‘Sinking and swimming in disability coaching’: A narrative of coaching in a new context

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Introduction:

• Children with disabilities remain less likely to participate in sporting activities (Sport England, 2016).
• The provision of effective coaching for participants with disabilities, or lack thereof, has been identified as one contributing factor to this underrepresentation (Rosso, 2016).

The role of the coach:

• Schliermann et al. (2014) posit that through their attitudes, social competencies, and the wider understanding of sport, coaches can be positive agents in the lives of young people with disabilities.

• Note: This refers to physical, sensory and intellectual impairment (De Pauw & Gavron, 2005).

Subject:

• The subject is a male coach/lecturer
• Qualified basketball coach
• Worked with children and young adults throughout working life
• A sport coaching academic

Data Collection: Over a 10-week period

反射性访谈, 浸入式体验, 课后反思

In keeping with May and Pattillo-McCoy (2000), each author independently examined the data. The authors then met to discuss the data and interrogate the coach, which served as an initial dialogical opportunity in which meaning and sense were formed.

From the data, four narratives were drafted through a series of writing and critiquing cycles in which the authors collaborated, interrogated and considered the trustworthiness, and verisimilitude of the narratives (Kempster & Iszatt-White, 2010).

Moving from ‘sinking to swimming’

Start of Period

I’ll teach them
Fish Out of Water
Learning to swim

End of Period

‘Treading Water’
Crossing Boundaries:

The narratives, actions and reflections represent a shift as he ‘boundary crosses’ from a performance genre to an almost ‘post-sport’ orientated context (See Atkinson, 2010a).

That is, those contemporary and fluid physical cultures that lie in binary opposition to traditional/modern sport. Post-sports refer to activity in those non-mainstream sports, such as parkour, skate boarding and fell running, which have emerged in postmodernity.

The Coach’s Journey:

Liminal in nature

Refers to a tripartite process, that an individual is said to transition through as they pass from one subcultural condition to another.

Three consecutive stages:

Separation (pre-liminal); Transition (liminal); Reaggregation (post-liminal)

Conclusions, Implications and Impact

• On reflection, the contextual nature of disability coaching in community settings is complicated.
• Not ‘easy’ to cross boundaries.
• Has educational implications for coaches’

Any Questions (and contact details)

If you would like any additional information, please contact me at:

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THANKS FOR YOUR TIME

References:


