

SPECIAL REPORT

CANADIAN SPORT FOR LIFE FOR ATHLETES WITH A DISABILITY



Canadian Sport
for Life

Integration of Persons with a Disability in Canadian Sport

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LTAD for Athletes with a Disability

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INTEGRATION OF PERSONS WITH A DISABILITY IN CANADIAN SPORT

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Photo: Tyler Mosher, 2010 Paralympian

Abstract

Canada has an outstanding record of achievement in sport for persons with a disability, and there are various explanations for this. Canada's adoption of Long-Term Athlete Development (LTAD) models for all sports may be a contributing factor, as well as making National Sport Organizations (NSOs) responsible for the integration of persons with a disability into their sport development plans. Federal funding for NSOs is tied to their provision of sport opportunities for persons with a disability.

There has also been a shift from the provision of sport opportunities by disability-specific groups to the provision of sport opportunities by sport-specific groups. This shift has significantly improved the sport technical support for athletes with a disability, but may be having the unintended consequence of making entry into sport by persons with a disability more difficult.

Introduction

Canada's small population (approx. 30 million) has had a disproportionately high level of success in international competition for persons with a disability. Table 1 shows the medal results for Winter and Summer Paralympic Games from 1992 to 2010.

Table 1: Canada's Paralympic Medal Totals 1992-2010

Year	Place	Gold Medals	Silver Medals	Bronze Medals
Winter Paralympic Games				
2010	3rd	10	5	4
2006	6th	5	3	5
2002	6th	6	4	5
1998	15th	1	9	9
1994	14th	1	2	5
Summer Paralympic Games				
2008	7th	19	10	21
2004	3rd	28	19	25
2000	3rd	38	33	25
1996	7th	24	22	24
1992	6th	28	21	26

Data from Table 1 show two trends — a significant improvement in Canada's placing in more recent Winter Games¹, and a shift from higher numbers of Bronze medals to higher numbers of Gold medals.

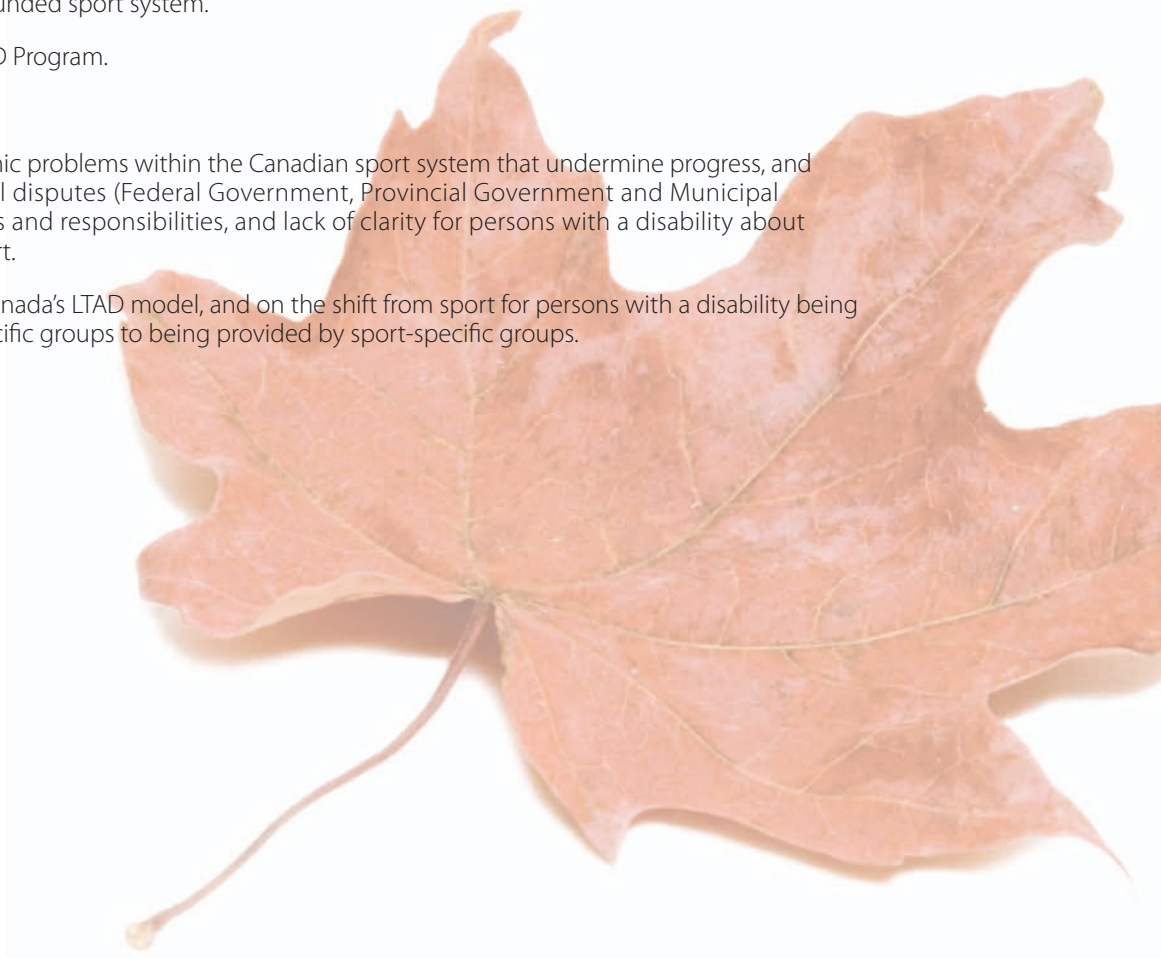
¹With Vancouver 2010 being on home ground, we will have to wait for Russia, 2014 to see if the trend continues.

There are multiple reasons for Canada's success in disability sport, including:

- (a) Social programs, legislation, and human rights approaches that have made the inclusion of persons with a disability into Canadian society a high priority.
- (b) A high level of engagement of women in sport in Canada, and programs that target the inclusion of women in sport, including women with a disability.
- (c) Federal funding programs that assist NSOs to deliver sport programs to persons with a disability.
- (d) A sport environment (both able bodied and for persons with a disability) in which Canada is an early adopter of new sports, and has success in new sports.
- (e) A well developed National Coaching Certification Program that has pressured sports to include the coaching of persons with a disability in all training programs.
- (f) A relatively well funded sport system.
- (g) A systematic LTAD Program.

There are, however, systemic problems within the Canadian sport system that undermine progress, and they include jurisdictional disputes (Federal Government, Provincial Government and Municipal Governments) about roles and responsibilities, and lack of clarity for persons with a disability about their entry points into sport.

This paper will focus on Canada's LTAD model, and on the shift from sport for persons with a disability being provided by disability-specific groups to being provided by sport-specific groups.



PART A: CANADA'S LONG-TERM ATHLETE DEVELOPMENT MODEL AND PROCESS

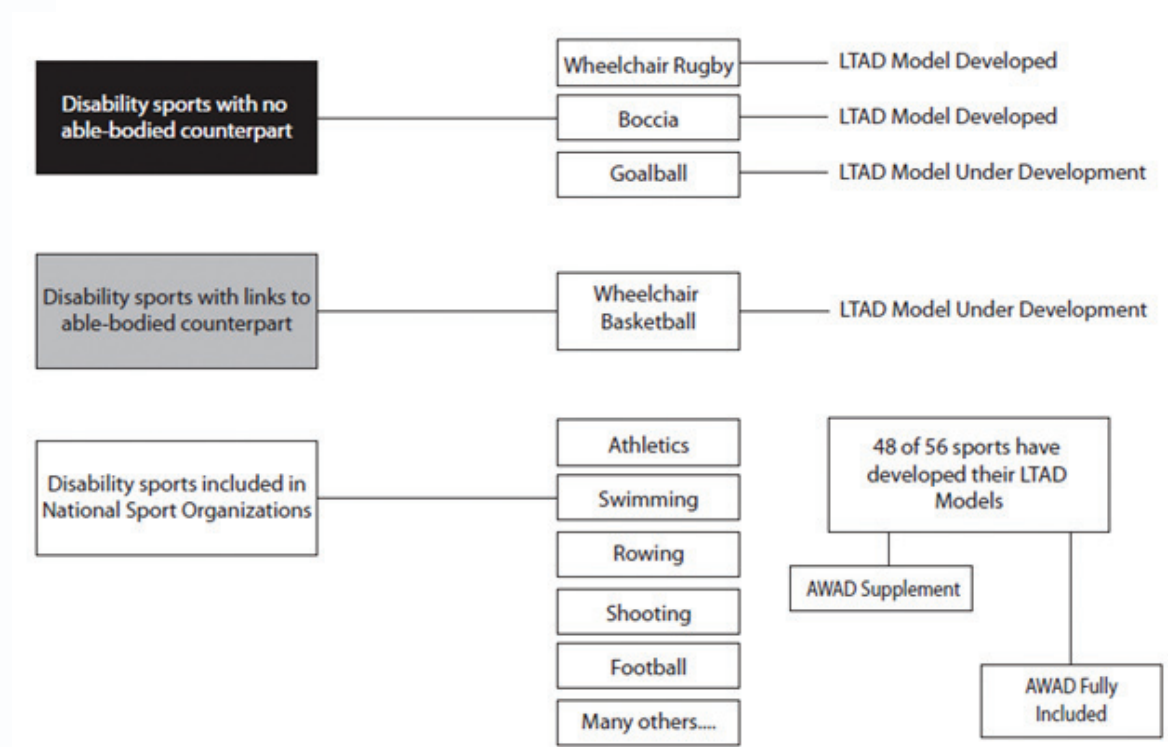
In 2002, Canada unveiled its new National Sport Policy and framework for implementation; and, as a result of that policy, the Ministers in Canada's Federal Government and 13 Provincial/Territorial Governments agreed that they would support the creation and implementation of a systematic approach to athlete and sport development. In 2004 a small, at-arms-length-from-Government work group was formed to develop a LTAD model for Canada².

Federal Government funding was provided to both develop the LTAD model and to assist 56 Federally Funded NSOs to develop their own sport-specific LTAD models. In addition, funding was made available to develop LTAD documents related to athletes with a physical disability (No Accidental Champions) and LTAD for athletes with an intellectual disability (Special Olympics Canada's LTAD Model). Models for Deaf Sport and Blind Sport are currently in development or under discussion.

LTAD models for athletes with a disability have been, or are being, developed by those NSOs with responsibility for persons with a disability.

Figure 1 shows the three basic types of organizations developing LTAD models. In some cases, a National Disability Organization (Wheelchair Sport, Blind Sport, or CP Sport) are the National Governing Body for a sport that has no able-bodied counterpart (Wheelchair Rugby, Boccia, and Goalball). In other cases it is the NSO that is responsible for both able-bodied and disability sport. Under those circumstances they have developed LTAD models for both able bodied and disabled athletes. In Wheelchair Basketball, there is a separate organization for wheelchair play under the umbrella of the NSO.

Figure 1: National Sport Organization structure and development of LTAD models



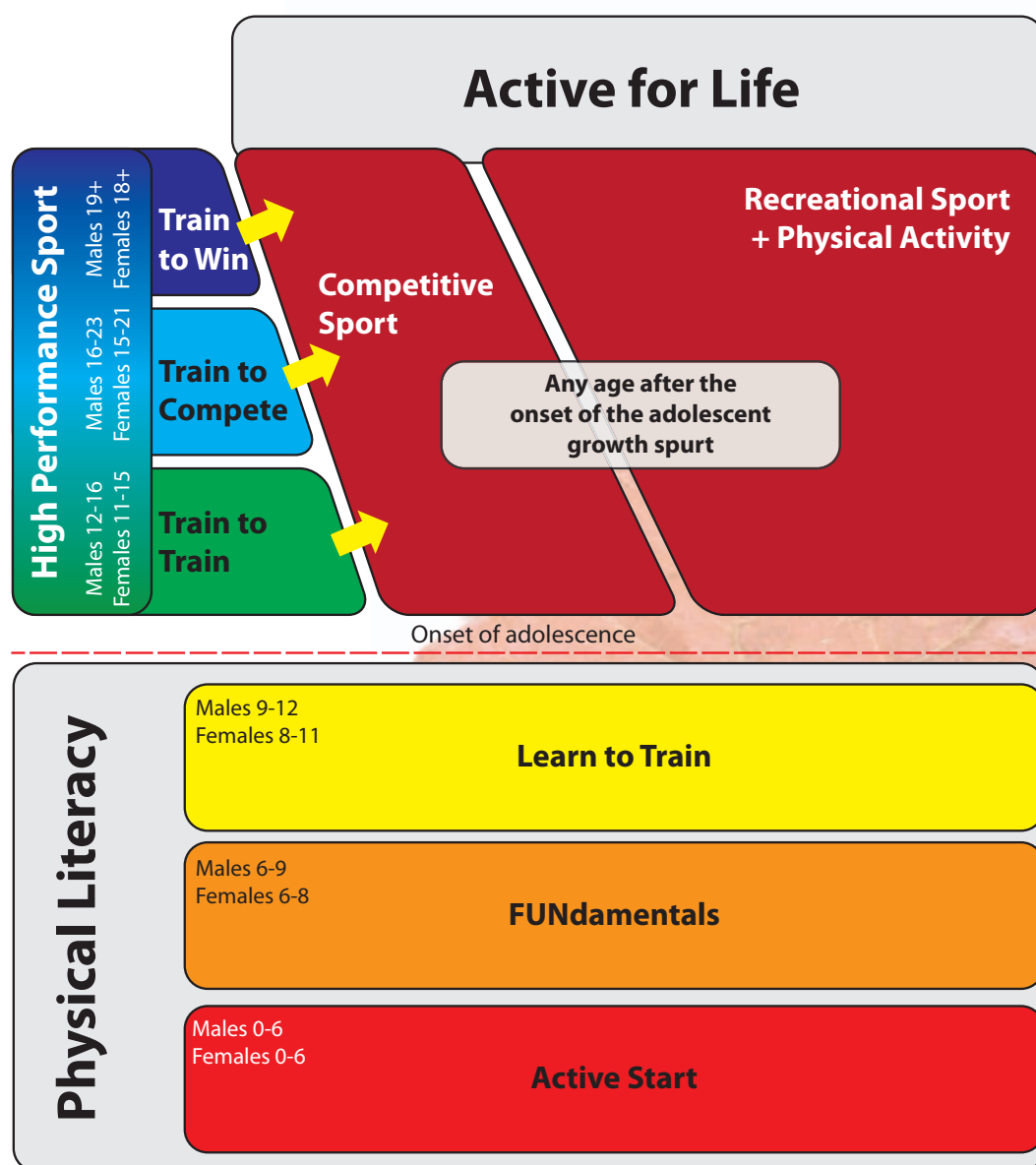
² Balyi, I., Way, R. Cardinal, C., Norris, S., and Higgs, C. (2004). *Canadian Sport for Life: Long-Term Athlete Development*. Canadian Sport Centres.

The Model

The Canadian LTAD model is best described as a “Stage of Human Development” model based on both the scientific literature and the hard-won expertise of leading developmental coaches. It is designed to BOTH improve athletic performance of athletes with the desire, aptitude and persistence to reach the highest levels, AND increase participation of all Canadians in physical activity and sport for health and social engagement.

Figure 2 shows the generic stages of the Canadian LTAD model along with the approximate ages children and youth pass through each stage. Full details of the generic model can be found at www.canadiansportforlife.ca.

Figure 2: The Canadian Long-Term Athlete Development Model



Active Start³

Objectives: Learn fundamental movements and link them together into play.

Physical activity is essential for healthy child development during the critical first six years of life, and is especially important during the first three years since brain growth is extremely rapid, and learning creates more brain cell connections than in later years (Gruhn, 2002). Among its other benefits, physical activity during this time:

- Lays the foundation for future success in skill development, by helping children enjoy being active, learning to move efficiently, and improving coordination and balance.
- Creates neural connections across multiple pathways in the brain (Council of Physical Education for Children, 2000) particularly when rhythmic activities are used.
- Enhances development of brain function, coordination, social skills, gross motor skills, emotional development, leadership and imagination. Helps children to build confidence and develop positive self-esteem.
- Helps build strong bones and muscles, improves flexibility, develops good posture, improves fitness, promotes a healthy body weight, reduces stress and improves sleep.



Things to think about:

At this age, physical activity should always be fun, and part of the child's daily life, not something they are required to do. Active play in a safe and challenging environment is the best way to keep children physically active.

Organized physical activity and active play are particularly important for the healthy development of children with a disability if they are to acquire habits of lifelong activity. Because this is a period when children with a disability rapidly outgrow their mobility aids, communities need to find effective ways – for example, equipment swaps or rentals – to ensure that all children have access to the equipment they need to be active.

Children with sensory disabilities (visual impairment or hearing loss) often require more repetitions to learn movement skills, and different ways of getting information from the instructor. To find out more, contact your local organization providing support for persons with the specific disability.

³ Stage-by-stage information taken from *Canadian Sport for Life*

Photo: Special Olympics Canada

FUNdamentals

Objective: Learn all fundamental movement skills and build overall motor skills.

This is a critical stage for the development of physical literacy, and it is during this time that the foundations of many advanced skills are laid down.

- Skill development for children this age is best achieved through a combination of unstructured play in a safe and challenging environment; and quality instruction from knowledgeable teachers/ leaders/ coaches in community recreation activities, schools, and minor sport programs.
- Skill development during this stage should be well-structured, positive and FUN, and should concentrate on developing the ABCs – of Agility, Balance, Coordination and Speed, plus rhythmic activities.
- Hand and foot speed can be developed especially well by boys and girls during this stage and if this window of opportunity to develop speed is missed, body speed later in life may be compromised.
- This is a great age for children to take part in a wide range of sports – and they should be encouraged to take part in land-based, water-based and ice/snow based activities at different times of the year.
- It is important that all children including those with a disability, master fundamental movement skills before sport specific skills are introduced.
- Strength, endurance and flexibility need to be developed, but through games and fun activities rather than a training regimen.
- Learning to “read” the movements going on around them and make sound decisions during game are critical skills that should be developed at this stage.

Things to think about:

Children this age should not specialize in a single sport. Although they may well have a preferred sport that they take part in once or twice a week, they should take part in other sports or activities at least 3 to 4 times per week. Children this age have a strong sense of what is “fair” and should be introduced to the simple rules and ethics of sports. Basic tactics and decision making can be introduced.

Using equipment that is the right size, and that fits well makes learning activities much more enjoyable and also safer. Equipment swaps and rentals are one way to keep the cost of participation down – and this is particularly important for children with a disability who need specialized sports equipment.

Learn to Train

Objective: Learn overall sport skills.

This is the most important stage for the development of sport-specific skills as it is a period of accelerated learning of coordination and fine motor control. It is also a time when children enjoy practicing skills they learn and seeing their own improvement.

- It is still too early for specialization in late specialization sports. Although many children at this age will have developed a preference for one sport or another, for full athletic development they need to engage in a broad range of activities, playing at least 2-3 different sports.
- While competition is important, it is learning to compete that should be the focus – not winning. For best long-term results 70% of time in the sport should be spent in practice, with only 30% of the time spent on competition.
- This is an important time to work on flexibility.
- Develop endurance through games and relays.

Things to think about:

This is the time to develop and refine all fundamental movement skills, and learn overall sport skills. The brain is nearing adult size and complexity and is capable of very refined skill performance. Late developers (those who enter puberty later than their peers) have an advantage when it comes to learning skills as the Learn to Train stage lasts longer for them.

By this age children have developed clear ideas about the sports they like and in which they feel they have success, and this should be encouraged. The focus should be on playing at least 2-3 sports in different seasons. Focusing only on one sport year round should be discouraged.

Train to Train

The ages that define this stage for boys and girls are based on the onset and end of the growth spurt, which are generally ages 11 to 15 for girls and 12 to 16 for boys. At this stage, they are ready to consolidate their basic sport-specific skills and tactics. These youths may play to win and do their best, but they still need to focus more time on skill training and physical development over competition. This approach is critical to the development of top performers and maintaining activity in the long-term, so parents should check with their national organization to ensure their child's program has the correct training-to-competition ratio.

To-Do List

- Make aerobic training a priority after the onset of peak height velocity (PHV) while maintaining or further developing levels of skill, speed, strength, and flexibility.
- Emphasize flexibility training given the rapid growth of bones, tendons, ligaments, and muscles.
- Consider the 2 windows of accelerated adaptation to strength training for females: the first occurs immediately after PHV and the second begins with the onset of menarche. For males, there is 1 window and it begins 12 to 18 months after PHV.
- Note that both aerobic and strength trainability are dependent on the maturation levels of the athlete. For this reason, the timing of training emphasis differs depending on whether athletes are early, average, or late maturers.
- Learn to cope with the physical and mental challenges of competition.
- Introduce athletes with a disability to sport-specific equipment such as wheelchairs and athletic prostheses. For all athletes, the use of body-size and skill-level appropriate equipment remains important.
- Optimize training and competition ratios and follow a 60:40 per cent training to competition ratio. Too much competition wastes valuable training time and conversely, not enough inhibits the practice of technical/tactical and decision-making skills. Use talent identification to help athletes focus on two sports. Utilize single and double periodization as the optimal framework of preparation. Train athletes in daily competitive situations in the form of practice matches or competitive games and drills.
- The Learn to Train and Train to Train stages are the most important stages of athletic preparation. During these stages, we make or break an athlete!



Photo: Special Olympics Canada

Training to Compete

Depending on the sport, for females ages 15-21+/- and males ages 16-23+/-, this is where things get "serious." They can either choose to specialize in one sport and pursue a competitive stream, or they can continue participating at a recreational level and thereby enter the Active for Life stage. In the competitive stream, high volume and high intensity training begins to occur year-round.

To-Do List

- Provide year-round, high intensity, individual event, and position-specific training.
- Teach athletes, who are now proficient at performing basic and sport specific skills, to perform those skills under a variety of competitive conditions during training.
- Place special emphasis on optimum preparation by 'modelling' high competitions in training.
- Individually tailor to a greater degree fitness programs, recovery programs, psychological preparation, and technical development. Emphasize individual preparation that addresses each athlete's individual strengths and weaknesses.
- Select 1 sport.
- Utilize single, double, and triple periodization as the optimal framework of preparation.
- Change the training-to-competition and competition-specific training ratio to 40:60. Devote 40 per cent of available time to the development of technical and tactical skills and improving fitness and 60 per cent of training to competition and competition-specific training.

Train to Win

At ages 19+ in males and 18+ in females, elite athletes with identified talent enter a stage where they may pursue the most intense training suitable for international winning performances. At this stage, both world class athletes with a disability and able-bodied athletes require world-class training methods, equipment, and facilities that meet the demands of the sport and the athlete.

To-Do List

- Train athletes to peak for major competitions.
- Ensure that training is characterized by high intensity and relatively high volume.
- Allow frequent preventative breaks to prevent physical and mental burnouts.
- Utilize single, double, triple, and multiple periodization as the optimal framework of preparation.
- Change the training to competition ration 25:75, with the competition percentage including competition specific training activities.

Active for Life

Young athletes can enter this stage at essentially any age after the acquisition of physical literacy - usually acquired by the onset of the adolescent growth spurt. According to LTAD, if children have been correctly introduced to activity and sport through Active Start, FUNdamentals and Learning to Train programs, they will have the necessary motor skills and confidence (physical literacy) to remain Active for Life in virtually any sport they like. They may decide to continue playing their sport at the recreational level, or they may become involved in the sport as a game official or coach. They might also try new sports and activities: examples could be a hockey player taking up golf or a tennis player starting to cycle. Canada's sport system should encourage athletes to:

- Move from one sport to another. For example, the gymnast becomes an aerial skier, the sprinter takes up bobsledding, or the 12-year-old basketball player discovers canoeing.
- Move from one aspect of sport to another. For example, the middle distance runner becomes a guide runner for blind athletes or the cyclist rides tandem at the Paralympic Games.
- Move from competitive sport to recreational activities such as hiking and cycling.
- Move from highly competitive sport to lifelong competitive sport through age group competition such as Master's Games.
- Upon retiring from competitive sport, move to sport-related careers such as coaching, officiating, sport administration, small business enterprises, or media.
- Move from competitive sport to volunteering as coaches, officials, or administrators.
- A positive experience in sport is the key to retaining athletes after they leave the competition stream.

Long-Term Athlete Development for Athletes with a Disability

Athletes with a disability pass through the same stages of athlete development as their non-disabled peers. Those with congenital disabilities pass through the stages at approximately the same ages as the nondisabled, although some specific disabilities may alter the age of onset of adolescence. Athletes who acquire a disability pass through the same developmental stages as their peers until the onset of their disability, and then, especially for those with traumatic injury, pass through the same stages again – but with their new body.

Two additional stages have been identified for athletes with a disability. They are "Awareness" and "First Contact". Far too few persons with a disability are fully aware of the range of sports and activities in which they could take part, and sports have a responsibility to make those with disabilities fully aware of what they have to offer. In addition, the first contact between a person with a disability and the sport system is critical. If the person with a disability feels that they are welcome in the sport environment they will likely engage in the sport, but if they sense they are unwelcome, they are likely to leave and not return. Sports are therefore encouraged to train coaches and others to make a disabled persons first experience in sport a positive one.

As part of the development of each sport's LTAD model, the sport is required to reflect on its programs, structures and supports for athletes with a disability, and plan stage specific interventions to encourage participation, retain those who try the sport, and develop high performance athletes for success on the world stage.

PART B: TRANSITION FROM SPORT DELIVERY THROUGH DISABILITY SPORT ORGANIZATIONS TO SPORT DELIVERY THROUGH “ABLE BODIED” NATIONAL SPORT ORGANIZATIONS

Sport for persons with a disability had its origins in rehabilitation medicine, and was championed by either “illness/disability” focussed groups or specially formed disability sport groups; for example, the Canadian Cerebral Palsy Sport Association, Canadian Blind Sport Association or the Canadian Wheelchair Sport Association.

This “disability” focus had both advantages and disadvantages. Because persons with a disability were often members of their disability specific support group, which were closely aligned with the disability sport groups, entry into disability sport was non-threatening, and undertaken in a very supportive environment often surrounded by peers with the same disability. This easy entry, and support from individuals who shared the same problems and concerns, promoted entry into sport, but did not promote high-performance aspirations. Coaches were frequently unqualified, and unable to provide the training guidance required for high performance athletes.

As sport for persons with a disability moved away from the medical rehabilitation model to a sport model, there was, in Canada (and elsewhere) a desire to see disability sport become part of mainstream sport – for example with swimmers with a disability learning to swim and compete in local swimming clubs, and wheelchair athletes racing in local athletic (Track and Field) clubs.

In the mid-1990s Sport Canada, a major funding agency for sports in Canada, began funding previously “able-bodied” sport NSOs to deliver programs for persons with a disability. By the early 2000s this transition was complete, with only the sports not practiced by able bodied individuals remaining under the control of disability sport organizations.

This transition to disability sport within the NSOs has made very high level coaching available to athletes with a disability, and had a major impact on sport performance. However, one negative, unanticipated, consequence is that it appears to have made entry into sport more difficult for persons with a disability. It is much more challenging for a person in a wheelchair to approach the coach at their local tennis club and say, “I want to learn to play tennis” than it was for a person in a wheelchair to go to their local disability sport club, and there try out tennis along with other wheelchair users.

Canada’s very high level of recent success in disability sport might therefore be an accident of the transition from disability sport in the medical model to disability sport in the “sport” model. The very successful Canadian athletes just retiring from high level international competition had the benefit of ENTRY into the non-threatening disability sport organizations, but spent their high performance years under the guidance of Canada’s top sport specific coaches and national team programs.

There is concern that once this group of talented athletes retire, there is no ready stream of up-and-coming athletes to replace them, since entry into sport has been made more difficult. A number of Paralympic sports in Canada are now developing plans to try to recapture the ease of entry that segregated disability sport once provided, while maintaining the technical excellence associated with integrated sport.

Appendix A:

Regulations for sport funding for persons with a disability.

2.5.1 FUNDING FOR NSOs SUPPORTING ATHLETES WITH A DISABILITY PROGRAMMING

NSOs that have a program for athletes with a disability are eligible for support for their athletes with a disability in all of the core and non-core contribution blocks if they have fully implemented programs supporting those athletes. NSOs that have non-Paralympic programs or a low volume of Paralympic activity may be provided with funding on a project basis. For these NSOs, support for projects will be provided in the following contribution blocks:

- Operations / Programming;
- National Team Programs;
- Coaches' Salaries and Professional Development; and
- Sport Participation Development.

NSOs eligible to receive project support only must be able to demonstrate the ongoing provision of high performance services to athletes with a disability or sport participation projects.

Funding for athletes with a disability is protected and may only be redistributed within blocks specifically designated for athletes with a disability in Annex E – Eligible Expenditures and Approved Projects of the Contribution Agreement and according to the specifications listed above.

The lists of allowable expenses/projects contained in these contribution guidelines are intended to guide NSOs in submitting projects that would be considered by Sport Canada in their application for funding.



LTAD FOR ATHLETES WITH A DISABILITY

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Overview

Sport for athletes with a disability emerged in the last 50 years. Paralympic-related sports for athletes with physical disabilities emerged following World War II and evolved primarily as the result of efforts from disability-focused organizations such as those for the blind, cerebral palsy, amputations and those with spinal injuries. Special Olympics, the predominant organization for athletes with an intellectual disability, meanwhile emerged in the late 1960s, with the first games being held in Chicago in 1968. Slowly, sport for persons with a disability evolved from a focus on the disability and rehabilitation, to sport and as such, this change in focus was reflected in the structure of the national sport system. In the early 1990s, National Sport Organizations (NSOs) Swimming Canada and the Canadian Federation of Archers were the first two to be asked by the Federal Government to become inclusive. By the early 2000s, all NSOs that encompassed able-bodied athletes, as well as athletes with a disability, were fully inclusive. However, sports specific to athletes with a disability that did not have an apparent match to any able-bodied sport had to develop their own disability specific organization. For example: Goalball, which is a sport for people with a visual impairment, has no able-bodied equivalent, and therefore, had to create its own NSO. Ultimately, all able-bodied NSOs developed inclusive programming, services and leadership to accommodate athletes at all levels of physical ability. In many sports this process was relatively straightforward, while in others it was more complicated and difficult. Many NSOs were able to provide services for existing athletes but were not adequately prepared to manage new athletes at the grassroots level of their sport. For this reason NSOs were encouraged to embrace the inclusion of athletes with a disability into their Long-Term Athlete Development (LTAD) models.

What follows is an overview of the federally funded sports, whether they have included athletes with a disability into their existing LTAD model, whether they have plans to do so in the future and recommendations for next steps.

Results

- 54 organizations were surveyed.
- 4 organizations did not respond.
- 15 of 53 responding organizations have sections in their able-bodied LTAD framework dedicated to athletes with a disability.
- 13 or 51 responding organizations have completed (or are very close) to completing LTAD frameworks specific for athletes with a disability.
- 23 of 56 organizations did not have LTAD frameworks for athletes with a disability either as standalone documents or within their existing able-bodied LTAD models.
- Of these 23 organizations, 3 have indicated a commitment to complete an LTAD for athletes with a disability.
- Another 13 indicated they would be interested in pursuing one or already have plans to do so. Examples of why they haven't done so already include lack of financial or human resources.
- 9 of 51 organizations indicated they had not completed an LTAD for athletes with a disability either as a standalone document or within an able-bodied LTAD framework and had no plans to pursue either.

Recommendations

In an ideal world, every person with a disability would have the same breadth and depth of sport opportunities as would a person who is able-bodied - given that they both have similar economic status, geographic locations and other social variables. With that in mind, and again from an idealistic perspective, each of the 56 sports listed in the table attached would have LTAD frameworks for athletes with a disability. The argument that there are no athletes and, therefore, no framework required should be avoided and perhaps the approach should be that "if you build it they will come". With that assumption the following recommendations and actions are presented knowing that finite human and financial resources may preclude them from being fully achieved.

GENERAL RECOMMENDATIONS:

Many NSOs seem willing and interested in pursuing LTAD for athletes with a disability and appear ready to do so formally but are looking for direction, financial resources and human resources.

Impetus for LTAD frameworks for athletes with a disability often comes from the international governing body. NSOs, Canadian Paralympic Committee, Canadian Sport for Life and other stakeholders can play a role by advocating to the International Federations to consider offering and governing sport for athletes with a disability.

LTAD models based on specific athletes with a disability may be needed to act as resources for all able-bodied sport organizations. For instance, one specific for visual impairment, cerebral palsy, paraplegic/quadruplegic, amputations (perhaps) and intellectual disability may act as the foundation for all other athletes with a disability LTAD model developments.

It is not in our best interest to use 'disability' as an umbrella term to define all disabilities. Each and every disability is unique in its own right and will require specific actions, programs and research.

Disability-specific sport organizations have the necessary expertise to push and aid the able-bodied NSOs to pursue disability-focused programs. They should be encouraged to interact more regularly and purposefully.

NSOs would likely benefit from viewing athletes with a disability LTAD models that currently exist. Cycling and cross-country skiing are good examples.

In addition to the athletes with a disability LTAD models for NSOs, there is likely a need for focus on youth development (particularly from infancy to early adolescence). One of the issues often identified by disability sport organization is how do they access children with a disability.

KEY ACTIONS OVER THE NEXT TWO – FOUR YEARS:

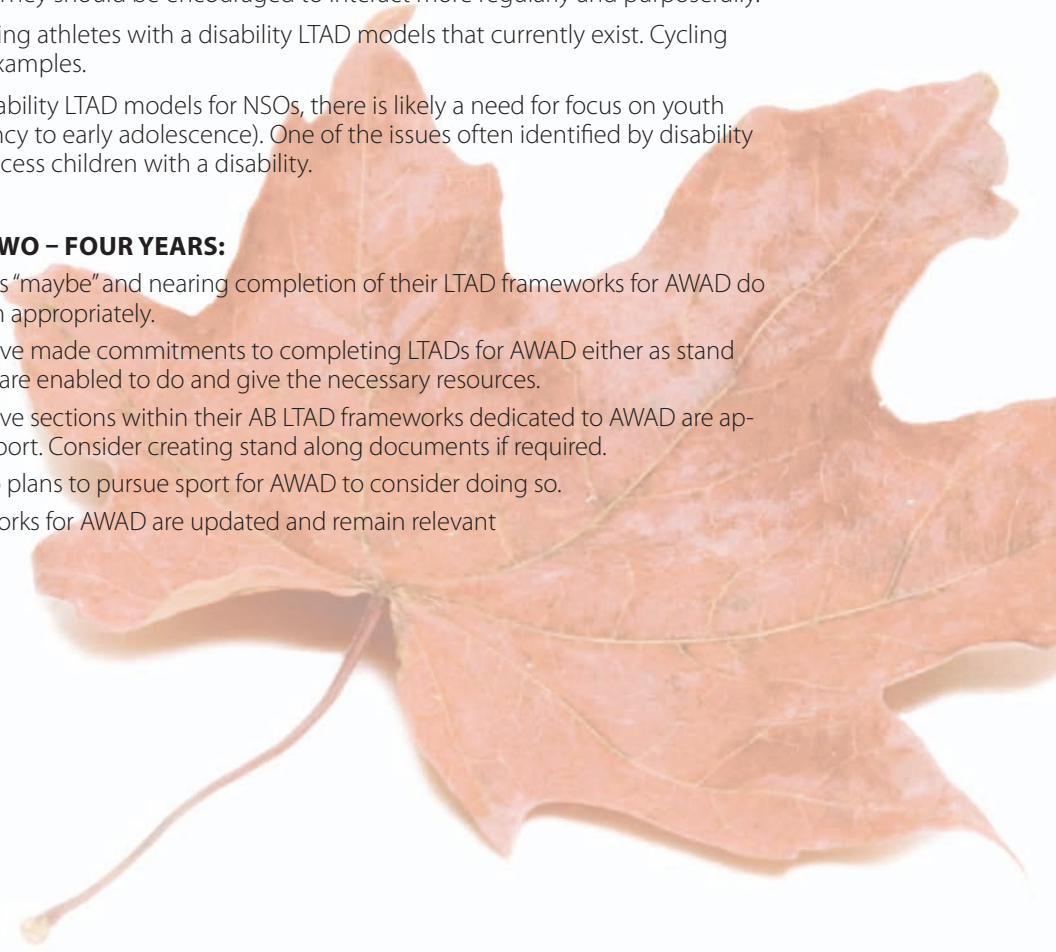
Ensure that the organizations listed as "maybe" and nearing completion of their LTAD frameworks for AWAD do so and are supported to launch them appropriately.

Ensure that the organizations that have made commitments to completing LTADs for AWAD either as stand alone or within AB LTAD frameworks are enabled to do and give the necessary resources.

Ensure that the organizations that have sections within their AB LTAD frameworks dedicated to AWAD are appropriate and effective within their sport. Consider creating stand alone documents if required.

Encourage the organizations with no plans to pursue sport for AWAD to consider doing so.

Ensure the stand alone LTAD frameworks for AWAD are updated and remain relevant



CS4L-LTAD report for Progress Related to Athletes with a Disability

SPORT	IS THERE AN LTAD MODEL FOR ATHLETES WITH A DISABILITY?	FUTURE PLANS FOR LTAD AWAD
Alpine Canada	Yes – separate document	NA
Athletics Canada	No	Commitment made for 2012
Badminton Canada	No	Maybe
Baseball Canada	No	Maybe
Biathlon Canada	No	No
Bobsleigh Canada Skeleton	No	No
Canadian Luge Association	No	No
Bowling Federation of Canada	No	Maybe
Boxing	No	No
Broomball	No	No
Canada Basketball	Maybe – separate document for Wheelchair Basketball near completion	NA
Canadian Blind Sports Association	Maybe – separate document for Goalball is near completion	NA
Canadian Canoe Association	No	Commitment made no date
Canadian Cerebral Palsy Sports Association	Yes – separate document for Boccia	NA
Canadian Curling Association	Yes – in AB LTAD	Commitment made no date
Canadian Cycling Association	Yes - separate document	NA
Canadian Fencing Federation	Yes - in AB LTAD	No

AB = Able Bodied

SPORT	IS THERE AN LTAD MODEL FOR ATHLETES WITH A DISABILITY?	FUTURE PLANS FOR LTAD AWAD
Canadian Swimming	Yes – separate document	NA
Canadian Tennis Association	Yes – in AB LTAD Yes – Wheelchair Tennis-specific document completed	NA
Canadian Weightlifting Federation	No	No
Canadian Yachting Association		
Canadian Cerebral Palsy Sports Association	Yes – separate document for Boccia	NA
Cross Country Canada	Yes – separate Document	NA
Diving Canada	No	No
Equine Canada	Yes – in AB LTAD	No
Federation of Canadian Archers	Yes – in AB LTAD	NA
Field Hockey Canada	Yes – in AB LTAD Yes – separate document initiated	Maybe
Football Canada	No	Maybe
Golf Canada	No	Maybe
Gymnastics Canada	No	No
Hockey Canada	No	Maybe
Judo Canada	Yes – in AB LTAD	No
National Karate Association of Canada	No	Maybe
Racquetball Canada	Yes – separate document initiated	Maybe

SPORT	IS THERE AN LTAD MODEL FOR ATHLETES WITH A DISABILITY?	FUTURE PLANS FOR LTAD AWAD
Rowing Canada	Yes – in AB LTAD	No
Rugby Canada	No	Maybe
Shooting Federation of Canada	Yes – in AB LTAD Yes – separate document near completion	NA
Skate Canada	Yes – in AB LTAD	No
Snowboard Canada	Yes – in AB LTAD	No
Softball Canada	Yes – in AB LTAD	No
Speed Skating Canada	No	No
Squash Canada	No	Maybe
Synchro Canada	Yes – in AB LTAD	No
Table Tennis Canada	No	Maybe
Taekwondo	No	Yes
Triathlon Canada	Yes – in AB LTAD	No
Volleyball Canada	Maybe - Separate document for Sitting Volleyball near	NA
Water Polo Canada	No	Maybe
Water Ski and Wakeboard Canada	Yes - in AB LTAD	No
Wheelchair Rugby – Powerlifting	Yes – separate document for Wheelchair Rugby	NA
Wrestling Canada	No – slight rule differences otherwise no change for AWAD	No