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participated in the SHAPE-SCI study. Self-reported measures of PA and pain were collected using the PARA-SCI, and SF-36 respectively. Measures of psychological variables and injury characteristics linked to PA and pain were collected as potential covariates. Independent samples t-tests compared pain and PA between ambulators and wheelchair users. Hierarchical multiple regression analyses tested predictors of pain.

Results: Ambulators reported significantly less pain (M = 53.54, SD = 25.07) than wheelchair users (M = 61.65, SD = 24.43), p = 0.003, but comparable min/day of PA (ambulators: M = 23.41, SD = 39.55; wheelchair users: M = 27.44, SD = 50.44), p = 0.459. After controlling for depression (B = -0.30, p < 0.001) and years post-injury (B = 0.08, p = 0.046), PA was a significant predictor of pain for wheelchair users (B = 0.09, p < 0.027), but not for ambulators (B = -0.02, p = 0.822).

Conclusion: Ambulators with SCI reported less pain than wheelchair users, despite similar levels of PA. However, wheelchair users who did more activity reported greater pain. These findings highlight the importance of considering mode of mobility when promoting PA in the SCI population. Wheelchair users may require targeted interventions to address pain as either a barrier to, or a consequence of, leisure time PA participation.

Communicating the corrective feedback as legitimate, basic psychological needs and well-being of soccer players: A longitudinal analysis

Tristan, Jose L.; Barbosa-Luna, Adrian E.; Gonzalez-Gallegos, Alejandra G., Universidad Autonoma de Nuevo Leon; Tomas, Ines, Universitat de Valencia; Lopez-Walle, Jeanette, Universidad Autonoma de Nuevo Leon

Grounded in self-determination theory (SDT; Deci & Ryan, 2000), and feedback research in sports context (Carpentier & Mageau, 2016; Mouratidis, Lens, & Vansteenkiste, 2010), the objective was to investigate if changes in soccer players' perceptions of the coaches' amount corrective feedback perceived as legitimate, predicted changes in the players' basic psychological needs and in turn, the well-being. A longitudinal data was collected, at the beginning (T1) and at the end (T2) of a competitive season. Participants were 451 (male = 296, female = 155) youth soccer players (M = 18.84, SD = 2.09). They fulfilled the Spanish versions: Corrective Feedback Scale (CFS); Intrinsic Motivation Inventory (IMI), Perceived Autonomy Scale (PAS), Need for Relatedness Scale (NRS), Psychological Needs Thwarting Scale (PNTS) and Satisfaction With Life Scale (SWLS). The results confirmed the reliability of the questionnaires (alpha range = .73 - .93). Structural Equation Modeling (SEM) analysis showed an adequate fit of the data (chi^2/df = 3.97, CFI = .90, IFI = .90). Moreover, when coaches give corrective feedback that is perceived as legitimate at T1, the satisfaction of basic psychological needs is predicted (T2, beta = .33, p < .01) and these, in turn, predict satisfaction with life (T2, beta = .33, p < .01) of the players. Likewise, a positive indirect effect is confirmed between corrective feedback perceived as legitimate at T1 and satisfaction with life at T2 (beta = .13, p < .01). Finally, the thwarting of basic psychological needs is negatively interrelated when coaches give corrective feedback that is perceived as legitimate at T1 (beta = -.21, p < .01) and with the satisfaction with life at T2 (beta = -.11, p < .05). In conclusion, when soccer players perceive the

feedback as legitimate is highly relevant to communication style of corrective feedback because athletes will feel understood and might see the value of the provided corrective statements, leading them to basic psychological needs satisfaction and well-being relationship.

Identifying Predictors of Intentions to Implement Inclusive Physical Education

Tristani, Lauren; Bassett-Gunter, Rebecca, York University; Tomasone, Jennifer, Queens University

Students with disabilities (SWD) experience inadequate levels of physical activity (PA) (Law et al., 2015). School-based interventions, including physical education (PE) can attenuate low levels of PA (Dudley et al., 2016). However, full implementation of inclusive PE has yet to be recognized (Qi & Ha, 2012) and SWD experience less than optimal participation in PE. Teachers play a vital role in initiating and creating inclusive PE experiences that facilitate PA for SWD (Sallis et al., 2012). Teachers' attitudes and affect are predictive barriers of implementation behaviour but little is unknown about other psychosocial predictors specific to inclusive PE. Guided by the Theoretical Domains Framework (TDF; Cane et al., 2012), the purpose of this study was to identify theoretical predictors of teachers' intentions to implement inclusive PE. While the TDF has been operationalized and explored within other professional settings (e.g., healthcare settings; Curran et al., 2013), the framework has not been applied within educational settings to examine predictors of intentions among teachers. Ontario pre-service and in-service teachers (N = 387, 86% female, 71% PE qualification) completed a modified Determinants of Implementation Behaviour Questionnaire (DIBQ; 12 and 14 domain versions; Huig et al., 2014a,b). The measure assessed potential factors influencing intentions toward implantation of inclusive PE. Pearson's correlations demonstrated a significant (p <.01) relationship between the following TDF domains and teachers' intentions to implement inclusive PE: Belief about Capabilities (r = .71, beta .248), Optimism (r = .72, beta .200), Social Professional Roll and Identity (r = .71, beta .181), and Social Influence (r = .76, beta .261). After controlling for covariates (gender, PE qualification, previous experience teaching PE), the TDF categories explained 77% of the variance in Intention. These preliminary findings provide novel insights into predictors of teachers' intentions to implement inclusive PE and suggest suitable mechanisms to target in future intervention

Exploring the conceptualization and assessment of self-compassion within the context of body image

Ullrich-French, Sarah C.; Cox, Anne E., Washington State University

The construct of self-compassion is multi-dimensional, comprised of three core elements: self-kindness, sense of common humanity, and mindfulness. The Self-Compassion Scale includes three subscales to capture each of these elements representing self-compassion but also includes three subscales to capture three opposing or negative elements reflecting being un -self-compassionate. The negative subscales assess self-judgment (opposed to self-kindness), isolation (opposed to