



Para Bowls

Long Term Development Framework
for Players with Diverse Abilities

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The Para Bowls Long Term Development (LTD) Framework

The para bowls development framework aims to enable the optimal participation in the sport of bowls for every child, youth and adult with any types of sensory, intellectual, and/or physical impairment.



Terminology

“Para sport” and **“para bowls”** is a term used to describe sport that is primarily aimed at persons with diverse abilities and comes from the idea that it is parallel to sport for able-bodied participants and players as the sport has adapted equipment or rules to make the game fun and accessible for everyone.

[Bowls Canada Boulingrin](#) (BCB) chooses to use the term “para bowls” to describe the sport and “para bowler” to describe the player for ease of language and to streamline communication with other nations who are collaboratively developing the sport of bowls for persons with diverse abilities.

[The United Nations](#), the [Government of Canada](#) and the [Canadian Paralympic Committee](#) respectively use the terms “Persons with Disabilities (PD)”, “Canadians With a Disability (CWAD)” and “Athletes With A Disability (AWAD)”. The [World Bowls](#) federation recognizes the [International Bowls for the Disabled](#) (IBD) association as the governing body of competition rules and classification for ambulant and wheelchair bowlers with various balance and mobility impairments and for bowlers who are blind or visually impaired.

Even if the term “disability” is readily used and accepted within the sport and bowls community, [Bowls Canada Boulingrin](#) (BCB) chooses to use the term “person or bowler or player with diverse abilities or with impairments” in lieu of “person or bowler or player with a disability” to bring the focus on each person’s abilities, rather than on their inability, or disability to participate in the sport without adapted rules and/or equipment.

Defining intellectual disabilities (or cognitive disabilities or impairments) is not easy, and definitions are usually very broad. Persons with cognitive disabilities may have difficulty with various types of mental tasks. Intellectual disabilities, also known as developmental delays, are a group of disorders defined by diminished cognitive and adaptive development.



The 8 Stage Para Bowls Framework

Although the generic [Long Term Development in Sport and Physical Activity Framework 3.0](#) focuses on the general stages of player development with special reference to human growth, maturation, and development steps, the para bowls framework will focus on stages based on skill development, and its applicable components such as the Physical, Psychological, Technical, Tactical, Equipment, Environment factors and life skills influencing performance.

The two objectives of the framework are to :

1. Promote life-long engagement in the sport of bowls, which is a health-enhancing physical activity
2. Promote sporting excellence at the highest international level

Five (5) Stages for Development of Recreational Para Bowlers

The first 5 stages are intended for all persons who participate in the sport, or intend to participate in the sport of para bowls. They represent the process for acquiring basic physical literacy, sport skills, bowls skills and engaging in bowls activity for fun and good health for life, before moving into the competitive stages of development.

1. Stage 1: Active Start - When learning to walk or at any age following the acquisition of a disability

- a. Focus on developing locomotor, object manipulation and balance skills on land, grass, water, ice, snow and in the air.
- b. Physical Literacy: Developing the motivation, physical competence, and confidence to move. This is a lifelong process.
- c. To learn more, see this resource: [Developing Physical Literacy - Building a New Normal for all Canadians](#)

2. Stage 2: FUNdamentals – After Active Start

- a. Focus on developing Agility, Balance, Coordination & Speed (ABCs)
- b. Physical Literacy: Further developing the motivation, physical competence, and confidence to move
- c. To learn more, see this resource: [Developing Physical Literacy - Building a New Normal for all Canadians](#)



3. Stage 3: Awareness - any age

- a. Learning about bowls and para bowls and how a person with diverse abilities can participate.
- b. Learning about the range of opportunities available in bowls for every child, youth, and adult with a sensory, intellectual, and/or physical impairment.
- c. Becoming interested in bowls.

4. Stage 4: Learn to Bowl - any age

- a. Instilling the love of the game.
- b. Developing bowling skills with an accredited coach.
- c. Bowling with or without adapted equipment or rules.
- d. Bowling with able bodied players and with players with diverse abilities.

5. Stage 5: Bowls for Life - any age

- a. Promoting personal success in bowls to ensure bowlers remain happy and enthusiastic about the game.
- b. Benefiting from long-term health, social connectedness, mental and physical well-being and a better quality of life.
- c. Bowling with or without adapted equipment or rules.
- d. Bowling with able bodied players and with players with diverse abilities.
- e. To learn more, see this resource: [Active for Life: Durable by Design](#)

Three (3) Stages for the Development of Competitive Para Bowlers

The next 3 stages represent the pathway for players who choose to pursue the competitive aspect of the sport.

6. Stage 6: Club Competitor - any age – Train to Play (T2P)

- a. At this stage of development, competitions may be integrated regardless of bowlers' impairments.
- b. The club competitor focuses on skill development as a means to enjoy the game and to competently participate in club events as a way to enjoy the full range of social and competitive aspects of bowls.
- c. Bowling with or without adapted equipment or rules.
- d. Bowling with able bodied players and with players with diverse abilities.



7. Stage 7: Provincial/ National Competitor - any age – Train to Compete (T2C)

- a. Para bowlers at this stage may be subject to classification according to the BCB Classification Guidelines for visually impaired & physically disabled athletes.
- b. The provincial competitor is focused on competing regionally and at provincial championships which lead to national competitions. The training plan targets one key event around which all training is focused.
- c. Bowling with adapted equipment and rules.
- d. Bowling with able bodied players and with players with diverse abilities.
- e. Competing in sanctioned competitions.

8. Stage 8: International Competitor - any age – Train to Win (T2W)

- a. A player on a Bowls Canada National Squad would follow a detailed plan focusing on international events such as World Championships and Commonwealth Games.
- b. Bowling with adapted equipment and rules.
- c. Bowling with able bodied players and with players with diverse abilities.
- d. Competing in sanctioned competitions



Para Bowls Long-Term Development Model



Stage by Stage Details



Stage 1 - Active Start

Active Start is for infants & children with diverse abilities and people who acquire a disability at any point in their life. Basic, fundamental movement and sport skills (otherwise known as Physical Literacy) development likely occurs before a person is introduced to the sport of bowls.

Active Start is about mastering basic human movements and developing habits of physical activity. The fundamental movement and sport skills needed by participants with diverse abilities may vary according to the nature and extent of their impairment and should include all of the basic and fundamental skills learned by able bodied children and adapted as required. Participants with diverse abilities may also require training and practice in the effective use of assistive devices, depending on the nature of their disability.

Basic movement skills are acquired through regular, fun movement and varied experiences with a focus on developing locomotor, object manipulation and balance skills on land, water, ice, snow and in the air.

At any age: **Individuals who acquire an impairment** may have to learn new fundamental movement skills, for example, wheeling their wheelchair, using a prosthetic limb, or accommodating a restricted range of movement. Even though these individuals may be adults, it is critical that they learn the fundamentals of the new movement and sport skills that they will need to participate in a wide range of sports and recreational activities, such as para bowls.

Recommendation for Bowls Clubs and Associations

Lawn bowls does not typically offer programming in this stage. Clubs may wish to identify other organizations that do offer this type of program and let them know about what your club has to offer for participants in the Learn to Bowl and later stages.



Stage 2 - FUNdamentals

Fundamentals is about developing fundamental movement skills and having fun. Whether or not they have an impairment, all individuals need to acquire basic & fundamental movement skills through fun and games. Typically, fundamental movement and sport skills development likely occurs before a person is introduced to the sport of bowls around 8 to 12 years of age. However, adaptive programs, equipment adaptations and instruction modifications should be made available to develop movement skills to prepare a person of any age to maximize their learning experience through the use of fun games and activities to develop bowling skills.

The following skills are most important:

- Fundamental movement skills that are acquired from activities that develop Agility, Balance, Coordination and Speed (ABCs)
- Fundamental sport skills that are useful to a para bowler and may be performed or learned in a modified way:
 - ◊ Ball throwing, ball rolling, target sport development
 - ◊ Bending, squatting, lunging, and arm swing
 - ◊ Lunging, reaching, and rolling underhand

Supporting participants with diverse abilities in acquiring fundamental movement and sport skills can be done in a variety of ways:

- Provide participants with information to encourage them to enroll in sport and activity programs that are fun and safe. Participants want to know that they will have a fun, welcoming, learning experience.
- Support coaches and programs to welcome participants with diverse abilities to their activities. Ensure appropriate resources and knowledge are shared with coaches and program providers to allow for safe, fun, learning experiences.
- It takes support and creativity to include a person with diverse abilities into a group activity where fundamental skills are practiced, and physical literacy is developed.
- Disability-specific knowledge or training should be made available to the activity coach or instructor.
- Be aware that medical procedures may also impact development of fundamental movement skills.



Physical Literacy Basics

The physical literacy skills needed by participants with impairments vary according to the nature and extent of their capabilities and should include all the fundamental skills learned by able bodied participants (and adapted as required). Participants with impairments may also require training and practice in the effective use of assistive devices or working with training and competition partners, such as a directors for bowlers with visual impairments, depending on the nature of their capabilities.

Individuals who acquire impairments may have to learn new physical literacy skills such as wheeling their wheelchair, using a prosthetic limb, accommodating a restricted range of movement or learning new orientation and mobility skills as a result of low vision.

Physical literacy

is the...



...to be

 **Sport for Life** **active for life**

Recommendation for Bowls Clubs and Associations

Lawn bowls does not typically offer programming in this stage. Clubs may wish to identify other organizations that do offer this type of program and let them know about what your club has to offer for participants in the Learn to Bowl and later stages.



Stage 3 - Awareness

Getting individuals into sport and physical activity is critical to creating a more active, healthier population as well as generating sporting success for Canada. The process of getting people involved starts with the **Awareness stage**.

The purpose of the Awareness Stage is to inform the public and prospective participants, of all abilities and backgrounds, about the sport and the range of opportunities available. To this end, bowls organizations and clubs **must have awareness plans** that let potential participants, friends, family members or caregivers of people with impairments, know what para bowls activities and resources are available to them.

People need to be aware of an activity in order for them, or someone within their care, to take part in it. It is important that prospective participants know the following:

1. What it is
2. That it exists
3. Where to find it

In the case of individuals **who acquire a disability**, the period following acquisition of the impairment(s) can be one of great change and transition. Some of their previous physical activities may no longer be open to them in the same form, and they may not be aware of the many sporting and physical activities that are available to persons with impairments.

Recommendation for Bowls Clubs and Associations

- **Contact organizations that support persons with diverse abilities** in order to promote the sport of bowls as a fun, safe, outdoor activity that can provide many benefits including exercise and socialization. Organizations and groups to contact may include:
 - ◇ *Disability Sport Organizations (DSOs)*: Local or provincial/territorial disability sport organizations, for example wheelchair, deaf, blind, cerebral palsy, and/or Para sport organizations. These organizations may also be good resources to help you feel confident working with people with disabilities.
 - ◇ *City or Municipal Inclusive Recreation Departments*
 - ◇ *Medical Professionals*: Physical or occupational therapists, early intervention specialists
 - ◇ *Rehabilitation Centres or Organizations*
 - ◇ *Local Clubs offering Para Sport Programming*



- **Ensure all awareness plans and promotional material (including websites, flyers, documents) are accessible, respectful and informative** and include as much of the following detail as possible:
 - ◇ Accessibility features of your facility
 - ◇ Accessible transportation to and accessible parking at your facility
 - ◇ Listing of adaptive equipment that is available to participants
 - ◇ If the program will be specific to participants with diverse abilities or integrated with able bodied participants
 - ◇ Level of challenge (beginner, intermediate, advanced, all levels)
 - ◇ Coach certification and screening
 - ◇ Images promote inclusion by showing bowlers with diverse abilities - contact BCB to acquire
- **Use a variety of strategies to bring participants to your Para Bowls program:**
 - ◇ Hold events to introduce para bowls to new participants (try-its days, open houses, partnering with community groups)
 - ◇ Use word of mouth and the distribution of flyers or brochures to prospective participants
 - ◇ Take part in demonstrations of the sport at off-site locations (retirement homes, rehabilitation centres)



Stage 4 - First Involvement / Learn to Para-Bowl

The purpose of First Involvement is to ensure everyone has a positive first experience of an activity and remains engaged. Accordingly, organizations need to train coaches and develop programs that provide suitable orientation for any and all prospective participants, consulting them or their parents/caregivers about their interests and needs, helping them to feel confident, comfortable, and safe in their surroundings, and welcoming them among peers and training personnel.

Once someone knows about a sport or activity and decides they want to try it out, their first experience with that activity becomes critically important. A positive first involvement is likely to bring people back to continue. Organizations should carefully plan the first experience of new participants to ensure as many of the following criteria are met:

1. There are no barriers to participation, especially for persons with diverse abilities and those from visible and invisible minorities.
2. New participants feel included, knowing they will be welcomed back the next time.
3. New participants have the opportunity to get to know current participants and are included as part of a group.
4. It is affordable for participants to get and stay involved.
5. Facilities and equipment are appropriate.
6. The leader of the program has the appropriate skills to engage with the participant and work with them to learn how to adapt to the participant's needs.

Recommendations for Bowls Clubs and Associations

1. **Review Bowls Canada's Just Roll With It programming resources.**
2. **Find and recruit Good People, Good Leaders & Partners.** The key aspects of having good people within the sport is to recruit, train and retain talented leaders. Special considerations must be made to target the following:
 - **Who to recruit:** Find people who are creative, inclusive and willing to learn
 - **Where to recruit:** From within the local bowls community or through word of mouth
 - **How to recruit:** Employ recruitment strategies (such as through postings on social media, newsletters, promotional flyers) as well as engaging club members help spread the word
 - **What do they need to do / to know:** Bowls Canada has created training resources for all essential roles and people involved. The needs and expectations of the club and participants should be clearly communicated to all those involved.
 - **How do we keep them:** Show appreciation to the people involved and recognize their efforts and contributions on a regular basis.



3. Focus on these essential roles to drive quality Para Bowls programs.

- **Instructors, coaches and performance partners (e.g. directors for bowlers with visual impairments):**
 - ◇ These individuals are responsible for the delivery of a positive introduction to bowls program.
 - ◇ Typically recruited from amongst trained and/or certified coaches from within the club membership.
 - ◇ Oftentimes, family members are used to fill these roles as they are usually more aware of the needs of the particular player, which can be especially helpful in the beginning of this stage.
- **Program volunteers:**
 - ◇ These individuals support the delivery of quality bowls programming and promote a safe, welcoming and inclusive club environment.
 - ◇ Recruited from within the club membership or through friends & families of the participants.
- **Club members:**
 - ◇ These individuals are current club members and play a part in contributing to a welcoming club atmosphere.
 - ◇ They should be provided with appropriate information and training on how to best facilitate inclusion.
- **Friends, family and caregivers:**
 - ◇ These individuals play a key role in supporting a participant's involvement in sport and stimulating their awareness of the sport itself.
- **Other roles may also be present if they stimulate awareness and first involvement of the sport.**

4. Develop quality sport.

The goal of quality sport is to create positive experiences in supportive environments. Ultimately, if para bowls isn't fun, progressive, positive, or welcoming, children, youth, and adults alike will turn to other activities and never return to the sport.

Quality sport is developmentally appropriate, safe, inclusive, and well run. Another way of saying this is that quality sport consists of **good programs, led by good people, in good places.**



Good programs are developmentally appropriate	Well run by good people	Good places are safe and inclusive
1. Participant centered	1. Trained coaches, officials, instructors, and teachers	1. Accessible
2. Progressive and challenging	2. Knowledgeable parents	2. Welcoming
3. Well planned	3. Supportive partners	3. Fun
4. Designed with meaningful competition	4. Responsible leaders	4. Fair
		5. Holistic
		6. Safe

Simply put, improving the quality of sport for everyone means more physically active kids and adults, holistically developed. Healthy individuals, in turn, can make positive contributions to society.

Quality Sport Checklist for new Para Bowls Participants

Creating an Inclusive Environment: Both Physical and Social

- Accessible facility and playing surface. This is not always possible, but any modifications and adaptations to the clubhouse, the green and the overall facility are appreciated
- Every participant must feel safe, welcomed and included. Every participant must believe and feel as if they belong.
- Supports need to be in place to engage and support the diverse needs of participants, across all the dimensions that make up that individual. It is best to get some information from the participants themselves about their needs.
- Every program and service should be set up to welcome all.



Equipment which could be useful (depending on the ability of the participant)

- Visual aids for marking colors and contrasts & tactile materials for marking the bias side of the bowl, creating a center string for visually impaired bowlers (either temporarily or permanently on the green). See video how to here: <https://www.youtube.com/watch?v=s8C14gXD5NA&t=61s>
- Use of distance markers and monoculars or telescopes to support those with visual impairments.
- Bowling arms, chutes or launchers to assist those with physical impairments
- Mobility aids such as canes and walking frames; specialized wheelchairs can be used but are not required, adaptations can be made to a standard wheelchair.

Physical

- Some participants may need assistance with mobility and balance. Participants may ask a volunteer to hold their walker or cane solidly while they use it as support to roll the bowl.
- Respecting the individual with impairments remains paramount! Volunteers must offer assistance and ask before physically touching someone. The same goes for touching a mobility device - some people think of this as an extension of the person. Clear questions should be asked: *"Would you feel more comfortable/would it be easier if you felt a bit more stable? We could try a chair, you holding my arm instead of your cane, or I could try stabilizing your cane. What do you think?"*

Psychological

- Lawn bowling is an easy game to learn but takes practice to become proficient at the sport. Participants should be encouraged with appropriate challenges where they can experience success $\frac{2}{3}$ of the time.

Technical

- The ability of the participant will determine how the instructor or coach will modify instruction and adapt technical aspects of the sport to fit each individual.



Stage 5 - Para-Bowling for Life

After learning basic bowls skills in the “Learn to Bowl Stage,” and once the joy of playing is discovered, the player will likely pursue bowling as a recreational and social activity for life. The Bowls for Life stage is open to all ages inclusive of all abilities and impairments (sensory, intellectual, and/or physical). Youth or adults can participate in this context, participating in local, regional, or intra- or inter-club play. This long-term approach to bowler development promotes personal success in bowls to ensure bowlers remain happy and enthusiastic about the game.

Quality Sport Checklist for Active for Life Para Bowls Participants

Life skills

- Being open to new experiences
- Developing autonomy and choosing activities to be involved in
- Developing self-confidence and self-esteem to have the confidence to learn new skills and to try new sports
- Having proper nutrition, hydration, rest & sleeping habits for health, energy and well being
- Para bowlers must be aware of their physical and health needs and have the ability to manage and communicate them as necessary

Equipment & Classification

- Playing with or without adapted equipment or rules
- Playing with able bodied players and with players with diverse abilities
- No classification is required at this stage

Environment

- Creating and contributing to a positive social environment for pre and post activity as well as in the activity itself
- Creating and contributing to a positive competitive environment, regardless of the outcome.

Physical

- Focus on a variety of aerobic activities for health and wellness
- Awareness of exercising at a predetermined percent of maximum heart rate as per medical clearance



Psychological

- Having a positive attitude towards physical activity, having positive role models, being a positive role model
- Experiencing, understanding and enjoying sport experiences and its social environment

Technical & Tactical

- As per skill progression and goals of fun, satisfaction and competition (if desired).

Recommendations for Para Bowlers who have Physical Impairments

Whether a person is living with a mild, moderate or severe physical impairment - acquired from birth, an accident, disease or from chronic health issues, everyone should have access to the fun and health benefits of participating in the sport of Bowls and in regular physical activity.

There are eight essential factors for healthy adulthood and successful aging: they describe the basic elements of the Active for Life stage and are the key components of being durable by design. The eight factors are interdependent and each is critical to adult wellness. They are:

1. Appropriate Physical Activity
2. Cognitive Functions
3. Psychological Well-Being
4. Social Connection
5. Embracing Life Transitions
6. Managing Chronic Conditions
7. Mindful Nutrition
8. Durability by Design

Sport for Life has developed a comprehensive resource document called: “Durable by Design” that presents a vision and tools for inclusive design and delivery of programs and services for all Canadians from adolescence to mature adulthood. Type: Sport for life Durable by design in your search engine or go to sportforlife.ca/resources.



Recommendations for Para Bowlers who are Blind or Visually Impaired

From the “Long-Term Development in Sport and Physical Activity for Canadians who are Blind or Visually Impaired” resource from Canadian Blind Sports:

Canadians who are blind or visually impaired are able to participate in most, if not all, sports and physical activities that are available to their sighted peers. They often participate in these activities in fully inclusive “mainstream” programs for everyone, with or without disabilities, although sometimes the program is designed specifically for participants who are blind or visually impaired.

It is important that the coaches, teachers, and instructors supporting participants who are blind or visually impaired in sports and physical activities have an understanding of their unique needs, and teaching/coaching strategies and techniques that will optimize the participant’s enjoyment of the activity, and allow them to participate to the best of their ability.

Recommendations for Bowls Clubs and Associations

1. Ensure participants feel welcome and valued through surveys and other feedback.
2. Encourage coaches to take <name of new BCB coaching para bowlers program>.
3. Provide programs that are integrated with able-bodied participants.
4. Review BCB’s Just Roll With It resources.



Stage 6 - The Club Competitor / Train to Play

The main objective of Train to Play is to encourage bowlers to improve their basic skills and begin to learn and use elementary tactics during competition. Bowlers should be introduced to some physical requirements that are needed to improve their individual performance. Bowlers at this stage may compete in leagues, jitneys, or local tournaments. It is important that the players learn the necessary skills needed to progress to the next level while having an enjoyable social experience.

Participants with diverse abilities may operate in a sport environment in which there are participants not found in able-bodied sport. Some participants with diverse abilities require personal care support, interpreters, and other personnel not found in able-bodied sport.

Quality Sport Checklist for the Club Competitor

Competition & Classification

- At this stage of development, competitions may be integrated regardless of bowlers' impairments.
- No classification is required at this stage

Life skills

- Developing autonomy by finding self motivation to improve skills and fitness
- Developing self esteem in **performance** capacity
- Learning planning, preparation & implementation basic goal setting for personal and para-bowls success

Physical

Aerobic training

- Standard aerobic training modes such as brisk walking, running, swimming and wheeling will most likely produce normal gains in overall aerobic fitness. This results in improved movement efficiency in conjunction with concomitant changes in self-esteem.

Strength (resistance) training

- Gym based and home-based strength programs can significantly enhance strength and endurance. These strength gains last for more than 3 months following the cessation of training.
- Gross motor skill efficiency improves with strength training, including walking and running economy. Resistance training can also improve psychological well being.



Gross motor skill training

- Planned motor skill training generates a significant (measured and observed) improvement in movement performance. There is evidence that the skill level of participants decreases when training stops.

Flexibility

- The development of flexibility allows for greater range of motion in all physical movements.
- This is an important component of activity for persons with, for example, cerebral palsy. It is likely that individuals with cerebral palsy will show similar improvements in flexibility as those without this condition.

Psychological

Emotional

- Having a positive attitude towards physical activity, having positive role models, being a positive role model
- Working with the individual to focus on activities that provide intrinsic reward: feelings of competence, progressive success, positive self image, health and vitality and social engagement
- Recognizing sport related emotional triggers and regulating one's own emotional responses with specific strategies for the high-highs, and low-lows.

Cognitive

- Experiencing, understanding and enjoying sport experiences and its social environment
- Recognizing attention loss triggers and developing focus and refocus routines
- Stimulating aspirations with visualisation
- Replicating feelings of good performance and developing own strategies to achieve their ideal performance state (IPS)

Technical & Tactical

- Technical and tactical skills are developed progressively and in conjunction with the goals of having fun, gaining satisfaction, and engaging at a competitive level with the sport.
- Technical and tactical skills development matrices are in development at this time.



Stage 7 - The Provincial and National Competitor / Train to Compete

Para bowlers at this stage are now eligible for classification according to Bowls Canada Boulingrin Classification Guidelines for visually impaired & physically disabled athletes. At this stage, para bowlers can play under pressure. Many national championship competitors are found in this stage. Para bowlers are more likely to apply advanced strategies and techniques at this stage. Training is very specific and there is an increased emphasis on mental preparation and game focus.

While many para bowlers in this stage have a goal of competing at the international level, many also transition into the Bowling for Life pathway.

The principles of training for individuals with diverse abilities are similar to that of able-bodied individuals unless there is some accompanying cardiorespiratory, neuromuscular or metabolic disturbance.

Athletes with diverse abilities may operate in a sport environment in which there are participants not found in able-bodied sport. Some athletes with diverse abilities require personal care support, interpreters, and other personnel not found in able-bodied sport.

Quality Sport Checklist for the Provincial and National Competitor

Competition & Classification

- No classification is required for the provincial Competitor
- Competitors at the National Para Bowls Championship must be classified according to the Bowls Canada Boulingrin Classification Guidelines
- Athletes in this stage may consider trying out for Bowls Canada National Squads.

Life Skills

- Developing autonomy by taking responsibility for setting performance goals
- Developing self esteem by performing well under stress
- Multi-year planning & goal setting for personal and para-bowls success
- Finding comfort and efficiencies when traveling overnight to training and competitive opportunities
- Obtain classification for Para-Bowls
- Developing Leadership skills
- Developing Communication skills
- Developing Emotional Control



Physical

- Implementing rigorous testing, planning and monitoring to meet or exceed standards

Aerobic training

- Individualized training of Aerobic Capacities, based on a system of testing and needs analysis

Strength (resistance) training

- Maintain individualised all-round strength endurance development, with increasing focus on sport-specific movement patterns.
- Lower weights and higher repetitions

Ancillary skills

- Develop and optimize tapering and peaking skills
- Test, evaluate and refine rest, recovery & regeneration strategies

Flexibility

- Maintaining proper range of motion and sport specific flexibility

Psychological

- Continue to refine Bowls for Life recommendations by developing a positive attitude towards Physical activity, sport and para-bowls, coping with setbacks, regulating one's emotions, focused attentional & visualisation skills
- Finding one's Ideal Performance State and developing strategies to recreate it

Technical & Tactical

- Technical and tactical skills development matrices are in development at this time.



Para Bowls Classification

The following classes are recognized by Bowls Canada Boulingrin and International Bowls for the Disabled:

For Bowlers who are Blind or Visually Impaired

- B1. Bowlers with no light perception in either eye up to light perception but no recognition of hand movements at any distance or any direction. (B1 classified athletes are also allowed to play as B2, B3 or B4).
- B2. Bowlers with the ability to recognize hand movements up to a visual acuity of 2/60 on the Berkeley Rudimentary Test. (B2 classified athletes are also allowed to play as B3 or B4).
- B3. Bowlers with a visual acuity of better than 2/60 up to a visual acuity of 6/60 on the Berkeley Rudimentary Test. (B3 classified athletes are also allowed to play as B4) .
- B4. Bowlers with a visual acuity of worse than 6/24 on the Berkeley Rudimentary Test and/or a visual field of less than 20 degrees.

For Bowlers who have an Ambulant Impairment or use a Wheelchair

- B5. Bowlers who are ambulant and wheelchair bowlers who have restricted grip and upper body limb function, poor balance and coordination, inability to bowl a full length end or needing a splinting device to do so. (B5 classified athletes are also allowed to play as B6, B7 or B8).
- B6. Bowlers who are ambulant and wheelchair bowlers who have a reduced balance function (loss of 5 points or more) but able to bowl a full length end. (B6 classified athletes are also allowed to play as B7 or B8).
- B7. Bowlers who are ambulant and wheelchair bowlers who have minor balance problems (loss of less than 5 points). (B6 classified athletes are also allowed to play as B8)
- B8. Bowlers who are ambulant, who have a permanent and irreversible disability, have lost 10 points on the bench test, but have minimal noticeable impairment of function, (loss of 0-1 points).



Stage 8 - The International Competitor / Train to Excel

Para bowlers in the Train to Excel stage aspire to be international champions. Significant time is devoted to further the development of tactical and technical playing skills. Players are striving to reach the highest pinnacles of bowling success in this stage. Therefore, the training is much more specialized to meet their needs.

The principles of training for individuals with diverse abilities are similar to that of able-bodied individuals unless there are some accompanying cardiorespiratory, neuromuscular or metabolic disturbances.

This stage is integrated with our High Performance Team Program and is overseen by Bowls Canada Boulingrin's High Performance Committee.

Quality Sport Checklist for the International Competitor

Life skills

- Balancing sport and non-sport demands
- Developing self esteem by performing well under stress and on demand
- Conducting regular evaluations of progress towards goals and modifications of training to keep plans on track
- Can travel independently within Canada and internationally, with or without support
- Obtain permanent classification for Para-Bowls

Physical

- Continue rigorous testing, planning and monitoring to meet or exceed standards

Aerobic training

- Continue individualized training of Aerobic Capacities, based on a system of testing and needs analysis

Strength (resistance) training

- Maintain individualised all-round strength endurance development, with increasing focus on sport-specific movement patterns.
- Lower weights and higher repetitions

Ancillary skills

- Develop and optimize tapering and peaking skills
- Test, evaluate and refine rest, recovery & regeneration strategies



Flexibility

- Maintaining proper range of motion and sport specific flexibility

Psychological

- Continue to refine Para-Bowls for Life recommendations by developing a positive attitude towards Physical activity, sport and para-bowls, coping with setbacks, regulating one's emotions, focused attentional & visualisation skills
- Finding one's Ideal Performance State and developing strategies to recreate it

Technical & Tactical

- Technical and Tactical skills development matrices are in development.



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