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Comments	Section		
	Title and Abstract (5%) Title to include: A concise indication of the research question/problem. Abstract to include: A concise summary of the empirical study undertaken.		
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**The Barriers Encountered by Deaf People within the
Sporting environment**

Socio-Cultural

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**THE BARRIERS ENCOUNTERED BY DEAF PEOPLE
WITHIN THE SPORTING ENVIRONMENT**

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Abstract

Within the sporting environment there are many barriers a Deaf person may encounter. However, there is an inadequate amount of literature available that actually determines the specific factors that may hinder or deter Deaf participants in reaching their full sporting potential, or causing the Deaf individual to stop participating in sport altogether. A series of interviews were carried out to find out whether barriers are encountered by Deaf people when participating in the sporting environment. This also enabled the study to discover the extent to what provisions are available for Deaf individuals in terms of Physical Education and Deaf sports opportunities. The key findings were that Deaf participants who attended mainstream schools were more likely to excel in sport performance as they were participating with hearing children in physical education lessons, whereas children who attended schools for the Deaf concentrated on the social aspect as they were able to communicate far better with one another. This also relates to the evidence that shows sport providers in mainstream schools and facilities, such as leisure centres, are ill equipped to deal with Deaf sport participants needs. Furthermore, the results highlighted the increasing social aspect that sport brings to the Deaf community and the specific barriers that have been found present in both primary and secondary research.

CHAPTER I: INTRODUCTION

1.0 Introduction

The purpose of this piece of writing attempts to highlight the potential barriers Deaf people may face when participating in the sporting environment. The subject in question has been chosen as I have a keen interest in the coaching and education of Deaf people particularly in terms of physical activity and exercise. The topic that will be closely looked at is how sport is taught to Deaf people. This will be completed by starting from the experiences Deaf people may face at school and how this may progress to club or elite level sport. It will also take a further look into the feelings and experiences that Deaf individuals have faced. This will be completed by a series of Deaf individuals taking part in a short questionnaire with three of these participants taking part in a further interview scenario. These questionnaires will be carried out by participants ranging from recreational to elite level sport with the interviews being based on a comparative analysis of the educational environment that the Deaf person was taught at.

1.1 The Deaf Community

Within the Deaf community there is seen to be two types of Deaf people. 'Deaf' with a capitalised D is seen to be a Deaf person who is completely Deaf and does not rely on any type of hearing device to help them, these types of people within the Deaf community solely rely on the use of British Sign Language (BSL) to communicate with one another, it is capitalised, the same as a nationality, meaning that it helps create an identity for Deaf individuals (Bourk, 2007). On the other hand 'deaf' without the capitalised d refers to a person who is hard of hearing and who usually relies on a device such as a hearing aid to help them (Mole, et al, 2005). This piece of writing will be concentrating on the Deaf people who are completely Deaf and use British Sign Language as their first language. There is also reference to another type of Sign language that will appear in this paper and that is American Sign Language (ASL). The literature in this paper relates to the world wide Deaf community as a whole.

1.2 The Pathways of Deaf Education

Within Deaf education there are two pathways in which a Deaf child can be educated. Firstly, there are mainstream schools which usually change their learning techniques to adapt to teaching a Deaf child, this may be through the form of a special unit which accommodates Deaf children who are willing to learn British Sign Language. This type of unit would obviously have specialised staff who are able to communicate through the use of Sign Language but would usually be hearing as well, for example British Sign Language users trained to an interpreter standard, may choose to be involved in this line of work. Several considerations are made when providing support in mainstream schools. This may include; teaching styles, the pupil's age, the learning environment and the type of communication which is provided (Farrell, 2012). Secondly, there are schools specifically designed only for pupils who are Deaf or hard of hearing. This type of school would usually have Deaf teachers teaching Deaf children and communicating only through the use of British Sign Language. This discussion will aim to gain as much relevant information into what life for a Deaf person is like at the different types of schools and how this has been used to both understand physical activity and exercise and participation within a particular sport for a Deaf person.

1.3 Research

This was achieved by conducting various methods of research such as questionnaires and one to one interviews with Deaf people who have attended either a mainstream school or a school designed for the needs of Deaf pupils. The three British Sign Language using Deaf people who were interviewed have played various levels of sport with each of them participating at either recreational club or international level. Sarah Lawrence, a Deaf Golfer has represented the Wales Deaf Golf team and has held membership in many of the top golf clubs in Wales such as the Vale Resort. Sarah attended a mainstream school in her local town of Caerphilly,

which was home to a specialised unit for Deaf pupils. The second Deaf person I aim to interview is Sharon Thomas. Sharon is a Deaf netball player who has represented her school and local Deaf netball team. Sharon also attended a mainstream school. The third and final person interviewed was Jayne Pearce, who is a recreational sportsperson who attended a specialist school for the Deaf. During the interview process, it was vital to gain an insight into how each participant, initially got involved within sport and if the school that they attended had a positive or negative effect upon this. From understanding how Deaf pupils begun their sporting career, it helps to shed some light on what barriers were involved participating in sport and how they were overcome.

1.4 Structure

The layout of this piece of writing will begin with a literature review in which the relevant literature is critiqued. The obtained literature will allow me to identify the knowledge that has been gained but also find gaps for my research questions to fill. Following shortly after the literature review will be a discussion of the aims and methodologies which are being used to conduct the research. This section helps to give a better review of primary and secondary data collection, with an insight into the methods of analysis. From the available information that is gained from the interviews and questionnaires that have been undertaken, the formation of the next section is put together. This section, the results section, is based on primary research and helps give a strong account of what barriers a Deaf person has faced within their life in the sporting environment. As the writing draws to a conclusion there is one more section that discusses the findings in context of the literature review. This helps stem into the conclusive paragraph that summarises and binds the key findings together to form an overall view point into the barriers Deaf participants may have faced when participating in the sporting environment.

1.5 Aims and Objectives

The aim of this study was to explore the factors that contribute to the barriers that a Deaf participant may face within the sporting environment.

Generally speaking, Deaf sport participants will have no other physical barrier when participating in sport. All that is needed is the right communication tools and skills for Deaf individuals to participate like anyone else (NDCS, 2014). Therefore, the study aims to understand what sport means to the Deaf community and to begin to explore what factors influence and deter Deaf individuals to participate in sport.

CHAPTER II : LITERATURE REVIEW

2.0 Literature Review

Before undertaking my research, it was vital to gain knowledge of previous literature regarding the topic area. It was important to know what barriers Deaf people had faced and to establish how these were overcome. The Disability Discrimination Act (1995) and The Individuals with Disabilities Education Act (2004) were both key factors as schools and sports teams should be obeying the laws concerning children and adults with a disability, such as Deafness and should be providing the best learning opportunities for all people through the correct procedures that the government has established. As the study itself aimed to look at the barriers Deaf people face within the sporting environment, discovering the extent to which Deaf children were included within physical education in school is crucial. The topic of inclusion and exclusion is also very important and helps provide us with the knowledge to what degree Deaf children are being involved within school P.E lessons and other forms of physical activity. Finally, education is seen as the beginning of a series of barriers a Deaf sport participant may face within the sporting environment, this research aims to uncover the different barriers in terms of school P.E lessons, Deaf sporting opportunities and beyond.

2.1 Education for Deaf Students

Deaf children have been included in mainstream schools for a long time, only in the last twenty years has there been a major movement of Deaf pupils moving away from special schools to mainstream schools (Watson, et al, 1999). According to a survey conducted by the United States Office of Special Education Programs in 2004, of all children aged 6-21 with loss of hearing or complete Deafness, 85% of them attended regular public schools for all or possibly part of the day (Marschark, 2007). A study in 2002 regarding the perceptions of Deaf children attending a mainstream school highlighted that most of the participants talked about friendship being a key part of school life. The only problem was that communication issues are rife between Deaf and hearing individuals, meaning Deaf pupils prefer to have Deaf friends for this reason in particular (Jarvis, 2007). In England there are 35,000 Deaf

children with 85% of them attending mainstream schools, Deaf children are under-achieving and are 43% less likely to obtain 5 GCSE's (NDCS, 2010).

There are still schools specifically designed to help the needs of Deaf pupils. Residential schools or schools for the Deaf, are at the heart of the Deaf community. They are places where friendships are formed, language and culture are learned and where teaching can occur directly without the need of interpreters (Marschark, 2007). This type of residential school consists of staff who are usually Deaf themselves and who have either been taught at that particular school or at another school for Deaf pupils (Padden & Humphries, 1988). Deaf children who attend residential schools for the Deaf may benefit from some positive attributes for instance they might be expected to show more linguistic, cognitive and social advantages than their peers in mainstream education (Marschark, 1997).

“In the dormitories [of residential schools], away from the structured control of the classroom, deaf children are introduced to the social life of Deaf people. In the informal dormitory environment children learn not only sign language but the content of the culture, in this way, the schools become hubs of the communities that surround them, preserving for the next generation the culture of earlier generations.”
(Padden & Humphries, 1988, p6)

As mentioned previously, there are various advantages of a Deaf child attending a residential school for the Deaf, at the same time, however, there may also be negative effects of residential schools which may include the restraining effects on social-emotional development and the standard of quality in regards to the curriculum being taught (Johnson, Liddel and Erting, 1989; Vernon & Andrews, 1990). It is seen as that the more severe a student's hearing loss, the greater chance that they will attend a residential school and not be mainstreamed. The less severe a student's hearing loss would mean that they would be more likely to attend mainstream education and would be urged to communicate through speech rather than sign language. Studies have also found that white students with hearing parents would likely be sent to a mainstream school (Ramsey, 1997). In recent times there

has been a push for full inclusion for all Deaf students, this has led to many Deaf children turning away from residential schools for the Deaf and attending mainstream schools (Jankowski, 1997). Preceding the 1960's, nearly 80% of Deaf children attended residential schools for the Deaf; in comparison currently only 30% attend residential schools (Lane, Hoffmeister and Bahan, 1996).

2.2 Physical Education in Schools for Deaf Students

As recognised by Bailey, (2005), sport signifies a “range of activities, processes, social relationships and presumed physical, psychological and sociological outcomes” (p72). Physical Education is seen as partially different as it is linked to the development and learning of skills and understanding, required through the development of physical competence, physical activity and overall confidence (Bailey, 2005- Department of Education, 2011). One of the main aims of physical education within schools is to teach children the essential motor skills that are needed throughout a person's life for instance this could include running, skipping and jumping (Stewart & Ellis, 1999). Physical educators within school have the important role of introducing Deaf children to sport (Winnick, 2011). Physical education of a high standard gives students the knowledge and skills needed to create and maintain an active lifestyle (Lee, et al., 2007).

“Often, Physical Education classes are the only physical activity that many children receive throughout the day, and without them, an even greater number of children, including those who are deaf would be prone to aspects of a sedentary lifestyle” (Stewart & Ellis, 1999, p315)

Deaf sport is not only seen as a celebration among Deaf people; it is also a microcosm of the larger Deaf community (Stewart, 1991). Schools should enthusiastically try to promote sports for Deaf children due to the noticeable place of sport in the Deaf community (Stewart & Ellis, 2005). This means schools should not view Physical Education just as a time out from the classroom, but should view it as

an important part of the entire curriculum (Stewart & Ellis, 1999). Lieberman & Best (2013) believe that Deaf children should be taught in their native language to gain the most from physical education. Schools for Deaf students are in a very good position to capture the heart of Deaf sport and the value orientations of the entire Deaf community (Stewart, 1991).

2.3 Deaf Sport

Deaf sport provides an environment where competition relies exclusively on athletic prowess as communication equality has been attained (Columna & Lieberman, 2007). Creating a sense of community with a support network and solid group identity, as exists in Deaf sport, is probably the most effective way to increase self-esteem and confidence (Hopper, 2012). Sport can be considered a means for interaction and understanding for a Deaf participant, it gives Deaf people a social identification that cannot be achieved through other ways of socio-cultural practises (Arsic, et al, 2012).

“Deaf sport promotes social and communicative enrichment among individuals who function in a hearing society that imposes social isolation, low self-image, and a sense of being ostracized for being ‘different’.”

(Columna & Lieberman, 2011, p12; Stewart, 1991)

Deaf sport helps Deaf people exercise their right to self-determination, through organization, competition and socialization (Stewart, 1991). This may result in a chance of progression to play at a high standard of sport. UK Deaf Sport have outlined a vision for Deaf sport “more Deaf people participating and reaching their full potential in sport”. There is need for more attention towards Deaf sport to attract more Deaf people to participate in sport (DSQ).

2.4 Benefits of participation in sport

There are many benefits to sport for all ages of the Deaf community. Natural benefits regarding sport are seen as regular exercise, a greater sense of self-confidence and the chance to interact and communicate with other members of the Deaf community (Medwid & Weston, 1995) this relates to Stewart, et al, (1988) in which a conclusion was made that Deaf people preferred participating alongside other Deaf members rather than hearing individuals, their reasons for this included social benefits, chances to increase fitness levels, equity amongst all participants and an overall higher degree of enjoyment.

Being involved within sporting activities has a prominent place in terms of the Deaf community, participants will not only feel the benefits in a physical sense but will also gain beneficial attributes in other personal dimensions (Stewart, 1991). For many Deaf individuals, participation in a specific Deaf sport or joining a sports club is a major means of socialization (Stewart & Ellis, 2005).

2.5 Integration/Inclusion and Exclusion for the Deaf Sports Person

Bailey, (2005) stated that a sense of belonging, increased group cohesion and being valued are all directly related to inclusion. This is similar to the ideas of (Craft 1996, p57; Winnick, 2011, p26) where it states that inclusion is based on a set of attitudes that when brought together should provide a welcoming attitude to all members of society no matter what their race, gender or disability is. Disabled or impaired people are unquestionably the biggest population at danger of experiencing exclusion in everyday life, compared to their able-bodied counter parts (Dyuan, 2007; Lieberman, 2007). Bee and Boyd (2006) stated that understanding these issues of inclusion within society for those with disabilities can be seen as a difficult issue which according to Cameron and Murphy (2007) implies that those with disabilities encounter a scale where there is no clear cut distinction between those that need specific intervention and those that do not.

“An inclusive school (or setting) is where everyone belongs, is accepted, and is supported by his or her peers and other members of the community in the course of having their education needs met” (Stainback & Stainback, 1990, p3)

There is believed to be at least 10% of people considered to have a disability or impairment (DePauw & Gavron, 2005) which means it is vital to eliminate all discriminatory factors against disabled individuals (Roux & Burnett, 2010). The social struggles over the rights of Deaf people expose the contradictory processes of inclusion and exclusion that frequently attend disability and impairment (Turner, 2006). Team sports involving hearing people often include interactive communication during play that may work against the inclusion of a Deaf teammate (Stewart, 1991). The game of golf serves as a good example in which Deaf participants will play with hearing members. Evidence provided by the British Deaf Golf Association, indicated that Deaf golfers of a higher skill level, joined Golf clubs on an individual basis and competed against hearing members. Although these players improved their handicaps as they were playing at a higher level, the social rewards were somewhat diminished as the Deaf individuals encountered problems communicating and socialising with their hearing partners (Atherton, 2007). Atherton also highlighted that Deaf golfers who played with other Deaf individuals did not develop their golf skills to the same extent as Deaf golfers playing with hearing participants. It was believed that their sporting skills would not be as high but the social aspect and the sense of integration would be far superior.

2.6 The Deaflympics

The Deaflympics has been staged every four years since 1924 and is the second longest running multi-sports event in the world after the Olympics (Li, et al, 2012). There are now 104 national Deaf sport federations that are members of the International Committee of Sports for the Deaf (IDCS, 2014). To be able to compete in the Deaflympics the athletes must have a minimum hearing loss of 55db in their better ear. No hearing aids are allowed to be used and instead of a starting whistle or gun, visual aids are used (Deaf Sports, 2013). Deaf people possess no physical

signs of mental disability that prevents them from participating with their hearing peers. They compete in their own competitions because "social processes found in Deaf sport are designed specifically to satisfy the physical, psychological, and social needs of deaf individuals" (Stewart, 1991, p. 111).

"the only difference between the Olympics and the Deaflympics is that one is governed by hearing people and the other by Deaf people: however, one thing can be said about the autonomy of Deaf sport: A Deaf person can conceivably be involved in the Olympics at a high executive administrative level, but a hearing person cannot be involved in the governing of the Deaflympics"

(Deaflympics, 2005)

There have been several events in the history of the Deaflympics that have had a major impact on the Games and movement. The first was recognition by the International Olympic Committee (IOC) (Eichmann, 2001). Deaf people were also seen by the majority of society as a group who did not measure up to traditional standards and their sign language was not classed as a legitimate language (Moore, 2001, Stewart, 1991). The 1970's saw a rights movement amongst Deaf people to change the education of Deaf children and for sign language to become a recognised language, this would create greater accessibility to society for Deaf people (Jankowski, 1997). Another problem that has arisen is that although there is a large number of national Deaf sport organisations, grassroots Deaf sport may be struggling "these numbers speak clearly to the popularity of the world of Deaf sport at the international level, there is increasing evidence that Deaf sport at the grassroots level is not faring as well" (Stewart & Ammons, 2001, p. 45).

Another issue that has caused controversy is the ongoing debate to whether Deaf athletes should compete under the Paralympic umbrella. For now though, the Deaflympics and the Deaf community as a whole continue to reap further benefits of young competitors becoming members of a Deaf community and contributing to the growing of effective leadership (Stewart, 1991).

2.7 Barriers

Based on the previous literature it is evident that sports participation for a disabled individual is more important than it is for able-bodied persons. However, as highlighted throughout various forms of literature a disabled individual seems to be more prone to complications and potential barriers when it comes to sport participation and competition (French and Hainsworth, 2001; Rimmer, et al, 2004; Buffart, et al, 2009). Generally Deaf athletes will have no other physical barrier to participation, a barrier that affects Deaf participants is that of communication (NDCS). Within the Deaf community another barrier to participation in sports is the simple lack of awareness (Stewart, 2005). The increasing awareness and understanding of what it means to be deaf, must spread further than the old-fashioned “first-wave of identity politics” (Davis, 2002). In an investigative study by French and Hainsworth, (2001) obstacles to participation also known as barriers consisted of environmental, physiological, psychological, sociological, and accessibility factors, lack of opportunities and role models. These barriers directly link with the inclusion or exclusion of a disabled person within the sporting environment (Cavaliere and Watkinson, 2010). Similarly, The English Federation of Disability Sport (EFDS) conducted a focus group research that identified numerous barriers which could be categorised into three main areas:

- Physical barriers- adaptations or changes needed to support participation are not offered or have not been applied
- Logistical barriers- adaptations have been made but have not been executed effectively
- Psychological barriers- attitudes, opinions and perceptions preventing participation in sport

The research made it visible that the psychological barriers are the most significant. It impacts on both disabled people’s personal impression of sport, and non-disabled

people's attitudes towards disabled people's ability to play sport (EFDS). This also relates to a study concerning sport participation amongst disabled individuals within England which was carried out by Finch, et al. (2000) highlighted a number of reasons that prevented disabled people or people with an impairment to participate in sport. These were identified as follows:

- Lack of money (37%)
- I am limited by my health condition (37%)
- Local facilities are not suitable (37%)
- No local sports facilities in close environment (34%)
- Difficult transportation to sports facilities (32%)
- Local clubs have no understanding for my disability (32%)
- I do not want to go by myself (25%)

“Gaining a better understanding of the Deaf person might be gained through a discussion of the environmental powers that substitute the inclusion of Deaf individuals into the Deaf community” (Stewart, 1991, p45). This is also linked to the beliefs that physical and attitudinal barriers initially limited athletes with disabilities from meaningful participation in sport. Despite much progress and greater opportunities today for athletes with disabilities, economic psychological and sociological barriers still remain (DePauw & Gavron, 2005).

Deaf people are widely perceived as being disabled and consequently socially disadvantaged, particularly those who rely on sign language for communication (Atherton, 2007). However, this is not the case, Deaf sport facilitates a social identification among Deaf people that is not easily obtained in other socio-cultural contexts (Columna & Lieberman, 2011). Another barrier that faces Deaf athletes is the lack of funding regarding Deaf sports. Craig Cowley, the chair of the governing body of deaf sport within the UK criticised the government for a “lack of support and recognition”, stating that funding priorities have been focused on the Olympics and Paralympics (Carter, 2009). Other barriers could include actual speech concerns in a Deaf person communicating with a hearing person, Schmidt (1985) specified that language delay related with hearing impairment has an adverse impact on a

student's success in physical education. One potential effect of language delay for the Deaf children and youth may be a low self-concept, which can lead to underachievement (Hopper, 1988).

2.8 Current Research Issue

Based on this review there is a need to conduct an investigation into finding any barriers that a Deaf person has faced when participating in the sporting environment and how these barriers were overcome. The issues regarding participation of Deaf individuals, which has previously been discussed, will support this study and would help gain further knowledge of the subject area. Previous research has only looked at specific barriers and have not chosen to highlight an in-depth view into various issues. For instance, the qualitative research would help gain an insight into the correlation between sporting success and what type of educational environment the Deaf person attended. Research regarding disabled individuals, is seen to be relatively limited. This means that the study will be detailed in terms of inclusion for a disabled person within the sporting environment and will help to profile disability sport (Shihui, et al, 2007).

2.9 Summary

From examining previous research it can be seen that there are many different factors concerning the barriers that a Deaf person may face within the sporting environment. Most qualitative studies seem to relate to each other and draw up conclusions which are very similar. The issues which have been found seem to show common responses. Primarily, the psychological barriers related to factors such as other people's attitudes and opinions play a major role in participation. Physical barriers are also key aims which are seen to be dominant barriers within the participation of Deaf athletes within the sporting environment. Including a disabled person in physical education is essential in terms of meeting the statutory curriculum of physical education (Welsh Assembly Government, 2008). The first concern of many mainstream teachers when expecting their first Deaf child in the classroom is how they and the other pupils in the class will communicate with the Deaf child (Watson, et al, 2013). From reviewing the literature, there are many possible barriers

a Deaf athlete may have faced throughout their sporting life. However, sport for Deaf people is slowly becoming more accessible and Deaf sport is propelling the Deaf community forward (Stewart, 1991).

2.10 Research Questions

From previous analysis and research of related studies, a clear structure for this study can take place. Four research questions were created to help the aim of the study:

1. Is there a correlation between sporting success and the type of educational environment a Deaf person attended?
2. Are physical education providers (e.g. teachers, leisure centre staff and coaches) properly trained to deal with a Deaf individual?
3. Does the social and cultural value of Deaf sport play the most significant role in a Deaf individual participating in a sport?
4. Is there common factors that Deaf participants may face in the sporting environment regarding particular barriers which may affect participation?

It is understood that each of the factors above: educational environment, P.E providers, social and cultural value play an important role in determining the various factors that may attribute to a Deaf person potentially facing barriers.

CHAPTER III : METHODOLOGY

3.0 Methodology

The overall aim of this study was to determine the barriers Deaf participants may or may not encounter within the sporting environment. The study was primarily concerned with the factors of education, sporting opportunities, inclusion and resources concerning Deaf sport. The educational environment that a deaf participant attended was seen to be highest prioritised aim to uncover, in terms of research. Initially a questionnaire was formed and handed out at a major Deaf sporting event to a series of Deaf sportspeople (refer to appendix A). Prior to this questionnaire being handed out, a pilot study was formed in which the questionnaire was given to two Deaf individuals. The pilot study informed me that the questions had to be more open, this led to the majority of questions changing from 'yes or 'no' answers to that of a more open kind. Unfortunately, out of the 30 questionnaires handed out at the sporting event, only 11 were completed and returned. As a result of this, the data collection and data analysis was immediately changed. This meant that the use of semi-structured interviews would be the data instrument of choice, a pilot interview was also conducted to give an idea of what questions were proven to be useful and what questions could be amended to provide the greatest information (see appendix B). Further to completing the pilot interview, the interview guide was slightly changed to allow the interviewee more freedom when being questioned regarding their specific experiences (refer to appendix C). However, the use of questionnaires were useful in gathering information regarding the topic and also helped form a range of questions for the interview process. The research method had now moved from that of mixed method study using both quantitative and qualitative methods to that of just a qualitative study. Gratton and Jones (2004) described quantitative research as empirical research which takes the use of numbers into account, whereas qualitative research is non-numerical based and concerns the analysis of various themes being described from the data collected. Qualitative research is understanding how people interpret various experiences and how their worlds are constructed, it also gives people the chance to understand what meaning is specified to each experience (Merriam, 2009).

3.1 Participants

For this study Criterion-based sampling was used. Criterion-based sampling allows the participants to be chosen because they have a particular feature, characteristic or have encountered an experience which is specifically related to the research question (Sparkes & Smith, 2014). 3 (3=Female) Deaf participants were chosen to take part in the study. Female (A) was educated in a school for the Deaf. Whereas female (B) and (C) were educated at a mainstream school. Within the mainstream school environment interviewee (B) and (C) were educated in a specialised unit which dealt with the needs of Deaf and hard of hearing children. Interviewee (A) actually started her educational life at a mainstream school but was then later transferred to a school for the Deaf. Overall, the interviewee attended 3 different schools, which included one mainstream school and 2 schools for Deaf children. Each of the participants have competed at various levels of sport with female (A) only participating at a recreational level, female (B) participating at club level and Female (C) playing at a national level. The participant's age range was between 40 and 53 which meant that a comprehensive outlook was able to be achieved as each interviewee would have attended school at relatively the same time. This enabled the research to form a comparative study between each participant into what barriers may have been faced through each pathway in terms of the educational environment, sporting opportunities and the overall inclusion of a Deaf participant in the sporting environment. During the Interview process, an interpreter was needed as each interview was completed through the use of British Sign Language. Initially, the project was to be aimed at two elite Deaf participants but due to unforeseen circumstances one of the participants was unable to be interviewed. This resulted in a change to the participants involved, but overall a positive effect was created as a comparative analysis was able to be made between each of the three participants involved.

3.2 Instruments

The most purposeful method of attaining the greatest results would be through the

use of semi-structured interviews. During semi-structured interviewing the interviewer is able to talk to the interviewee to find out about what they have experienced and what they actually think and feel about what they are interested in (Fylan, 2005). The initial pilot interview was a structured process, where each question was tailored towards the interviewee's sport and lifestyle. When forming the actual interview schedule it was important to make the questions more open and to grant the interviewee a much greater range of possible answers rather than structuring the questions. The interview schedule was split into four categories which included (i) General information; age, gender, sporting/ activity level and educational environment (ii) Experience within the sporting environment; in school, extra-curricular and any other level of sport (iii) Attitude/emotions; towards P.E in school, opportunities for Deaf participants e.g. Deaf clubs, classes available (iv) Barriers; in terms of training of staff, deaf friendly environment and availability of classes/ clubs for Deaf participants. Each of these factors contained a series of open and closed questions. The closed questions were answered by a simple 'yes' or 'no' answer (e.g. Would you attend a class at your local leisure centre?). Secondly, an open question would be used to probe the interviewee into elaborating on past experiences or attitudes towards a particular subject (e.g. why did/didn't you enjoy school physical education lessons?). An open ended question does not provide the interviewee with any options, they are valuable for gaining information for explanatory research (Reid & Bojanic, 2005).

3.3 Procedure

All interviews, lasting between 15 and 20 minutes were recorded and transcribed by the primary researcher. During the interview process it was vital to have an interpreter present, this enabled greater communication between the interviewer and interviewee, which allowed the capabilities of follow on questions. This also helped to gain an insight into the feelings and emotions of the Deaf individuals. Without an interpreter the interviews may not have flowed as well as they did and there may have been a potential barrier to communication between the primary researcher and the participants. From the initial pilot study it was made clear that changes were

needed in the interview schedule, e.g., the questions were needed to become more open to allow the opportunity for greater freedom when the interviewee answers. Also initially the pilot study only lasted approximately 10 minutes; therefore an aim of the actual interview was to increase the overall time the interview lasted, which would provide the research with greater evidence.

3.4 Data Analysis

The qualitative data from the transcribed text (see appendix G) was analysed for discussion and analysis (refer to appendix H). The qualitative data analysis has four major phases; noticing, collecting, thinking and writing (Seidel, 1998; Weidman & Jacob, 2011). This also relates to the main emphasis of two key components related to qualitative data analysis, namely segmenting the data into parts and then reassembling each part into a clear whole (Boeije, 2010) This was achieved by finding common outcomes in each interview and finding a clear relationship that could be reassembled into theoretical research. In this research piece, this was achieved through content analysis. Content analysis is a tool used for research which concerns the occurrence of certain concepts in various texts (Klenke, 2008). The common themes that were identified, meant similar themes could be found, this left a process that could be carried out continually until it reached an end. This process can be helped by the use of a thematic framework (Biddle, et al, 2001). It was also decided to colour code each theme as this would help to identify the key themes with much more ease and for a cross-analysis to take place (Gratton & Jones, 2004).

3.5 Ethical Concerns

A central figure of research ethics is that participants should be fully informed about a research project before taking part. This principle is known as informed consent (Paul, 2010). This meant that before taking part in the interview, every participant was asked to read a statement regarding the project and to sign a consent form (see

appendix E). The short statement summarised the focus of the study, the procedure and the fact that all interviews would only be available to the primary researcher and staff from the university. Ethical issues within this study are very important (refer to appendix F) as the participants involved are all disabled, therefore the ethical issues involved were vital as this determined the trustworthiness and credibility of the research (Thomas, et al, 1996).

CHAPTER IV : DISCUSSION

4.0 Discussion of Results

During the interview process there were many issues uncovered in terms of what barriers a Deaf sports participant may have faced throughout their sporting careers. Sport within the school environment and the way sport and physical education was provided were seen as recurring themes. Additional to this, the social aspect of Deaf sport and the experiences of barriers within the sporting environment were also identified as key factors that were present in each interview.

4.1 Experience of school sport

School sport can be seen as the starting block to whether a child will be influenced to participate in sport. It is a key factor in the life of a sports person and the type of educational facility that a Deaf child attended may have played a vital role in whether the child decided to participate in sport. Interviewee (A) stated that she felt that the first school she attended, which was a mainstream school, was not beneficial for her Deafness. This resulted in the move to a school specifically for the Deaf where she “liked school P.E lessons” and “was encouraged all the way through”. Interviewee (B) and (C) both attended mainstream schools. Within these mainstream schools a ‘PHU’ or a ‘Deaf unit’ was present, both participants stated that they enjoyed P.E as it was “visual” and that “P.E teachers did make quite an effort and one to one they were fine” however it was said that “aspects of it were Deaf friendly, as it is a visual subject, but not all of it was Deaf friendly”. During the interview, participants were asked to describe to what extent they felt that they were included in their P.E lessons, Interviewee (A) said that she “was included in P.E lessons” whereas, Interviewee (B) and (C) spoke about particular similarities highlighting that they were “always asked to join in P.E lessons but was never picked for the teams” and “the lessons and PE and things I was involved in sport yes but for teams or representing the school and things I was never chosen”. The both Interviewees that attended the mainstream school spoke of how they blamed their Deafness rather than their performance level for not being included in team activities after school, Interviewee stated that “I was never picked for the teams and things which I think was because of my deafness rather than my performance level”. Interviewee (C) spoke of how she expected to be behind or below everyone else seeing as she was a Deaf individual.

(Bahl, 1994) stated that there is a climate of prejudice regarding Deaf children and that this will often result in under-achievement.

4.2 Sport and P.E Providers for Deaf Participants

The Disability Discrimination Act highlights the specific changes that were needed to be made to both school and leisure facilities to enable disabled participants to gain equal opportunities when taking part in sport. In a survey conducted by the EFDS in 1999, it was made clear that the majority of children in mainstream schools were taking part in a particular sport, however, it also showed that young disabled individuals were being excluded from some sporting activities. Furthermore, to all of this change regarding legislation and policy there is still only a small amount of disabled individuals that take part in sport compared to those without a disability or impairment (EFDS, 2005). Something that was retrieved from the data collection was the fact that interviewees that attended mainstream schools felt that sport providers in school and outside of school were ill-prepared when dealing with a Deaf individual and that Deaf awareness classes would be highly beneficial for staff at leisure centres and school; "Oh yes definitely it would be a big, big help and obviously it would be beneficial to them because they would be getting more customers". Interviewee (A) who attended a school for the Deaf also agreed that a Deaf friendly attitude was lacking at leisure centres and sport facilities and said that "they don't really give a deaf friendly attitude". In terms of opportunities available such as Deaf sports clubs and teams, Interviewee (A) said that there were a range of Deaf sports teams that she knew of, however, the two other participants who were mainstream schooled stated that there were no Deaf sports teams to join when they were in school and that if you wanted to play for a team it would have been with hearing team members "there wasn't much made available it was sort of you just join a team and they were all hearing and you were normally the only deaf person". When asked about attending a class at the local leisure centre, each interviewee answered in a similar way, as each of them said that they would be more inclined to attend the class if it was specifically adapted to deal with needs of Deaf participants. Although, Interviewee (C) used to attend the gym with Deaf friends and she believed that it

could still have been adapted better to suit her needs. Many Deaf individuals do continue to actively participate in integrated sports with limited support. There is an urgent need for more attention to be paid towards Deaf sport to attract more participants (Wanderi, et al, 2009).

4.3 Social Aspect of Deaf Sport

Deaf sport tends to differ from that of mainstream sport, in the sense that Deaf club members travel for the games, not just for the games themselves but for the opportunity to network and socialise with a multitude of Deaf individuals on a local, regional and even a national basis (Ladd, 2003). This is shown in the interviews, as each interviewee believes that Deaf sport is a major social platform for the Deaf community for example Interviewee (C) states that “generally in the community the grass roots football it’s more social they see sport as a social activity its very few deaf who can actually fit in at elite level”. However interviewee’s (B) and (C) both mention the fact that Deaf sport in Wales is believed to be more concentrated towards the social aspect rather than the performance aspect, whereas, Deaf sport in England is seen by them to be far more performance based “in Wales there is less teams and less people, in England there is a lot more, so I think in England it might be more based on performance, in Wales its more social”. For Deaf people socialising among themselves keeps them in touch with what is going on in the Deaf community and also provides the means to much needed emotional support, socialising may happen at Deaf sport clubs and community events (Stewart, et al, 2007). (Fernandes & Noretzky, 1989) agree with the fact that Deaf socialisation is a major factor within the Deaf community and state that children who went to schools for the Deaf will have a greater chance of meeting with other Deaf individuals and communicating only through the use of sign language. From the interviews it is seen that not only Deaf children who went to Deaf schools enjoy socialising at various clubs. Although interviewee (C) does agree that Deaf sport is a place where the social aspect is rife, both interviewee’s (B) and (C) who went to mainstream schools state that “Deaf sport is a social sort of gathering”. From the literature reviewed Stewart, et al, (1988) highlighted the point that Deaf people would prefer to play sport with other members of the Deaf community due to reasons such as social

benefits and equity amongst all participants. From the interviews, Interviewee (A) and (B) both said that they would prefer playing sport with other Deaf individuals, reasons for this included the feeling of inclusion and also being equal with one another seeing as everyone is Deaf. However, Interviewee (C) made the point that she would prefer playing her chosen sport of golf with hearing individuals as she felt that the Deaf golfers did not abide by the rules to the same extent as the hearing golfers. She believed that because the Deaf golfers who she played with started playing golf at a later age resulted in the difficulty that they were unaware of some of the rules meaning that time would be lost trying to teach them specific rules “I went to play with the deaf people and a lot of them didn’t play golf until later on in life so they really didn’t stick by these rules and I got to spend time explaining them”. Although interview (C) stated that hearing participants would be better suited to her playing needs, she still maintained that in terms of socialising rather than performance, she would rather play with other Deaf participants.

4.4 Barriers within the Sporting Environment

From past literature it has been made evident that there are specific barriers that a Deaf participant may face within the sporting environment. The English Federation of Disability Sport highlighted three main types of barriers a Disabled or impaired person may face; Physical, Logistical and Psychological. By analysing the interviews it can be seen that a theme arises from each interview in terms of physical barriers, each participant mentions the fact that communication issues have caused a major problem when wanting to participate or progress further in sport. Interviewee (B) states that “there is lots really in school, I said about the teachers, you know the communication barrier is the main thing”. When communicating with a Deaf person it is vital to sustain communication through a visual manner and to make sure the deaf person’s attention is with them when speaking. Hearing persons tend to use an aural-visual mode of communication where a Deaf person cannot do this (Adams, 1997). Logistical barriers were also mentioned in the interviews, the interviewees speak of how Deaf classes could be beneficial for their sporting needs. The topic of Deaf awareness classes for sport providers was also a very popular topic as each

interviewee believed that sport providers such as P.E teachers and leisure centre staff could be more adequately trained when dealing with a Deaf participant. Deaf awareness courses are readily available throughout Britain, for example the charity Action on hearing loss aims to provide a course which will guide staff in the right direction on how to deal with the needs of Deaf individuals “Our Deaf and Disability Awareness training course raises awareness of the barriers faced by disabled people and helps to develop an understanding of how to overcome these” (AOHL, 2014).

As mentioned in the literature review, psychological barriers are seen to be the most prolific barrier for disabled people when participating in sport. There have been a number of cognitive psychology theories examined in terms of the psychosocial standing of disabled and impaired athletes, these include; perceived ability, learned helplessness and attentional style (Sherrill, 1990). The cognitive psychology theories mentioned closely relate to the interviewee’s comments as both interviewee (B) and (C) state the fact that they always viewed their Deafness as a barrier, for example interviewee (B) spoke about the fact that she was never picked for the school teams and how she automatically blamed her Deafness for this, while interviewee (C) also says “I was quite vulnerable, I thought you know this is just the way it is for deaf people, I didn’t really think about the equality and things back then”. She also mentions that there was a Deaf school in the local area, but the preconceived idea was that pupils who attended this school were “stupid” as they communicated in sign language. Until the mid-1980’s the majority of Deaf individuals were forced to learn using oral communication rather than using their native sign language, the refusal of Deaf people to use sign language resulted in a large loss of educational opportunities (Skelton & Valentine, 2010).

Participation in sport for a disabled person is seen to provide drive, confidence, determination and commitment as one interviewee states “it did build my confidence in the sense that I knew I was good at it and I was told I was”. During the interviews a question was asked regarding the clubs and opportunities available to participate in sport for a Deaf person. The Deaf participant who attended a school for the Deaf said that she knew of a range of teams which were available for her, however, the

two other participants strongly stated that there were no teams available for them to join when they were in school, for instance interviewee (B) said that “When I was in school or just finishing school there wasn’t much made available it was sort of you just join a team and they were all hearing and you were normally the only deaf person”. According to Sport England (2002) there is not enough opportunities available for disabled or impaired individuals, in order to overcome these barriers there is an urgency for greater provision for disability sport.

CHAPTER V : CONCLUSION

5.0 Conclusion

One of the most prominent themes throughout the study was the amount of barriers faced by Deaf participants on a regular basis when participating in the sporting environment. This was identified through analysing to what extent Deaf individuals felt inclusion and exclusion in both an educational setting and outside of school, for example club level opportunities. From the interviews and relevant literature reviewed, common factors were evident in showing what barriers Deaf participants may have faced in the past and also even now when taking part in sport and physical education. Furthermore, the study highlighted that substantial evidence showed that Deaf children who attended mainstream schools were able to excel at sport due to the fact that communication between them and hearing children was very little, this meant that the performance aspect was seen to be far greater than the social side of sport. In comparison, Deaf children who attended schools for the Deaf were able to communicate far better with one another, which led to sport and physical education lessons being more social rather than performance based. The study also suggested that sport and physical education providers were not properly equipped to deal with the needs of Deaf participants and this was a major cause of logistical barriers. Therefore, more needs to be done in promoting Deaf sport at various sport facilities and making sure that all staff are suited to deal with Deaf individuals, this could be achieved through each employee attending a Deaf awareness course. A further matter that was made clear in this study was the extent that Deaf sport is based on the social aspect rather than performance. This was mentioned earlier in terms of education, but this reaches further than school. Sport for Deaf people is seen to be of great importance as it provides a vital community in which confidence is built and barriers are helped to be overcome.

Finally, Deaf sport participants have faced barriers for many years and it still remains to this day. Participation within Deaf sport is becoming far more publicised through the means of Deaf specific websites such as UK Deaf Sport and NDCS which have been used in this study. The importance of breaking down pre-conceived barriers within Deaf sport is much needed as psychological barriers remain increasingly high for Deaf individuals. With a higher influx of Deaf children now attending mainstreams

schools, this allows the chance of performance based Deaf sport to rise or even a culmination of performance and social based Deaf sport to be made. With the correct Deaf awareness training sport providers will be able to provide Deaf participants with the chance to compete freely in sport without facing such barriers which have been mentioned in this study.

5.1 Limitations of the Study

The initial limitation of the study was the barriers to communication that may have been faced between the researcher and the interviewee's. Potentially, speech may have been missed by the interpreter or misunderstood by the interviewee. Although, on this occasion the data that was retrieved was of great value and helped to guide the study, if the interpreter was not present the study would not have been able to take place. Secondly, another limitation of the study was the number of participants, a larger number of participants would have been able to provide the research with a far more in-depth study and may have helped to gain a greater understanding of the topic. The final drawback to the study would be the ages of the participants involved, as the study focused on the age group ranging between 40 and 53. Seeing as the interviewee's educational and school life ended quite some time ago, this may have led to memory attrition. Paradis (2004) believed that memory attrition was due to the lack of stimulation over a long period of time. Which directly relates to the participants, meaning the accuracy of the insight given in the research may be less critical than it would have been if the participants were of younger age.

5.2 Future Recommendations

Future research needs an aim to highlight the barriers mentioned in this study and to find possible ways of eradicating these barriers. Furthermore, physical education and sport providers should use this study to achieve the overall feel of inclusion for the Deaf sport participant. A greater awareness and knowledge is needed on how to deal with Deaf individuals and how to provide them with a worthwhile sporting opportunity. Finally, development initiatives need to be put in place to target Deaf

children to participate within sport. This initial focus of starting with children could increase the chances of Deaf children taking up a sport and participating in sport and physical activity for the remainder of their lives.

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APPENDICES

APPENDIX A

Pilot Study Questionnaire

Cardiff Metropolitan University

Barriers Deaf people face within the sporting environment

Questionnaire

Male	
Female	

1. Age _____

2. Gender: (please tick)

3. Type of School Educated at: (please tick)

Mainstream	
School for the Deaf	
Other (Please specify)	

4. Did you enjoy Physical Education in school: (please tick)

Yes	
No	

5. Please state your reason why you did or did not enjoy P.E in school

6. Who introduced you to sport: (please

Deaf friends	
Hearing friends	
School	
Sports club	
Family	
Coach	
Other	

tick)

7. Highest sporting level: (please tick

Recreational	
Club	
County	
National	

one)

8. What was your initial reason for participating in

Competition	
Fitness	
Fun	
Health	
Social Aspects	
Other (please specify)	

sport: (please tick)

9. Did you experience any barriers when

participating in sport? (please specify)

10. Please read and answer each item using the scale below: (please tick)

		Agree	Somewhat agree	Somewhat disagree	Disagree
1	Physical Education Lessons were taught in a Deaf friendly manner				
2	Physical Education lessons Could have been adapted better for Deaf participants				
3	I was included in all Physical Education lessons				
4	I felt excluded during Physical Education lessons				
5	School Staff were trained to deal with my needs as a Deaf pupil				
6	I was encouraged to participate in extra-curricular sporting activities e.g. football team				
7	Schools could be better trained when dealing with a Deaf pupil				
8	Sport was made				

	accessible for me outside of school				
9	I was encouraged to progress through sport e.g. work towards county or national standard				
10	There is a range of Deaf sport teams available to join				
11	I would attend a class at my local leisure centre				
12	I would attend a specific class for Deaf people				
13	Sport facilities offer a Deaf friendly attitude				
14	Deaf awareness classes would be beneficial to sport facility staff				
15	Deaf sport is well advertised				
17	Deaf sport is funded well				

18	There are many Deaf role models within sport				
19	I know of a Deaf person who has faced barriers when participating in sport				
20	I personally have faced barriers when participating in sport				

APPENDIX B

Pilot Interview Schedule

Dissertation Interview

Participant 1

1. What type of school were you educated at?
Mainstream? School for the Deaf?
2. Do you believe the Physical Education lessons were taught in a Deaf friendly manner?
3. Did you feel a sense of inclusion/exclusion? What emotions were felt during Physical Education lessons?
4. Were you always made to feel welcome? For example were you encouraged to participate in after school activities or join the school teams?
5. Did your school experience have an influence on your chosen sport?
6. How did you start participating in your chosen sport of golf and how were you Introduced to your Golf Club?
7. Being a golfer, did you feel that you were able to perform better as an individual player rather than participating in a team sport?
8. Were there any other Deaf participants at your Golf when you started playing or did you only participate with hearing people?
9. Did you feel that your experience at the Golf Club was different to that of school sport or your Physical Education lesson?
10. Do you prefer playing golf with other members of the Deaf community or with hearing people? Why?
11. Would you play a team sport or do you believe an individual sport is better suited to you?
12. Was there a reason why you chose to play an individual sport and was this choice affected by your previous experiences at school?
13. Do you believe that leisure centres and sports clubs act in a Deaf friendly manner and are well trained to deal with Deaf participants needs?
14. Throughout your sporting career what barriers do you feel that you have faced? And how did you overcome these?

APPENDIX C

Interview Schedule

General Questions

1. Age
2. Gender
3. What type of school were you educated at?
Mainstream? School for the Deaf?

Experiences in sport

4. Do you believe the Physical Education lessons were taught in a Deaf friendly manner?
5. What does the term inclusion in PE mean to you? Did you feel what you described as inclusion, in your actual P.E lessons?
6. Were physical education lessons adapted well for Deaf participants?
Why?
7. Were the sport providers at the school trained to deal with Deaf participants?
8. Were you encouraged to participate in extra-curricular sporting activities?
9. Were you encouraged to progress through sport? i.e. county level
10. Do you believe there was a range of Deaf teams available to join outside of school?
11. What is your chosen sport or favourite sport?
12. How did you start participating in your chosen sport? Why? Did you face any barriers or was it easily accessible?
13. Do you prefer playing sport with other members of the Deaf community or with hearing people? Why?

Attitudes/ Emotions towards sport

14. Do you think sport contributes to the inclusion of a Deaf individual?
15. Would you agree or disagree that Deaf sport concentrates more on the social aspect of sport rather than the performance aspect?
16. Did sport help to increase your confidence levels and would you say that sport/ P.E lessons were beneficial to you?

Potential Barriers

17. Would you or would you not attend a class at your local leisure centre?
18. If the class was specifically for Deaf individuals, would you be more or less inclined to attend? Or would that factor not affect the scenario?
19. Do you believe local sport facilities offer a Deaf friendly attitude towards Deaf individuals?
20. Would Deaf awareness classes be beneficial for sport facility staff?
21. Do you believe there is many Deaf role models within the Deaf sporting community? If so, do you think young Deaf sport participants would look up to these athletes over the likes of hearing role models? Why?
22. Have you faced any barriers when participating in sport? Please state, if any.
 - Did you manage to overcome them?
 - Did it affect your future participation within sport?
 - Maybe, you faced no barriers at all. Would you say this was due to the school you attended or possibly another factor?

APPENDIX D

Initial contact Letter:

Interviews

Hi,

I am an undergraduate student in the School of Sport, at Cardiff Metropolitan University. I am currently writing my dissertation titled 'the barriers encountered by Deaf people within the sporting environment' and wondered if you could help me with my research.

The research aims to discover what barriers Deaf sport participants have faced within the sporting environment ranging from school, club and national level sport. Members will be asked to participate in a short interview. The research will prove beneficial as it will give an insight into what barriers may have been faced by Deaf sport participants and how they were overcome.

Confidentiality will be upheld and your name will not appear anywhere at any time. During the research process, the information collected will be kept on file and will only be able to be viewed by the teaching staff at the University and myself. The tape of the interview will be kept in a raw data box and will only be available to staff from the university.

If you are willing to participate, would it be possible to arrange a date and time that I could meet with you and take part in the interview. The interview will consist of approximately 13 questions and will not exceed 20 minutes. It would be vital to my research for me to gain an insight into the barriers you may or may have not encountered regarding physical education and sport. An interpreter will also be available for the interview as this will help me gain even more information regarding my chosen topic.

I look forward to hearing from you.

Thanks,

Lloyd Johnson

Initial Contact Letter:

Questionnaires

To Whom It May Concern,

I am an undergraduate student in the School of Sport, at Cardiff Metropolitan University. I am currently writing my dissertation titled 'the barriers encountered by Deaf people within the sporting environment' and wondered if you could help me with my research.

The research aims to discover what barriers Deaf sport participants have faced within the sporting environment ranging from school, club and national level sport. Members will be asked to participate in a short questionnaire. The research will prove beneficial as it will give an insight into what barriers Deaf sport participants have encountered and how they were overcome.

Confidentiality will be upheld and the organisations name and participants name will not appear anywhere at any time. During the research process, the information collected will be kept on file and will only be able to be viewed by the teaching staff at the University and myself.

If the club is willing to participate, would it be possible to arrange a date and time that I could attend one of your club nights in which I can gain informed consent from your club members and hand out the questionnaires for completion. I am looking for 10-12 members who have had any experience within the sporting environment and who would be willing to take part in this short questionnaire. In addition, could you please provide me with the details of the times and dates that would be best suited to you for me to conduct my research questionnaire.

I look forward to hearing from you.

Thanks,

Lloyd Johnson.

APPENDIX E

Consent form: Questionnaire

I am a year 3 undergraduate student, in the School of Sport, at Cardiff Metropolitan University. I am writing a dissertation titled ‘the barriers encountered by Deaf people within the sporting environment’ and wondered if you could help me with my research.

The research aims to discover what barriers a Deaf athlete may have faced throughout their life within the sporting environment. You will be asked to participate in a short questionnaire. The research might prove beneficial as it should give me a valid insight into what barriers a Deaf athlete may or may not have encountered throughout various types of sport such as Physical Education in school or club activities outside of school.

Confidentiality will be upheld and your name will not appear anywhere at any time. During the research process, the information collected will be kept on file and will only be able to be viewed by the teaching staff at the University and myself. The questionnaire information will be kept in a raw data box and will only be available to staff from the university.

If you are willing to participate in my studies, then please read the slip below carefully, and sign. If you have any queries, feel free to contact me.

Thanks,

Lloyd Johnson

Email: st20005136@cardiffmet.ac.uk

.....

I have read and understood the request to be a participant in the above research. I am aware of any risks involved. I understand that participation is voluntary, and withdrawal is allowed at any time. I understand the measures that will be taken into place to uphold confidentiality. I agree to participate in the research.

Name:

Signature:

Date:

Consent form: Interviews

I am a year 3 undergraduate student, in the School of Sport, at Cardiff Metropolitan University. I am writing a dissertation titled 'the barriers encountered by Deaf people within the sporting environment' and wondered if you could help me with my research.

The research aims to discover what barriers a Deaf athlete may have faced throughout their life within the sporting environment. You will be asked to participate in a short Interview lasting around 20 minutes. The research might prove beneficial as it should give me a valid insight into what barriers a Deaf athlete may or may not have encountered throughout various types of sport such as Physical Education in school or club activities outside of school.

Confidentiality will be upheld and your name will not appear anywhere at any time. During the research process, the information collected will be kept on file and will only be able to be viewed by the teaching staff at the University and myself. The Interview information will be kept in a raw data box and will only be available to staff from the university.

If you are willing to participate in my studies, then please read the slip below carefully, and sign. If you have any queries, feel free to contact me.

Thanks,
Lloyd Johnson

Email: st20005136@cardiffmet.ac.uk

.....

I have read and understood the request to be a participant in the above research. I am aware of any risks involved. I understand that participation is voluntary, and

withdrawal is allowed at any time. I understand the measures that will be taken into place to uphold confidentiality. I agree to participate in the research.

Name:

Signature:

Email:

Date:

Telephone/Mobile

APPENDIX F

Ethics Status Letter

Date: 06/03/14

To : Lloyd Johnson

Project reference number: 13/05/184U

Your project was recommended for approval by myself as supervisor and formally approved at the Cardiff School of Sport Research Ethics Committee meeting of 29th May 2013,.

Yours sincerely

A handwritten signature in black ink that reads "Alun Hardman". The signature is written in a cursive style with a long horizontal flourish underneath.

Alun Hardman

Supervisor

APPENDIX G

Interview with Participant (A)

Present:

Jayne Pearce ("JP"), Lloyd Johnson ("LJ") and Interpreter ("CL")

LJ: Ok can I have your age please?

JP: 53

LJ: Ok, can you say what type of school you were educated at?

JP: She went to 3 schools, she went to Llandrindod Wells which she hated and she was transferred from there and there was half and half, first was Whitchurch High mainstream and the second one was a long way, Llandrindod Wells yes that was far away that was the second one deaf school and then the third one was Bath, 3 different ones.

LJ: Ah yeah, ok do you believe the PE lessons were taught in a deaf friendly manner?

JP: They weren't in Llandrindod Wells, yeah I think they were fine yeah

LJ: What does the term inclusion in PE mean to you?

JP: I liked school, I was included

LJ: So you felt you were fully included in physical education lessons

JP: Yeah I felt I was included in PE lessons.

LJ: Ok would you say your physical education lessons were adapted well for deaf participants and why was that

JP: No it was just the same the deaf were included it was all the same

LJ: At all the schools you went to would you say the sport providers, the PE teachers were properly trained to deal with deaf people

JP: Yeah they were really good they were all trained it was good

LJ: Were you encouraged to participate in extra-curricular sporting activities such as netball teams or something like that

JP: Yeah they encouraged me all the way through

LJ: Were you encouraged to progress through sport for example play club or county level or things like that

JP: Yeah they did encourage me to go further outside school

LJ: Would you say there was a lot of deaf teams available to you outside school you or your friends played for

JP: Yeah I knew they were available yeah. I went to some of the teams but not all of them

LJ: Ok what was your chosen sport or your favourite sport?

JP: Netball

LJ: So how did you start playing netball? Did you face any barriers or was it easily accessible to you?

JP: Yeah I was taught in school obviously. A bit of both really it was a little bit boring to be honest yeah so I felt there was some sort of barriers because I was deaf

LJ: What would they be?

JP: I was able to go further I was fine

LJ: Do you prefer playing sport with other members of the deaf community or with hearing people and why is that?

JP: I much prefer to be with the deaf just because it was being with my own

LJ: Ok do you think sport contributes to including a deaf individual do you think it brings deaf people together

JP: Yeah it really does it makes everyone come together it is good

LJ: That follows on to my other question. Would you agree that deaf sport concentrates more on the social aspect of sport rather than the performance aspect?

JP: I think it is more to do with the social aspect

LJ: Would say sport increased your confidence levels and would you say sport and physical education lessons were beneficial to you?

JP: Yeah it was really good for my confidence it really was

LJ: Now it's going on to potential barriers you may have faced. Would you or would you not attend a class at your local leisure centre

JP: No I would never go there

LJ: If the class was specifically for deaf individuals would you be more or less inclined to attend or would that factor not affect it

JP: No I would just never go

LJ: Why would that be?

JP: I am lazy

LJ: Would you have done it years ago

JP: Before when I was younger I would have gone

LJ: Would you say a class specifically for the deaf would be better for you

JP: Yeah it would be better for me

LJ: Why would that be would that bring the social side into it again

JP: Yeah I agree it is more to do with the social aspect

LJ: Do you believe the local sport facilities offer a deaf friendly attitude towards deaf individuals with previous experience

JP: No It's not really they don't really give a deaf friendly attitude

LJ: Saying that do you think deaf awareness classes would be beneficial for staff

JP: Yeah I think it would

LJ: Do you know of or is there many deaf role models within the deaf sporting community

JP: No I don't know anybody now

LJ: I was going to say do you think young deaf sport participants would look up to these athletes over the likes of hearing models

LJ: So obviously not

JP: Yeah we definitely need more deaf role models for the younger children

LJ: My final question have you faced any barriers when participating in sport. When you were younger did you feel...?

JP: There were lots of things I couldn't do or now even I cannot do any sports now because I didn't do it when I was younger. Jayne was away a lot anyway so we didn't know what was going on we used to ask all the questions and that you know they were pretty much all the same. Like now Jayne would prefer to be with deaf people than us I mean she's included in everything and there's so many people she gets on with but she would prefer like a friend sign and they are here all night and it's like us and talking. (Mother talking in background)

JP: Yeah that's right yeah

LJ: So you were saying you didn't overcome those barriers

JP: Yeah they stopped me from going any further with sport and enjoying sport

LJ: So it did massively affect your participation within sport

JP: Yeah yeah it did

JP: That's the end of the interview

LJ: Thank you

JP:

LJ: Thank you for the interview

Interview with Participant (B)

Present:

Sharon Thomas ("ST"), Lloyd Johnson ("LJ") and Interpreter ("CL")

LJ: Hi could you please confirm your age please?

ST: 41

LJ: Ok, what type of school you were educated at?

ST: I went to a mainstream school that had a deaf unit.

LJ: Ok do you believe PE lessons were taught in a deaf friendly manner?

ST: I feel that sometimes there were aspects of it that were deaf friendly because it is a visual subject but not all of it was deaf friendly.

LJ: What does the term inclusion in Physical Education mean to you?

ST: That I would be asked to join in I suppose.

LJ: Did you feel that you were included in your actual PE lessons while at school?

ST: Oh yeah definitely I was always asked to join in PE lessons and things like that but when it came to doing sports like netball or hockey I particularly enjoyed those but I was never picked for the teams and things which I think was because of my deafness rather than my performance level

LJ: Ok would you say you were encouraged to progress through sport for example to join a club or go to county level or things like that

ST: I played netball outside of school but only at the local leisure centre but it wasn't for much really I was at school but it was outside of school I wasn't really pushed to progress

LJ: Ok would you say there was a range of deaf teams to join outside of school would you say?

ST: When I was in school or just finishing school there wasn't much made available it was sort of you just join a team and they were all hearing and you were normally the only deaf person but now it seems a bit better it seems to be more teams out there or you are made aware of

LJ: Ok what is your chosen sport or your favourite sport?

ST: Netball

LJ: Ok so how did you start participating in the sport and what made you do that?

ST: When I was in school I played netball obviously like I said earlier but like I said I went outside of school to play netball but I didn't progress because of the lack of opportunities available.

LJ: So you would say that was a barrier or was it easily accessible for you?

ST: It was definitely, yeah definitely a barrier because I am a deaf person in a hearing world and I don't feel comfortable just going along and joining any sort now it's different to school PE lessons.

LJ: Would you say you prefer playing sport with other members of the deaf community or with hearing people and why is that?

ST: Definitely the deaf community you feel more, you always feel included you never get that feeling of isolation or being the only one or anything you're always together you're all equal.

LJ: Yeah I understand.

LJ: Ok do you think sport contributes to the inclusion of a deaf individual

ST: Yeah I think sport is a good thing to get deaf people together I think it is a social sort of gathering if you like.

LJ: Ok. Would you agree that deaf sport concentrates more on the social aspect of sport rather than the performance aspect?

ST: I think it depends where you are from really because being in Wales there is less teams and less people, in England there is a lot more so I think in England it might be more based on performance in Wales its more social I would imagine.

LJ: Would you say sport increased your confidence levels and would you say sport and physical education lessons were beneficial to you in the long run?

ST: I think it did build my confidence in the sense that I knew I was good at it and I was told I was good at it yeah.

LJ: Ok would you or would you not attend a class at your local leisure centre?

ST: It depends if I felt it would be a class where it would be very visual an example would be may be dancing where your sort of mimicking or copying the teacher may be that sort of thing and obviously you've got the music which is a barrier which I can't obviously overcome or nobody can help me overcome so a bit of both.

LJ: If the class was specifically for deaf individuals would you be more or less inclined to attend or would that factor not affect the scenario

ST: Oh definitely I would definitely go especially if there was a deaf teacher as well I think that is a big help.

LJ: Do you believe local sport facilities offer a deaf friendly attitude towards deaf individuals

ST: Do you mean like leisure centre and things?

LJ: Yeah yeah

ST: I think it depends on the individual that you meet I mean from personal experience sometimes you go to the front desk and there is someone there who will be you know how can I help you and you say I'm deaf and they'll sort of shy away from the situation because I am deaf and they don't know how to deal with it so in that sense no they definitely don't provide a deaf friendly environment or attitude

LJ: Ok would you say that deaf awareness classes would be beneficial for sport facilities or leisure centre staff?

ST: Oh yes definitely it would be a big, big help and obviously it would be beneficial to them because they would be getting more customers they would be introducing more people and deaf people would be more likely to may be buy membership.

LJ: Ok yeah do you believe there is many deaf role models within the deaf sporting community and if so do you think young deaf sport participants would look up to these athletes over the likes of hearing role models?

ST: Its funny you should say that when I was in school it sounds ridiculous I thought that may be that when I was older I would become hearing and I wasn't really introduced to any deaf adults never mind sporting role models as such so I think yeah definitely you need those role models in a child's life especially sport ones because obviously you want them to grow up and enjoy sport for the rest of their adult life as well as their childhood.

LJ: Ok final question now have you faced any barriers when participating in sport and if you have can you tell me about them.

ST: Oh gosh loads, there is lots really in school I said about the teachers may be you know the communication barrier is the main thing, other children in school.

When you leave school obviously you hear about advertising and things on the radio, the television, word of mouth and obviously being deaf you miss out on those sort of things so yeah lots of barriers and I think well I like keep saying about when I was in school I wasn't picked to do things and I think that that was because of my deafness

LJ: So you would say it did affect your participation?

ST: Yeah definitely definitely did

LJ: Would you say you overcome these barriers to participate in sport or would you always say it was always holding you down?

ST: I am quite a strong character so I did I feel I overcame some of them in the sense that I made sure I was included in PE lessons and things like that but other deaf individuals might be completely different and say that they did not have the confidence may be to put themselves forward.

LJ: Ok that's the end of the interview thank you for your time.

ST: No problem thank you very much.

Interview with Participant (C)

Present:

Sarah Lawrence ("SL"), Lloyd Johnson ("LJ") and Interpreter ("CL")

LJ: Ok hello how are you?

SL: I'm fine thank you.

LJ: Could you confirm your age please?

SL: Over 40

LJ: Ok, can you say what type of school you were educated at?

SL: In my primary school I had a PHU meant that I was with deaf children all day, every day the unit and then in secondary it was the same but we went out for particular subjects, like PE, geography, history, anything like French or Welsh means we went back to the deaf unit and we were all together and it's called a PHU, Partial Hearing Unit.

LJ: Ah yeah, ok do you believe the PE lessons were taught in a deaf friendly manner?

SL: Looking back now I realised at the time I thought yeah its fine yeah you know and like PE, because it was visual and I was involved in sport in PE lessons the

teachers to be fair they were quite good, they did make quite an effort they did have previous experience with deaf children but most of them were like partially deaf whereas I was the first fully deaf child there so for them it was like a new thing and for me it was new so we worked together and it did work out quite well, PE teachers so far one to one they were fine.

LJ: What does the term inclusion in Physical Education mean to you?

SL: Do you mean now or then

LJ: Back then

SL: When I was in school I didn't really understand what inclusion was well I was deaf and I expected that I was going to be below or behind everybody else it was just what I expected

LJ: So you didn't feel included in your PE lessons or did you?

SL: The lessons and PE and things I was involved in sport yes but for teams or representing the school and things I was never chosen

LJ: Ok would you say your physical education lessons were adapted well for deaf participants and why

SL: Well actually when I was doing my GCSE in PE I had to have background music it was part of the criteria for the assessment for the practical we had a theory project we had to do but then that was separate and I talked about golf in there but then the practical we had to have 2 things we had to do one which was based on gym and one was something to do with dancing and we had music in the background and my

teacher said how's she going to do this, so we contacted the WJEC for some advice and we had one girl in my year group who was really really good at gymnastics so she was doing her GCSE as well at the same time on her own plus she was doing it with me as well as a partner so the music she was moving and I was copying her so we matched so it was more of a synchronising but they were marking me and not her so she was sort of leading and I thought that was quite good

LJ: Would you say the sport providers at your school were trained to deal with deaf participants

SL: No definitely not that was the gap that's what's missing, they need to improve not only just PE teachers but all teachers need to be trained they thought you know children with a hearing aid they we'll have a microphone or attach some headphones to them and see if they can hear yeah but you know its passing the responsibility we've done this you know we're alright now

LJ: Were you encouraged to participate in extra-curricular sporting activities

SL: Not really I could have I think but they thought we're disabled children taxi came and picked us up at the end of day after school and timings and things but may if I had asked my mum and dad or something and may be had permission like planned for a different time may be I could've been ok

LJ: Were you encouraged to progress through sport for example play club or county level

SL: I was already a member of the Caerphilly Golf Club through my family and I based that on my PGCSE I was member of the Youth Club in Cowbridge for the Duke of Edinburgh Award

LJ: So would you say there was a range of deaf teams available to join outside school?

SL: No I didn't know of any deaf teams back then I know there was a deaf school in Penarth but the impression I had they were stupid because they could sign and couldn't speak that was what we were brainwashed in school I acquired the attitude of the hearing people then. In my school every year they organised like an outdoor pursuit thing just for deaf every year in Dolgellau and we all went there every year it was like an outdoor pursuit thing.

LJ: Ok you said you like golf earlier, is that your chosen sport or your favourite sport?

SL: It was the only sport really that I felt equal because I was representing the team the Caerphilly Ladies Team and you know I went for the Welsh Girls and things and I met other golfers and I felt the same not like I wasn't behind everyone for once else but the social aspect I was miles behind and I was left out there

LJ: So how did you start participating in the sport?

SL: Family played my brother he played a lot 30 years this week actually February half term

LJ: Did you face any barriers or was it easily accessible for you

SL: My father was a member of the club, my brother was a member and already the people knew the family in the golf club so without that I think going in as a stranger it would have been difficult but it was because they already knew my family they knew

me briefly so it did help, my brother, my father were obviously deaf aware and then they educated other members and then in Caerphilly Golf Club it was one extra rule for me I was never allowed to play on my own

LJ: So from personal experiences do you prefer playing sport with other members of the deaf community or with hearing people and why is that?

SL: With the deaf people I played golf for a long time and I followed the hearing way, the hearing rules the rules are there for us to use and I believe the rules and I believed I followed them and I worked and played to the rules. My mother and father were both very strict with the rules, my brother was the same, I played golf, I went to a good level abiding by those rules and I went to play with the deaf people and a lot of them didn't play golf until later on in life so they really didn't stick by these rules and I got to spend time explaining them and things so I prefer playing golf with hearing because it is easier but the social side I prefer to play with the deaf

LJ: ok do you think sport contributes to the inclusion of a deaf individual does it make you feel included.

SL: Basically if I joined a golf club I would hope that they would be prepared to take actions to become deaf aware for example text me different tee times let me know things you know they are not deaf friendly most of them and I would like them to be it would make it a lot more accessible so it depends on the golf club or the place and the attitude of the staff and the club

LJ: Would you agree that deaf sport concentrates more on the social aspect of sport rather than the performance aspect?

SL: It should be performance as well as social but at the moment the perspective is different because of playing at elite level they are all following the rules and everything yeah in England there is a lot of that going on golf, squash, cricket, it's a high level but generally in the community the grass roots football its more social they see sport as a social activity its very few deaf who can actually fit in at elite level and the social.

LJ: Would say sport increased your confidence levels and would you say sport and physical education lessons were beneficial to you?

SL: Definitely helped my confidence when I was young because I felt you know it was visual there wasn't very much talking and I wasn't expected to communicate with people all the time. The only problem is when you go to join a team when they are hearing it's hard when you've got social it's like a network and then when you go to the deaf it's like a really low standard and it's not the same. My golf before I had children I was really good I played regular 3 or 4 times a week, I went to loads of different places, mixed competitions, ladies opens competitions and then I had children and I went back into the deaf sort of went off in a different direction I went back to them and it was a much lower lower standard and didn't have time to keep up with the level I was at before so I am sort of in the middle now and I have got you know either the deaf need to get better or the hearing need to learn to sign and communicate with me.

LJ: Would you or would you not attend a class at your local leisure centre

SL: I did before when my children were small because the children were hard work I would go and I would put them in the crèche and go and have a break and go to the gym but for me it was important for my children to have social skills as well so that's part of the reason putting them in the crèche. 3 or 4 times a week I went to the gym

with 2 of my good friends and then when our children grew up then like they got a bit older it sort of fizzled out then.

LJ: If the class was specifically for deaf individuals would you be more or less inclined to attend or would that factor not affect the scenario

SL: It depends how good they are or how committed because I used to organise different deaf events for Wales and we had a free room given to us, we had the coaches free and then deaf women were not reliable they weren't committed and so I thought what's the point of me doing this and so just didn't bother

LJ: Do you believe local sport facilities offer a deaf friendly attitude towards deaf individuals

SL: Again it depends on the attitude and who's running it if they can sign that's a bonus that's why they need to advertise for different people so they need to know who to go to whose accessible to them otherwise they are never going to know and never going to go there.

LJ: Would you agree or disagree deaf awareness classes would be beneficial for sport facilities

SL: Oh yes absolutely definitely, definitely need those. They don't seem to realise how much deaf people miss out we are sort of invisible to everyone, you know people in wheelchairs go to the Paralympics they've got a voice you know they can voice these opinions deaf people they can't go to the Paralympics they are able bodied, but we do have a what we call a deaf Olympics but again the standard is just so low mainstream Olympics is right up there and you got Paralympics which is

slightly and then you got the deaf which is so much lower, deaf should be in the main Olympics down they are perfectly capable but it's got to be accessible obviously.

LJ: Do you know of or is there many deaf role models within the deaf sporting community and if so do you think young deaf sport participants would look up to these athletes over the likes of hearing models and why

SL: There are a few yeah very few that are really good we have a sailor called Jerry Hughes he's a teacher himself he's from Scotland he's travelled all the way around the world on his own sailing and we have another guy Bas Lammers and he does go-carting like formula 1, formula 2. They have K1 and K2 but now it's called KZ1 and it's upgraded and he's a world champion for the deaf he's from Holland. We have very few deaf people at elite level. Kevin Hall he's an American golfer, Derek Coleman there is very, very few right at the top at that level, how did they get in most of them through family, they knew people, if you do the research you will really see oh you know you think oh family and it's not because they went to a club and it was accessible they knew somebody.

LJ: Do you think up and coming young deaf sporting participants would look up to these deaf athletes or do you still think the likes of hearing role models would be.

SL: Yeah it's really, really important

LJ: Why is that?

SL: Because it's really important they need to be able to see you know I can do it as well because when I was small I would grow up hearing I thought the children I was with were deaf and the adults were all hearing and may be one day I would grow up

hearing and I'll be hearing but then I realised oh actually this is me for the rest of my life I needed that role model.

LJ: Have you faced any barriers when participating in sport and if you have can you tell me about them.

SL: Yes I have I could have gone further, so much further with golf but it's just the social aspect the communication I was really young as well and I didn't realise I was quite vulnerable I was I thought you know this is just the way it is for deaf people, I wasn't, I didn't really think about the equality and things back then

LJ: So it did affect your participation

SL: Yeah it really did yeah

LJ: Ok

SL: I didn't have any opportunities really and that's including work as well not just sport everything.

LJ: Thank you for the interview

SL: Thank you

APPENDIX H

	Theme 1- School Sport and Education Experience	Theme 2- Physical Education/ Sport Providers	Theme 3- Social Aspect of Deaf sport	Theme 4- Barriers within the sporting environment
Interviewee A	<p>“I was included”</p> <p>“liked school, felt included in P.E lessons”</p> <p>“encouraged me all the way through”</p>	<p>“they don’t really give a Deaf friendly attitude”</p> <p>“no I would never go there (class at leisure centre)”</p> <p>“yeah it would be better for me (a class for Deaf people)”</p> <p>“Yeah I knew they were available (Deaf teams)”</p>	<p>“being with my own”</p> <p>“makes everyone come together”</p> <p>“it is more to do with the social aspect”</p>	<p>“There were lots of things I couldn’t do or now even I cannot do any sports now because I didn’t do it when I was younger”</p>
Interviewee B	<p>“visual subject but not all of it was Deaf friendly”</p> <p>“never picked for the teams”</p> <p>“wasn’t really pushed to progress”</p>	<p>“you’ve got the music which is a barrier (leisure centre classes”</p> <p>“would be a class where it would be very visual”</p> <p>“would definitely go if there was a Deaf teacher as well”</p>	<p>“the deaf community you feel more, you always feel included you never get that feeling of isolation or being the only one or anything you’re always together”</p> <p>“In Wales there is less teams and less people, in England there is a lot more so I think in England it might be more</p>	<p>“definitely a barrier because I am a deaf person in a hearing world and I don’t feel comfortable just going along and joining”</p> <p>“Didn’t progress because of the lack of opportunities available.”</p> <p>“communication barrier is the main thing”</p> <p>“other children in school”</p> <p>“I wasn’t picked</p>

			based on performance in Wales its more social I would imagine.”	to do things and I think that that was because of my deafness”
Interviewee C	<p>“it was visual and I was involved in sport in PE lessons”</p> <p>“well I was deaf and I expected that I was going to be below or behind everybody else it was just what I expected”</p> <p>“The lessons and PE and things I was involved in sport yes but for teams or representing the school and things I was never chosen”</p>	<p>“that was the gap that’s what’s missing, they need to improve not only just PE teachers but all teachers need to be trained”</p> <p>“depends on the attitude and who’s running it if they can sign that’s a bonus”</p> <p>“They don’t seem to realise how much deaf people miss out we are sort of invisible to everyone”</p> <p>“we had the coaches free and then deaf women were not reliable they weren’t committed and so I thought what’s the</p>	<p>“I prefer playing golf with hearing because it is easier but the social side I prefer to play with the deaf”</p> <p>“it’s more social they see sport as a social activity its very few deaf who can actually fit in at elite level and the social”</p> <p>“The only problem is when you go to join a team when they are hearing it’s hard when you’ve got social it’s like a network and then when you go to the deaf it’s like a really low standard and it’s not the same.”</p>	<p>“No I didn’t know of any deaf teams back then I know there was a deaf school in Penarth but the impression I had they were stupid because they could sign”</p> <p>“I went for the Welsh Girls and things and I met other golfers and I felt the same not like I wasn’t behind everyone for once else but the social aspect I was miles behind and I was left out there”</p> <p>“I could have gone further, so much further with golf but it’s just the social aspect the communication I was really</p>

		point of me doing this and so just didn't bother"	"	young as well and I didn't realise I was quite vulnerable I was I thought you know this is just the way it is for deaf people
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