



NO ACCIDENTAL CHAMPIONS^{3.1}

LONG-TERM DEVELOPMENT FOR ALL



 **Sport for Life**

A SUPPLEMENT TO LONG-TERM DEVELOPMENT



Photo courtesy of Disabled Skiers Association of British Columbia



table of contents

1. LTD for All	5
2. The Canadian LTD Framework	8
3. Seven Main Stages of LTD.	9
4. Two Pre-stages: Awareness and First Involvement	10
5. The 10 Key Factors Influencing LTD for All	13
6. Additional Considerations	19
7. Changes to the System	20
Coach Education	21
Competition Formats	22
Funding, Access, Equipment, and Facilities	24
Training and Competition Partners	25
Sport Science	26
Officials' Support	27
Athletes' Support	27
Talent Development	28
8. Next Steps	30
9. To Learn More	30
10. Acknowledgements	32
11. References	32



Donovan Tildesley, Swimming
Beijing 2008

Photo: Benoît Pelosse | Courtesy of Canadian Paralympic Committee

Long-Term Development For All

Approximately 14% of Canadians have a sensory, intellectual or physical impairment,¹ and some of these persons may have more than one impairment. **No Accidental Champions** describes some of the opportunities and challenges that face persons with diverse abilities in pursuing sport and physical activity, and how the Canadian sport system can best accommodate their needs for increased activity and greater achievement through Long-Term Development (LTD). Not all individuals with diverse abilities will pursue competition; however, this should not exclude them from opportunities to learn sport skills and become active for life.

Regardless of their competitive or recreational aims, athletes with diverse abilities are first and foremost athletes. For this reason almost all of the principles behind Canada's LTD framework are applicable to everyone. If you have not already read the Sport for Life resource paper and become familiarized with the overarching LTD framework, you may wish to read it first. No Accidental Champions builds upon this document and addresses additional or unique factors that need to be considered by athletes, coaches, parents, administrators, and health professionals in the delivery of sport and physical activity specifically for athletes with diverse abilities.

¹ Statistics Canada. *Participation and Activity Limitation Survey 2006: Tables*. Ottawa: Statistics Canada, 2007 (Cat. No. 89-628-XIE - No. 003).

Promoting Health & Excellence

To promote optimum health and quality of life, it is critical that all Canadians, with or without diverse abilities, fully engage in physical activity. In light of documented declines in physical activity and increasing rates of obesity, depression, and related health issues both nationally and globally, Sport for Life and LTD fulfil the need to promote the well-being of all Canadians through physical activity and sport. Sport for Life and LTD also support the United Nations Convention on the Rights of Persons with Disabilities, which stipulates governments will promote sport and recreational activity for persons with disabilities.²

Through LTD, Canadians with diverse abilities might train to achieve excellence in high performance sport, or they might choose to pursue the many benefits that come with being active in physical activity. The purpose of LTD is to support each person's aims by providing a suitable and recognizable pathway for them to engage in activity and pursue their goals using logical guidelines for training, competition, and recovery.

² UN Convention on the Rights of Persons with Disabilities (Article 30).




Jody Barber, Para Triathlete and 2010 Paralympian, Cross-Country Ski

Opportunities for All

In the course of recent decades, a vast array of sports and physical activities traditionally available only to able-bodied athletes have become accessible to persons with diverse abilities at both the recreational and competitive levels (see panel below). Some individuals may have been born with a congenital impairment, while others may have acquired their diverse abilities later in life. Regardless of the origin of their ability or impairment, Canadians who pursue sport and physical activity deserve to have a pathway to help them achieve their goals, whether they pursue excellence and high performance or simply aim to be active for life.

Drivers for Change

Canada has been recognized for achieving outstanding success in Paralympic sport, Special Olympics, Deaflympics, and other sports for athletes with diverse abilities, but there are concerns that systemic factors continue to limit access to sport and physical activity for persons with diverse abilities. There are also concerns that Canada's pool of high-performance athletes is not being replenished as our current athletes age. By creating an LTD pathway for athletes with diverse abilities, we can help to ensure the vitality of sport and activity for all Canadians with diverse abilities.



Lauren Woolstencroft,
Alpine Ski
Vancouver 2010

High Performance Competitions for All

The Paralympic Games provide competition opportunities for athletes with physical and visual impairment, while the Special Olympics Games serves a broad spectrum of persons with an intellectual impairment and the Deaflympics provide competition for persons who are deaf. (Some events for athletes with intellectual impairment are being reintroduced at the 2012 Paralympic Summer Games.)

The Paralympic Games are held immediately following the Olympic Games, and there are also regional Parapan American Games. The Paralympic Summer Games include archery, athletics, boccia, cycling, equestrian, soccer five- and seven-a-side, goalball, judo, powerlifting, rowing, sailing, shooting, swimming, table tennis, volleyball, wheelchair basketball, wheelchair fencing, wheelchair rugby, wheelchair tennis, and in 2016, canoe and triathlon. The Paralympic Winter Games include alpine skiing, ice sledge hockey, cross-country skiing, biathlon, and wheelchair curling. There are some sports specific to only one impairment such as goalball for athletes who are blind or visually impaired.

The Special Olympics Summer Games include athletics, aquatics, five-pin and ten-pin bowling, soccer five-a-side, powerlifting, rhythmic gymnastics, and softball. Winter Games events include alpine and cross-country skiing, curling, figure skating, floor hockey, snowshoeing, and speed skating.

The Summer Deaflympics includes athletics, badminton, basketball, beach volleyball, bowling, road cycling, soccer, judo, karate, mountain biking, orienteering, shooting, swimming, table tennis, taekwondo, tennis, volleyball, freestyle wrestling, and Greco-Roman wrestling. The Winter Deaflympics features alpine skiing, cross country skiing, curling, ice hockey, and snowboarding.



2010 Paralympic Games
Opening Ceremonies
Photo: John Sims | Courtesy of
Canadian Paralympic Committee

Carrying the Torch

Sport and physical activity for athletes with diverse abilities is organized by a variety of national, provincial, territorial and local groups. In many cases, a single national sport organization (NSO) may be the governing body for both the able-bodied and athletes with diverse abilities of one particular sport. At the same time, Disability Sport Organizations (DSO) may represent several sports and activities in relation to a particular impairment. For example, Special Olympics Canada provides programming in a variety of sports and activities for athletes with an intellectual impairment, while the Canadian Deaf Sports Association delivers an array of programming for deaf or hard of hearing athletes.

Whatever their affiliation or primary interest group, and despite the diversity of needs represented by athletes with sensory, intellectual, and physical impairments, NSOs and DSOs can ensure continued and expanded success in their programming by considering and incorporating LTD principles. At the same time, the Canadian sport system at large can also benefit by NSOs and DSOs sharing their expertise with each other and with participants and stakeholders, including but not limited to persons with diverse abilities, parents, coaches, administrators, health professionals, sport scientists, and volunteers.

High Performance **Sport** for All

Persons with diverse abilities engage in sport for the same wide range of reasons as the general population, and some of them aspire to perform at the highest levels of international competition. This is true regardless of the nature of the impairment, and high performance opportunities exist for athletes with mobility, sensory or intellectual impairments.

When you see a one-legged high jumper clear a bar that he or she can walk under without stooping, or a blind runner winning the 100m in 10.6 seconds, you know that diverse ability sport is truly high performance.


Reaching the pinnacle of high performance sport requires years of high quality training, good competition, great coaching, and, when necessary, world class equipment. Top athletes with diverse abilities train as long and as hard as athletes in mainstream sport, make the same sacrifices, and require the same level of support from coaches, officials, medical teams and sport scientists.

The Paralympic Games (parallel to the Olympic Games), the Deaflympics, and a multitude of sport-specific World Championships provide opportunities for athletes with diverse abilities, be it physical, sensory or intellectual impairment. These competitions show how far persons with diverse abilities have come in sport since the pioneering efforts to use sport to improve the lives of injured military personnel 65 years ago.



The Canadian LTD Framework

Several aims and considerations guide the Long-Term Development (LTD) framework.

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- 1 LTD is based on the physical, mental, emotional, social, and cognitive development of children, adolescents and adults. Each stage reflects a different point in development.
 - 2 LTD ensures physical literacy³ upon which excellence can be built, and builds that physical literacy in all children, from early childhood to late adolescence, by promoting quality daily physical activity in schools and a common approach to developing physical abilities through community recreation and elite sport programs. It also recognizes the need to involve all Canadians in LTD, regardless of ability.
 - 3 LTD ensures that optimal training, competition, and recovery programs are provided throughout an athlete's career.
 - 4 LTD provides an optimal competition structure for the various stages of an athlete's development.
 - 5 LTD has an impact on the entire sport continuum, including participants, parents, coaches, schools, clubs, community recreation programs, provincial sport organizations (PSOs), territorial sport organizations (TSOs), national sport organizations (NSOs), multi-sport service organizations (MSOs), sport science specialists, municipalities, and several government ministries and departments at the federal and provincial/territorial levels (particularly but not exclusively in the portfolios of health and education).
 - 6 LTD integrates elite sport, community sport and recreation, scholastic sport, and physical education in schools.
 - 7 LTD is 'Made in Canada', recognizing international best practices, research, and normative data.
 - 8 LTD is consistent with the Canadian Sport Policy and reflects a commitment to contribute to the achievement of each.
 - 9 LTD promotes a healthy, physically-literate nation whose citizens participate in lifelong physical activity.

³ Physical literacy refers to competency in basic human movements, fundamental motor skills and fundamental sport skills.

Seven Main Stages of LTD

As they mature to adulthood, children and youth pass through a series of developmental stages that affect the development of their physical, mental, cognitive and emotional capacities they use to participate in physical activity and sport. This fact holds true for persons with and without diverse abilities, though the rate and extent of development may vary depending on the type of impairment.

A brief overview of the seven main stages of LTD* is presented below (Figure 1). The first three stages, plus the Active for Life stage, are intended for all individuals who participate in physical activity and represent the process for acquiring basic physical literacy and engaging in lifelong physical activity for health and enjoyment. The full seven stages represent a complete pathway for athletes who choose to pursue high performance. Two additional stages are identified for athletes with diverse abilities (see Figure 2).

Figure 1 shows the typical age ranges when individuals who are able-bodied pass through each stage. Individuals with diverse abilities, whether congenital or acquired, may pass through these stages at significantly different ages depending on when they first become active or acquire their impairment. They may also pass through the stages at vastly different rates depending on the nature of their impairment. For example, some individuals with an intellectual impairment might move from the Learning to Train stage directly to the Active for Life stage, or they might stay in the Learn to Train stage for many years. Individuals with acquired diverse abilities might pass through some stages more than once – first as a person without an impairment and later as a person with diverse abilities.

Figure 1: Seven Stages of LTD

Athletes with diverse abilities pass through the same stages as able-bodied athletes presented below, but chronological ages and rates of progress may differ depending on the type and degree of impairment.

ACTIVE START	Males and Females 0 – 6	Learn FUNdamental movements and link them together in play
FUNDAMENTALS	Males 6 – 9 Females 6 – 8	Learn all FUNdamental movement skills and build overall motor skills
LEARN TO TRAIN	Males 9 – 12 Females 8 – 11	Learn overall sport skills
TRAIN TO TRAIN	Males 12 – 16 Females 11 – 15	Build aerobic base, develop speed and strength, further develop and consolidate sport-specific skills
TRAIN TO COMPETE	Males 16 – 23 +/- Females 15 – 21 +/-	Optimize fitness preparation and sport-, individual-, and position-specific skills as well as performance
TRAIN TO WIN	Males 19 +/- Females 18 +/-	Focus on podium performances
ACTIVE FOR LIFE	Enter at any age	Smooth transition from an athlete's competitive career to a lifelong physical activity and participation in sport

* For additional details, please refer to the resource paper *Sport for Life (2005)*.

Two pre-stages:

Awareness and First Involvement

Athletes with diverse abilities require two LTD pre-stages in addition to the seven stages described in Figure 1. These pre-stages are Awareness and First Involvement. They are particularly important for individuals with an acquired impairment who, prior to injury or illness, may have had no contact with, and no knowledge of, sport and physical activity for persons with diverse abilities. These pre-stages are shown in Figure 2 below.

Figure 2: The Sport for Life No Accidental Champions Framework

Awareness and First Involvement programs are used to inform and engage potential athletes at all ages, as diverse abilities may be congenital or acquired.



For additional details, please refer to the resource paper Sport for Life (2005).

Special Olympics and INAS

For athletes with an intellectual impairment, there are two major international organizations – Special Olympics International and INAS, the International Federation for athletes with an intellectual impairment. Both make outstanding contributions, but they focus on different types of sport opportunity for those they serve.

Special Olympics is dedicated to enriching the lives of people with an intellectual impairment through sport. It organizes its own local, national and international competitions, including the massive World Summer and Winter Games which are held in the year prior to the Olympic and Paralympic Games. In 2011 the World Games are being held in Athens, Greece and more than 7,000 athletes from more than 180 countries will take part.

INAS is the organization for para-athletes with an intellectual impairment, and it is the international sport organization representing athletes with an intellectual impairment within the Paralympic movement and the Paralympic Games. Within the Paralympic Games, INAS is focused on advancing high performance sport opportunities for athletes with an intellectual impairment.

Awareness Pre-stage

Opportunities for persons with diverse abilities to participate in sport and physical activity are not always well known to the general public. The purpose of the Awareness pre-stage is to inform the general public and prospective athletes with diverse abilities of the range of opportunities available. To this end, sport and recreation organizations need to develop awareness plans to make their offerings and resources known.

In the case of individuals who acquire diverse abilities, the period following acquisition of diverse abilities is generally one of great change and transition. Some of their previous physical activities may no longer be open to them in the same form, and they may not be aware of the many sporting and physical activities that are available to persons with diverse abilities. Awareness plans and effective communication can help to ease this transition; these plans can also foster awareness among parents and people who work with persons with diverse abilities, such as health care professionals and teachers.



The Honourable Mary McNeil prepares for the tap off between Ross MacDonald and Janet McLachlan on International Paralympic Day in Vancouver.

First Involvement Pre-stage

The purpose of the First Involvement pre-stage is to ensure persons with diverse abilities have a positive first experience of an activity and remain engaged. Accordingly, organizations need to train coaches and develop programs that provide suitable orientation for prospective athletes with diverse abilities, helping them to feel confident and comfortable in their surroundings, and welcome among peers and training personnel.

Giving Back

At the end of their careers, athletes with diverse abilities who retire from competition should be encouraged to remain involved in the sport as coaches, program volunteers, fundraisers, mentors, or officials. Through their experiences in sport and physical activity for athletes with diverse abilities, they can act as role models who provide a wealth of information, expertise and guidance to upcoming athletes.



"I have gone through all the same stages of development as Canada's other elite athletes. From training hard as a teenager, through learning to compete on the international stage, to standing on the Paralympic podium, my development has taken time and perseverance."

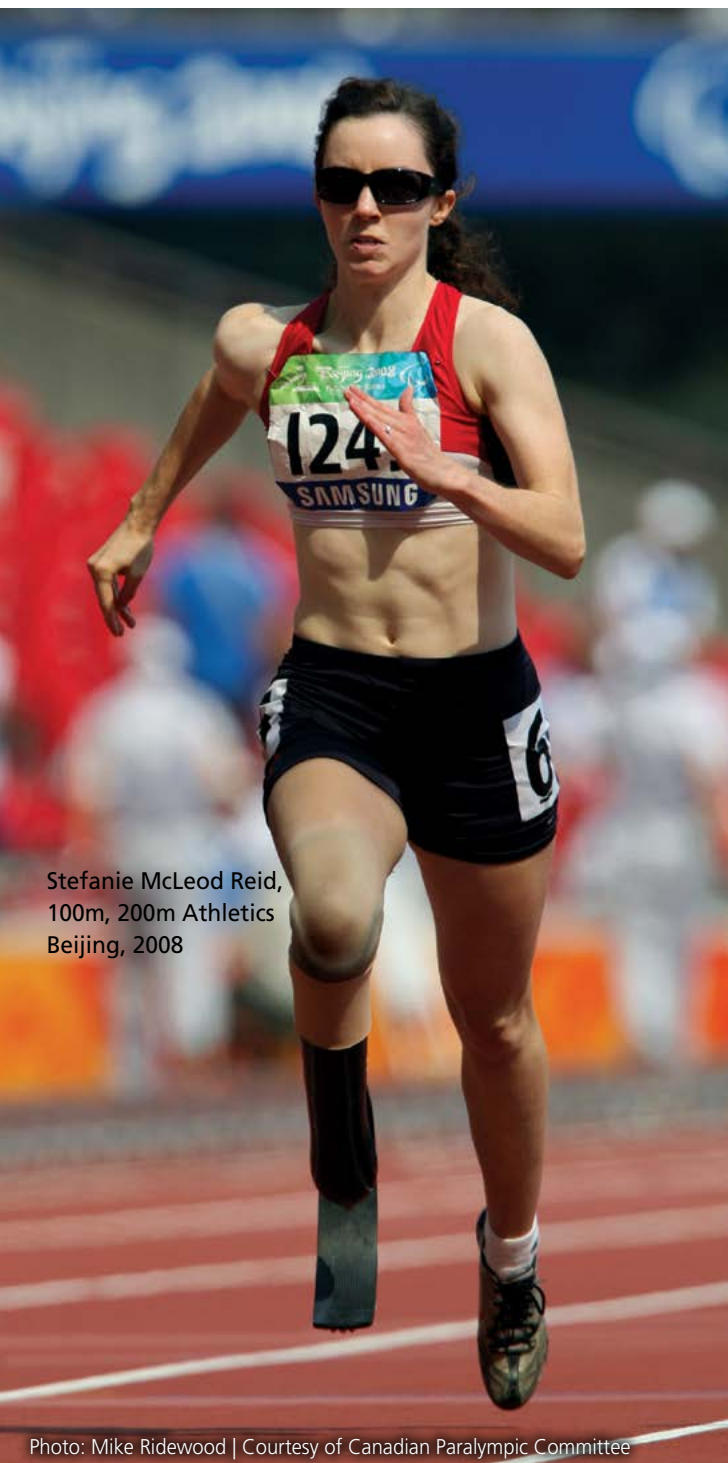
Chantal Petitclerc
Paralympic Champion

Photo: Benoît Pelosse | Courtesy of Canadian Paralympic Committee



The 10 Key Factors

Influencing LTD for All



Stefanie McLeod Reid,
100m, 200m Athletics
Beijing, 2008

The LTD framework as presented in Sport for Life is based on current research in sport and exercise science together with observed best practices in athlete training and coaching, and the 10 Key Factors stem from this body of research and best practices. However, as we apply these factors to athletes with diverse abilities, we know there are extra considerations that need to be taken into account. We also understand that the science and research is less developed for athletes with diverse abilities than for able-bodied athletes. In this light, No Accidental Champions should be seen as an exciting first step towards inspiring prospective participants, athletes, coaches, parents, officials, volunteers, sport scientists and administrators towards understanding some of the principal challenges for athletes with diverse abilities and recognizing the opportunities and resources available to them. At the same time, it should be acknowledged that continued research is needed.

Note: The factors influencing LTD for able-bodied athletes can be found in the resource paper Sport for Life (2005).

1. Excellence Takes Time

The 10-year rule states that it takes essentially 10,000 hours of training over 10 years for an athlete to reach peak performance. Based on the performance records of some athletes with diverse abilities, it appears that the 10-year rule applies equally well to athletes with certain types of physical and sensory impairments as it does to able-bodied athletes. However, more research is required in this area to see if the 10-year rule is consistent for all types of diverse abilities.

It should also be noted that not all athletes choose to pursue elite performance. An athlete's principal motivation in pursuing physical activity and sport may bear no relation to the pursuit of high performance and medals, but focus instead on values around physical health and social involvement. Consequently, the length of time required for any athlete to achieve elite performances may vary according to the sport or activity and the goals of the individual. In the case of athletes with congenital or acquired diverse abilities, it may also vary according to the nature and extent of their diverse abilities. In the specific case of individuals who acquire diverse abilities, their pre-impairment sporting experience and level of expertise plays a factor as well.



2. Physical Literacy

Whether or not they have diverse abilities, all individuals need to acquire FUNDamental movement and sport skills (otherwise known as physical literacy) through fun and games. Ideally, these FUNDamental skills are acquired prior to puberty since the growth spurt has an impact on skill acquisition. However, due to a variety of factors or circumstances, some persons with diverse abilities may not acquire the FUNDamentals and physical literacy prior to puberty. Everyone involved in providing sport and physical activity for athletes with diverse abilities needs to remain aware of this fact as they consider the design of sport programs and training regimens.

Children with diverse abilities may have difficulty acquiring FUNDamental movement and sport skills for a variety of reasons:

- Parents have not been provided with information to encourage them to enroll their children in sport and activity programs that are fun and safe.
- Adapted physical education is not well developed in all school systems.
- Some coaches and programs do not welcome children with diverse abilities to their activities because they lack knowledge about how to include them.
- It takes creativity to include a person with diverse abilities into a group activity where FUNDamental skills are practiced and physical literacy is developed.
- Impairment-specific knowledge or training is not available to the activity coach or instructor.

The physical literacy skills needed by children with diverse abilities vary according to the nature and extent of their impairment and should include all of the FUNDamental skills learned by able-bodied children (adapted as required). Children with diverse abilities may also require training and practice in the effective use of assistive devices or working with training and competition partners, such as a sighted guide runner, depending on the nature of their impairment.

Individuals who acquire diverse abilities may have to learn new physical literacy skills such as wheeling their wheelchair, using a prosthetic limb, or accommodating a restricted range of movement. Even though these individuals may be adults, it is critical that they learn the fundamentals of the new movement and sport skills that they will need to participate in a wide range of sports and recreational activities.



Brian and Robin McKeever,
Cross-Country Ski
Vancouver 2010

3. Specialization

To the best of our current understanding, diverse ability sports appear to be late specialization sports (see Sport for Life for more discussion of late and early specialization sports). Accordingly, children with congenital or early-acquired physical, intellectual or sensory impairments should be exposed to the full range of fundamental skills before specializing in the sport of their choice. Similarly, adults with an acquired impairment should master their new fundamental movement skills before specializing in a single sport.

4. Age Factors

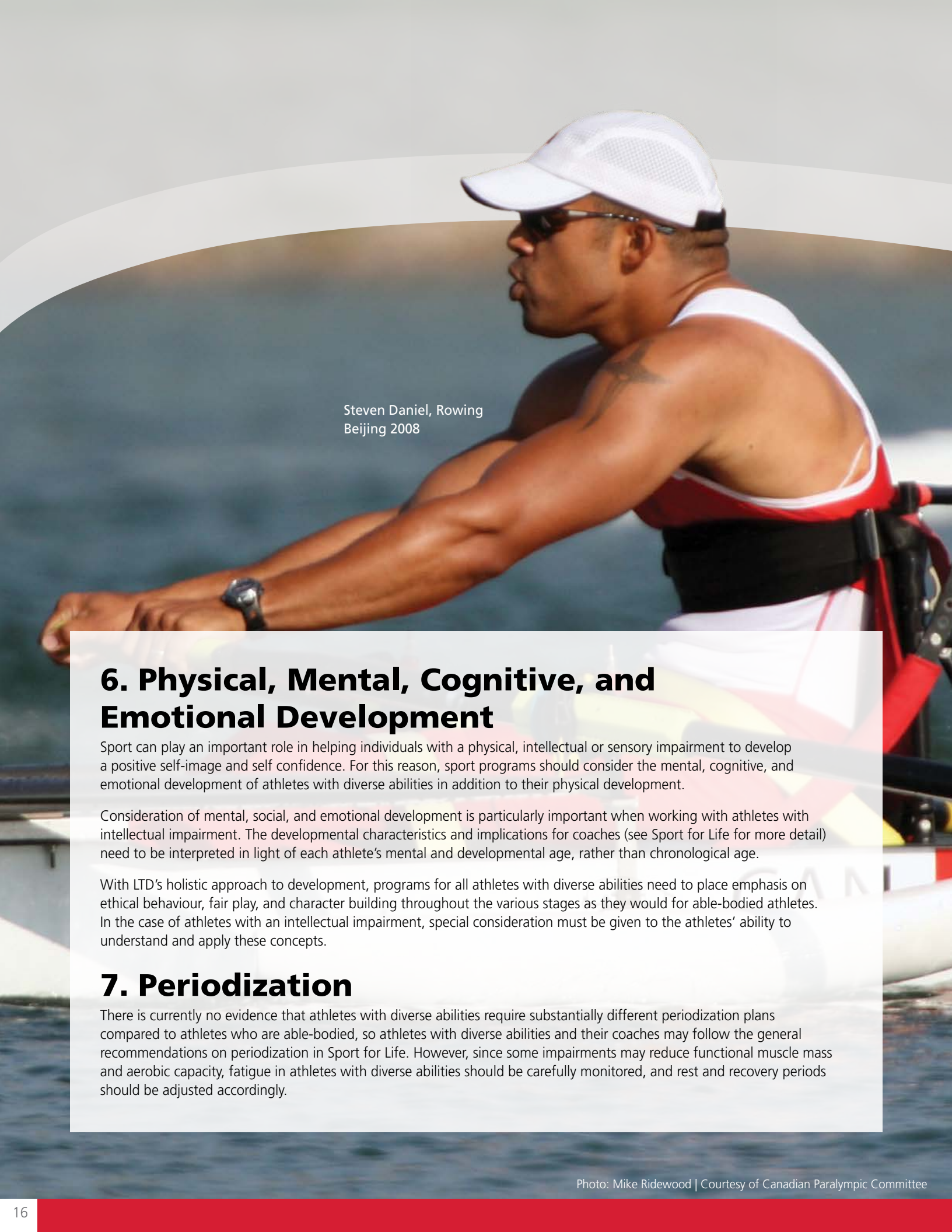
Some congenital impairments are known to influence childhood and adolescent development and the timing of puberty; however, much more research is needed to understand fully their effect on development. For example, children with spina bifida are known to experience puberty earlier than their peers, and individuals with intellectual impairment tend to enter puberty early but complete the process later. Because of these variations in the timing of puberty (and therefore the adolescent growth spurt), there will likely be variations in the ages at which sensitive periods of trainability occur. Mental and emotional age can also vary significantly (see below).

Although the timing of puberty may vary, the developmental sequence the adolescent goes through usually does not.

The consistent theme is that coaches need to look beyond the chronological age of their athletes.

5. Trainability

Little is known about the sensitive periods of optimum trainability for individuals with diverse abilities. In the absence of information to the contrary, it is suggested that the ages of optimum trainability, as shown in Sport for Life, be adjusted based on the observed age of puberty for children with a congenital impairment. Whether there are sensitive periods of trainability during post-injury rehabilitation needs to be investigated for individuals with an acquired impairment.

A side-profile photograph of a male athlete, Steven Daniel, rowing. He is wearing a white cap, sunglasses, and a red and white tank top. His muscles are well-defined, and he is wearing a watch on his left wrist. The background is a blurred body of water.

Steven Daniel, Rowing
Beijing 2008

6. Physical, Mental, Cognitive, and Emotional Development

Sport can play an important role in helping individuals with a physical, intellectual or sensory impairment to develop a positive self-image and self confidence. For this reason, sport programs should consider the mental, cognitive, and emotional development of athletes with diverse abilities in addition to their physical development.

Consideration of mental, social, and emotional development is particularly important when working with athletes with intellectual impairment. The developmental characteristics and implications for coaches (see Sport for Life for more detail) need to be interpreted in light of each athlete's mental and developmental age, rather than chronological age.

With LTD's holistic approach to development, programs for all athletes with diverse abilities need to place emphasis on ethical behaviour, fair play, and character building throughout the various stages as they would for able-bodied athletes. In the case of athletes with an intellectual impairment, special consideration must be given to the athletes' ability to understand and apply these concepts.

7. Periodization

There is currently no evidence that athletes with diverse abilities require substantially different periodization plans compared to athletes who are able-bodied, so athletes with diverse abilities and their coaches may follow the general recommendations on periodization in Sport for Life. However, since some impairments may reduce functional muscle mass and aerobic capacity, fatigue in athletes with diverse abilities should be carefully monitored, and rest and recovery periods should be adjusted accordingly.

8. Calendar Planning for Competition

Within the able-bodied Canadian sport system, under-training and over-competition are common, and Sport for Life provides suggested ratios of training to competition hours at each LTD stage. There is no evidence to suggest that athletes with diverse abilities require different ratios; however, different specific impairments may require different training volumes. (For example, hand-cyclists may not sustain as much volume as cyclists using their legs.)

Effective competition for athletes with diverse abilities needs to be matched to the athletes' stage of development. This can be challenging when there are few athletes in a particular sport or classification/division within that sport, such as sports and events for athletes with high support needs or female athletes (both groups have often experienced cancellation of events due to too few competitors). As a result, creative solutions need to be developed to provide suitable competition opportunities for all.

Historically, local and international competition suitable for the Learning to Train and Training to Win stages have been more readily available than competition suitable for athletes at the Training to Train and Training to Compete stages.⁵ While progress has been made in some areas and sports in recent years, competition opportunities remain uneven depending on the sports and their structure. The various sport organizations that serve athletes with diverse abilities need to continue to address this gap in the competition calendar if their athletes are to have optimum development.

9. System Alignment and Integration

Sport for Life recognizes the overarching role of Canada's sport system in developing athletes and promoting lifelong physical activity. This includes development of competition, coaching, funding, facilities and equipment, training partners, sport science, ancillary services, daily living support, and talent identification and development. Accordingly, LTD calls for aligning the various components of the sport system to support athletes with all degrees of ability and diverse ability in these areas.

By defining the key stages of development, the LTD framework suggests how various organizations including Community, Provincial/Territorial and National Sport and DSOs, governments, schools, recreation, health care and rehabilitation organizations can optimize their contributions within the overall sport system. In particular, harmonization of F-P/ITI government policies and improved cooperation between able bodied and DSOs is essential. Without sport system alignment and appropriate integration, optimum benefits for athletes with diverse abilities will not be achieved.

10. Continuous Improvement

Sport for athletes with diverse abilities has developed rapidly in recent decades. New research, new equipment, and new techniques are constantly appearing worldwide, and to put Canadian athletes "out front", sport organizations must remain alert to take advantage of new information. Evaluating new research and innovations, selecting those which will be used, and then integrating them into programs and services must be an active, ongoing process tied to the LTD concept of continuous improvement. Following this concept, we can ensure that LTD for athletes with diverse abilities:

- Responds and reacts in a timely manner to new scientific and sport-specific data, observations, and research.
- Evolves continuously to create positive change in the sporting, physical activity, and physical education lives of individuals with diverse abilities.
- Promotes ongoing education and sensitization of Federal, Provincial/Territorial, and Municipal governments, the mass media, and the Canadian sport system to the needs and expectations of athletes with diverse abilities.

⁵ Report of the Minister of State's (Sport) Work Group on Sport for Persons with a Disability (July 2004).



Patrick Anderson, Wheelchair Basketball
Beijing 2008

Photo: Kevin Bogetti-Smith | Courtesy of Canadian Paralympic Committee

Additional Considerations

There are many similarities between athletes with diverse abilities and able-bodied athletes. However, there are some differences that affect the LTD process for athletes with diverse abilities:

- Athletes with diverse abilities may have been born with an impairment (congenital) or they may have acquired an impairment later in life. Depending on the origin, this can impact the athlete's prior and future learning and development.
- Children with a congenital impairment may not have the same opportunity to learn basic movement skills because they do not always have the same opportunities or resources for vigorous, physical play during their early years (the Active Start stage). This is sometimes due to long periods of hospitalization or the lack of suitable physical education programs, and it may also be due to parents and caregivers not receiving sufficient information to help them identify suitable sport and activity programs.
- Children with a sensory impairment (e.g. blindness, deafness) may find it difficult to learn basic movement skills as they cannot process information and easily emulate teachers and peers. Different approaches to teaching basic skills may therefore be required.
- Athletes with diverse abilities may operate in a sport environment in which there are participants not found in able-bodied sport. Some athletes with diverse abilities require personal care support, interpreters, and other personnel not found in able-bodied sport. For example, runners who are blind or visually impaired may need sighted guides for training and competition, and most sports for athletes with diverse abilities require officials who are qualified to determine each athlete's classification or division of competition to ensure fairness. Failure of the sport system to develop these supporting roles will have a long-term negative impact on the development of athletes with diverse abilities and their competition experience.
- Many athletes with diverse abilities require adapted equipment or modified facilities to take full advantage of their athletic potential and to minimize the barriers to sport participation that may be associated with their impairment.
- Some competition frameworks may lead to cancellation of events, or to inappropriate combinations of athletes in some classifications that further limit fair and valuable competition.



Changes


To the System

LTD is not just about developing athletes – it is about developing the sport and recreation system in which Canadians become athletes or acquire the capacities to participate in lifelong activity. With the proper coaching, services, administration, and sport and recreation programming in place, athletes with diverse abilities will learn and perform their activity or sport in ways that optimize their long-term development. Optimal development means optimal success, whether that means achieving medal performances in competition, or being able to enjoy the daily rewards of regular physical activity.

For athletes with diverse abilities, this means that sport and recreation organizations need to answer the needs of athletes with diverse abilities at each stage of development through appropriate planning and consistent delivery. Ten “pillars of support” have been identified to ensure athletes with diverse abilities reach their optimal level of development:

1. Coaching
2. Competition
3. Funding
4. Equipment
5. Facilities
6. Training & Competition Partners
7. Sport Science
8. Officials Support
9. Athlete Support
10. Talent Development

Amy Aslop, Goalball
Athens 2004

A photograph of Phil Chew, Head Coach of Team BC Para Alpine, standing on a snowy mountain slope. He is wearing a grey ski jacket with 'AVIS' and 'Pacific Coastal' logos, a grey helmet with 'ALPINE' branding, and white ski goggles. He is holding a yellow helmet in his left hand and a ski pole in his right hand. The background shows a snowy mountain landscape.

Phil Chew, Head Coach, Team BC Para Alpine

Coach Education

When they engage in physical activity and sport, participants with diverse abilities need lifelong access to knowledgeable coaches and teachers, particularly if they are learning a new sport or activity. Accordingly, NSOs and DSOs need to continue developing coaching materials within Canada's National Coaching Certification Program to address the variety of sporting contexts and activity streams for athletes with diverse abilities, including intellectual, sensory and physical impairment.

Coaches who are unfamiliar with diverse abilities frequently lack confidence in their ability to support athletes with diverse abilities. These coaches especially need the support of the appropriate NSOs, DSOs, and diverse ability groups to gain the knowledge, skills, techniques and confidence required to work effectively with athletes with diverse abilities.

As well, while some athletes with diverse abilities will be best served with a direct referral to specialized sport or activity programming for their particular impairment, it must be remembered that many persons with diverse abilities live in remote areas of Canada with little or no access to such specialized programs. Coaches in these remote areas stand at the front line in delivering sport and recreation programming for ALL persons in their communities, including those with diverse abilities. These prospective coaches of athletes with diverse abilities deserve, at the very least, some relevant coaching materials to help them in coaching persons with diverse abilities.

Coaches and teachers who work with participants in the Active Start, FUNDamentals and Learn to Train stages should be versed in sensitization tips and techniques⁶ for introducing persons with diverse abilities to sports and physical activity. They must display positive attitudes towards persons with diverse abilities and have strong instructional and interaction skills. They must be able to create a positive learning environment, be aware of different learning styles, and adapt equipment, skills, and rules to get individuals with diverse abilities more actively engaged in sport and activity.

At the Train to Train and Train to Compete stages, coaches of athletes with diverse abilities need to be specialists in working with developing athletes. They need to possess strong knowledge of adaptations of activities for skill and physiological development, as well as knowledge of diverse ability sport rules and classifications/divisioning. They must be ready to help athletes find sports where they are likely to excel, using knowledge of impairment characteristics and sport-specific technical knowledge to recognize predominant strengths and aptitudes. In some contexts, knowledge of fitting the athlete with diverse abilities to sport-specific equipment is also important.

Coaches who train athletes with diverse abilities to win in high performance contexts require knowledge of advanced sport-specific technical requirements and skills. Again, they also need advanced knowledge of the impairment characteristics related to sport and how these interface with specialized equipment in instances where it is required.

⁶ See *Coaching Athletes with a Disability*, published by the Coaching Association of Canada at www.coach.ca.

Competition Formats

Competition for athletes with diverse abilities should be based on the long-term needs of the participants rather than on traditional event formats and the needs of organizers. Athletes need access to competitions where there are qualified ancillary personnel such as officials, classifiers, guides for athletes who are blind or visually impaired, and sign language interpreters to make sure that competition is ethical, fair, appropriate, and well-organized. They also need competitions to be structured to prevent the cancellation of events or classes/divisions within events.

The geographical scale of competition should also be relevant and appropriate to the LTD stage. For example, a National championship is not especially practical or useful for the developmental needs of athletes at the Learn to Train stage. Strong local, regional, provincial, national, and international organizations are needed for appropriate competitions.

Local Competition

Competition is not recommended for the Active Start stage; the emphasis should be on fun programs that promote participation and the acquisition of basic movement skills as a foundation for physical literacy. In some instances, depending on the degree and nature of the diverse ability, the emphasis may be simply on basic skill acquisition and discovery of self through movement.

At the FUNdamentals stage, any competition should mean fun, local events that introduce athletes to a variety of sports with no focus on results. Organizers should ensure that there are enough participants within a classification/division to hold events. If this is not possible, sport organizations need to find creative ways to ensure that participants get appropriate play that is suitable for their age, skill, and fitness levels.



Photo Courtesy of X Games Canada



Regional Competition

At the Learn to Train stage, competition may start to include regional events. Sport organizations need to ensure an appropriate ratio of training to competition for athletes at this stage, and they should provide guidance on how to use competitions to support and reinforce training goals. There should be opportunities for everyone to sample training and competition in a variety of sports and activities, so they can find those they enjoy and to which they are best suited.

Provincial Competition

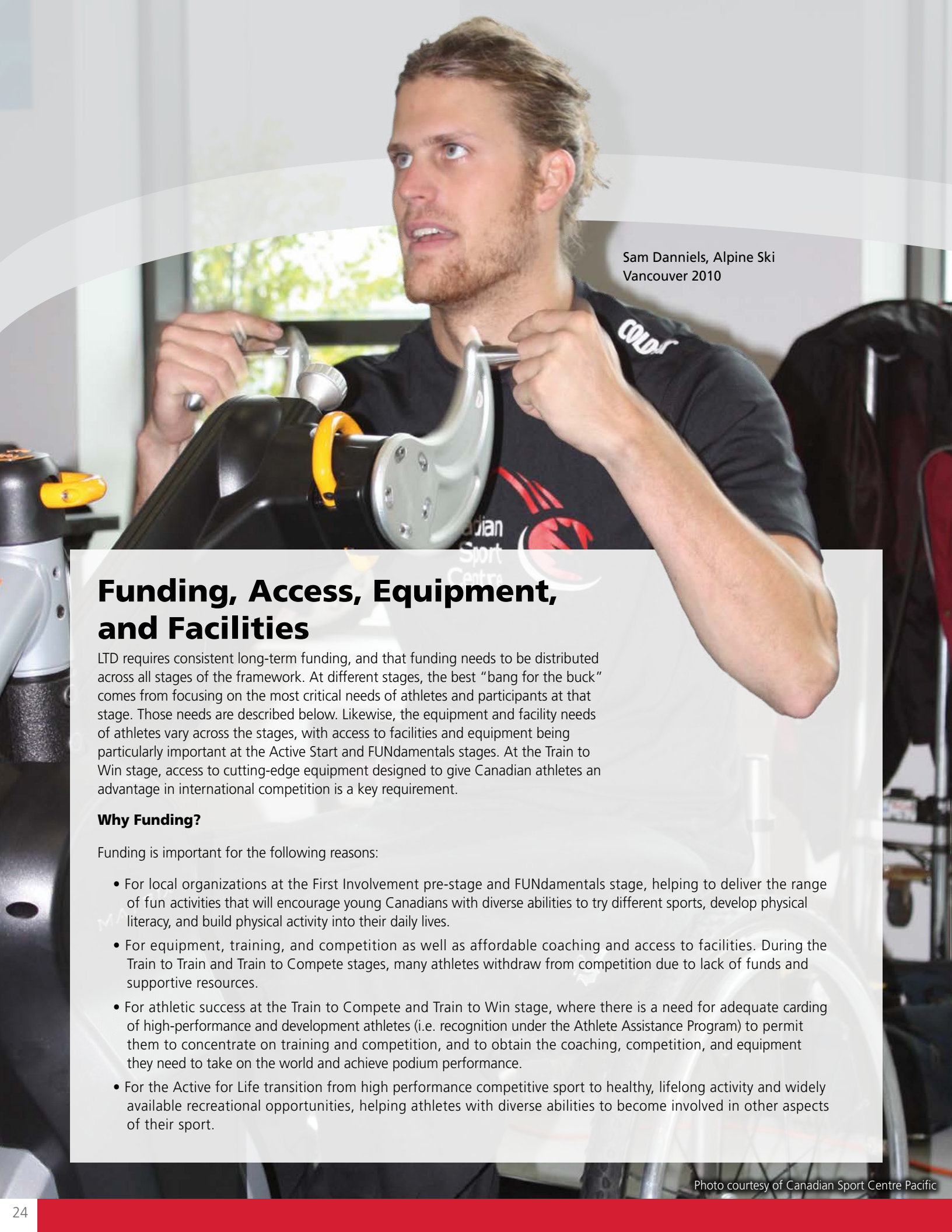
At the Train to Train stage, provincial events become relevant to development and may be added to the competition schedule. Again, athletes need direction regarding appropriate ratios of training to competition, and competitions should be used to support and reinforce training goals. Athletes should still have the opportunity to sample training and competition in a few different sports and activities as they may still discover that they have greater interest or aptitude in another area.

National Competition

National competitions should serve the Train to Compete stage. (In the case of athletes with an intellectual impairment, they may also serve the Learn to Compete stage.) The aim of competing at the National level is to gain progressive experience with greater training loads and increased caliber of competition. Coaches must ensure an appropriate ratio of training to competition, as well as a selection of competitions that fit well with long-term training goals, which likely include the eventual transition to international competition.

International Competition

International competitions fit the Train to Compete and Train to Win stage. The goal is podium performances and recognition at the highest level possible. Regardless of the type of impairment, athletes are training with the aim of maximizing all of their performance capacities so they can win medals and titles. To assist them, coaches and training partners must have specialized expertise and experience to provide highly individualized, high performance training.

A photograph of Sam Danniels, an athlete, working on a piece of equipment, likely a ski binding. He is wearing a black t-shirt with a logo that includes the word 'COLOR' and 'Canadian Sport Centre'. He has long hair and a beard, and is looking intently at the equipment. The background is slightly blurred, showing what appears to be a workshop or training facility.

Sam Danniels, Alpine Ski
Vancouver 2010

Funding, Access, Equipment, and Facilities

LTD requires consistent long-term funding, and that funding needs to be distributed across all stages of the framework. At different stages, the best “bang for the buck” comes from focusing on the most critical needs of athletes and participants at that stage. Those needs are described below. Likewise, the equipment and facility needs of athletes vary across the stages, with access to facilities and equipment being particularly important at the Active Start and FUNdamentals stages. At the Train to Win stage, access to cutting-edge equipment designed to give Canadian athletes an advantage in international competition is a key requirement.

Why Funding?

Funding is important for the following reasons:

- For local organizations at the First Involvement pre-stage and FUNdamentals stage, helping to deliver the range of fun activities that will encourage young Canadians with diverse abilities to try different sports, develop physical literacy, and build physical activity into their daily lives.
- For equipment, training, and competition as well as affordable coaching and access to facilities. During the Train to Train and Train to Compete stages, many athletes withdraw from competition due to lack of funds and supportive resources.
- For athletic success at the Train to Compete and Train to Win stage, where there is a need for adequate carding of high-performance and development athletes (i.e. recognition under the Athlete Assistance Program) to permit them to concentrate on training and competition, and to obtain the coaching, competition, and equipment they need to take on the world and achieve podium performance.
- For the Active for Life transition from high performance competitive sport to healthy, lifelong activity and widely available recreational opportunities, helping athletes with diverse abilities to become involved in other aspects of their sport.

Photo courtesy of Canadian Sport Centre Pacific

Why Access to Equipment and Facilities?

Access to equipment and facilities is important for the following reasons:

- While all sport requires the use of equipment, for many athletes and participants with diverse abilities specialized equipment makes sport participation possible.
- Affordable, 'find-able' equipment, suitable to the needs of athletes and participants in all stages is essential for increasing participation opportunities and ensuring quality sport experiences..
- Innovative approaches to equipment design and development will help make sport for participants with diverse abilities more affordable, and - for athletes in Train to Win - support and promote performance.
- Affordable, accessible facilities allow persons with diverse abilities to participate in sport, from Active Start to Active for Life.
- Scheduling and programming - including at suitable hours and costs -- at sport facilities needs to permit athletes and participants with diverse abilities to train and participate in sport at all stages. Access to facilities includes access for the human supports and equipment needed to participate and train.
- Access to facilities includes access for the human supports and equipment needed to participate and train.
- Access to facilities also means that athletes and participants with diverse abilities can get to and from the facility with their supports and equipment, including via specialized public and private transportation.

Training and Competition Partners

For optimal development, athletes with diverse abilities need training and competition partners. While many able-bodied athletes like to train with a partner for additional encouragement, a training partner may be an absolute necessity and integral part of the sport for some athletes with diverse abilities. For example, cyclists who are blind cannot train or race without a sighted pilot, while a boccia athlete with severe cerebral palsy cannot train without a partner to retrieve balls.

To continue to improve sport performance among athletes with diverse abilities, training and competition partners need to be equally committed to their sport, and they need to be recognized as athletes in their own right. As individual athletes with diverse abilities improve their performance, there may be a need to replace existing (and sometimes long-time) training and competition partners with new partners whose athletic performance can keep pace with that of the athlete. Athletes with diverse abilities cannot improve if they seriously out-perform the partner who is working with them, and they should not feel obligated to remain with an able-bodied training and competition partner if they feel the partner is holding them back.

Sport and physical activity organizations need to make the recruitment and training of able-bodied competition and training partners an integral part of their sport -development strategy. At the same time, coaches need to pay more attention to optimizing the very close relationship needed between athletes with diverse abilities and their able-bodied guides.

Above all, sports need to ensure that the performance of athletes with diverse abilities is never compromised by performance limitations of guides, pilots, and other able-bodied training and competition partners.


Sport Science

In keeping with the LTD key factor of Continuous Improvement, sport science can contribute much to the understanding of training and development for athletes with diverse abilities through ongoing research. New scientific discoveries can affect our understanding of how athletes should train, their competition requirements, opportunities for increased access to sport and activity, techniques for enhanced performance, and innovations in equipment.

The contribution of sport science is needed at every stage of development. Sport scientists can make major contributions at the FUNDamentals and Learn to Train stages through research in the areas of optimum acquisition of skills, establishment of effective learning environments, and the identification of activities and teaching methods that enhance the learning of FUNDamental movement skills. For example, in the case of impairments about which currently little is known, particular emphasis needs to be placed on finding out more about the early skill learning of children or adults with these diverse abilities.

At the Learn to Train, Train to Train, and Train to Compete stages, sport science can contribute through optimization of performance techniques. With some types of impairment, this may include creating a better understanding of the individualization of the interface between the athlete and their adaptive and sporting equipment. Training loads can be refined based on periodic evaluations of physiological status, and sport psychology programs can be developed according to developmental age and cognitive ability or impairment. Attention should be given to adjustment to impairment, particularly in the case of a person with an acquired impairment.

At the Train to Win stage, athletes with diverse abilities need state-of-the-art physiological, biomechanical, and psychological testing and training prescriptions. Coaches need to understand and utilize existing sport science, and sport scientists need to undertake original research on sport performance techniques, training methods, and equipment design to give athletes with diverse abilities a competitive advantage at the international level. With variances between different diverse abilities and affects on performance, it is often difficult to compare across diverse abilities: researchers and coaches should thus consider individual progressions through baseline testing and re-testing protocols to help create a better understanding of benchmarks in addition to better coaching.



Officials' Support

At each stage of LTD, athletes need reliable support and direction from officials. These include sport-specific officials such as referees, umpires, and technical officers, generic sport officials such as doping control officials, and officials unique to sport for athletes with diverse abilities such as interpreters and classifiers. Athletes with diverse abilities deserve to work with a wide range of officials whose skills and knowledge are appropriate to the athlete's level of development and the level of competition in which they take part.

In this regard, systematic plans are needed to develop officials within sports for athletes with diverse abilities, including high-level officials. This will ensure that when Canadians compete at the highest levels, they will be familiar with the rules and their interpretation.

When working with young athletes with diverse abilities, officials need to balance the athletes' learning needs with the flexibility to have fun in a relaxed competitive environment. Well-meaning officials may inadvertently allow young athletes to develop incorrect skills and habits that are difficult to change later. For example, officials should not make lenient calls just because athletes have diverse abilities.

Athletes' Support

Athletes at all levels require access to professionals who can provide services in the area of injury prevention, sport nutrition, sport medicine, and rehabilitation. Counseling services are also important for optimal development, particularly in the areas of educational, personal, and career decisions.

For young people with diverse abilities, early identification of functional abilities and adaptive techniques can lead to more enjoyable sport and recreation participation and help to guide them into a range of sports and activities for which they are best suited.

Athletes with a physical impairment may rely on equipment such as wheelchairs, adapted skis, and prosthetic limbs, all of which need maintenance from skilled technicians. Sport groups need recruiting and succession plans to ensure a continual supply of expertise in this area.

Daily Living Support

While some athletes with diverse abilities manage their own daily living requirements, others may need assistance, particularly those with high support needs. The extent and type of assistance will vary by individual and with the stage of development.

At the Active Start and FUNdamentals stages, the most critical daily living support often comes from parents and caregivers. They need to encourage children with diverse abilities and others who have acquired an impairment to get active and try a wide variety of recreational and sporting activities. This will most often include helping them to get to and from sport and activity venues, and to help them deal with any barriers they encounter.

At the Learn to Train, Train to Train, and Train to Compete stages, one of the most important elements of daily living support is assistance in getting to and from training sessions and competition on a regular basis. This process is sometimes further hampered by cost structures at sport venues that require admission to be paid both by the athlete (which is reasonable) and by the athlete's assistant. Sports need to work with training venues to develop policies on accommodating both daily living and training assistants.

At the Train to Win and Train to Compete stages, the purpose of daily living support is to allow elite athletes with diverse abilities to focus on their sport performance rather than on the challenges associated with travel to and from training and competition. This is particularly important at international competitions. Sports need to consider ways to reduce the difficulties of having one individual provide daily living support to the athlete while also acting as the training and competition support partner or coach.

Talent Development

Not all persons with diverse abilities aim for high performance competition and medals. For many athletes, their goal is simply to enjoy physical activity, interact socially, or improve their quality of health. Each athlete may have a unique definition of a "personal best". However, for those athletes who are inclined to pursue competitive achievement, a logical system of talent development can help to propel them along the path to high performance.

The pool of Canadian high performance athletes with diverse abilities is relatively small, and Canada cannot afford to waste any of this potential. As in well-organized able-bodied sport, talent development for athletes with diverse abilities begins as individuals master FUNdamental movement skills and apply them in a wide variety of sport and physical activity settings.

This is the basis of physical literacy. While developing physical literacy is important for all children, it is especially critical for children with diverse abilities. Physical literacy provides the foundation for long-term participation and achievement in sport and physical activity, but it is even more important to ensuring the future ability of the person with diverse abilities to live as independently as possible.

Athletes with diverse abilities who are not progressing in a particular sport may be redirected into another that is better suited to them. Retaining all potential athletes in the talent pool, and finding the right fit between each athlete and their preferred sports, will benefit both the sport and the athlete.

In this manner, talent development or "identification" takes place as each person with diverse abilities has the opportunity to learn a wide variety of sports and identify the ones they wish to pursue to the highest level possible. In contrast, the system of talent development should not eliminate sporting options by prematurely directing individuals to sports for which they appear initially best suited by virtue of body size and shape, skill potential, or physiological response.





Next Steps


Systematic implementation of LTD is critical if Canada is to retain its international leadership in competitive sport for athletes with diverse abilities and in providing expanded opportunities for those with all degrees of interest. NSOs, both those that integrate athletes with diverse abilities and those that govern sports contested solely by Canadians with diverse abilities, need to develop and maintain detailed plans to implement effective LTD programs, as do DSOs that serve a specific impairment. Much progress has been made in developing LTD programs in these areas, but continued effort and improvement is needed.

LTD for high performance success and for the long-term health of Canadians with diverse abilities will not happen by chance, but only through the concerted and coordinated efforts of all partners in the Canadian sport system.

There are no accidental champions.



Earle Connor, Athletics
Beijing 2008



Billy Bridges, Sledge Hockey
Vancouver 2010

To Learn More

Canada has many NSOs, MSOs and DSOs that are dedicated to developing and delivering sport and physical activity programming to specific diverse ability groups. A few of these organizations are listed below, and we encourage you to learn more by visiting them online:

Active Living Alliance for Canadians with Diverse Abilities

www.ala.ca

The Active Living Alliance for Canadians with a Disability (ALACD) promotes, supports and enables Canadians with diverse abilities to lead active, healthy lives. ALACD provides nationally coordinated leadership, support, encouragement, promotion and information that facilitates healthy, active living opportunities for Canadians of all abilities across all settings and environments.

Canadian Amputee Sports Association

www.canadianamputeesports.ca

The Canadian Amputee Sports Association (CASA) offers information and support to amputee and other athletes and potential athletes with diverse abilities on a wide range of athletic and recreational activities, including hockey, golf, powerlifting and lawn bowling. CASA also provides competitive and technical support for athletes in conjunction with existing provincial and national sports associations.

Canadian Blind Sports Association

www.canadianblindsports.ca

Canadian Blind Sports Association (CBSA) is the recognized NSO for the Paralympic Sport of Goalball, and advocates within the sport system for Canadians who are visually impaired or blind.

Canadian Cerebral Palsy Sports Association

www.ccpa.ca

The Canadian Cerebral Palsy Sports Association (CCPSA) is an athlete-focused national organization administering and governing sport opportunities targeted to athletes with CP and related diverse abilities.



Canadian Deaf Sports Association

www.assc-cdsa.com

The Canadian Deaf Sports Association (CDSA) is a pan-Canadian non-profit organization aiming to support the development of the practice of sports within the Deaf community in order to ensure a quality Canadian representation at the Deaflympics, Panamerican Games for the Deaf and various World Deaf Championships.

Canadian Paralympic Committee

www.paralympic.ca

The Canadian Paralympic Committee (CPC) is responsible for leading the development of a sustainable Paralympic sport system in Canada to enable athletes to reach the podium at the Paralympic Games.

Canadian Wheelchair Sports Association

www.cwsa.ca

The Canadian Wheelchair Sports Association (CWSA) is an NSO representing wheelchair athletes. The CWSA mission is to promote excellence and develop opportunities for Canadians in wheelchair sport.

Coaching Association of Canada

www.coach.ca

The Coaching Association of Canada (CAC) is a not-for-profit amateur sport organization with the mandate to lead ethically sound coaching and sport leader training, delivery, and promotion.

Special Olympics Canada

www.specialolympics.ca

Special Olympics Canada is a national not-for-profit grassroots organization that provides sport training and competition opportunities for more than 32,000 Canadians with an intellectual impairment.

Sport Canada

www.pch.gc.ca/sportcanada

Sport Canada is the federal government agency that works to help Canadians participate and excel in sport by enhancing the capacity and coordination of the Canadian sport system, encouraging participation in sport, and enabling Canadians with talents and dedication to achieve excellence in international sport.

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A close-up, side-profile photograph of Paul Gauthier, a Canadian Boccia athlete. He is wearing a bright red protective helmet with a black chin strap and clear safety glasses. He is seated in a specialized wheelchair, which has a joystick controller visible on the left side. He is wearing a red athletic shirt with white lettering, partially visible. His hands are resting on his lap, and he is looking down with intense concentration at a red Boccia ball being held by another person's hands. The background is a blurred blue stadium setting.

Paul Gauthier, Boccia
Beijing 2008

Vivianne Forrest
and Lindsay Debou,
Alpine Ski Vancouver 2010



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