

# BECOMING PARA READY



VERSION 2.0

A Guidebook for Sport Organizations, Leaders, Teachers, Coaches and Administrators



THE STEADWARD CENTRE  
UNIVERSITY OF ALBERTA

# PREFACE

## OVERVIEW

The Becoming Para Ready resource has been developed as an introductory guide to provide coaches and club administrators with the knowledge, confidence, and tools to be more proactive in inclusion.

Para Ready clubs can proactively plan, prepare, and communicate the ways they can, and cannot, support all athletes rather than reacting when contacted by athletes experiencing disability. With continued commitment, more inclusive sport experiences are possible.

## WEBSITE

This guide is available online at:

[uab.ca/tsc](http://uab.ca/tsc)

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# BPR: 2.0

## Introduction







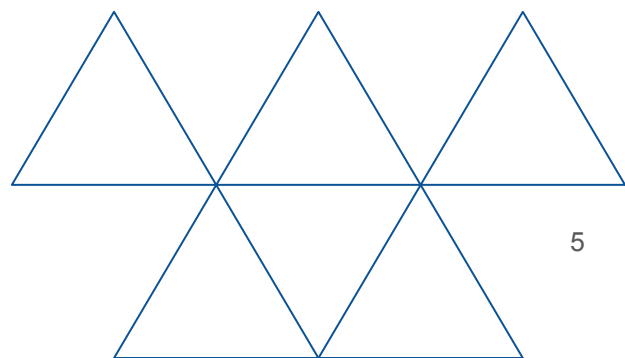
# About Becoming Para Ready

The Steadward Centre’s **original version of ‘Becoming Para Ready’ (BPR)** was developed in collaboration with the Athletics community in Alberta. It was developed as an introductory guide that could provide coaches and club administrators with knowledge, confidence, and tools to be more proactive – or “ready” – to do inclusion better. While the integration of people experiencing disability has occurred, research has shown that it has not always been successful at the grassroots level. In short, clubs and coaches are not confident and prepared to support athletes experiencing disability into their clubs. The original guide introduces them to the ways integration can be implemented.

Para Ready clubs and coaches need to be explicit about the ways they can and cannot support all athletes, rather than reacting when contacted by an athlete experiencing disability. The original resource was developed with and for the sport of athletics; however, the 10 P's checklist can be used for any sport club that wants to learn how to make programs more inclusive.

This **updated version of BPR (BPR 2.0)** has been developed to be more user friendly, to reach a broader audience, and to be used across any sport. The 3 main categories (i.e., perspective, planning and programming) can be viewed as steps on your journey towards building an environment that is inclusive to athletes experiencing disability.

*‘A key goal is to support sport clubs and coaches to gain the capacity and competencies to deliver quality para sport programs for more people experiencing disability.’*

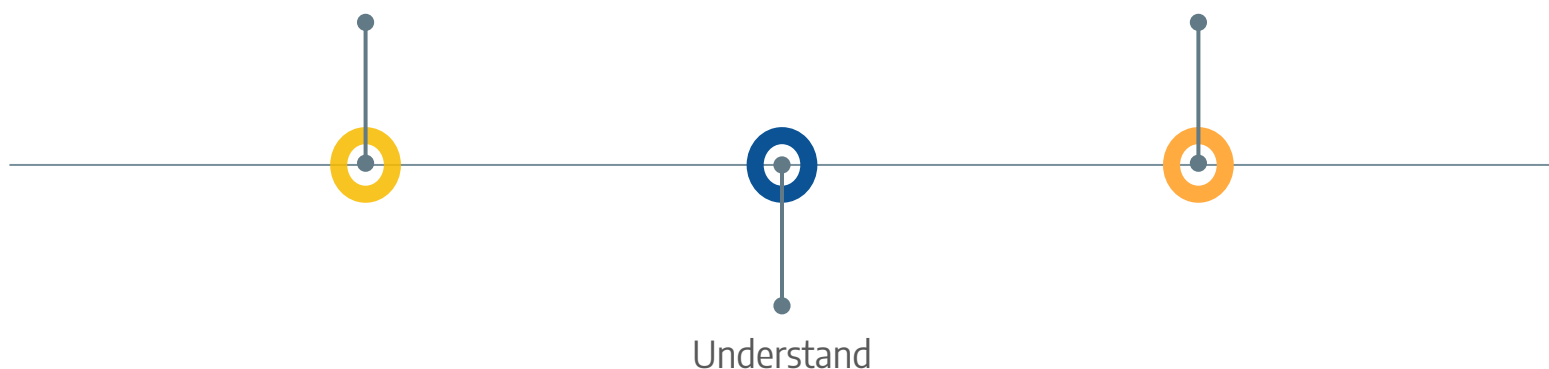


# How to use this updated guide...

This guide is to be used as a starting point (an introductory guide) that can be drawn upon to help sport organizations, leaders, clubs and coaches consider how they can do disability inclusion more effectively. It is not to be used as a 'how to guide'. Sports should take the key principles and P's from this guide and adapt them to ways that can best support the community they serve.

Reflect

Take Action



## Step #1 - Reflect on the BPR Principles

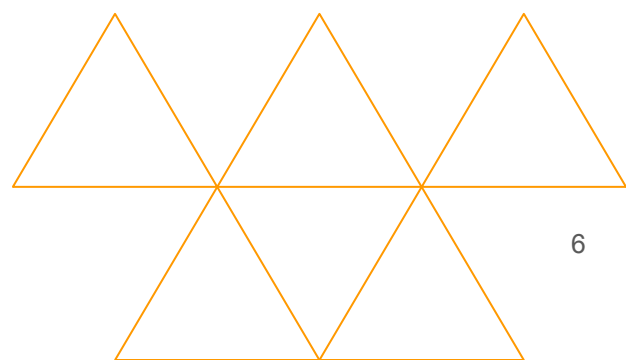
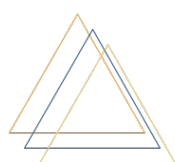
A first step is to gain a sound understanding of the 5 BPR principles on the next page. These common threads will help you situate the BPR framework more effectively.

## Step #2 - Understand the P's of Para Readiness

Go through each of three main P categories (perspective, planning, programming) in the BPR framework in order and consider which ones are most relevant to you and your unique sporting context.

## Step #3 - Take action towards BPR

The BPR framework is to be used as a starting point. Some of the P's require relatively simple tasks (these can be done quickly or with few resources) and some require more complex tasks (these might take more time or resources). Decide on some actions you can take to get started today.





# The BPR Principles

The **5 BPR principles** were created to support all stakeholders in the sport ecosystem (sport leaders, clubs, coaches, parents, athletes) to think about how they can collectively provide quality and safe experiences for all athletes with a disability. The principles are high level common threads that should be (re)considered when you are working through the entire BPR framework.

## 1. Be proactive

- Plan for inclusion. **Take initiative** to improve inclusion for your program and anticipate the needs of others
- All people benefit from an inclusive approach

## 2. Include the voices and choices of people experiencing disability

- Center the disability community in the creation of inclusive programs
- **Include people with lived experience at all stages** of your program and practice development and delivery

## 3. Be reflective and purposeful in your actions

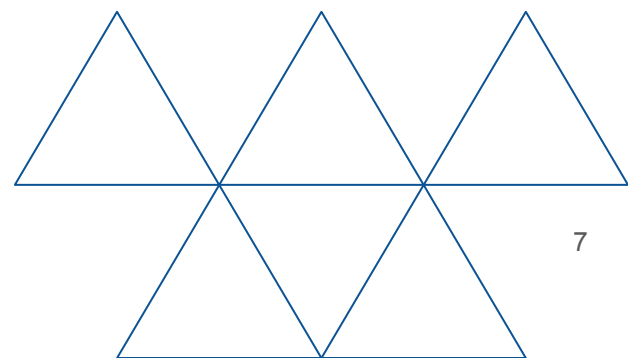
- You can have a positive impact, it takes **time and continued commitment** to improve inclusion
- Your attitudes and behaviours set the tone for disability inclusion in your context

## 4. Disability is one facet of identity

- Consider intersectionality: people experiencing disability have **diverse backgrounds, life experiences, and perspectives**

## 5. Disability is a social construct and impairment is experienced on a continuum

- People experience impairments, that may seem similar, very differently
- **Disability has been created through social understandings** and it may vary by social, cultural, and individual interpretations



# The BPR Framework

Version 2.0

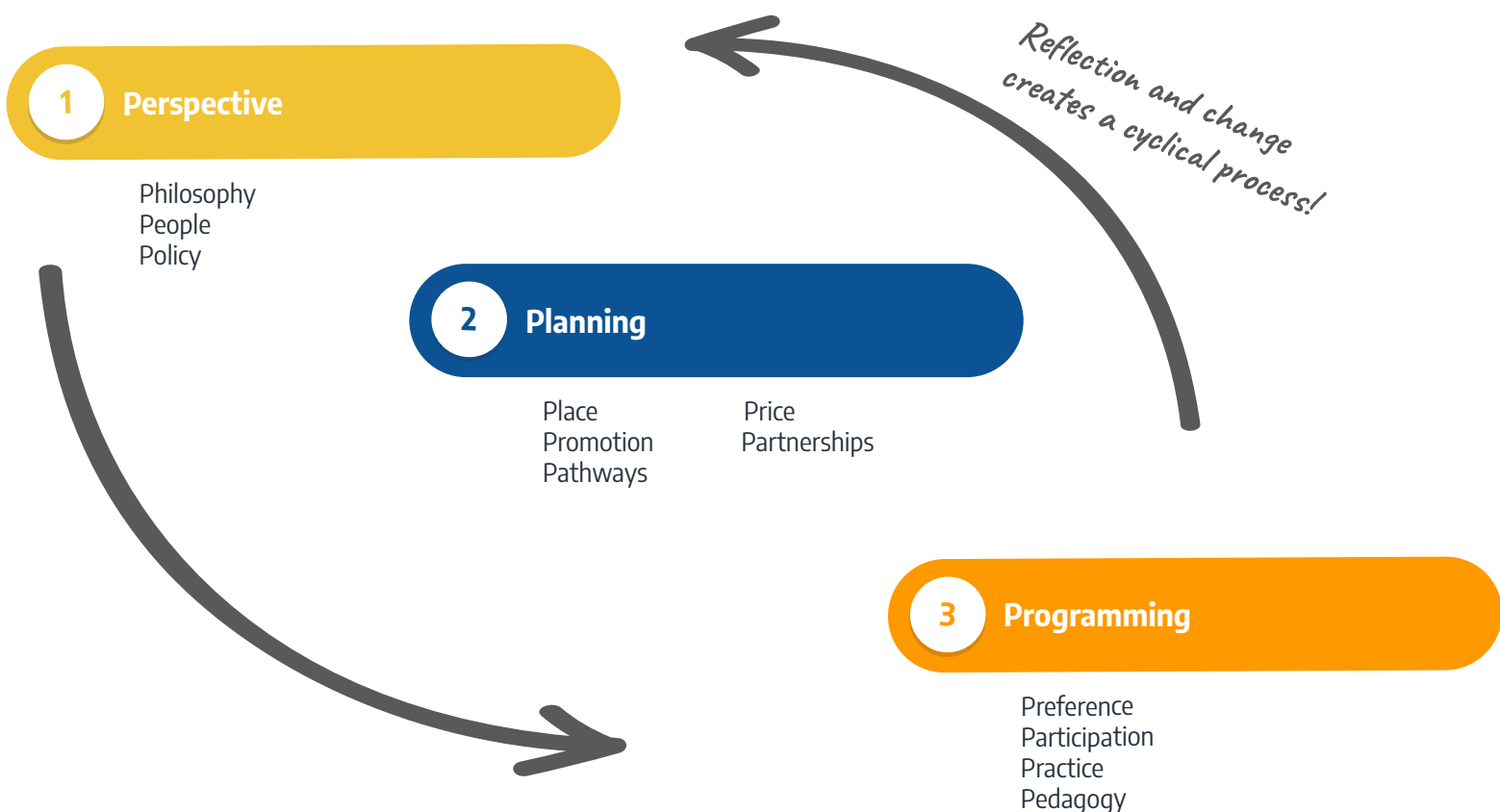




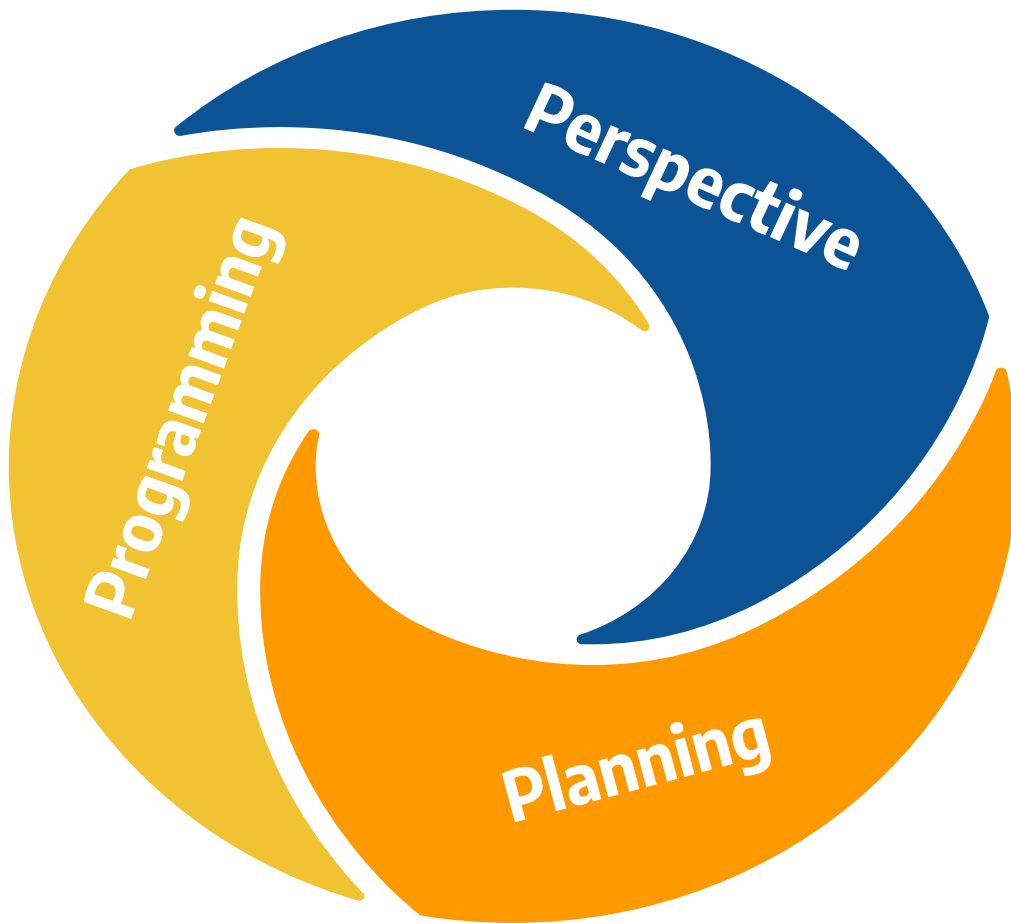
# The BPR Framework [2.0]

The BPR framework (2.0) was created to simplify the P's into a more workable format. The hope is that the three main categories will make it easier to use across sports and all levels of stakeholders.

This modified framework will also make it easier to teach the P's in a way that will encourage preparing with purposeful reflection and planning towards becoming para ready.

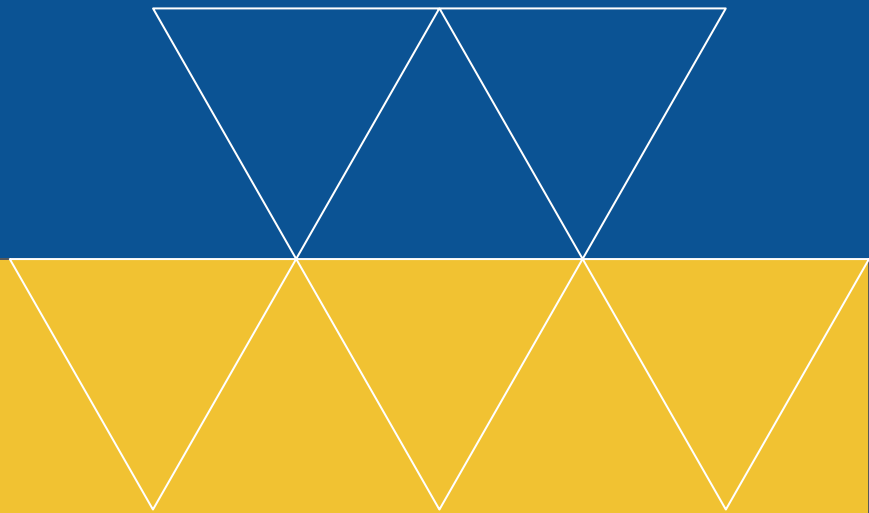


# The BPR Framework [2.0]



# 1. Perspective

Challenge your personal paradigm



# The BPR Framework [2.0]: Perspective- Challenge your personal paradigm

## Philosophy

- Understanding your views on disability, sport and society

*Challenge: Create a personal statement about how you view and how you will implement an inclusive approach into your practice.*

## People

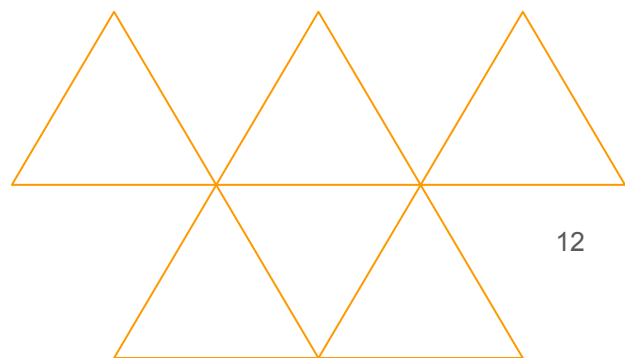
- Inclusion can only be effective if everyone is on board with a common vision or understanding

*Challenge: Plan meetings to bring your personal inclusion philosophy or statement to all the key stakeholders within the club or program and encourage them to do the same!*

## Policy

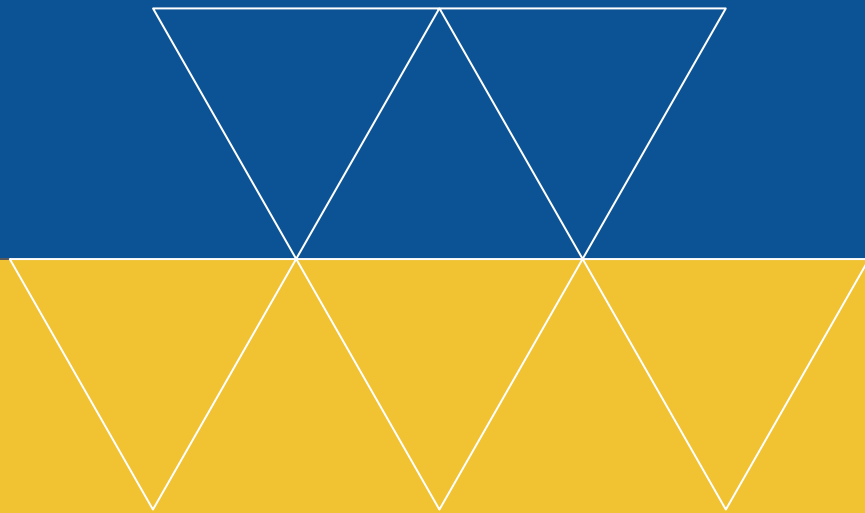
- After reflecting on various perspective, it is time to write a Club/Coach Inclusion Commitment Statement, which should be made public and posted wherever possible: Club, social media, integrated in Code of Conduct, etc.

*Challenge: Work with the club's board or management team to create an inclusion commitment statement*



# 2. Planning

Plan for quality and safe experiences for all





# The BPR Framework [2.0]: Planning– Plan for quality and safe experiences for all

## Place

- Facilities, parking, and accommodation ([accessibility checklist](#))

*Challenge: Conduct an accessibility review of your facilities to identify any potential barriers.*

## Promotion

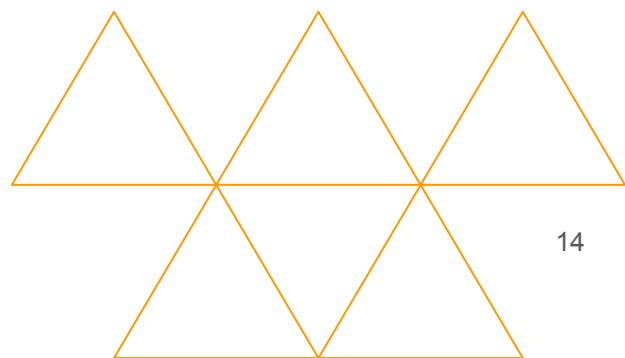
- Don't say you are inclusive if you are not
- Let people know who you are, what programs you have, and [how your programs are inclusive \(or not\)](#) and to whom. Communicate this messaging in person, through physical media, and online/digitally.
- Don't forget to ensure that your promotional materials are available in [accessible formats](#)

*Challenge: Review your current promotional materials (brochures, website, social media accounts, etc.) and identify areas in which you could include wording or pictures that would help an individual recognize that your club/program is open to individuals with disabilities. Don't assume athletes will just show up!*

## Partnership(s)

- Create your network:
  - Disability/disability sport community
  - Health and rehabilitation centres
  - Parents, support workers, and caregivers

*Challenge: Contact at least 3 organizations in your community who could help your club identify and/or support athletes with disabilities.*



# The BPR Framework [2.0]: Planning (continued)– Plan for quality and safe experiences for all

## Price

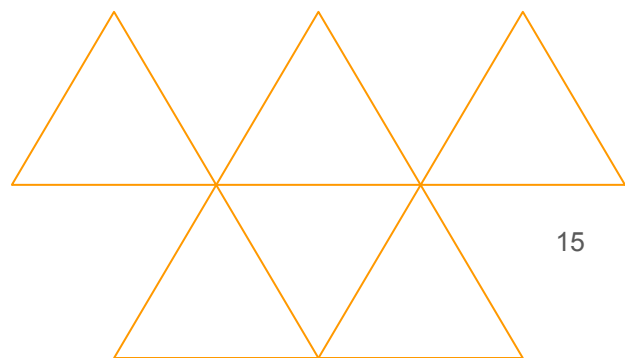
- Cost is a barrier for many people experiencing disability.
- Consider various/variable fee structures and pay what you can.

*Challenge: Discuss possible methods of reducing costs for athletes with disabilities with your board and/or research grants and other funding sources that may assist with reducing the cost for athletes with disabilities.*

## Pathways

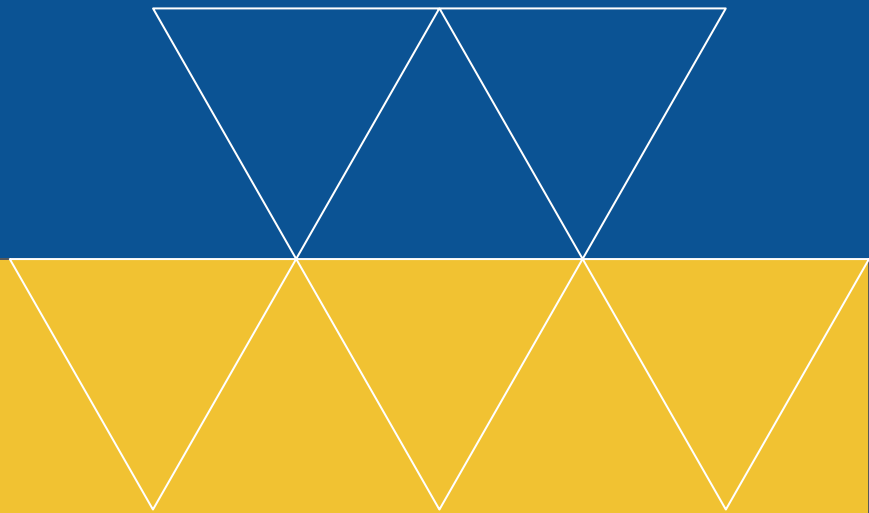
- Not all athletes will want to be Paralympians
- Have multiple programming pathways to cater for different skill and interest levels

*Challenge: Review the Long Term Development model and identify how and when athletes with disabilities may enter and leave your sport. Then, review your programs to identify gaps in addressing the potential entry and exit points for athletes with disabilities.*



# 3. Programming

Emphasize collaboration, variety, and choice through practice



# The BPR Framework [2.0]: Programming- Emphasize collaboration, variety, and choice through practice

## Preference

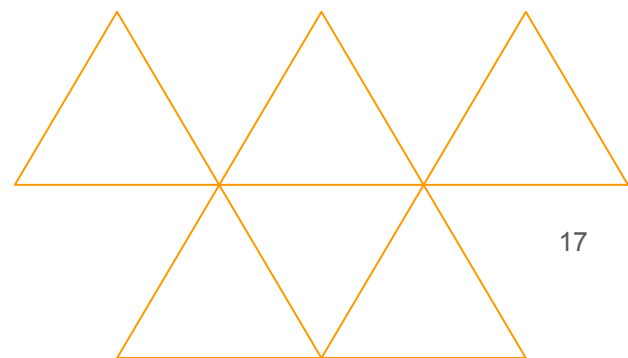
- Making sure your programs offer different levels of integration and inclusion is important to give new (and existing) athletes choice

*Challenge: Look at your programs and make sure you have offerings that reflect different levels of the inclusion spectrum.*

## Participation

- [Quality parasport experiences](#) should be at the forefront of all programming decisions (i.e., belonging, autonomy, mastery, challenge, engagement, meaning)
- Have a broad understanding of athlete classification for competition, if applicable

*Challenge: Review your programming to identify strengths and areas of improvement for addressing the 6 areas of Quality Participation. Or, learn about the classification process for your sport (your national sport organization would be a good place to start when looking for information).*



# The BPR Framework [2.0]: Programming [continued]– Collaboration, variety, and choice

## Practice

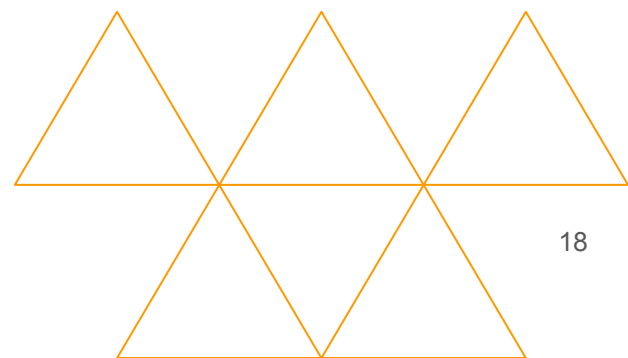
- Reciprocal mentorship (work in collaboration *with* athletes) is the cornerstone to coaching for parasport

*Challenge: Familiarize yourself with practice adaptation frameworks (e.g., TREE, STEP, CHANGE IT) to (re)consider your practice design*

## Pedagogy

- Athlete centred coaching is critical when working with para athletes to ensure you are co-creating practices and sport experiences in partnership ‘with’ them (e.g., reciprocal coaching)
- A coach’s pedagogy (approach to teaching) should be focused on creating quality experiences through close athlete collaboration and the consideration of professional, sport and disability knowledge.

*Challenge: Practice listening and co-creating practices with your athletes.*





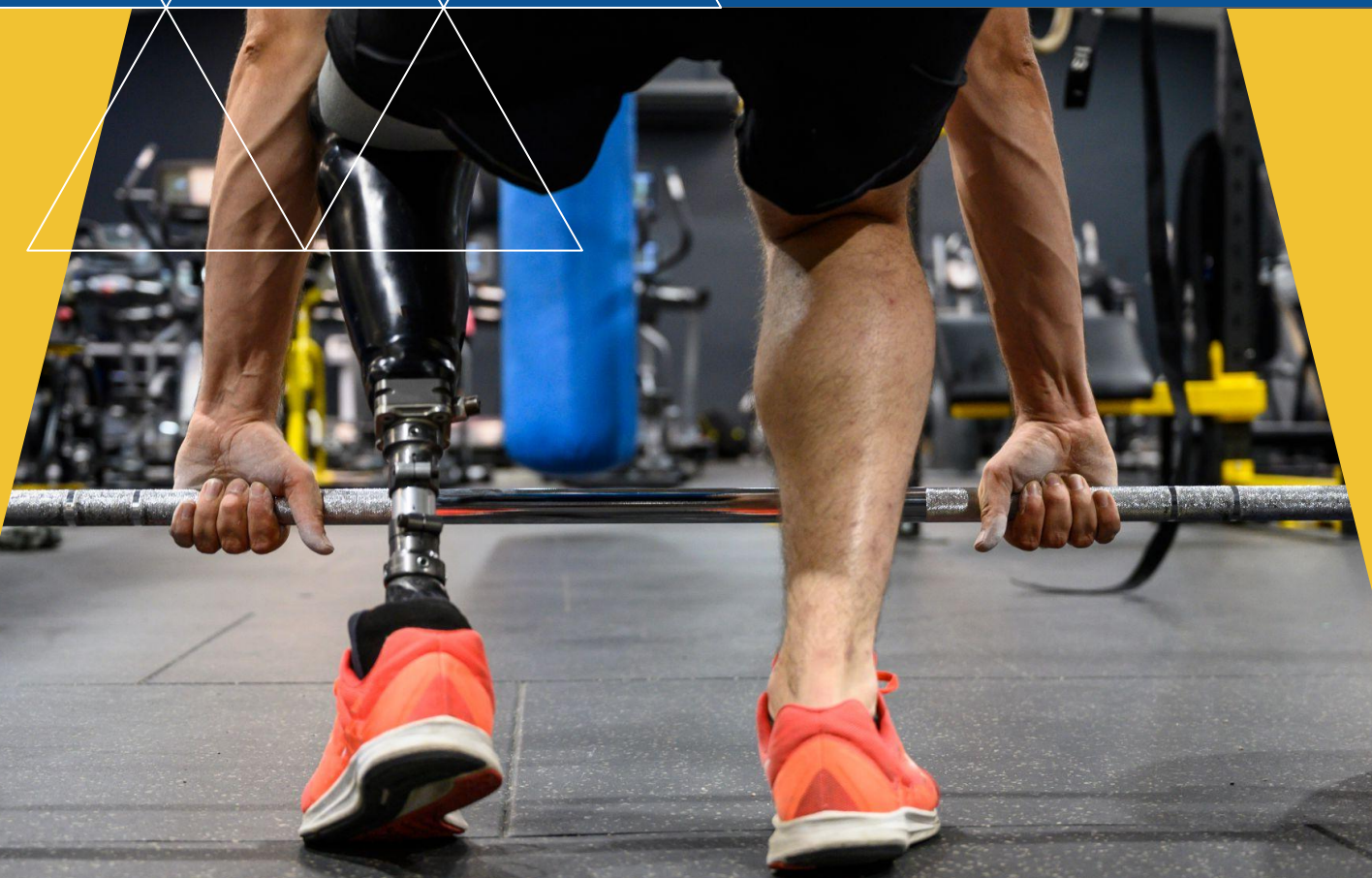
# BPR: 2.0

## Conclusion

BPR 2.0 is a tool to be taken up and 'sportified' by organizations. We hope that you make it your own so that more athletes experiencing disability can participate in sport!

The 3 new P categories (i.e., perspective, programming, and planning) have been used to reorganize and make the original 10 "P's" more easy to digest. We acknowledge that there are many ways that they intertwine and can be used and we hope BPR 2.0 offers a useful place to start.

If you have questions or want to discuss BPR 2.0, please reach out to [tscparasport@ualberta.ca](mailto:tscparasport@ualberta.ca)





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