School-sport cooperation, special heroes ASE 2016
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Content

• System and structure
• Approach on sport-sector cooperation
• Goals
• Challenges
• Main results and outcomes

Sport study: broad perspective

1. Physical educator in school, sport and community (ALO)
2. Physical Activity and Lifestyle Counselor & Sports manager in government or business area (SGM)
   - Evidence-based practitioners
   - Leaders in their field
   - Aim: social sport intervention to innovate the field

Stimulating healthy lifestyle

Physical Education
"in class"
(Youth)sport
"sportsclub & community"

Coordination of sports

Communities of research

Sportsco study:

Special Heroes

• Goal:
  - Stimulate sport participation
  - Secondary goal: develop social-emotional skills
Boy nine years

"I was a member of a soccer team. But I dropped out, because I didn't like it anymore.... They said; you can't do this, you are a loser.... well at the end nobody passed the ball to me anymore. And then they said I never scored, but I never scored the ball. Then I didn't like it anymore. If they just had been a little bit more kind....then I would have liked it...."

I am in the bus for two hours every day, so by the time I get home everybody is gone

Facts (N=2045, questionnaire)
- 42-50% doesn’t meet the guidelines for healthy living
- 90% SO - 62% secondary education go by bus/car to school
- 31-40% isn't a member of a sports club (Breedveld e.a.,2010),
- 30% wants to participate, but isn’t able to participate
- Biggest bottlenecks: internal behavioural problems, girls (motivation) in secondary education and competence of coaches at sport clubs
Example Special heroes

1 Child

“no central findings or difficult to say”
• Success: Sportskills of coach, expertise on children is limited.
• Future: Autistic children and children with anxiety disorder are difficult

2 Task

• Success: “Based on interest op the child”
• Most wanted: soccer, selfdefence, dance, gymnastics (free running), fitness
Future: sport must be different for each child, attention for the behavior process instead of outcome, more success directed than competition
- Environment: ideal in regular clubs, but not possible for every child

3 Coach

• “I thought, why they don’t coach these coaches before they send them off to a school like ours...”
- Opinion teachers: sportknowledge is sufficient, lack of knowledge on safety, structure and relationship.
- Opinion children: sportknowledge is sufficient, more on barriers and regulating conduct

4 Environment

“Some sports must be done in special environments and aren’t possible in schools”
- Opinion teachers: essential successfactor: motivation of the sportsclub
- Opinion parents: barriers: money, time, negative experiences, lack of knowledge of coaches on child characteristics

Results: Special Heroes?

Results

“I do like the fact that they stimulate the children who are not to fond of sports...”(L).
-10-15 % more sport membership, development of school-sport club
More:
- Positive thinking about themselves and sport
- Self-efficacy
- Long-term sport participation (less switches between clubs)

Challenges

• Packages on introductory lessons for special groups (blind, deaf, autistic), exchange and development
• Specific coachingsprogram for coaches and for rolemodel youths
• Development of sportprogram on fairplay behavior or other cognitive effects for a specific target group

THIS IS THE MOST REMARKABLE RESULT
**Challenges**

- Specifieke hulp bij het vormgeven van de introductielessen
- Deskundigheidsbevordering van sportcoaches en jeugdleiders van REC4
- Ontwikkelen varianten van sportaanbod met effect op sportief gedrag bij specifieke doelgroep & onderzoek effect.

**Search for barriers and facilitators**

- Semi-structured interview with teachers and children & Strengths and Difficulties Questionnaire (SDQ)
- Research questions
  1. Child characteristics (Attitude, Self-efficacy, Environment)
  2. Content (sports)
  3. Coaching
  4. Prerequisites
  5. Sportparticipation
  6. (Sport)behaviour
- Sample: 5 schools, 5 teachers en 30 children

**Results**

- 3 coaching
  - “I thought, why don’t they coach these coaches before they send them off to a school like ours…”
  - Opinion teachers: sport knowledge is sufficient, lack on knowledge on safety, structure and relationship.
  - Opinion children: sport knowledge is sufficient, more on barriers and regulating conduct.
- 4 prerequisites:
  - “Some sports must be done in special environments and aren’t possible in schools”
  - Opinion teachers: essential success factor: motivation of the sportsclub
  - Opinion parents: barriers: money, time, negative experiences, lack of knowledge of coaches on child characteristics
- 5 sportparticipation:
  - 10% more children went to the sportsclub

**Advice**

- Packages on introductory lessons for special groups (blind, deaf, autistic)
- Specific program for coaches
- Development of sportprogram on fairplay behaviour

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**Sport participation**

- Lower but growing participation rates (average 40-50%)
- More prominent for children in special schools
- More prominent for children with physical disabilities, emotional problems
- More prominent for girls in the age of 12-18 year

**Barriers:**

- **Personal:**
  - Physical handicapped: Health issues
  - Behavioral/emotional problems: Social skills, fear of exclusion/failure
  - Mentally challenged: motivation

- **Circumstances:**
  - Availability of clubs and organizations
  - Time, costs and distance
  - Lack of professional coaches

Most popular sports? soccer and swimming (more solo sports!)

**Social-emotional skills**

Learn skills and learn to use them in play

Learn social-skills
- teacher practices skills f.i. trust each other

Use social-skills in regular situations
- scaffolding learning
- reinforcement with cue-cards

**Children with lacking sport behavior**

[Image of children in a sports setting]

- Motor problems
- Reduced physical fitness & collisions
- Avoidance of motor activities
- Fear of failure
- Child often fails
- Negative Reactions/ bullying
- Less social participation

[Diagram showing the widening gap, Skinner & Piek, 2001]

Wide gap..

Motor problems

Reduced physical fitness & collisions

Avoidance of motor activities

Fear of failure

Child often fails

Negative Reactions/ bullying

Less social participation

[Diagram showing the widening gap, Skinner & Piek, 2001]
Attitude towards sport: who is responsible

We want to educate research-based professionals who deliver a child-centred systematic approach to guarantee an effective sport education for every child.