sports would be useful. These should show ‘real’ people with disability playing sport.
• Service users (children and adults) could be involved in the development of material (for example, video diaries or personal stories).

**Other ideas**
• Create a communication ‘collection point’ — a place where people can access information. This could be virtual or actual.
• ‘Imagination starters’ are needed — whether videos, cards or other options, information should stimulate people to be creative in their thinking.
• Harvest material from other people’s resources (for example, a provider in Tasmania mentioned an instructional DVD that had been produced by her organisation).

**Users and recipients of the proposed resource material**

This part of the discussion looked at participants’ views on the optimum target or targets for the resource material. At whom should the resource material be aimed? This could include management and administrators, middle management and supervisory staff, point-of-contact practitioners, volunteers, service users or their families.

**Responses**

There was a division of opinion regarding at whom any proposed resources should be aimed. Some felt a multiple-level resource, multi-layered in approach would be best. Others felt strongly that information has to be targeted and specific.

**Start with the family**
• A common view was that families could be influenced by influencing young people first.
• Many thought that the families and service users should be the targets; others placed emphasis on parents and carers.
• It was considered vital to gather the views of parents and carers based on real-life experiences and use these as examples.

**Disability services**
• Another viewpoint was that resource material should be aimed at point-of-contact clients and staff. Their interaction was seen as key.
• Management should also be targeted to encourage more understanding of the benefits of physical activity and sport for service users.
• However, another view was that many resources, regardless of format, end up in the organisation office.

Other targets
• Local government authorities should be the target of a component of the resource material.
• A part of the resource material should be aimed at ways of securing commercial sponsorship, with examples such as flyers aimed at potential sponsors.

Content (broad themes)
This topic was not so much about the specific detail of resource content, but more about the broad themes that would be important to include. Another aspect raised was ways in which sport and physical recreation could address existing issues on the agenda of disability services organisations. Again, examples of this nature could be an informative inclusion in the resource.

Responses
Local knowledge
• A large number of participants signalled their preference for basic information about local opportunities. The national perspective does not impact on their day-to-day activities.
• Some state and territory Sports CONNECT and individual organisations are already creating their own contact resource, sometimes simple matrices of relevant sporting and support organisations.
• There was a demand for web-based links that sign-posted existing local opportunities and networks.
• It was suggested, however, that expiry dates should always be built into web-based information to avoid old material lingering on sites.
• The main message and request was for easy-to-access basic information.

Specific information
• There should be lots of case studies that could be in the form of activities. (The draft material developed prior to the commencement of this consultation contained activity cards built around key messages about inclusion.)
• Participants from the disability sector thought that sports providers should have access to basic knowledge about inclusion and disability awareness.
• The need for information about specific impairments was suggested, particularly those conditions that are now becoming more prevalent but are misunderstood (for example, autism spectrum disorder).

Person centred
• Young people should be targeted to imbue positive attitudes towards sport and physical activity. This means using platforms and language that is part of their everyday experience.
• Information, it was suggested, should be about life choices not programs.
• One participant suggested a ‘learning log’ or personal activity diary, adapted in various formats, to record the progress, interests and preferences of service users.
• The resource must show how to contact clubs and explain needs, possibly through a sophisticated introductory letter.
• The resource should explain in simple terms, aimed at service users and their families, about club and leisure facilities, and what to expect in the new environment.
‘How to’ guides

- Various ‘how to’ guides were suggested:
  - a ‘how to do it’ pack showing how to run activities, and/or how to access existing training opportunities
  - a home pack for parents showing:
    - basic contacts such as sports providers and Sports CONNECT
    - funding sources
    - physical activities to do at home, using things around the house. These activities could be introduced to parents via a workshop
  - a home pack to help parents play with their kids more constructively
  - video clips that explain impairment and how to include people with disability for parents and/or organisations to use with clubs. One parent said this would help overcome the ‘constant fatigue’ of explaining to every provider
  - educate and empower people in the disability services sector about how to adapt — ‘you are the expert’
  - ideas about variations, modifications and different ways to adapt specific sports for people of varying abilities
  - how to develop activities themselves, or how to modify games rules.
- Some people mentioned that models such as TREE could be very useful and simple to apply. However, most people were unaware of these inclusion tools.
- Many felt that sport-specific resources — how to adapt common activities for people with different abilities — should be made available to practitioners.
- Information on basic motor skills and ways to adapt them was seen as important, particularly as many people with disability do not have the opportunity to develop fundamental movement naturally through play.

Engaging the organisation

- A template for conducting a ‘sports audit’ of an organisation was suggested, including current and projected provisions based on service users’ views.
- Others thought the fitness and physical activity level of point-of-contact staff should be addressed. For example, one disability service organisation in Tasmania has instituted an annual fitness assessment of staff.
- A number of participants thought that it was essential to look at existing successful programs and adopt and adapt the best ideas.
- It was felt that the resource should contain staff-development tools. These could be used to inform and enthuse co-workers.
- Content should show how physical activity (not necessarily sport) can facilitate community access and engagement (for example, through dance, movie visits or garden walks).
- There should be examples of how sport has a ‘transfer of skill’ effect, whereby a commitment to a regular sports opportunity can improve commitment in other parts of a person’s life.
- Examples could be given about how sport can be a tool for breaking down barriers. The positive experiences of both service users and service providers should be included.
- The use of role models can be an excellent motivating factor.
- The resource should show ways of de-bunking myths and assumptions, with examples from the ‘real world’. Point-of-view examples should be gathered from all levels of service, from users to administrators.
• Resource tools should show how therapy-based targets can be met through engagement in physical activity. This kind of evidence can help to raise interest in disability organisations.

• There should also be evidence about ways in which people can work towards sport from non-traditional activities — ‘surreptitious’ exposure to sport, as one practitioner from South Australia put it.

• Activity could be linked to a skill-development pathway emphasising progressive development, not just one-off participation.

• Parents, carers and professionals could use information about the health, social and fitness benefits of sports participation.

Key quote
‘Re-engagement through sport.’ (Disability services provider, ACT)

Doing your own thing
• A simple strategy that can be included is how to work towards new experiences from what is recognised and known.

• One practitioner involved in an out-of-hours sports club for his clients thought that people would find guidelines on how to set up a sporting group useful. Better-quality local information might also reveal that there are existing opportunities that have been duplicated by a new group.

• A number of groups who had already set up their own clubs thought that a ‘how to’ guide on developing a sponsorship package or business plan for self-help inclusive sporting groups would be very useful.

• Including equipment sources and information about devising alternative equipment would assist groups and individuals. There could also be information about groups who can help with this, for example, Technical Aids for the Disabled.

• A service user recognised that there are people who want to organise their own programs, so information on independent ways of accessing sport and physical recreation would assist them to arrange their own opportunities.

Other issues
• A parent thought that information on how to achieve work–life balance while dealing with the pressures of disability or caring for a person with disability should constitute an element of any resource.

• Pathways to participation beyond school age should also be included — a world of opportunity stops for some people with disability on the day they leave school.

• A tool kit could be developed for sports clubs to enable them to become self-supporting of people with disability.

• A number of participants thought that there was an urgent need for a framework that shows how everything links up.

Sharing of good practice
The final official part of the session considered ways in which examples of good practice could be effectively shared, not just in the context of a written resource, but also through an ongoing interactive network.
Part Three: Feedback

Responses
The key to the ‘sharing’ process was seen to be highlighting examples of success stories within a local network.

Partnerships and buddy systems were also seen as important (for example, partnerships between mainstream clubs and disability services groups). They can share success stories and show what can be achieved.

Virtual sharing
- The idea of a blog was raised in a number of meetings, or the development of an e-newsletter to link local groups.
- It was also suggested that web-based information should be role specific, targeted at specific sections of an organisation.

**Key quote**

‘Computers can create a “digital divide”.’ (Disability services coordinator, SA)

- To offset lack of internet access, some participants suggested finding a way of linking non-web users with information gathered by those who have web access. A very small percentage of service users have direct access to the internet.
- A frequently made point was for any web-based information to be maintained and kept up to date.

Getting together
- There was a strong feeling across most meetings that there should be physical get-togethers to ‘show and tell’.
- There should also be ‘sports weeks’, where organisations and service users can come together to see examples of good-practice activities available in the local community.
- It was vital, however, that networking meetings had a planned purpose, perhaps leading to a jointly organised event in the future.
- Service users and their families should be involved in networking to avoid the creation of a ‘professionals only’ network.
- The point was repeatedly made that the vast majority of service users get information from their service providers (‘word of mouth’ concept).

Points of contact
- The local government authorities network should be utilised more as a means of disseminating information and sharing good practice.
- Health care specialists and facilities (for example, doctor surgeries), can be utilised as places to post information.
- Information about opportunities should be located at venues that are used by people with disability.
- A centralised database linking to more localised information sites could be created.
- Examples of good information-sharing practice should be shared (for example, the ‘active search’ website in New South Wales was mentioned).
- The concept of an ‘ideas bank’, where people can access and deposit successful strategies, came up in a number of different ways in various meetings.
Sports leadership

- There was a good example given at a meeting involving a sports leadership group under the auspices of Eastern Recreation and Leisure Services in Melbourne. They recruited and engaged young people with disability as sports leaders through a clear process:
  - discussion about aspirations with athletes/players with potential to become young leaders
  - coach development program emerging from the consultation
  - competition organisation (parallel athlete track for participants)
  - leadership course linked to employment program (initially short-term work placements).
- The idea of having locally based sports adaptation consultants was also frequently raised. There should be a move towards the establishment of a community of like-minded people from all backgrounds.

Other issues

- Avoid ‘parallel program’ syndrome — duplication through ignorance.
- Find a means of sharing new research findings in lay-person language.
- Put ideas, videos and case studies on YouTube (this was mentioned in particular in South Australia and Western Australia). The inspirational video of an autistic basketball player was mentioned in this regard.
- A key idea raised in numerous meetings was to establish a contact person within each group — whether disability services or sports sector — who will take responsibility for information dissemination.

Sport and recreation activities

This section highlights some of the sport and recreation activities most frequently mentioned, as well as some examples of more unusual and eclectic activities.

Responses

External agencies can be used to provide sports opportunities, for example, RAID in the ACT and RecLink in Alice Springs. The RecLink example, using Australian rules football as the vehicle for community re-integration of marginalised individuals, sends particularly strong messages.

In no particular order, the kinds of activities that are currently accessed by people with disability through their disability services organisations include:

- circus training
- biking trails — not just participation, but how to assist in setting out trails
- snowboarding
- dance and dancesport
- swimming, including hydrotherapy
- tenpin — mentioned in every state and territory; in some cases organised (local league) or semi-organised, in many cases ad hoc and recreational. Many said that tenpin was popular because:
  - it has a simple objective
  - it is easy to access (use of ramps or side-bars)
  - it is easy to organise.
The downside is that it can become the only option as it is easy and straightforward for staff to organise

- teeball — mentioned in a similar vein; it presents a very flexible format
- cycling — mentioned in New South Wales and Western Australia, an activity many people did as an individual pursuit
- baseball — a big attraction mentioned by one group was the concept of team identity (uniform, social interaction with other teams)
- multi-sensory trails
- Riding for the Disabled
- modified surfing — towed on a body board in shallow water
- martial arts — for example, the Brazilian martial art of capoeira, mentioned in the ACT and the Northern Territory
- golf driving range
- indoor climbing
- lawn bowls
- indoor football (soccer)
- wheelchair basketball — mentioned in the context of giving an example of resistance from facility managers, on this occasion due to perceived damage it would cause to the gym floor
- walking for pleasure — for example, the mall-walking concept (early morning linked to opening time)
- power chair sports — particularly for young people with neuromuscular conditions that tend to restrict their inclusion in mainstream activities. These include indoor football (soccer), hockey and rugby league. The Western Electric Sporting Association in Perth is an example of a group of young people with a common profile coming together to play sport\textsuperscript{12}
- alternative ways of exercising — for example, dog-walking; singing was also mentioned as an example of a physical activity
- two off-the-wall ideas:
  - use of the median strip as an outdoor facility (for example, walking)
  - roller skating with wheelchair users (pusher is on skates)

There is an important need for stillness, passivity and inactivity during physical recreation sessions — many people do not know how to relax (which is different from being sedentary).

**Suggested solutions**

*Integrating disability sport*

- Use ‘reverse integration’ to engage non-disabled children.
- Include disability sports variations in coach education of all sports.
- Use disability sports, such as goalball, as a vehicle for inclusion in schools and the community.
- Reverse integration can also help solve the ‘numbers’ issue (for example, siblings, clubs).
- Undertake research to compare a traditional physical education program with one using wider inclusive activities (if this exists).

\textsuperscript{12} See wesa.com.au
Motivation
- A number of people mentioned the motivating nature of sports uniforms.
- Other motivational tools include certificates, improved personal scores and interactive motivation.

Family activity
- Show ideas whereby families can recreate together (‘Contact-a-Family’ approach in the United Kingdom).\(^{13}\)
- Including the whole family can address staffing and volunteer issues, although the issue of respite also needs to be considered.

Other issues
- Use specific activity therapies, such as Brain Gym and educational kinesiology, to stimulate movement in ‘hard to reach’ young people.
- Show how ‘exercise by accident’ can occur by exposing people to alternative activities (for example, dance).
- Sport can provide the basis for interaction between disability services and the wider community.
- More information about supported programs (for example, free swimming programs), should be made available.
- There is a demand among some groups for organised competition.

General comments
These final comments constitute a number of points raised frequently and repeatedly across all states and territories, or those that did not necessarily fit in other categories.

Individual service plan related
- There is a general perception that people are playing more sport, but there is a diversity of opinion between those who think more took place under the old ‘segregated’ group access approach, and those who feel that participation has increased since organisations adopted an individual access approach.
- Most individual service plans contain a sport and recreation component.
- Others stated that this kind of component often represented a lip-service approach.

Human resources
- There was a consistently expressed view, across all states and territories, that people resources might be more valuable than educational resources.
- Human resources and interpersonal relationships are the key to successful inclusion.
- A view was expressed in two states in particular that resources are seldom used once developed. Practitioners cannot absorb the huge amount of material such resources contain — material in ‘bite-size’ chunks would be more readily accepted.
- Current resources are under-utilised — maybe it is more a case of re-promoting/updating existing resources.

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\(^{13}\) See cafamily.org.uk
**Do it yourself**

- A number of meetings discussed funding to develop a local information network. This must be coordinated (for example, network of local coordinators, sources of support and information at the very local level).
- Another idea mentioned frequently was funding to help organisations develop their own websites and resources, and to link these locally.
- Creating a network of local community working groups was a common idea raised across all states and territories.

**Key quote**

‘Use the money to be spent on a resource to train people and create a network.’
(Disability services practitioner, QLD)

**Training**

- There should be access to training for support workers and volunteers.
- There should be access to in-service training through existing opportunities (for example, in Victoria, one organisation mentioned that they accessed in-service training through the Australian Council for Health, Physical Education and Recreation).
- Memorandums of understanding should be established (for example, Disability Sport Victoria has an arrangement with some universities to provide inclusion training for students used to support events).
- There should be access to training in the sports, disability and education sectors, operating in parallel.
- Training should lead resource development (although training resources will need to be developed).
- Include ‘soft’ skills, such as empathy, within training aimed at sports providers.

**Local sports leaders**

- Create a network or team of activity outreach ‘motivators’ who can operate at a local level.
- Identify and recruit people whose role and responsibility are to promote physical activity among service users, their families and the professionals who support them.
- Identify potential community sports leaders from the disability services sector.
- Create an expert network within disability services.
- The possibility of paid sports specialists within disability services should be considered, rather than expecting general staff to take on this role.
- A support network of sports and volunteers can be involved in the wider inclusion framework.
- Disability-specific information can be delivered by specialist groups.
- Provide generic (social model) inclusion information to establish an inclusive environment and mentality, followed up with information about impairment-specific organisations.

**Joined up thinking**

- There is a need for ‘connect ability’, seen by some as a wider issue than the sport-based CONNECT concept. For example:
  - facilitate links to physical activity and sport in the community
  - link to therapy and rehabilitation services
  - facilitate special events to accentuate linkages.
• Another comment on this theme pointed out that sports need partners from other sectors if they are going to succeed in including people with disability.
• Collaboration between sector partners was seen as a key to the inclusion of people with disability.

Changing the culture
• Influence the integration of activity as a core part of people’s care plans (note: there is some evidence of this occurring with some organisations supporting people on an individual basis).
• Cultural change is needed across disability services, with physical activity as a fundamental component of care.
• It was considered important to change mind-sets, so networking has to precede resource development.
• Resource development should grow out of a wider development program.
• Resources should encourage creative thinking and not be prescriptive.

Raising money
• Information about sponsorship is needed (for example, ‘time’ or ‘in kind’ sponsorship and ‘social’ fundraising).
• ‘Athlete/person with disability’ sponsorship schemes are needed to encourage sports to ‘adopt’ on an individual basis.
• Coordinated support is required from the business community.

Other issues
• There is a need for an intermediary program or organisation to facilitate opportunities and create positive relationships between providers and users. In Victoria, for example, Eastern Recreation and Leisure Services acts as a facilitator, and there are other examples from other states.
• Local government authorities should be seen as a source of support.
• A disability sports component should be built into coach education.
• People’s interests change over time, so opportunities should reflect these changes.
• The personal touch is important.
• Continuity is important.
• There is a need for a campaign-type approach, where benefits of participation at local level are part of a national message (for example, see the Change4Life campaign in the United Kingdom — initially aimed at families).

Two final points
• There is a positive under-current and willingness to include.
• There is a need to articulate to service users that they do have a choice — about everything. Our goal should be to make this a reality.
Questionnaire material

As discussed previously, each participant in the focus group sessions was sent a follow-up questionnaire to enable them to expand on the views they had expressed during the meetings or to articulate any new ideas.

There were three slightly modified versions of the questionnaire:

- a follow-up questionnaire for those who had attended focus group or one-to-one meetings. These were almost all representatives of disability services organisations, disability sport, and government departmental staff. Parents, carers and service users also attended, sometimes in a dual role
- an amended version for parents and carers, with some questions omitted
- a third version to gather the views of Sports CONNECT coordinators and practitioners, who had facilitated the meetings but whose views had not been included in the focus group feedback.

Questionnaires covering all three of these categories were also sent on request to people who had been unable to attend the sessions.

Table 2: Completed questionnaires returned

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus group attendees</td>
<td>30</td>
</tr>
<tr>
<td>Non-attendees</td>
<td>11</td>
</tr>
<tr>
<td>Parents and carers</td>
<td>2</td>
</tr>
<tr>
<td>Sports CONNECT network</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>55</strong></td>
</tr>
</tbody>
</table>

There were a number of multiple-option questions (not multiple-choice — respondents could choose as many options as they felt applied). These mirrored the themes explored in group and one-to-one discussions.

There was also ample opportunity for people to make subjective comment. In most cases, the subjective views expressed paralleled those revealed in the focus group sessions. However, there were some interesting and unique comments, and a selection of these has been included on page XX. This section of the report, however, will concentrate on the aspects of the questionnaires common to all the groups who responded.
### Table 3: What do you think the word ‘sport’ represents?

<table>
<thead>
<tr>
<th></th>
<th>Disability services attendees (30)</th>
<th>Disability services non-attendees (11)</th>
<th>Parents/carers (2)</th>
<th>Sport CONNECT network (12)</th>
<th>Merged (%) (53)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competition</td>
<td>26</td>
<td>6</td>
<td>Not asked</td>
<td>9</td>
<td>77.3</td>
</tr>
<tr>
<td>Fun and enjoyment</td>
<td>26</td>
<td>11</td>
<td>&quot;</td>
<td>9</td>
<td>86.7</td>
</tr>
<tr>
<td>Play</td>
<td>17</td>
<td>8</td>
<td>&quot;</td>
<td>5</td>
<td>56.6</td>
</tr>
<tr>
<td>Recreation</td>
<td>22</td>
<td>11</td>
<td>&quot;</td>
<td>7</td>
<td>75.4</td>
</tr>
<tr>
<td>Exercise</td>
<td>26</td>
<td>10</td>
<td>&quot;</td>
<td>8</td>
<td>83.0</td>
</tr>
<tr>
<td>Health</td>
<td>22</td>
<td>9</td>
<td>&quot;</td>
<td>8</td>
<td>73.5</td>
</tr>
<tr>
<td>Personal achievement</td>
<td>20</td>
<td>6</td>
<td>&quot;</td>
<td>9</td>
<td>66.0</td>
</tr>
<tr>
<td>Social interaction</td>
<td>27</td>
<td>10</td>
<td>&quot;</td>
<td>10</td>
<td>88.6</td>
</tr>
<tr>
<td>Wellbeing</td>
<td>20</td>
<td>8</td>
<td>&quot;</td>
<td>6</td>
<td>64.1</td>
</tr>
<tr>
<td>Physical fitness</td>
<td>22</td>
<td>9</td>
<td>&quot;</td>
<td>8</td>
<td>73.5</td>
</tr>
<tr>
<td>Mental and emotional balance</td>
<td>18</td>
<td>8</td>
<td>&quot;</td>
<td>7</td>
<td>62.2</td>
</tr>
</tbody>
</table>

Other definitions mentioned: activity; choice; connecting with the community; employment; inclusion; non-sporting roles; participation; sense of belonging; skill and physical development; structure and rules; volunteering

### Table 4: Three meanings of sport that respondents felt were most important

<table>
<thead>
<tr>
<th></th>
<th>Disability services attendees (30)</th>
<th>Disability services non-attendees (11)</th>
<th>Sport CONNECT network (12)</th>
<th>Merged (%) (53)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social interaction</td>
<td>19</td>
<td>6</td>
<td>7</td>
<td>60.3</td>
</tr>
<tr>
<td>Fun and enjoyment</td>
<td>17</td>
<td>7</td>
<td>7</td>
<td>58.4</td>
</tr>
<tr>
<td>Exercise</td>
<td>11</td>
<td>5</td>
<td>4</td>
<td>37.7</td>
</tr>
<tr>
<td>Competition</td>
<td>8</td>
<td>0</td>
<td>4</td>
<td>22.6</td>
</tr>
<tr>
<td>Wellbeing</td>
<td>4</td>
<td>3</td>
<td>5</td>
<td>22.6</td>
</tr>
<tr>
<td>Health</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>20.8</td>
</tr>
<tr>
<td>Physical fitness</td>
<td>6</td>
<td>2</td>
<td>2</td>
<td>18.8</td>
</tr>
<tr>
<td>Personal achievement</td>
<td>6</td>
<td>0</td>
<td>1</td>
<td>13.2</td>
</tr>
<tr>
<td>Mental and emotional balance</td>
<td>5</td>
<td>1</td>
<td>0</td>
<td>11.3</td>
</tr>
<tr>
<td>Recreation</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>7.5</td>
</tr>
<tr>
<td>Play</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1.8</td>
</tr>
</tbody>
</table>
### Table 5: Where do you get information about services and opportunities available to service users?

<table>
<thead>
<tr>
<th>Source</th>
<th>Disability services attendees (30)</th>
<th>Disability services non-attendees (11)</th>
<th>Parents/carers (2)</th>
<th>Sport CONNECT network (12)</th>
<th>Merged (%) (55)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Television</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>7.2</td>
</tr>
<tr>
<td>Radio (national)</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>3.6</td>
</tr>
<tr>
<td>Radio (local)</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>5.4</td>
</tr>
<tr>
<td>Newspapers/magazines</td>
<td>12</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>36.3</td>
</tr>
<tr>
<td>Specialist magazines (disability focus)</td>
<td>11</td>
<td>4</td>
<td>1</td>
<td>4</td>
<td>36.3</td>
</tr>
<tr>
<td>Newsletters (for example, from disability sector)</td>
<td>22</td>
<td>8</td>
<td>1</td>
<td>9</td>
<td>72.7</td>
</tr>
<tr>
<td>Internet</td>
<td>26</td>
<td>8</td>
<td>1</td>
<td>8</td>
<td>78.1</td>
</tr>
<tr>
<td>Word of mouth</td>
<td>25</td>
<td>7</td>
<td>2</td>
<td>10</td>
<td>80.0</td>
</tr>
</tbody>
</table>

Other sources mentioned: local government (7); professional networks (6); email (3); sporting websites (3); Australian Sports Commission (2); colleagues (2); community centres (2); community literature (2); posters/noticeboards (2)

### Table 6: What kind of recreational or sports activities are the most requested or successful with service users?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Disability services attendees (30)</th>
<th>Disability services non-attendees (11)</th>
<th>Parents/carers (2)</th>
<th>Sport CONNECT network (12)</th>
<th>Merged (%) (55)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual (for example, walking, swimming)</td>
<td>20</td>
<td>9</td>
<td>1</td>
<td>3</td>
<td>60.0</td>
</tr>
<tr>
<td>Group (for example, recreating with others)</td>
<td>26</td>
<td>8</td>
<td>2</td>
<td>5</td>
<td>74.5</td>
</tr>
<tr>
<td>Indoor</td>
<td>23</td>
<td>8</td>
<td>2</td>
<td>4</td>
<td>67.2</td>
</tr>
<tr>
<td>Outdoor</td>
<td>18</td>
<td>8</td>
<td>2</td>
<td>1</td>
<td>52.7</td>
</tr>
<tr>
<td>Games and play</td>
<td>20</td>
<td>7</td>
<td>1</td>
<td>6</td>
<td>61.8</td>
</tr>
<tr>
<td>Competition</td>
<td>18</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>41.8</td>
</tr>
<tr>
<td>Physical activity</td>
<td>20</td>
<td>7</td>
<td>2</td>
<td>3</td>
<td>52.7</td>
</tr>
<tr>
<td>Screen-based (for example, PC)</td>
<td>14</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>30.9</td>
</tr>
<tr>
<td>Watching sport</td>
<td>20</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>45.4</td>
</tr>
<tr>
<td>Therapeutic activity</td>
<td>14</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>32.7</td>
</tr>
<tr>
<td>Other involvement (for example, supporting, helping)</td>
<td>11</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>25.4</td>
</tr>
</tbody>
</table>

Other activities mentioned: social interaction/visits (5); fitness/gym programs (2)
### Table 7: What benefits are disability services/service users looking for through their participation in sport?

<table>
<thead>
<tr>
<th></th>
<th>Disability services attendees (30)</th>
<th>Disability services non-attendees (11)</th>
<th>Parents/carers (2)</th>
<th>Sport CONNECT network (12)</th>
<th>Merged (%) (55)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improved fitness</td>
<td>21</td>
<td>9</td>
<td>2</td>
<td>3</td>
<td>63.6</td>
</tr>
<tr>
<td>Social interaction with others</td>
<td>30</td>
<td>11</td>
<td>2</td>
<td>10</td>
<td>96.3</td>
</tr>
<tr>
<td>Better health and wellbeing</td>
<td>26</td>
<td>9</td>
<td>2</td>
<td>8</td>
<td>81.8</td>
</tr>
<tr>
<td>Feeling better about themselves</td>
<td>23</td>
<td>10</td>
<td>2</td>
<td>7</td>
<td>76.3</td>
</tr>
<tr>
<td>Getting out of the house</td>
<td>17</td>
<td>10</td>
<td>2</td>
<td>7</td>
<td>65.4</td>
</tr>
<tr>
<td>Respite for the carer</td>
<td>9</td>
<td>4</td>
<td>0</td>
<td>3</td>
<td>29.0</td>
</tr>
<tr>
<td>Opportunity to do new sports activities</td>
<td>16</td>
<td>7</td>
<td>2</td>
<td>4</td>
<td>52.7</td>
</tr>
</tbody>
</table>

Other benefits mentioned: community inclusion (5); developing new skills (2)

### Table 8: What are the things that prevent people with disability from participating in sport and physical recreation?

<table>
<thead>
<tr>
<th></th>
<th>Disability services attendees (30)</th>
<th>Disability services non-attendees (11)</th>
<th>Parents/carers (2)</th>
<th>Sport CONNECT network (12)</th>
<th>Merged (%) (55)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transport</td>
<td>23</td>
<td>10</td>
<td>0</td>
<td>5</td>
<td>69.0</td>
</tr>
<tr>
<td>Cost</td>
<td>17</td>
<td>10</td>
<td>0</td>
<td>4</td>
<td>56.3</td>
</tr>
<tr>
<td>Lack of information</td>
<td>14</td>
<td>4</td>
<td>0</td>
<td>8</td>
<td>47.2</td>
</tr>
<tr>
<td>Lack of specialist equipment</td>
<td>8</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>25.4</td>
</tr>
<tr>
<td>Attitudes</td>
<td>21</td>
<td>4</td>
<td>0</td>
<td>7</td>
<td>58.1</td>
</tr>
<tr>
<td>Lack of trained staff</td>
<td>16</td>
<td>4</td>
<td>0</td>
<td>5</td>
<td>45.4</td>
</tr>
<tr>
<td>Time</td>
<td>8</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>23.6</td>
</tr>
<tr>
<td>Nature of the person’s impairment</td>
<td>12</td>
<td>4</td>
<td>0</td>
<td>1</td>
<td>30.9</td>
</tr>
<tr>
<td>The way sport, sports clubs and leisure facilities are organised</td>
<td>8</td>
<td>3</td>
<td>0</td>
<td>2</td>
<td>23.6</td>
</tr>
</tbody>
</table>

Other barriers mentioned: lack of awareness (2); lack of out-of-hours options (2)
Table 9: Perhaps a resource would help you to provide better opportunities for people with disability to participate in sport and physical recreation. What should it contain?

<table>
<thead>
<tr>
<th></th>
<th>Disability services attendees (30)</th>
<th>Disability services non-attendees (11)</th>
<th>Parents/carers (2)</th>
<th>Sport CONNECT network (12)</th>
<th>Merged (%) (55)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information about national sports programs</td>
<td>9</td>
<td>4</td>
<td>0</td>
<td>1</td>
<td>25.4</td>
</tr>
<tr>
<td>Information about local recreation and sports programs</td>
<td>27</td>
<td>7</td>
<td>1</td>
<td>11</td>
<td>83.6</td>
</tr>
<tr>
<td>Ideas about physical activities and games you can do yourself</td>
<td>16</td>
<td>4</td>
<td>1</td>
<td>5</td>
<td>47.2</td>
</tr>
<tr>
<td>Competitive opportunities</td>
<td>10</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>29.0</td>
</tr>
<tr>
<td>Clubs or groups you can join</td>
<td>18</td>
<td>6</td>
<td>1</td>
<td>8</td>
<td>60.0</td>
</tr>
<tr>
<td>Sources of funding</td>
<td>20</td>
<td>8</td>
<td>1</td>
<td>4</td>
<td>60.0</td>
</tr>
<tr>
<td>Ideas about adapting and modifying games</td>
<td>16</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td>43.6</td>
</tr>
</tbody>
</table>

Other aspects mentioned: funding to develop own website (2); resource not needed (2); training and professional development (2)

Table 10: If a resource was needed, what would be the best format?

<table>
<thead>
<tr>
<th></th>
<th>Disability services attendees (30)</th>
<th>Disability services non-attendees (11)</th>
<th>Parents/carers (2)</th>
<th>Sport CONNECT network (12)</th>
<th>Merged (%) (55)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Web based (for example, internet site)</td>
<td>21</td>
<td>7</td>
<td>1</td>
<td>6</td>
<td>63.6</td>
</tr>
<tr>
<td>Printed material (for example, books, booklets, cards)</td>
<td>17</td>
<td>5</td>
<td>1</td>
<td>4</td>
<td>49.0</td>
</tr>
<tr>
<td>CD-ROM (with links to websites, downloadables, etc.)</td>
<td>12</td>
<td>3</td>
<td>0</td>
<td>2</td>
<td>30.9</td>
</tr>
<tr>
<td>DVD (with ideas on recreation and sports activities)</td>
<td>12</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>32.7</td>
</tr>
<tr>
<td>Combination of two or more of these</td>
<td>16</td>
<td>6</td>
<td>1</td>
<td>7</td>
<td>54.5</td>
</tr>
</tbody>
</table>

Other formats mentioned: information on local opportunities (2); YouTube
Discussion

There was a broad range of agreement across the topic areas, but some interesting divergence of opinion on some specific areas.

What do you think the word ‘sport’ represents? (Tables 3 and 4)

- The views expressed in the questionnaire mirrored those expressed in the focus groups by supporting a broader, less competition-oriented definition.
- Social interaction (88.6%) and fun and enjoyment (86.7%) were the two most preferred meanings across all the questionnaire groups, with exercise (83.0%) the third most popular above the competition (77.3%).
- When the respondents were asked to rank their three most preferred definitions or meanings, the four mentioned above were in the same order, but the weighting given to competition dropped to 22.6%.
- Interestingly, health was ranked equal fifth or sixth in Tables 3 and 4 (20.8% when ranked).

Where do you get information about services and opportunities available to service users? (Table 5)

- As had been mentioned frequently in the focus groups, the most common means of finding out about sport and recreation opportunities and activities was by word of mouth (80.0%) or the internet (78.1%). Newsletters from the disability services sector were the next most important information source (72.7%).
- National radio or television were not rated as useful sources of information about physical activities for people with disability (3.6% and 7.2%, respectively).

What kind of recreational or sports activities are the most requested (disability services/parents) or successful (Sports CONNECT network) with service users? (Table 6)

- There was an interesting contrast between the views of the practitioners who answered the questionnaires and those of the young adults who participated in the interactive keypad exercise (see ‘Specific service users feedback’ on page 39).
- There was agreement that most people with disability preferred to participate in group recreation. The practitioners ranked this highest at 74.5%.
- They rated screen-based activity relatively low (30.9%). However, the keypad exercise indicated that two-thirds of the young adults with intellectual impairment who participated in the session preferred (or spent the majority of their time doing) some kind of screen-based entertainment.
- The social inclusion factor around watching sport led to a fairly high rating of 45.4%.

What benefits are disability services/service users looking for through their participation in sport? (Table 7)

- By far the most suggested benefit was that of social interaction with others (96.3%).
- This was echoed in the views expressed by service users in the focus group and one-to-one meetings, and in the keypad exercise, where most rated being with friends as the main reason they played sport.
- Better health and wellbeing were given a high rating in this question. This supports evidence that among people with disability health is a main reason for participating in activity.
- In a 2006 study, the author interviewed 22 older people with disability (mean age of 68.6) about their motivation for exercising. Twenty-one of 22 subjects rated health as the prime motivator (and the other subject rated it second).14

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Part Three: Feedback

What are the things that prevent people with disability from participating in sport and physical recreation? (Table 8)

- The big issues of transport and cost dominate the barriers to participation (69.0% and 56.3%, respectively). A number of focus group members made the point that these ‘old chestnuts’ needed to be considered and addressed, and not only in regional, rural and remote settings.

- Attitudes were also given a high rating, with 58.1% stating that attitudinal barriers were still a major factor in preventing people with disability from accessing sports opportunities. The perception of where negative attitudes originate varied depending on the respondent.

Perhaps a resource would help you to provide better opportunities for people with disability to participate in sport and physical recreation. What should it contain? (Table 9)

- By far the most suggested element was for information about local recreation and sports programs, which was selected by 83.6% of respondents.

- Related to this, information about clubs or groups that people could join was identified by 60.0% of respondents, with information about sources of funding (another one of the ‘old chestnuts’) also rated at 60.0%.

- Two interesting alternative suggestions were:
  - funding for groups to develop their own local websites
  - a resource was not needed — re-launch and/or update existing resources.

If a resource was needed, what would be the best format? (Table 10)

- More than two-thirds of respondents felt that a web-based vehicle (for example, an internet site) would be the best platform through which to disseminate information or new ideas (63.6%).

- However, there was still a sizeable group (49.0%) who felt that printed material was an option (for example, books, booklets or activity cards).

- Over half of respondents felt that any resource should contain a combination of formats, including web-based, printed, CD-ROM or DVD elements.

- There was an interesting divergence of views of the issue of the importance given to sport and physical activity by service users and the disability service providers who support them. While disability services personnel, parents and carers considered that it was either very important or quite important (65% merged), representatives from the Sports CONNECT network felt that sport and physical recreation was either of low importance or not a priority (66.6%), even for service users.

Specific service users’ feedback

As mentioned above, the opportunity arose during the course of the project to gather the views of two groups of young adults (approximately 20–40 years), all of whom have moderate to severe intellectual impairments. In both cases, these young adults were from the local community, living independently, semi-independently with support, or with their families. There was a balance of female and male participants, averaged across both groups.

One group comprised 25 people using the services of the Endeavour Foundation in Brisbane; the other was a smaller group of six young adults who are part of a feedback group coordinated through Catholic Care in Canberra. The sessions were held in July (Brisbane) and October (Canberra).

The Turning Point interactive keypad technology was utilised to gain feedback from these groups. The software operates through a keypad system, enabling large groups of participants to give their opinions based on selections from multiple-choice questions.
This format was adapted by substituting photographic images linked to multiple-choice options in order to facilitate the engagement of the participants in the process. To the knowledge of the consultant, this is the first time that the Turning Point technology has been used with this population.

Turning Point uses PowerPoint as a vehicle — the presentation used in both cases is attached (Appendix 3).

The cumulative results across both groups are also shown.

**Procedure**

The aim of the sessions was to gather participants’ views about sport and physical recreation, including their attitudes to participation, and some of their preferences about the ways in which they accessed sporting opportunities. The process was kept fairly short in order to maximise participation without boredom or disengagement. In both cases this was around 50 minutes.

Prior to showing the options from which the participants could make a choice, they were familiarised with the keypads, which are about the size of an average mobile phone. It was important to give participants the opportunity to try out the buttons and understand how the session was going to proceed.

The key to the process was to initiate a short discussion with the group around each theme, prior to asking them to decide. To illustrate each theme and stimulate discussion, photographic or cartoon images were shown to illustrate the options.

For example, in order to find out if the participants preferred played sport indoors or outdoors, they were shown pictures of someone playing table tennis in an activity room and of a group of people outside doing archery.

Once a brief discussion had been held, where participants talked about their personal preferences and listened to those of others, they made a selection by pressing either button 1 or 2 on the keypad, corresponding to their choice of indoor or outdoor participation.

Although it could be argued that by holding a short discussion before each decision individuals were subject to the influence of others, this factor was superseded by two important elements.

First, the discussion enabled the consultant to ensure that the theme of each choice was understood. Second, the discussion created an important social element to the process, which was considered by support staff present to represent a key aspect enabling participants to listen to, and respect, the views of others. Once they heard these differing opinions, they were able to make their own choice from a more informed opinion.

This latter factor brought with it benefits not possible if the sessions had been conducted in silence or on an individual basis.

The use of the keypads proved to be a novel and engaging element. Support staff present assisted individuals who had difficulties identifying the correct button to press to indicate their preference. The staff refrained from making any suggestions themselves, but where necessary reiterated the options from which the participants could choose.

One or two individuals who had particularly large hands found the buttons on the keypad too small, but with the assistance of staff they were able to make their choices. At the conclusion of both sessions, the participants expressed how much they had enjoyed the exercise.
**Participants’ views**

There was a total of nine questions about participation in sport and physical recreation, and a light-hearted ‘joke’ question at the end.

The questions mostly involved a choice between two options. Previous research by the consultant found that multiple-choice questions involving nuances of opinion (for example, strongly agree, agree, not sure, disagree, strongly disagree) tended to create confusion and uncertainty. People tend to respond more positively when they have a straightforward choice.

However, towards the end of the session, as participants became more comfortable with the procedure, questions involving four or five options were used.

There were 31 participants in total, and the questions and responses (cumulative across both groups) are shown in the following figures.

**Figure 1: Do you like to play sport or watch sport?**

- **Play sport**: 60.0%
- **Watch sport**: 40.0%
- **No answer**: 1

**Figure 2: Do you like playing sport on your own or with other people?**

- **On my own**: 32.3%
- **With others**: 67.7%
- **On my own**: 10
- **With others**: 21
**Figure 3: Do you like to be active or do you like computer games/TV?**

- I like to be active: 35.5%
- I like computer games/TV: 64.5%

**Figure 4: Do you like to play sport indoors or outside?**

- Indoors: 58.1%
- Outside: 41.9%

**Figure 5: Why do you like to play sport?**

- To win: 19.4%
- To keep fit: 22.6%
- To be with friends: 29.0%
- To relax and have fun: 29.0%
Figure 6: When you play sport, do you like winning or playing?

- Winning: 38.7%
- Playing: 61.3%

Winning = 12
Playing = 19

Figure 7: What stops you from playing sport?

- Not knowing what’s going on: 38.7%
- Nowhere to do it: 12.9%
- No transport: 29.0%
- Not enough money: 19.4%

Not knowing what’s going on = 12
Nowhere to do it = 4
Not enough money = 6
No transport = 9

Figure 8: What helps you to play sport?

- Someone to help or coach you: 54.8%
- Someone to do it with: 32.3%
- Having the right equipment: 12.9%

Someone to help or coach you = 17
Having the right equipment = 4
Someone to do it with = 10
Discussion

This process succeeded in engaging the interest and participation of individuals with a range of moderate to severe intellectual impairments.

The support staff who were present, based on their knowledge of the participants as individuals, felt that the views they expressed were in line with their everyday preferences and interests.

However, it would be interesting to conduct this method of opinion gathering with a larger number of subjects in order to establish more dependable trends.

In the context of this report, it was interesting to note the following about participants’ responses:

- They tended to prefer more passive indoor activities, however, this may be caused by other issues such as lack of choice or transport
- They preferred participation to competition
- They liked participating with friends; not having someone to be active with was seen as a barrier to participation
- Although transport was seen as an issue by a significant minority, the biggest barrier suggested was lack of information about what was available
- Having someone to help or coach them was seen by a significant majority as the biggest support to participation.

Post-session, the subjects suggested some amendments to the conduct of the research. These included:

- Being able to choose more than one option (perhaps ranking the options); this was a minority view but worth considering to avoid frustration
- One female participant in Canberra felt that in one multiple-choice (four-option) question she did not agree with any of the suggestions, and asked if there could be a ‘none of these’ option.

This last point is a valid one, but care would need to be taken in this kind of decision-making process that, again in the light of experience of working with people who have intellectual impairments, the neutral option was not too frequently offered to avoid a non-committal result.

More research of this nature is required to refine the process and give young people who have intellectual impairments more opportunities to express their opinions.
Part Four: Summary and recommendations

Taking into account the focus group meetings, questionnaires and specific service user research, a number of clear messages emerged.

Networking and training

- Across a wide range of settings, participants felt that a broader concept (or definition) of sport would enable them to better meet the needs of individuals with diverse abilities, interests and preferences. This is an important message for sport to consider in order to promote, and where necessary modify, its services to a wider population.

- Two major factors are crucial in motivating service users:
  - social interaction, which was given as the main reason people participated — making friends, team spirit and ‘mateship’ were very important
  - enabling people to take part — experiencing an activity had the most impact.

  Sport must acknowledge and adapt to these perceptions.

- There is a clear demand for local information.

- Many people stressed the need to create a local human network as the first step before the development of educational resource material. The concept of a network has two elements:
  - to bring organisations together to share information and pool resources
  - to create a practitioner network where expertise and advice could be shared.

- There is subjective evidence of a wealth of expertise within the disability services sector. An audit of this talent pool would help identify community ‘champions’.

- Access to specific Sports CONNECT training, or suitable training provided by sport or other agencies, should be made available to disability services sector practitioners.

- Sports opportunities are mainly delivered in an ad hoc manner. There is a clear need for increased coordination between supply and demand.

- The disability services sector would benefit from support from intermediary agencies to link them to the sports sector. Where this is already occurring, these examples should be highlighted and shared.

- A frequent request was for access to training that provided practitioners, parents and carers with ideas about sport and recreational activities they could do with service users.

Resource material

- The specific purpose of this consultation was to gather people’s ideas about educational resources that could assist them in providing more opportunities in sport and physical recreation for their service users.

- Most suggestions about resources fell into three main categories:
  - a platform whereby local information and local networking can take place — this could be virtual in nature, although there was a high degree of support for regular actual gatherings, providing that these had a purpose
resources to assist practitioners working at point-of-contact with service users, giving them ideas and strategies they can use (for example, modifying existing sports, which presents an opportunity to engage sport in support of the development of these practical tools).

- gathering and of sharing good practice case studies — the many good examples aired in meetings and included in questionnaire responses can act as a starting point for the development of this aspect of the resource material.

- A strategy for the targeting and developing of the media, platforms and content of these resource options should be set in place.

- It was interesting to note that the most commonly used method of receiving information within organisations, particularly between staff and service users, was word of mouth.

- However, most participants thought that any resource produced should be available in a range of formats, including web based, printed (for example, activity cards) and electronic media (for example, DVD/CD-ROM); a favourite was to put all the various formats in one place (for example on a CD, from where everything could be accessed).

- There was a plea from organisations representing people with specific sensory or cognitive impairments to ensure that all resource material is produced in accessible formats (including web-based material).

- Many suggestions were made about the content of the resource material. The most frequent suggestions were to include:
  - sport-specific information
  - information about how to adapt and modify activities for a range of abilities
  - information about specific impairments
  - a home pack for parents and carers to enable them to play constructively with their children.

**Research**

- There is a lack of up-to-date data about the sport and physical recreation habits and preferences of people with disability.

- The planned continuation of the Sports CONNECT research with disability services, including end users, will be a good starting point and will provide an overall view.

- Specific research, accounting for demographic, geographic and specific impairment factors, would also be valuable.

- A literary search of all current relevant research from Australia, including international comparisons, should also be considered.

**Reaction**

- Many participants expressed their appreciation towards the Australian Sports Commission for providing an opportunity for them to articulate their views.

- It is essential that this positive reaction is rewarded by ensuring that these views are considered and an implementation strategy formulated.
Appendix 1: Consultation schedule

<table>
<thead>
<tr>
<th>State</th>
<th>Participating organisations and agencies*</th>
<th>Participants (number)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT</td>
<td>Advocacy for Inclusion; Catholic Care Feedback Group (service users modified keypad consultation); Centre for Community Health and Wellbeing, CIT; Disability ACT; Epilepsy ACT; Disability Services Commission — Local Area Coordination (Gungahlin); LEAD; Marymead; People with Disabilities ACT; Sharing Places; The Spastic Centre, ACT; Therapy ACT (Early Childhood and School Age teams); Women’s Centre for Health Matters; Women with Disabilities ACT; Sport and Recreation Development ACT</td>
<td>34</td>
</tr>
<tr>
<td>NSW</td>
<td>Autism Spectrum (Aspect); Day of Difference Foundation/parent; Department of Ageing, Disability and Home Care; Department of Education and Training; Disability Services Australia (NSW); Disability Trust; House With No Steps (NSW); Sunnyfield Independence; Technical Aid to the Disabled NSW; Wheelchair Sports NSW; Department of Sport and Recreation</td>
<td>15</td>
</tr>
<tr>
<td>NT</td>
<td>Acacia Hill School; Central Australia Supported Accommodation; Department of Health and Families (supported accommodation); Life Without Barriers; RecLink; Red Dust role models; Riding for the Disabled Association (Alice Springs); Special Souls (parent/carer group); parent/service user; Sport Development-Sport and Recreation</td>
<td>13</td>
</tr>
<tr>
<td>QLD</td>
<td>Breakaway; Department of Communities; Endeavour Foundation (service users modified keypad consultation); Toowoomba parent/carers group; Sporting Wheelies and Disabled Association</td>
<td>34</td>
</tr>
<tr>
<td>SA</td>
<td>Anglicare SA; Carers SA; Disability SA (Western); Novita Children’s Services; SA Health; Office for Recreation and Sport</td>
<td>6</td>
</tr>
<tr>
<td>TAS</td>
<td>Active After-school Communities; Cosmos Recreation Services; Department of Economic Development; Disability Bureau; Parksise Foundation; Speak Out Association of Tasmania; Tasmanian Deaf Society Incorporated; Sport and Recreation Tasmania</td>
<td>8</td>
</tr>
<tr>
<td>VIC</td>
<td>Access All Abilities; Disability Sport Victoria; Doncaster All Abilities Basketball; Eastern Recreation and Leisure Services; Eastern Recreation and Leisure Services Leadership Group; Extended Families Australia; Heatherwood School; Nadrasca; SCOPE; Vision Australia; service users; Sport and Recreation Victoria</td>
<td>44</td>
</tr>
<tr>
<td>WA</td>
<td>ACTIV Foundation; Centre for Cerebral Palsy; City of Melville; Crosslinks; Disability Services Commission — Local Area Coordination (Beaconsfield); Good Samaritan Industries; Id-entity WA; Intework WA; My Place WA; Perth Home Care Services; Recreation Network; Rocky Bay Employment Services; Valued Independent People; Western Electric Sporting Association; Wheelchair Sports Association WA; parents/carers; service users; Department of Sport and Recreation</td>
<td>42</td>
</tr>
</tbody>
</table>

Total 196

* Total organisations and agencies: 73. This figure does not include the sport and recreation departments and Sporting Wheelies and Disabled Association that facilitated the sessions but were not included in the feedback figures. An earlier estimate has been reduced as some individual parents/carers and service users also identified themselves as being part of various organisations (some of which are represented). In order to differentiate their feedback as distinctly that of service users and parents/carers, the organisations are not mentioned. The exceptions are the modified keypad sessions, which were organised through the agencies supporting the service users.
Appendix 2: Sample questionnaire — disability services

Disability service providers (practitioners and volunteers)

Sports CONNECT is a national framework that works to build pathways for people with disability to get involved in sport by creating and developing relationships between sports and disability organisations.

It is coordinated by the Disability Sport unit at the Australian Sports Commission, and is supported in each state and territory by a network of coordinators.

A wide range of educational resources — books and booklets, activity cards, CD-ROMs, DVDs, posters, equipment and web-based information — has been developed to support programs associated with Sports CONNECT. Most of these resources have been aimed at those providing opportunities in sport (for example, national and state sporting organisations).

New educational resource material is planned for use by disability service providers, service users (children and adults with disability) and their families.

Your views will shape the development of this resource material. This will ensure that what is produced will provide people with disability, and the families and organisations that support them, with better information about physical recreation and sporting opportunities.

What do you think?

Answer these questions by circling or marking answers that are closest to what you think. There is also space in most questions to write additional thoughts. All material received will be treated confidentially.

Name (optional): ______________________________________________________________________________________________________________________

Also, it will help if you can provide the following.

Role (formal and informal): _________________________________________________________________________________________________

State/territory: ________________ Region (if applicable): _________________________________________________________________
First one or two demographic questions

What age are you?
16–19  20–29  30–39  40–49  50–59  60–69  70 and older
(Circle as appropriate)

Gender
Male  female  (Circle as appropriate)

What do you think the word ‘sport’ represents?
(Circle or tick all that apply)
Competition  Fun and enjoyment  Play
Recreation  Exercise  Health
Personal achievement  Social interaction  Wellbeing
Physical fitness  Mental and emotional balance

Other  ______________________________________________________________________________________

Please rank three, including your own suggestions, in order of importance to you.

1 _____________________________________________ 2 _____________________________________________ 3 _____________________________________________

Where do you get information about services and opportunities available to the service users for whom you work?
(Circle or tick all that apply)
Television  Radio (national)  Radio (local)
Newspapers/magazines (general)
Specialist magazines (for example, those concerning disability)
Newsletters (for example, from disability service organisations)
Internet  Word of mouth
Other (please explain)

____________________________________________________________________________________________
____________________________________________________________________________________________
Does the organisation for which you work, or are most associated with, have a ‘corporate commitment’ towards the importance of physical activity and sport for service users?

Yes No

Please explain ____________________________________________________________

________________________________________________________________________

________________________________________________________________________

How important is physical recreation and sport in the life of the people/person on whose behalf you work?

(Circle or tick one answer)

Very important Quite important
Low importance Not a priority

Please explain your answer __________________________________________________

________________________________________________________________________

________________________________________________________________________

What kind of recreational or sport activities do the people/person on whose behalf you want/like to do?

(Circle or tick all that apply)

Individual (for example, swimming, walking) Group (for example, recreating with others)
Indoor Outdoor
Games and play Competition
Physical activity Screen-based (for example, computer)
Watching sport Therapeutic physical activity
Being involved in some other way (for example, supporting a team, helping at events)

Other ________________________________________________________________

Please add any other thoughts about what they like doing.

________________________________________________________________________

________________________________________________________________________
What benefits are you or the people/person for whom you work looking for through their participation in physical recreation and sport?

_(Circle or tick all that apply)_

- Improved fitness
- Better health and wellbeing
- Getting out of the house
- Opportunity to do new sports activities
- Social interaction with others
- Feeling better about themselves
- Respite for you (the carer)

Other __________________________________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________________________________________

What are the things that most prevent the person you are caring for from participating in physical recreation and sport?

_(Circle or tick all that apply)_

- Transport
- Cost
- Lack of information
- Lack of specialist equipment
- Attitudes
- Lack of trained staff
- Time
- The nature of the person’s impairment
- The way sport, sports clubs and leisure facilities are organised

Please add your own thoughts: _____________________________________________________________________________________________________
__________________________________________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________________________________________

Perhaps some kind of resource would be helpful to you in providing better opportunities in physical recreation and sport for the people/person for whom you work.

What should it contain?

_(Circle or tick all that apply)_

- Information about national sport programs
- Information about local recreation and sport programs
- Ideas about physical activities, games or play you can do yourself
- Competitive opportunities
- Clubs or groups you can join
- Sources of funding
- Ideas about adapting or modifying activities or equipment for sport
Appendix 2: Sample questionnaire — disability services

Other (please add your own ideas) ____________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

**What would be the best format for you to use?**

*(Circle or tick all that apply)*

- Web-based (for example, internet site)
- Printed material (for example, books, booklets)
- CD-ROM (with links to websites, information/ideas you can download, etc.)
- DVD (with ideas on recreation activities you can do)
- Combination of one or more of these (for example, a ‘home pack’)

Other ________________________________________________________________

**Please add any additional thoughts about the kind of information material that would be of most use to you in supporting the people/person for whom you work to access physical recreation and sport opportunities.**

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

**Perhaps you feel that a resource is not the answer. What would you prefer to see being developed?** (For example, opportunities in professional development or training in inclusive activities and sport, or establishing a practitioners network).

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
Finally, two last questions.

**Do you have any examples of good practice, personal success stories, or ways in which barriers to participation have been overcome that you would be able to share?** No need to go into detail here, just a quick explanation and I will get back to you.

__________________________________________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________________________________________

**Do you have any photographic or video images of people with disability enjoying physical activity and sport that you would be able to share in any proposed resource?**

Yes  No

Please return this questionnaire to:

Ken Black  
c/o Disability Sport Unit  
Australian Sports Commission  
PO Box 176  
Belconnen ACT 2616  
Email as an attachment to: ken.black@ausport.gov.au

**Thank you for taking time to complete this questionnaire!**
Appendix 3: Service users poll
Do you like to do sport or watch sport?

1. Do sport: 0%
2. Watch sport: 0%
Sports CONNECT
Disability Sector Education Resource Project

Appendix 3: Service users poll

Sport: different ways of doing it
Appendix 3: Service users poll

Do you like doing sport on your own or with other people?

1. On my own

2. With others

0%
0%
On the oval or on the screen?
Appendix 3: Service users poll

Do you like to be active or do you like computer games/TV?

1. I like to be active
2. I like computer games or TV

0%
0%
Inside or outside?
Do you like to do sport indoors or outside?

1. Indoors
   0%

2. Outside
   0%
Appendix 3: Service users poll

Why do you do sport?
Why do you like to do sport?

1. To win 0%
2. To keep fit 0%
3. To be with friends 0%
4. To relax and have fun 0%
Playing and winning
When you do sport, do you like winning or playing?

1. Winning 2. Playing

0% 0%
What stops you doing sport?
Appendix 3: Service users poll

What stops you from doing sport?

1. Not knowing what’s going on
2. Nowhere to do it
3. Not enough money
4. No transport
What helps you to do sport?

[Images of people engaging in sports activities, including wheelchair-bound individuals and those using gym equipment]

Appendix 3: Service users poll
What helps you to do sport?

0%  1. Someone to help or coach you
0%  2. Having the right equipment
0%  3. Someone to do it with
Finding out
How do you find out about things?

0%  1. Books, magazines, newspapers
0%  2. Other ways, eg Boardmaker
0%  3. From other people
0%  4. Internet
0%  5. TV / DVDs
Finally ... did you enjoy the session?
Appendix 3: Service users poll

Did you enjoy the session?

1. YES!!! 

2. YES!!!

0% 0%