

Spring 2016

Long Term Athlete Development

Implementation Plan

BC Deaf Sports Federation

Spring 2016



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Foreword

BC Deaf Sports Federation

BC Deaf Sports Federation (BCDSF) was established in 1975 and officially incorporated in 1978, in response to the need to support and oversee BC's Deaf and hard of hearing athletes in competitive and recreational sports at provincial, national and international levels. BCDSF's goal for all members, at all ages, is participation in an active, healthy lifestyle while striving to achieve personal goals and objectives. Proud of its history and accomplishments, BCDSF is excited for the future—for its community, athletes and organization.

Long Term Athlete Development Plan

The Long Term Athlete Development plan (LTAD) was created by Canadian Sport for Life (CS4L) in 2005 [version 2.0 published in 2014] and is being adapted and embraced by sport-specific organizations across the country.

CS4L's Long Term Athlete Development framework is a seven-stage training/competition pathway with two stages added for individuals with a disability. The path guides an individual's experience in sport and physical activity from infancy through all phases of adulthood.

The purpose of LTAD is to support each person's aims by providing a suitable and recognizable pathway for them to engage in activity and pursue their goals using logical guidelines for training, competition, and recovery.

(CS4L-LTAD.No Accidental Champions, 2nd Ed., p. 15.)

It is therefore the goal of each provincial Deaf sports organization to implement CS4L's LTAD plan, focusing on the pillars highlighted in Canadian Deaf Sports Association's version of the LTAD—adapting the plan to match the specific needs of BC's Deaf and hard of hearing competitive and recreational athletes.

2005:	Canadian Sports for Life LTAD
2013:	Canadian Deaf Sports Association LTAD
2014:	Canadian Sports for Life LTAD, version 2.0
2015:	BC Deaf Sports Federation LTAD

The Canadian Deaf Sports Association (CDSA) is a not-for-profit multi-sport organization working with Provincial Deaf Sports Associations (PDSA) to develop amateur and high performance d/Deaf athletes for local participation through to international competition.

... The implementation of the CDSA LTAD model will provide opportunities for d/Deaf athletes to pursue sport ... [and] will allow reflections on the unique nature of Deaf Sports and on the best methods for sport development.

(LTAD Model for Deaf Sports, CDSA, 2013)

This document is intended for educators, coaches, athletes, parents and sport leaders to assist in nurturing the full potential and positive progress of each Deaf and hard of hearing child, adult and senior.

Top athletes with disabilities train as long and as hard as athletes in mainstream sport, make the same sacrifices, and require the same level of support from coaches, officials, medical teams and sport scientists.

(CS4L-LTAD.No Accidental Champions, 2nd Ed., p. 7.)

Resources

For more information on CS4L-LTAD, 1st Edition, please click on the following link: <http://canadiansportforlife.ca/learn-about-canadian-sport-life/ltad-stages>

For more information on CS4L-LTAD, 2nd Edition, please click on the following link: <http://canadiansportforlife.ca/resources/cs4l-ltad-2>.

For more information on CDSA's adaptation of CS4L's LTAD, please click on the following link: <http://www.assc-cdsa.com/documents-en.html>

For more information on CS4L's "No Accidental Champions: LTAD for Athletes with a Disability", 2nd Edition, please click on the following link: <http://canadiansportforlife.ca/sites/default/files/flipbooks/noaccidental2/NoAccidentalChampions.html#/6/>

Acknowledgements

BC Deaf Sports Federation (BCDSF) gratefully acknowledges Canadian Sport for Life (CS4L) for generating the Long Term Athlete Development (LTAD) framework of a national initiative that is changing Canada's philosophy on sport and "No Accidental Champions", the supplement to LTAD for athletes with a disability.

Tremendous respect and appreciation goes to Canadian Deaf Sports Association (CDSA) for adapting the LTAD model for Deaf sports across Canada.

Recognition must be given to BCDSF's Board of Directors and staff for acknowledging the importance of the LTAD model and helping to bring it along its journey--shaping and implementing it to support BC's Deaf and hard of hearing competitive and recreational athletes of all ages.

Unlimited gratitude goes to BC's Deaf and hard of hearing athletes, past and present, for their participation, feedback and expressed need for a clear vision to becoming interactive, engaged competitive and recreational athletes at all stages of life. This document is in their honour.

In addition to donations from BCDSF members, the federation receives funding from organizations in support of BC's Deaf and hard of hearing athletes. BCDSF gratefully acknowledges the financial support of: The Province of British Columbia through the Ministry of Community, Sport and Cultural Development and viaSport.

For support toward the LTAD Communication Pillar, BCDSF gratefully acknowledges the Province of BC.

For support toward the LTAD Competition Pillar, BCDSF gratefully acknowledges Hamber Foundation.

BCDSF has identified various stakeholders in the LTAD process and hopes to provide target messages and resources for these people: athletes, parents, coaches, officials and clubs.

As with any living document, this continues to be a work in progress.

Past, Present and Future Vision

BCDSF is governed by a Board of Directors and its office is managed by a full-time administrator and one to two part-time staff members.

Over the last two decades, BCDSF's provincial system of athlete and membership development has been successful, but limited. Currently, the organization represents 150-200 recreational and competitive athletes/members cumulatively in youth, adult and senior categories. While BC has produced a slightly larger number of top performing athletes at the national level, BCDSF's current structure does not yet translate into a sustainable system for development of athletes across the age spectrum.

BCDSF is celebrating 40 years supporting its Deaf and hard of hearing athletes, however, many potential young champions are still unaware of its existence. Implementing CS4L's LTAD model, as adapted by CDSA, will provide a foundation and structure upon which BCDSF can begin to focus on successfully expanding its membership, looking to young, Deaf and hard of hearing athletes as BC's future elite, competitive and recreational athletes, beginning at the First Contact, Awareness and Active Start stages.

Moreover, it is BCDSF's goal to achieve physical literacy for all members across all ages and abilities.

Sport development for Deaf and hard of hearing athletes, must take place on an individual level due to the unique nature of Deafness and the fact that many Deaf and hard of hearing athletes face additional physical, developmental and emotional challenges.

The LTAD model in conjunction with CS4L's "No Accidental Champions" supplement, will help ensure coaches and instructors are educated about the needs of their Deaf and hard of hearing players.

CS4L's LTAD: Changes and Progress

The 2012 Canadian Sport for Life Summit was the announcement venue for the “new and improved” 10 Key Factors essential to athlete development and the expansion of the 5 S's to 10 S's fundamental to training and performance, including an athlete's holistic development. Since then, the 10 Key Factors comprise:

- | | | |
|----------------------|---|----------------------|
| 1. Physical Literacy | 2. Specialization | 3. Developmental Age |
| 4. Sensitive Periods | 5. Physical, Mental, Cognitive, Emotional Development | |
| 6. Periodization | 7. Calendar Planning for Competition | |
| 8. System Alignment | 9. Excellence Takes Time | 10. Kaizen |

FUNDamentals, previously Key Factor #2, became Physical Literacy. The original factor, Trainability, was changed to Sensitive Periods. The 10 Year Rule is now Key Factor #9, renamed Excellence Takes Time. The last factor, Continuous Improvement, became Kaizen.

In addition to the original 5 S's (Stamina/Endurance, Strength, Speed, Skill and Suppleness/Flexibility), there are now an additional 5 S's. They are: (p)Sychology, *Structure/stature*, *Sustenance*, *Schooling*, *Socio-Culture*.

11 Key Factors Influencing the CDSA LTAD

Canadian Deaf Sports Association's adaptation of the CS4L-LTAD does not reflect CS4L's 2012 changes noted in the previous section. It highlights 11 issues essential for successful implementation of the LTAD, including additional information found in CS4L's publication, "No Accidental Champion". Following is an excerpt of each factor as presented by CDSA.

[Unless otherwise indicated, wording here is CDSA's. Where applicable, updates have been made to reflect 2012 CS4L changes.]

1. Accessibility to Sport and Communication

Athletes who are d/Deaf must explain their needs to coaches, officials, and referees prior to participating in a game or competition. . . . A factor particular to d/Deaf players participating in sports is communication. Deaf athlete participation should not require [the need for] physical abilities or technical skills that are superior to their hearing peers in order to out-weigh communication barriers. Strategies exist to ensure full Deaf athlete involvement.

2. Excellence Takes Time (previously The 10-Year Rule)

Scientific research has concluded that it takes 10,000 hours of deliberate training over a minimum of 10 years (Ericsson et al, 1993) for a talented athlete to reach elite levels. This translates into an average of more than three hours of daily training for 10 years. There are no shortcuts – athlete development is a long-term process.

However, more research is required in this area to see if the 10-year rule is consistent for all types of disabilities. It should also be noted that not all athletes choose to pursue elite performance. An athlete's principal motivation in pursuing physical activity and sport may bear no relation to the pursuit of high performance and medals, but focus instead on values around physical health and social involvement. Consequently, the length of time required for any athlete to achieve elite performances may vary according to the sport or activity and the goals of the individual.

(No Accidental Champions, 2nd Edition, p. 13.)

3. Physical Literacy (previously FUNdamentals)

Fundamental movement skills (running, jumping, throwing, catching, etc.) motor skills (agility, balance, coordination, etc.) and sport skills (skating, cycling, skiing, etc.) are the basis for all other sports, and are known collectively as physical literacy.

The physical literacy skills needed by children with a disability vary according to the nature and extent of their disability and should include all of the FUNdamental skills learned by able-bodied children (adapted as required).

(No Accidental Champions, 2nd Ed., p. 14.)

4. Specialization

Many of Canada's most successful athletes participated in a wide variety of sports and physical activities before focusing on one sport. The movement, motor and sport skills they developed have helped them reach the top levels of their sport.

Sports can be classified as either early or late specialization. Well-known early specialization sports include artistic and acrobatic sports such as gymnastics, diving and figure skating. These differ from late specialization sports in that very complex skills are learned before maturation since they cannot be fully mastered if taught after maturation.

(CS4L-LTAD, Version 2.0)

5. Developmental Age: Biological Age vs Chronological Age

Being d/Deaf or hard of hearing does not modify childhood and adolescent development and the timing of puberty. An individual's onset of puberty may vary, but the sequence of development that the adolescent goes through usually does not. In the stages of sport development in the CDSA-LTAD model, the age factor is modified with two additional years for each stage and both genders due to the late specialization, delayed introduction of Deaf Sports, and communication barriers.

6. Sensitive Periods (previously Trainability)

Trainability is the responsiveness (adaptation) of individuals to a training stimulus at different stages of growth and maturation. All physiological systems are always trainable, but there are sensitive periods in development when the body is more responsive to specific training . . . CS4L Resource Paper (2005) identifies five physiological factors as the pillars of training and

performance. They are referred as */sic/* the 5 S's (Frank Dick, 1985). They are: stamina, strength, speed, skill and suppleness (flexibility).

An additional five S's have been identified as important to building a complete and holistic plan for developing athletes. These include the following considerations: 6. (p)Sychology 7. Structure/Stature 8. Sustenance 9. Schooling 10. Socio-Culture.

(CS4L-LTAD Version 2.0)

7. Physical, Mental, Cognitive, Social & Emotional Development

Sport can play an important role in helping d/Deaf individuals develop a new and positive self-image as well as enhance their self-concept . . . With [involvement in] Deaf Sports, the feeling of social isolation would be diminished . . . For this reason, sport programs should consider the social, mental, cognitive and emotional development of d/Deaf athletes in addition to their physical development.

Both versions (2005, 2014) of CS4L's LTAD limit this factor to mental, cognitive and emotional development:

Just as physical and technical skills require long-term and sequential development, so too do the psychological aspects of athlete development. This includes a range of knowledge sets, such as the underpinnings of fair play and ethical sport, mental skills for performance, emotional regulation, sequencing and decision-making. Programming should be designed to deliver all aspects of athlete development in a complementary manner, including mental, cognitive and emotional components.

8. Periodization

Simply put, periodization is time management. As a planning technique, it provides the framework for arranging the complex array of training processes into a logical and scientifically-based schedule to bring about optimal improvements in performance.

Periodization breaks training into months, weeks, days and individual sessions. It helps coaches to organize all aspects of volume, intensity, frequency and type of training, competition and recovery programs through long-term and short-term timelines.

(CS4L-LTAD Version 1.0)

9. Calendar Planning for Deaf Sport Competitions

Effective competition for athletes with disabilities needs to be matched to the athletes' stage of development. This can be challenging when there are few athletes in a particular sport or

classification . . . As a result, creative solutions need to be developed to provide suitable competition opportunities for all.

The various sport organizations that serve athletes with disabilities need to continue to address this gap in the competition calendar if their athletes are to have optimum development.

(CS4L-LTAD. No Accidental Champion, 2nd Ed., p. 17.)

10. System Alignment and Integration

The CDSA-LTAD recognizes that physical education, school sports, recreational activities and competitive sport are interdependent. . . . [A]ligning the many components of this system for d/Deaf athletes . . . includes the development of competitions, coaching, funding, facilities and equipment, training partners, sport science, interpreting and captioning services as well as talent identification and development. . . . CDSA needs to coordinate and build relationships with NSOs to share knowledge and expertise on sport specific aspects of LTAD.

11. Continuous Improvement

Permeating CDSA-LTAD is the belief in continuous improvement . . . This concept is drawn from Japanese industrial philosophy known as Kaizen and ensures that the CDSA-LTAD model for d/Deaf athletes . . . is a continuously evolving vehicle for positive change in the sporting, recreation and physical education lives of d/Deaf, hard of hearing and late-deafened individuals.

Resources

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9 Stages of CDSA's LTAD

The framework for CS4L's LTAD is based on seven stage of athlete development including applicable chronological ages. CS4L also introduced two supplemental stages for athletes with a disability. Canadian Deaf Sports Association has adapted these nine stages for use with Deaf and hard of hearing athletes. Following is an excerpt of each stage as presented by CDSA.

CDSA notes: "ages are indicators only and an additional 2 years are added in Stage 3 and onwards due to late specialization and a frequently delayed introduction to the Deaf Sports."

[Unless otherwise indicated, wording here is CDSA's. Where applicable, updates have been made to reflect 2012 CS4L changes.]

The seven stages of Long Term Athlete Development are Active Start, FUNdamentals, Learn to Train, Train to Train, Train to Compete, Train to Win and Active for Life. The first three stages combined form the physical literacy base upon which the excellence stream (Train to Train, Train to Compete and Train to Win) and lifelong engagement in physical activity (Active for Life) are built. Athletes with a disability have two additional stages of Long Term Athlete: Awareness and First Contact. They are particularly important for individuals with an acquired disability who may not have been aware of sport and physical activity for persons with a disability.
(CS4L-LTAD 2.0)

1. Awareness (Any Age)

Definition: Sport opportunities are present for d/Deaf athletes in Canada; however, the awareness about Deaf Sports is not always well-known outside of the Deaf community. Athletes who are d/Deaf and mainstreamed at school or not fully involved in the Deaf community, may not have any knowledge of the existence of Deaf Sports.

Goal: Increase awareness of Deaf and hard of hearing role models and availability of Deaf sports opportunities across all ages and abilities. Improve presence and awareness of BC Deaf Sports Federation and its objectives.

The purpose of the Awareness stage is to inform the general public and prospective athletes with disabilities of the range of opportunities

available. To this end, sport and recreation organizations need to develop awareness plans to make their offerings and resources known.
(No Accidental Champions, 2nd Ed., p. 11)

2. First Contact/Recruitment (Any Age)

Definition: Opportunities need to be created within the Deaf community and beyond for a positive environment in which d/Deaf athletes feel welcome regardless of their backgrounds. Collaboration between Deaf Sport leaders, coaches and sport federations will go a long way. A lack of positive experiences could lead to lost opportunities not only for Deaf Sports programs, but also for individuals and their healthy lifestyles.

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

(No Accidental Champions, 2nd Ed., p. 11)

Goal: Create opportunities for Deaf and hard of hearing athletes to have a positive first experience with sport and physical literacy

Physical Literacy

According to CS4L's LTAD, the following three stages, 3, 4 and 5, together create physical literacy.

Individuals who are physically literate move with competence and confidence in a wide variety of physical activities that benefit healthy development. These individuals are able to effectively demonstrate an array of basic human movements, fundamental movement skills and fundamental sports skills across a range of physical environments. They develop the motivation and ability to understand, communicate, apply and analyze different forms of movement. This enhances their physical and psychological wellness, allowing them to pursue sport excellence based on their ability and motivation. Physical literacy is the cornerstone for both participation in physical activity and excellence in sport.

(CS4L-LTAD 2.0)

3. Active Start

Chronological Age: Female 0-5; Male 0-6

Definition: Physical activity should be a fun part of a child's daily life. Active play means young children are physically active. The healthy development of children with a disability requires participation in active play and organized physical activity.

*Learn FUNdamental movements and link them together in play.
(No Accidental Champions, 2nd Ed., p. 9.)*

Goal: To provide fun, introductory programs that are safe and accessible with age-appropriate equipment, modified as needed. No competition. To develop fundamental movement skills and emphasize daily physical activity. To foster and support inclusion in community sport.

*Organized physical activity and active play are particularly important for the healthy development of children with a disability if they are to acquire habits of lifelong activity.
(Special Report: Canadian Sport for Life for Athletes with a Disability, Dr. C. Higgs, p. 9.)*

*For the majority of d/Deaf children, there is no barrier to the development of movement skills other than communication. As such the program and the coach or instructor should strive to impart the same skills and level of mastery as for any child.
(CDSA's LTAD Model for Deaf Athletes, p. 27.)*

4. Fundamentals

Chronological Age: Female 6-8; Male 6-9

Definition:

This is a critical stage for the development of physical literacy, and it is during this time that the foundations of many advanced skills are laid down.

(Special Report: Canadian Sport for Life for Athletes with a Disability, Dr. C. Higgs, p. 9.)

Goal: Increase opportunities for Deaf and hard of hearing children to access and participate in games/sports. Improve partnerships with schools, community groups and recreational programs.

*Learn all FUNdamental movement skills and build overall motor skills.
(No Accidental Champions, 2nd Ed., p. 9.)*

5. Learn to Train

Chronological Age: Female 8-13+; Male 9-14+

Definition: At this stage, children are developmentally ready to acquire general sport skills that are at the centre of all athletic development. However, in late specialization sports, children must resist focusing on one sport only. It is important at this age to increase the child's repertoire of skills and motor abilities. Athletes in early specialization sports should focus on two sports – one major and one minor.

According to CS4L's LTAD:

[C]hildren should be converting their fundamental movement skills into fundamental sport skills. This stage is "The Golden Age of Learning" for specific sport skills. Children in the Learn to Train stage are ready to begin training according to more formalized methods. However, the emphasis should still be on general sports skills suitable to a number of activities. As well, a greater amount of time should be spent training and practicing skills than competing.

Goal: Increase opportunities for Deaf and hard of hearing children to access and participate in games/sports. Improve partnerships with schools, community groups and recreational programs.

The following three stages focus on athletic excellence.

6. Train to Train

Chronological Age: Female 13-17+; Male 14-18+

Definition: The primary focus is to consolidate and refine all basic technical skills and practical tactical knowledge in a specific sport as well as commit to a style of play. This stage also includes the introduction of game plans and development of the decision-making process.

The Train to Train stage makes or breaks the athlete. Athletes may exhibit special talent, play to win, and do their best, but they still need to allocate more time to training skills and physical capacities than competing in formal settings. To maximize their long-term potential, winning should remain a secondary emphasis.

(CS4L-LTAD 2.0)

Build aerobic base, develop speed and strength, further develop and consolidate sport-specific skills. (No Accidental Champions, 2nd Ed., p. 9.)

Goal: Increase numbers of certified coaches for athletes at this level. Increase partnerships with other PSOs. Increase and encourage competition at provincial and national levels. Coordinate high school competition events where possible. Monitor and record activity throughout the province.

7. Train to Compete

Chronological Age: Female 17-24+; Male 18-25+

Definition: ...where athletes focus their training for performance at competition. The main objectives of this stage are to optimize fitness preparation, sport-specific skills and tactics, mental preparation and appropriate nutritional habits to reach optimal performance in key competitions. Training is to provide athletes with high volume workloads with competition requirement intensity. This stage is to expose athletes to national multisport games as well as international events.

At the Train to Compete stage of LTAD, this is where competition becomes "serious." Athletes enter this stage if they have chosen to specialize in one sport and excel at the highest level of competition possible.

(CS4L-LTAD 2.0)

Optimize fitness preparation and sport-, individual-, and position-specific skills as well as performance.

(No Accidental Champions, 2nd Ed., p. 9.)

Goal: Increase numbers of certified coaches for athletes at this level. Increase and encourage competition at international level.

8. Train to Win

Chronological Age: Female 21+; Male 21+

Definition: Where performance is refined for results at the highest levels of competition. The primary focus is to fully commit to the pursuit of international excellence and be able to have excellent and consistent performances.

In the Train to Win stage of LTAD, athletes with identified talent pursue high-intensity training to win international events. They are now full-time athletes. The previous LTAD stages have developed and optimized the skills, tactics, and ancillary capacities of each athlete. Athletes have now realized their full genetic potential. They must now train to maximize and maintain their competitive performance at the highest level.

At the Train to Win stage, world-class athletes with or without disabilities require world-class training methods, equipment, and facilities that meet the demands of the sport and the athlete.

(CS4L-LTAD 2.0)

Focus on podium performances.

(No Accidental Champions, 2nd Ed., p. 9.)

Goal: Identify and support Deaf and hard of hearing athletes pursuing high intensity training at national/international levels. Identify coaches/encourage training of coaches to support elite athletes.

9. Active for Life (Any Age)

Includes Competitive for Life,

Fit for Life, and becoming Sport/Activity Leaders

Definition: The main objective is to continue participation and training to stay physically healthy as well as staying involved in sports. The primary is to practice a sport for fun, possibly compete in masters competitions, or become involved in sport-related activities such as coaching, administration, officiating, etc.

Active for Life, along with physical literacy and sport excellence, is one of three key outcomes within Canadian Sport for Life in which Canadians remain active in sport and physical activity for life by developing physical literacy. In this stage, no one is pursuing Olympic or open World Championship glory. Some athletes in Competitive for Life are still involved in very high-performance competition that is not leading to the Olympics or World Cups while others are pursuing sport and physical activity for fitness and health, all for personal satisfaction.

Presently in Canada, many, if not most, participants in the Active or Life stage are not physically literate, due to the fact that the Canadian sport system does not consistently develop physical literacy for all participants. A primary goal of the Canadian Sport for Life (CS4L) movement is to improve this situation.

(CS4L-LTAD 2.0)

Giving Back: At the end of their careers, athletes with disabilities who retire from competition should be encouraged to remain involved in the sport as coaches, program volunteers, fundraisers, mentors, or officials. Through their experiences in sport and physical activity for

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athletes with disabilities, they can act as role models who provide a wealth of information, expertise and guidance to upcoming athletes.
(No Accidental Champions, 2nd Ed., p. 11.)

Smooth transition from an athlete's competitive career to a lifelong physical activity and participation in sport.
(No Accidental Champions, 2nd Ed., p. 9.)

Goal: To provide encouragement and support for competitive and recreational athletes to remain active and involved in mentoring opportunities and activities in their own age category.

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9 Foundational Pillars of Support in CDSA's LTAD

[Unless otherwise indicated, wording here is CDSA's. Where applicable, updates have been made to reflect 2012 CS4L changes.]

CDSA's LTAD designates these nine foundational pillars as "Strengths and Challenges Facing the Deaf Athlete in Canada". The pillars are equally applicable to BC Deaf Sports with strengths and challenges for each:

1. Athletes; 2. Coaches; 3. Partnerships; 4. Parents;
5. Leadership; 6. Competition; 7. Officials; 8. Facilities and Equipment; 9. Communication

With the proper coaching, services, administration, and sport and recreation programming in place, athletes with disabilities can optimize their long-term development. Optimal development means optimal success – whether that is achieving medal performances in competition or simply enjoying the rewards of regular physical activity for a lifetime.

(CS4L-LTAD)

1. Athletes

An athlete's involvement in sport, regardless of the level, is dependent on support. This is especially true for athletes with disabilities who may require special equipment, or monitoring and/or early identification.

(CS4L-LTAD)

Challenges include:

- Increasing the number of [Deaf and hard of hearing] athletes at the Training to Win and Training to Compete stages.
- Gaining recognition in the AAP Canadian Carding System for d/Deaf athletes.
- Developing a logical athlete development pathway to address issues in talent identification, skills development, proper conditioning and fitness, natural and elite performance, and communication.
- Increasing promotion of Deaf Sports in Canada including in the school system to reach d/Deaf students both in Deaf schools and mainstreamed schools.

2. Coaches

It is crucial that coaches respect LTAD principles and apply them appropriately to Deaf and hard of hearing athletes. Coaches should begin by comparing the characteristics demonstrated by an athlete to developmental statistics instead of those based on assumptions of chronological age.

Athletes with disabilities require appropriate coaching. Potential coaches need adequate support and information to fulfil their roles. Coaches and teachers working with participants should understand how best to serve them based on whatever developmental stage they are in.

(CS4L-LTAD)

The expectations of a coaching requirement for Deaf Sports are linked to the National Coaching Certification Program (NCCP) standard as governed by the Coaching Association of Canada across all levels of the Canadian sport system.

Challenges include:

- Creating tools to support d/Deaf and hearing coaches who work with d/Deaf athletes such as a NCCP specialized module for Deaf Sports.
- Recruiting and (NCCP) training of d/Deaf and hearing coaches.
- Sharing a clear d/Deaf athlete development pathway with d/Deaf and hearing coaches.
- Establishing guidance for coaches on communication tools to work with d/Deaf athletes.

3. Partnerships

NSOs [and PSOs] have knowledge and resources that do not need to be duplicated by the CDSA while providing services to the d/Deaf athletes.

CS4L promotes collaboration between the sport, recreation, education and health sectors. Innovative, creative, new and non-traditional partnerships are encouraged. Connections between these sectors must be forged at the community level as much as at the provincial or national levels.

(Becoming a Canadian Sport for Life Community 2.0, p. 3)

CS4L Community asset mapping is accomplished by creating a meaningful record of all of the physical, organizational and human assets in your community as they relate to CS4L.

Through CS4L asset mapping, you can build the capacity of your community, create a sustainable plan, and, down the road, create a CS4L Community. CS4L asset mapping will also enable you to develop partnerships . . . through building on existing relationships, or the development of new partnerships, either of which can be used to leverage resources by connecting individuals and organizations.

(Becoming a Canadian Sport for Life Community 2.0, p. 13)

Challenges include:

- Increasing partnerships/joint programming with DSOs, PSOs, and NSOs as well as with other sport, recreational and educational sectors.

4. Parents

As a parent, you have the ability to encourage your child in sport and physical activity at each stage of LTAD.

(CS4L – A Sport Parents Guide, 2007, p. 16)

Parents are key figures in encouraging and supporting their children's involvement in sports. They share their knowledge of their children's communication needs when it comes to training and/or competitions.

Challenges include:

- Increasing the level and frequency of open communication and collaboration between [BCDSF] and parents.
- Formulating an outreach strategy to inform and educate parents about supporting d/Deaf athletes, LTAD and its implementation.
- Connect with parent groups; establish parent focus groups.

5. Leadership

Leadership is not limited to guidance from coaches alone. Leaders are educators, coaches, parents, officials, volunteers, retired athletes, government officials, NSOs, DSOs and PSOs. They exist in every aspect of sport encountered by a competitive or recreational athlete across the age spectrum and their impact can be significant.

Coaches stand at the forefront of delivering programs that respect the principles and science of LTAD.

(CS4L for Coaches)

From daycares to universities, the health of the nation and the long-term success of our athletes can be promoted through sport and activity programming at every level of education.

(Canadian Sport for Life for Educators)

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Our education system plays a pivotal role, beginning with physical literacy during childhood. From our daycares and preschools to our colleges and universities, we hold the key to a vast opportunity to improve the quality of sport, physical activity and the health of our nation.

Consistent with CS4L, recreation providers play an integral role in developing physical literacy in children and youth, as well as promoting lifelong physical activity for all Canadians.

(CS4L for Recreation Professionals)

The way in which your community gathers momentum is entirely dependent upon the human and financial resources at its disposal, as well as timelines.

(Becoming a Canadian Sport for Life Community 2.0, p. 15)

Challenges include:

- Identifying dedicated leaders in all areas associated with Deaf and hard of hearing athletes training and competition.
- Increasing the numbers and variety of leaders in BC
- Establishing leadership networks (local and provincial) creating opportunities for mentorship, workshops and interaction
- Sourcing and creating tools and resources for leadership—for athletes, coaches, officials, volunteers, etc.

6. Officials

Without officials, sport is not possible. All athletes, whether able-bodied or with a disability, depend on the services of officials in order to participate in the sports they love. Officials must be available and capable of guiding competitions and events. Athletes need reliable support and direction from all sport-related officials. Athletes with disabilities deserve to work with a wide range of officials whose skills and knowledge fit the athlete's level of development required competition.

(CS4L for Athletes with Disabilities)

Challenges include:

- Working with other PSOs to utilize their knowledge and sourcing of officials.
- Certifying Deaf and hard of hearing officials for availability at local/provincial events.

7. Facilities and Equipment

Access to facilities and equipment is a longstanding issue for athletes across the ability spectrum.

Access to suitable facilities helps ensure that athletes with disabilities have the opportunity to effectively engage in the physical activity of their choice. . .

Equipment is important so that athletes with disabilities have the opportunity to play, train and compete in a variety of sports at whatever level they choose. . .

To [ensure] children with congenital disabilities and older persons with acquired disabilities will have access to equipment designed for their age, size, strength, and skill – a critical consideration in making early experiences positive, and in turn increasing the likelihood that a life-long love of physical activity and sport will develop.

To help Canadian sport scientists work with athletes in the Train to Win stage, helping them to design and test innovative world-class equipment that gives athletes the edge in international competition.

(CS4L for Athletes with Disabilities)

Challenges include:

- *Ensuring widespread availability of equipment to facilitate Deaf Sports, including at sport specific competitions. Opportunities for collaboration with NSOs.*
 - *Increasing access to facilities for training and competition purposes.*
 - *Increasing opportunities for collaboration with NSOs, PSOs and sport centres.*
- (CDSA-LTAD)*

8. Communication

One of the greatest challenges for Deaf and hard of hearing recreational and competitive/elite athletes is the hurdle of communication with hearing people who do not know sign language and/or are unfamiliar with Deaf people, their culture and the varieties of communication used. Nevertheless, some positives do exist for Deaf and hard of hearing athletes participating in recreational or competitive sports, including:

Athletes who are [Deaf and hard of hearing] know how to choose different modes of communication and support each other.

Coaches with sign language skills are [more] able to meet d/Deaf athletes' needs [across] a wide spectrum.

CDSA supports coaches with tools to learn about the communication needs of d/Deaf athletes and apply their new knowledge to their coaching skills.

Interpreters are recruited to support hearing coaches, officials, and staff at Deaflympics and Pan American Games for the Deaf.

(CDSA-LTAD)

Challenges include:

- *Establishing a clear national plan to enhance the accessibility of interpreting services for all d/Deaf athletes based on their needs, with consideration of finances and process.*
- *Addressing a much needed well planned training program and events (including knowledge of interpreting services, finance, structure, and process) to resolve the issues for the lack of interpreters and/or knowledge on how to arrange for interpretation services.*
- *Creating workshops for d/Deaf athletes at later stages (Train to Compete and Train to Win) and coaches to learn effective approaches to officials regarding communication protocols at sport competitions.*

(CDSA-LTAD)

9. Competition

Competition for athletes with disabilities should be based on the long-term needs of the participants. Athletes need access to well-structured, relevant competitions with qualified ancillary personnel.

Competitions should suit the developmental stages of the athletes. Local, regional, provincial, national and international competitions are appropriate at different stages.

... Strong local, regional, provincial, national, and international organizations are needed to organize and manage appropriate competitions.

(CS4L for Athletes with Disabilities)

Challenges include:

- *Addressing a clear athlete development pathway that identifies training issues to ensure athletes are not underdeveloped and do not have unrefined skills.*

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- *Acquiring a long-term strategy to ensure the goals are established in short, medium and long-term periods to ensure a talent identification system becomes well established and athletes have a clear plan to manage their sport careers. (CDSA-LTAD)*
- Many provincial-level competitions are held for a sports focused on adult participation only. The need exists to address inclusion of young Deaf and hard of hearing athletes.
- To create a youth competition schedule and involve young athletes a annual competition streams.

Resources

For more information on CS4L-LTAD, 1st Edition, please click on the following link: <http://canadiansportforlife.ca/learn-about-canadian-sport-life/ltad-stages>

For more information on CS4L-LTAD, 2nd Edition, please click on the following link: <http://canadiansportforlife.ca/resources/cs4l-ltad-2>.

For more information on CDSA's adaptation of CS4L's LTAD, please click on the following link: <http://www.assc-cdsa.com/documents-en.html>

For more information on CS4L's "No Accidental Champions: LTAD for Athletes with a Disability", 2nd Edition, please click on the following link: <http://canadiansportforlife.ca/sites/default/files/flipbooks/noaccidental2/NoAccidentalChampions.html#/6/>

Action Plan, BC Deaf Sports Federation

<u>Item</u>	<u>Action</u>	<u>Timeline</u>
BCDSF-LTAD Implementation Plan	Amalgamate CS4L-LTAD and CDSA-LTAD to Produce BC-specific LTAD Plan.	Completed Fall 2015 (Changes ongoing based on CS4L-LTAD).
Athlete and Coach Developmental Pathways for Success	Using LTAD, create clear pathways for athletes, coaches, parents, etc., to achieve high performance (and elite) athlete status.	In progress, based on completion of BCDSF-LTAD, Fall 2015.
Youth Involvement	Open communications with parents of Deaf and hard of hearing athletes; establish events/programs to involve youth/establish as members of BCDSF; mentor young athletes with Deaf role models.	Ongoing, based on BCDSF Youth Director and Sport Access Program Coordinator.
Athlete Involvement (Recreational & Competitive) Across Age Spectrum	Increase contact/collaboration and awareness of events, clinics/opportunities for athletes at all levels/ages.	In progress, based on BCDSF Youth Director and Sport Program Coordinator
Annual Athlete Awards, Hall of Fame and Volunteer Appreciation	Ensure continuous, annual recognition of athlete, coach and volunteer achievements.	Ongoing. BCDSF's 40 th Anniversary Gala marks cornerstone; annual events to follow.

Acronyms

AAP	Athlete Assistance Program
BC	British Columbia
BCDSF	BC Deaf Sports Federation
BCDSF-LTAD	BC Deaf Sports Federation Long Term Athlete Development (Plan)
CDSA	Canadian Deaf Sports Association
CDSA-LTAD	Canadian Deaf Sports Association Long Term Athlete Development (Plan)
CS4L	Canadian Sport For Life
CS4L-LTAD	Canadian Sport For Life Long Term Athlete Development (Plan)
DSO/s	Disability Sport Organization/s
LTAD	Long Term Athlete Development (Plan)
PSO/s	Provincial Sport Organization/s
NCCP	National Coaching Certification Program
NSO/s	National Sport Organization/s