AN INVESTIGATION OF COACHES' AND CLASSIFIERS' PERCEPTIONS OF WORKING WITH ATHLETES WITH A DISABILITY (2023)

Prepared for the Ontario Parasport Collective

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PREFACE

OVERVIEW

This report was prepared for the Ontario Parasport Collective. This project aimed to gain a deeper understanding of Ontario coaches' and classifiers' perceptions of working with athletes with a disability. This project also aimed to compare the 2018 project findings to 2023. The survey findings provide a foundation for future research and resource allocation.

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INTRODUCTION

For people with disabilities, there are numerous barriers which exist regarding access to sport and physical activity opportunities. However, there are many benefits which exist in such participation in sport for people with disabilities (Allan et al., 2020). While there has been growing interest in sport for many years for people with disabilities, participation still remains low compared to able-bodied counterparts (Ramsden et al., 2023). Further, sport opportunities for athletes with disabilities remain widely segregated in nature with contradictory definitions on sport inclusion and integrated delivery (Jeanes et al., 2018). Albeit there being an increasing focus on sport and disability research, it remains pivotal for athletes, coaches, practitioners, and researchers to facilitate a more universal understanding of both sport facilitators and challenges to improve and enable quality sport experiences for coaches and classifiers of athletes with disabilities.

The continuously growing body of literature highlights the expansion of understanding surrounding sport and the benefits for able-bodied athletes in addition to athletes with disabilities. Moreover, there is no sport without coaches or classifiers. Coaches are defined as individuals who "prepare and train individual athletes or teams for competitive events. They are employed by national and provincial sports organizations, professional and amateur sports teams, sports clubs and universities or they may be self-employed" (Statistics Canada, 2018, NOC 2011, Sec. 5252). Coaches are crucial to improving fitness, teaching physical skills, building confidence, modeling community-building behaviour, demonstrating effective problem-solving, and paving the path towards improved diversity and inclusion (Coaching Association of Canada, 2023). Coaches are an important aspect of inspiring excellence in the future leaders (Coaching Association of Canada, 2023), while also enabling quality participation within sport and physical activity opportunities for individuals and improving athlete outcomes (Cote, & Gilbert, 2009).

Classifiers are defined as individuals or groups who "determines which athletes are eligible to compete in a sport and how those athletes are then grouped together for competition in order to minimise the impact of the athletes' impairments on sport performance. This is done to safeguard the integrity of fair competition" (World Para Athletes, 2023, para. 2). Classifiers are critical to the body of sport by defining the levels of competition and the challenge which fits the athlete. Without classifiers, there would be no balance of too easy versus too difficult.

While there are countless benefits to positive sport experience, negative sport experience can also occur and often stems from unfair treatment in addition to inequality (Allan et al., 2020). Athletes with disabilities are disproportionately affected by such unfair treatment, and often struggle for the advocacy and adaptation direly needed in sport context to improve positive associations with sport. Allan et al., also discuss the important molding role coaches play when leading athletes with disabilities (2020). Current and former research has looked at motivation styles for coaches, barriers to coaching athletes with disabilities (such as internalized versus externalized self-perceptions), current training and support levels, in addition to development across sport experience (Côte et al., 2014). While research has improved over the last five years since the 2018 study was completed and reported, there remains a need to further examine the experiences of coaches and classifiers in Ontario sport context and to review any changes which have occurred since 2018.

COACHES' CHARACTERISTICS

General characteristics of coaches of athletes with disabilities (CAWAD) in previous study findings have demonstrated that CAWAD tended to be between 25-54 years old, holding a college or university degree, and having a few years of coaching experience (Canadian Disability Participation Project & Ontario Parasport Collective, 2018). Further, DePauw and Gavron supported these findings in their 1991 publication, additionally highlighting that there may be a prejudice which exists and creates hurdles for individuals wishing to coach disability sport. DePauw and Gavron created one of the first articles highlighting the demographics and encompassing profiles of coaches of athletes with disabilities. The 2018 findings of the study highlighted in this report provided novel insight into the profiles of CAWAD, coaches of able-bodied athletes (CABA), and classifiers. Five years later, in 2023, the findings of this study provided an important comparison between significant changes in the coaching environment in Ontario.

COACHES' KNOWLEDGE: LEARNING AND DEVELOPMENT PATHWAYS

While research suggests that the attitudes of coaches are widely positive when coaching athletes with disabilities, negative experiences may be caused by the lack of knowledge around disability and adaptability within sport fields (Martin, 2017). Since 2018, there have been a few more efforts to further explore the learning, development, and sustaining of pathways for coaches. Previous studies suggest the lack of disability-specific resources for coaches and athletes may cause detrimental outcomes for athlete well-being (Martin, 2017).

In the past, much of the research regarding development pathways has been completed on elite coaches. However, there remains gaps in the literature around non-elite coaches and their learning and development pathways. A study completed in 2017 found that there were three important themes in the development and learning pathways for coaches of athletes with disabilities: (1) the process of becoming a coach and previous experience, (2) the process of learning to coach, and (3) the commitment to lifelong teaching and learning regarding disability sport coaching (Douglas et al., 2018). There are a variety of pathways coaches can utilize in their learning and development pathways, those of which included formal pathways (i.e., required training opportunities, formal education experiences, and sport-specific resources), informal pathways (i.e., mentorship from experienced coaches, observation, learning by-doing), and nonformal pathways (i.e., clinics and conferences) (Martin, 2017; McMaster et al., 2012; Davey, 2014). All three pathways are important to coach development and learning within disability sport experience.

Informal coaching experiences and opportunities were often highlighted by coaches as an overwhelmingly important component to the learning and development pathways for coaches (Martin, 2017). Further, the relationships developed with the athletes'

supporters and practitioners (i.e., parents, guardians, siblings, physical or physiotherapists) helped to provide a holistic understanding of the athlete needs and the most effective support the coaches could provide for the athlete engaged in the sport (Martin, 2017). Regarding formal pathways, previous studies have highlighted the negative effects of poor formal knowledge or limited formal training opportunities on athlete sport experience and coach ability (Martin, 2017). While studies have looked at developmental pathways and specific negative athlete outcomes, there remains few studies which have observed the learning and development pathway challenges and resources which are specific to CAWAD or Classifiers working with athletes with a disability (AWAD).

COACHES' THOUGHTS AND BELIEFS

In addition to learning and developmental pathways, coaches' thoughts and beliefs regarding working with and alongside AWAD have also been previously explored (Davey, 2014). To highlight, several studies have found that coaches tend to be extremely supportive of the inclusion of athletes with disabilities in sport opportunities run within schools, however, they felt that they lacked the sufficient preparation and training (Flores et al., 2012; Dorogi et al., 2008). Many of the findings suggest a complex relationship existing between thoughts, beliefs, developmental pathways, and overall attitudes from coaches working with athletes with disabilities, as highlighted by in the original report (Canadian Disability Participation Project & Ontario Parasport Collective, 2018).

COACHES' BEHAVIOURS

Gaps have previously existed around understanding athlete experiences of reverse integration and motivation types (Ramsden et al., 2023). As such, understanding the behaviour of coaches and the general learning pathways to increase generalizability and transferability across a broad range of coach experiences and disability sport sectors (Ramsden et al., 2023). Coach behaviours can be described as the explicit actions and implicit beliefs shown to athletes which successfully or unsuccessfully fosters a welcoming

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environment (Coaching Association of Canada, 2011). These include (1) knowledge around disabilities, (2) applicable adaptations to sport resources and equipment, and (3) willingness to engage the athlete in positive sport experience.

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The coach-athlete interaction in sport environments is important to improve passion for sport, commitment to the sport, and closeness with the sport and other actors (Güllü, 2018). For example, a study completed by de Souza and Oslin found that a player-centered approach (PCA) which highlighted autonomy and the individual choice within the sport setting had a more positive response than a coach-centered approach (CCA) which may fail to personalize the sport experience to the individuals, especially in disability sport sectors (2008). Findings are consistently supported by previous research, including studies completed by Townsend and Cushion which found that to "engage with disability models is to promote a view of coaching that is athlete-centered; that is, it helps coaches to understand the needs of their athletes" (2018, p. 8).

The Behaviour Change Wheel (BCW) framework may help enable the learnings, thoughts, beliefs, and experiences into positive behaviours, as discussed by the Canadian Disability Participation Project & Ontario Parasport Collective in 2018. The BCW has been proven to effectively assist in the linking to specific behaviour change techniques in addition to connecting new intervention aspects and policies to diagnosis (Michie et al., 2011). Provided that the measurement of coach and classifier behaviour may provide critical insight into the development of positive sport experiences and communication with athletes, utilizing the BCW may be a helpful avenue to assist this process.

When measuring behaviour, there are several elements to be considered. The COM-B model (Michie et al., 2011) includes capability, opportunity, and motivation. Capability is defined as the "individual's psychological and physical capacity to engage in the activity concerned" (Michie et al., p. 4). Opportunity is defined as "all the factors that lie outside the individual that make the behaviour possible or prompt it" (Michie et al., 2011, p. 4). Motivation is defined as "all those brain processes that energize and direct behaviour, not just goals and conscious decision-making" (Michie et al., 2011, p. 4). These processes may include aspects of analytical decision-making in addition to emotional responding and habitual processes which may occur (Michie et al., 2011, p.4).

LIMITATIONS OF THE EXISTING LITERATURE

The existing literature continues to highlight the prevalence of concern which arises from coaches around sufficient and diverse training opportunities to better coach and support AWAD. There is a wide dearth of knowledge around universal resources which would assist coaches and classifiers in better supporting athletes with disabilities. These resources could include training opportunities, mentorship opportunities, and the creation of a collective resource network. Although all levels of athletes were studied in 2018, there remains few pieces of literature which study (1) classifiers and their perceptions of disability in sport fields, and (2) coaches in non-elite sport settings. The supplementation of such research would be helpful to understand geographical differences in perceptions or general variances which may occur.

While there has been an increase in policy and recognition around sport availability for athletes with disabilities, there remains a stark gap between the policy and actual practice (Pečnikar Oblak et al., 2023). The initial study completed in 2018 provided important insights into perceptions of disability from coaches of athletes with disabilities (CAWAD), coaches of able-bodied athletes (CABA), and classifiers. Five years later, existing literature remains scarce in perceptions of disabilities across diverse coaches and resources available to support quality sport participation.

The inclusion of behaviour measurements (capability, opportunity, motivation), especially coach/classifier learning development pathways in addition to understanding the current training which exists for leaders in the disability sport fields may contribute to improved knowledge pathways and support resources available.

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Since the 2018 study was first completed, there remains a lack of research examining classifiers in sport fields and the thoughts, beliefs, behaviours, knowledge, and general perceptions of classifiers in addition to their experience within disability sport environments. This social agent, as discussed in the primary report (Canadian Disability Participation Project & Ontario Parasport Collective, 2018), continues to contribute to and influence the athlete sport experience and the quality participation overall. This study and contributing research aims to provide an updated understanding on the perceptions and experiences of both coaches and classifiers, however, research is still needed to further grasp challenges, resources, and development pathways of coaches, classifiers, athletes and practitioners within the disability sport sector.

PURPOSE

The purpose of this descriptive study was to compare how coaches' and classifiers' perceptions of working with AWAD may or may not have changed since 2018, and to evaluate any significant perceptions. Using the same objectives utilized in the 2018 report, this study aimed to:

(a) To explore and typify the demographic characteristics of coaches (with and without experience working with athlete with disabilities) and classifiers

(b) To examine coaches' and classifiers' perceptions of their capability, opportunity, and motivation to work with AWAD

(c) To investigate issues relating to learning and development pathways, thoughts and beliefs, and behaviours among coaches and classifiers currently working with AWAD.

Image by Pierre-Yves Beaudouin

In doing so, this study may help to further develop and modify future strategies, programs, and professionals working with AWAD that can optimize the quality of coaches', classifiers' and athletes' sport experiences. Further, the comparison between the 2018 study findings and the 2023 study findings may enable further progression and suggestions for coaching methods with athletes with disabilities.

This report was generated in the same format as the 2018 report on coaches and classifiers perceptions on working with athletes with a disability.

METHOD

PARTICIPANTS AND SAMPLING

The sample for this report included current and past coaches and classifiers located in Ontario, Canada. Participants included 170 coaches (125 coaches of athletes with a disability (CAWAD); 45 coaches of able-bodied athletes (CABA)) and 12 classifiers. The coach numbers were slightly less than the 2018 survey, which had 255 coaches (99 CABA; 156 CAWAD) and 12 classifiers. These recruited coaches/classifiers were from varying contexts – ranging from recreational to competitive level of play for the athletes they coach, to regions in Ontario. The varying contexts assisted in enhancing the generalizability of the results while enabling general cross-comparison between 2018 and 2023 results. Eligibility criteria for the participants required that they (a) were over the age of 18 at the time of the survey and (b) currently or formerly a coach/classifier in Ontario.

Participants in this study included 45 (26.5%) CABA and 125 (73.6%) CAWAD.

■ CABA   ■ CAWAD

PROCEDURE

Approval from the researchers' institutional ethics board was given prior to any contact with participants. Participants were primarily recruited through social media messaging and e-mails sent to potential participants or partner organizations through contact lists. All recruitment was completed via the Coaches Association of Ontario (CAO) and Ontario Parasport Collective (OPC) networks. Prior to commencing the survey, all participants were provided with a combined online letter of information and consent form. The consent form contained information regarding all procedures, benefits, risks, response storage policies, contact information of researchers, and purpose of the research. Participants were unable to continue with the survey if they did not consent, and no consent answers or no response answers screened participants out of the survey. The online survey was open from July 17th to August 17th, 2023.
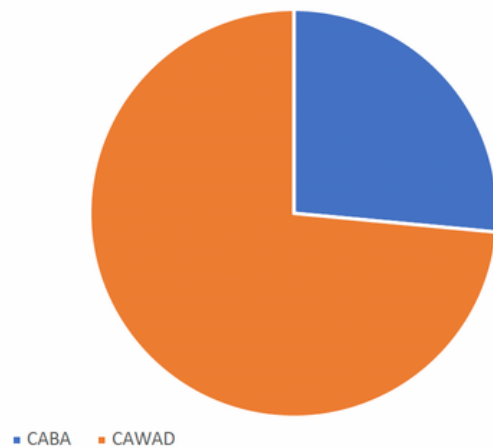
Data collection occured entirely online using the Qualtrics survey platform. The survey questionnaire took approximately 15-20 minutes to complete. There were three separate surveys delivered via one Qualtrics survey link: one for classifiers in Ontario, one for coaches who have not worked with AWAD (CABA), and one for coaches who have worked with AWAD (CAWAD) (see Appendix). The first page of the survey was a screening questionnaire which asked a few brief questions related to their experience (CAWAD, CABA, or Classifier) before redirecting to the appropriate survey. If they did not identify with any role, they were redirected to the end of the survey.

MEASURES

Each of the three surveys embedded within the one Qualtrics link contained measures assessing demographics, sport background, coach background, and perceptions of capability, opportunity, and motivation to work with athletes with a disability, or AWAD (see Appendix). In addition to quantitative measures, qualitative open-ended questions were provided at the end of each survey for participants to offer comments, describe experiences, and provide feedback on working with AWAD or improvements which are needed. CAWAD (inclusive of former and current) completed an additional measure assessing coach motivation, coach learning, resources, and development. Classifiers, same as the 2018 survey, completed a modified version of the questionnaire with wording tailored to the classifier context. If a classifier also identified as a coach, or vice versa, they were able to complete both surveys. The survey questionnaire was developed using the previous study (2018) findings and methods, in addition to collaboration and consultation with select members from the Ontario Parasport Collective Leadership Working Group. See appendix for all survey questions.

Demographic Questionnaire

The demographic questionnaire assessed a variety of variables relating to coaches' and classifiers' personal characteristics: age, gender, athletic experience, household income, region, in addition to sport-related characteristics: years coaching, athlete age coached, athlete gender coached, sport coached, hours per week spent coaching, coaching role. These variables were important to measure since they provide direct insight into the profiles of coaches and classifiers currently working or have worked in Ontario, in addition to a baseline comparison between the 2018 demographic findings and the 2023 demographic findings.

Image by EJ Hersom

COM-B Questionnaire

The inclusion, layout, and assessment of the COM-B model within the questionnaire was adapted from the 2018 version which utilized information informed by Michie and colleagues (2014) on creating the COM-B measures in questionnaires, Huijg and colleagues (2014) on guidelines for developing such questionnaires which are guided by theoretical domains, and Azjen's (2002) guidance on using the theory of planned behaviour to assess outcomes. Corresponding to the 2018 survey, there were the same 11 items (4 items for capability; 5 items for opportunity; 2 items for motivation) answered on a 7-point-Likert-type scale. The scale ranged from extreme disagreement (1 =Strongly disagree) to extreme agreement (7=Strongly agree). Example items included "I have the necessary knowledge to coach/classify an athlete with a disability" (capability), "I have the necessary social support from my organization to coach/classify an athlete with a disability" (opportunity), and "I want to coach/classify an athlete with a disability" (motivation). The higher the average score on the scale, the higher the perceptions of capability, opportunity, or motivation to coach/classify an athlete with a disability. In addition to the COM-B questionnaire, coaches also completed an efficacy questionnaire. This 16-item scale targeted their use in specific behaviours when approaching coaching athletes. All behaviour measures targeted were included based on the previous literature, the 2018 methods, and additional research completed on coaching behaviours and effective methods for working with AWAD. Identical to the 2018 survey, the questions were preceded with the statement "I can" and was rated on a 7-point-Likert-type scale ranging from 1 (Not at all confident) to 7 (Completely confident). Measures of efficacy, capability, opportunity, and motivation were then averaged for an all-item score. See appendix for all survey questions.

Coaches' and Classifiers' Motivation

In order to facilitate cross-sample comparison between the 2018 survey results and the 2023 survey results, the questionnaire for motivation remained the same for both surveys. This questionnaire was developed by McLean et al., (2012) and assessed current motivation within coaches and classifiers for engaging in certain behaviours and activities. The measures included in these surveys targeted understanding motivations of those who currently classify athletes with disabilities, and/or those who currently or have previously coached athletes with disabilities. Literature supports positive outcomes with motivations which are more self-determined in nature (Gagnè et al., 2022). There were six subscales within the scales for motivation: Intrinsic, Integrated, Identified, Introjected, External, and Amotivation to assess all levels of motivation and whether it was internally driven, externally driven, or lacked any motivation (See Table 6A + Table 6B). Please reference the table below, pulled from the 2018 report, which highlights a complete description of all constructs assessed using the motivation section in the questionnaire (Canadian Disability Participation Project & Ontario Parasport Collective, 2018). Identical to the 2018 questionnaire, each of the 22-items were preceded by "I coach/classify AWAD…" and rated on a 7-point likert scale. The scale ranged from 1 (Does not correspond at all) and 7 (Corresponds exactly).

Construct: Higher Order	Construct: Lower Order	Definition
Amotivation		Lack of motivation to coach AWAD
Extrinsic Regulation	External Regulation	Coaches AWAD because of external forces, such as tangible rewards (e.g., money, recognition)
	Introjected Regulation	Coaches AWAD to avoid negative feelings (e.g., guilt) or achieve positive feelings (e.g., pride)
	Identified Regulation	Coaches AWAD because they value and understand the importance of it, but see it as instrumental for an extrinsic goal (e.g., views coaching AWAD as a stepping stone to coaching at the professional level)
	Integrated Regulation	Coaches AWAD because it aligns with their values (e.g., coaching AWAD is personally important for themselves)
Intrinsic Motivation		Coaches freely choose to coach AWAD because they find it interesting and enjoyable

Coaches' and classifiers' sources of knowledge: Learning and development pathways

Identical to the 2018 questionnaire, all coaches and classifiers who currently or formerly worked with AWAD also completed a measure which aimed to assess their learning and development pathway, in addition to key resources they found helpful when coaching and classifying athletes with disabilities. Respondents were asked to rank 10 potential sources of knowledge using a 7-point-likert-type scale which ranged from 1 (Least important) to 7 (Most important). These potential sources of knowledge were informed by the 2018 report, which drew from Nelson and colleagues' (2006) distinct learning roads which highlight formal, nonformal, and informal pathways.

Open-ended questions

To allow for cross-sample analysis across the two questionnaires delivered in 2018 and 2023, all open-ended questions remained the same. These questions were designed to collect challenges to coaching AWAD, understanding the key resources which help when coaching AWAD, and allow for a space for future suggestions and other responses.

DATA ANALYSIS

Once all participants were recruited and all responses had been recorded up until the survey end date, an excel file with all responses was exported. Data was first reviewed for any bots, duplicates, and empty responses. Any participant who did not consent to participate was removed at this stage. Following this, three separate excel files were created to distinguish Classifier responses, CABA responses, and CAWAD responses. These excel files were then imported into IBM SPSS Version 28.1.1 where statistics including descriptive analysis, frequency distributions, percentages, and ranges were calculated. Means and standard deviations were also assessed where applicable. Methods used in the 2018 questionnaire analysis remained the same for the 2023 analysis where possible. An inductive-deductive thematic analysis approach (Braun, Clarke, & Weate, 2016) was used to analyze open-ended questions. Alike to the 2018 methods, once the themes were first inductively coded, they were mapped onto the COM-B model (Michie et al., 2011) for all questions which related to learning pathways and resources in the survey.

CROSS DATA ANALYSIS

To compare the 2018 data and 2023 data to identify any significant changes, the excel files were merged together to create a combined dataset which outlined if a response identified with 1 (2018 response) or 0 (2023 response). Once combined, the data was analyzed for any significant changes in responses for common categories (COM-B questionnaires, efficacy questionnaires, etc.) using an Independent Sample t Test. IBM SPSS Version 28.1.1 was used for all data analysis in cross data comparison.

Further, there were ten (10) responses which had the same ID code in 2018 and 2023 under the same category (CAWAD, CABA, Classifier). These responses were also analyzed again, separately, comparing if there were any significant responses from 2018 to 2023. The data files were first merged using the same methodology with the general cross data analysis (1 = 2018 response; 0 = 2023 response). Once merged, the data was analyzed using the same methods as the general cross data analysis using an Independent Sample T-Test in IBM SPSS Version 28.1.1.

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COACH RESULTS

Using the same outline as the 2018 report, descriptive statistics of all coaches (CABA + CAWAD combined) are presented in Table 1. The majority of coaches were female (49.4%), especially for CAWAD (52.8%). CABA had a higher majority of male coaches, sitting at 53.3%. There were no significant differences in gender between coaches of able-bodied athletes and CAWAD. The majority of CAWAD were between 45 and 64 years of age (41.6%). CAWAD reported high levels of post-secondary education, as 75 held university (49, or 39.2%) or college (31, or 20.8%) degrees (39.2%) and 31 held post-graduate degrees (24.8%). These numbers have flipped from 2018, where the majority of coaches were male (57.7%), especially for CABA (71.7% were male coaches). The gender differences in distribution was significant (p=0.0004) in 2018.
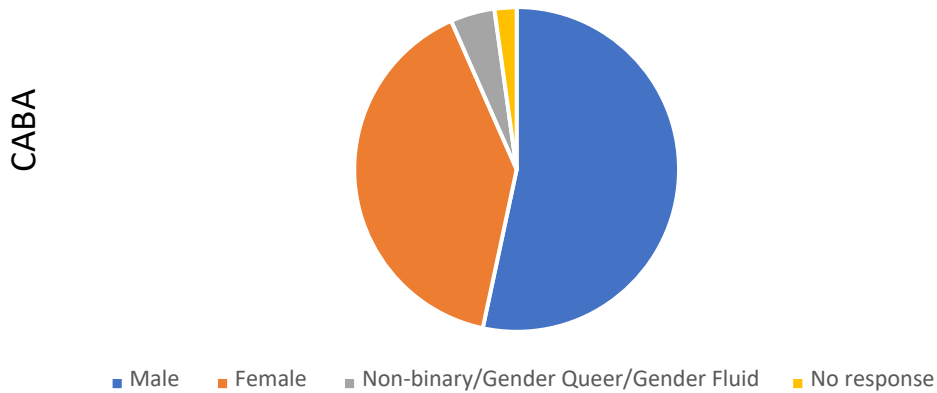

CABA

Male   Female   Non-binary/Gender Queer/Gender Fluid   No response

CAWAD

Male   Female   Non-binary/Gender Queer/Gender Fluid   Do not wish to specify   No response
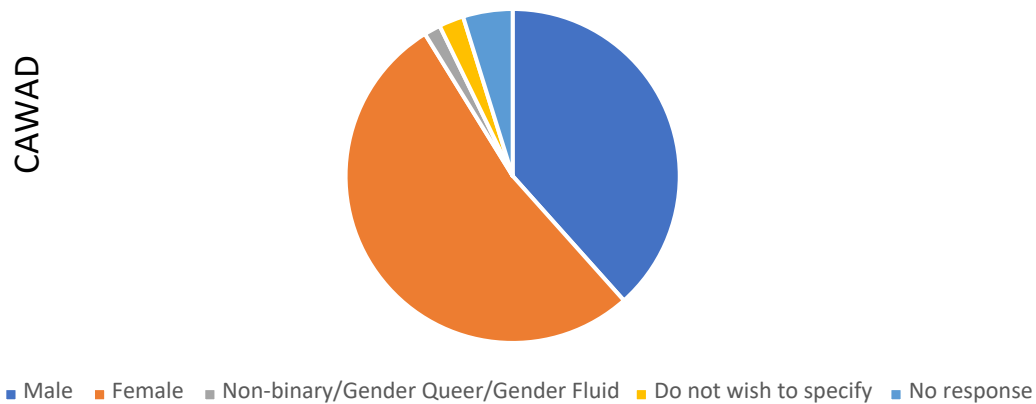
Table 1. General demographic information for CABA, CAWAD, and all coaches combined.

Characteristic		CABA		CAWAD		Total	
		N	%	N	%	N	%
Total Participants		45	26.5	125	73.6	170	100
Coach AWAD?	No	30	66.7	0	0.0	30	17.6
	No, but interested	15	33.3	0	0.0	15	8.8
	Yes	0	0.0	125	100	125	73.6
Age	18 to 24	3	6.7	9	7.2	12	7.1
	25 to 34	4	8.9	17	13.6	21	12.4
	35 to 44	9	20	21	16.8	30	17.6
	45 to 54	14	31.1	28	22.4	42	24.7
	55 to 64	12	26.7	24	19.2	36	21.2
	65+	2	4.4	19	15.2	21	12.4
	Do not wish to specify	0	0.0	1	0.8	1	0.6
	No response	1	2.2	6	4.8	7	4.1
Gender	Female	18	40.0	66	52.8	84	49.4
	Male	24	53.3	48	38.4	72	42.4
	Non-binary/Gender Queer/Gender Fluid	2	4.4	2	1.6	4	2.4
	Do not wish to specify	0	0.0	3	2.4	3	1.8
	No response	1	2.2	6	4.8	7	4.1
Education	High school	4	8.9	9	7.2	13	7.6
	College	7	15.6	26	20.8	33	19.4
	University	18	40.0	49	39.2	67	39.4
	Post graduate	15	33.3	31	24.8	46	27.1
	Other	0	0.0	4	3.2	4	2.4
	No response	1	2.2	6	4.8	7	4.1
Region in Ontario	Northern	0	0.0	8	6.4	8	4.7
	Eastern	11	24.4	19	15.2	30	17.6
	Central	24	53.3	62	49.6	86	50.6
	Western	9	20.0	27	21.6	36	21.2
	No response	1	2.2	9	7.2	10	5.9
Household income	0-49,999	3	6.7	27	21.6	30	17.6
	50,000-74,999	6	13.3	18	14.4	24	14.1
	75,000-99,999	5	11.1	24	19.2	29	17.1
	100,000+	27	60.0	47	37.6	74	43.5
	No response	4	8.9	9	7.2	13	7.6

REGION IN ONTARIO

NORTHERN 4.7%

CENTRAL 50.6%

EASTERN 17.6%

**WESTERN** 21.2%

NO RESPONSE 5.9%
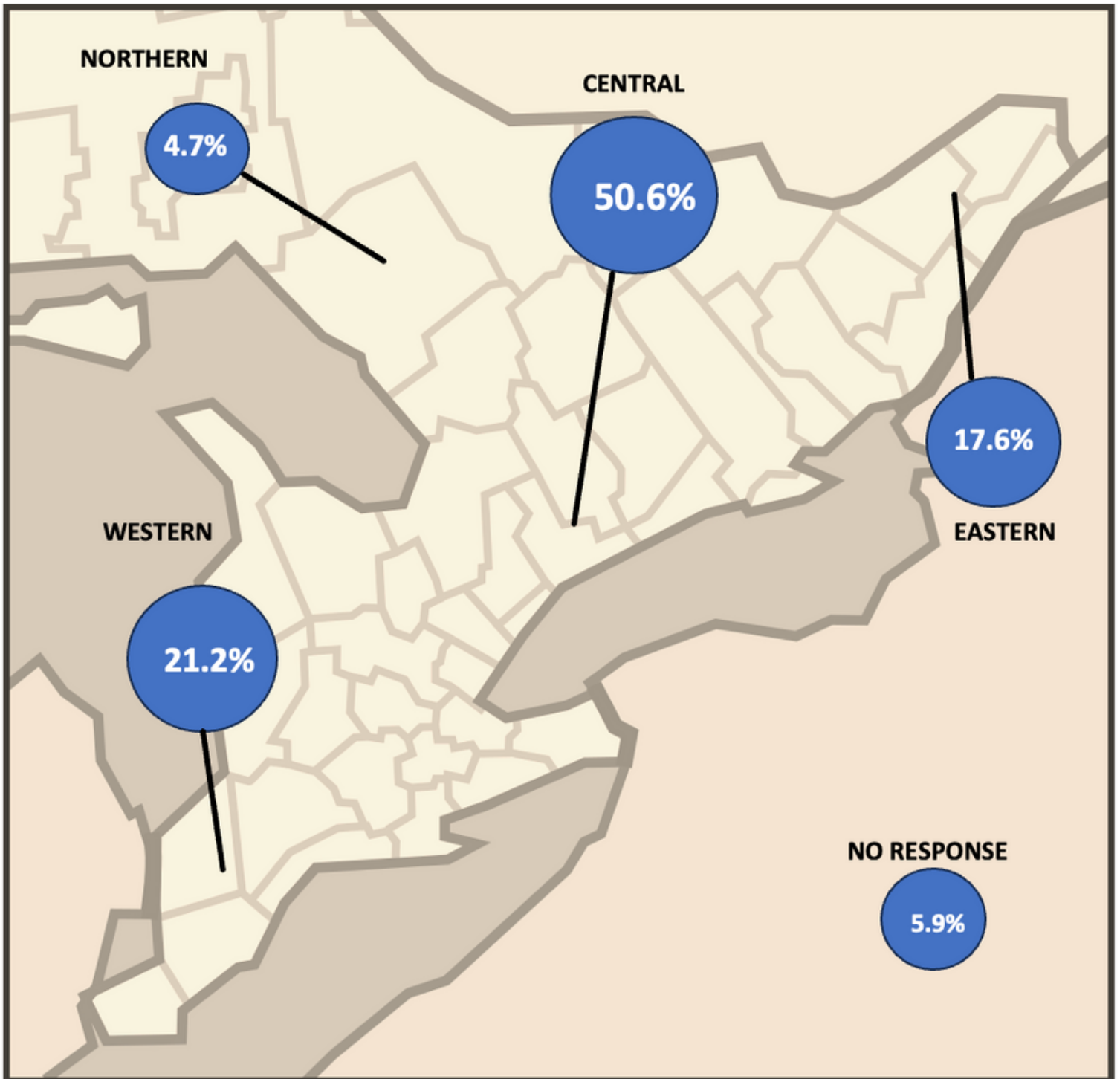
The majority of coaches work in the Central region, similar to the 2018 findings. There was a decrease in coaches from all regions, with the exception of the central region which had an increase from 43% to 50.6%. The central region was the highest percentage across CABA and CAWAD for both 2018 and 2023 respectively.

DISABILITY-SPECIFIC CHARACTERISTICS

Approximately 11% of CABA and over 18% of CAWAD reported having a disability. This number is higher than the 2018 findings, which reported only 5% for CABA and nearly 10% for CAWAD. However, caution must be taken when comparing the two, as the 2018 questionnaire only asked for a physical disability, defined as having a prosthetic, being visually impaired, having a hearing impairment, or being an amputee. In order to be more inclusive of disability, the term was made broader in 2023. A high number of coaches reported knowing someone with a disability, such as a friend or family member (65.3% of all coaches, 51.1% of CABA). See Table 2.

Table 2. Disability-specific characteristics for CABA, CAWAD, and all coaches combined.

Characteristic		CABA		CAWAD		Total	
		N	%	N	%	N	%
Do you have a disability?	Yes	5	11.1	23	18.4	28	16.5
	No	38	84.4	94	75.2	132	77.6
	Do not wish to specify	1	2.2	2	1.6	3	1.8
	No response	1	2.2	6	4.8	7	4.1
Do you know someone with a disability?	Yes	23	51.1	88	70.4	111	65.3
	No	20	44.4	30	24.0	50	29.4
	Do not wish to specify	1	2.2	1	0.8	2	1.2
	No response	1	2.2	6	4.8	7	4.1

CABA

CAWAD

■ No ■ Yes ■ Do not wish to specify ■ No response

■ No ■ Yes ■ Do not wish to specify ■ No response
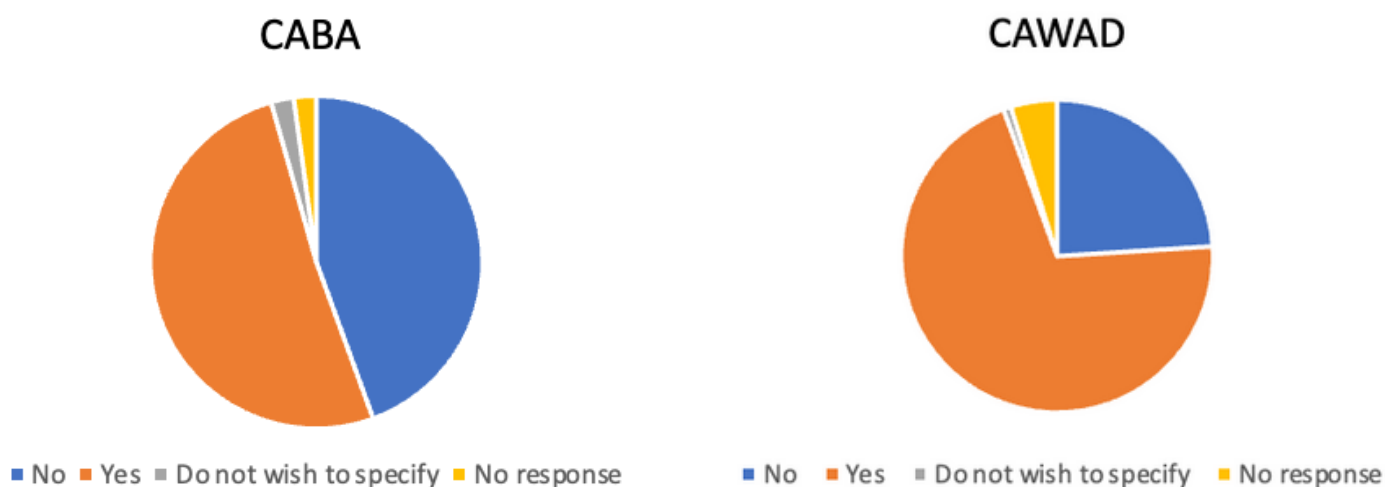
Similarly to 2018, CAWAD more commonly reported knowing someone, such as a friend or family with a disability compared to CABA.

SPORT/COACHING BACKGROUND

Many of the coaches were former or current athletes (149, 87.6%). This number is a slight decline from 2018, which saw 92.2% of coaches identifying as current or former athletes. Coaches represented a wide array of individual and team sports (see Figure 1). The most commonly coached sports were swim, soccer, athletics, volleyball, baseball, and equestrian.

Similar to 2018, the majority of the coaches characterized their positions as part-time, volunteer coaching positions (40.0% of CABA and 36.8% of CAWAD). These numbers are slightly lower than the 2018 report, which found 43.4% for coaches and 45.5% for CAWAD more specifically. Coaches primarily coached one sport (75.6% CABA and 68.0% CAWAD). These numbers are similar to 2018, which found 73.5% of CABA coaches and 70.32% of CAWAD coaching one sport. Coaches worked with a diverse range of athletes across varying genders, ages, and highest competitive level. For instance, the slight majority of coaches reported coaching athletes from two or more different competitive levels. For CAWAD, many of coaches had over ten years of experiences specifically working with AWAD (56, 44.8%), whereas the majority of responses (49.6%) indicated less than 9 years of experience specifically working with AWAD. More specifically, 3 had worked less than 1 year with AWAD (2.4%), 19 had worked between 1-3 years (15.2%), 27 had worked between 4-6 years (21.6%), and 13 had worked between 7-9 years (44.8%).

With regards to coaching certifications and qualifications, 6 (13.3%) CABA and 26 (20.8%) CAWAD reported being both NCCP trained and certified. An additional 3 CABA (6.7%) and 8 (6.4%) CAWAD identified as being NCCP trained, NCCP certified, and as holding a college/university degree. The majority of all coaches had completed the CAWAD eLearning module (101, 59.4%). This included twenty two (22) CABA (48.9%) and 79 CAWAD (63.2%).
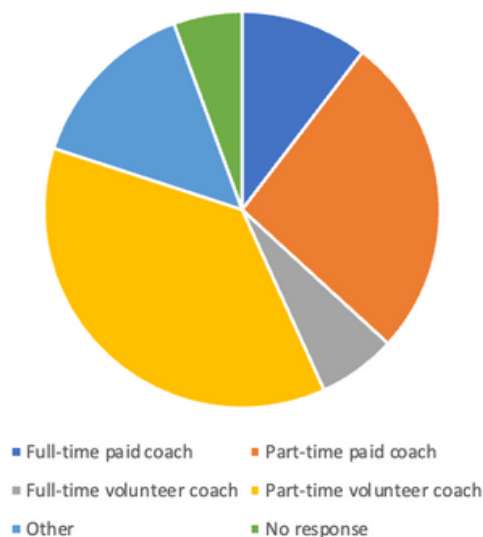
The total percentage from all coaches was larger than the 2018 report, which stated that only 87 coaches in total (34.1%) completed the CAWAD eLearning module. See Table 3 for more information.

CAWAD Sport Background

Years coached AWAD

■ Less than 1   ■ 1-3 years   ■ 4-6 years
■ 7-9 years   ■ 10+ years   ■ No response

Coach Position

■ Full-time paid coach   ■ Part-time paid coach
■ Full-time volunteer coach   ■ Part-time volunteer coach
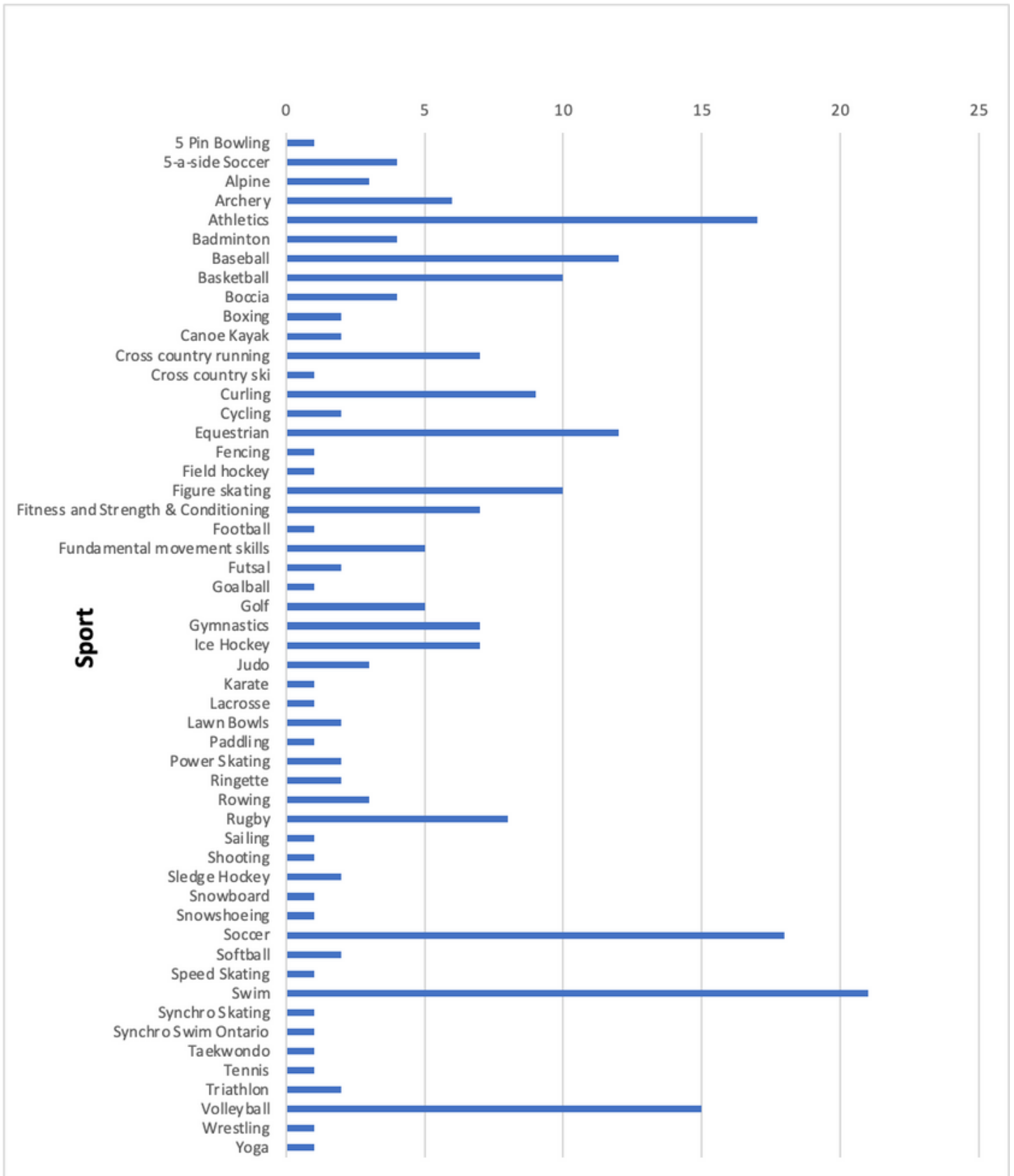■ Other   ■ No response
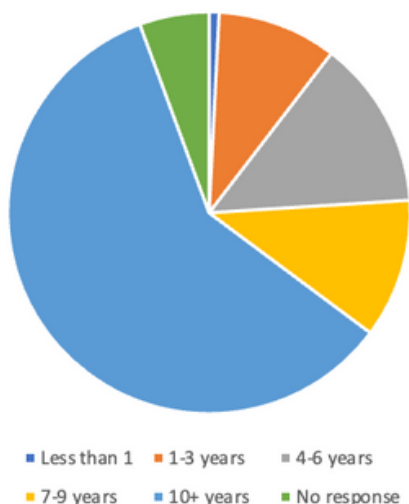
Figure 1. The number of coaches (CABA and CAWAD) by sport type. Please note that some coaches reported coaching multiple sports. The most common sports coached are swim, soccer, athletics, volleyball, baseball, and equestrian.

Table 3. Sport/coaching background characteristics for CABA, CAWAD, and all coaches combined.

Characteristic		CABA		CAWAD		Total	
		N	%	N	%	N	%
Have been or currently an athlete	Yes	43	95.6	106	84.8	149	87.6
	No	1	2.2	10	8.0	11	6.5
	Do not wish to specify	0	0.0	1	0.8	1	0.6
	No response	1	2.2	8	6.4	9	5.3
Years coaching	Less than a year	2	4.4	1	0.8	3	1.8
	1 to 3	5	11.1	12	9.6	17	10.0
	4 to 6	6	13.3	17	13.6	23	13.5
	7 to 9	6	13.3	14	11.2	20	11.8
	10+	25	55.6	74	59.2	99	58.2
	No response	1	2.2	7	5.6	8	4.7
Number of sports coached	1	34	75.6	85	68.0	119	70.0
	2 to 3	5	11.1	23	18.4	28	16.5
	4+	5	11.1	7	5.6	12	7.1
	No response	1	2.2	10	8.0	11	6.5
Coach position	Full-time paid coach	3	6.7	13	10.4	16	9.4
	Part-time paid coach	15	33.3	33	26.4	48	28.2
	Full-time volunteer coach	5	11.1	8	6.4	13	7.6
	Part-time volunteer coach	18	40.0	46	36.8	64	37.6
	Other	2	4.4	18	14.4	20	11.8
	No response	2	4.4	7	5.6	9	5.3
Hours per week coaching	1 to 3	7	15.6	23	18.4	30	17.6
	4 to 9	17	37.8	33	26.4	50	29.4
	10 to 19	10	22.2	35	28.0	45	26.5
	20 to 29	8	17.8	11	8.8	19	11.2
	30 to 39	0	0.0	5	4.0	5	2.9
	40+	1	2.2	11	8.8	12	7.1
	No response	2	4.4	7	5.6	9	5.3
Gender coached	Male	6	13.3	7	5.6	13	7.6
	Female	9	20.0	11	8.8	20	11.8
	Non-binary/Gender Queer/Gender Fluid	1	2.2	0	0.0	1	0.6
	Male, Female	20	44.4	45	36.0	65	38.2
	Mixed Genders/Gender Diverse	6	13.2	54	43.2	60	35.3
	Do not wish to specify	0	0.0	1	0.8	0	0.6
	No response	3	6.7	7	5.6	10	5.9

Characteristic		CABA		CAWAD		Total	
Age coached	0 to 17	17	37.8	12	9.6	29	17.1
	18 to 54	5	11.1	12	9.6	17	10.0
	55+	0	0.0	0	0.0	0	0.0
	Multiple ages	21	46.7	94	75.2	115	67.6
	No response	2	4.4	7	5.6	9	5.3
Competitive level coached	Grassroots/Community	11	24.4	27	21.6	38	22.4
	Developmental/Competitive	15	33.3	16	12.8	31	18.2
	High Performance	2	4.4	4	3.2	6	3.5
	Multiple Levels	15	33.3	71	56.8	86	50.6
	No response	2	4.4	7	5.6	9	5.3
Coaching certifications/qualifications	NCCP Trained	8	17.8	21	16.8	29	17.1
	NCCP Certified	11	24.4	33	26.4	44	25.9
	College/University Degree	1	2.2	2	1.6	3	1.8
	NCCP Certified, College/University Degree	5	11.1	13	10.4	18	10.6
	NCCP Certified, College/University Degree, Other	0	0.0	2	1.6	2	1.2
	NCCP Certified, Other	2	4.4	4	3.2	6	3.5
	NCCP Trained, College/University Degree	2	4.4	1	0.8	3	1.8
	NCCP Trained, College/University Degree, Other	0	0.0	1	0.8	1	0.6
	NCCP Trained, NCCP Certified	6	13.3	24	19.2	30	17.6
	NCCP Trained, NCCP Certified, College/University Degree	3	6.7	8	6.4	11	6.5
	NCCP Trained, NCCP Certified, Other	0	0.0	2	1.6	2	1.2
	Other:	3	6.7	4	3.2	7	4.1
	No response	4	8.9	10	8.0	14	8.2
Highest level of competition reached	High school	10	22.2	2	1.6	12	7.1
	University	6	13.3	10	8.0	16	9.6
	Masters	1	2.2	4	3.2	5	2.9
	Recreational	1	2.2	10	8.0	11	6.5
	Regional	4	8.9	8	6.4	12	7.1
	Provincial	6	13.3	24	19.2	30	17.6
	National	9	20.0	20	16.0	29	17.1
	International	4	8.9	17	13.6	21	12.4
	Limited/No competition	1	2.2	5	4.0	6	3.5
	No response	3	6.7	25	20.0	28	16.5

Characteristic		CABA		CAWAD		Total	
Completed CAWAD eLearning module	Yes	22	48.9	79	63.2	101	59.4
	No	21	46.7	39	31.2	60	35.3
	No response	2	4.4	7	5.6	9	5.3
Years coached AWAD	Less than 1			3	2.4		
	1 to 3			19	15.2		
	4 to 6			27	21.6		
	7 to 9			13	10.4		
	10+			56	44.8		
	No response			7	5.6		

COACHES' THOUGHTS, BELIEFS, AND BEHAVIOURS

COM-B Questionnaire

Table 4 provides a summary of coaches' perceptions of their capability, opportunity, and motivation to coach athletes with a disability. Coaches reported similar levels of perceived capability, opportunity, and motivation. CAWAD reported significantly higher levels of perceived capability, opportunity, and motivation compared to CABA results. These differences between CABA and CAWAD were statistically significant for all three dimensions. In general, CABA reported lower levels of intentions to coach an AWAD within the next two years compared to CAWAD, however, this number slightly increased from 2018 where the intent for CABA was 2.78. See Table 4A + 4B for more.

Table 4A. Thoughts and beliefs question figure about working with AWAD for CABA, CAWAD, and all coaches combined.
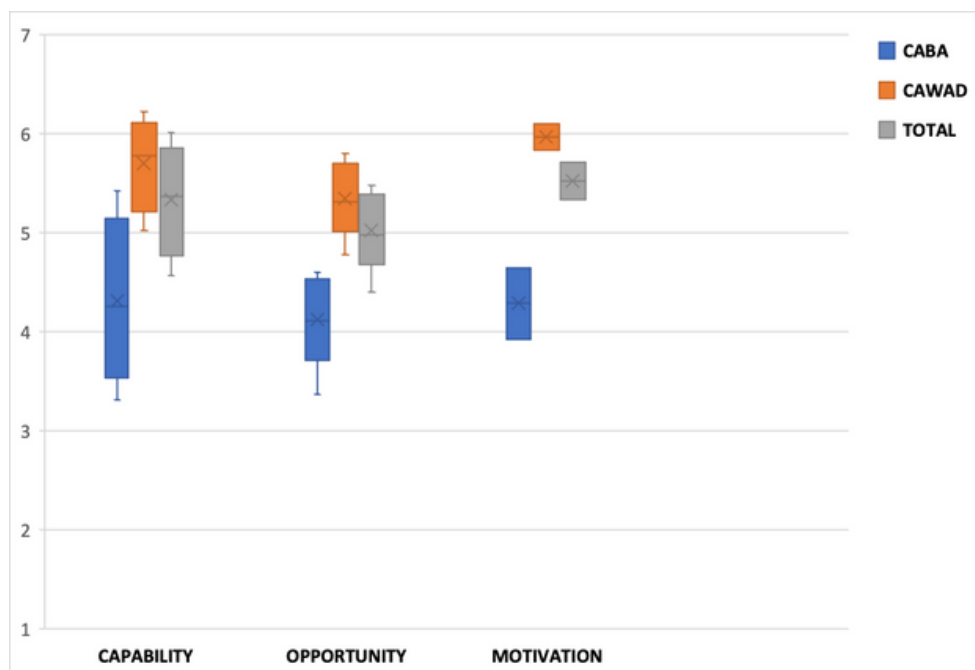
Coaching Efficacy

In general, CAWAD reported higher levels of perceived efficacy to perform evidence-informed effective coaching behaviours, similar to the findings in 2018. For both groups, coaches reported the highest levels of confidence to model pro-social behaviours and values, and the lowest levels of confidence to prepare AWAD for competitions. These are similar to the 2018 findings. See Table 5 for more.

Table 4B. Thoughts and beliefs questions about working with AWAD for CABA, CAWAD, and all coaches combined.

Question	CABA		CAWAD		Total	
Part C. Coaching AWAD (1= strongly disagree, 7=strongly agree)	Mean	SD	Mean	SD	Mean	SD
I have the necessary knowledge to coach an athlete with a disability.	4.30	1.52	5.79	1.13	5.39	1.41
I have the necessary technical/tactical skills to coach an athlete with a disability.	4.23	1.56	5.77	1.07	5.36	1.39
I have the necessary interpersonal skills to coach an athlete with a disability.	5.43	1.31	6.23	0.90	6.02	1.08
I have been trained to coach an athlete with a disability.	3.31	1.69	5.03	1.67	4.57	1.84
Capability	4.30	1.26	5.70	1.01	5.33	1.25
I have the necessary time to coach an athlete with a disability.	4.47	1.42	5.60	1.29	5.30	1.41
I have the necessary guidelines to coach an athlete with a disability.	4.07	1.52	5.31	1.41	4.98	1.54
I have the necessary equipment and facilities to coach an athlete with a disability.	3.37	1.56	4.78	1.70	4.40	1.77
I have the necessary social support from my organization to coach an athlete with a disability.	4.12	1.43	5.26	1.76	4.96	1.75
I have the necessary social support from my peers to coach an athlete with a disability.	4.60	1.48	5.80	1.30	5.48	1.45
Opportunity	4.13	1.06	5.35	1.14	5.02	1.24
I intend to coach an athlete with a disability in the next two years.	3.93	1.26	5.84	1.48	5.34	1.65
I want to coach an athlete with a disability.	4.65	1.46	6.10	1.21	5.71	1.43
Motivation	4.29	1.25	5.97	1.25	5.52	1.45

Table 5. Coach efficacy questions about working with AWAD for CABA, CAWAD, and all coaches combined.

Question	CABA		CAWAD		Total	
Part C. I Can… (1= not at all confident, 7= completely confident)	Mean	SD	Mean	SD	Mean	SD
Help athletes with disabilities learn the techniques and tactical strategies of my sport.	4.44	1.72	5.90	1.07	5.51	1.42
Use inclusion strategies to ensure that athletes with disabilities can participate in my program.	4.53	1.65	6.06	0.98	5.65	1.37
Design practices to develop the technical skills of athletes with disabilities.	4.10	1.76	5.84	1.27	5.39	1.60
Prepare athletes with disabilities for competitions.	4.07	1.83	5.51	1.50	5.12	1.71
Adapt my coaching behaviours to suit a diverse range of abilities and needs.	5.26	1.38	6.10	0.96	5.88	1.14
Work collaboratively with athletes with disabilities.	5.21	1.30	6.25	0.89	5.98	1.11
Recognize the accomplishments of athletes with disabilities.	5.67	1.57	6.57	0.69	6.33	1.07
Discuss appropriate goals and expectations with athletes with disabilities.	5.19	1.86	6.13	1.01	5.88	1.35
Model pro-social behaviours and values (e.g., honesty, respect)	6.07	1.30	6.58	0.66	6.45	0.90
Share decision making and leadership responsibilities with athletes with disabilities.	5.63	1.42	6.23	0.99	6.07	1.15
Creatively solve problems.	5.58	1.38	6.24	0.82	6.06	1.04
Develop personal relationships with athletes with disabilities.	6.05	1.19	6.43	0.78	6.33	0.92
Support athletes' development in and out of sport (e.g., school, family)	5.47	1.27	5.84	1.16	5.72	1.21
Build athletes' self-confidence.	5.91	1.11	6.29	0.80	6.19	0.90
Facilitate opportunities for team building and peer-relationships.	5.65	1.27	6.06	0.97	5.95	1.07
Create a daily training environment that improves fitness, strength, and conditioning.	5.14	1.47	5.68	1.28	5.53	1.35
Coach Efficacy	5.25	1.14	6.11	0.73	5.88	0.94

Coach Motivation (CAWAD Only)

Coaches scored highest on intrinsic motivation, appearing to be primarily motivated by self-determined forces. Like 2018, means scores on those subscales representing self-determined motivation (i.e., intrinsic, integrated, and identified) were well above the midpoint on each scale. For 2023, means for introjected, external, and amotivation both increased, which differentiated from the 2018 report which had lower mean scores for the three non-self-determined motivation (i.e., introjected, external, and amotivation). Similar to 2018, CAWAD did not report feeling highly motivated to coach because they have a family member or friend with a disability. See Table 6A and 6B.

Table 6A. CAWAD's Motivation

Coach Motivation (CAWAD only)
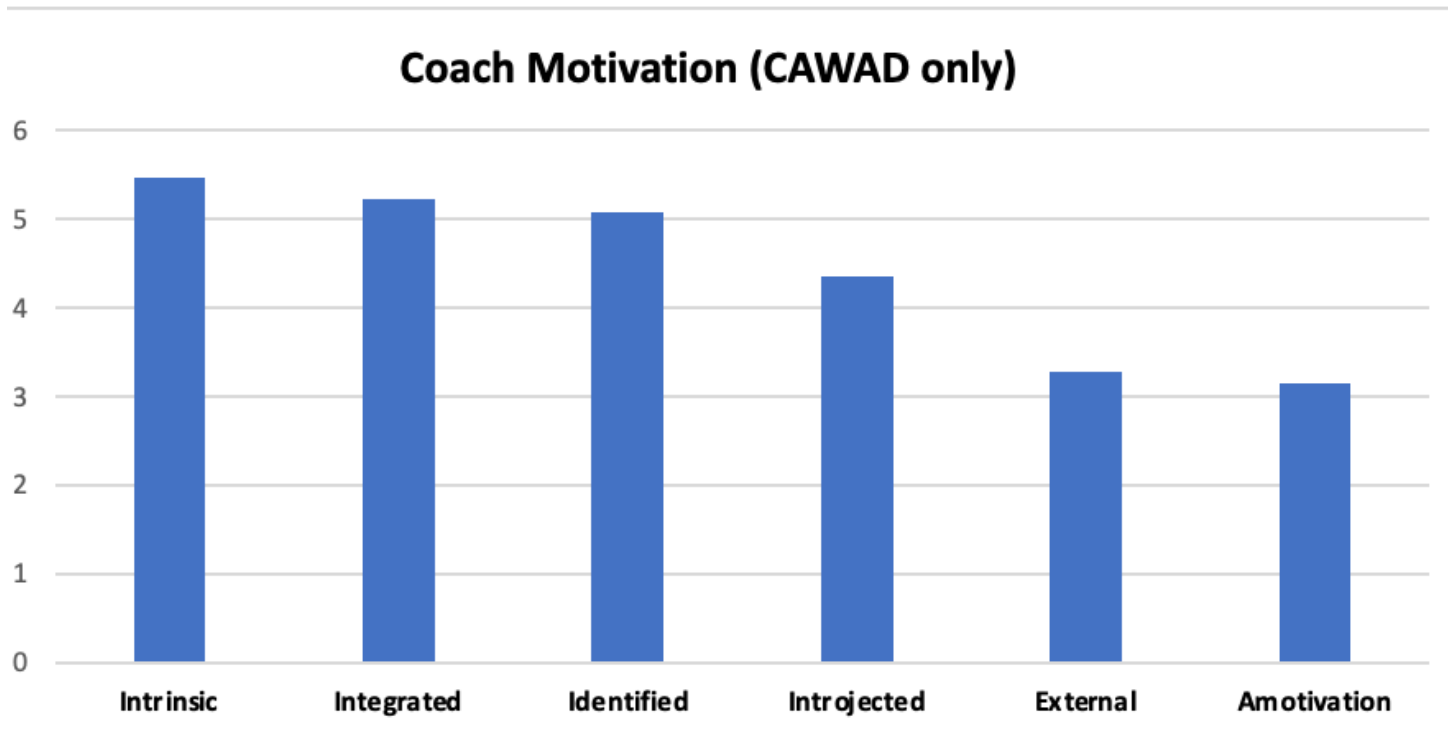
Table 6B. Coach Motivation (CAWAD only)

Part E. I coach athletes… (1= does not correspond at all, 7= corresponds exactly)	Mean	SD
Because I get a good feeling out of it.	5.54	0.85
Because I enjoy the interactions I have with my athletes.	5.50	0.51
Because I find it stimulating.	5.19	1.10
Because I enjoy the effort I invest.	5.57	0.60
Intrinsic	5.47	0.60
Because coaching is integral to my life.	5.15	1.15
Because it personifies my values and beliefs.	5.42	0.81
Because coaching is fundamental to who I am.	5.07	1.30
Integrated	5.22	0.97
Because it allows me to achieve my personal goals.	5.02	1.29
Because it contributes to my development as a person.	5.53	0.79
Because it is moving me towards my personal goals.	4.67	1.47
Identified	5.08	1.13
Because I don't want to let my athletes down.	5.30	1.06
Because I feel pressure from myself to win.	3.21	1.22
Because I feel responsible for the athletes' performance.	4.58	1.44
Because if I quit, it would mean I'd failed.	3.08	1.29
Introjected	4.36	1.24
To be respected by others.	3.86	1.64
Because I like the extrinsic rewards (i.e., money) associated with coaching.	3.00	1.32
To get recognition from others.	2.67	1.08
Because I want to be appreciated by others.	3.63	1.51
External	3.28	1.25
Sometimes I don't know why I coach anymore.	3.33	1.44
Sometimes I question my desire to continue coaching.	3.54	1.63
I often think my coaching efforts are a waste of time.	2.68	1.16
Sometimes I feel the costs outweigh the benefits.	3.12	1.44
Amotivation	3.14	1.24
Because I have a family member/friend with a disability.	3.93	1.66

Coaches scored highest on intrinsic motivation, appearing to be primarily motivated by self-determined forces. This result is consistent with the 2018 report findings.

COACHES' KNOWLEDGE: LEARNING AND DEVELOPMENT PATHWAYS

This section of the questionnaire investigated CAWAD's perceptions of the most important sources of knowledge during their learning and development when coaching and working with athletes with disabilities. Table 7 summarizes the results pertaining to the perceived importance of the ten distinct sources of knowledge. Overall, coaches rated informal sources of knowledge (i.e., interacting with other coaches and learning by doing as the most important, in comparison to formal sources of knowledge (i.e., general NCCP training and sport-specific training) and nonformal sources of knowledge (i.e., other in-person and online courses). Overall, college/university degrees were rated as the least important source of knowledge with regards to their coach development. These findings are consistent with the 2018 results. See Table 7.

CAWAD were also asked to identify their perceptions of the ideal sources of knowledge for learning and development. Many participants highlighted the need for more informal opportunity for learning, such as a mentorship program or observing other coaches, in tandem with having a resource bank for coaches to utilize to gain more knowledge on disability in sport settings. Coaches also highlighted the value of experiential learning and building strong social networks with other educators. CAWAD coaches also placed an emphasis on other formal sources of knowledge, including sport-specific training, as an important resources when working with athletes with a disability.

Table 7. CAWAD's Sources of Knowledge

Part D. Classifier Learning (1= least important, 7= most important)	Mean	SD
Interacting with other coaches (e.g., seeking advice from other coaches)	5.55	0.72
Sport-Specific National Coaching Certification Program Training (in-person or at home.	5.21	0.90
Observing other coaches (e.g., watching other coaches live or on television)	5.20	0.98
Other in-person coaching courses.	5.08	0.95
Learning by doing (e.g., trial and error)	5.05	1.01
Multi-Sport National Coaching Certification Program Training (in-person or at home; e.g., Coaching athletes with a Disability eModule, Fundamental Movement Skills, Psychology of Performance, etc.). Q86	4.97	0.86
Coaching materials (e.g., websites, blogs, newsletters, resources).	4.76	1.05
Individual planning (e.g., time spent alone reflecting/developing strategies). Q95	4.65	1.09
Other online coaching courses.	4.54	1.04
College/University degree	3.93	1.28

OPEN-ENDED QUESTIONS

Using the same methodology as the 2018 report, open-ended questions relating to potential challenges were analyzed using an inductive-deductive process before generating themes which were situated within the COM-B model as proposed by Michie et al., (2011). For open-ended questions relating to resources, themes which emerged were situated within the Nelson and colleagues' (2006) learning pathways. The following sections outline these areas in more detail and provide selected quotes to further illuminate the theme and to enhance the clarity of the results.

Perceived Challenges - CABA

Identical to the 2018 processes, CABA were asked to reflect on the aspects of coaching AWAD that they believed would be most challenging. Answers ranged from in-depth and disability specific challenges, to having no clue what the challenges may be.

> **"I honestly don't have the vaguest idea on where to start. I cannot add any justice to the question" – 2023 Respondent**

Capability

The most frequently mentioned concerns related to coaches of able-bodied athletes related to perceptions of their capability around (a) understanding the diverse range of disabilities, and (b) ability to adapt communication styles within coaching. Further, many highlighted similar challenges in perceived capability noted in 2018, such as the capability to make appropriate technical and tactical adaptations and to fully integrate and accept all athletes. Coaches also discussed several aspects of their capabilities in relation to creating suitable programs, fostering buy-in from athletes and family members, creating skill and team development with disability in mind, creating realistic goals, and understanding classification system for athletes. One participant noted that it is important to work towards "creating a suitable program dealing with the myriad of possible issues and different disabilities. [There is a] need for additional support, volunteers and infrastructure." Solutions must target a variety of aspects which play a role in athlete participation in physical activity opportunities and developing coaching strategies to better provide support for athletes with disabilities. Challenges regarding the adoption of individualized and person-centered approaches were illustrated in this quote from the 2023 survey responses: "Gaining a comprehensive understanding of each athlete's abilities, limitations, and needs in order to provide personalized training requires considerable time and effort."

Several coaches also discussed challenges in knowing where to find disability-specific knowledge or resources which would improve coaching services for athletes with disabilities. Some of the issues related to capability are illustrated in the following statement regarding perceived challenges: It is important to develop and strengthen ones' "understanding of the classification system to ensure that your athlete is able to

compete - [while also] overcoming parents' perceptions of the athletes' ability within their disability to ensure a quality sport experience."

Opportunity
Many coaches, consistent with the 2018 findings, highlighted perceived challenges that related to the construct of opportunity. Potential key challenges regarding physical activity opportunities for athletes with disabilities as noted by coaches of able-bodied athletes included (a) accessible facilities, (b) equipment, (c) trained staff and (d) time management. These results are consistent with the 2018 findings, however, more emphasis in 2023 was placed on adapting equipment and facilities for the athletes with disabilities, and less emphasis was placed on funding resources for physical activity opportunities. Coaches believed that these elements in particular should be focused on to better improve and facilitate positive sport experiences for AWAD. For instance, one participant stated that a challenge faced may include "having necessary equipment available. If many modifications are needed it'll be more challenging." Having sufficient time to provide additional attention if needed was also listed as an important challenge to note. Ensuring the facilities and applicable equipment is accessible for athletes with disabilities is a major barrier often discussed.

In 2018, coaches reported some issues regarding social opportunities and norms, including potential stereotypes regarding working with AWAD and collective norms across different individuals and groups involved (e.g., athletes, coaches, parents, sport organizations). This was not frequently reported in 2023. Instead, coaches often discussed the skill adaptation, understanding the disability, and having accessible equipment.

Motivation
Challenges provided by 2023 respondents relating to motivation were similar to the 2018 responses, which found that in general, coaches discussed fewer challenges in relation to the construct of motivation. Some coaches mentioned acceptance of other athletes and coaches, especially those with disabilities. One respondent noted that a challenge may include "acceptance of other athletes. Acceptance of other coaches. Disability comes in many forms and one cannot anticipate needs until talking with and working with the athlete."

"Having necessary equipment available. If many modifications are needed it'll be more challenging."

Capability

Similar to the coaches of able-bodied athletes, CAWAD consistently highlighted challenges they had experienced with regards to their capability to (a) understand the diversity of disability (b) the limited physical resources or adaptations available, and (c) identifying physical, mental, emotional, and social challenges and strengths. Interestingly, CAWAD placed a significant emphasis on difficulties they experienced in addressing a broad array of disabilities and adapting all equipment in addition to promoting athlete capability. Like the 2018 findings, 2023 CAWAD respondents also highlighted a more diverse range of capability-related issues, including having the necessary knowledge and skills to recruit athletes and appropriately prepare athletes for competitions. For instance, one participant noted that a "difficult part with coaching athletes with disabilities is enticing them to try the sport and to believe in their current abilities. Athletes are sometimes reluctant to take the first step."

Opportunity

Consistent with the themes from the CABA responses, some of the more dominant themes related to coaches' interpersonal knowledge and behaviours included employing individualized and person-centered approaches to foster stronger engagement, understanding a diverse range of disabilities, and having sufficient time to get to know the athletes so they can better support their success. For example, one participant noted that the most challenging aspect "would be understanding the athlete as a person and understanding their full abilities."

A variety of different physical and social opportunity challenges for athletes with disabilities were discussed by CAWAD. In line with CABA in 2023 and the 2018 findings, CAWAD consistently discussed opportunity issues related to (a) resources, (b) communication diversity for athletes, (c) trained staff and (d) funding. CAWAD also commented on unique issues such as insufficient levels of training, family/friend support, and funding limitations. One coach expanded on the difficulty with adapting equipment and resources available to fit the athlete: "Making the equipment adapt to the individual's needs; making those adaptations so that they meet classification and rules set out by the sport." Dissimilar to 2018, very few CAWAD reported issues regarding social norms in relation to attitudes and stereotypes of AWAD.

The "difficult part with coaching athletes with disabilities is enticing them to try the sport and to believe in their current abilities. Athletes are sometimes reluctant to take the first step."

Motivation

Consistent with the 2018 findings, fewer CAWAD compared to CABA discussed challenges in relation to personal motivation when coaching athletes with disabilities. Nonetheless, some coaches reported that they experienced some challenges with regards to developing athlete self- confidence. One CAWAD coach mentioned the difficulty with fostering athlete motivation. "I think one of the biggest challenges is finding an athlete's motivation. As many of the athletes I work with are not motivated by competition, or other extrinsic sources, it can sometimes be hard to get them to give their all to a workout (i.e., swimming the full 50m without stopping at either wall)."

Another participant noted that they "find it difficult or impossible to encourage athletes with disabilities to compete because there is no place for grassroots-level (starter) competition for them. Our national organization only seems aware of a few high-performance athletes in the following categories: blind, low-vision, deaf and hard of hearing. Very few want to be the first." Lack of competition diversity opportunities lead to reduced motivation and ability to foster interest in participation.

"I think one of the biggest challenges is finding an athlete's motivation. As many of the athletes I work with are not motivated by competition, or other extrinsic sources, it can sometimes be hard to get them to give their all to a workout (i.e., swimming the full 50m without stopping at either wall)."

Overall

Altogether, the provided responses from both CAWAD and coaches of able-bodied athletes enabled a glimpse into a variety of different challenges that coaches may or currently face when working with AWAD. Surprisingly, there was a connection made by several coaches (both CAWAD and CABA) which highlighted that the challenges may not be specific to AWAD context, but instead applicable to all sport contexts. This connection was also made in 2018. For instance, A CAWAD respondent highlighted that the challenges were "no different than able-bodied athletes. The same challenges [exist], i.e., learning new skills, honing those skills, mental preparedness." On the other end, many coaches highlighted disability specific challenges such as understanding disability, adapting equipment, communicating appropriately, etc.

While disability is diverse and can bring challenges when coaching, the challenges listed may be applicable across all boards. In 2018, the report noted future research should be completed observing how the challenges are experienced across all sport contexts. 5 years later, in 2023, this same research field could be further explored.

It is important to recognize that the findings in 2018 around the lack of sufficient education, training, and guidelines for coaching athletes with a disability to foster positive development remained present today. There needs to be a push for more research and advocacy around understanding appropriate resources which may assist.

Resources

Many coaches, CAWAD and CABA alike, suggested that resources to tackle the challenges discussed above should include (a) mentorship from experienced coaches which includes opportunities to work with and observe experienced coaches (b) Training development opportunities, which includes a resource network available for all coaches to utilize, and (c) increased access to general resources, such as funding opportunities and adaptable and accessible equipment. Further, many of the CAWAD listed similar resources as their top three (n=3) sources of information they find the most valuable when coaching athletes with disabilities. These resources included the three resources discussed above in addition to sport-specific training programs, learning by doing (in person hands on experience), and athletes themselves speaking on this (creating a space for discussion with athletes, parents/guardians).

As one coach highlighted: "specific training or certification programs focused on coaching athletes with disabilities can provide valuable knowledge and strategies. This could include understanding of different types of disabilities, communication techniques, and methods for adapting training."

Additional suggestion themes for resources which would help address challenges when coaching athletes with disabilities included:
1) Having patience!
2) Listening to the athlete and their feedback (two-way communication)
3) Making resources more readily available
4) Pioneering this work at all levels – including community and grassroots
5) Talking about it more often
6) Requiring training for all coaches prior to working with athletes with disabilities

A common theme between CAWAD and CABA alike also highlighted the need in general for more conversation around coaching athletes with disabilities and how to better promote positive participation. For instance, one participant noted that "We need to talk about it more, we need to have para sports getting as much attention and coverage as Olympic stream sports. Swim Ontario did a fantastic video promoting para swimming - let's do more of that!"

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As mentioned above, a theme that emerged related to more informal sources of knowledge with regards to having opportunities to work with and learn from other coaches (e.g., mentorship programs, communities of practice, interacting with/observing others). This theme was present in 2018 in addition to 2023. In both 2023 and 2018 coaches also discussed the importance of learning by doing. For example, one participant stated:

> **"I think a lot of coaches can be scared of failure when coaching athletes with a disability, and facing that was something that made me successful, as I said point blank to my athlete "I have no idea what I'm doing in this area, but I'm happy to go along this journey with you if you want, as long as you are ok with me making mistakes along the way". It led to us going from wearing a seatbelt at our first track meet (which isn't a thing, we just thought it was), to her making a national team and medaling at an international event. Many coaches feel the need to be experts at something, because with able bodied athletes we all are, but with athletes with disabilities you sometimes need to tackle it as a problem-solving exercise where you both work together to figure out how to do something since there is no perfect technique. It's really been the most rewarding part of my coaching experience and I am so grateful I had the opportunity to coach athletes with disabilities."**

Many coaches highlighted the interest of a shared collective for information, including networking opportunities, conferences, and general training resources. From these responses, coaches highlighted that a wide variety of resources may be necessary to improve the experiences of both the coaches for athletes with a disability and the athletes themselves. One coach mentioned that they "think a panel of disabled athletes at our sport's annual conference would be of enormous value. Hearing from the athletes themselves what they've encountered, what they need, etc. is something I feel we haven't done." Further, another statement suggested that "each national sports program should have a website area for training athletes with a disability that includes resources for educating coaches, links to common training aids and ability to download plans to build basic components like Foot Locators and Tactile Sights."

A resource network filled with mentorship opportunities and discussion opportunities would be helpful to better provide coaching services to AWAD.

In general, 2023 results from the open-ended questions from coaches highlighted that while the challenges can be frustrating when coaching AWAD, it still remains a rewarding experience. This is highlighted well by the following quote from a 2023 coach respondent: "Working with athletes with limitations also allows coaches to step outside their comfort zone, be challenged and come up with more creative learning teaching tools they may have not of thought of before. It's about being inclusive not exclusive. Some of the smallest achievements can be some of the biggest and they are all equally rewarding.

Alongside the 2018 study results, when examining the results of this study, it is important to note that there was a much higher response rate for coaches in comparison to the classifiers. As such, the results in this section will primarily highlight preliminary results for the classifier participants.

CLASSIFIERS' CHARACTERISTICS

Table 8 provides a summary of the general demographics for classifiers who participated in the 2023 survey. Classifiers were primarily between the ages 25-64 (n=9, 75.1%). Only one classifier was between 18-24 years of age. No classifiers identified as over 65 years of age. Half of the classifiers were female (n =6, 50.0%). 33.3% of classifiers identified as male (n=4). All but two classifiers reported having post-secondary education*, with six having university degrees and one having a post-graduate level degree. Classifiers were primarily located in the eastern region of Ontario (n=5), followed by the central (n =3) and western (n=2) regions. The region demographic has shifted slightly since 2018, which had a large majority of classifiers located in the central region. One classifier reported residing in the northern region. With regards to the disability- specific characteristics, two of the classifiers reported having a disability themselves (n=2, 16.7%). On the other hand, eight of the classifiers (n=8, 66.7%) reported having a friend or family member with a physical disability and eight of the classifiers also reported working with individuals with disabilities in other contexts (see Table 9).

*Questions may have been confused for the demographics of the athletes they classify, rather than personal demographics. Caution must be taken when analyzing results.

Do you know someone, such as a family or a friend, with a disability?

■ No ■ Yes ■ No response

CLASSIFIERS' BACKGROUNDS

Classifiers represented a range of different work levels, from grassroots/community to high performance. Participants classified mixed genders, with the majority classifying both male and female athletes. Classifiers have worked with a variety of sports, ages, and competitive levels. The majority of classifiers have worked with athletes between the ages of 12-54. The majority of classifiers characterized their position as a paid position (n=3 for part-time paid classifier (25.0%), n=2 for full-time paid classifier (16.7%) who classified between 1 and 40+ athletes per year. Half of the classifiers (n= 6) reported classifying between 1-19 athletes per year (see Table 10). 100% of classifiers who responded to the training question responded that they had received their certifications in Canada (n=10, 83.3%).

Table 8. General Demographic information for classifiers.

Characteristic		N	%
Total participants		12	100
Age	18 to 24	1	8.3
	25 to 34	2	16.7
	35 to 44	5	41.7
	55 to 64	2	16.7
	No response	1	8.3
	Do not wish to specify	1	8.3
Gender	Male	4	33.3
	Female	6	50.0
	No response	1	8.3
	Do not wish to specify	1	8.3
Education	High School	2	16.7
	College	2	16.7
	University	6	50.0
	Post Graduate	1	8.3
	No response	1	8.3
Household income	0-49,000	2	16.7
	50,000-74,999	5	41.7
	75,000-99,000	1	8.3
	100,000+	3	25.0
	No response	1	8.3
Region in Ontario	Northern (includes Muskoka, Nipissing)	1	8.3
	Eastern (includes Kawaratha Lakes, Haliburton, North Humberland, Renfrew)	5	41.7
	Central (includes Simcoe, Dufferin, Peel, Halton, Toronto, Durham)	3	25.0
	Western (includes Grey, Wellington, Hamilton, Niagara	2	16.7
	No response	1	8.3

Table 9. Disability characteristics for classifiers.

Characteristic		N	%
Disability	Yes	2	16.7
	No	8	66.7
	No response	1	8.3
	Do not wish to specify	1	8.3
Friend or family with a disability	Yes	8	66.7
	No	3	25.0
	No response	1	8.3
Work with individuals with disabilities in other contexts	Yes	8	66.7
	No	3	25.0
	No response	1	8.3

Table 10. Sport background characteristics for classifiers.

Characteristic		N	%
Sports classified	Figure Skating	1	8.3
	Gymnastics	2	16.7
	Swim	3	25.0
	Baseball	1	8.3
	5 Pin Bowling, Futsal	1	8.3
	Canoe Kayak, Fitness and Strength & Conditioning	1	8.3
	Canoe Kayak, Cross Country Running, Curling, Paddling	1	8.3
	Boxing, Fitness and Strength & Conditioning, Gymnastics, Wheelchair Basketball	1	8.3
	No response	1	8.3
Current position	Full-time paid classifier	2	16.7
	Part-time paid classifier	3	25.0
	Full-time volunteer classifier	1	8.3
	Part-time volunteer classifier	3	25.0
	Other	1	8.3
	No response	2	16.7
Number of athletes classified per season	1 to 3	1	8.3
	4 to 9	3	25.0
	10 to 19	2	16.7
	20 to 29	0	0.0
	30 to 39	2	16.7
	40+	2	16.7
	No response	2	16.7
Gender classified	Male	2	16.7
	Female	1	8.3
	Male, Female	6	50.0
	Male, Female, Non-binary/Gender Queer/Gender Fluid, Two-Spirit	1	8.3
	No response	2	16.7
Age classified	0 - 4, 5 - 11, 12 - 17	2	16.7
	0 - 4, 5 - 11, 12 - 17, 18 - 54, 55+	1	8.3
	12 - 17, 18 - 54	6	50.0
	18 - 54	1	8.3
	No response	2	16.7
Level of athlete classified	Developmental/competitive	2	16.7
	High Performance	1	8.3
	Grassroots/community	1	8.3
	Developmental/competitive, High Performance	3	25.0
	Grassroots/community, Developmental/competitive	2	16.7
	Grassroots/community, other	1	8.3
	No response	2	16.7
Location obtained certifications	In Canada	10	83.3
	Outside Canada	0	0.0
	No response	2	16.7

CLASSIFIERS' THOUGHTS, BELIEFS, AND BEHAVIOURS

In assessing the COM-B constructs, classifiers reported somewhat high levels of perceived capability, opportunity, and motivation to classify AWAD (see Table 11). These results were a significant decrease from the 2018 findings. The highest rated item related to capability: "I have the necessary interpersonal skills to classify an athlete." Conversely, the lowest rated item related to opportunity: "I have the necessary guidelines to classify an athlete." These scores were similar to those found in 2018, however, there were no significant changes from 2018 to 2023 within opportunity or motivation.

Classifiers' Motivation

With regards to the additional measure of motivation, classifiers in 2023 reported high levels of intrinsic motivation and slightly lower levels of the less self-determined forms of motivation, introjected, external, and amotivation. Compared to 2018, classifiers in 2023 reported higher external motivation and amotivation. Classifiers reported high levels of motivation in relation to having a family member or friend with a disability. This number is a large step higher than in 2018. See Table 13 for results. There were no significant changes from 2018 to 2023 with the additional measures of motivation.

CLASSIFIERS' KNOWLEDGE: LEARNING AND DEVELOPMENT PATHWAYS

Additionally, classifiers reported on their perceptions of the most important sources of learning in their development as a classifier. This was also measured in 2018. The two highest rated sources of knowledge consisted of two informal sources, interacting with other classifiers (e.g., seeking advice from other classifiers) and learning by doing. This was slightly different than 2018, which found the highest rated sources of knowledge included one formal source (International Sport Body Training) and one informal source (learning by doing). There were no significant differences between the sources of knowledge in 2023 as compared to 2018. See Table 12 for results.

OPEN-ENDED QUESTIONS

Lastly, classifiers discussed some of the aspects of classifying that they found enjoyable and challenging. These questions were similar to the 2018 survey to enable comparison of broad themes. Classifiers highlighted a variety of challenges when classifying athletes with disabilities. The three main themes for challenges when classifying athletes were provided: 1) the diversity of disability (making it challenging to coordinate the various needs and abilities of each person); 2) parent and caregiver expectations of the athlete and their performance; and 3) lack of financial support (from NSO or otherwise). This is represented in the following extract: "Every case is different so inherently trying to classify athletes with pre-determined systems can be difficult."

When asked about the three most important sources of information for classifiers working with athletes with a disability, the three themes presented included 1) athlete feedback and individual accommodation for athletes; 2) structured learning

opportunities (i.e., quick-reference guides, in person courses, research); and 3) observing and interacting with other classifiers.

"Every case is different so inherently trying to classify athletes with pre-determined systems can be difficult."

Classifiers further discussed resources which may be beneficial and assist with alleviating some of the challenges mentioned above. The three general themes of resources classifiers discussed included: 1) online training resources; 2) opportunities to shadow more experienced classifiers; and 3) better communication regarding goals/objectives with athletes and parents/guardians. For example, one classifier mentioned that "parents don't always disclose [the disability] so it is difficult to accommodate." With improved communication and transparency, a better classification in addition to overall sport experience will be enabled for the classifiers, coaches, and athletes.

Classifiers also mentioned recognition as something which may help with the challenges faced when classifying athletes with disabilities. One classifier mentioned that there is a need for further improved and "meaningful recognition of the vital role classifiers play in para sport." The classifier elaborated further and highlighted the need for better pay for classifiers to reflect their time and expertise.

Table 11. Thoughts and beliefs questions about working with AWAD for classifiers.

Part C. Classifying Athletes (1=strongly disagree, 7=strongly agree)	Mean	SD
I have the necessary knowledge to classify an athlete.	5.64	0.92
I have the necessary technical skills to classify an athlete.	5.27	1.62
I have the necessary interpersonal skills to classify an athlete.	6.09	0.70
I have been trained to classify an athlete.	5.64	1.29
Capability	5.66	0.94
I have the necessary time to classify an athlete.	5.55	0.82
I have the necessary guidelines to classify an athlete.	4.91	1.38
I have the necessary equipment and facilities to classify an athlete.	5.18	0.87
I have the necessary social support from my organization to classify an athlete.	5.09	1.45
Opportunity	5.18	0.71
I have the necessary social support from my peers to classify an athlete.	5.64	0.92
I intend to act as a classifier in the next 2 years.	5.55	1.04
I want to classify athletes	5.55	1.04
Motivation	5.58	0.60

Table 12. Classifier learning questions about working with AWAD.

Part D. Classifer Learning (1=least important, 7=most important)	Mean	SD
IPC/Sport governing body training.	5.20	1.69
Other in-person courses.	5.90	1.45
Other online courses.	5.10	1.85
Classifer materials (e.g., websites, blogs, newsletters, resources).	4.50	1.72
Learning by doing (e.g., trial and error).	6.10	1.10
Observing other classifiers (e.g., watching other classifiers live or on television).	6.10	1.20
Interacting with other classifiers (e.g., seeking advice from other classifiers).	6.60	0.97
College/University degree.	4.00	2.00
Individual planning (e.g., time spent alone reflecting/developing strategies).	4.90	1.37

Table 13. Classifier motivation questions about working with AWAD.

Part E. I classify athletes… (1= does not correspond at all, 7= corresponds exactly)	Mean	SD
Because I get a good feeling out of it.	5.40	1.51
Because I enjoy the interactions I have with my athletes.	6.60	0.70
Because I find it stimulating.	5.30	1.49
Because I enjoy the effort I invest.	5.50	1.35
Intrinsic	5.70	1.07
Because classifying is integral to my life.	4.40	2.41
Because it personifies my values and beliefs.	5.30	1.64
Because classifying is fundamental to who I am.	3.60	2.41
Integrated	4.43	1.69
Because it allows me to achieve my personal goals.	4.60	2.17
Because it contributes to my development as a person.	5.60	1.43
Because it is moving me towards my personal goals.	3.80	1.62
Identified	4.67	1.20
Because I don't want to let my athletes down.	5.50	1.51
Because I feel pressure from myself to win.	3.80	1.87
Because I feel responsible for the athletes' performance.	4.70	1.83
Because if I quit, it would mean I'd failed.	3.50	2.46
Introjected	4.38	1.23
To be respected by others.	3.50	2.17
Because I like the extrinsic rewards (i.e., money) associated with classifying.	3.60	2.12
To get recognition from others.	3.50	2.27
Because I want to be appreciated by others.	3.40	1.78
External	3.50	1.90
Sometimes I don't know why I classify anymore.	4.00	2.45
Sometimes I question my desire to continue classifying.	4.00	2.21
I often think my classifying efforts are a waste of time.	3.60	2.41
Sometimes I feel the costs outweigh the benefits.	3.70	2.00
Amotivation	3.83	1.20
Because I have a family member/friend with a disability.	4.30	1.25

CLASSIFIERS

For COM-B survey questions (Q29-Q39), classifiers in 2023 had a significantly higher score for capability than classifiers in 2018 ($p < 0.004$). Measures of opportunity and motivation did not yield any significant differences.

Table 14. Classifier COM-B Measures in 2018 Versus 2023.
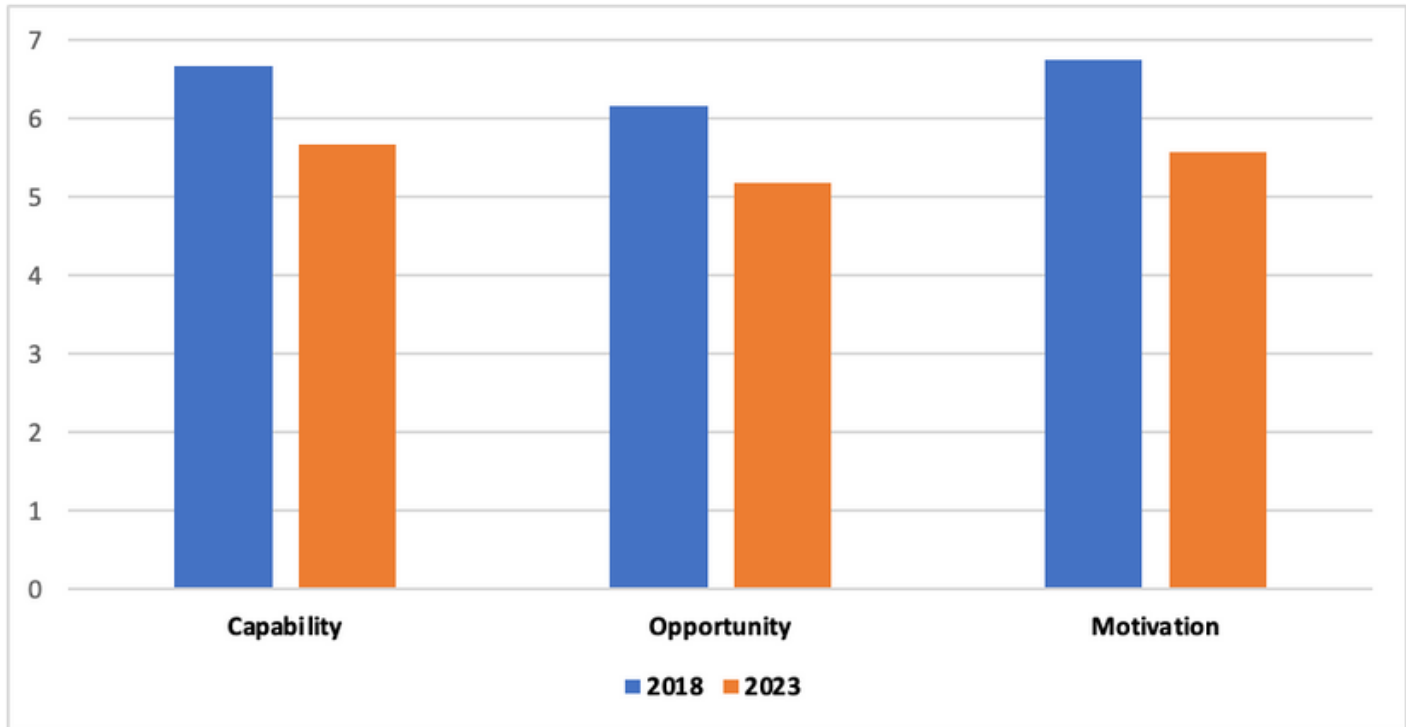
For measures of motivation types (i.e., intrinsic, integrated, identified, introjected, external, and amotivation), there were no significant differences between 2018 and 2023 (Q62-Q84). For survey questions related to classifier learning (Q86-Q95) there were no significant differences in responses between the two surveys five years apart. For all significant differences, they were highly statistically significant due to the extremely low p value ($p < 0.001$). No classifiers had matching ID codes from 2018, and thus no cross-comparison was completed using ID codes.

COACHES

For COM-B responses (Q29-Q39) for all coaches, there were significant differences in capability and opportunity between 2018 and 2023 in general ($p < 0.001$). There were also significant differences in capability and opportunity between CAWAD and CABA ($p < 0.001$). For measures of motivation, there were significant differences between 2018 and 2023 responses ($p = 0.005$), in addition to between CAWAD and CABA regardless of year ($p < 0.001$). However, there were no significant differences in capability, opportunity, and motivation when measured for both CAWAD and CABA in addition to year (2018 versus 2023).

Table 15. Coaches COM-B Measures in 2018 Versus 2023.
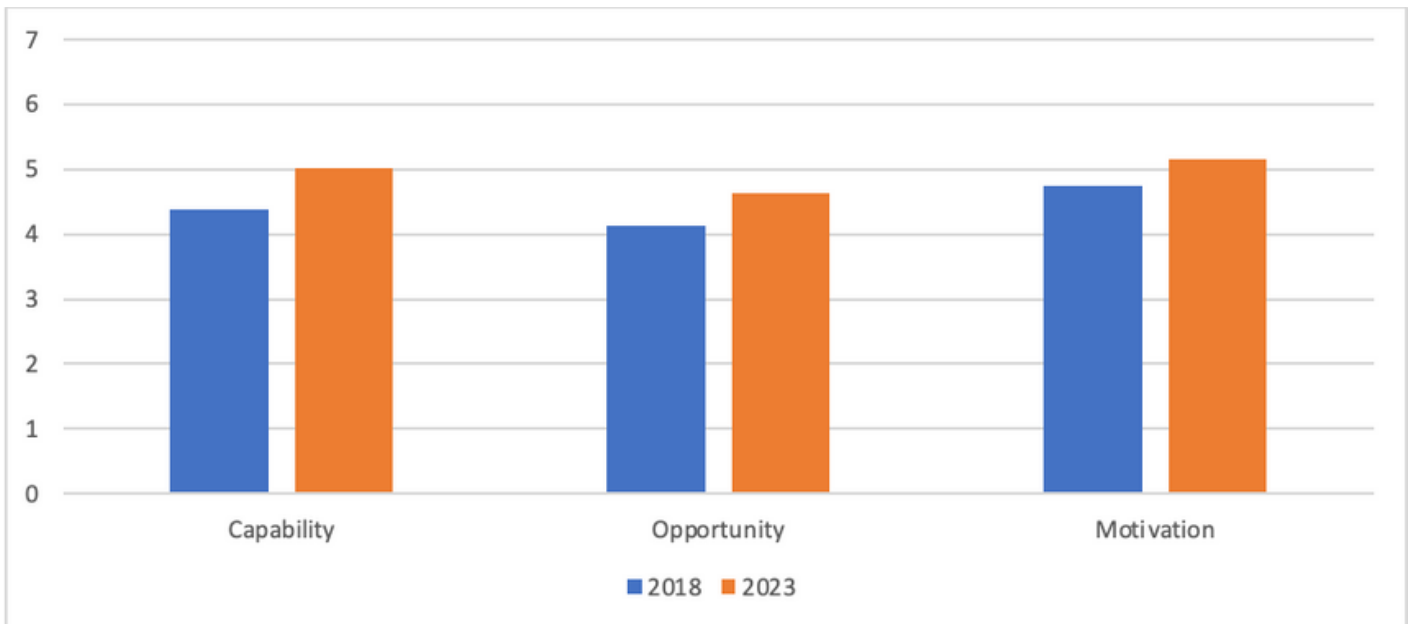
Table 16. Coaches COM-B Measures Between CAWAD and CABA.

For Coach Efficacy responses (Q40-Q56) there was a significant difference between the CAWAD and CABA responses, regardless of year ($p < 0.001$). There were no significant differences between 2018 and 2023 or when both independent variables were combined (accounting for year of response and coach type together).

For all significant differences, they were highly statistically significant due to the extremely low p value ($p \leq 0.005$).

COACHES WITH MATCHING ID CODES FROM 2018

There were nine (n=9) total coaches who had the same ID code as 2018. Six of the coaches (n=6) were CAWAD respondents. Two (n=2) were CABA respondents. One (n=1) was a CABA respondent in 2018 and a CAWAD respondent in 2023. For the ID code analysis, there was a significant difference in capability between the CAWAD ID responses and the CABA responses ($p = 0.006$). No significant differences were noted between the 2018 and 2023 capability findings, or for both independent variables combined. For measures of opportunity, there was a significant increase between 2018 responses and 2023 responses ($p = 0.012$). There was also a significant increase between CAWAD respondents and CABA respondents ($p < 0.001$). No significant differences were noted when both independent variables were analyzed in combination. For measures of motivation, there was a significant difference between CAWAD respondents and CABA respondents ($p = 0.001$). There were no significant differences between 2018 responses and 2023 responses, or any significant differences when both independent variables were analyzed in combination.

Table 17. Coaches With Matching IDs: COM-B Measures in 2018 Versus 2023. Table 18. Coaches With Matching IDs: COM-B Measures Between CAWAD and CABA.
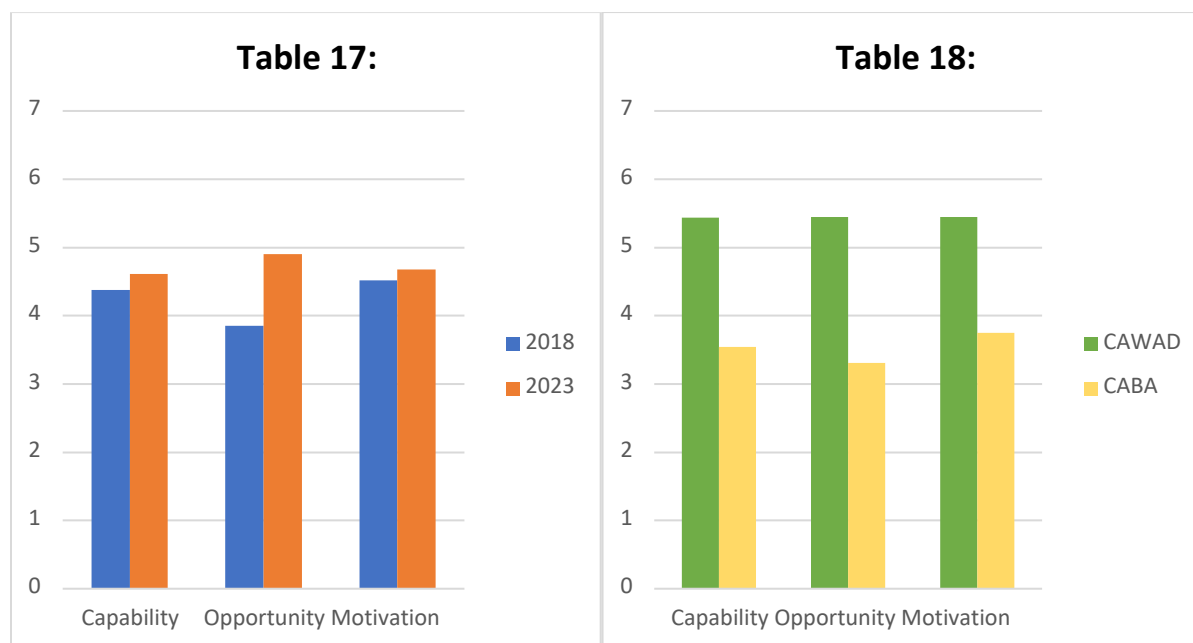
For measures of coach efficacy, there was a significant difference between CAWAD respondents and CABA respondents ($p = 0.036$). There were no significant differences between 2018 responses and 2023 responses, or any significant differences when both independent variables were analyzed in combination.

DISCUSSION

The objective of this research project was to not only improve overall understanding of coaches' and classifiers' perceptions of working with AWAD but to also measure any changes in perceptions of coaches and classifiers' working with AWAD between 2018 and 2023. The following section will attempt to provide a summary of the significant findings, to discuss future research goals, to understand future implications of the research completed, and to compare the differences between 2018 finding and 2023 findings five years later. Overall, based on the two surveys completed in 2018 and 2023, capability, opportunity, and motivation to coach athletes with disabilities for all coaches has increased in five years.

Coach characteristics included a large majority of former athletes between the ages of 45 to 54 who currently work or have worked as a part-time volunteer coaches. This majority was the same for 2018 results. Further, coaches (CAWAD and CABA) alike represented diverse sports, while the majority only coached one sport total. The profile of CAWAD remains similar in both 2023 and 2018 results, as supported by De Pauw and Gavron's writing on CAWAD profiles in American coach settings (1991). Five years later, this evidence holds true for coach demographics and general profiles. Although there were more female coaches among CAWAD, there was a more equal distribution among CABA which is a change from the 2018 results. Limited CABA and CAWAD identified as having a disability themselves, however, a much larger percentage of CAWAD identified as knowing someone with a disability (outside of work, family, friend, etc.). These results continue to align with 2018 results alongside previous research conducted by DePauw & Gavron in addition to Douglas et al., (1991; 2018).

While the 2023 findings expand further on the 2018 results and offer a more in-depth insight into coaches and classifiers involved in Ontario sports and physical activity programs, both research projects had limited sample sizes and require further research utilizing larger samples not only across Ontario but across Canada to increase accuracy in generalizability.

"Rockford IceHogs vs. Milwaukee Admirals April 2023 23 (Wisconsin Adaptive Sports Association sled hockey demonstration)" by Michael Barera is licensed under CC BY-SA 4.0.

COACHES' THOUGHTS, BELIEFS, AND BEHAVIOURS

Coaches reported similar levels of perceived capability, opportunity, and motivation. CAWAD reported significantly higher levels of perceived capability, opportunity, and motivation compared to CABA results. Looking at all the COM-B questions and open-ended responses, results indicate that these factors, including coach efficacy and coaching beliefs, influence coaches' behvaiours and motivations to work with athletes with disabilities in the future or continue working with AWAD. Although results comparing changes in capability across both 2018 and 2023 proved significant, there may be further opportunity to provide long-lasting capability and strengthen the current perceptions while improving the gaps. While many results highlighted how small changes should be celebrated and that interventions can come in all sizes, it remains important to celebrate each step in the process. Once analyzed, qualitative results were also mapped onto the Behaviour Change Wheel Framework (Michie et al., 2014) to provide insight in specific behaviour change areas and interventions which may be utilized to target COM-B behaviours for athletes with disabilities and coaches of athletes with disabilities. More specifically, interventions could target increased funding access to improve the environmental/social planning (i.e., physical space for programming), increased communication/marketing on education around disability and disability types (such as an online course module required for coaches to complete before each season), and specific guidelines which outline restrictions and processes to take when working with athletes with disabilities.

Results from this study indicated that there were a few significant changes between 2018 results and 2023 results, notably in coach capability. Moreover, many coaches of athletes with disabilities in addition to coaches of able-bodied athletes highlighted the importance to gauge the athlete experience and ask for the athletes input when looking to improve access and overall sport experience. Supporting this, Culver and Wethner highlighted the importance of subjective experience, especially by athletes with disabilities, in shaping the sport context and approaches (2018). By recognizing the personal experience of the athlete, this will assist in prioritizing the advocacy of the athlete voice in the process.

Furthermore, perceived challenges noted by current and previous coaches indicated that the key challenges were often under the umbrella theme of individualization and allowing the person to contribute while also modifying the program to fit the individual. This was also noted in 2018 with person-centered approaches to coaches. Subsequently, the support from literature highlights the importance of individualized care and programming which may foster more quality engagement and overall enjoyment (de Souza & Oslin, 2008). It is important to continue to consider individualized approaches when advancing interventions and resources available to coaches and classifiers who work with athletes with a disability.

"Many coaches of athletes with disabilities in addition to coaches of able-bodied athletes highlighted the importance to gauge the athlete experience and ask for the athletes input when looking to improve access and overall sport experience"

COACHES' AND CLASSIFIERS' KNOWLEDGE: LEARNING AND DEVELOPMENT PATHWAYS

Unlike the 2018 results, CAWAD in 2023 rated informal sources of knowledge (i.e., interacting with other coaches and learning by doing as the most important, in comparison to formal sources of knowledge (i.e., general NCCP training and sport-specific training) and nonformal sources of knowledge (i.e., other in-person and online courses). Additionally, there was an increased interest for more dialogue and training across the board. Alike to 2018 findings, coaches in 2023 emphasized value of interacting with other coaches and the importance of increased networking across coaching communities. While these findings continue to reinforce general themes found in 2018, the shift to a desire for more informal sources of knowledge may highlight the vital role hands-on experience plays and learning by doing impacts the education and readiness to deliver programs. As discussed by Fairhurst et al., mentorship, networking, and training opportunities contribute to an improved education and career development, in addition to overall readiness to facilitate positive sport experience (2017). Moreover, observations and mentorship enable understanding and increased comfort in the job role and expectations (Lepage et al., 2020). The opportunity to watch more experienced coaches in the role may facilitate more open dialogue for feedback and suggestions.

Further, there continues to be a lack of integration within informal pathways of knowledge (such as learning by doing, mentorship, etc.) within the coaches and classifier communities in Ontario when approaching athletes with disabilities even though this desire was also expressed in 2018 by many survey respondents.

"Members of Team Navy participate in the Navy Wounded Warrior Walter Reed Adaptive Sports training camp." by Official U.S. Navy Imagery is licensed under CC BY 2.0.

While there was a large number of coaches who participated in the survey, there remains a limited number of classifier participants. There is an outstanding need for further research in classifiers' perceptions of disability and future improvements.

PRACTICAL IMPLICATIONS/FUTURE RESEARCH DIRECTIONS

The results from this follow up project may be important for future enhancements and improvements to coaches, classifiers, researchers, and practitioners working with athletes with disabilities in a sport or physical activity setting. Further, the continuation of this project and re-measurements occurring every five years in increments may contribute towards the measurement of improved facilitation, participation, and positive development for athletes with disabilities working with coaches and classifiers in Ontario. In conclusion, the results discussed highlight the important changes and improvements (or setbacks!) which are occurring and continue to influence the face of sport and physical activity participation. These findings can be used for future implementation of sports programs, modifications to organizational structure and design, in addition to the trial of more universal guidelines for approaching disability.

While research has certainly improved over the last five years examining AWAD, there remains a gap in literature and research on classifiers and how disability is approached. There remains a need for further curiosity in how access can be broadened and made more in depth for aspiring athletes across Ontario and Canada. Future research goals in 2018 highlighted the need for enhanced development exploration of future interventions in addition to potential changes in coaches' and classier' characteristics, thoughts, beliefs and behaviours, and sources of knowledge over time; in 2023 the goals remain similar yet more nuanced in the specificity towards the important resources available or not yet available to coaches and classifiers across Canada. Now that there is an increasingly large body of research around the barriers and challenges which exist for athletes with disabilities and coaches of athletes with disabilities, there needs to be more research in the key resources which would mitigate such challenges. Research in this area would enable the creation of a universal resource guide for coaches, classifiers, athletes, and general practitioners to utilize and enable transparency between athletes and athlete supports.

To conclude, the aim of this project was to not only discover any significant changes in understandings of coaches and classifiers' experiences and perceptions of working with AWAD, but to also understand the demographics of those currently/previously coaching or classifying athletes with disabilities across Ontario. By playing a role in the discovery of the unbeaten path of disability perceptions in sport, actors involved may be better equipped with the tools needed to positively contribute to both athlete and coach development in sport settings.

Goals from 2018 findings

The initial goals listed from the 2018 report included the following:

(1) Explore the development process of future interventions.

(2) Explore potential changes in coaches' and classier' characteristics, thoughts, beliefs and behaviours, and sources of knowledge over time.
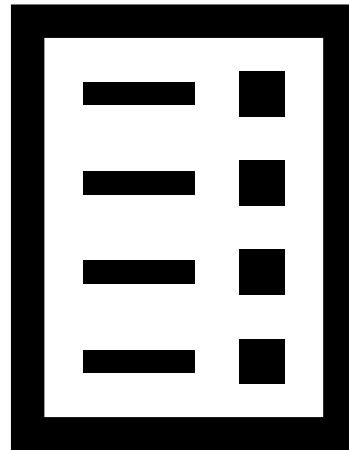
Goals for future research beyond 2023

Using the research generated in 2023 and the significant differences between 2018, future research goals and areas of interest could include the following:

(1) The exploration of how approaches to coaching or classifying athletes have changed throughout the years of experience, in addition to training resources.

(2) The development of a universal training guide for all coaches, classifiers, athletes, athlete family members, and practitioners to utilize in their delivery or reception of physical activity services.

(3) A national survey delivered across all Canadian provinces and territories to increase sample size and generalizability.

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APPENDIX

Appendix A: Pre-Screening Questionnaire
Appendix B: Coach Specific Pre-Screening Questionnaire
Appendix C: Classifier Survey
Appendix D: Coach Survey (Coaches currently working with athletes with disabilities)
Appendix E: Coach Survey (Coaches not currently working with athletes with disabilities)

Appendix A: Pre-Screening Questionnaire

Q1 Are you over the age of 18?

◯ Yes (1)

◯ No (2)

Q2 Are you currently a Classifier in Ontario?

◯ Yes (1)

◯ No (2)

Appendix B: Coach Specific Pre-Screening Questionnaire

Q3 Are you currently a coach in Ontario?

◯ Yes (1)

◯ No (2)

Q4 Have you previously or do you currently coach an athlete with a disability?

◯ Yes (1)

◯ No (2)

Appendix C: Classifier Survey

Classifier Survey
The following questions are designed to assess your perceptions of your own experiences as a classifier and your perceptions of working with athletes with disabilities. There are no wrong or right answers, so please give your immediate reaction. Some of the items may seem repetitive, but please answer all questions.

We are now going to ask a series of general questions, which will be used to describe the group of people who participated in this study.

General Survey Part A: General Demographics

What is your age?

○ 18 to 24 (1)

○ 25 to 34 (2)

○ 35 to 44 (3)

○ 45 to 54 (4)

○ 55 to 64 (5)

○ 65 and over (6)

○ Do not wish to specify (7)

What is your gender?

○ Male (1)

○ Female (2)

○ Non-binary/Gender Queer/Gender Fluid (3)

○ Two-Spirit (4)

○ Other: (5) _____

○ Do not wish to specify (6)

Q112 Choose one or more races that you consider yourself to be

☐ White or Caucasian (1)

☐ Black or African American (2)

☐ American Indian/Native American or Alaska Native (3)

☐ Asian (4)

☐ Native Hawaiian or Other Pacific Islander (5)

☐ Other (6)

☐ Prefer not to say (7)

Q113 An Aboriginal Person is a North American Indian, Métis or Inuit, or a member of a North American First Nation. An Aboriginal Person may be a treaty status or a non-status, registered or non-registered Indian. Do you identify as an Aboriginal Person?

○ No (1)

○ Yes (2)

○ Prefer not to say (3)

What is the highest level of education you have completed?

○ High school (1)

○ College (2)

○ University (3)

○ Post Graduate (4)

○ Other (5)

Which of the following best describes your household's total income last year?

o $0-$49,999 (1)
o $50,000-$74,999 (2)
o $75,000-$99,999 (3)
o $100,000+ (4)

Do you have a disability?

o Yes (1)
o No (2)
o Do not wish to specify (3)

If yes, there a few standard questions about the nature of your disability, specifically the type of disability. You can skip any questions that you do not feel comfortable responding to.

i. Type: _____

Q12 Do you have a friend of family member who has a disability?

○ Yes (1)

○ No (2)

○ Do not wish to specify (3)

○

Q99 Do you work with individual with disabilities in other contexts (e.g., outside sport, work, etc)?

○ Yes (1)

○ No (2)

Q100 If yes, please specify: _____

General Survey Part B: Sport Background

In which region of Ontario do you currently reside?

o Northern (includes Muskoka, Nipissing) (1)
o Central (includes Simcoe, Dufferin, Peel, Halton, Toronto, and Durham) (2)
o Eastern (includes Kawaratha Lakes, Haliburton, North Humberland, Renfrew) (3)
o Western (includes Grey, Wellington, Hamilton, Niagara) (4)

Have you been, or are you currently an athlete?

o Yes (1)
o No (2)
o Do not wish to specify (3)

If yes, please provide some more details on your athletic experience.

a. Sport:_____

Q16 b. Years of experience:

_____

Q17 c. Highest level of competition reached (e.g. Canada Games):

_____

Have you been, or are you currently a coach?

○ Yes (1)

○ No (2)

○ Do not wish to specify (3)

Q102 Sport:_____

Q103 Years of experience: _____

Q101 Highest level of competition reached (e.g. Canada Games):

_____

Q19 We would like to learn more about your current role as a classifier. Please answer the following questions with this current context in mind.

Which sport (s) are you currently a classifier for? Please select all that apply.

☐ 5-a-side Soccer (1)	☐ Cross Country Ski (17)
☐ 5 Pin Bowling (2)	☐ CrossFit (18)
☐ Alpine (3)	☐ Curling (19)
☐ Archery (4)	☐ Cycling (20)
☐ Athletics (5)	☐ Dancesport (21)
☐ Badminton (6)	☐ Diving (22)
☐ Ball Hockey (7)	☐ Dragon Boat (23)
☐ Baseball (8)	☐ Equestrian (24)
☐ Basketball (9)	☐ Fencing (25)
☐ Bobsleigh/Skeleton (10)	☐ Field Hockey (26)
☐ Boccia (11)	☐ Figure Skating (27)
☐ Boxing (12)	☐ Fitness and Strength & Conditioning (28)
☐ Canoe Kayak (13)	☐ Football (29)
☐ Climbing Boulders (14)	☐ Freestyle Skiing (30)
☐ Cricket (15)	☐ Fundamental Movement Skills (31)
☐ Cross Country Running (16)	☐ Futsal (32)

- [ ] Grappling (33)
- [ ] Goalball (34)
- [ ] Golf (35)
- [ ] Gymnastics (36)
- [ ] Ice Hockey (37)
- [ ] Jiu-Jitsu (38)
- [ ] Judo (39)
- [ ] Karate (40)
- [ ] Kickboxing (41)
- [ ] Lacrosse (42)
- [ ] Lawn Bowls (43)
- [ ] Lifesaving Sports (44)
- [ ] Muay Thai (45)
- [ ] Paddling (46)
- [ ] Power Skating (47)
- [ ] Racquetball (48)
- [ ] Rhythmic Gymnastics (49)
- [ ] Ringette (50)
- [ ] Rowing (51)
- [ ] Rugby (52)
- [ ] Sailing (53)
- [ ] Shooting (54)
- [ ] Sledge Hockey (55)
- [ ] Snowboard (56)
- [ ] Snowshoeing (57)
- [ ] Soccer (58)

- [ ] Softball (59)
- [ ] Speed Skating (60)
- [ ] Swim (61)
- [ ] Synchro Skating (62)
- [ ] Synchro Swim Ontario (63)
- [ ] Table Tennis (64)
- [ ] Taekwondo (65)
- [ ] Tennis (66)
- [ ] Tenpin Bowling (67)
- [ ] Triathlon (68)
- [ ] Volleyball (69)
- [ ] Waterski/Wakeboard (70)
- [ ] Weightlifting (71)
- [ ] Wheelchair Basketball (72)
- [ ] Wheelchair Rugby (73)
- [ ] Wheelchair Tennis (74)
- [ ] Wrestling (75)
- [ ] Wushu (76)
- [ ] Yoga (77)

Q104 How would you characterize your current position as a classifier?

○ Full-time paid classifier (1)

○ Part-time paid classifier (2)

○ Full-time volunteer classifier (3)

○ Part-time volunteer classifier (4)

○ Other: (5) _____

Approximately how many athletes do you classify a season?

○ 1-3 (1)

○ 4-9 (2)

○ 10-19 (3)

○ 20-29 (4)

○ 30-39 (5)

○ 40+ (6)

Q107 What is the gender of the individuals that you currently classify? Select all that apply.

☐ Male (1)

☐ Female (2)

☐ Non-binary/Gender Queer/Gender Fluid (3)

☐ Two-Spirit (9)

☐ Other: (11) _____

☐ Do not wish to specify (12)

Q108 What is the age of the individuals that you currently classify? Select all that apply.

☐ 0-4 (1)

☐ 5-11 (2)

☐ 12-17 (3)

☐ 18-54 (4)

☐ 55+ (5)

What is the competitive level of the individuals that you currently classify? Select all that apply.

☐   Grassroots/community (1)

☐   Developmental/competitive (2)

☐   High Performance (3)

☐ Other: (4) _____

What are your current classifier certifications or qualifications. Please select all that apply.

☐   Professional Degree (1)

☐   International Sport Federation Certification (2)

☐   College/University Degree (3)

☐   Other: (4) _____

Q109 Where did you obtain your certifications?
o In Canada (1)
o Outside Canada (2)

Q110 If in Canada, which province or territory?

▼ Yukon (1) ... Newfoundland and Labrador (13)

Q111 If outside of Canada, which country?

_____

Q106 Have you completed the National Coaching Certification Program:
Coaching Athletes with a Disability (CAWAD) eLearning module?

○   Yes (1)
○   No (2)

Q28

Part C: Classifying Athletes With A Disability
The following questions will ask about your thoughts and beliefs about classifying athletes with a disability. Please indicate your agreement with the following statements: 1 represents "Strongly disagree" and 7 represents "Strongly agree"

Q29 I have the necessary knowledge to classify an athlete with a disability.

1 = Strongly disagree	2 = Disagree	3 = Somewhat disagree	4 = Neither agree or disagree	5 = Somewhat agree	6 = Agree	7 = Strongly agree	Do not wish to specify
○	○	○	○	○	○	○	○

Q30 I have the necessary technical/tactical skills to classify an athlete with a disability.

1 = Strongly disagree	2 = Disagree	3 = Somewhat disagree	4 = Neither agree or disagree	5 = Somewhat agree	6 = Agree	7 = Strongly agree	Do not wish to specify
○	○	○	○	○	○	○	○

Q31 I have the necessary interpersonal skills to classify an athlete with a disability.

1 = Strongly disagree	2 = Disagree	3 = Somewhat disagree	4 = Neither agree or disagree	5 = Somewhat agree	6 = Agree	7 = Strongly agree	Do not wish to specify
○	○	○	○	○	○	○	○

Q32 I have been trained to classify an athlete with a disability.

1 = Strongly disagree	2 = Disagree	3 = Somewhat disagree	4 = Neither agree or disagree	5 = Somewhat agree	6 = Agree	7 = Strongly agree	Do not wish to specify
○	○	○	○	○	○	○	○

Q33 I have the necessary time to classify an athlete with a disability.

1 = Strongly disagree	2 = Disagree	3 = Somewhat disagree	4 = Neither agree or disagree	5 = Somewhat agree	6 = Agree	7 = Strongly agree	Do not wish to specify
○	○	○	○	○	○	○	○

Q34 I have the necessary guidelines to classify an athlete with a disability.

1 = Strongly disagree	2 = Disagree	3 = Somewhat disagree	4 = Neither agree or disagree	5 = Somewhat agree	6 = Agree	7 = Strongly agree	Do not wish to specify
○	○	○	○	○	○	○	○

Q35 I have the necessary equipment and facilities to classify an athlete with a disability.

1 = Strongly disagree	2 = Disagree	3 = Somewhat disagree	4 = Neither agree or disagree	5 = Somewhat agree	6 = Agree	7 = Strongly agree	Do not wish to specify
○	○	○	○	○	○	○	○

Q36 I have the necessary social support from my organization to classify an athlete with a disability.

1 = Strongly disagree	2 = Disagree	3 = Somewhat disagree	4 = Neither agree or disagree	5 = Somewhat agree	6 = Agree	7 = Strongly agree	Do not wish to specify
○	○	○	○	○	○	○	○

Q37 I have the necessary social support from my peers to classify an athlete with a disability.

1 = Strongly disagree	2 = Disagree	3 = Somewhat disagree	4 = Neither agree or disagree	5 = Somewhat agree	6 = Agree	7 = Strongly agree	Do not wish to specify
○	○	○	○	○	○	○	○

Q38 I intend to act as a classifier in the next 2 years.

1 = Strongly disagree	2 = Disagree	3 = Somewhat disagree	4 = Neither agree or disagree	5 = Somewhat agree	6 = Agree	7 = Strongly agree	Do not wish to specify
○	○	○	○	○	○	○	○

Q39 I want to classify athletes with disabilities.

1 = Strongly disagree	2 = Disagree	3 = Somewhat disagree	4 = Neither agree or disagree	5 = Somewhat agree	6 = Agree	7 = Strongly agree	Do not wish to specify
○	○	○	○	○	○	○	○

Q61 We'd also like to learn more about why you are involved with classifying athletes with disabilities. Using the scale below, please indicate to what extent each of the following items correspond to the reasons why you currently classify athletes with disabilities. 1 represents "Does not correspond at all" 4 represents "Corresponds moderately" and 7 represents "Corresponds exactly"

I classify athletes with disabilities . . .

Q62 Because classifying is integral to my life

1 = Does not correspond at all	2	3	4 = Corresponds moderately	5	6	7 = Corresponds exactly	Do not wish to specify
○	○	○	○	○	○	○	○

Q63 Because it allows me to achieve my personal goals

1 = Does not correspond at all	2	3	4 = Corresponds moderately	5	6	7 = Corresponds exactly	Do not wish to specify
○	○	○	○	○	○	○	○

Q64 Because I get a good feeling out of it

1 = Does not correspond at all	2	3	4 = Corresponds moderately	5	6	7 = Corresponds exactly	Do not wish to specify
○	○	○	○	○	○	○	○

Q65 To be respected by others

1 = Does not correspond at all	2	3	4 = Corresponds moderately	5	6	7 = Corresponds exactly	Do not wish to specify
○	○	○	○	○	○	○	○

Q66 Because I enjoy the interactions I have with athletes

1 = Does not correspond at all	2	3	4 = Corresponds moderately	5	6	7 = Corresponds exactly	Do not wish to specify
○	○	○	○	○	○	○	○

Q67 Because I like the extrinsic rewards (i.e., money) associated with classifying

1 = Does not correspond at all	2	3	4 = Corresponds moderately	5	6	7 = Corresponds exactly	Do not wish to specify
○	○	○	○	○	○	○	○

Q68 Because it personifies my values and beliefs

1 = Does not correspond at all	2	3	4 = Corresponds moderately	5	6	7 = Corresponds exactly	Do not wish to specify
○	○	○	○	○	○	○	○

Q69 Because it contributes to my development as a person

1 = Does not correspond at all	2	3	4 = Corresponds moderately	5	6	7 = Corresponds exactly	Do not wish to specify
○	○	○	○	○	○	○	○

Q70 Because I don't want to let athletes down

1 = Does not correspond at all	2	3	4 = Corresponds moderately	5	6	7 = Corresponds exactly	Do not wish to specify
○	○	○	○	○	○	○	○

Q71 Because I feel pressure from myself

1 = Does not correspond at all	2	3	4 = Corresponds moderately	5	6	7 = Corresponds exactly	Do not wish to specify
○	○	○	○	○	○	○	○

Q72 Because I feel responsible for the athletes' performance

1 = Does not correspond at all	2	3	4 = Corresponds moderately	5	6	7 = Corresponds exactly	Do not wish to specify
○	○	○	○	○	○	○	○

Q73 Sometimes I don't know why I classify anymore

1 = Does not correspond at all	2	3	4 = Corresponds moderately	5	6	7 = Corresponds exactly	Do not wish to specify
○	○	○	○	○	○	○	○

Q74 To get recognition from others

1 = Does not correspond at all	2	3	4 = Corresponds moderately	5	6	7 = Corresponds exactly	Do not wish to specify
○	○	○	○	○	○	○	○

Q75 Sometimes I question my desire to continue classifying

1 = Does not correspond at all	2	3	4 = Corresponds moderately	5	6	7 = Corresponds exactly	Do not wish to specify
○	○	○	○	○	○	○	○

Q76 Because if I quit, it would mean I'd failed

1 = Does not correspond at all	2	3	4 = Corresponds moderately	5	6	7 = Corresponds exactly	Do not wish to specify
○	○	○	○	○	○	○	○

Q77 I often think my classifying efforts are a waste of time

1 = Does not correspond at all	2	3	4 = Corresponds moderately	5	6	7 = Corresponds exactly	Do not wish to specify
○	○	○	○	○	○	○	○

Q78 Because I find it stimulating

1 = Does not correspond at all	2	3	4 = Corresponds moderately	5	6	7 = Corresponds exactly	Do not wish to specify
○	○	○	○	○	○	○	○

Q79 Sometimes I feel the costs outweigh the benefits

1 = Does not correspond at all	2	3	4 = Corresponds moderately	5	6	7 = Corresponds exactly	Do not wish to specify
○	○	○	○	○	○	○	○

Q80 Because I enjoy the effort I invest

1 = Does not correspond at all	2	3	4 = Corresponds moderately	5	6	7 = Corresponds exactly	Do not wish to specify
○	○	○	○	○	○	○	○

Q81 Because I want to be appreciated by others

1 = Does not correspond at all	2	3	4 = Corresponds moderately	5	6	7 = Corresponds exactly	Do not wish to specify
○	○	○	○	○	○	○	○

Q82 Because classifying is fundamental to who I am

1 = Does not correspond at all	2	3	4 = Corresponds moderately	5	6	7 = Corresponds exactly	Do not wish to specify
○	○	○	○	○	○	○	○

Q83 Because it is moving me toward my personal goals

1 = Does not correspond at all	2	3	4 = Corresponds moderately	5	6	7 = Corresponds exactly	Do not wish to specify
○	○	○	○	○	○	○	○

Q84 Because I have a family member/friend with a disability

1 = Does not correspond at all	2	3	4 = Corresponds moderately	5	6	7 = Corresponds exactly	Do not wish to specify
○	○	○	○	○	○	○	○

Q85 Lastly, we'd like to learn more about your development as a classifier for athletes with disabilities. Please rank the following potential sources of knowledge according to their importance to your development as a classifier of athletes with a disability (1 = least important; 7 = most important).

Q86 IPC/Sport governing body training

1 = least important	2	3	4	5	6	7 = most important	Do not wish to specify
○	○	○	○	○	○	○	○

Q88 Other In-person courses

1 = least important	2	3	4	5	6	7 = most important	Do not wish to specify
○	○	○	○	○	○	○	○

Q89 Other Online courses

1 = least important	2	3	4	5	6	7 = most important	Do not wish to specify
○	○	○	○	○	○	○	○

Q90 Classifer materials (e.g., websites, blogs, newsletters, resources)

1 = least important	2	3	4	5	6	7 = most important	Do not wish to specify
○	○	○	○	○	○	○	○

Q91 Learning by doing (e.g., trial and error)

1 = least important	2	3	4	5	6	7 = most important	Do not wish to specify
○	○	○	○	○	○	○	○

Q92 Observing other classifiers (e.g., watching other classifiers live or on television)

1 = least important	2	3	4	5	6	7 = most important	Do not wish to specify
○	○	○	○	○	○	○	○

Q93 Interacting with other classifiers (e.g., seeking advice from other classifiers)

1 = least important	2	3	4	5	6	7 = most important	Do not wish to specify
○	○	○	○	○	○	○	○

Q94 College/University degree

1 = least important	2	3	4	5	6	7 = most important	Do not wish to specify
○	○	○	○	○	○	○	○

Q95 Individual planning (e.g., time spent alone reflecting/developing strategies)

1 = least important	2	3	4	5	6	7 = most important	Do not wish to specify
○	○	○	○	○	○	○	○

Q96 In an ideal world, what should be the top 3 sources of information for classifiers working with athletes with a disability (please use the examples above for reference)?

1._____

Q97 2._____

Q98 3._____

Q58 What are the aspects of classifying athletes with disabilities that you find most challenging?

_____

Q59 What resources would help you address those challenges?

Q60 Please provide any further feedback and/or recommendations to improve the experiences of classifiers of athletes with disabilities.

64

Appendix D: Coach Survey (Coaches currently working with athletes with disabilities)

Please fill out this questionnaire in one sitting and while alone, without consulting with other individuals or any external resources.

The following questions are designed to assess your perceptions of your own coaching experiences and your perceptions of working with athletes with disabilities. There are no wrong or right answers, so please give your immediate reaction. Some of the items may seem repetitive, but please answer all questions.

We are now going to ask a series of general questions, which will be used to describe the group of people who participated in this study.

General Survey Part A: General Demographics

What is your age?

○ 18 to 24 (1)

○ 25 to 34 (2)

○ 35 to 44 (3)

○ 45 to 54 (4)

○ 55 to 64 (5)

○ 65 and over (6)

○ Do not wish to specify (7)

What is your gender?

○ Male (1)

○ Female (2)

○ Non-binary/Gender Queer/Gender Fluid (3)

○ Two-Spirit (4)

○ Other: (5) _____

○ Do not wish to specify (6)

Q100 Choose one or more races that you consider yourself to be

- [ ] White or Caucasian (1)
- [ ] Black or African American (2)
- [ ] American Indian/Native American or Alaska Native (3)
- [ ] Asian (4)
- [ ] Native Hawaiian or Other Pacific Islander (5)
- [ ] Other (6)
- [ ] Prefer not to say (7)

Q101 An Aboriginal Person is a North American Indian, Métis or Inuit, or a member of a North American First Nation. An Aboriginal Person may be a treaty status or a non-status, registered or non-registered Indian. Do you identify as an Aboriginal Person?

- ○ No (1)
- ○ Yes (2)
- ○ Prefer not to say (3)

What is the highest level of education you have completed?

- ○ High school (1)
- ○ College (2)
- ○ University (3)
- ○ Post Graduate (4)
- ○ Other (5)

Which of the following best describes your household's total income last year?

- ○ $0-$49,999 (1)
- ○ $50,000-$74,999 (2)
- ○ $75,000-$99,999 (3)
- ○ $100,000+ (4)

Do you have a disability?
o Yes (1)
o No (2)
o Do not wish to specify (3)

If yes, there a few standard questions about the nature of your disability, specifically the type of disability. You can skip any questions that you do not feel comfortable responding to.

i. Type: _____

Q12 Do you have a friend of family member who has a disability?
o Yes (1)
o No (2)
o Do not wish to specify (3)

General Survey Part B: Sport Background

In which region of Ontario do you currently reside?

○ Northern (includes Muskoka, Nipissing) (1)

○ Central (includes Simcoe, Dufferin, Peel, Halton, Toronto, and Durham) (2)

○ Eastern (includes Kawaratha Lakes, Haliburton, North Humberland, Renfrew) (3)

○ Western (includes Grey, Wellington, Hamilton, Niagara) (4)

Have you been, or are you currently an athlete?
o Yes (1)
o No (2)
o Do not wish to specify (3)

If yes, please provide some more details on your athletic experience.

a. Sport:_____

Q16 b. Years of experience: _____

Q17 c. Highest level of competition reached (e.g. Canada Games): _____

How many years have you been coaching in total?
o Less than a year (1)
o 1-3 (2)
o 4-6 (3)
o 7-9 (4)
o 10+ (5)

Q19 We would like to learn more about your current coaching role. Please answer the following questions with this current coaching context in mind.

Which sport(s) do you currently coach? Please select all that apply.

- [ ] 5-a-side Soccer (1)
- [ ] 5 Pin Bowling (2)
- [ ] Alpine (3)
- [ ] Archery (4)
- [ ] Athletics (5)
- [ ] Badminton (6)
- [ ] Ball Hockey (7)
- [ ] Baseball (8)
- [ ] Basketball (9)
- [ ] Bobsleigh/Skeleton (10)
- [ ] Boccia (11)
- [ ] Boxing (12)
- [ ] Canoe Kayak (13)
- [ ] Climbing Boulders (14)
- [ ] Cricket (15)
- [ ] Cross Country Running (16)
- [ ] Cross Country Ski (17)
- [ ] CrossFit (18)
- [ ] Curling (19)
- [ ] Cycling (20)
- [ ] Dancesport (21)
- [ ] Diving (22)
- [ ] Dragon Boat (23)
- [ ] Equestrian (24)
- [ ] Fencing (25)
- [ ] Field Hockey (26)
- [ ] Figure Skating (27)

- [ ] Fitness and Strength & Conditioning (28)
- [ ] Football (29)
- [ ] Freestyle Skiing (30)
- [ ] Fundamental Movement Skills (31)
- [ ] Futsal (32)
- [ ] Grappling (33)
- [ ] Goalball (34)
- [ ] Golf (35)
- [ ] Gymnastics (36)
- [ ] Ice Hockey (37)
- [ ] Jiu-Jitsu (38)
- [ ] Judo (39)
- [ ] Karate (40)
- [ ] Kickboxing (41)
- [ ] Lacrosse (42)
- [ ] Lawn Bowls (43)
- [ ] Lifesaving Sports (44)
- [ ] Muay Thai (45)
- [ ] Paddling (46)
- [ ] Power Skating (47)
- [ ] Racquetball (48)
- [ ] Rhythmic Gymnastics (49)
- [ ] Ringette (50)
- [ ] Rowing (51)
- [ ] Rugby (52)
- [ ] Sailing (53)
- [ ] Shooting (54)

- [ ] Sledge Hockey (55)
- [ ] Snowboard (56)
- [ ] Snowshoeing (57)
- [ ] Soccer (58)
- [ ] Softball (59)
- [ ] Speed Skating (60)
- [ ] Swim (61)
- [ ] Synchro Skating (62)
- [ ] Synchro Swim Ontario (63)
- [ ] Table Tennis (64)
- [ ] Taekwondo (65)
- [ ] Tennis (66)
- [ ] Tenpin Bowling (67)
- [ ] Triathlon (68)
- [ ] Volleyball (69)
- [ ] Waterski/Wakeboard (70)
- [ ] Weightlifting (71)
- [ ] Wheelchair Basketball (72)
- [ ] Wheelchair Rugby (73)
- [ ] Wheelchair Tennis (74)
- [ ] Wrestling (75)
- [ ] Wushu (76)
- [ ] Yoga (77)

How would you characterize your current position as a coach?

○ Full-time paid coach (1)

○ Part-time paid coach (2)

○ Full-time volunteer coach (3)

○ Part-time volunteer coach (4)

○ Other: (5) _____

When in full-season, approximately how many hours per week do you spend coaching athletes/participants?
- ○ 1-3 (1)
- ○ 4-9 (2)
- ○ 10-19 (3)
- ○ 20-29 (4)
- ○ 30-39 (5)
- ○ 40+ (6)

What is the gender of the individuals that you currently coach? Please select all that apply.

- [ ] Male (1)
- [ ] Female (2)
- [ ] Non-binary/Gender Queer/Gender Fluid (3)
- [ ] Two-Spirit (9)
- [ ] Other: (11) _____
- [ ] Do not wish to specify (12)

What is the age of the individuals that you currently coach? Please select all that apply.

- [ ] 0-4 (1)
- [ ] 5-11 (2)
- [ ] 12-17 (3)
- [ ] 18-54 (4)
- [ ] 55+ (5)

What is the competitive level of the individuals that you currently coach? Please select all that apply.

- [ ] Grassroots/community (1)
- [ ] Developmental/competitive (2)
- [ ] High Performance (3)
- [ ] Other: (4) _____

Please indicate the number of years you have been working in this context.
o Less than a year (1)
o 1-3 years (2)
o 4-6 years (3)
o 7-9 years (4)
o 10+ years (5)

What are your current coaching certifications or qualifications. Please select all that apply.

- [ ] NCCP Trained (1)
- [ ] NCCP Certified (2)
- [ ] College/University Degree (3)
- [ ] Other: (4) _____

Have you completed the National Coaching Certification Program: *Coaching Athletes with a Disability (CAWAD) eLearning module*?

o Yes (1)

o No (2) Q28

Part C: Coaching Athletes With A Disability

The following questions will ask about your thoughts and beliefs about coaching athletes with a disability. Please indicate your agreement with the following statements: 1 represents "Strongly disagree" and 7 represents "Strongly agree"

Q29/52 I have the necessary knowledge to coach an athlete with a disability.

1 = Strongly disagree	2 = Disagree	3 = Somewhat disagree	4 = Neither agree or disagree	5 = Somewhat agree	6 = Agree	7 = Strongly agree	Do not wish to specify
O	O	O	O	O	O	O	O

Q30 I have the necessary technical/tactical skills to coach an athlete with a disability.

1 = Strongly disagree	2 = Disagree	3 = Somewhat disagree	4 = Neither agree or disagree	5 = Somewhat agree	6 = Agree	7 = Strongly agree	Do not wish to specify
O	O	O	O	O	O	O	O

Q31 I have the necessary interpersonal skills to coach an athlete with a disability.

1 = Strongly disagree	2 = Disagree	3 = Somewhat disagree	4 = Neither agree or disagree	5 = Somewhat agree	6 = Agree	7 = Strongly agree	Do not wish to specify
O	O	O	O	O	O	O	O

Q32 I have been trained to coach an athlete with a disability.

1 = Strongly disagree	2 = Disagree	3 = Somewhat disagree	4 = Neither agree or disagree	5 = Somewhat agree	6 = Agree	7 = Strongly agree	Do not wish to specify
O	O	O	O	O	O	O	O

Q33 I have the necessary time to coach an athlete with a disability.

1 = Strongly disagree	2 = Disagree	3 = Somewhat disagree	4 = Neither agree or disagree	5 = Somewhat agree	6 = Agree	7 = Strongly agree	Do not wish to specify
O	O	O	O	O	O	O	O

Q34 I have the necessary guidelines to coach an athlete with a disability.

1 = Strongly disagree	2 = Disagree	3 = Somewhat disagree	4 = Neither agree or disagree	5 = Somewhat agree	6 = Agree	7 = Strongly agree	Do not wish to specify
O	O	O	O	O	O	O	O

Q35 I have the necessary equipment and facilities to coach an athlete with a disability.

1 = Strongly disagree	2 = Disagree	3 = Somewhat disagree	4 = Neither agree or disagree	5 = Somewhat agree	6 = Agree	7 = Strongly agree	Do not wish to specify
O	O	O	O	O	O	O	O

Q36 I have the necessary social support from my organization to coach an athlete with a disability.

1 = Strongly disagree	2 = Disagree	3 = Somewhat disagree	4 = Neither agree or disagree	5 = Somewhat agree	6 = Agree	7 = Strongly agree	Do not wish to specify
O	O	O	O	O	O	O	O

Q37 I have the necessary social support from my peers to coach an athlete with a disability.

1 = Strongly disagree	2 = Disagree	3 = Somewhat disagree	4 = Neither agree or disagree	5 = Somewhat agree	6 = Agree	7 = Strongly agree	Do not wish to specify
O	O	O	O	O	O	O	O

Q38 I intend to coach an athlete with a disability in the next 2 years.

1 = Strongly disagree	2 = Disagree	3 = Somewhat disagree	4 = Neither agree or disagree	5 = Somewhat agree	6 = Agree	7 = Strongly agree	Do not wish to specify
○	○	○	○	○	○	○	○

Q39 I want to coach an athlete with a disability.

1 = Strongly disagree	2 = Disagree	3 = Somewhat disagree	4 = Neither agree or disagree	5 = Somewhat agree	6 = Agree	7 = Strongly agree	Do not wish to specify
○	○	○	○	○	○	○	○

The next few questions will ask you about your confidence to coach an athlete with a disability. Rate your confidence on each of the items below. 1 represents "Not at all confident" and 7 represents "Completely confident".

I can . . .

Q40 Help athletes with disabilities learn the techniques and tactical strategies of my sport

1 = Not at all confident	2	3	4	5	6	7 = Completely confident	Do not wish to specify
○	○	○	○	○	○	○	○

Q42 Use inclusion strategies to ensure that athletes with disabilities can participate in my program

1 = Not at all confident	2	3	4	5	6	7 = Completely confident	Do not wish to specify
○	○	○	○	○	○	○	○

Q43 Design practices to develop the technical skills of athletes with disabilities

1 = Not at all confident	2	3	4	5	6	7 = Completely confident	Do not wish to specify
○	○	○	○	○	○	○	○

Q44 Prepare athletes with disabilities for competitions

1 = Not at all confident	2	3	4	5	6	7 = Completely confident	Do not wish to specify
○	○	○	○	○	○	○	○

Q45 Adapt my coaching behaviours to suit a diverse range of abilities and needs

1 = Not at all confident	2	3	4	5	6	7 = Completely confident	Do not wish to specify
○	○	○	○	○	○	○	○

Q46 Work collaboratively with athletes with disabilities

1 = Not at all confident	2	3	4	5	6	7 = Completely confident	Do not wish to specify
○	○	○	○	○	○	○	○

Q47 Recognize the accomplishments of athletes with disabilities

1 = Not at all confident	2	3	4	5	6	7 = Completely confident	Do not wish to specify
○	○	○	○	○	○	○	○

Q48 Discuss appropriate goals and expectations with athletes with disabilities

1 = Not at all confident	2	3	4	5	6	7 = Completely confident	Do not wish to specify
○	○	○	○	○	○	○	○

Q49 Model pro-social behaviours and values (e.g., honesty, respect)

1 = Not at all confident	2	3	4	5	6	7 = Completely confident	Do not wish to specify
○	○	○	○	○	○	○	○

Q50 Share decision making and leadership responsibilities with athletes with disabilities

1 = Not at all confident	2	3	4	5	6	7 = Completely confident	Do not wish to specify
○	○	○	○	○	○	○	○

Q51 Creatively solve problems

1 = Not at all confident	2	3	4	5	6	7 = Completely confident	Do not wish to specify
○	○	○	○	○	○	○	○

Q52 Develop personal relationships with athletes with disabilities

1 = Not at all confident	2	3	4	5	6	7 = Completely confident	Do not wish to specify
○	○	○	○	○	○	○	○

Q53 Support athletes' development in and out of sport (e.g., school, family)

1 = Not at all confident	2	3	4	5	6	7 = Completely confident	Do not wish to specify
○	○	○	○	○	○	○	○

Q54 Build athletes' self-confidence

1 = Not at all confident	2	3	4	5	6	7 = Completely confident	Do not wish to specify
○	○	○	○	○	○	○	○

Q55 Facilitate opportunities for team-building and peer-relationships

1 = Not at all confident	2	3	4	5	6	7 = Completely confident	Do not wish to specify
○	○	○	○	○	○	○	○

Q56 Create a daily training environment that improves fitness, strength, and conditioning

1 = Not at all confident	2	3	4	5	6	7 = Completely confident	Do not wish to specify
○	○	○	○	○	○	○	○

Q61 We'd also like to learn more about why you are involved with coaching athletes with disabilities. Using the scale below, please indicate to what extent each of the following items correspond to the reasons why you currently coach athletes with disabilities. 1 represents "Does not correspond at all", 4 represents "Corresponds moderately" and 7 represents "Corresponds exactly"

I coach athletes with disabilities . . .

Q62 Because coaching is integral to my life

1 = Does not correspond at all	2	3	4 = Corresponds moderately	5	6	7 = Corresponds exactly	Do not wish to specify
○	○	○	○	○	○	○	○

Q63 Because it allows me to achieve my personal goals

1 = Does not correspond at all	2	3	4 = Corresponds moderately	5	6	7 = Corresponds exactly	Do not wish to specify
○	○	○	○	○	○	○	○

Q64 Because I get a good feeling out of it

1 = Does not correspond at all	2	3	4 = Corresponds moderately	5	6	7 = Corresponds exactly	Do not wish to specify
○	○	○	○	○	○	○	○

Q65 To be respected by others

1 = Does not correspond at all	2	3	4 = Corresponds moderately	5	6	7 = Corresponds exactly	Do not wish to specify
○	○	○	○	○	○	○	○

Q66 Because I enjoy the interactions I have with my athletes

1 = Does not correspond at all	2	3	4 = Corresponds moderately	5	6	7 = Corresponds exactly	Do not wish to specify
○	○	○	○	○	○	○	○

Q67 Because I like the extrinsic rewards (i.e., money) associated with winning

1 = Does not correspond at all	2	3	4 = Corresponds moderately	5	6	7 = Corresponds exactly	Do not wish to specify
○	○	○	○	○	○	○	○

Q68 Because it personifies my values and beliefs

1 = Does not correspond at all	2	3	4 = Corresponds moderately	5	6	7 = Corresponds exactly	Do not wish to specify
○	○	○	○	○	○	○	○

Q69 Because it contributes to my development as a person

1 = Does not correspond at all	2	3	4 = Corresponds moderately	5	6	7 = Corresponds exactly	Do not wish to specify
○	○	○	○	○	○	○	○

Q70 Because I don't want to let my athletes down

1 = Does not correspond at all	2	3	4 = Corresponds moderately	5	6	7 = Corresponds exactly	Do not wish to specify
○	○	○	○	○	○	○	○

Q71 Because I feel pressure from myself to win

1 = Does not correspond at all	2	3	4 = Corresponds moderately	5	6	7 = Corresponds exactly	Do not wish to specify
○	○	○	○	○	○	○	○

Q72 Because I feel responsible for the athletes' performance

1 = Does not correspond at all	2	3	4 = Corresponds moderately	5	6	7 = Corresponds exactly	Do not wish to specify
○	○	○	○	○	○	○	○

Q73 Sometimes I don't know why I coach anymore

1 = Does not correspond at all	2	3	4 = Corresponds moderately	5	6	7 = Corresponds exactly	Do not wish to specify
○	○	○	○	○	○	○	○

Q74 To get recognition from others

1 = Does not correspond at all	2	3	4 = Corresponds moderately	5	6	7 = Corresponds exactly	Do not wish to specify
○	○	○	○	○	○	○	○

Q75 Sometimes I question my desire to continue coaching

1 = Does not correspond at all	2	3	4 = Corresponds moderately	5	6	7 = Corresponds exactly	Do not wish to specify
○	○	○	○	○	○	○	○

Q76 Because if I quit, it would mean I'd failed

1 = Does not correspond at all	2	3	4 = Corresponds moderately	5	6	7 = Corresponds exactly	Do not wish to specify
○	○	○	○	○	○	○	○

Q77 I often think my coaching efforts are a waste of time

1 = Does not correspond at all	2	3	4 = Corresponds moderately	5	6	7 = Corresponds exactly	Do not wish to specify
○	○	○	○	○	○	○	○

Q78 Because I find it stimulating

1 = Does not correspond at all	2	3	4 = Corresponds moderately	5	6	7 = Corresponds exactly	Do not wish to specify
○	○	○	○	○	○	○	○

Q79 Sometimes I feel the costs outweigh the benefits

1 = Does not correspond at all	2	3	4 = Corresponds moderately	5	6	7 = Corresponds exactly	Do not wish to specify
○	○	○	○	○	○	○	○

Q80 Because I enjoy the effort I invest

1 = Does not correspond at all	2	3	4 = Corresponds moderately	5	6	7 = Corresponds exactly	Do not wish to specify
○	○	○	○	○	○	○	○

Q81 Because I want to be appreciated by others

1 = Does not correspond at all	2	3	4 = Corresponds moderately	5	6	7 = Corresponds exactly	Do not wish to specify
○	○	○	○	○	○	○	○

Q82 Because coaching is fundamental to who I am

1 = Does not correspond at all	2	3	4 = Corresponds moderately	5	6	7 = Corresponds exactly	Do not wish to specify
○	○	○	○	○	○	○	○

Q83 Because it is moving me toward my personal goals

1 = Does not correspond at all	2	3	4 = Corresponds moderately	5	6	7 = Corresponds exactly	Do not wish to specify
○	○	○	○	○	○	○	○

Q84 Because I have a family member/friend with a disability

1 = Does not correspond at all	2	3	4 = Corresponds moderately	5	6	7 = Corresponds exactly	Do not wish to specify
○	○	○	○	○	○	○	○

Q85 Lastly, we'd like to learn more about your development as a coach for athletes with disabilities. Please rank the following potential sources of knowledge according to their importance to your development as a coach of athletes with a disability (1 = least important; 7 = most important).

Q86 Multi-Sport National Coaching Certification Program Training (in-person or at home; e.g.

Coaching Athletes with a Disability eModule, Fundamental Movement Skills, Psychology of Performance, etc.)

1 = least important	2	3	4	5	6	7 = most important	Do not wish to specify
○	○	○	○	○	○	○	○

Q87 Sport-Specific National Coaching Certification Program Training (in-person or at home)

1 = least important	2	3	4	5	6	7 = most important	Do not wish to specify
○	○	○	○	○	○	○	○

Q88 Other In-person coaching courses

1 = least important	2	3	4	5	6	7 = most important	Do not wish to specify
○	○	○	○	○	○	○	○

Q89 Other Online coaching courses

1 = least important	2	3	4	5	6	7 = most important	Do not wish to specify
○	○	○	○	○	○	○	○

Q90 Coaching materials (e.g., websites, blogs, newsletters, resources)

1 = least important	2	3	4	5	6	7 = most important	Do not wish to specify
○	○	○	○	○	○	○	○

Q91 Learning by doing (e.g., trial and error)

1 = least important	2	3	4	5	6	7 = most important	Do not wish to specify
○	○	○	○	○	○	○	○

Q92 Observing other coaches (e.g., watching other coaches live or on television)

1 = least important	2	3	4	5	6	7 = most important	Do not wish to specify
○	○	○	○	○	○	○	○

Q93 Interacting with other coaches (e.g., seeking advice from other coaches)

1 = least important	2	3	4	5	6	7 = most important	Do not wish to specify
○	○	○	○	○	○	○	○

Q94 College/University degree

1 = least important	2	3	4	5	6	7 = most important	Do not wish to specify
○	○	○	○	○	○	○	○

Q95 Individual planning (e.g., time spent alone reflecting/developing strategies)

1 = least important	2	3	4	5	6	7 = most important	Do not wish to specify
○	○	○	○	○	○	○	○

Q96 In an ideal world, what should be the top 3 sources of information for coaches working with athletes with a disability (please use the examples above for reference)?

1._____

Q97 2._____

Q98 3._____

Q58 What are the aspects of coaching athletes with disabilities that you find most challenging?

_____

Q59 What resources would help you address those challenges?

_____

Q60 Please provide any further feedback and/or recommendations to improve the experiences of coaches of athletes with disabilities.

Please fill out this questionnaire in one sitting and while alone, without consulting with other individuals or any external resources. The following questions are designed to assess your perceptions of your own coaching experiences and your perceptions of working with athletes with disabilities. There are no wrong or right answers, so please give your immediate reaction. Some of the items may seem repetitive, but please answer all questions.

We are now going to ask a series of general questions, which will be used to describe the group of people who participated in this study.

General Survey Part A: General Demographics

What is your age?

○ 18 to 24 (1)

○ 25 to 34 (2)

○ 35 to 44 (3)

○ 45 to 54 (4)

○ 55 to 64 (5)

○ 65 and over (6)

○ Do not wish to specify (7)

What is your gender?

○ Male (1)

○ Female (2)

○ Non-binary/Gender Queer/Gender Fluid (3)

○ Two-Spirit (4)

○ Other: (5) _____

○ Do not wish to specify (6)

Q62 Choose one or more races that you consider yourself to be

☐ White or Caucasian (1)

☐ Black or African American (2)

☐ American Indian/Native American or Alaska Native (3)

☐ Asian (4)

☐ Native Hawaiian or Other Pacific Islander (5)

☐ Other (6)

☐ Prefer not to say (7)

Q64 An Aboriginal Person is a North American Indian, Métis or Inuit, or a member of a North American First Nation. An Aboriginal Person may be a treaty status or a non-status, registered or non-registered Indian. Do you identify as an Aboriginal Person?
o No (1)
o Yes (2)
o Prefer not to say (3)

What is the highest level of education you have completed?
o High school (1)
o College (2)
o University (3)
o Post Graduate (4)
o Other (5)

Which of the following best describes your household's total income last year?

○ $0-$49,999 (1)

○ $50,000-$74,999 (2)

○ $75,000-$99,999 (3)

○ $100,000+ (4)

Do you have a disability?
○ Yes (1)

○ No (2)

○ Do not wish to specify (3)

If yes, there a few standard questions about the nature of your disability, specifically the type of disability. You can skip any questions that you do not feel comfortable responding to.

i. Type: _____

Q12 Do you have a friend of family member who has a disability?

o Yes (1)
o No (2)
o Do not wish to specify (3)

General Survey Part B: Sport Background

In which region of Ontario do you currently reside?

○ Northern (includes Muskoka, Nipissing) (1)

○ Central (includes Simcoe, Dufferin, Peel, Halton, Toronto, and Durham) (2)

○ Eastern (includes Kawaratha Lakes, Haliburton, North Humberland, Renfrew) (3)

○ Western (includes Grey, Wellington, Hamilton, Niagara) (4)

Have you been, or are you currently an athlete?
o Yes (1)
o No (2)
o Do not wish to specify (3)

If yes, please provide some more details on your athletic experience.

a. Sport:_____

Q16 b. Years of experience: _____

Q17 c. Highest level of competition reached (e.g. Canada Games):_____

How many years have you been coaching in total?

o Less than a year (1)
o 1-3 (2)
o 4-6 (3)
o 7-9 (4)
o 10+ (5)

Q19 We would like to learn more about your current coaching role. Please answer the following questions with this current coaching context in mind.
Which sport(s) do you currently coach? Please select all that apply.

- [ ] 5-a-side Soccer (1)
- [ ] 5 Pin Bowling (2)
- [ ] Alpine (3)
- [ ] Archery (4)
- [ ] Athletics (5)
- [ ] Badminton (6)
- [ ] Ball Hockey (7)
- [ ] Baseball (8)
- [ ] Basketball (9)
- [ ] Bobsleigh/Skeleton (10)
- [ ] Boccia (11)
- [ ] Boxing (12)
- [ ] Canoe Kayak (13)
- [ ] Climbing Boulders (14)
- [ ] Cricket (15)
- [ ] Cross Country Running (16)
- [ ] Cross Country Ski (17)
- [ ] CrossFit (18)
- [ ] Curling (19)
- [ ] Cycling (20)
- [ ] Dancesport (21)
- [ ] Diving (22)
- [ ] Dragon Boat (23)
- [ ] Equestrian (24)
- [ ] Fencing (25)
- [ ] Field Hockey (26)
- [ ] Figure Skating (27)

- [ ] Fitness and Strength & Conditioning (28)
- [ ] Football (29)
- [ ] Freestyle Skiing (30)
- [ ] Fundamental Movement Skills (31)
- [ ] Futsal (32)
- [ ] Grappling (33)
- [ ] Goalball (34)
- [ ] Golf (35)
- [ ] Gymnastics (36)
- [ ] Ice Hockey (37)
- [ ] Jiu-Jitsu (38)
- [ ] Judo (39)
- [ ] Karate (40)
- [ ] Kickboxing (41)
- [ ] Lacrosse (42)
- [ ] Lawn Bowls (43)
- [ ] Lifesaving Sports (44)
- [ ] Muay Thai (45)
- [ ] Paddling (46)
- [ ] Power Skating (47)
- [ ] Racquetball (48)
- [ ] Rhythmic Gymnastics (49)
- [ ] Ringette (50)
- [ ] Rowing (51)
- [ ] Rugby (52)
- [ ] Sailing (53)
- [ ] Shooting (54)

- [ ] Sledge Hockey (55)
- [ ] Snowboard (56)
- [ ] Snowshoeing (57)
- [ ] Soccer (58)
- [ ] Softball (59)
- [ ] Speed Skating (60)
- [ ] Swim (61)
- [ ] Synchro Skating (62)
- [ ] Synchro Swim Ontario (63)
- [ ] Table Tennis (64)
- [ ] Taekwondo (65)
- [ ] Tennis (66)

- [ ] Tenpin Bowling (67)
- [ ] Triathlon (68)
- [ ] Volleyball (69)
- [ ] Waterski/Wakeboard (70)
- [ ] Weightlifting (71)
- [ ] Wheelchair Basketball (72)
- [ ] Wheelchair Rugby (73)
- [ ] Wheelchair Tennis (74)
- [ ] Wrestling (75)
- [ ] Wushu (76)
- [ ] Yoga (77)

How would you characterize your current position as a coach?

○ Full-time paid coach (1)

○ Part-time paid coach (2)

○ Full-time volunteer coach (3)

○ Part-time volunteer coach (4)

○ Other: (5) _____

When in full-season, approximately how many hours per week do you spend coaching athletes/participants?
○ 1-3 (1)
○ 4-9 (2)
○ 10-19 (3)
○ 20-29 (4)
○ 30-39 (5)
○ 40+ (6)

What is the gender of the individuals that you currently coach? Please select all that apply.

- [ ] Male (1)
- [ ] Female (2)
- [ ] Non-binary/Gender Queer/Gender Fluid (3)
- [ ] Two-Spirit (9)
- [ ] Other: (11) _____
- [ ] Do not wish to specify (12)

What is the age of the individuals that you currently coach? Please select all that apply.

- [ ] 0-4 (1)
- [ ] 5-11 (2)
- [ ] 12-17 (3)
- [ ] 18-54 (4)
- [ ] 55+ (5)

What is the competitive level of the individuals that you currently coach? Please select all that apply.

- [ ] Grassroots/community (1)
- [ ] Developmental/competitive (2)
- [ ] High Performance (3)
- [ ] Other: (4) _____

_

Please indicate the number of years you have been working in this context.

- ○ Less than a year (1)
- ○ 1-3 years (2)
- ○ 4-6 years (3)
- ○ 7-9 years (4)
- ○ 10+ years (5)

What are your current coaching certifications or qualifications. Please select all that apply.

- [ ] NCCP Trained (1)
- [ ] NCCP Certified (2)
- [ ] College/University Degree (3)
- [ ] Other: (4) _____

Have you completed the National Coaching Certification Program: Coaching Athletes with a Disability (CAWAD) eLearning module?
o Yes (1)
o No (2)

Part C: Coaching Athletes With A Disability

The following questions will ask about your thoughts and beliefs about coaching athletes with a disability. Please indicate your agreement with the following statements: 1 represents "Strongly disagree" and 7 represents "Strongly agree"

Q29 I have the necessary knowledge to coach an athlete with a disability.

1 = Strongly disagree	2 = Disagree	3 = Somewhat disagree	4 = Neither agree or disagree	5 = Somewhat agree	6 = Agree	7 = Strongly agree	Do not wish to specify
○	○	○	○	○	○	○	○

Q30 I have the necessary technical/tactical skills to coach an athlete with a disability.

1 = Strongly disagree	2 = Disagree	3 = Somewhat disagree	4 = Neither agree or disagree	5 = Somewhat agree	6 = Agree	7 = Strongly agree	Do not wish to specify
○	○	○	○	○	○	○	○

Q31 I have the necessary interpersonal skills to coach an athlete with a disability.

1 = Strongly disagree	2 = Disagree	3 = Somewhat disagree	4 = Neither agree or disagree	5 = Somewhat agree	6 = Agree	7 = Strongly agree	Do not wish to specify
○	○	○	○	○	○	○	○

Q32 I have been trained to coach an athlete with a disability.

1 = Strongly disagree	2 = Disagree	3 = Somewhat disagree	4 = Neither agree or disagree	5 = Somewhat agree	6 = Agree	7 = Strongly agree	Do not wish to specify
○	○	○	○	○	○	○	○

Q33 I have the necessary time to coach an athlete with a disability.

1 = Strongly disagree	2 = Disagree	3 = Somewhat disagree	4 = Neither agree or disagree	5 = Somewhat agree	6 = Agree	7 = Strongly agree	Do not wish to specify
○	○	○	○	○	○	○	○

Q34 I have the necessary guidelines to coach an athlete with a disability.

1 = Strongly disagree	2 = Disagree	3 = Somewhat disagree	4 = Neither agree or disagree	5 = Somewhat agree	6 = Agree	7 = Strongly agree	Do not wish to specify
○	○	○	○	○	○	○	○

Q35 I have the necessary equipment and facilities to coach an athlete with a disability.

1 = Strongly disagree	2 = Disagree	3 = Somewhat disagree	4 = Neither agree or disagree	5 = Somewhat agree	6 = Agree	7 = Strongly agree	Do not wish to specify
○	○	○	○	○	○	○	○

Q36 I have the necessary social support from my organization to coach an athlete with a disability.

1 = Strongly disagree	2 = Disagree	3 = Somewhat disagree	4 = Neither agree or disagree	5 = Somewhat agree	6 = Agree	7 = Strongly agree	Do not wish to specify
○	○	○	○	○	○	○	○

Q37 I have the necessary social support from my peers to coach an athlete with a disability.

1 = Strongly disagree	2 = Disagree	3 = Somewhat disagree	4 = Neither agree or disagree	5 = Somewhat agree	6 = Agree	7 = Strongly agree	Do not wish to specify
○	○	○	○	○	○	○	○

Q38 I intend to coach an athlete with a disability in the next 2 years.

1 = Strongly disagree	2 = Disagree	3 = Somewhat disagree	4 = Neither agree or disagree	5 = Somewhat agree	6 = Agree	7 = Strongly agree	Do not wish to specify
○	○	○	○	○	○	○	○

Q39 I want to coach an athlete with a disability.

1 = Strongly disagree	2 = Disagree	3 = Somewhat disagree	4 = Neither agree or disagree	5 = Somewhat agree	6 = Agree	7 = Strongly agree	Do not wish to specify
○	○	○	○	○	○	○	○

The next few questions will ask you about your confidence to coach an athlete with a disability. Rate your confidence on each of the items below. 1 represents "Not at all confident" and 7 represents "Completely confident".

I can . . .

Q40 Help athletes with disabilities learn the techniques and tactical strategies of my sport

1 = Not at all confident	2	3	4	5	6	7 = Completely confident	Do not wish to specify
○	○	○	○	○	○	○	○

Q42 Use inclusion strategies to ensure that athletes with disabilities can participate in my program

1 = Not at all confident	2	3	4	5	6	7 = Completely confident	Do not wish to specify
○	○	○	○	○	○	○	○

Q43 Design practices to develop the technical skills of athletes with disabilities

1 = Not at all confident	2	3	4	5	6	7 = Completely confident	Do not wish to specify
○	○	○	○	○	○	○	○

Q44 Prepare athletes with disabilities for competitions

1 = Not at all confident	2	3	4	5	6	7 = Completely confident	Do not wish to specify
○	○	○	○	○	○	○	○

Q45 Adapt my coaching behaviours to suit a diverse range of abilities and needs

1 = Not at all confident	2	3	4	5	6	7 = Completely confident	Do not wish to specify
○	○	○	○	○	○	○	○

Q46 Work collaboratively with athletes with disabilities

1 = Not at all confident	2	3	4	5	6	7 = Completely confident	Do not wish to specify
○	○	○	○	○	○	○	○

Q47 Recognize the accomplishments of athletes with disabilities

1 = Not at all confident	2	3	4	5	6	7 = Completely confident	Do not wish to specify
○	○	○	○	○	○	○	○

Q48 Discuss appropriate goals and expectations with athletes with disabilities

1 = Not at all confident	2	3	4	5	6	7 = Completely confident	Do not wish to specify
○	○	○	○	○	○	○	○

Q49 Model pro-social behaviours and values (e.g., honesty, respect)

1 = Not at all confident	2	3	4	5	6	7 = Completely confident	Do not wish to specify
○	○	○	○	○	○	○	○

Q50 Share decision making and leadership responsibilities with athletes with disabilities

1 = Not at all confident	2	3	4	5	6	7 = Completely confident	Do not wish to specify
○	○	○	○	○	○	○	○

Q51 Creatively solve problems

1 = Not at all confident	2	3	4	5	6	7 = Completely confident	Do not wish to specify
○	○	○	○	○	○	○	○

Q52 Develop personal relationships with athletes with disabilities

1 = Not at all confident	2	3	4	5	6	7 = Completely confident	Do not wish to specify
○	○	○	○	○	○	○	○

Q53 Support athletes' development in and out of sport (e.g., school, family)

1 = Not at all confident	2	3	4	5	6	7 = Completely confident	Do not wish to specify
○	○	○	○	○	○	○	○

Q54 Build athletes' self-confidence

1 = Not at all confident	2	3	4	5	6	7 = Completely confident	Do not wish to specify
○	○	○	○	○	○	○	○

Q55 Facilitate opportunities for team-building and peer-relationships

1 = Not at all confident	2	3	4	5	6	7 = Completely confident	Do not wish to specify
○	○	○	○	○	○	○	○

Q56 Create a daily training environment that improves fitness, strength, and conditioning

1 = Not at all confident	2	3	4	5	6	7 = Completely confident	Do not wish to specify
○	○	○	○	○	○	○	○

Q58 What are the aspects of coaching athletes with disabilities that you believe would be the most challenging?

_____

Q59 What resources would help you to address those challenges?

_____

Q60 Please provide any further feedback and/or recommendations to improve the experiences of coaches.

_____