

Social Support's Role in Physical Activity for Postsecondary Students with Developmental Disabilities: Peer mentor Perceptions

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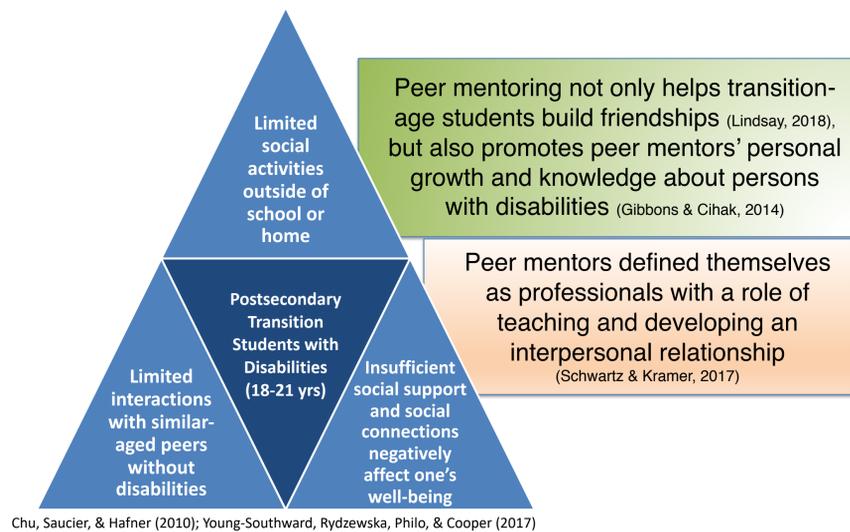
Abstract

Peer mentoring has been widely utilized to support postsecondary transition student's social inclusion and learning. Literature has reported that peer mentoring is a constructive and effective approach to develop knowledge, skill, and positive attitudes of both peer mentors and postsecondary students with disabilities. However, little research has addressed the experiences of peer mentors in physical activity contexts. Thus, this project investigated the experiences of peer mentors who mentored postsecondary students with disabilities in a peer-mediated physical activity program using a qualitative research method. Furthermore, how the peer mentors perceive peer support in the program was explored.

Research Design

- A qualitative research based on phenomenological approaches
- It aimed to understanding the experience through which the peer mentors were going through during a peer-mediated physical activity program for postsecondary students with disabilities
- The interview questions focused on the perceptions of the peer mentors on social support and friendship during the program.
- Examples of the questions are: a) How would you describe friendship and social support provided to the students during the program and were there any specific moments shared? b) What do you think of the use and effectiveness of physical activity as a means to provide friendship and social support for the transition students?

Literature Review



Project Activities



- Nine college-aged peer mentors (2 females & 7 males, 22-25 years) of a physical activity program for postsecondary students with disabilities were recruited.
- Data were collected through semi-structured interviews. Each participant had one individual interview (30-40 mins each) and one group interview (60 mins). All data were audiotaped.
- The investigator is now working on transcribing the audiotaped data. Transcribed data will be transferred to Nvivo (version 12) for arrangement, coding and merging into themes.

Leads to peer mentors being able to challenge stereotypical perceptions of disabilities

Peer mentors become more aware of problematic assumptions towards disabilities



Rao & Petroff (2011)

Key References

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