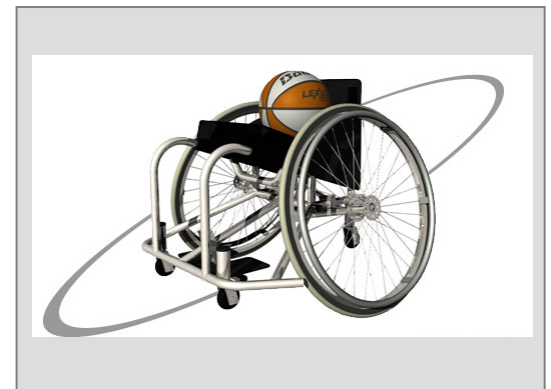




“Changing it up:” Children’s lived experiences of a reverse integration wheelchair sport Intervention in the East of England

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Presentation Outline

- Disability sport in schools
- Theoretical Concepts
- Background: The 'Wheelchair Sports Intervention'
- Study Methods
- Results and Discussion
- Conclusions



Disability Sport in School Sport

'All pupils should have access to physical education and disability should not be a barrier to inclusion in sport programmes.'

(DCMS, 2000, p.30)

- Special Educational Needs and Disability Act (2001)

Disability Sport in School Sport

- Current PE delivery does not cater for disability (Brown, 2004; Fitzgerald, 2005; Howe, 2009)
- Traditional team games (Hay & MacDonald, 2010)
- Disabled children viewed as incapable of participating due to their disability. Disabled children frequently left out of activities (Hunter, 2004)

'It's like I feel like he's looking down on me and he doesn't care and he sees my chair and all things I can't do.'

(Fitzgerald, 2005, p.53)

Disability Sport in School Sport

- Reverse Integration (Brasile, 1990; Stephenson, 2007)



Theoretical Concepts

- Pierre Bourdieu (1984)
 - Field
 - Capital
 - Habitus

- Chris Shilling (1993)
 - Physical Capital



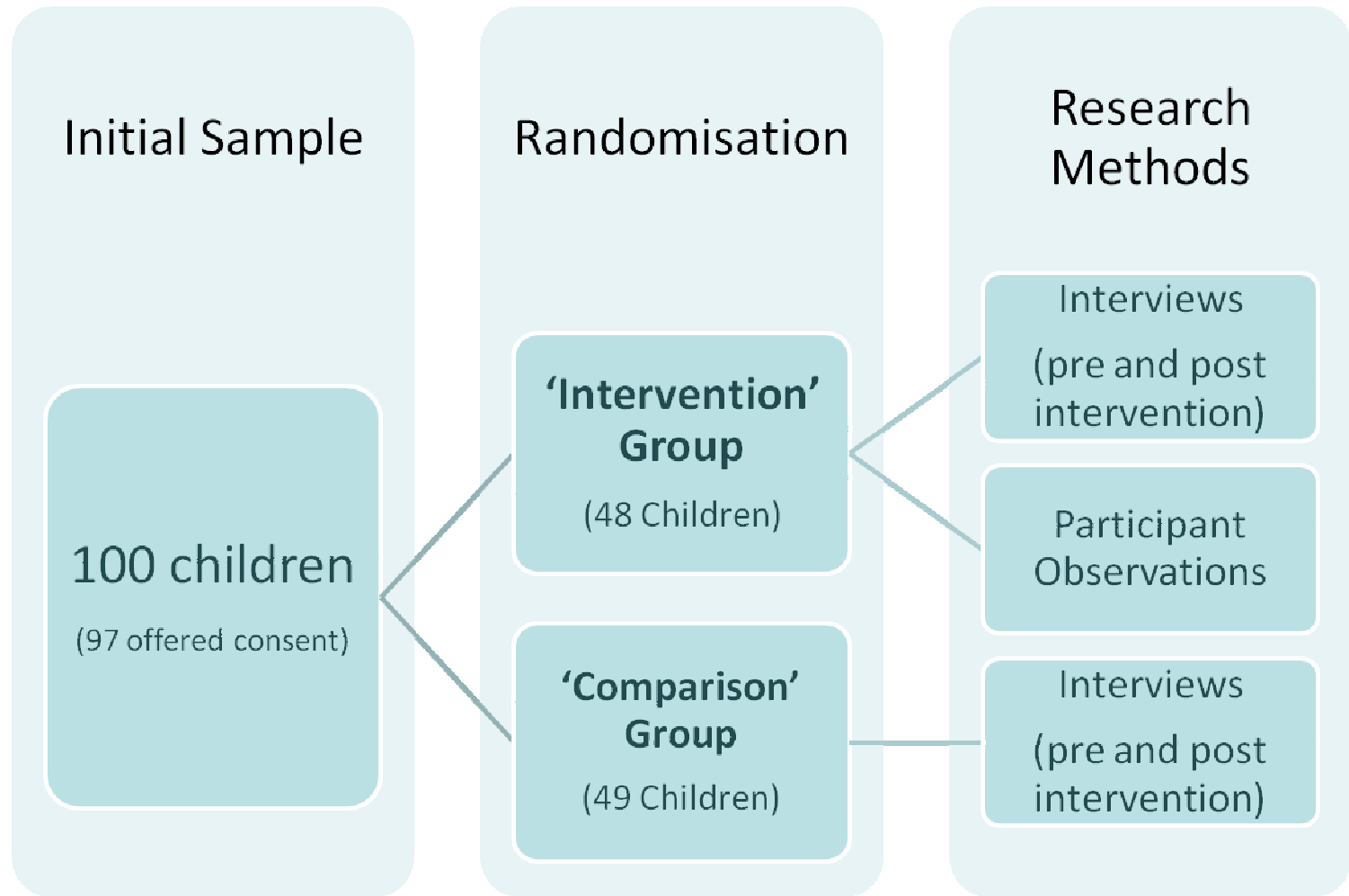
The Intervention

- Lincolnshire Sports Partnership (LSP)
- LSP supplied wheelchairs to schools for a 12 week period
- Qualified coaches delivered Wheelchair Basketball sessions during normal P.E sessions
- ‘Raise awareness’ of disability sport among non-disabled pupils

Aim

- **Attitudes** individuals held **prior to participation** in the intervention regarding disabled individuals and disability sport.
- Actual **physical sensations** of participating in the intervention.
- The **emotive and social lived experiences** participants encountered during the intervention
- Based on participant's experiences, the **attitudes** individuals held **following the intervention** regarding disabled individuals and disability sport.

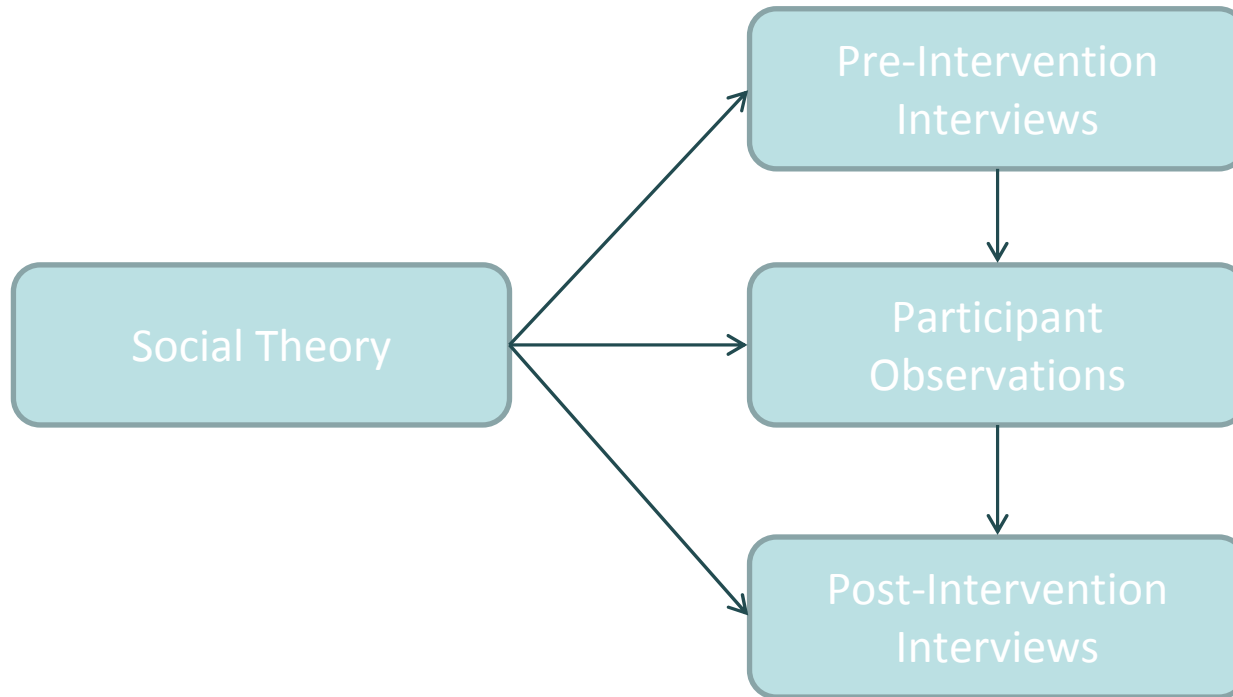
The Study



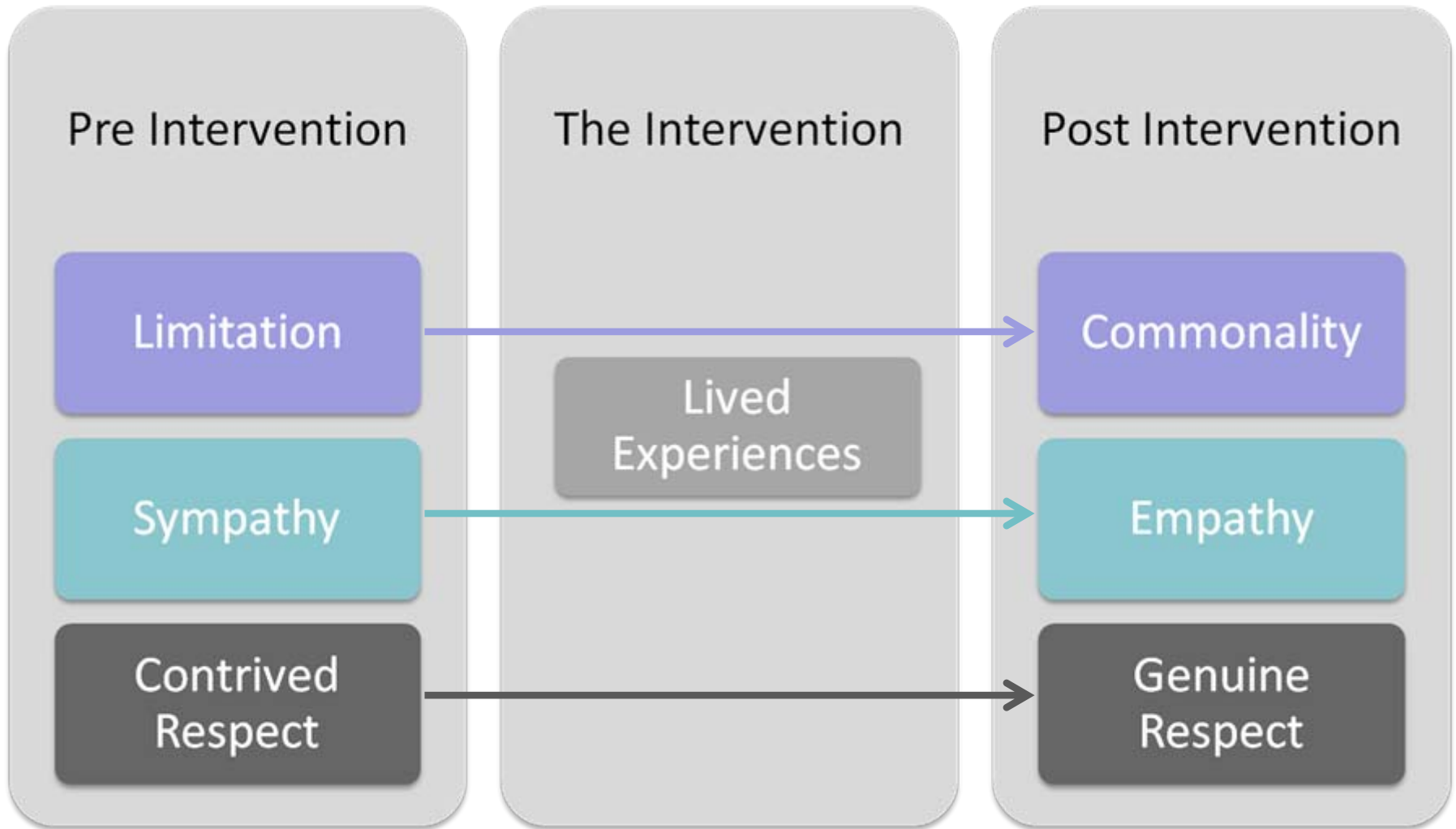
Measures

- Interviews: Completed with 24 (IG) and 20 (CG) participants
- Deductive approach, using the principles of Bourdieu and Shilling to guide the interview schedules
- Observations: Coded, and informed elements of the post-intervention interview schedules
- Data was thematically analysed

Study Structure



Results



Pre-Intervention Results

- Limitation
 - Focus upon physical disability

*'My dad says I'm not allowed to watch [the **Paralympics**] it because if I did it would **freak me out** and it wasn't like the **real Olympics**'*

- Sympathy
 - The tragedy of disability

*'I **feel quite sorry** for them, because it **couldn't have been their fault**, but someone else could have done it and then they're **stuck** with it for the **rest of their life**'*

Pre-Intervention Results

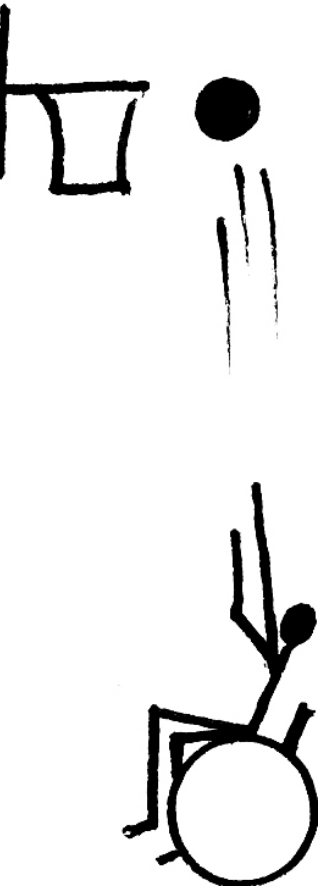
- Contrived Respect

*'I think, I don't know, like **good for them**, because they're **just getting on with it** [life]'*



Participant Observations

- Frustration
 - Complexity of the game
- Physicality
 - The demands of participating
- Dis-engagement
 - Cheating to complete tasks



Post-Intervention Results

- Commonality
 - Instead of limitation and segregation

*'No offence, but I used to like look at them and think, they're **not one of us**.
And now, they **are like us**, they're us just....'*

*'We're still **human beings** like them.'*

- Empathy
 - Understanding rather than pity

*'I **understand** more like **how they feel** and how annoying it is to be in a wheelchair, even though I was only in it for a little bit and I **could get out and walk**.'*

Post-Intervention Results

- Genuine Respect
 - Built upon lived experience

*'You think oh, its **easy**, just wheeling chairs about, but when you actually get in the wheelchair **it's really tough**...you have to be proper good'*



Comparison Group

- Displayed similar pre-intervention perceptions
- No change in post-intervention perceptions
- Interest

Conclusion

- Experiences during the intervention were key to affecting change
- Experiences challenged perceptions based on potential new habitus and attribution of physical capital
- Suggests reverse-integration as a possible vehicle to aid integration with PE

*'Sometimes **you think** disabled people **can't do this,**
and can't do this **but actually they can.'***

Thank you for your time....

Any questions?