

Prevention programs for Para Athletes – experiences from SLOADO

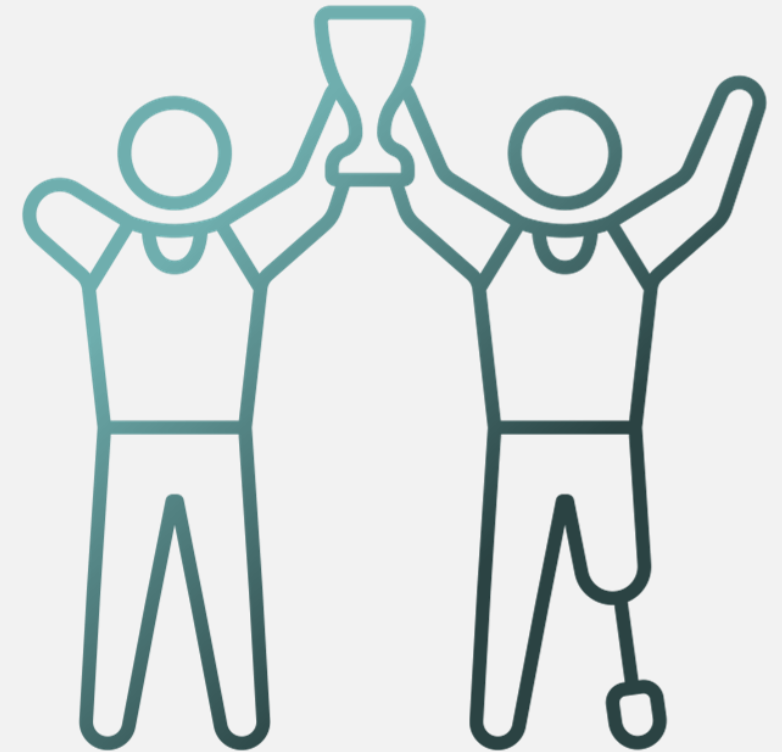
dr. Nina Makuc, Slovenian Anti-Doping Organization
iNADO webinar, 20th of June 2023

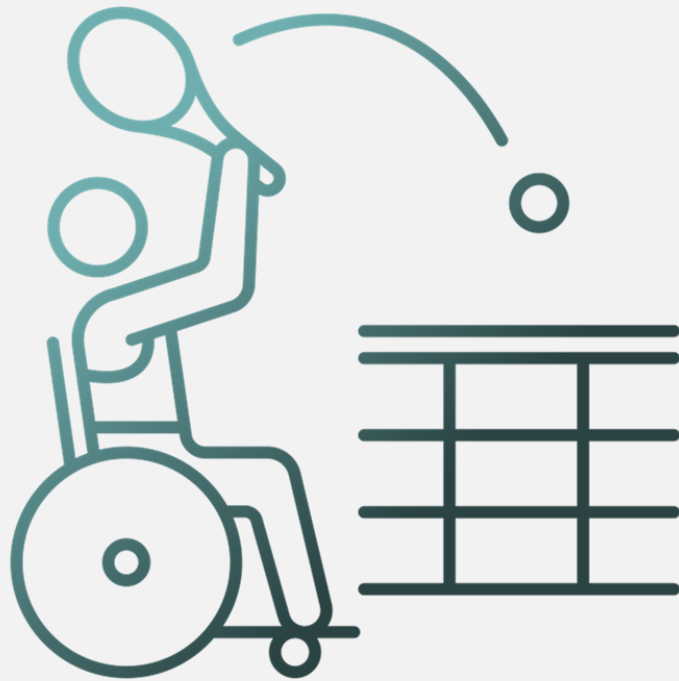


Aim of the session:

To share the experience and tips for inclusive sessions.

To help encourage and enhance best practice in delivery of sessions for athletes with impairment.





Content of the session

- About SLOADO and our experience with prevention programs for athletes with impairments
- Engaging with athletes with impairments
- Para-athletes and their ASP meaning of „clean sport“
- Identifying the unique needs for Clean Sport Education of Para-Athletes & ASP
- How to prepare inclusive & interactive education session
- Available resources
- Planning prevention programs for athletes with impairments
- Key takeaways

Slovenia and Slovenian Anti-Doping Organization

- **Slovenia:**

- Population: 2,078,000
- 70,000 athletes from which almost 2700 are athletes with disabilities

- **Slovenian Anti-Doping Organization:**

- Established in 2013 (before: department within NOC)
- Small NADO (CEO, education coordinator, testing coordinator, part-time secretary)
- Budget in 2023: 500 K EUR (70% for testing, 10% for education) (in 2011 the budget was 200 K EUR)
- Systematic prevention work started in 2011



Picture: Europe with highlighted location of Slovenia



SLOADO experience with prevention programs for athletes with impairments

- In-person sessions before major events (no modifications)
- Mandatory e-learning – problems for athletes with visual and intellectual impairment
- RESPECT P project:
 - Voice of para-athletes and their ASP
 - Clean Sport Insight Forum

Engaging with athletes with impairments (1)

- ALWAYS ask before providing any sort of assistance to an athlete
- Always identify the person first, then the disability
- Athlete's mobility equipment, such as a wheelchair, crutches, or prosthetic device, is part of their personal space
- Speak directly to the athlete, not to their representative
- Avoid making an athlete crane their neck for long conversations





Engaging with athletes with impairments (2)

- Listen attentively when you are talking with an athlete who has difficulty speaking
- Speak in your normal tone to an athlete
- Be very wary of making assumptions about athletes with an intellectual impairment (or indeed any athlete with impairment)
- If you are ever unsure of how you should interact with an athlete with impairment, just ask them.

Para-athletes meaning of „clean sport“

- Findings from RESPECT-P project focus groups
- Elite international para-athletes from a range of sports
- A lot of emphasis that clean sport is more than doping free sport and that clean does not necessarily mean fair
- Para-sport is facing many other challenges that can enhance athletes' performance but chances of getting caught are smaller – for example classification and/or equipment manipulation

„Clean sport means more than doping-free sport.“

“I think one should act in the spirit of the sport & not abuse every single grey zone in the regulations, so that you can somehow achieve an extra benefit.“

„Clean sport does not necessarily mean fair sport.“

“For me ‘fair sport’ is not just about forbidden means, but also about an ethical foundation.”

ASP meaning of „clean sport“

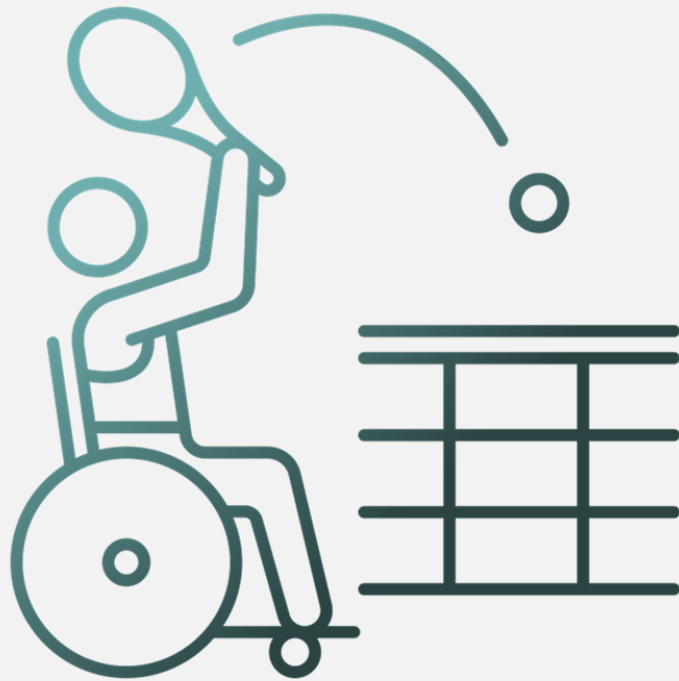
- Findings from RESPECT-P project interviews
- Interviews with ASP working with elite para-athletes
 - coaches, doctors, nutritionists, psychologists, physiotherapists, agents and managers
- Meaning of clean sport and doping was largely centered on athletes taking prohibited substances or methods whether it was intentionally or unintentionally
- ASPs' description of clean sport and/or doping did not extend to other ADRVs, such as tampering, trafficking, complicity, and speaking up

„Clean sport is not using substances that are on prohibited list.“
(Netherlands, Agent)

„For me, clean sport is actually working without banned substances, but also without banned methods.“
(Austria, Nutritionist)

„I would call everything that is on prohibited list doping.“
(Slovenia, Coach)

„I actually see doping very strongly from my area, what do I put in, what do I give out and so on.“
(German, Nutritionist)



Identifying the unique needs of for Clean Sport Education of Para-Athletes & ASP: An international Delphi study

- Findings from RESPECT-P project research
- Online survey used to collect data
- Experts ranked & commented on a series of potential areas of clean sport education
 - First phase ranking of importance of specific area
 - Second phase ranking of areas in comparison to each other
 - Third phase categorize different areas into high/medium/low priority
 - Last phase – acceptance of recommendations

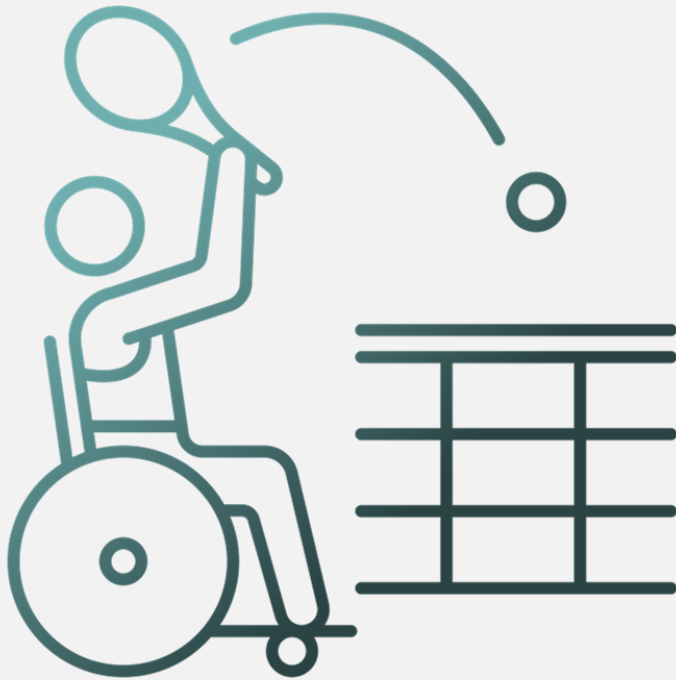
Boardley, I. D., Chandler, M., Petróczi, A., Patterson, L., & Backhouse, S. H. (2023). Investigating anti-doping roles of athlete support personnel working with international disabled athletes in six European nations using the COM-B Model and Theoretical Domains Framework. SportRxiv

PRIORITY	SECTION A: ANTI-DOPING EDUCATION CONTENT FOR PARA-ATHLETES
HIGH	Tailored education content for para-athletes with particular issues in relation to doping control process that highlights aspects relevant to their needs (e.g., learners with learning difficulties)
	Para-athlete's rights during the doping control process (e.g., the right to request modification to the process of sample collection with respect to their physical abilities)
	Details of the doping control process for para-athletes (e.g., how samples are collected, when they might be tested etc.)
	How the TUE process works and what is required on the athlete throughout the process
MEDIUM	Where and how para-athletes can find support for the TUE process
	Content covering special provision within the doping control process for para-athletes with particular issues in relation to the doping control process that highlight aspects relevant to their needs (e.g., providing a sample via catheter)
	The assistance that is available to para-athletes during the doping control process (e.g., chaperones)
LOW	Input from athletes with ADRVs on their experience/story
PRIORITY	SECTION B: NON-DOPING EDUCATION CONTENT FOR PARA-ATHLETES
HIGH	Details of classification process (how it happens, who is responsible, etc.)
	What intentional misrepresentation is and how the classification process attempts to guard against it
MEDIUM	How to identify when a coach/other ASP may be trying to coerce an athlete into intentional misrepresentation
LOW	Risks/consequences of autonomic dysreflexia (i.e., boosting) for para-athletes with spinal cord injuries
PRIORITY	SECTION C: EDUCATION DESIGN AND DELIVERY FOR PARA-ATHLETES
HIGH	Anti-doping education provided as early as possible in a para-athlete's career to accommodate rapid transitions to higher competitive levels
	Education materials provided in multiple formats to meet varying disability needs
MEDIUM	Para-sport specific TUE models to address complex needs (e.g., addressing potential issues caused by complex medication schedules)
	Education provided both in person and online (where appropriate), to facilitate engagement and help address issues around accessibility (e.g., issues with using computers due to disabilities, or mobility issues)
LOW	In person discussions with experienced para-athletes incorporated in education design (e.g., discussions how to deal with issues during the sample collection process)
	Contribution from medical experts with experience in para-sport included in education development for para-athlete's TUE education

PRIORITY	SECTION A: ANTI-DOPING EDUCATION CONTENT FOR ATHLETE SUPPORT PERSONNEL
HIGH	How to manage the risk of medication and supplement use by athletes
	The roles and responsibilities of athlete support personnel in preventing doping in sport
	Risk factors for doping in athletes (e.g., team culture, motivational climate) and how athlete support personnel can influence them
MEDIUM	Tailored modules for specific ASP roles that make the education relevant (e.g. how coaches can influence athlete's decisions around doping)
LOW	The role of specific ASP (e.g., coach, team doctor) in the doping control process (e.g., supporting athletes during sample collection)
PRIORITY	SECTION B: NON-DOPING EDUCATION CONTENT FOR ATHLETE SUPPORT PERSONNEL
HIGH	The role specific athletes support personnel (e.g., coach, physiotherapist) in the classification process
MEDIUM	Risk/consequences of autonomic dysreflexia (boosting)
PRIORITY	SECTION C: EDUCATION DESIGN AND DELIVERY FOR ATHLETE SUPPORT PERSONNEL
HIGH	Increase inclusion of interactive education programmes rather than relying on online courses and brief seminars (e.g., group discussions, case studies, athlete support personnel first voice experiences)
	Include the voice of experienced athlete support personnel in the development of their clean sport education (e.g., a panel representing different athlete support roles providing design input)

How to prepare inclusive & interactive education session (1)

- It as an opportunity for inclusion
- In advance of the session:
 - Get some information about the participants from organizers
 - Encourage sharing of information from participants
 - Send participants support documents/pre-reading in alternative formats
- If needed increase the time of the session or do more short sessions
- Based on all gathered information choose the right settings, content, methods and duration of the session



How to prepare inclusive & interactive education session (2)

General tips for preparing PowerPoint presentation:

- Use pastel background colors and strong contrast with colors
- Font, size and color of the text is important
 - Font size a minimum of 18
 - Use fonts such as Calibri or Arial (so that screen readers recognize it)
- Ensure that object on the slide are in a logical reading order
- Slides need to be uncluttered, lots of empty space
- Language should be simplified, and sentences should be short
- Read the content out loud vs. it's on a slide
- If you use images or other graphical objects – add written description





How to prepare inclusive & interactive education session (3)

Accessibility options in PowerPoint presentation:

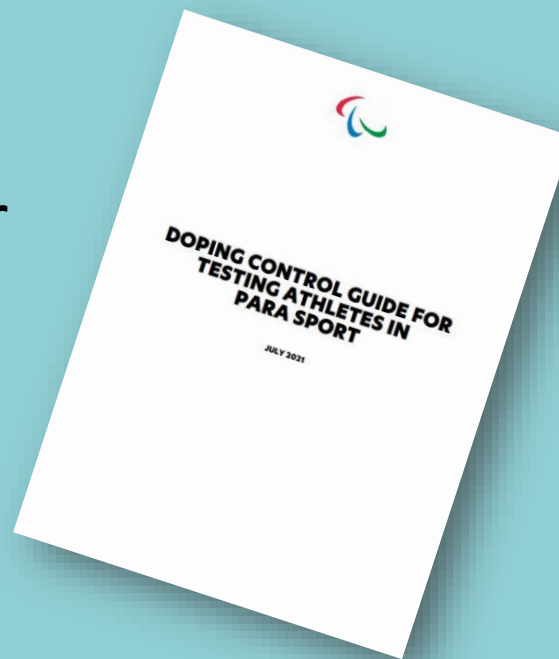
- Review → Check Accessibility → click on Check Accessibility and Accessibility tab will open in Ribbon
- Different options, including:
 - Screen reader options like titles, reading order pane etc.
 - Color & contrast
 - Captions & subtitles

Available resources

- WADA ADEL International level athletes e-learning course



- IPC Doping Control guide for testing athletes in para sport

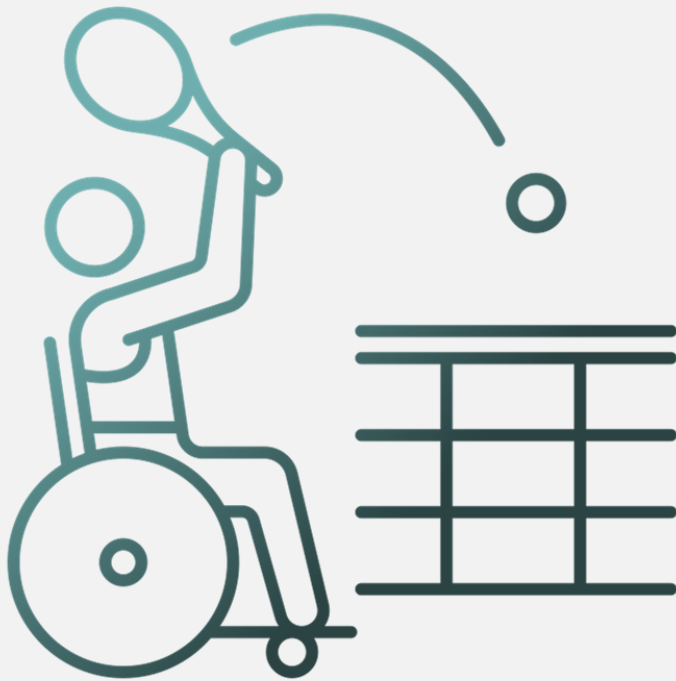


Planning prevention programs for athletes with impairments (1)

When preparing education plan always keep in mind that athletes with impairment:

- Might join sport at a later stage
- Might come to elite level quite quickly
- Can change sport/disciplines more often

Pay attention to the format of the sessions:
on-line vs. in-person sessions



Planning prevention programs for athletes with impairments (2)

Visual impairment

- Send materials in advance
- Screen readers accessible
- Follow tips for PowerPoint presentation
- On-line vs. in-person

Intellectual impairment

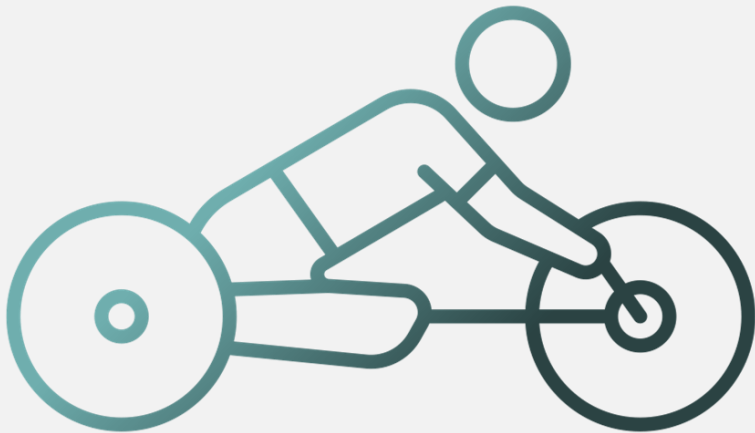
- Simplified content
- Use short sentences
- Plan more time for the session and/or more breaks
- More focus on educating ASP

Physical impairment

- Usually little to no modifications needed
- Consider time of the session and/or no. of breaks

Hearing impairment

- Use sign language interpreter and/or live subtitles
- Focus more on graphic presentations



Key takeaways

- Doping prevention programs should be an integral part of every athlete's pathway
- Athletes with impairments deserve education programs that are inclusive and, if needed, tailored to meet their needs
- With proper planning and preparations beforehand education sessions for athletes with impairments can be as easy as sessions for non-disabled athletes

Thank you for your attention!

