**DISTRIBUTION OF VALUABLE RESOURCES TO VOLUNTEERS ENGAGING WITH A NEIRODIVERSE POPULATION IN A PHYSICALLY ACTIVE ENVIRONMENT**

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**Objectives:** While physical education has been a requirement for all school-aged individuals since 1975 when the Education for All Handicapped Children Act was implemented, today individuals living with some form of disability still typically engage in a significantly lesser degree of physical activity than their same-age peers. This is often the result of inadequately trained personnel. Specifically, in service-learning settings, volunteers may not possess the knowledge and leadership qualities required for effective instruction to such a population. Previous research illustrates that intrinsic and extrinsic barriers, such as embarrassment, anxiety, and annoyance, incline individuals to avoid seeking help. By administering resources via e-mail to volunteers in an adapted physical activity program, this study targets the gap between successful program implementation and volunteer preparedness in order to increase participants’ positive experiences.

**Methods:** Volunteers with the Supporting Neurodiversity through Adaptive Programming (S.N.A.P) program at Brock University provide 1:1 direct, facilitated instruction in developmentally-appropriate movement education to school-aged individuals within the Niagara region with intellectual/developmental disabilities (IDD) and/or physical disabilities. In this mixed methods study, background research was first conducted in order to create evidence-based, self-composed resources. These resources were then distributed to volunteers via email over a 5-week period (two resources per week). At the end of the program, questionnaires were made available to all volunteers. In addition, during the last 3 sessions, the researcher engaged in direct observation of the volunteers at the program.

**Results:** Results from the completed questionnaires showed that most volunteers found these resources useful (p <0.0001) and believed that they benefitted participants’ positive experiences (p <0.0001), however, direct observation revealed that the volunteers did not consistently implement these resources within each session.

**Discussion/Conclusion:** Future research in this area should utilize the addition of an evidence-based training strategy, such as Behavioural Skills Training (BST) where volunteers are provided with multiple training phases in order to practice these strategies. The adoption of such a framework may allow volunteers to become more confident in their abilities before implementing them during an actual program.

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