

Handbook of Disability Sport & Exercise Psychology

By Jeffrey J. Martin. Published 2018 by Oxford University Press, New York, NY. \$110, 464 pp., ISBN 978-0-1906-3805-4

Reviewed by Kelly P. Arbour-Nicotopoulos, University of Toronto; Celina Shirazipour, Dalhousie University; and Krystn Orr, University of Toronto

Handbook of Disability Sport & Exercise Psychology provides a comprehensive commentary on the research on sport and exercise for persons with disabilities. Disability sport and exercise psychology research has seen tremendous growth over the past decade, and therefore, a textbook that focuses exclusively on this topic is of importance. This textbook features 40 chapters that are divided into three distinct parts: Part 1, Philosophy, Research, and Disability; Part 2, Sport; and Part 3, Exercise. Each chapter within Parts 1 through 3 includes a critique of the research on a specific topic, followed by a brief summary highlighting critical future directions.

Part 1 provides a broad overview of the research issues and philosophical landscape of working with individuals with physical disabilities, along with a summary of considerations for the broader exercise and sport psychology field. Chapter 1 provides a foundation for future discussions surrounding the philosophical underpinnings of exercise and sport psychology, as well as disability. Chapters 2 and 3 discuss the historical shifts in the models of disability and language that are applied in the disability community, as well as among researchers and practitioners. Chapter 4 walks the reader through an overview of statistical considerations for conducting research in exercise and sport psychology. Finally, Chapter 5 stimulates thought of how people with disabilities may experience the physical, social, and psychological domains of everyday life.

Part 2 includes six sections that span the individual and social factors related to disability sport. The first section of Part 2 examines phases of sport involvement, including sport socialization (Chapter 6), the challenges experienced when participating in sports (Chapter 7), and finally, a reflection on the challenges of leaving sports (Chapter 8). One of the highlights of this section is the important discussion of the potential difficulties that athletes, particularly those with acquired disabilities, may experience as a result of training and competition.

The second section of Part 2 addresses sport development and coaching. A brief summary of the peer relationships in child and youth adapted sport (Chapter 9) and a research-focused perspective on high-performance sport coaching (e.g., Paralympics; Chapter 10) are included in this section.

The third section of Part 2 consists of a comprehensive exploration of athlete identity. Chapters 11 and 12 examine the diverse identities of athletes with disabilities. The strengths of these chapters lie in how the antecedents, correlates, and outcomes of athletic identity are considered, as well as the responses of individuals with disabilities to embracing varied identities. Meanwhile, Chapter 13

represents an excellent overview of different perspectives regarding the impact of a prominent athletic identity and disability sport message: the supercrip identity.

The fourth section of Part 2 provides a discussion of motivational theories commonly applied in disability sport and exercise psychology. Chapter 14 provides a brief introduction to the topic of participation motivation, leading succinctly into the following three chapters. Chapters 15, 16, and 17 direct the discussion of participation motivation to three prominent theories: achievement motivation, achievement goal, and self-determination theories, respectively. Each chapter provides a brief overview and common applications of the theory and concludes by providing future directions.

The fifth section of Part 2 focuses on negative affect (Chapter 18), mood (Chapter 19), and positive affect (Chapter 20) in relation to competition. This section highlights the predominantly descriptive nature of disability sport research on the topic of affect and mood (e.g., the iceberg profile); the lack of research and measures grounded in contemporary theories of affect, emotions, and mood; and the push toward further inquiry into positive affect and emotions, such as posttraumatic growth, flow, and life satisfaction.

The final section of Part 2 focuses on cognition in relation to training and performance, with a particular emphasis on self-efficacy (Chapter 21), self-esteem (Chapter 22), personality (Chapter 23), and psychological skills training (Chapter 24). An interesting line of research discussed in this section is the application of the five-factor model to sport participation and psychological constructs of grit, hardiness, resiliency, perfectionism, and sensation seeking to training, performance, and quality of life.

Part 3 shifts gears slightly through its broad focus on physical activity participation (i.e., lifestyle physical activity, structured exercise, and leisure and recreation) in persons with disabilities across five sections. The first section examines the benefits of physical activity. Chapter 25 makes a compelling case for physical activity participation given the low physical activity levels that are often reported across the life span for all disability groups relative to able-bodied comparison groups. Chapter 26 explores the research examining the link between the multidimensional components of quality of life and physical activity, with a critical discussion of the need for future research to move beyond cross-sectional designs and to explore mechanisms for how physical activity contributes to quality of life. In Chapter 27, the relational benefits of family-based physical activity are highlighted, with a particular emphasis on the instrumental and emotional support parents can provide to facilitate physical activity involvement of their children. An additional benefit highlighted is the “ready-made” support groups that parents can provide to each other through their shared experiences.

In the second section of Part 3, a thorough review of the barriers to physical activity for individuals with disabilities is provided, spanning individual (Chapter 28), social (Chapter 29), and environmental (Chapter 30) barriers. One of the highlights of these three chapters is the recommendation for researchers to move beyond the creation of barrier “lists” and instead focus efforts on embedding theory to better understand how different levels of barriers may interact with key psychosocial constructs (e.g., self-efficacy, motivation).

The third section of Part 3 complements this recommendation through its examination of the common theories used in exercise psychology and their current