

**EUCAPA 2012 CONFERENCE**

**KILLARNEY, IRELAND**

**8 MAY 2012**

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1 EUCAPA 2012, Tuesday 8th May:

2  
3 Opening address: Tim Scully of the Department of Transport, tourism and sport.

4  
5 MR O'FLYNN: Good morning, welcome everybody. It's day 3 in the big brother house, there  
6 will be evictions this evening!

7  
8 For those of you here since Saturday it's been a long four days, I hope you are all feeling fit and  
9 very well. A show of hands who is joining us for the first time this morning? Just a few, so can  
10 I take it from the show of hands who was at the banquet last night?

11  
12 Very well done. If I just say to the Finns particularly, you really can dance! Never in an Irish  
13 context have we seen a dance hall filled so quickly! It was great to see.

14  
15 Okay to start us off this morning we are privileged to have a rare public appearance from one of  
16 the men behind the scenes in Irish sport, our opening this morning will be done by Tim Scully  
17 the Principal Officer of the Irish Department of Transport, tourism and sport, he is also the head  
18 of sports policy. Tim Scully everyone.

19  
20 MR SCULLY: Thank you very much. Ladies, gentlemen, distinguished guest, I'm delighted to  
21 be with you here today for the official opening of the focus day and I'd like to thank Niamh  
22 Daffy for her kind invitation.

23  
24 The Department of Transport Tourism and Sport is responsibility for the development of sport in  
25 that context we recognise that sport and physical activity have significant potential to contribute  
26 to the development of a healthier society.

27  
28 We want to ensure that all people are encouraged and given opportunities to participate in sport  
29 and to enjoy the many benefits that sport can bring to developing a healthy lifestyle.

30  
31 We want Irish people to have access to sporting opportunities, to develop a lifelong relationship  
32 with sport and to embrace the enjoyment and benefits that go with sporting activity.

33  
34 Sport has an inclusive philosophy, welcoming and valuing everyone, irrespective of their ability

1 or background, it has the potential to enrich the lives of all people and no-one should feel they  
2 can't benefit from the physical activity.

3  
4 It can play a major role, in personal, community and general development and provide  
5 invaluable social, educational and recreational opportunities for every participant.

6  
7 Of course physical activity is have important benefits not just for the individual, but also for  
8 society, sport develops the personal skills of individuals, values such as tolerance, self-  
9 discipline, team spirit and strength of character are demanded, practiced and promoted.

10  
11 In this way sport serves an indispensable educational tool, both in schools and college and in the  
12 wider community.

13  
14 People with disabilities want to participate in sport and physical activity for all the same reasons  
15 as those who do not have a disability. Getting that opportunity and developing a lifelong interest  
16 in participating can be dependent on having a positive early experience of sport in physical  
17 activity.

18  
19 The APA can provide that positive experience and encourage people with a disability to maintain  
20 their participation and by doing so, enjoy the health and social benefits of physical activity.

21  
22 It is especially important for people with disabilities to be involved in sport. People with  
23 disabilities in Ireland are 3 times more likely to be inactive than people without a disability.  
24 Research from America shows us children with disabilities are 38% more likely to be obese than  
25 their counter parts, that is why it is so important that we keep working on improving access to  
26 physical activity for everyone.

27  
28 The conference for today, national focus day, includes some very interesting presentations and  
29 workshops, a day like today is a great way to keep abreast of positive developments in the area  
30 and share best practice. I'm sure you will find it very informative and useful.

31  
32 Finally the department is very pleased two of its agencies, Irish Sports Council and Failte  
33 Ireland, are supporting this conference. I would like to congratulate them, IT Tralee, CARA  
34 APA centre, the Department of Justice, Equality and Defence and the National Disability

1 Authority for supporting and organising this event over the last few days. Thank you very much  
2 and enjoy the day.

3  
4 MR O'FLYNN: Thank you Tim Scully. Now it's not often that disability sport takes centre  
5 stage but this summer offers a unique opportunity for the world to celebrate the participation and  
6 achievement of the Paralympic athlete and people with disabilities.

7  
8 The Paralympic Games to be held in London in September will be broadcast on American TV,  
9 on Channel 4 and BBC in the UK, by RTE and Setanta in Ireland and also by a range of other  
10 countries.

11  
12 Our next speaker, Dr Vicky Tolfrey, has been working with Paralympic athletes since 1994,  
13 through Atlanta, Sydney, Athens and Beijing. A senior lecturer in exercise physiology, Dr  
14 Tolfrey is the director of the Peter Harrison Centre for disability sport and also the editor of  
15 Wheelchair Sport in the UK, here to talk to us about her experience as a sports scientist,  
16 supporting the Paralympic athlete is Dr Vicky Tolfrey.

17  
18 DR TOLFREY: Thank you very much. I'd like to take the opportunity actually for thanking the  
19 organising committee for inviting me and for the nice weather when I arrived, the sunshine, as I  
20 left Luton it was raining, I landed into some gorgeous sunshine here in Ireland.

21  
22 A very brief visit for me, but I will certainly be back.

23  
24 It's a very diverse audience and Donna summed it up nicely in terms of where do you start in  
25 your own discipline? What I would like to do is actually start with a video, just to show the  
26 bubble, the world of how I see disability sport and the introduction will illustrate, I have been in  
27 this world since 1994 as a postgraduate student undertaking my PhD, I was actually here with an  
28 audience similar to this back in 1995 at Lueven, presenting my research, and the reason why I'm  
29 here still now is really because of this opening video that I'd like to show you.

30  
31 (Video playing)

32  
33 So I still get the goose bumps now just watching that video, but that's my inspiration, that's the  
34 reason why I'm undertaking research, leading research at Loughborough, with colleagues in

1 different disciplines contributing to the Paralympic athletes, but what I'd like to do at the very  
2 end if I have time is just illustrate how my work, although it has a Paralympic focus, very much  
3 is tapping down the spectrum now, in the sense that obviously we need to have athletes from  
4 somewhere, we need people to engage in exercise, for health benefit, for the recreational  
5 community, and obviously filter them through, a small proportion to some athletes that we see  
6 there and I know there is different road maps for people to do that.

7  
8 But obviously working at this level is what I'm going to be discussing and when I was thinking  
9 about my presentation, asked about a title, then it has been announced what my title is, but it's  
10 really my perspectives of working in this sporting arena, and what I'd like to do is draw together  
11 three case studies in this area and talk about the relationships of working with other practitioners,  
12 taking a team approach, and more importantly, talking about the philosophy of where I come  
13 from as an applied sports science researcher.

14  
15 So what this is actually showing here is the coach, the physio, supporting staff, and my goal as a  
16 sports science applied researcher is to provide sports science support to the high performance  
17 athletes, it needs to be accurate and reliable and I look at the training status, try to optimise  
18 performance when it matters, make recommendations, interventions but obviously to do that,  
19 there needs to be the buy in from the support staff that you are working with, you couldn't do it  
20 in isolation as a researcher. And that's why my relationships with Paralympic GB over the past  
21 few years have been excellent in terms that have translation of the information and the trust of  
22 the support staff that you're working with.

23  
24 The most important aspect in my mind is the fact that what I do in terms of scientific research  
25 and applied sports scientist, is that I need to do that in partnership with the two people, alongside  
26 the other supporting staff, and to do that I need to dovetail the needs of the athletes, the coach  
27 and they need to respect and understand that in the term of science and what a scientist actually  
28 is.

29  
30 So my journey, where do I come from? I'm in the laboratory testing, testing athletes, the athletes  
31 are out in their field training, and utilising the information that I have given them and they  
32 translate that hopefully to bring home some medals in their sporting arena.

33  
34 I'm working up the spectrum this way here and I need to make sure what I do is perhaps driven

1 by the right questions, that's very important for this partnership, for the relationship of working  
2 with the coach, and working with the other support staff.

3  
4 I view myself very much as the person who sits behind the medallist, I'm just a small fraction of  
5 someone there who is contributing to this performance, I'm not there on the podium, it's the  
6 athlete and the coach and some other support staff who perhaps are the key determinants of a  
7 success of receiving the actual medal, but I'm hopefully there behind them, supporting them all  
8 the way and it gives me great satisfaction to see this happen at the end of a game of basketball or  
9 track performance.

10  
11 So my key principles in terms of Paralympic scientific support are driven around these three  
12 theories that I have here, it needs to be coach led, it very much needs to be athlete centred, but to  
13 get individuals to come to the laboratory where I undertake physiological testing by mechanical  
14 assessments, etcetera, it must have performance impact otherwise you won't get the buy-in by  
15 the coach, the athlete won't travel the 4 hour journey to come to the laboratory to spend the day  
16 while I ask them to swallow a telemetry pill to measure their core temperature and put balloons  
17 down the nose and look at the pressure of the lungs, sometimes some invasive measures we have  
18 to do to really understand the picture behind performance from a mechanics point of view.

19  
20 There is other aspects where I go to the sporting arena and collect data in the field of play, that  
21 perhaps is a little more realistic for the sports performer and receptive for them to engage in that  
22 type of research, but again at the right time and right moment sometimes understanding the  
23 mechanistic aspects of performance can be done, but certainly it's not being done now with just  
24 six months to go with London, that will start again with the Rio cycle, we are very much now  
25 supporting just the coach and what they need, but the performance impact is a key one and I  
26 want to illustrate that to you in my case scenario.

27  
28 So the three areas that I'm going to cover this morning is first of all some very old work, perhaps  
29 in my younger days, around the concepts of supporting wheelchair basketball squad, which was  
30 driven by some questions which were initiated by the physiotherapist and then I undertook some  
31 biomechanical research to get some answers.

32  
33 The second aspect I'll discuss today was the Beijing acclimatization group, I was leading that, it  
34 has been shelved now, London we expect rain and a bit more rain, so there won't be the

1 challenges that we have had in the past with the travel and the acclimatisation, but certainly it  
2 will be back on the radar for Rio, but I'd like to discuss the working relationships I have had with  
3 sports science teams and healthcare teams from both multi and inter-disciplinary perspective.  
4

5 Finally I'd like to discuss a PhD research programme that has now been completed that explored  
6 the relationship between physiology and biomechanics with exploring the wheelchair  
7 configurations, is the chair set up optimally, if not what can we do and should we do?  
8

9 Hopefully that's the three areas if I have time today to discuss those through.  
10

11 So the first one, like I say this is some research I did quite a while ago now, it was actually  
12 leading into the Sydney cycle where we had a coach who just joined the GB Wheelchair  
13 Basketball Association, at the end of 1998 or '99 with the games being in 2000, he came with a  
14 running basketball background and I had been working with the wheelchair basketball players  
15 for several years prior to his arrival.  
16

17 What the study actually was titled was a biomechanical analysis of the free throw in wheelchair  
18 basketball players for varying classifications. I'm going to show you in the next two slides why  
19 we undertook this study.  
20

21 I'm sure you are quite familiar in the audience in terms of what wheelchair basketball is, we've  
22 seen a small clip of John Pollock making a very successful shot. But basically depending on the  
23 level or degree of disability, players are assigned a point classification and the coach has a  
24 certain amount of points on the field of play. What was important to performance impacts when  
25 we studied the statistics from the 1998 gold cup championships, 22% of the three throw shots  
26 were taken from the three throw line.  
27

28 So if we can get that shot right that's like a closed activity of wheelchair basketball performance.  
29

30 There was limited research in the area, there was clear differences in terms of someone who has  
31 a chair set up, perhaps a one or two point player who actually has the ball release at a lower  
32 height, less stability and trunk control, but what was interesting with the new coach coming into  
33 the sport was could he just translate his able bodied theory to then working with the wheelchair  
34 basketball player. What coaching models were available out there to establish the technical

1 shooting differences that may occur as a result of classification, but on top of that, was the  
2 physio, it wasn't this physio, I've just taken a snapshot of her, but the physio back in 1998, she  
3 came to me and said Vicky a lot of the one point players after doing their shooting regime in the  
4 morning, which was 500 shots at 7 o'clock in the morning, volume is what the coach initially  
5 went for.

6  
7 They were doing that shot and they were having quite a lot of problems with their wrist; this was  
8 one-point basketball players, doing the same training, volume, shooting wise as an amputee  
9 wheelchair basketball player, so the physio alerted me to a problem.

10  
11 So what I did was had a look, we had 17 wheelchair basketball players, I said let's look at group  
12 one, two and three. I'll illustrate here a video of them taking shots, this is out of group one  
13 players, a two point player, a mid point player here who has some trunk stability making a shot,  
14 and then I categorised the amputee group here as my high pointers, group three.

15  
16 So I divided the athletes into three groups and said let's have a look at the biomechanics of  
17 taking a three throw shot. We did a 3-D analysis I don't want to bore you too much in terms of  
18 technical detail, but we can look at the height of release, angle of release, the lean of the body,  
19 but more importantly the velocity contributions of shoulder, elbow and wrist that contribute to  
20 the shot.

21  
22 This is quite a descriptive table here and it really focuses what we see in wheelchair basketball,  
23 you have low point players, high point players, tall amputee players will sit high because they  
24 are tall, and their release of the ball is 1.78 metres compared to group one at 1.52, the speed of  
25 release compensates for the difference in terms of height so the one point players throw quicker,  
26 7.6 metres per second versus 7.2 -- we see that, that's an observation.

27  
28 What was more important was the next data, which we obtained through the 3-D video analysis,  
29 the angle of velocity at the point of release, the contribution coming from either the shoulder,  
30 elbow or wrist.

31  
32 If I just draw your attention to the wrist, this is the site where we had problems of one point  
33 players, we could clearly see the one point players here, greater contribution, angle of velocity,  
34 speed of that segment was occurring at the wrist relative to the other groups, where there was

1 quite a similar contribution at the elbow, responsibly shoulder, but a bit more from group 3 who  
2 have greater control and stability.

3  
4 So I am bringing a picture up here, evidence based practice of showing a model of what's  
5 happening an then how can we relate this to coaching practice.

6  
7 In summary what I found was the throwing pattern of group 3 was they could utilise the shoulder  
8 flex, they contribute and that then contributes to the ball release. Whereas the group which had  
9 higher incidence of injury, their wrist flexion seemed to be very important, because perhaps they  
10 were compensating for the deficiency of the shoulder movement and the shot was coming from  
11 the wrist because they were lacking that kinetic chain.

12  
13 So as a practical application of the work I was able to feed back to the coach in support of the  
14 physio, in simple terms we need to reduce the shooting volume of the one-point players, don't do  
15 the 500 shots the same as the amputee before a scrimmage session, it needs to be modified  
16 accordingly.

17  
18 I perhaps could have said that on day one before undertaking this study, because it was clear,  
19 you see that. But by having this information, undertaking this research we were able to show the  
20 athletes, show the coaches their profiles and say that's a matter of fact, let's look and see how we  
21 can change this.

22  
23 As a consequence of this research and unfortunately I never got a photo of this device, but if you  
24 can imagine a dodgem car, which are basically cars that have a metal thing in front of you that  
25 touch a metal roof to power it, we designed some metal rods that went on the front of a  
26 wheelchair, up about six-foot and bent around a bit, what we were trying to teach the one point  
27 players was throw the ball up and try and use a bit more of the shoulders rather than pushing the  
28 shot.

29  
30 So we were utilising and changing something, they did this for four or five weeks, it didn't go  
31 down well, it looked a bit freaky on the basketball court, but it was good to say technical  
32 changes may need to happen and we did try and implement changes within coaching practice.

33  
34 That was my first case study, a successful story, I should show you statistics to show that the

1 injury rates did go down, anecdotally they did go down and the physio was very pleased with  
2 that reduction in the volume of shooting.

3  
4 Moving onto the second case scenario, this is one of my very pleasing research areas, because it  
5 was a really big team effort and what we can see on this slide here is this is actually one of our  
6 bases, simulation and holding camp that took place in Macau, we had an identical discipline but  
7 different people in Hong Kong, so we replicated in Macau to what we had in Hong Kong in  
8 2006, 2007 and then we had the holding camp in 2008, big investment in terms of what could be  
9 done in preparing our athletes with travelling to Beijing, this is very much in my area now, the  
10 exercise of physiology.

11  
12 The working remit we were working towards is summarised on this slide on the left.  
13 Paralympic GB's 2008 holding camp aims to provide an optimal preparation environment, free  
14 from distraction, where athletes can acclimatise and focus, leaving the camp best prepared and  
15 ready to deliver personal best performances in Beijing.

16  
17 That was our working remit. We had people with expertise in jet lag, well-being, pollution,  
18 nutrition/Fluids, heat challenges, we had S and C coaches looking at peaking, strength  
19 conditioning, how we could monitor and prescribe training. We had a real opportunity in 2006,  
20 2007 to collect some experimental data, live applied support of which then could be replicated at  
21 the holding camp, because obviously you don't want to collect research data then, you want to  
22 inform, discuss with the coaches and perhaps illustrate best practice.

23  
24 So in some situations we were a fly on the wall, we let the coaches do what they did, looked at  
25 the well-being of the athletes, monitored jet lag etcetera, then had case conferencing during the  
26 camps to say; athlete B is struggling a bit here with jet lag, let's think about their training regime  
27 is; and we had case conferencing that was live during the ten-day periods of the camp.

28  
29 But what was one of the underlying successes of this group; the acclimatisation group was  
30 seeing changes in behaviour actually at the games. I'm going to illustrate quickly to you one of  
31 the scenarios.

32  
33 So I was tasked with a workforce of developing a little research team that was called  
34 Environment and Performance Projects Team. And we see all the contributors at various times

1 over three years on the top of the slide here, academics, practitioners and a key medical officer  
2 Dr Nick Weborn, we had athletes from different sports, disciplines, my area of expertise is  
3 wheelchair sport so I was quite familiar working with wheelchair rugby guys and basketball, but  
4 there were other sports groups as well cerebral palsy football, we did cooling strategies with  
5 them, we had table tennis, shooting and we were trying to look at challenges of the sport in their  
6 arena and whether we had to look at some strategies during game play.

7  
8 So our mission as a sub group was to send the best prepared team to the Paralympic Games, the  
9 primary purpose of that group was to minimise the detrimental effects that a range of  
10 environmental factors have on performance. So we packed our kit bag, had a refractometer to  
11 look at urine, every morning at 6 o'clock I was woken up with about 60 urine pots outside my  
12 door and I was analysing those to see, they just came off a flight, am I looking at syrup,  
13 something a bit more diluted, let's put strategies in place, I can certainly say the asparagus they  
14 had one night in the hotel wasn't that pleasant when I opened the pots, I had sugar puffs  
15 experience once before, but asparagus, definitely not going there!

16  
17 We took scales to monitor fluids drunk, we took nice flash pills that the athletes would swallow  
18 to measure the core temperature, they cost 42 pounds and get deposited down the toilet so we  
19 needed sponsors, but that allowed us look at the core temperature in the field of play.

20  
21 Pre-and post body mass, took ice vests, essential equipment, not just the Bocce balls but the  
22 water bottle with that, hydration was one of the key strategies.

23  
24 And working with the team of healthcare specialists I was working with Jeanette Crossland, the  
25 nutritionist for Paralympics GB, and there was a great partnership and working relationship  
26 there.

27  
28 We were tasked with, again where were we going to make the biggest performance impact? So  
29 we say let's look at the sports. We have several summer sports, some not necessarily represented  
30 by our delegation, but we have the summer sports here. We then categorised according to some  
31 Athens data that the medical officer had collated, we said heat stress index wise, let's categorise  
32 the groups, sporting groups here by whether or not they are high risk, intermediate risk or low  
33 risk, that was based on the physiological demands of the sports in relation to whether or not they  
34 took place indoors or outdoors.

1  
2 So you can see at the top the high-risk sports were athletics, cycling, equestrian, tennis and  
3 football, predominantly because they were outdoor activities, but also the demands through the  
4 need analysis of what the athlete has to do.

5  
6 What was interesting was wheelchair rugby was categorised as intermediate risk because they  
7 play indoors, that's an intriguing one. Wheelchair rugby guys came to the camps in Macau,  
8 spinal cord injury is the main disability of that particular group, and if we just do a further needs  
9 analysis in terms of thermoregulatory challenges and look at the tetraplegics. They may have a  
10 loss in sympathetic innervation to the heart -- their sweating is compromised; they're the lowest  
11 group in terms of functional capacity, if we relate them to high level paraplegics and to lower  
12 level paraplegics. There is a lot of research undertaken by Dr Price from Compton University in  
13 the UK who I collaborate with and he looked at a group of high paras and the sweating has been  
14 found to be proportional to the lesion, same as low level paras, so if you go back to the  
15 tetraplegics where do they sweat? If we watch a wheelchair rugby game, where do they heat?  
16 Heat storage, they got hot and they could be a group that really perhaps should be at the high risk  
17 level, not intermediate risk, but they were new really into the cycle of Paralympics because they  
18 had gone out to Sydney for an exhibition event, they were there in Athens and then they were  
19 there in Beijing, so there is not so much of a history behind that particular population group.

20  
21 So two years leading into the Beijing cycle, so we used the opportunity to pack our bags of all  
22 the equipment that you saw, the nice big telemetry data loggers, which involved swallowing the  
23 pill, and we tracked a scrimmage session of five of the spinal cord injured athletes known to  
24 have some problems on court when they played, feeling very hot and they wanted to have a look  
25 and see how hot did they actually get.

26  
27 Here if we draw your attention to 0 minutes going to 90 minutes of scrimmage, a training  
28 session, and the core temperature here. We can see that we have the blue athletes here almost  
29 approaching 40 degrees after undertaking half of their scrimmage session. We also have this  
30 athlete here with similar value and around about 39 degrees for another athlete.

31  
32 A bit later on this athlete shown by the yellow triangles increases their core temperature to  
33 around about 39.5. What's interesting is whilst they were doing that scrimmage session they  
34 didn't feel their temperatures were that temperature. I said how are you feeling? Fine, great, I

1 want to get on with pushing around the court. If I was undertaking this experiment in the  
2 laboratory I ethically would have to go through ethics and say what my termination of core  
3 temperature was and I always struggle to try and get it at about 39.7, the last ethical committee  
4 put it down to 39.6, if they are doing exercise in a heat chamber where I am the experimenter,  
5 the investigator, I would have to say; all right Andy, you're stopping pushing now, but they are  
6 doing this on court, in wheelchair basketball, rugby sorry.

7  
8 More importantly, they are doing this in a neutral environment, the temperature being around  
9 about 17 or 18 degrees. Not at 30 degrees, and we have the wheelchair tennis players in  
10 Wimbledon, in Florida, at those extremes, the same population group, the tetraplegics playing  
11 tennis, so it opens the doors to say what's the health and well-being of athletes training in,  
12 training out? Day in, day out and reaching a very high critical core temperature.

13  
14 What could we do about it? We then review literature and look at different cooling techniques,  
15 fans, ice vests, water bottles, we could even go to the parts of our body when you're cool you put  
16 your gloves on, when you're hot you pop your hands in cold water, our hands are made up of  
17 high dense AVAs, like capillaries, if you put your hands when you're hot in water you will cool  
18 down.

19  
20 So we thought could we do some hand and foot cooling? If you're cooling the foot you need to  
21 think about the gravity effect because obviously it won't get circulated around with individuals  
22 with a complete lesion, the hand cooling possibly can't be used because we need the hands to  
23 catch a ball or throw a ball and we don't want to lose the ability of numbness in the hands,  
24 etcetera.

25  
26 There has been positive effects found in endurance capacity, we have reduced thermal strain  
27 using these, using an ice vest, pre-cooling the athletes, they undertake a run and it blunts the  
28 margin of that rise of core temperature. Could we perhaps do that? What's the logistics of  
29 getting a squad of ten in ice vests 20 minutes before a game with the staff that we have in  
30 Beijing, we have to free some ice vests, transport them, get them there, maybe that's not very  
31 practical, for some sports it might be, but we have to look at the practicality and what we could  
32 perhaps do.

33  
34 We then need to question the suitability of what we can do with respect to could we use a time

1 out maybe, could we use the half time if we can't use pre-cooling type of strategy? So first of all  
2 we ask ourselves what's practical? What's the cooling power -- I don't know if many people  
3 have seen athletes just place something on their head, certainly in Wimbledon, you see them put  
4 a towel on their head and ice around the neck, that's going to have low cooling power, so it won't  
5 reduce your core temperature, but it make you perceive and feel the environment is cool, so it  
6 could have a psychological effect, but not a physiological effect.

7  
8 I have done some research in that area, if you don't linking it with your nutritional strategy you  
9 actually drink less, so if you feel cool you don't drink as much and that could negatively factor  
10 on long term performance, there are issues around that.

11  
12 We then go on to whether or not you can do these techniques in your sporting arena because of  
13 the rules, so we can't really wear an ice vest during wheelchair rugby, but maybe we can do  
14 something in the breaks, that is the challenge of saying let's look at the sport.

15  
16 What we actually did he, we thought the guys use the water sprays, that's something that they do  
17 regularly, but the problem with just using a water spray is it saturates your face and it doesn't  
18 dissipate, it's not like individuals who actually have a good sweating capacity, need the  
19 convection in terms of dissipating into the environment, so we need a fan whilst you water spray  
20 your face, a fan to then absorb into the environment to release and get rid of the heat, like an  
21 artificial sweat feature. So the sweat evaporation.

22  
23 And this is actually what we did.

24  
25 (Video playing)

26  
27 Hopefully you'll see here, this is during a game, we trial it had two years leading into Beijing, the  
28 guys are spraying themselves and fans are coming around now to a couple of key players that  
29 have problems and we are holding the plan, a guy here doing localised cooling, spraying himself  
30 and using the fan as well.

31  
32 I guess this was my success story, was the education for two years around about heat  
33 acclimatisation, cooling strategies, we Googled and looked for some very powerful fans that  
34 could be placed into a rucksack and we sourced these fans from America, we bought several of

1 them, the guys then were responsible themselves in their equipment list, they took them to the  
2 event and like I say, the impact was they used it during some games.

3  
4 They got fourth place, not third, but watch out London, we'll be there with the medals for that  
5 one!

6  
7 So that was a success story there, like I say working very much with the healthcare specialists,  
8 particularly with nutritionist because I didn't want the negative effect of using these cooling  
9 garments, water, sprays, fans and then the athletes didn't drink, so each athlete had an  
10 individualised fluid replacement strategy, so when they used the fans they still knew that they  
11 had to drink X amount of fluids, even if they felt cool because they were doing that, again  
12 because of the fact of dehydration etcetera.

13  
14 So that was my second working practice case I wanted to share with you. The final one that I'd  
15 like to share is a PhD programme of study which occurred over the last four years, again an  
16 interesting one because this actually was funded by UK sport, I collaborated with Prof Lucas van  
17 der Woude, apologies for my pronunciation, I have known him 7 years, but not good on  
18 surnames.

19  
20 I got him involved because of his expertise in manual wheelchair propulsion and what the task  
21 was, was to look at the ergonomics of wheelchair configuration for optimal sport performance.

22  
23 Now to me this is a case study that is very, very inter-disciplinary in terms of the nature. You  
24 have a wheelchair performer, sat in a wheelchair, but you have the mechanics of that wheelchair  
25 that you need to understand with the interaction of the athlete pushing that wheelchair and we  
26 need to combine and look at the interfacing model, so we need to look at the physical capacity,  
27 and we need to look at the mechanics, technique, biomechanics of the system.

28  
29 Now that could be done by someone who calls their self an ergonomics type of person or could  
30 be done with a physiologist talking to a bio-mechanist, etcetera, but the three of us, myself  
31 perhaps more around physiology, Barry the PhD student who was a bio-mechanist and Lucas  
32 who was ergonomics, the God of manual wheelchair propulsion who was happy to work with us,  
33 with this particular programme.

1 This PhD started in the Beijing cycle, again the timing of what we wanted to do, we couldn't just  
2 intervene and change chairs, because when you start changing a chair perhaps when it's a year  
3 out to competition, you have to consider the psychological factors with that, so we took a  
4 systematic approach, study by study and the needs at the time in terms of the four-year  
5 programme of study.

6  
7 Now the concept was the fact that we want to optimise wheelchair performance and there have  
8 been significant developments in design and configuration over the years, we have some chairs  
9 that look like this back in 1948 and they have evolved over the years very much to titanium, very  
10 low weight, mass in terms of the wheelchairs, there are spies out there from other countries, I'm  
11 not going to show you what our chair looks like for London, they have been launched and passed  
12 but they are the next model up from this here, that's under wraps, we want to keep some of our  
13 science to ourselves!

14  
15 But there is very little evidence base on why we should change certain things on a wheelchair to  
16 improve the mobility, that really was the starting point in the sense that when we then asked the  
17 athletes and say you've changed now your camber from 18 to 24, or you've changed your caster  
18 wheel size at the front or the seating, why? That was the question, because the partnership that  
19 we have here is I'm not a wheelchair user, I'm a scientist.

20  
21 A lot of the athletes in the GB team had numerous years of experience of pushing the  
22 wheelchair, excelling to the highest levels in terms of podium performance etcetera, and what  
23 was quite evident really was the fact that the sports wheelchair configurations really were based  
24 very much on subjective perceptions, trial and error.

25  
26 But that's good, because then we can say let's have a look at some of these factors and collect  
27 some data and evidence to support your subjective feelings and perceptions. So the starting  
28 point of this particular work was really to provide an evidence base around the effects of  
29 wheelchair configuration on areas of mobility performance.

30  
31 What did we investigate, where do we start? What we had to try and do was think about,  
32 discuss, gather the literature in terms of what areas of configuration do athletes and coaches  
33 benefit, this is the performance impact, where would they benefit to be quicker, to spin around,  
34 to be agile on court? We had to use a qualitative approach for this first investigation which was

1 a little bit out of my area of expertise in the sense that I like numbers, I like the evidence to say  
2 cause and effect, but it was very important that we actually built this picture around the  
3 qualitative approach first, to ascertain what the experienced wheelchair athletes were doing,  
4 why? What were the coaches aware of, the manufacturers of the wheelchairs themselves? How  
5 did they think they were affecting performance if they were to change something?

6  
7 And through this transcribing the data collection, through semi structured interviews, we saw a  
8 degree of similarities in why people were adopting maybe greater camber, larger wheel sizes,  
9 smaller hand rims, etcetera.

10  
11 So that was quite nice to say if people know that and literature is confirming that, that's perhaps  
12 not an area to focus our attention of research on. But what was important was when it came to a  
13 question about why have you that camber, or why have you elected for 25-inch wheels rather  
14 than 24 or 26? The athletes, the coaches had conflicting remarks.

15  
16 Some of them thought it was because it makes me go quicker, but another person would say it  
17 makes me more agile, a little slower but I can compromise that with agility on the court. So  
18 there was a conflict in the area. That made me think with Barry and Luke that we needed to  
19 adopt a multidisciplinary approach to look at physiology, biomechanics, and performance  
20 measures in both laboratory and field based environment.

21  
22 Now field based testing is favoured by the athletes and coaches, it's more specific to competition,  
23 athletes like us going to them, but if they come to us it's a bit more artificial being on a treadmill  
24 and things like that.

25  
26 But in my mind being on a treadmill like this slide shows here is that's a vital starting point for  
27 us to understand things in a controlled environment, it allows us to look at cause and effect,  
28 someone pushes in a known environment at a known speed, a known power output, we can  
29 manipulate something and say your efficiency has gone down by 2% because we changed this  
30 feature of the wheelchair.

31  
32 So we then think what do we need to measure, what's the markers? So we look at physiology,  
33 oxygen uptake, heart rate, rating of perceived exertion, imagine you are driving down a  
34 motorway in the Morris Minor, driving down the motorway in your Jaguar, which will be the

1 most economical on fuel? That's like the scenario I'm looking at, the option uptake to say what  
2 system you're pushing is the most economic, because there are components of endurance fitness  
3 that are very important for performance, it's an intermittent high intensity activity, but if you are  
4 doing it day in day out over competition for eight days and one recovery day, endurance is a key  
5 factor for not only the activity itself and performance wise, but also with the recovery to take  
6 part in the final after day eight of competition.

7  
8 Fatigue can be a limiting factor in performance court sports, we look at some work that's come  
9 from America with Laurie Malone's team etcetera, we have done work using notation analysis  
10 and you can see in the second half the great fatigue of the athletes in their sprinting top end  
11 speeds in the second half compared to the first half, so fatigue is a key factor, if we can try and  
12 optimise that.

13  
14 If we look at the biomechanics factor of where we come, from a technique, then we want to do a  
15 kinetic analysis to explore the propulsion technique, we place markers on the athlete, place video  
16 cameras and look at elbow angles, shoulder angles and link that where possible with uses such as  
17 the smart wheel, which allow us look at the magnitude, direction of the force application, so  
18 what happens at those high speeds?

19  
20 We can link this possibly to an insight about the jury risk, work with other team members and  
21 the physiotherapists, SNC coach, to have these models of the athletes if they were to increase  
22 their camber that actually might mean their elbow angle is in a less favourable position and their  
23 wrist is twisting around a bit with a potential of injury.

24  
25 When we move to the field, we want to replicate as much as we can to the sport, we can use their  
26 own configuration but what we must ensure is that we have good tests that enable us to look at  
27 markers of performance such as acceleration, sprinting, breaking, pushing backwards and we can  
28 do that with some simple tasks such as timing gates, velocimeters we have developed to look at  
29 acceleration profiles.

30  
31 But what's important with that is we must have reliability tests and good reproducibility. So if  
32 we do a battery of tests here that involves an athlete pushing forwards, going backwards, go  
33 forwards, backwards forwards, so pulling backwards like they would do in the sports, is if they  
34 do that on day one, they do that on day two and don't change their chair configuration, there is

1 good agreement with their times, so then when we come in with manipulation of the chair, we  
2 then know the meaningfulness of that change.

3  
4 So we've done some calculations on reliability and found some co-efficient variables of 1 to 2%,  
5 which is very good for these types of tests.

6  
7 The interesting thing then is what do we do with data when we collect it? Here is some data  
8 here, I'll not go into too much detail, that looks at camber and wheel size, so we have camber 15  
9 to 24 degrees, wheel size, small wheels 24 to 26, the physiological demand is favourable in 15 to  
10 18 degrees camber, but not 20 and 24. If you like at sprinting ability that's favourable in 18 and  
11 20 degrees, but not at 24 and we didn't measure it at 15. Manoeuvrability, we can group the data  
12 and they help us produce research papers.

13  
14 But if we really want to understand an individual and what's optimal for them, we must  
15 configure, have configuration and explore data from an individual perspective.

16  
17 Hopefully what we can see here is not one configuration is optimal for everybody, but if we  
18 group our data and then translate this to the developmental player, what we perhaps can say it is  
19 a good starting point for athletes, based on this data is 18 degree camber may be quite good for  
20 people that don't have this information to base their selections on, to then move upwards and  
21 downwards from this starting criteria point.

22  
23 We then say the role of the athlete needs to be combined with the coach, what's their impairment,  
24 what's their role on court, do they need to be agile, do they need to be quick? Do they pull  
25 backwards more? So we need to actually consult this information with the coach, we do a  
26 written feedback, we do this specifically for individuals and we then provide verbal feedback at  
27 training camps, it's very important we feed back this to the group, and we allow opportunity for  
28 further discussion.

29  
30 So it's very important when I do research it's fed back and fed back in the right fashion.

31  
32 So in summary of this particular case scenario once we provided the evidence base, the decision  
33 lies with the athlete and the coach.

1 They have got the information they need, we're there to still help, advise and track and monitor,  
2 but we've passed our resources to them. They must obviously consider other areas, because  
3 some of the tests we do doesn't involve the ball handling skills, so there is other components of  
4 court sport, decision-making, psychology, team play, etcetera, that all needs to be considered.  
5 But ultimately it still remains the subjective element to this wheelchair configuration process.

6  
7 What I have got and I'll leave these somewhere for people to collect them, the first part of our  
8 research that's translating this information to the development player and we have actually  
9 compiled Barry's 200 or 300 page PhD into a 16, 18 page booklet of how to choose and select a  
10 wheelchair. These are free for to you take away and maybe I can pass them to the organisers.

11  
12 So in summary then of the whole presentation, it's really difficult to appreciate how the extent of  
13 this work has had on the overall success of GB at the Paralympics. However I must hold my  
14 hand up to say that I feel, personally, that the individuals who I've worked with do now  
15 understand how sports science can be used, the education process has been there, and I believe  
16 that this application to the coaching of the sports science and dissemination of information has  
17 improved over the years that I have been working with the particular athletes.

18  
19 So to end with, I guess I arrived late yesterday, I attended several sessions since, but the general  
20 feel that I get of this conference is really the fact that I'm at the spectrum here, I'm working with  
21 elite athletes, but whichever way we look at it, I can say I'm working here and trying to translate  
22 my knowledge now down to those that are engaging in rehabilitation, following a spinal cord  
23 injury, to physical activity.

24  
25 There are some people in the audience who are working here looking at the opportunities and  
26 trying to look at the barriers to encourage people to have this physical activity and healthy  
27 lifestyle, and they are passing me people of which I can work with up here.

28  
29 It's the lessons we learn and how we disseminate that information and like I say, some of the  
30 future work of the Peter Harrison centre is very much working around that area, yes we may  
31 have this Paralympic focus, but we appreciate the athletes have to come from somewhere  
32 through the different pathways to get to the agenda where we are working with and from.

33  
34 So I do, like I say have this booklet which is come out of our work, and the final one, is a couple

1 of years ago, with collaborators I have worked with from a research perspective, we tried to put  
2 together some information about wheelchair sport that was a guide for coaches and teachers.

3 Thank you very much for your attention.  
4

5 MR O'FLYNN: Thank you very much Dr Tolfrey, I understand you'll take question, we have  
6 about five minutes if you want to. Whose first, we can get a mic down to you?  
7

8 Q. DR KUDLACEK: Thank you for a nice presentation, I have a question, what is your experience  
9 about how to bring this knowledge to professional preparation for example in coach training or  
10 undergraduate training, where we should impact this kind of information, where is the place, if  
11 you try to implement it in Loughborough?

12 DR TOLFREY: That's a good question, we had some discussion over the meal last night over  
13 this topic.  
14

15 My experiences as an undergraduate student in the first place is that I was not exposed to APA in  
16 the curriculum, and it was just an opportunity where I was asked to do a PhD with wheelchair  
17 racing, I looked at the sport and thought that's for me I like that, that's where the interest came  
18 from.  
19

20 That said, now I'm actually a lecturer teaching undergraduates and at my former university,  
21 which was Manchester Metropolitan University, I did actually have a module called Adapted  
22 Physical Activity and there was perhaps about 30 students on there and I taught them, but the  
23 numbers went down and the Head of Department said that's not feasible any more, I moved to  
24 Loughborough and I teach on two modules there.  
25

26 One is a ten-week module called fitness and training, I have one session out that have ten weeks  
27 on the special populations, that covers the female athlete and I incorporate disability within that  
28 session as well. That's year one.  
29

30 At year three is my other module called the physiology of special populations and we have four  
31 weeks on disability, three weeks on the older population and three weeks on paediatric exercise  
32 physiology.  
33

34 So it's one of these things where I really like to teach the module but it's the demand. And I feel

1 that one of the things that Paralympics GB is going to do, if you go to their strategic document at  
2 this moment in time, is they are trying to use not only the games as inspiration for people to be  
3 active, which I know there is pros and cons either way of using that elite model, but they are  
4 actually trying to have an objective of increasing the public awareness and perceptions of  
5 disability through the Paralympic Games.

6  
7 I'm hoping in partnership with Paralympics GB through their forum, that we actually can engage  
8 with maybe higher education establishments to improve and implement some modules at  
9 university level, because I still think that's lacking. It could even be simply as I have a colleague  
10 at Brunel University that I work with that does exercise physiology on respiratory function using  
11 a spinal cord injury athlete as a model. A lecture is a great way of illustrating training  
12 optimisation around respiratory training devices, using that model in a specific physiology  
13 module, but it's a way forward.

14  
15 I think it's all about confidence of other lecturers who don't necessarily work day in and out in  
16 the field of disability sports, but to provide coaching material, teaching materials that could fit  
17 and compliment current modules maybe. That's one of the philosophies that I'm thinking about,  
18 because in most universities it's all about numbers and if your module is not successful or  
19 promoted right, your numbers trickle down and your head of school says that's not feasible let's  
20 put another module in place, you are always competing against modules like nutrition and  
21 performance, which has 80 students compared to my module that only has 20, but I think we can  
22 integrate the teaching.

23  
24 MR O'FLYNN: We have a second question.

25  
26 Q. Hi Vicky, given that you are in the multi dimensional nature of sports science, who makes the  
27 decisions in terms of which science takes the most performance effect? Because sometimes you  
28 are talking about successful ones, but also some of those factors have a negative impact as well,  
29 or even a psychological one?

30 DR TOLFREY: Yes the team I worked with leading to Beijing, we had a sports science medical  
31 strategic team and we actually had myself as a physiologist, we had a nutritionist, a psychologist,  
32 a strengths and conditioning physio, so we he representatives around the table, and we used to  
33 always do quite a lot of case conferencing sport by sport, we'd look at the sport, look at the  
34 position of the sport, who the sport employs in terms of whether they have their own

1 physiologist, etcetera and how we could work with them to try and create better opportunities  
2 through the use of sport science, whether it was a priority for Paralympics GB to invest or  
3 whether the sports themselves needs to own something and take a better direction.

4  
5 Unfortunately after Beijing, that group no longer existed and I got drawn into UK Sport to be a  
6 bit of an advisor, I think that needs to be resurrected in the next cycle and I'm trying to push the  
7 case for sports science.

8  
9 MR O'FLYNN: Thank you Dr Tolfrey, in recognition of your presence here we'd like to make a  
10 small presentation, this is Peter Smyth of the Irish Sports Council. Dr Vicky Tolfrey everybody.

11  
12 There will be another opportunity to ask questions at the expert panel discussion later on this  
13 afternoon. There is a coffee break now, can I just remind people a couple of brief things, poster  
14 presenters could you go to your station for final assessment to take place during the coffee break  
15 and can I also remind people to check out from the hotel is 10 am so you probably should be  
16 thinking about moving out. Thank you very much. See you back in here at 11 o'clock.

17  
18 End of Presentation

19  
20 Dr Lauren Lieberman: Inclusion in physical education, ethics, principles and practice.

21  
22 MR O'FLYNN: Welcome back everybody, just a quick note, is Judith Gombas in the room?  
23 She is presenting at 11.30, could you please go to registration desk and upload your presentation,  
24 thank you.

25  
26 We welcome now one of our main guest speakers Dr Lauren Lieberman; a world-renowned  
27 expert in the field of developing the abilities of children with vision impairments, Dr Lieberman  
28 is a Professor at the state university of New York. Working in the area of adapted physical  
29 education. Ladies and gentlemen, Dr Lauren Lieberman.

30  
31 DR LIEBERMAN: I appreciate everyone being here, especially after last night! It was a fun  
32 time. I just want to know who ordered the dinner last night, that was awesome wasn't it, and also  
33 the music was awesome, I just think everything all around was wonderful.

1 And so my presentation today is about inclusion in physical education, ethics, principles and  
2 practice.

3  
4 And the first thing I just want to share is a couple of stories, I think that will hit home and I'm  
5 sure some of you can tell the same kind of stories where people say kids with disabilities are  
6 included, but are they really included? And so one of the things that I was at a school two weeks  
7 ago, and they said they were very proud of their inclusion programme.

8  
9 Sixth graders, picture this, it was a sixth grade class and kids were sitting in squads, the kids who  
10 were supposedly included were standing against the wall because there was a separate class, with  
11 their aid, the teacher gave the instructions and then the kids with the disabilities joined in the  
12 class, it was a tag game, an elimination tag game, so they were included for literally ten seconds  
13 and they got tagged and they sat out for about ten minutes.

14  
15 My question is, is that inclusion? They weren't there at the instruction, they weren't sitting with  
16 their peers and they got tagged out. One of the kids actually stayed in for about two minutes. So  
17 that was just one school.

18  
19 Then I went to a different school, a third grade and the third grade -- one of my former students  
20 was the adapted specialists it was inclusive class, a general PE class with the adapted specialist  
21 with three kids with autism, they were included. And so when I walked in I was there the class  
22 before, there were two women standing on the corner talking, I said that's really nice, I thought  
23 they were two moms and came to see the kids in PE, I thought that's really cool letting moms to  
24 come and watch kids in PE, they were standing there for about 20 minutes, they were the aids,  
25 the teacher aids.

26  
27 So then that class left and the next class came in and this adapted teacher said oh our kids aren't  
28 here yet, the kids are already in the squads and they started the instruction, I said where are they,  
29 well the aids had to take the other class back and then they are always late, she is standing there.  
30 I said why don't you go get them? She says this is an inclusive class, they just went through all  
31 the instruction and all the kids are in their squads, happy, excited, they are no part of that.

32  
33 Then they came in the class and they all had these weighted vests on and looked like they were  
34 in Catholic school, it really made them stand out, so they were late, had the vests on and missed

1 instruction, is that inclusion?

2  
3 That's what I'm going to talk about today is some inclusion strategies where we can alleviate  
4 some of these issues and hopefully empower our teachers and educators to really include kids  
5 with disabilities and encourage their peers to accept them for who they are.

6  
7 So I ran across this piece of research a few years ago, I think it is so powerful, it's by Falvey,  
8 Givener and Kim from 1995, it says when kids feel included they leave the class proud, feeling  
9 special, comfortable, recognised, confident, excited, happy, cared about, liked, appreciated and  
10 positive.

11  
12 Now how many of you out there are students, since there is people with visual impairments here  
13 I'm going to ask you to clap, how many are students here, clap your hands please?

14  
15 And how many of you are practitioners and teach, clap your hands?

16  
17 I'm sure that being here your motivation and enthusiasm, your kids leave your gym feeling this  
18 way and this is what our goal is, so in this study they said when kids felt excluded like these  
19 classes that I saw, they felt angry, resentful, hurt, frustrated, lonely, different, confused, isolated  
20 and this is the one that kills me -- worthless and invisible.

21  
22 So making that effort to ensure that children are included is so important, it didn't even occur to  
23 this teacher why don't I go get them and bring them back, or two teacher aids, why doesn't one  
24 go get the kids and one take the kids back? But you have to have that mindset of true inclusion,  
25 it shouldn't be on paper, it should be a reality.

26  
27 And that's why some of you might know my colleague Dr Cathy Houston Wilson, she and I  
28 co-authored a book called strategies for inclusion, it's basic strategies, a non-categorical book on  
29 how do we include children with disabilities, it does include a few of the topics I'll talk about  
30 today.

31  
32 But how do we meet the standard of true inclusion? And just to keep in mind that adapted  
33 physical education, at least in our country, the law says it's a service that we provide; it's not the  
34 placement. So even when kids are in a segregated class they still need to feel part of their school

1 and community. Also that every child has the right to learn what their peers learn, and I'm just  
2 go to have to take a TV time out, this just happened this month.

3  
4 I'm on a board of the journal of physical education, recreation and dance and about two months  
5 ago I wrote an editorial just about the ethics of inclusion, one of the things that I feel strongly  
6 about and I checked with many of my colleagues, is that there is no adapted physical education  
7 curriculum.

8  
9 Children with disabilities are children first, so our curriculum for kids with disabilities should  
10 mirror their peers, if they are learning badminton children with disabilities are learning  
11 badminton, it should mirror the regular physical education curriculum, how we deliver the  
12 curriculum might be different and it very often will be.

13  
14 So one of our very popular colleagues, one of you in the US might have seen this article, wrote  
15 an article that said that the adapted curriculum, we should really limit what kids with disabilities  
16 should learn because they probably can't master all of the units in the general physical education  
17 curriculum.

18  
19 How many of you mastered every unit that you went through in physical education? Think  
20 about it! I think I would, they would have put me in basketball the entire year, because I'm not  
21 good at basketball, I like it but that's not fair. How many able bodied kids master a unit? Why  
22 do we expect kids with disabilities to set a different standard from them and limit what they can  
23 do? And the whole -- this is why I feel like we're not in conjunction with special education, and  
24 I really liked what Jim was talking about, that we really need to get on the same page with  
25 special education, because special education promotes self determination, and self determination  
26 is giving children choices and options for their lives.

27  
28 If we limit kids to two or three units their whole lives because they can't master the ones that we  
29 provide for everyone, are they going to really be self-determined? And so you don't have to  
30 agree with me, but I really feel strongly that kids with disabilities don't have to master a unit  
31 before they move on with their peers, they should do the best that they can and give them  
32 practice opportunities if they are behind. So I could talk about that all day, but we have to move  
33 on.

1 So again children with disabilities should be held to the same standards as their peers, but not  
2 held back if they don't meet those standards because we don't hold the children who are able  
3 bodied back. Then also that achievement is the goal, not just participation and I really like what  
4 Vicky talked about, because she is talking about not letting athletes just participate, let's get them  
5 to the optimal level. The same thing goes for children in physical education.

6  
7 How many of you have seen just because someone has a disability everybody is clapping and  
8 cheering, oh they are running, isn't that right, they are swimming, all right! But they can do it so  
9 much better but we don't push them, because we think they have a disability it's so nice that they  
10 are even here, on paper!

11  
12 So the rest of this presentation I'm going to touch on disability awareness, which I think is very  
13 important, working with support staff and then the universal design for learning.

14  
15 My students work with children with a variety of different disabilities and I think that does help  
16 with disability awareness and this is actually level three of disability awareness as you'll see.

17  
18 So why should we do disability awareness? How many of you do some type of disability  
19 awareness, clap twice?

20  
21 So a lot of you are already doing this, so you have an understanding that it's increasing  
22 understanding, improving attitudes towards people with disabilities, increases socialisation and  
23 friendships and then decreases teasing and ridicule and I think what Donna spoke about  
24 yesterday really hit home with a lot of us, that even people of all ages, if they don't understand  
25 someone they might ridicule, tease or demean that person.

26  
27 So I modelled this after Karen de Paul, some of you might remember when we had the whole  
28 inclusion push Karen had this model of level 1, 2 and 3, this is similar to her work.

29  
30 But level 1 is just saying let's expose kids to people with disabilities, we have speakers, articles,  
31 stories on a website, books, you can watch a disability sporting event and we can access a lot of  
32 this on the web, and level 1 is also based on social constructivism. I'm sure all of you know  
33 about social constructivism, but the idea that our attitudes are only as broad as our experiences.  
34 The more experiences we have the more open minded and better our attitudes will be towards

1 different disability groups. And so the picture on this slide is a little boy swimming with no  
2 arms, and if some of you have seen this little boy maybe in a train station or in a school you  
3 might have thought, Oh geez, he has a disability, he wouldn't be able to do anything like that, but  
4 he swims independently, once you meet him and you know that, that broadens your perspective  
5 of what people with no arms can do.

6  
7 I have to tell you a funny story, Judith Gombas is my friend, when I first met her she e-mailed  
8 me said I'm teacher, I live in Hungary can I volunteer at your camp, I said sure, come on to my  
9 camp, she goes from Budapest, and she is like no I'll meet you at the airport, so we meet her at  
10 the airport, one night I said we were talking about kids going outside your comfort zone, doing  
11 something uncomfortable and pushing yourself to do better, I said do you mind talking about  
12 how you travelled independently from Budapest? And how you went outside your comfort  
13 zone? She said Lauren I didn't go outside my comfort zone, and -- so next year when I went to  
14 travel to Budapest to visit her, I thought about how she did he that whole trip and she is blind,  
15 and how her saying that that wasn't outside my comfort zone, that really opened my eyes a lot, I  
16 would have thought it might have been difficult, some part of the trip might have been difficult,  
17 but not for her.

18  
19 Bottom line is expose students to a variety of people with disabilities and skills and  
20 accomplishments, the more open minded they will be. Even people in the field for years and  
21 years, we're still learning, right?

22  
23 So maybe here in Ireland, I know everybody knows Jason Smith, how many people have already  
24 talked about Jason, he is visually impaired and he is one of the Irish Paralympic runners so  
25 exposing students to Paralympic athletes or Mark Rohan, you can link on that website and see  
26 him doing his cycling.

27  
28 So those are some ideas for level 1 of disability awareness.

29  
30 Level 2 might be simulate the disability, play a sport with that disability and so I have videos of  
31 sit volley ball, which I know Ferhat did a wonderful job introducing it yesterday, wheelchair  
32 basketball, tabletop cricket, Martin introduced me to tabletop cricket I never would have known  
33 about that. Go through activities of daily living with a disability, go to class or work with a  
34 disability.

1  
2 Some examples are use a wheelchair to go through the day, maybe if you have a job waitressing  
3 or a job do it with a visual impairment or simulation.

4  
5 This week we learned blind soccer, thank you to Warren, power soccer, Liam, beep baseball and  
6 the Halliwick method of teaching swimming, and these are some examples of level 2 of  
7 disability awareness.

8  
9 Then level 3 would be ownership. Take it upon yourselves to make the lives of people with  
10 disabilities better, for example peer tutoring, if you get your children, the kids you work with to  
11 the level of peer tutors then they reach level 3 of disability awareness. How many of you have  
12 raised funds for the cystic fibrosis or diabetes or MS, clap twice if you raised funds or disability?  
13 So we are all level 3, see.

14  
15 Advocate for rights such as interpreters, be a guide runner for a race for a person who is blind,  
16 that's a level 3 of disability awareness. Some of our students have set up wheelchair basketball  
17 games at a half time of a college game and then maybe set up tabletop cricket during a school  
18 assembly, and I'm sure if you thought more and more about it, you'd think of other level 3 of  
19 disability awareness. And the goal is to get to level 3 as I was saying.

20  
21 So in summary, this picture here is actually a Bocce tournament that the students from UL set up  
22 last semester it was really awesome, that's a total level 3 disability awareness, it was wonderful  
23 to see all these people had the opportunity to have a Bocce competition because of what they did.  
24 So implementing disability awareness is so important and in most cases it's free, I don't  
25 understand why more people don't do it. Be sensitive, have fun and be creative, and one of the  
26 things I caution people is make sure that the voice of people with disabilities are part of it before  
27 you do some type of simulation, maybe check with that disability community and make sure you  
28 are doing it in a sensitive way.

29  
30 Then the next thing I want to talk about is some teacher aids, now I know in Brazil they call  
31 them teacher aids, we in the US the term they give themselves is para-educators, in Ireland they  
32 called them Special Needs Assistants, either way if you want to do inclusion you can't teach  
33 without them. If they are part of the classroom class and they come into your gym you need  
34 their help.

1  
2 So the idea, the truth is that children with disabilities learn more with smaller ratios, and the  
3 physical education teachers is responsible for all the kids and the teachers aid can help in many,  
4 many ways, so what is a teacher aid defined as it's a person who works alongside of the teacher,  
5 a specialist and administrator in a school. It's either one-to-one or small group instruction and  
6 one thing I found out, it's important to find out what their contract says, sometimes their contract  
7 might say that they don't have to go to physical education. You can change that, but you have to  
8 find out what does it say.

9  
10 So just the benefits of a teacher aid are extra set of eyes, hands, they can help support the teacher  
11 in decision-making related to behaviour or modifications and also can bring information to the  
12 teacher about the disabilities of the student and then they can help with a variety of teaching  
13 related duties, that's what we use them for.

14  
15 This is just saying some of the different roles and again classroom management, behaviour  
16 management, they can give input on individual plans and they can help with assessments too  
17 which is really wonderful.

18  
19 So I realise a few years ago that we did a study and the PE teachers thought that the Special Ed  
20 people should train the para-educators, the Special Ed people thought PE people should train the  
21 paras and there was no training programme, at least in our country there was no training. So we  
22 got a grant to write a book now we have the book called para-educators in physical education, a  
23 training guide to roles and responsibilities.

24  
25 Now this is exciting, this came out in 2007 and I know that some people are using it, but I just  
26 finished a study in the US, 143 teachers and teacher aids, parents, 92% of the kids had a teacher  
27 aid that went with them to physical education, 92%. None of them were trained for physical  
28 education.

29  
30 Now they were trained for the classroom and other academic areas, but not for physical  
31 education, so right now we are in the process of creating a video to go with this to help train  
32 para-educators that will be free and you can even get continuing education credits to watch the  
33 video.

1 So even though they have mechanisms in place we have to be the ones advocating the training,  
2 because from that scenario I told you at the beginning, without the training I don't think that they  
3 are really going to know their job and what to do. So some training at the beginning of the year  
4 is really important.

5  
6 So the training and this is just some of the elements of the training, what is physical education,  
7 what are the roles and responsibilities of that teacher aid? How are they going to help you with  
8 assessment, behaviour management, instruction and feedback, a lot of them don't know how to  
9 instruct and give feedback in physical education, that's important, modifications, obviously and  
10 collaboration, how would they collaborate with you, with physical therapists with the classroom  
11 teacher, parent, that's important, and then definitely safety.

12  
13 Then lastly I just want to talk about the universal design for learning. I know that I'm pretty sure  
14 Jim touched on this yesterday, but some of us use this and some of us might not have thought but  
15 it, but the universal design for learning is the concept that instead of writing the modification at  
16 the bottom of a lesson plan, we don't wait and write it as an after thought, you actually infuse  
17 variables into your lesson that would accommodate every child that walked into your class.

18  
19 And so this idea of universal design for learning started with architecture in the 1990s, related to  
20 new buildings, elevators, curb cuts and then spread to reading, and I don't know about your  
21 country but in our country kids were receiving textbooks, kids who were blind received  
22 textbooks in November, because they made the textbook in small print then decided to do it in  
23 Braille, so when the universal design came to the reading area they would put it on a computer  
24 and they could just press a button and it would come out in Braille, large print, small print, audio  
25 versions, so universal design spread to many other areas, closed captions on the TV are not just  
26 for people who are deaf, it's for people in a loud room, English might not be their first language  
27 -- and so how do we infuse this concept of UDL in physical education and not think of children  
28 with disabilities as an after thought?

29  
30 So of course you have to plan ahead and a lot of times I feel people don't really think of all the  
31 variables ahead of time. Provide all the variables related to instruction, equipment, and we have  
32 to set up a culture of acceptance of difference and so every teacher has to be thinking about this  
33 beforehand and all level of performance must be considered.

1 For example not just the way they are taught but also the way they are tested, we have to have  
2 variations in assessment as well. And we can use variations using colours, levels, numbers,  
3 rubrics, stations, different types of fitness -- I have one person say they can't do jump rope  
4 because they can't jump rope, I said there is a lot of different ways to jump rope, you don't have  
5 to jump rope swinging the rope over the chair, you can jump rope in a lot of different ways.

6  
7 So the benefits of universal design, you think about your own school and your own curriculum,  
8 how is considering universal design going to help your programme and your curriculum? Who  
9 might have been sitting on the side or struggling to fit in, that universally designing a lesson  
10 wouldn't help?

11  
12 These are equipment, thanks to Sean Healy, Sean and Jenny are doing great work related to low  
13 cost equipment, these are some of the areas of equipment, different colours, textures, weights of  
14 equipment, sound balls, textures balls, lighter balls, and that presentation yesterday that you guys  
15 did was amazing and it's exactly what we are talking about, making variations in games and  
16 activities to include everyone.

17  
18 How many of you are surprised sometimes you make a modification and some of the able bodied  
19 kids are like I'm going to use that one, because it's not just for the kids with disabilities.

20  
21 Some other variables you might consider are rules, the environment, the instruction and many  
22 other things related to that child coming to your class. I even think of getting to the class on time  
23 and having a place in the squad is part of the universal design. How do we make sure they can  
24 be included in every aspect of that class, from the minute the able-bodied kids walk in till the  
25 minute they leave?

26  
27 So some examples are jump rope unit, how would you modify a jump rope unit, a hurling unit, a  
28 soccer or football unit, a physical activity using pedometers, what if a person is visually impaired  
29 and can't see it, what if the person doesn't understand the concept of numbers, how would you  
30 infuse a physical activity unit using pedometers with everyone? Tennis, how about cricket? We  
31 have tabletop cricket but what are some other variables will be late to universal design for some  
32 of these units?

33  
34 So I guess some questions are: Should children with disabilities learn the same units as their

1 peers? And do you feel that there are other variables that you can change to make your kids  
2 more included?

3  
4 So those are my three major areas that I wanted to give to everyone, I know that we're really just  
5 touching on some of the inclusion strategies, if I had more time I would actually talk a little more  
6 in depth about all these, but as I said, our strategies for inclusion book also has information about  
7 training peer tutors if anybody is interested in training peer tutors, that has a training of peer  
8 tutors in that book and then also some of you might have seen the new book essentials of  
9 adapted physical education has a lot of the concepts in it, there is a whole chapter on training  
10 support staff in there as well.

11  
12 So thank you everyone and I'm open for questions.

13  
14 MR O'FLYNN: We can get a mic to anybody who want to ask a question? While we're waiting  
15 for that, Dr Lieberman has been committed completely to this congress involved in every part of  
16 it, social and otherwise, just a little presentation. Thank you so much.

17  
18 Q. Thank you very much Lauren, do you think it is more beneficial for the child that you do either  
19 maybe a skipping unit or introduce a unit specifically for the child, let's say with multiple  
20 disabilities would you ever see a need for that?

21 DR LIEBERMAN: That's a good question, when we did the beep baseball presentation  
22 yesterday, whether you have kids with visual impairments in your class or not, I think it's great  
23 to infuse some of the Paralympic or disability sports into your class if it's possible. I do think  
24 that there are times when you might need to make two versions of a game, if that you have type  
25 of room, and I don't think there is a problem with doing that, but I also feel really strongly that  
26 when you do that, two or three versions of a game, that you always have kids who are able  
27 bodied cycling in, so they understand the modifications needed and variables.

28  
29 I don't know about anybody else, but when the peers learn what benefits the children with  
30 disabilities they are more likely to include them on the playground, at the bus stop, in their  
31 neighbourhood, so having all the kids their age group cycle around and see the games, how do  
32 they play volleyball? How do they play soccer? And then they are more likely to include them  
33 later on.

1 I also think it's important for kids who are able bodied to have the disability awareness and to  
2 learn a variation of the games. Does that answer your question?

3  
4 People don't have to agree with me, there are people who feel very strongly they should be off in  
5 the corner working on IEP goals and I don't think that's -- when I'm talking about inclusion, even  
6 when a child is in a segregated class, there are still things we can do to make them feel included  
7 and be included in the school, for example cross age peer tutoring.

8  
9 Q. I would like to ask a question about the concept of physical education, do you have different  
10 chances to do sports or do you have a specific approach to do education with physical activity?  
11 Because sometimes -- we have differences in the concepts of American style or traditional style  
12 and physical education as a general, to learn through physical activity not learning sports.

13 DR LIEBERMAN: That's a really good question Maria. Actually in the US we have national  
14 standards and the national standards talk about level -- standard number one is fitness, so we  
15 have to include fitness in the unit, a unit of fitness throughout. But that's not all they learn, it  
16 also says kids need to learn motor skills, sports and games, individual activities and aquatics, so  
17 there should be a variety and related to kids with visual impairments, I feel strongly that there  
18 should be open and closed sports.

19  
20 Because even though closed sports are easier to teach with kids with visual impairments, they  
21 still need to learn the open sport games, for example how would you ever follow the world  
22 series, everybody is talking about it, if you never played baseball, how are you going to fit in a  
23 conversation? How are you going to understand what people are talking about? So not just so  
24 you experience it to see if you like it, but also so that you can fit in a conversation.

25  
26 Socialisation is a big part of what we are trying to facilitate with kids with and without  
27 disabilities. So I hope that answers your question. But I do also think that an all-sport  
28 curriculum is not okay, that is not going to make everybody feel included.

29  
30 Q. Thank you so much I have a question, many countries we provide 45-minutes for PE class and  
31 approximately 20 to 30 students in class, in many countries they provide one and half hour with  
32 50 students in class, from the standpoint of inclusion, what would be your recommendation of  
33 this idea?

34 DR LIEBERMAN: I think an hour and a half would be hard for anybody to pay attention or be

1 active that long every time you have class, I would like to break it up into cognitive, effective,  
2 and psychomotor part of class, and that's a great time for skill development and assessment.

3 Does that help?

4  
5 MR O'FLYNN: I'm afraid we do have to wrap it up, will you be here for the expert discussion  
6 later on? So if anybody has additional questions --

7  
8 DR LIEBERMAN: Wait, at 2.30 we are going to have ultimate Frisbee for anybody who wants  
9 to play on the tennis courts, outside on the tennis courts ultimate Frisbee, bring sneakers and  
10 shorts and we'll have a great game.

11  
12 MR O'FLYNN: Thank you very much Dr Lauren Lieberman.

13  
14 Next in this room is Alan Ringland who will be presenting on a qualitative study of Paralympic  
15 success factors. Can I remind anyone going to the practical session for inclusion games at 12  
16 o'clock, can you meet in Muckcross B please.

17  
18 End of Presentation

19  
20 CHAIR: Okay if I do a little bit of housekeeping while we are waiting for the last few people to  
21 come in, a reminder for people who haven't checked out if you can check out after this session if  
22 you are staying in the hotel.

23  
24 Second thing is if you could upload your photos at the photo desk in the lobby if you want them  
25 to be included in the EUCAPA website which would be fantastic, so if you have any photos  
26 please upload those.

27  
28 Also the final thing is reminder for people to fill in evaluation forms, so if you can fill them in  
29 and put them in the boxes outside, that will be brilliant. Is that okay.

30  
31 Alan Ringland, my name is Karen Weeks, I work in IT Tralee, this is Alan, Dr Alan Ringland  
32 who also works in IT Tralee. Alan has worked and is working with Olympic and Paralympic  
33 athletes, he is going to London in 2012 and he is going to talk to us a little today about  
34 Paralympic success factors and other elements that are relating to 2012.

1  
2 Alan Ringland: Paralympic success factors: a qualitative study.

3  
4 DR RINGLAND: Thanks Karen, I'll try and keep this not necessarily short, but just to the  
5 success factors rather than anything else.

6  
7 In terms of the Irish context given that it's an Irish day, we conducted a study together with  
8 UCD, University of Ulster and National Institute of Sport to look at success factors with able-  
9 bodied and Paralympic, we didn't segregate, wanted to look at both and a number of the factors  
10 came up that actually working with us is a very positive one and we had a number of issues in  
11 terms of organisational factors and a lot of intrinsic and motivational factors such as the fact that  
12 most Irish athletes enjoy the competition, they enjoy the sport and if that was gone from that  
13 environment they would leave, but in one sense we all know that anyway, if we don't enjoy  
14 things more likely that you'll leave anyway, so nothing new, but something we may think about  
15 when we actually bring, not necessarily kids into it, but at the very high top performance level.

16  
17 Because training and performing at a high Paralympic level, that gets lost because it becomes  
18 very much organisational factors such as we need a medal, we're looking to win, looking to  
19 break a world record. We push the whole performance end totally, then we'll lose some of those  
20 intrinsic factors.

21  
22 Some of the negative factors of the 2008 study, basically public perception, that comes from able  
23 bodied Olympians as well as Paralympics, they don't get a huge amount of media coverage. This  
24 year we're lucky because it's so close, the fact that the BBC, Channel 4 are well sponsored the  
25 fact that Setanta are going to show every single Irish performance and also RTE will give some  
26 coverage of Paralympics and the Paralympic sports, so in one sense that's increasing, but still  
27 hasn't really evolved, but four years ago this would have been a big factor, nobody knew really  
28 what it was about.

29  
30 Would you believe the weather is the biggest factor for Irish athletes in sport because they can't  
31 train, because it rains all the time! Certainly if you have been in Kerry, I have been in London  
32 the last few days at a test event, even saying that being over there it rained, so literally getting  
33 out and training is quite a resilient factor for some, but for others it's quite negative, they don't  
34 feel they can get into the performance environment and the appropriate one, despite the fact that

1 I have to say, really they need to be controlling all those factors, so no matter what, the weather  
2 is, it's something we can't control, therefore it's not worth worrying about.

3  
4 Another of the biggest factors was the selection process. For Paralympics especially, even  
5 coming up to 2012 the teams have not been selected yet, they won't be selected until the end of  
6 May or 1st June, I know we have six qualifiers in athletics, we know we'll only get probably 8  
7 places, Jason Smith who you have seen regularly over the past few days has not actually  
8 qualified yet despite having 10.2, 100 metre time because it was not a sanctioned event with the  
9 Paralympics, he will be running in one or two this month, but in that sense, that's where they are  
10 in terms of selection.

11  
12 In terms of another factor is balance of lifestyle, communication with the governing body, which  
13 has been a huge factor in terms of unpublished studies and debrief reports, that that  
14 organisational factor working with the sports body is quite a tender one, a poor one for many of  
15 them and we used to have a carding scheme in this country, now it's gone, which provided  
16 financial support and whether it was physiology, physiotherapy, psychology, biomechanics,  
17 nutrition, that has gone, it was re changed and given to a sport, but given the economic crisis that  
18 exists around Europe and especially in Ireland, that has been totally watered down.

19  
20 (Video playing)

21  
22 I suppose in terms of the history of the Paralympics, definitely the largest multi sport event in the  
23 world for elite athletes, certainly my role as a psychologist in the Irish Paralympic team has been  
24 certainly a challenging one, but also a very interesting one, because the amount of sports, the  
25 amount of disabilities, the amount of categorisations within that and the change even within a  
26 four-year cycle over that with people being reclassified has a huge impact upon them.

27  
28 Huge increase in numbers 400 back in 1960, 4,000 four years ago.

29  
30 If you ever go on to do any searching on Paralympic sport or performance environment, it starts  
31 with about 1,000, if you put it in with Paralympic research it goes down to 12, and if you put in  
32 with a coach you may get one, so research capabilities are quite open, there is a huge amount that  
33 there is a need for, I think probably the biggest need in terms of science is within this discipline  
34 of Paralympics, in terms of certainly Vicky was talking about technological, wheelchair and the

1 specifics biomechanics and ergonomics, all of that, there has been a huge impact in the last  
2 decade.

3  
4 The other success in high performance sport is really what factors give to the countries involved,  
5 certainly there is a huge amount in performance, your funding is dependent upon your results,  
6 not necessarily about including everybody, it's about just winning and that has a huge area.

7  
8 Organisational factors, performers, coaches, national governing bodies as well as the society feel  
9 good factor.

10  
11 This research in term it is of this is basically a qualitative interview with coaches and athletes  
12 together as well as focus groups, but in terms of the research behind that there are very few  
13 interview studies done with coaches which is quite strange really, they give us quite a different  
14 insight into what performance and success performance is as oppose to athletes and sports  
15 scientists and certainly as oppose to administrators it would be interesting to actually look at  
16 each report done how different they all are.

17  
18 One of my interests in this research is let's find out how the coach perceives the success factors  
19 in Paralympic performance and they should be seen a important.

20  
21 So the objectives of this is to investigate the performance environment of Paralympic athletes  
22 and coaches post international competition, so basically from 2009 right up to 2012, the second  
23 objective is to examine in detail the factors affecting athletes and coaches in that Paralympic  
24 environment.

25  
26 Methodology, I don't want to bore you too much, I see the students going here comes  
27 methodology. Two focus groups two coaches and 16 athletes of different sports, Ireland is so  
28 small in terms of people and sports involved some of you may know them in terms of  
29 confidentiality I won't do it. After that interview process with three athletes and one coach,  
30 specific interview guide, the normal probes I'll give you examples in a minute, they were initially  
31 contacted by e-mail, straightaway after the event and asked would they like to partake in this and  
32 that's what happened from the response rate.

33  
34 16 of them diverse age range, 15 to 45, not a bad, it's a little old for mean age, but even going to

1 London I think the age range will go from 15 to 62! And that person has actually come back out  
2 of retirement since Beijing and has been very successful in the last six months when he came  
3 out, so you think wow! And that is another aspect in the fact they leave it for a couple of years  
4 and something is lost, they are missing something and therefore they are actually stepping back  
5 in and possibly trying to compete again.

6  
7 In terms of the age range and playing experience, novice from 12 years -- this sample of five  
8 different sports. Coaching staff is age diverse, the mean age about 41, some of 5 years  
9 experience and some getting...

10  
11 All interviews were tape-recorded and lasted between 30 minutes and 80 minutes, interviews  
12 were transcribed and combined with notes taken at the time in terms of behaviours and gestures  
13 and obviously the confidentiality and ethics on procedures were always adhered to.

14  
15 Sample of the questionnaires, basically how long have you done, background information,  
16 expectations, some of the examples of question, not necessarily the probes, why did the  
17 team/individual perform the way it did and can you describe an example? Can you go into more  
18 detail, what other factors were included? What were the best elements of the last competition?  
19 Can you -- probes given all the time. What factors positively influenced the team or individual  
20 performance? And how was that? Another sample question, how can we help coaches and  
21 performers perform at the next event? So they were asked for each perception of what the coach  
22 or performer were doing, because coaches tend to give that opinion while athletes tend not to  
23 give -- I suppose their perception of what the coach or leadership factors were involved in.

24  
25 Focus groups conducted within two weeks of performance and interviews taken in three weeks, a  
26 week later.

27  
28 I said that, interviews tape-recorded transcribed content analysed, I'm sure a lot of you are  
29 familiar. Three main things, categorisable quotes, moved data into first themes and done from a  
30 number of previous performance environment papers that had been, the most recent would have  
31 been from Loughborough I think, Chris Harwood and Matthew Payne and then we were into --  
32 24 of those were categorised into five dimensions.

33  
34 So first one general dimension was support, and athletes and coaches said that, huge difference

1 between received support and perceived support, within that you say what do you mean? Well  
2 some received support could have been I was given financial aid towards that, which would be  
3 received support. While others would have been perceived support, the fact that somebody from  
4 the family was there supporting them, or around or in the environment, they may have seen that  
5 as a factor that actually included in that.

6  
7 Other support factors were the influence, especially in Ireland that family has on that, a huge  
8 influence, that's been done over a number of unpublished studies done which used to be the  
9 National Coaching and Training Centre, now called Coaching Ireland, those are available online.

10  
11 The other factors were the athletes themselves suggested that the coaches had a huge positive  
12 effect, all these are positive. I'd be here for two days if we went into negative factors as well.

13  
14 Personal issues, the five rather than go through quotes, basically the control, the planning and  
15 preparation, there were a lot of awareness factors, it was interesting one quote, a coach said we're  
16 not going to medal in London, but if we make it to fourth or fifth we'll be relatively happy and  
17 that, in that sense at least the expectation is there from the coach that they are not going for glory  
18 and it won't be a huge disappointment in the end because it's a sport in Ireland anyway that only  
19 just started, but the perception of the athletes is actually quite different, they actually expect to  
20 medal. Even though they are ranked I think sixth in the world at this stage.

21  
22 Other personal issue, intrinsically motivated, huge amount about identity, I compete in whatever  
23 -- I compete in the BC 4 event in Bocce, I'm playing against people who have the same level and  
24 ability as myself, all in the top such and such in the world, therefore they have an identity in that  
25 as well. So sometimes the categories I have to say this can't be right, especially in swimming,  
26 but that's unfortunately not my factor.

27  
28 The other main personal issue was balance, what they did with education, work, family and  
29 personal life, that whole lifestyle argument is still something we haven't got to grips with.

30  
31 Psychological skills, goal setting, there are quotes there; I knew where I was going and how to  
32 get there. Self-confidence building, that's self-confidence, concentration, so they knew the  
33 preparation and routine, how to follow it on. Preparation, visualisation and coping skills, I have  
34 to have say working with both Olympic and Paralympic the resilience factor for Paralympic

1 athletes is much better than Olympic, able-bodied athletes.

2  
3 Training and competition would be another factor in terms of preparation, it was physical and  
4 mental, another factor in terms of giving 40 minute naps or sleeps in the day, had to be organised  
5 appropriately so we could get support to put some of them to bed, to stay with them, all of those  
6 factors are huge in Paralympic sport in Ireland, the travelling time, amount of time to get off a  
7 plane, even on to a bus, so in London at the weekend we were on at 11 o'clock, we left at half  
8 past 7, the journey time on the bus was 15 minutes, so it's quite a long day in terms of  
9 preparation, ideally you want an hour beforehand for warm up etcetera.

10  
11 Simulation, we got much better in Ireland in terms of trying to mirror what's happening,  
12 especially in Paralympic Games which really is a media circus, totally different to any other  
13 international competition, world championships, the Paralympics and Olympics is totally  
14 different, incredible different experience.

15  
16 The environment, physiological as well, in terms of getting the right practice and tapering and  
17 obviously an individual approach on that.

18  
19 Leadership, very supportive again, good coaching, team support, very positive, social and task  
20 performance, in other words they liked the idea that they can do group and one-on-one and both  
21 and mixed, they liked the idea of different ways of exploring information and discussion, they  
22 didn't actually like -- right we're all sitting here, doing a debrief after this, they liked to mirror  
23 and try different things.

24  
25 The other one, no tension, there were five athletes, it was interesting, because sometimes  
26 performance is much better when there is a little tension or conflict, but that's from five of them.

27  
28 Conclusions, very personal, very multi faceted, it depends on the environment, on the sport,  
29 where the sport actually is, the practice under pressure, the more we can simulate that  
30 appropriately the better. I'll give you another example from the weekend since it's fresh in my  
31 head, a world champion from a different country who put down the jack straight in front of him,  
32 I'd say 99.9% of the time would put it exactly where it was, but a foot and a half away, so I  
33 thought oh what happened, how will they cope and what happened? But it's those types of,  
34 where you need to be put under pressure, Beijing was a great example, went to the competition

1 area early, if you are not on to day 3 or 4, get a feel for the environment, there is 91,000 people  
2 and there is noise, this expectation, this is really where I want to be, but for some it was God no!  
3 And getting used to that more and more is something that we'll have to do.

4  
5 Cohesiveness didn't come from that sample but that would be normal from the debriefing  
6 process that goes on that the team needs to be a little together, look out for each other and stay  
7 together. Preparation is a good one and the support factors that are going on around them that  
8 means family, coaches, personal assistants and so forth.

9  
10 I'm just going to let these roll and I'll take questions. These are just some examples while I take  
11 some questions.

12  
13 CHAIR: While Alan is getting set up, have we any questions for Alan from anybody in the  
14 audience? Don't all put up your hands at once! I have a question, can I ask one question?

15  
16 Q. The difference between, you talk about resilience and everything, but the difference, an example  
17 of the difference between working with Paralympic and Olympics from a sports science  
18 perspective?

19 DR RINGLAND: Paralympians tend not to "moan" as much, in other words they have had a  
20 number of factors in their life that they have been able to resolve and come to terms with and  
21 cope, Olympians tend to say hold on a minute, you need to put this out for me -- where is my red  
22 carpet, so I would say in that sense their identity of their life structure prior to that they have  
23 learned to be challenged the way through their career as opposed to able bodied, that would be  
24 the easiest factor.

25  
26 CHAIR: Okay thanks very much to Alan Ringland and we'll wrap up the lecture there. Thank  
27 you. Thanks Alan.

28  
29 End of Presentation

30  
31 David Howe: The wobbly ethnographer: Empowered researcher or vulnerable observer.

32  
33 CHAIR: Welcome I'd like to introduce David Howe from Loughborough University. We're  
34 running a bit late so we'll get going.

1  
2 MR HOWE: Can everyone hear me? Can you hear me at the back? Okay I don't feel  
3 comfortable using a microphone so I'm just going to talk normally, I think in these small rooms  
4 and small groups of people it makes it more intimate if you don't use a microphone and if I can't  
5 speak to a room this size I shouldn't be in the lecturing profession!

6  
7 The presentation I'm giving today, the practice of research for me in the past as an ethnographer  
8 has been a bit like Chuck Norris the actor when he is in the Lone Wolf McQuade movies.

9  
10 Perhaps it's the amount of time I spent in the pursuit of the loneliness of a long distance runner,  
11 but I always stuck to doing my research as a solo adventure.

12  
13 But a question began to, a couple of years ago a question started to cross my mind about what I  
14 perceived to be the low quality of social research within APA, because of this belief at the time, I  
15 began to think that it might be appropriate in the connection of research and to make up for my  
16 own inadequacies to start to buddy up in terms of research. Two heads and two bodies may in  
17 fact be better than one.

18  
19 This to me was a bit of a, or is a bit of, what Lennon would say as an Imagine moment. I want to  
20 you start to think about the practice of doing ethnography somewhat differently.

21  
22 The sensuous nature of ethnography means a balanced team can be really useful, our team,  
23 myself and Carla Silva combines impaired and non-impaired experience of the world.

24  
25 And as a result we are able to limit many of the ethical issues that are confronted by  
26 ethnographers who are using traditional methods.

27  
28 The terms wobbly in this presentation has a number of meanings, on one level it's a statement of  
29 how the ethnographer can feel out of place in particular social settings. This may have  
30 something to do with the quality of my dancing last night, the fish out of water approach to  
31 dancing that I have, but it was not the intent of this presentation!

32  
33 On another level, wobbly, there may be an understanding or a misunderstanding of what's going  
34 on in the community under investigation. The relationships and power struggle that goes on

1 within that environment. It may be also the case that ethnographic contexts primarily discuss  
2 that below that of sitting volleyball is an important area to have a contextual understanding of a  
3 particular culture.

4  
5 To be wobbly is to be liminal, in a liminal state as Turner would suggest, and to be aware of the  
6 body and if as social researcher and people working in APA as practitioners aren't aware of the  
7 fragile nature of our existence in the human body it becomes hugely problematic. Academics,  
8 researchers and advocates in the broader field of Adapted Physical Activities need to bear in mind  
9 that everyone's body is fragile.

10  
11 Being wobbly is about the need to balance life in the field, so that research quality is maintained  
12 without harming the community.

13  
14 In this paper my colleague and I will draw upon data where there is an interesting twist in the  
15 dynamic between the ethnographer and the informer in the field of study.

16  
17 About a year and a half ago as part of a project which is undertaken by Carla looking at the  
18 development of sitting volleyball in the UK which she spoke about eloquently earlier in the  
19 conference, we made a trip to the city of Rummage, for those of you from the UK and familiar  
20 with UK literature, Rummage is a fictitious place used by the literary scholar David Lodge when  
21 he critiques academic worlds and so on.

22  
23 So at Rummage and at their university we were engaged in what was a grass-roots sitting  
24 volleyball programme. And I was basically acting as the driver, for my PhD student.

25  
26 But what transpired in this, on this day was that we went to this grass roots sitting volleyball  
27 setting and there were loads of carers there with individuals with impairments, with a variety of  
28 impairments, with mental health issues as well, and so on and so forth.

29  
30 And while Carla went up to tell them who she was and explain why she was there, I just sat in  
31 the background and low and behold within 15 minutes, I was on a sitting volleyball court. I had  
32 not gone there to attend a sitting volleyball training programme. But it became evident to me,  
33 and reflecting upon this, that they hadn't questioned why I was there, I was somebody with an  
34 impairment, I was at a sitting volleyball programme in the community and therefore I must be

1 there to engage in sitting volleyball, they didn't ask me any questions about myself, who I was,  
2 or any of this sort of information.

3  
4 So while Carla was there to get names of people that were willing to sign up for semi structured  
5 interviews to be part of her PhD research, I became a participant in this project, and I failed at  
6 that moment to set the record straight. I didn't put my hand up and say actually I'm the guy who  
7 has the car and I'm the supervisor in this research project, I was implicit in engaging in the  
8 activity.

9  
10 And this is by way of introduction to the wobbly ethnographer. What follows in the next 12 to  
11 15 minutes or so is an exploration of the tensions that we have in APA circles surrounding the  
12 perceptions associated with our embodiment, the assumption that because I'm a spaz, I was there  
13 to engage in that project, I was there to engage with the other people within the community.

14  
15 It is hoped that this paper will enable others to engage in social cultural research that is more  
16 constantly aware of how our bodies act as vessels, not only for our own interpretations of the  
17 social world, but other's interpretations of us.

18  
19 There are serious ethical issues that need to be explored, both before addressing the whole  
20 ramifications of the scenario of an unintended consequence of me taking a student along to a  
21 research opportunity.

22  
23 The exploration of the position at of the researcher in the field is really important and it's really  
24 influential and something that needs to be exposed within APA environments. As practitioners  
25 we need to be constantly aware of our position within this field.

26  
27 So within the Paralympic movement I have some experience, I'm a former Paralympic athlete, I  
28 was involved in track and field athletics and I haven't put it there but I am a body fascist, I  
29 believe that the body has to be trained in a certain way and I do not like people that are not elite  
30 highly trained athletes attending the Paralympic Games, that's a bad sale for our sport.

31  
32 I have an expectation that all Paralympic athletes are elite individuals. My colleague Carla has  
33 said there in a very humble way, an able volleyball player, but as a six aside volleyball player  
34 and then more recently as a beach volleyball player who is able to win money playing the game,

1 she adopts the same elite sporting habitus, but the expectation that I have is softened to some  
2 extent by the compassion that Carla has, because of her experience within APA training, she did  
3 a masters qualification at Lueven and through her reading and understanding of issues of  
4 impairment through doing her PhD research.

5  
6 So there is a blend and a balance within this particular team. So my expectations, Carla's  
7 compassion helps us perhaps come up with a different way of perceiving the ethical conundrums  
8 that confront us as ethnographers.

9  
10 And in this picture, very, very basic, I don't go in for videos and film clips because I don't  
11 believe they will work! So you have two researchers, the researcher on the outside in the context  
12 of sitting volleyball that might be Carla, in the community context it might be me, the  
13 assumption was made that I was coming along to this community event.

14  
15 What this is trying to show in a very simplistic sort of way, sort of cut and paste old fashioned  
16 computer graphics is that we should be coming together, to be a researcher and a member of the  
17 community and as a team we can straddle the line between the community and the outside.

18  
19 Now if the social cultural environment had been the context of volleyball, mainstream volleyball  
20 I would be, based on my skills at sitting volleyball, I would be on the outside, Carla would be on  
21 the inside, so that diagram depends on the cultural context.

22  
23 So myself as author one moves from right to left in the context of sitting volleyball and vice  
24 versa in some other context.

25  
26 How does this avail us to think about the ethical issues that surround doing ethnographic  
27 participation? There are issues in context of informed consent, so I walked away from the event  
28 in Rummage and we actually went back -- now this is where I'm really, really a dodgy bloke  
29 okay, because we went back two or three weeks later and I just pretended I wanted to play sitting  
30 volleyball, but we decided on the car journey back home that it was worthwhile having a second  
31 dip into this ethnographic moment.

32  
33 So it was very covert in terms of my involvement, I didn't walk up and say that I was actually  
34 the supervisor. So there are issues of informed consent and covert versus overt participant

1 observation. All of my work within Paralympic sport to date has been what I would say is overt,  
2 because I'm somebody with an impairment. But because I'm not being explicit that I'm actually  
3 recording and writing things down in diaries and so on and so forth, it might be perceived as  
4 being covert.

5  
6 And these transgressions can be manifested overtime. Diachronic is an investigation that takes  
7 over a long period of time and certainly 20 years or so, or longer in fact, 25 years of data  
8 collection I have on the Paralympic Games bear this out.

9  
10 The issues of privacy and what the public private debate as to what gets explained to whom, as a  
11 researcher Carla going to that environment will be told certain things by people who know they  
12 are going to be interviewed by her. Myself as an individual, who is just part of the community  
13 engaging in the fun activity of sitting volleyball, other things that may be passed on to me that  
14 won't be shared in an interview. And there are real dilemmas as to what gets exposed and what  
15 happened doesn't.

16  
17 Any ethnographer that's worth their salt will tell you that the best data is always left  
18 unpublishable, because of issues about ethics.

19  
20 So problems of privacy and the distortion of evidence by community members, and certainly  
21 Irving Goffman's notion of the presentation of self in everyday life in these environments, we  
22 play to our audience don't we?

23  
24 The issue of harm, now for social research, harm is seldom physical damage, but there are issues  
25 about what the truth is. Truth to one person may be an incoherent, imperceptible understanding  
26 to another. The materiality of the data that we collect can be harmful, and can have implications  
27 to those people under investigation.

28  
29 The process of doing research, the process of finding out about a cultural environment is also a  
30 process about finding out about ourselves. Since we began to work together more as a team,  
31 Carla and I have found out more about ourselves than perhaps we have about the sitting  
32 volleyball environment and it's really important when you are putting these teams together that  
33 you share the same moral universe, so if you don't get on with somebody, if you don't have the  
34 same values, there can be troubles ahead.

1  
2 Publication of findings is also problematic. Where to publish the material that you get? How  
3 much harm will I do to the sitting volleyball community in Rummage if I come and expose  
4 myself as a trained social scientist?

5  
6 And what impact will that have on the people that are being cared for within these contexts? The  
7 most vulnerable individuals.

8  
9 So it's really, really important to situate this, the idea of this exploitation in the context, and  
10 working as a team you can bat the debates back and forth, is exposing this bit of information  
11 about sitting volleyball, in the development context, going to lead to somebody's exploitation?  
12 And I'm just doing myself, I have only got my set of opinions and my world view to draw upon,  
13 working as a team we can think about it in other ways.

14  
15 Issues related to the empowerment and disempowerment of individuals is always problematic  
16 and one of the problems that APA has, and I was talking to Martin about this outside this  
17 morning, was that I do see a lot of -- a lot more people with impairments around this conference  
18 and it's a good thing to see, but I hadn't, perhaps it's the selection I have made in my  
19 presentations, but I haven't seen that many people presenting their findings, and so we need to  
20 get more people engaged in the social cultural process of exploring the world surrounding  
21 various aspects of APA.

22  
23 So consequences of doing this sort of team work for the future. Negative reactions to the  
24 research may be different than inappropriate ethical issues, so have we acted in an ethically  
25 appropriate way? People may not sometimes like what we say about the research, but bearing in  
26 mind that the average journal articles are only read by 11 and a half people, if you are going into  
27 some print context that's not going to expose you to the world.

28  
29 Gatekeepers, the people in the environment, people that Carla arranged to do the interview with,  
30 we could upset them and disappoint them when they realise that the guy that's a crap volleyball  
31 player actually knows something about doing social research and was taking notes all the time.

32  
33 We believe, this is the final point, that the mutual surveillance of an ethnographic team might be  
34 a positive way forward and the balancing of the experience of impairment on that team will be

1 relatively useful. Thank you very much.

2  
3 CHAIR: Okay, thank you David some interesting challenges for us as a group. So we'll  
4 welcome any questions.

5  
6 Q. DR KUDLACEK: Hello David, I have a question, can you share with us, because it's a project  
7 on-going I guess, or data was collected, did you run into some tricky part that would, could be  
8 identified as troublesome, is this ethical or unethical? Or something real -- if you ran into  
9 decision-making, what should be in or left out?

10 MR HOWE: We haven't run into any problems as yet, but the ethnographic vignette, going to  
11 Rummage and being part of that community and the slightly dubious return without saying  
12 anything raises these issues.

13  
14 Now we had the debate as to whether, when we went back Carla should just go in and do the  
15 interviews and we should leave the, my attendance of the sitting volleyball practice as part of it  
16 and just -- it's the tensions that we need to, Donna highlighted this yesterday very well I think,  
17 we need to, within APA circles, within all sort of social environments, we need to pause to  
18 reflect on what we're doing and how it impacts on our research, whether you're a scientist,  
19 whether you're an APA practitioner, whether you are a social researcher, you need to take that  
20 moment and reflect on what you're doing. By doing it in tandem with Carla, she was able to  
21 highlight things that I wouldn't have thought of, and vice versa, so that's why we think it's  
22 mutually beneficial.

23  
24 But as yet we don't think we have done anything wrong, but that may come to pass in the future.  
25 It's about that debate.

26  
27 Q. I can shout I think! I don't know if I can articulate this very well, but as an outsider I'm always  
28 seeking legitimisation by bringing a person with an impairment close to me, I don't know if that's  
29 just my insecurity, so working in teams.

30  
31 So I'm wondering, as a dodgy dude, whether you are doing that in reverse? So you're looking for  
32 legitimisation by having less of a hard assed perspective?

33 MR HOWE: I see what you're saying, I'm not advocating that this be forced okay.

1 I have had PhD students in the past that I would not have engaged in this type of approach with.

2  
3 It's about individual chemistry and being able to understand the values that somebody would  
4 bring to the research and whether it's dovetailing in a nice way. I'm not -- you know, I'm still  
5 tilting at windmills, I'm still -- in other contexts.

6  
7 But it's about, it's also about saying that hey you can only hit people over the head so hard before  
8 they stop listening. And it's about, something that happened in a very organic sort of way, it's  
9 not something that, as soon as Carla arrived we said okay we're going to adopt this approach and  
10 we're good to go, it was something that developed as our friend ship and the supervisory  
11 relationship developed.

12  
13 So I'm not saying that everyone should go buddy up with somebody and find the nearest person  
14 in a wheelchair and make them your research partner, I'm saying if you come across somebody  
15 that you get on with and think that they are a good egg, and it doesn't necessarily have to be  
16 somebody with an impairment, but it has to be somebody that you've got enough in common  
17 with to form a team like relationship. Does that make sense?

18 SPEAKER: Yeah that helps, thanks David.

19  
20 CHAIR: Thank you very much David.

21  
22 End of Presentation

23  
24 Luncheon adjournment

25  
26 MR FLANAGAN: Ladies and gentlemen, just to continue -- you can continue eating your food  
27 but we've chock-a-block session in the afternoon, but we'd like to use the lunch time, while  
28 you're relaxing, in between sessions to make some awards which are -- it's the first time these  
29 awards have been presented in Ireland, the CARA Centre, as you know, has a brief to encourage  
30 groups and organisations around Ireland to increase their ability to cater for people with  
31 disabilities.

32  
33 With that we apply for some funding from the Department of Justice, linked with the Minister  
34 who opened the conference on Sunday morning, Kathleen Lynch, and they granted us a

1 significant amount of money to reward organisations and services who are making significant  
2 progress in their attempts to include people with disabilities.

3  
4 So it's a long title for the awards but these are the CARA Adapted Physical Activity Centre  
5 National Inclusion APA Awards.

6  
7 And it will be annual from this year on, and they will be supported by the Department of Justice.

8  
9 We opened it on the website for organisations to apply and we had some excellent applications  
10 in four categories, leisure centres, local sports partnerships, disability services and national  
11 governing bodies of sport.

12  
13 Following from a lot of our presentations, particularly keynotes, were mentioning you have to  
14 broaden the area which you influence and we want to broaden the area which CARA reaches and  
15 that increases access with people with disabilities.

16  
17 So we have the first one, the Xcessible Leisure Centre Award to be presented by Catherine  
18 Harty, a director of ILAM, Irish Leisure and Amenity Managers and the award winner was the  
19 Leisure World Leisure Centre in Cork, this leisure centre ticked all the boxes in relation to our  
20 assessment criteria and the judges' criteria.

21  
22 That was based on Pat's five Ps, that's me! Of policy, programme, physical access, personnel  
23 trained to be able to deal with people with disabilities and to promote that they were interested  
24 and open and their doors were open for people with disabilities and accessible and looking  
25 forward and willing to be inclusive.

26  
27 So the winner is, the recipient is Aylene Moloney from the Leisure World Leisure Centre in  
28 Cork.

29  
30 (applause)

31  
32 MR FLANAGAN: Our second award for national inclusion is from the national governing body  
33 sector.

1 To be honest, in this country I think in many countries, Australia may be a significant exception,  
2 national governing bodies have been challenged in their ability to cater for people with  
3 disabilities in the mainstream clubs and sports, and we are working hard with some of the  
4 organisations here and undertaking some research soon to encourage national governing bodies  
5 in Ireland, so one organisation in Ireland has stood out for a number of years.

6  
7 This award will be presented by Nikki Hamill of the Irish Wheelchair Association Sport, and it  
8 will go to the Football Association of Ireland, which is the FAI and this has been an outstanding  
9 national governing body in relation to all things inclusive for a number of years and Oisin  
10 Jordan's presentation, which many of you were at, highlighted the breadth and scope of how  
11 serious the FAI are about including all people with disabilities, all levels of disability, in a range  
12 of soccer or football activities, both at community level, right up to international level.

13  
14 I think they would be a model for any governing body in Ireland or any other country, so  
15 congratulations to the FAI and Oisin Jordan.

16  
17 (applause)

18  
19 MR FLANAGAN: Our third award is for a group who the CARA Centre link with on a daily  
20 basis and look forward to on-going work within the coming years, the Local Sports Partnership  
21 Awards, of which there are 33 around the country, who are part of the National Disability  
22 Inclusion Programme, some of them have sports inclusion disability officers, some don't, they all  
23 do particularly good work.

24  
25 The applications in this section were particularly strong, there was a lot of competition, the  
26 award will be presented by our own, now famous dancer, president of EUFAPA Martin  
27 Kudlacek, and there will be a reprise at 2014 of Riverdance by Martin at that stage!

28  
29 But the Local Sports Partnership winner for this year, for 2012, is Sligo Local Sports  
30 Partnership.

31  
32 The recipient is Shane Hayes and Sligo's thorough programmes and impressive future plans  
33 clearly indicate how serious, similar to the FAI, they are in relation to people with disabilities,  
34 they are one of the few groups who developed strategy documents, done research on their ability

1 to help people with disabilities so we'd like to congratulate Sligo Sports Partnership on that.

2  
3 (applause)

4  
5 MR FLANAGAN: Finally, an application in the sector of Disability Service Award, these will  
6 be services for people with physical, intellectual or any other type, whether it be daycare services  
7 or residential services throughout the country, and there is many services around the country do  
8 very, very good work and we really feel this was a sector we really wanted to acknowledge and  
9 encourage for their work over many years, often unnoticed and unrewarded, but significant work  
10 for people with disabilities.

11  
12 So the Disability Service Award will be presented by Terrence McSweeney who runs a very  
13 large service Cope Foundation in Cork, and this service has been running for a number of years,  
14 in physical activity and it's able to run, this programme, on an absolute shoestring, but it's the  
15 enthusiasm and dedication of one person that has made it hugely successful and amazingly  
16 impressive to the judges, the presentation they made for the award was colourful, interesting, and  
17 it showed a great care and love for the people they worked with, and for the work they did.

18  
19 So to Una Flynn, congratulations from St. Christopher's Services in Longford.

20  
21 (applause)

22  
23 MR FLANAGAN: Just a classic example of one of the ways they have been cutting costs is that  
24 the bean bags, instead of using ball bean bags they put uncooked marrowfat peas in the bags and  
25 use them, they are still making their own little materials so congratulations again to Una.

26  
27 Thank you for your attention, I'd like to acknowledge Niamh Daffy for her work in relation to  
28 coming up with the idea of these awards and organising the funding and also just to mention the  
29 presentations are one-off pieces by Louis Mulcahy, organised by Tomas Aylward and just to  
30 thank the CARA Centre for their work, and encouragement to all the services and hopefully, we  
31 look forward to working with you in future years to increase participation. Thank you very  
32 much.

33  
34 SPEAKER: Sorry folks, we just want to acknowledge one group that have done Trojan work

1 over the last few days, a lot of them aren't even in the room at the moment, but the volunteers  
2 that we have, we have 23 volunteers from IT Tralee, National Learning Network and some  
3 people who are out working, former graduates and are back for a few days, they have given up  
4 their bank holiday weekends, they were here Saturday at 2 o'clock, they have had to put up with  
5 a few noisy nights where they were staying with the local rally, everyone would agree their  
6 politeness, courtesy and professionalism was an example for any group of people.

7  
8 They have been absolutely outstanding so just maybe give them a round of applause.

9  
10 (applause)

11  
12 Juan Tortosa Martinez: An experience of service learning in recreation and physical activity for  
13 mental health.

14  
15 CHAIR: Okay everybody welcome back, we have two presentations now, the first one is by  
16 Juan Tortosa Martinez, I'm not sure if you use Martinez, sometimes? From University of  
17 Alicante in Spain, Juan's presentation is about the benefits of a group based physical activity and  
18 recreation programme for people with severe chronic mental health problems.

19  
20 And then Aija will follow on from that and I'll introduce her topic when we get to that. So we  
21 may have time for questions, you might want to consider your questions as Juan is speaking, jot  
22 them down and if we get an opportunity for questions and answers at the end we can raise them  
23 then. Thank you.

24  
25 MR TORTOSA: Does this work? I don't use a mic, I'm a teacher, a lecturer I'm not used to be  
26 just standing or sitting, I don't like that.

27  
28 First thank you very much for being here, we just had lunch and it's easy right now, it's the end  
29 of the programme and we are a little bit diary everybody, especially if you went dancing last  
30 night like I did! I hope I'm not that tired.

31  
32 I'm going to present to you of course a team effort, I'm here to present but there are more people  
33 involved here other than the people, the names in there, myself and two other colleagues one  
34 from the University of Alicante from one the University of Valencia.

1  
2 I'll present to you today just an experience, not research, but I will mention a couple of research  
3 that we still don't have the data analysis, but if you're interested I can talk about it to you later on.  
4

5 We're going to talk very briefly about mental health problems, we'll discuss what can physical  
6 activity and recreation do for these people, and we'll explain the programme and some of the  
7 conclusions that we can try and establish out of this programme.  
8

9 So people with mental health problems face many difficulties. Here we are not talking about  
10 mild depression, we're talking about chronic people with severe mental health, so we're talking  
11 about people with schizophrenia, people with bipolar disorder, major depression, and in this case  
12 in this programme we're talking about in patients.  
13

14 So there is another step in this programme, an excellent professional when we started the  
15 programme he used to tell me Juan you are dealing here with the championship of mental health!  
16 These people are the ones more challenging to work with but the ones that will be more grateful  
17 to your work too, because people that are in patient, they really appreciate somebody going to  
18 work with them and care about them, and that's something that makes your work much easier.  
19

20 So at the beginning it seems that it will be more difficult, but in my opinion it's more easy.  
21 Because when somebody really appreciates your work, he makes your work a lot more easy.  
22

23 Some of the things they say is positive and negative symptoms, those not familiar, positive is not  
24 really a good thing in this case, positive symptoms are related to hallucinations, delusions and  
25 things like that. Negative symptoms more related to the part of depression, lack of motivation,  
26 that's a big issue, especially for any programme that you want to run. These people are hard to  
27 motivate to get into physical activity programmes, and very hard to maintain them in the  
28 programmes. Adherence is a key issue for this population.  
29

30 Especially in Spain, I don't know what the situation is in other countries but I'm guessing it's not  
31 going to be that different, this population is very much excluded, very much. And there is a big  
32 lack of knowledge what is mental health, that's what we found in this programme and it's one of  
33 the main conclusion that is people really don't know what this is and they are afraid of them.  
34

1 People are afraid of somebody with a mental problem.

2  
3 Medication side effects, Dr Carlos if you went to his presentation, excellent presentation, he  
4 talked about effectiveness of medication and the issues that it raises, the medication that  
5 currently take people with schizophrenia and bipolar disorder, it's been effectively in some ways  
6 -- effective in some ways but not in others, but there definitely is side effects, pretty severe.

7  
8 They got motor effects, they are going to slow down their movements and their coordination and  
9 they are going to have, which is very important, and that's part of what we have been doing  
10 recently in research programmes, is that it increases their cardiovascular risk.

11  
12 These people are in high cardiovascular risk because of many things, but one of them is  
13 medication. Medication increases their risk of cardiovascular diseases, we've been studying  
14 about the balance between what is the pacemaker of the heart, it was the balance between the  
15 sympathetic nervous system and the para-sympathetic nervous system and these people have,  
16 because of their disease already, they have got an imbalance in that system with higher activation  
17 of the sympathetic nervous system and low activity on the para-sympathetic nervous system,  
18 which is going to have a big effect on the cardiovascular risk.

19  
20 Other than that obesity and diabetes is very common in this population. This problem is due to  
21 different things, medication is part of it, they got very low -- low levels of physical activity,  
22 usually not very good eating habits, and they smoke a lot. This population are heavy smokers in  
23 a group percentage.

24  
25 And actually there is some research saying that maybe they smoke a lot because it helps them  
26 with side effects of the medication, but I'm not that sure about that.

27  
28 Everything that I am saying, it turns out to be they have a reduced life expectancy of about 20  
29 years compared to the general population. They live 20 years less than the rest of the population,  
30 and because of cardiovascular risk factors and because of suicide too, and other things, but most  
31 of the things we can try to have an impact on them and definitely on cardiovascular risk factors,  
32 physical activity should be helpful for them.

33  
34 And I don't know in other countries again, but in Spain our system is not having physical activity

1 programmes, and definitely not with people that are knowledgeable about physical activity with  
2 this population.

3  
4 So with physical activity, we improve physical health, we can lose weight, we can improve our  
5 diabetes, our cardiovascular risk. It's been proved that physical activity has a positive impact on  
6 depression and mood and with our programme this has not been proved yet, but it does probably  
7 have a good effect, a positive effect on the way they socialised and in their self esteem in many  
8 ways, and other presentations talked about the fact that if you are able to do something it will  
9 stop your self esteem and that is, I believe in that too.

10  
11 And it's also about the way you treat them. It's very important the way you are going to treat  
12 these people, to build up their self-esteem. They need to be, to feel part of a programme in a  
13 way that they have a voice in this programme. It's not that you just get there and say everything  
14 that has to be done, as I explain a bit later, we give these people the role and the possibility of  
15 even designing games and they supervise in the games and implement in the games, which we  
16 have found very interesting experience, and I think pretty positive.

17  
18 So the programme we called it something like playing as an intervention tool for people with  
19 mental health problems. In this programme, it's kind of based on what surface learning is, it's  
20 kind of like a little bit -- it's not exactly surface learning, we are actually bringing to the setting,  
21 it's done in psychiatric institution, public psychiatric institution in Alicante and we are bringing  
22 the programme, it's not that the students go to interact, we do bring the programme, we started  
23 the programme, me and the other Professor, lecturer from the university of Alicante, but we  
24 bring the students of the university of Alicante and they participate, the users of that institution  
25 as equals, there are no distinctions there.

26  
27 What were the objectives of this programme? We wanted the students to have, to learn about the  
28 benefits that could have physical activity and recreation programme for this population and our  
29 students were diverse in terms of their training. We could have people from social work, we  
30 could have people from nursing, we could have people from physical activity, but I think this is  
31 important too.

32  
33 One of the problems we have in Spain is that we're not convincing people from physical activity,  
34 we are not convincing people from other settings, from medical settings, from nursing and social

1 work, that our work is important, and that we need in these settings, a professional from the  
2 physical activity and sports science field. So it's a good opportunity if they got hand on  
3 experience on what the benefits of these programmes can have. I think it will change their mind,  
4 and if they, in the future work in these settings they are going to be more open to have somebody  
5 with this specific training.

6  
7 We wanted too, that they learned about people with mental health problems, from a different  
8 perspective, not what they see in a book, it's what you feel, what you talk to these people, they  
9 are going to be playing together, they are going to hold hands, they are going to give each other  
10 hug, that learning experience of how people with mental health problem is, is very different to  
11 whatever you can teach in a class. It's just completely different.

12  
13 This way we were hoping that these initial fears that students have about mental health were  
14 overcome, and try and increase the motivation for, trying to work with this population in the  
15 future, which is very related to the stereotypes and prejudice that they have. If they can  
16 overcome that, they can see that that's a population that can be worth working with.

17  
18 For the users, we thought it was a good opportunity for being more active, they did not offer  
19 programmes like this one in the institution, what they did after the programme, we have been  
20 running for a couple of years now, with -- we have some little bit of achievement in terms of,  
21 they are already including in the programme a physical activity programme. We haven't  
22 achieved yet that they hire one of our students or somebody, a professional yet, but I have been  
23 personally training the people in the centre to run the programmes, it's not the ideal situation, but  
24 still much, much better to what they had been, where they had nothing.

25  
26 So the social interactions and social skills development and we were hoping for a little social  
27 inclusion too, I think the way we develop and design activities has a lot to do with this, we didn't  
28 want -- I worked for before working for the university, I was working for rehabilitation centre, a  
29 private centre with a lot of people with mental health problems but acute phase that they would  
30 go, like maybe one or two weeks, three months whatever, depending on how big the problem  
31 was or not.

32  
33 We did physical activity programmes more fitness based individualised, so I would do a specific  
34 programme for them and with following the principles of training and all that, and it was very

1 individual, and we felt that maybe a group based activity would have some of the benefits that  
2 do not have, having somebody on a treadmill or somebody on a stationery bike or doing some  
3 weight lifting, which it was good, it did work, but we were missing something, and these people  
4 have very low social skills, and a lot of problems interacting with society, they have lost jobs  
5 because of that and again this has a big impact on their self esteem.

6  
7 So we wanted to give these people an opportunity for improving their self esteem, to be, that  
8 they could interact with people outside the institution and that these people were going to treat  
9 them as equals, they would not treat them as ill people, just treat them as people and we were  
10 hoping that that could have an impact on self esteem and plus what I said before, if they were  
11 able to have a voice on their programme, and they were able to design some games and  
12 implement some games, that would have a positive effect.

13  
14 For example, we had one of the users that maybe we were running the programme for four  
15 weeks or something like that, and we started, at the beginning we started more with directing,  
16 conducting the sessions myself or my colleague, and when we were like a month or so of the  
17 programme, that it was running, we started empowering this user for doing some games, and  
18 also to the students, and one of the users came up and said well I know a game, and she  
19 explained a game and it was very successful game. I mean everybody loved it, we loved it! And  
20 we have been using it.

21  
22 After the game was over, another user came to her and gave her a kiss and said I love your game.  
23 And that was very powerful. If you look into the face of this woman when somebody came to  
24 her and said I love your game, that was something we thought that was really meaningful.

25  
26 Service learning methodology, we would do twice a week for three months the programme, it  
27 ran for three months, one hour per session, including physical activity or recreation, it could be  
28 warm up, main session and cool down phase.

29  
30 We were basing motor games and social games a lot of interaction and lot of physical contact.  
31 Again when I start this had programme I talk to some of the psychologists at the centre and they  
32 told me what is your idea of the programme? And we were explaining the programme and I said  
33 my idea is that they interact, I want a lot of physical contact, I think that would be very good for  
34 both, and she told me, I don't think you're going to be able to do that. These people do not like

1 physical contact. These people are going to be afraid of physical contact, and I was like I don't  
2 know, we'll try -- after a month their favourite game was the hug game, it was the simplest game  
3 you can play, you are on a circle, and you got somebody on your right side and you say  
4 something like -- this is a hug and you hug them and then the person there says a what? And  
5 then you say again, a hug and you hug him again. Then he passes it on. That was the favourite  
6 game for them. And they told us -- we need this, we need signs of appreciation, we need love,  
7 we need somebody who really cares about us.

8  
9 So the psychologists were not right. And I say this because part of the problem is that we set  
10 low expectations for these people, we think they are not going to do things that they can do. And  
11 that's part of the problem I think.

12  
13 We were trying to develop this skills and confidence for designing and implementing their own  
14 games as I mentioned, the students did a great job, even if they were not from a physical activity  
15 context, they loved it and they were very much into the programme.

16  
17 A little bit of the methodology for the sessions we really wanted every activity to be a success  
18 and when I mean a success, a success for the users, they need to be able to do every single  
19 activity without failing. People with low self esteem, if you put them too difficult a task and  
20 they fail, that's going to have a negative impact on their self-esteem. Another example, we were  
21 playing jumping rope, which was actually again a user's choice, we didn't think about jumping  
22 rope as an activity to be honest, and a user said I love jumping rope, when I was a kid I used to  
23 jump rope, we started jumping rope and they loved it, they all loved it. We were very surprised  
24 about that.

25  
26 But one of them, she was not very skilful and she missed one of them, she was jumping and she  
27 missed it and she started crying, so we adapted the activity so it was easier for them, so we didn't  
28 do the full swing, and then she could do it and she was happy again, so we need to make sure  
29 that we don't do tasks that are too difficult. But we need to not set low expectations either, so  
30 there is a balance there of trying to do things that they can achieve, but trying not to set low  
31 expectations, we need to try to push a little the limits to see how far they can go.

32  
33 Variety of activities, we found over the time we do think about this, that this is the way to go,  
34 they get bored pretty easy about activities, so if you repeat activities a lot they quit. So you need

1 to have a lot of different things and the last programme we would do every day for example, we  
2 would do Monday one thing, Wednesday one thing and Friday a different thing, and then repeat  
3 maybe over the weeks, but not repeat Monday, Wednesday and Friday the same activity.

4  
5 Simple instructions with visual demonstrations, that was one of the big rules, do not -- the  
6 explanation cannot be longer than the game and the students sometimes said that, we're trying to  
7 fix that. Just start playing the game with the basics and then if we need to clarify something then  
8 we'll do it.

9  
10 Social interaction and team building as a central component of the programme and the activity  
11 participation on terms of designing and implementing the games.

12  
13 This is actually on another setting, but the pictures I had for the programme that really is -- this  
14 is with the same idea but in the university setting, we didn't have pictures of that programme, we  
15 didn't have permission at the time of having pictures and we do now, because we have built  
16 confidence with the centre because they like our programmes very much, but at first it was kind  
17 of hard for those things.

18  
19 This is jumping rope now. Balloons were something that were very successful too, they love  
20 balloons and we play many games with balloons, it's something that we do over and over.

21  
22 Parachute, that's another thing we've noticed, they love new material, it's appealing to them, if  
23 you bring a big ball, you bring the parachutes, that's something that motivates them a lot, new  
24 stuff, something new.

25  
26 We think that the outcomes, they really appreciate the value of physical activity, the students did,  
27 they increased their knowledge and awareness about what mental health problems are. And they  
28 said to us that they have changed drastically their perception about what a mental health problem  
29 is.

30  
31 They start to see the person, just treat them like another person and not thinking he's got  
32 schizophrenia and he can be aggressive or anything like that. And they did improve their  
33 confidence and skills on working with this population.

1 For the users they did have fun, they enjoyed it, so I think just with that, that would be a success,  
2 that will be good enough, we did increase their physical activity time which is also a good thing.  
3 We did give them, and that was important, an opportunity for relating to people outside the  
4 centre, with in patients I think this is very important, and some of those on patients are going to  
5 try to come back and be outpatients and come back into society, opportunities to relate to people  
6 outside the institutions are good for them. And we do think they improved their self-esteem, I  
7 can't prove but that's our perception of what the programme was.

8  
9 So we think the programme was highly beneficial for both students and users and we do think  
10 that more programmes like this should be implemented with a partnership of university or  
11 whatever institutions or within the institution itself. Thank you very much.

12  
13 CHAIR: Thank you Juan, that was very insightful presentation and of a very unique programme  
14 I think on terms of its design and beneficial for both the people with mental health problems and  
15 the other students, so it's hugely beneficial.

16  
17 I would be involved with the GP exercise referral programme on Ireland some of the examples  
18 and issues you presented there on relation to moving away from standardised fitness activity  
19 more to games and social activities is a very interesting concept.

20  
21 Now would anyone from the floor like to ask questions now from Juan or alternatively we can  
22 go on to our second presentation and have questions for the two at the end? No. Okay maybe  
23 we'll ask questions, if you have a question for Juan we'll ask it now so.

24  
25 Q. Thank you for the presentation it was really interesting, related to my next presentation. How do  
26 you prepare students meeting clients and what is your preparation and what do you tell them,  
27 medical point of view or from social point of view?

28 MR TORTOSA: What we do, we structure a programme where before starting, going to an  
29 institution, we have a few classroom sessions where we tell them what we're going to do, how  
30 we're going to do it, we teach them a little bit about the methodology we're going to use, and  
31 what the population looks like that we want to work with, some of the basics of what mental  
32 health is, and what is schizophrenia, what is bipolar disorder, the basics really, not very in depth  
33 information, just the basics so they are not -- we decreased a little bit the lack of information so  
34 they don't know what they are going to do.

1  
2 And we also go one day before starting a programme to visit the institution, so they get familiar  
3 with the setting, they know where we are going to be meeting during the programme and we  
4 have a person responsible at the centre, there is a nurse, as I said excellent professional, that talks  
5 a little bit about them and that's about it.

6  
7 I don't think we need anything else, because the things started to happen when they start to  
8 interact with each other. And you don't really need -- we have another programme that we don't  
9 talk to them and they just go on there and play, you don't need information to start playing, but...

10  
11 CHAIR: Any further questions for Juan? No okay. We'll get set up for the next presentation.

12  
13 End of Presentation

14  
15 MR O'FLYNN: Good afternoon everyone, hello there, welcome back. We have a little bit of  
16 time pressure, so I'm going to go straight ahead.

17  
18 We're certainly on the home stretch; we still have a couple of surprises left for you this  
19 afternoon!

20  
21 Our next speaker is quite literally Ireland's Mr Sport! In his capacity as CEO of the Irish Sports  
22 Council, John Treacy masterminded this country's move towards a 21st century system,  
23 improving both participation and elite performance.

24  
25 As a double world cross country champion and an Olympic silver medallist, you'd expect him to  
26 champion the needs of top athletes, and he does that. But he also displays a genuine and  
27 continuing commitment to participation and inclusion, supporting projects both by word, deed  
28 and much needed money.

29  
30 The ISC for example has pumped more than 1 million euro into the sports inclusion disability  
31 programme since 2010.

32  
33 He is here today to relaunch and recommit that programme, ladies and gentlemen, John Treacy.

1 MR TREACY: Thank you very much Niall, it's a pleasure it to be here, I'll definitely keep that  
2 fella on to do my PR work on future.

3  
4 It's a pleasure to be here with you all as I said, I want to welcome all the people that travelled  
5 from overseas to this important conference.

6  
7 We in the Sports Council are always highlighting the needs for people to participate in exercise  
8 and physical activity, and more so and more importantly, people with disabilities to participate in  
9 sport, and we don't want anyone to be left behind in the wave of enthusiasm for physical activity  
10 that we are actually seeing in Ireland as we speak.

11  
12 The recession has been good for us in terms of people exercising and getting out and having a bit  
13 more free time to exercise and our numbers are very good and we'll be publishing numbers in  
14 June which are showing an increase, a substantial increase in physical activity, right around the  
15 Republic of Ireland in terms of physical activity, so I just want to say that is a very, very  
16 important from the Sports Council perspective.

17  
18 On the high performance side as well, we have a very strong Paralympic team going to the  
19 Paralympic Games and the Olympic team of course as well, and we'll be investing substantially  
20 in the Paralympic athletes, they get the same level of funding as the able bodied athletes, they are  
21 very well funded, well supported, our Paralympic athletes are going out to Portugal as training  
22 camp before the Olympic games and we'll be very well geared towards performing at the optimal  
23 in London, so we're looking forward to that.

24  
25 But more importantly and it really is more importantly, we really do talk about physical activity  
26 for people with disability and making sure that they are participating because we all know it's  
27 good for their health and well-being.

28  
29 We know as well that sport would have passed a lot of people by in the past that had a disability,  
30 and they didn't feel welcomed and didn't feel, or have the confidence to participate and I know  
31 that the sports inclusion development officers right around the country, we have 16 of them  
32 operating right around the country, have opened the doors for participation for a lot of people,  
33 that weren't accessing physical activity at all.

1 And the innovative programmes that they have developed are second to none and I suppose  
2 leagues and what have you, opportunity force people to participate against each other, so that's  
3 very welcome.

4  
5 The Sports Council, in times that are very tough and our funding has dropped 20% over the last  
6 four years, have maintained the programme and what I'm here to do is to tell you all that we are  
7 relaunching programme and will continue to invest in the programme and we are putting  
8 400,000 into the programme for this year to ensure that we employ 16 people through the local  
9 sports partnerships right around the country to work with people with disabilities, so that's a  
10 particular important piece.

11  
12 What we are doing then is obviously those sports inclusion development officers will work on  
13 sometimes maybe sharing different counties or working on a regional basis so that's a little  
14 different and for some local sports partnerships that don't have a disability officer we'll be  
15 providing support and funding around those as well, so around funding programmes in those  
16 local areas.

17  
18 So from a Sports Council perspective in these harsh economic times we are continuing to invest  
19 in this programme. And I suppose this programme really has been driven a lot by the Sports  
20 Council itself and my staff in the Sports Council and people like Ciara Smith and Fiona Coyne  
21 and all the LSPs around the country have driven this programme, but very much supported by  
22 Tralee IT, and I want to highlight the work of Pat and Niamh for their outstanding work in the  
23 CARA Centre.

24  
25 They have moulded and trained our sports inclusion development officers and they have done a  
26 fantastic job in getting that awareness out and I want to highlight and thank Tralee IT for their  
27 support around the CARA Centre. And I believe Pat got an award last night from you all, I hear  
28 Peter Smyth was up here bestowing the virtues of Pat, he even said Pat told me he said nice  
29 things about him, so that's a bit of a surprise! But there you go...

30  
31 But again, Pat has a major challenge ahead of him this year, as well as continuing the work of  
32 the CARA Centre, he is now a coach to the Waterford hurling team, which is my county, so I'm  
33 not raising any great expectations in terms of Pat, but we want an All-Ireland in the next three  
34 years that's all we need Pat, so there is more expectations on top of you.

1  
2 But what you always do is you keep a busy man in a job and you continue to hike more work on  
3 him because busy people get things done. So to Niamh and Pat, I want to say another  
4 outstanding job for everyone in the CARA Centre.

5  
6 That's about it from me, we are basically here to say listen we'll continue to invest in this  
7 programme, the results we get on the ground and we hear them, I hear them myself from people  
8 with disabilities, and basically sport passing them by, we don't want that to happen, we want  
9 people to be engaged and we want everyone to enjoy sport and get the benefits that all of us have  
10 got through our involvement in sport and that sport is very much for everyone.

11  
12 Thank you very much.

13  
14 MR O'FLYNN: Thank you very much John Treacy for that very good news.

15  
16 This year's congress is drawing to a close, oh ... you can do better than that! This year's congress  
17 is drawing to a close ... and it's nearly time to pass the mantle to Turkey for ISAPA 2013 and  
18 Spain for EUCAPA 2014, to tell us a little about those important events can I call to the rostrum  
19 please Javier Perez the chair of EUCAPA 2014 in Madrid and to speak first Dilara Hocaya from  
20 ISAPA 2013.

21  
22 MS HOCAYA: First of all I would like to thank Pat and the organising committee for this  
23 excellent congress, so I would like to present a small gift to Pat in memory of today.

24  
25 (Subtitled video playing)

26  
27 MR O'FLYNN: Thank you very much Dilara, Javier, will you take the stand?

28  
29 MR PEREZ: Thank you very much for being here, thank you to the organisation of EUCAPA  
30 2012 for allowing us to present this conference in two years in Madrid in Spain, where a couple  
31 of friends are coming to present, but I really want to say a big, big thank you to, first to  
32 EUFAPA to the European Federation of Adapted Physical Activity to select the application from  
33 our university the Polytechnic University of Madrid to host the next conference in 2014 and I  
34 want to thank you too, EUCAPA 2012 of course, Pat and his team, and EUCAPA 2010, Finland,

1 Tony is there -- because your experience and your knowledge will help us a lot to make the best  
2 conference possible.

3  
4 The theme that we want to make as framework of the conference is similar to the one we are  
5 here, but we want to put a little bit of the accent on application from research, but really in  
6 inclusion into action, applications from research.

7  
8 We want to offer a unique opportunity for you, for sport scientists, professionals, Professors, to  
9 share and come together and be inspired by the new developments in APA and disability sport.  
10 And of course to be the best forum possible to promote fruitful and long-standing co-operation  
11 between professional experts in Europe and worldwide.

12  
13 We have this triangle for organisers the congress will organise by the faculty of sports science in  
14 the Polytechnic University of Madrid and together with foundation Sanitas, one of the best  
15 supporters we launched three years ago CEDE, the centre for inclusive sports studies, located in  
16 the same faculty, which I am honoured to direct, and this is the organisation that will organise  
17 the congress.

18  
19 You have some fliers, you have our website and you can already check the different dates that  
20 you have to keep in mind, for example you will need to send your abstracts if you want to  
21 participate, around February of 2014, and hopefully of course we'll see you in ISAPA in Turkey  
22 in Istanbul this year, we'll ask them to have five minutes maybe to present the conference next  
23 year, so these are the important dates, and the congress will be run in the third week of October  
24 2014.

25  
26 Just to give you an idea of what is our main aim, to promote quality and healthy physical activity  
27 and sport for people with disabilities through concrete inclusive action from scientific, academic  
28 and educational fields.

29  
30 Our centre deals with four main areas of action; one is research, training and formation, real  
31 activities of implementation, of inclusive sports situation, and the diffusion of the knowledge and  
32 publication, so for us EUCAPA 2014 will be our best training opportunity as a conference, as a  
33 European conference.

1 Here you can see this is one of the activities that we run with one of our partners, it's Foundation  
2 Real Madrid, we have inclusive basketball camp already this year for the fourth time, and we are  
3 really proud to collaborate and these are our partners in the promotion of the conference, we  
4 have the Ministry of sport, we have City Hall of Madrid, we have our national Paralympic  
5 committee, the regional TV of Madrid and Real Madrid foundation.

6  
7 And we have other partners at institutional level, academic level, other universities partnerships  
8 in the region of Madrid and the disability sport federation who really engaged with our  
9 application.

10  
11 The philosophy we want to transfer as EUCAPA, yesterday we were discussing in the EUFAPA  
12 board, like here in Killarney we want to share practice with theory, but in the real practice, and  
13 that's why we tried to ask real sport men and women with and without disability, what's the best  
14 practice possible, like we did three years ago with Oscar Pistorius in our first inclusive week,  
15 sometimes we are talking about inclusion and as we said in the conference many times, let's let  
16 them talk, let the main act or make them talk.

17  
18 And of course the practicals, which I think in this kind of congress are really, really important.

19  
20 So why to go to EUCAPA 2014, I don't have such a nice video, I have a little video, Pat  
21 Flanagan's main motivation to go, is Pat around? He is not here, Real Madrid -- he is out? Okay  
22 tell him Real Madrid won the league this year, but I am not a soccer supporter so you can have  
23 another option, bull fighting if you want, but these two things I have to say it's really in the  
24 culture of Spain, you will of course have the opportunity to enjoy. But apart from that, Madrid is  
25 a region and a city, almost 7 million inhabitants, in the city itself 4 million, we have such a  
26 monumental city, we have a really nice year, much of the time, maybe you know Tapas? You  
27 can enjoy Tapas, real Tapas in Madrid, so you are welcome to taste it.

28  
29 Just to remind you, the city of Madrid has been three times in the role to organise Olympic and  
30 Paralympic Games in 2012, 2016 we were in the final with Rio and Rio won and now we are  
31 again preparing our bid for Olympics and Paralympics in 2020, so as you can imagine the city is  
32 really prepared to host important sport events and important scientific events like EUCAPA  
33 2014.

1 You have already a website where you can see the basic information, you have an e-mail address  
2 and just to give you a piece a little piece of our inspiration.

3  
4 (Video playing)

5  
6 The last word is that I would like you to encourage all the people that's here, your faculties, your  
7 country, your universities, to be present at the conference, to encourage students, I know the  
8 EUDAPA students are here around, I suggest you to work hard these two years and present your  
9 brilliant work in Madrid, and I hope to see you in Madrid. Thank you very much.

10  
11 MR O'FLYNN: Thank you Javier we look forward to Madrid and Istanbul.

12  
13 Over the past three days we have seen an astonishing array of the international experts from UK,  
14 USA, Canada and Europe, it's a testament to the commitment of all of you that we have heard  
15 here from 33 countries.

16  
17 We welcome now however one of our own, Una Moynihan a colleague of mine in the CARA  
18 Centre steering group works right here in Kerry with our host institution, the Institute of  
19 Technology Tralee. Teaching in the health and leisure department, Una's core interest is in  
20 investigating the scope of organisations to optimise the quality of the sporting experience for the  
21 widest possible number of people, particularly young people.

22  
23 I'm proud to introduce my colleague, Una Moynihan MA.

24  
25 Una Moynihan: Appreciative Physical Activity.

26  
27 MS MOYNIHAN: A moment while I literally find myself!

28  
29 First of all I'd sincerely like to thank the organisers of the conference for inviting me here today,  
30 it's a truly humbling experience to get the opportunity to speak to such an international and such  
31 a learned audience, so speaking of the organisers of the conference I had three different chats  
32 with them when they initially invited me, asking what their expectations of me are? Or would  
33 be?

1 They gave me a list of things that essentially constituted about 100 hours of lecture content that I  
2 would have covered with them when they were students, so you will be glad to hear I have  
3 tailored their expectations and condensed it somewhat!

4  
5 I suppose it's fair to say that Adapted Physical Activity isn't a brand new area of sport or physical  
6 activity; it has been around for some time. While I suppose sports development is my area and  
7 that's a very future focused area, we generally need to look back and acknowledge and  
8 appreciate the past before we can understand where we need to go in the future.

9  
10 So I suppose it's worth mentioning the fact that activities like wheelchair basketball which was  
11 presented to us here this morning, that's an activity that has its origins back in the 1940s,  
12 Paralympic sport in Ireland dates back to 1960, so we are over 50 years involved in Paralympic  
13 sport. The Special Olympics in Ireland has its origins in the 1970s, so there is a very rich history  
14 and rich tradition that will help inform us as we look to the future.

15  
16 I suppose the story so far, the main point here is etcetera, etcetera, etcetera -- the list could have  
17 gone on, but there have been a number of developments in sport in Ireland that are certainly  
18 indicators of an awareness and appreciation of the need for change and advancement so as to  
19 make sport a much, much more inclusive space.

20  
21 I have just enumerated some of those, the expansion of the Special Olympics and I know that  
22 last night Peter mentioned that 2003 was a seminal year, that's not to ignore what went before,  
23 but it certainly was, we hosted the world games, there was activity in the whole area of disability  
24 sports that we had never seen before, and then we had the humble origins of a national Adapted  
25 Physical Activity conference that I suppose has borne fruit here today as well.

26  
27 So I suppose really what we're about is now in 2012 trying to successfully build on the solid  
28 foundations that have been laid by those who have gone before.

29  
30 Adapted Physical Activity is a growing area of Irish sports policy, it's also worth saying, this is  
31 something I will come back to in the end, sports policy is a subset of social policy, that's  
32 something we need to bear in mind, there is a whole other world outside of us there, that we need  
33 to connect to, as I understand James Rimmer had picked up on that point already, so I don't want  
34 to repeat the point.

1  
2 Anything that's growing presents challenges, and Kotter identified a number of these, including  
3 that sort of sense of urgency for transformation can often just be reduced somewhat, some of the  
4 early wins have already been celebrated and earlier just before I spoke John Treacy relaunched  
5 the Sido programme for example, no doubt about it but the original launch that have was an  
6 early win, then of course when you have more people come into a movement, you have a  
7 diversity of perspective that at its core is very, very rich but sometimes for those who are already  
8 in that space it can create a little blurring of the vision that initially motivated them.  
9

10 I suppose just to give some background to the Adapted Physical Activity context in Ireland, it's  
11 primarily pursued by organisations in voluntary and public sector and I suppose as Hilton and  
12 Bramham have said it's largely social reformist, sports development had its origins in the 60s  
13 early 70s when there was a realise that sport for all was really only rhetoric, that it wasn't truth,  
14 and likewise the APA movement is very much about social reformism there is a bit of a  
15 revolutionary spirit that drives a lot of the work. And people who work in APA, trying to realise  
16 and deliver what might be termed sporting democracy, it's about making it accessible to  
17 everybody, it is really about enacting the ideal of sport for all, which again has its origins in the  
18 1960s.  
19

20 I suppose the purpose of this talk, nothing modest about it, is to focus on ways of optimising the  
21 collective strengths of people in the whole area of Adapted Physical Activity, in order to not just  
22 simply perform but to transform, to make our contribution to the transformation of broader  
23 society.  
24

25 Just certainly in the last decade and a half here in Ireland there has been a huge emphasis on  
26 making voluntary and public organisations more business like in their operations, I sometimes  
27 facetiously wonder do they ever ask business to be more sporting in their operation? But we'll  
28 leave that aside for today.  
29

30 Certainly strategic planning is a very rational and objective process and there are a number of  
31 steps that are undertaken and I've enumerated them there, I won't list them out, I'm sure you are  
32 familiar with them and the ultimate aim is to make any organisation more competitive.  
33

34 Indeed it is about giving direction to action and that's certainly very laudable. However,

1 strategic planning has some people who have reservations about it and I suppose Henry  
2 Mintzberg, the Canadian guru on management, he was the author of a book and article in 1994  
3 entitled the Rise and Fall of Strategic Planning, and he makes the point that strategic planning  
4 encourages calculating rather than a committed style of leadership. Now I'll come back to  
5 leadership before I wrap up, but essentially what he says is and I'll just quote him, "Managers  
6 with a committed style lead in such a way that everyone on the journey helps shape its course."

7  
8 I suppose there is an emerging perspective and it's very much in sociology and also in  
9 psychology, and it's very much a strengths based perspective, and what the core belief is that the  
10 absence of bad stuff doesn't automatically result in good. So that's essentially the strengths  
11 based perspective.

12  
13 I suppose a couple of the more familiar areas where this has, that belief has started to emanate  
14 would be in what's called asset based community development or positive psychology, the  
15 notion that good is not the same as not good or bad, it's not a direct opposite, there is something  
16 more to it.

17  
18 That's where I'm going to go, so bear with me, over the next eight slides, I'll give you a very  
19 brief overview of a planning model called the appreciative planning and action model, another  
20 APA model.

21  
22 So if you can just bear with me. It has its origins in the 1980s, and I think the interesting thing  
23 about it is it emerged through the work of a PhD student David Cooperider who was essentially  
24 exploring the whole area of egalitarian organisations, so again there is a believe system that  
25 underpins this APA that is arguably very complimentary to our own APA, and again the early  
26 trials of it were in the context of community development, which again is the space arguably  
27 where sports development is positioned and also APA.

28  
29 And I suppose essentially what appreciative planning and action is about it's about looking at  
30 what already works in an organisation. So it's about asking the question what gives our  
31 organisation life? What gives our organisation momentum? Now the theories that underpin it  
32 aren't new, again they have origins back in the 1960s, many of you will be familiar with the self  
33 fulfilling prophesy or the labelling theory or the placebo effect, earlier this morning Lauren  
34 Lieberman talked about the social constructivism and what we perceive becomes our reality, so I

1 suppose to give you a really simple example and some of you may have had this experience, did  
2 you ever think about buying a car, I don't know pick a car, a Ford Focus, and everywhere you go,  
3 you see a Ford Focus? Well it's a little bit like that, what we attend to, what we pay attention to,  
4 becomes our reality.

5  
6 So in the word of Whitney and Trostenbloom, this approach to personal change and  
7 organisational change is based on the assumption that questions and dialogue about strengths  
8 assets, values, hopes and dreams are themselves transformational.

9  
10 Now in its early days appreciative planning and action wasn't a method, it was more a  
11 philosophy and it was informed by four core principles, I'll just go through them briefly, the first  
12 is appreciative, so you look at the positive, you focus on what is working well, that's what you  
13 attend to.

14  
15 The next point about it is, this is the critical thing, this isn't empty rhetoric, this is about looking  
16 for evidence, it must be an evidence-based approach to planning.

17  
18 The other, the third principle and I have to say it's one that appeals to me, it's provocative, it is  
19 encouraging risk taking in terms of thought and debate and discussion. So it promotes divergent  
20 thinking in order to come up with provocative propositions, what I like about it is that those who  
21 take a contrary or alternative view aren't seen as incoherent cranks, but rather they are seen as  
22 people just trying to promote a spirit of inquiry.

23  
24 Then the last principle it has is that it's collaborative, it appreciates that no man, no woman, no  
25 organisation, is an island. That we need to work together in order to make the ideal vision of the  
26 world that we are trying to appreciate, a reality.

27  
28 Just to give you some examples from an inclusive education context, some work was done in the  
29 USA and essentially teachers, parents and young people were asked the question: In order for  
30 inclusive adult education to be successful, teachers should demonstrate the values of, the skills  
31 of, and the knowledge of...

32  
33 And I'm just going to go down to the third skill, I won't go through each of them, but what  
34 Lauren Lieberman spoke about earlier, what Ken Black spoke about earlier was differentiated

1 learning, we all benefit from differentiated learning.

2  
3 That if we can make our education inclusive, if we can make our sport inclusive, we're all  
4 enriched, because we're all engaged at our own level, it's very, very powerful potentially, it has  
5 major implications for how we practice, and I think that's probably where a lot of our work needs  
6 to focus.

7  
8 So moving on, in the early 1990s, a four stage approach, they tried to operationalise it,  
9 philosophy was fine but how does it actually work on the ground? So the four D model was  
10 identified and they pretty well reflect the four principles I referred to earlier.

11  
12 The first is discovery, identifying the successes, so what is it that's working? Now in the whole  
13 area of positive psychology, Barbara Frederickson, a very, very well renowned and publicised  
14 psychologist has found that we need three positive emotions for every negative emotion in order  
15 to flourish, now that applies to individuals and to organisations.

16  
17 And in case anybody thinks that that's all very nice, but neuroscientists are able to back that up  
18 now that brain-scanning technology has moved on.

19  
20 Dream, envision the ideal future, and then concretise those ideas. Later on I'll share with you  
21 some discovery and dream aspects of this from just a personal perspective and I'll leave the  
22 design and destiny up to yourselves after that.

23  
24 But it's very, very much about coming up with concrete proposals, so this new state or this better  
25 world becomes a reality. And critically this model is about accountability. It is about results, it  
26 is about achievement and again achievement was something that came up as being a very  
27 important focus in any area of human activity, including sport.

28  
29 Achievement doesn't mean winning, but I don't need to tell you that, because you all know, sorry  
30 I have forgotten you are not my first year students!

31  
32 So that brings us on, I told you I'd be back to leadership, that brings us onto the whole area of  
33 leadership, back to Henry Mintzberg and Henry essentially says: "I think of true leaders as  
34 engaging, they engage others with their thoughtfulness and humility because they engage

1 themselves in what they are doing and not for personal gain. Such leaders bring about the  
2 energy that exists naturally within people. If there is a heroic dimension to their behaviour, it is  
3 not by acting heroically, so much as by enabling other people to act heroically."  
4

5 Now Mintzberg is critical of what he calls heroic leadership, because he says show me a leader  
6 and I'll show you followers. Really what he is talking about is this involved, connected, engaged  
7 leadership, not disconnected leadership. So that notion of engagement is absolutely critical.  
8

9 He then goes on to talk about communityship, he has coined the term communityship. He says it  
10 stands somewhere between individual initiative, we don't throw that out, and also collective  
11 citizenship, where we work together. So organisations need to be seen as living organisms.  
12

13 My colleague Pat Flanagan has a saying that people make places. People make organisations.  
14 And where we have this collective effort we are a richer organisation.  
15

16 Lindz and Torres have come up a model for governance in relationship in order to promote  
17 appreciative planning and action, essentially it's called the Meta Model, I'll take you through it  
18 briefly and this is the last of the slides on planning and action, but they say there are multiple  
19 ways of knowing, so we have a male versus female perspective, urban versus rural, management  
20 versus worker perspective, Irish versus American, German versus Finnish and so on so forth  
21 there are many ways of knowing, and we generally, we all have a default way in which we view  
22 the world, we have our way, it's quite egocentric, that's how it is, that's not necessarily a bad  
23 thing, every now and then we certainly try to put ourselves in the shoes of others.  
24

25 But in any organisation leaders and leadership have to recognise that there is a collective  
26 wisdom, several times over, Mintzberg has talked about wisdom and David Cooperfield (sic)  
27 talks about wisdom, you have wisdom in organisations.  
28

29 The next thing is engagement, I have already spoken about neuroscientists finding that when we  
30 are engaged we are more creative, we are more resilient, we function at a much, much better  
31 level, so we need to find ways to engage people.  
32

33 And essentially what Lindz and Torres will say is anything goes, once it's legal, ethical and  
34 benefits in the long term the stakeholders of the organisation. And that notion of engagement as

1 I say is very complimentary to Mintzberg's thoughts on leadership.

2  
3 Then the whole area of thinking together and again they will say promote divergent thinking  
4 ahead of convergent thinking, otherwise you end up with group thinking.

5  
6 So give space to the contrary view, give space to the alternative view, it's probably worth  
7 hearing.

8  
9 And then finally, acting together and again they talk about mutuality, accountability and  
10 critically, sustainability, by acting together, that's not just within the organisation, that's also  
11 acting without the organisation in a sense of linking with other organisations outside of your own  
12 organisation.

13  
14 So I gave a little bit of thought and I said right APA in Ireland, sorry now this is an Irish centric  
15 view so bear with me, but I hope that looking at how we're doing things here will give some food  
16 for thought to my international colleagues.

17  
18 I suppose the one thing that struck me is there is a lot of organisational wisdom out there, you  
19 know what, PowerPoint limited me, I'm not being smart there, I could have had that slide jam  
20 packed, and there is no particular reason why these organisations were selected.

21  
22 But these are all very, very important organisations who are already doing good work. Now  
23 what we need to do is find ways to get these organisations to link together more effectively, and  
24 also to link outside of sport and outside of disability.

25  
26 I then said I will have a little look at some of the evidence, I came across two studies, Francis  
27 Hannon's work in 2005 that I know was very, very developmental in terms of informing the  
28 CARA Centre, the Sido projects, so on and so forth and McCarron et al, now the studies are not  
29 identical, I hold my hand up to that, they are not, the 2011 is not a replication of the 2005 study.

30  
31 The 2011 study is one that focuses on people with intellectual disabilities and it's part of a  
32 longitudinal study of growing old in Ireland.

33  
34 But we're always looking for evidence of positive change and I went through the two reports and

1 I think I spotted three, now I'm holding my hand up that they are not identical studies, but in the  
2 2011 study, unlike the 2005 study, lack of facilities, negative attitudes and self consciousness  
3 were identified by McCarron and fellow researcher as actually not issues. Now albeit with  
4 people with intellectual disabilities, not including as Hannon did, people with physical or  
5 sensory disabilities.

6  
7 Something just might be happening. It's early days, we'll keep an eye on it, there are six years in  
8 the difference and a lot of good work happened in those six years.

9  
10 I then went on and looked at McCarron's findings, 80% of people with intellectual disabilities  
11 involved in mild physical activity, 46% involved in moderate physical activity and 15 and a half  
12 -- now most of us would be inclined to say 15 and a half that's much too low, that is much too  
13 low, but look at the opportunity we have to take the 80% to move them up to moderate, take the  
14 moderate into vigorous -- it's a matter of looking at who is involved, rather than focusing on  
15 whose not there, and trying to work in order to make those people who are already up for it, role  
16 models and social supports to those who are still on the sideline.

17  
18 The Irish sports monitor found that people with disabilities were more likely than people without  
19 disabilities to be both club members and volunteers. I know they are not active, but they are in  
20 the space. They are in the space, which means that if they are asked, if they are supported, the  
21 chances are that we can get these people to get active.

22  
23 The Sido programme, Fiona mentioned it earlier, in the pilot years of 2007 to 2008, 4 and a half  
24 thousand people involved in programmes, that's impressive over a little under a two year period,  
25 and she also highlighted the fact that we've gone from -- since the Sido programme started we've  
26 gone from eight cerebral palsy Ireland Bocce leagues to 29. So there is some evidence that good  
27 stuff is happening out there.

28  
29 We also have the development of the, I'll look with my IT Tralee eyes, we have good stuff  
30 happening locally as well, the degree and proposed masters in the area of APA, so capacity  
31 building is happening, people make places, capacity will make the difference for the future.

32  
33 Just before I go on, I'd like to share with you a little, a fond memory that I have, apologies to my  
34 colleagues who have heard this story a hundred times, but over 20 years ago I was having lunch

1 with my late father in a restaurant, we were looking out the window and we were along the --  
2 beside a cove on the west coast of Ireland, my father who was born at the beginning of 1917, so  
3 we was a World War 1 baby, said to me isn't that a wonderful site? Being in my early 20s or  
4 whatever I was, I looked out waiting to see a lovely car or fancy yacht, all I saw was a crowd  
5 gargling away having a few drinks on a sunny summer afternoon, I said dad I don't know what  
6 you are talking about, all I see is a crowd out there having a few drinks in the sunshine. Oh, yes  
7 he said, but look who's paying for the round? A woman!

8  
9 And your point dad? Because the point was lost on me. When he was -- and he was actually  
10 reared in a pub in Ireland, when he was being reared they had a women's snug, a what? I've  
11 heard of a snug in a pub, no this was a woman's snug. Because you couldn't be seen drinking,  
12 you couldn't be up at the bar.

13  
14 He also mentioned that when he first started to date, I'm reckoning that was about the 1940s,  
15 when he went into a restaurant there were two menus, the man's menu and the woman's menu  
16 and the difference? The women didn't have prices, the women's menu didn't have prices. Well  
17 you know I've hung around pub as bit and been in a few restaurants, no women's snugs any  
18 more, no women's menus, I get to pay the bills!

19  
20 I suppose the point that I'm making is that we change, society changes. Do I think we'll see  
21 change in the whole area of APA? You know, what I'd love to think is that in my lifetime, in the  
22 next 50 years or so somebody will turn to me and say what's Adapted Physical Activity? Or  
23 what's inclusive physical activity? Because we'll have reached a space where like ladies snug  
24 and ladies menu, we can drop those terms. That's my dream.

25  
26 Just coming back again to the whole area of evaluation and measurement, I took this from a book  
27 edited by Vasil Gurgeloff in Brunel on managed sports develop. It's important to note that we  
28 can't measure everything, we just can't.

29  
30 "The real advance consists of having made some people feel more human. How do you measure  
31 that? How do you measure the amount of dignity that people accumulate? How do you quantify  
32 the disappearance of apathy? With what machines do you evaluate someone's rediscovered  
33 identity, the power that they now feel to set their own goals, and not merely take what others  
34 hand down to them. With what graphs do you chart the curves of increased memory, increased

1 self reliance, increased group solidarity, increased critical awareness?"

2  
3 And I think we need to be careful about becoming overly obsessed with data and figures, and  
4 that's why Fiona Coyne this morning told us two stories, but they weren't fiction, they were real,  
5 they were stories of positive change, stories of development.

6  
7 We need to keep gathering those and we need to use those as evidence of the strength within the  
8 APA community.

9  
10 My dream, what's APA? I suppose what I would hope is that individual citizens will feel  
11 included, that local communities will live inclusion and we've got to remember that every  
12 citizen, all of us is embedded in a community. And communities living inclusion has  
13 implications far beyond sport, we're talking about employment, talking about schools, we're  
14 talking about transport, we're talking about health, we heard stories over the weekend of health  
15 professionals being rather stand offish when it comes to physical activity, and that goes for  
16 everybody, universally that is probably the case.

17  
18 So there is a job of work to be done in the broader communities, we can't do it all on our own,  
19 we can certainly tell positive stories and we can highlight the differences that we have made on  
20 our own sector, and speaking of our own sector, we also need to be thinking about sports  
21 policies, so that they enact inclusion, and here I'm thinking of patterns of funding to sport, we  
22 need to challenge those.

23  
24 I often ask my first years what criteria would you use if you were the dictator in Ireland and you  
25 were allowed to decide what money would be given where, and it's heartening so many of them  
26 mention, I would give most of the money to most of the inclusive sports. They are only 18 or 19  
27 years of age, they get it.

28  
29 Again over 20 years ago I had the pleasure of driving Rob Thorpe the former director of the  
30 Sports Development Centre in Loughborough University between Dublin Airport and a  
31 conference in Waterford, I had never heard of sports development, so he explained what it was  
32 about to me, and he said at that stage, people involved in development work are constantly trying  
33 to work themselves out of a job.

1 It's not about us, it's about broader society. It's about making a difference on a grander scale.

2  
3 And finally, we want a situation where Ireland is inclusive. And I suppose what I would be  
4 saying there is surely that's the very least a country that is a republic should aspire to?

5  
6 Just a couple of final words, I chose appreciative planning and action today for three reasons,  
7 one, because it's an absolute shameless play on the acronym APA!

8  
9 Two, because the more I read about it, the more I see a synergy, a complementarity between the  
10 beliefs and philosophies that underpin appreciative planning and action and the beliefs and  
11 philosophies that underpin Adapted Physical Activity.

12  
13 And my third reason, is because I genuinely want to pay tribute to all of those, of you, who are  
14 involved in the area of APA, for the passionate, energetic and fruitful work that you do on a  
15 day-to-day basis in order to make the active choice the easy choice for an expanding number of  
16 citizens. Thank you very much indeed.

17  
18 MR O'FLYNN: Thank you very much Una, one of our Paralympic athletes Paul Ryan has a  
19 small presentation to make to Una.

20  
21 Thank you everyone. In a few minutes I'll open the floor to you to put your questions to our  
22 expert panel, but first we have a number of awards to give out.

23  
24 Can I invite to the stage please Pat Flanagan and also Senator Martin Conway, the Seanad  
25 spokesperson for equality and disability.

26  
27 I'll introduce to you now Senator Martin Conway.

28  
29 SENATOR CONWAY: You know as I listened to Una Moynihan speaking, if anyone ever  
30 wonders why or how the IT in Tralee has become internationally recognised for the work it's  
31 doing in APA, all they ever need to do is listen to the quality of the last speaker. I think it's  
32 indicative.

33  
34 It's indicative of the talent and quality that's obviously available in the IT Tralee.

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34

I'm Martin Conway, I'm a Fine Gael Senator, I'm the Fine Gael spokesperson and government spokesperson on disability and equality in the Senate. The reason the Taoiseach gave me that particular portfolio is because I am the only parliamentarian in Ireland at the moment with a disability.

I have 16 percent vision and as such I am the only legally blind person to have been elected to either Houses of the Oireachtas, which is an indictment in it's own right, but it's a fact. And I'd like to at this stage apologise to the press people and the people looking after PR, that I don't have a prepared script because for obvious reasons I don't use one!

With that I know I'm the third government speaker here at this conference, because of the stature of the conference, the fact it is an international conference, you did have the Minister with responsibility for disabilities Katherine Lynch here on Sunday morning, and you had Minister Jimmy Deenihan, Minister for Arts, Culture and the Gaeltacht here last night, so as the third I don't know what more I can add to what's already been said, except sometimes in Ireland they keep the more interesting wine till last!

But sports is the one way that equality can be achieved, where people feel a sense of belonging and a sense of empowerment. When you look at Kerry, where this conference is being held, and its sporting achievement in football over the years, and I note Pat Flanagan's involvement, but when this country was divided by civil war in the 1920s, the one thing that brought people together and helped heal the wounds of the civil war in the 1920s was football, and that started in Kerry.

So it's ironic that the CARA project and the IT Tralee is based in Kerry, that it's moving to a new generation of involvement, and a new generation of bringing people together, and a new generation of equality. And I have learned a huge amount from my brief visit here today.

I want to commend and welcome the people from all over Europe, the 31 countries that have attended this conference and what I like most about the theme of this conference, it's putting research into action. Because when I was in primary school going to integrated education in west Clare, I would have been last to be selected to be part of any five aside, ten-aside or 15-aside. And I was lucky that I was even selected, because had I been in a wheelchair or I had a

1 mobility difficulty, in that regard I wouldn't have been selected at all.

2  
3 The one childhood memory everybody has is of being involved in a team, being part of a team, it  
4 doesn't matter whether you win or lose, but it's the sense of belonging, the sense of involvement,  
5 the sense of being equal and that's what it's all about.

6  
7 I was at a conference in Vienna, the end of -- I was very privileged to be asked to speak at it, the  
8 end of January, it was run by the Zero Foundation, which effectively is a foundation set up to  
9 monitor implementation of the UN Convention for the Rights of People with Disabilities and the  
10 motto at that was "zero barriers". I agree with Una Moynihan in what she says, we need to be in  
11 a situation where the words APA are not relevant because they don't matter because we live in an  
12 equal society.

13  
14 There is no reason why we can't live in an equal society. I'd like to live in a political society  
15 that's equal as well, unfortunately to a large extent we are not and I suppose indicative of that is  
16 the fact that there is no member from any of the minority groups elected to Parliament, there is  
17 only one person with a disability, there is a very small percentage of women.

18  
19 But in all our fields and our disciplines and all our areas of expertise we have to strive for  
20 equality in every sense of the word. With that I am today, I suppose, urging the government to  
21 ratify the UN Convention for the Rights of People with Disabilities during our Presidency of the  
22 EU in January, between January and June.

23  
24 Because as you know, article 30 Section 5 specifically deals with the issue of sport. And where  
25 we as a country to be able to put our hands up and say yes we have ratified the UN Convention  
26 for the Rights of People with Disabilities, well then we are signing up to the fact that people with  
27 disabilities have, should and can and need to have a legal and moral and every other right to  
28 access to supports and to be involved in activities, sporting activities, outdoor activities and that  
29 level of equality as a nation, we'll most definitely have signed up to.

30  
31 I'm not going to delay you here today; I want to hear what the expert panel have to say as well.  
32 All I want to do is thank you all very much for attending Tralee, I spoke to the Minister with  
33 responsibility for sport, Leo Varadkar, this morning, I told him I was speaking here, he wanted  
34 to send a message of thanks to you for coming here, we are in a recession and we need every bob

1 we can get so before you go spend everything you can!

2  
3 All I will say is remember you have come once, when you go, when you are leaving and flying,  
4 look back at Killarney, when you look back, that will be a message to come back. So I look  
5 forward, as an Irish citizen to welcoming all our international visitors back here at some stage in  
6 the future, either to another conference or on a private visit.

7  
8 With that again I'd like to commend the people who organised this absolutely brilliant event, it  
9 was well organised, it's one of the best international conferences I've been at, it has been micro  
10 managed by people like Niamh Daffy and her colleagues, and I think that they have done a  
11 wonderful job.

12  
13 With that I'd like to wish you a safe journey home and go raibh mile maith agat.

14  
15 MR FLANAGAN: Thanks very much Senator. Can I just note that the political representation  
16 and commentary at the conference from the word go, with the Minister for Disability Kathleen  
17 Lynch has been hugely significant for us over the weekend, and the level of support and interest  
18 and time that they have given the conference and our work in Ireland in general in adapted is  
19 hugely encouraging to all us at local, national, education services and we hope that that support  
20 will continue and manifest itself into resources and money for the programmes that we try to  
21 implement both at third level and educating at local community level. Thanks very much again  
22 for your support.

23  
24 We had a fantastic poster competition as you know, the posters in relation to scientific posters  
25 and innovative posters were requested by the organising and Scientific Committee and we had a  
26 fantastic entry and interest and I'd just ask Jose and Daniel to join us to present the awards for  
27 the four best posters.

28  
29 There will be a presentation to the two best innovative awards and also a commendation for  
30 some that don't win an award, but were highly recommended by the committee and two  
31 presentations for the best scientific awards, and can I thank the poster presenters for being at  
32 their stands and entertaining us and their knowledge and depth of experience and enlightening us  
33 in a lot of areas of Adapted Physical Activity, lots of them are young, interesting and  
34 enthusiastic researchers, right from undergraduate level right up to Post-Doctoral level, so thank

1 you for that interest and your commitment and we look forward to similar quality posters in  
2 Madrid with Javier in 2014 and obviously in 2013 with Dilara in Turkey. So thank you for your  
3 entry and your application during the weekend.

4  
5 So I can call on Jose first for the scientific awards and hope the people getting the awards are  
6 here, we think we've checked.

7  
8 MR FERRARIA: Good afternoon everyone, just a brief comment about the procedure of this  
9 scientific poster awards. The scientific commission of the conference just assessed all the  
10 posters and those posters were assessed twice by two different members and then there was a  
11 pool with the best posters and those were again assessed by different members that didn't assess  
12 those posters at the previous moment. So it was a system we used to get the final decision.

13  
14 I would like to start by highlighting two posters that are highly commended, and it is poster 7  
15 parents perspective on residential sport camp for children with visual impairments from Cathy  
16 Freedman from Ireland.

17  
18 The second highly commended poster is poster 7, The Effects of Six-week Indoor Rock  
19 Climbing Programme by Conor Maguire.

20  
21 Let's go straight for the innovative poster presentation winners and my colleague will present  
22 them.

23  
24 MR TYNDALL: Good afternoon I will present the innovative presentation winners, we'll do  
25 second prize first, then first prize, to add to the drama of the event!

26  
27 Second prize goes to poster number 33, Wind Surfing for all Increasing Participation and  
28 Accessibility Through Equipment Modification from Kate Karen Halu (As heard).

29  
30 And then our first place winner, our winner, poster number 29; Move, Groove, Get Active, a  
31 Family Centred Recreation Programme for Children with Autism from Dr Karen Smail and her  
32 colleague Dr Marie Manning from the college of Charleston South Carolina.

33  
34 MR FERRARIA: Finally we go into the scientific posters section and the second prize goes to

1 poster number 3, A Qualitative Analysis of the 2008 Paralympic Games representative in one  
2 broad national newspaper in the Republic of Ireland from Aisling Greer.

3  
4 And the winner is poster number 28, Early Intervention for Infants With Motor Delays.

5  
6 MR FLANAGAN: Again well done to the prize winners and all those who entered and  
7 entertained us with their poster presentations.

8  
9 We know we have a second presentation now from the EUFAPA federation and Maria Dinold  
10 will present that.

11  
12 MS DINOLD: As I announced yesterday we have since two years EUFAPA awards and this  
13 goes now to young investigators, it was applied for by five candidates and we went to their oral  
14 presentations and the committee wanted to award the three best now, it was our decision that last  
15 year's winner will announce the winners.

16  
17 MR BORRESMAN: So I can bring the drama! We need to admit it was a very tough decision, I  
18 think all five presentations have done a really great job bringing their story up, it was not easy,  
19 we know some of them were speaking in their native language, others were not, but that didn't  
20 matter at all.

21  
22 We scored them, three of them I want us to select, the runners up for today are from let's start  
23 with the lady, Valerie Marconi, is she here? Please come forward. And second runner up, from  
24 Ireland, I think the Irish will love that, Kevin Smith.

25  
26 To relieve stress -- and the winner of the EUFAPA Young Investigators Award of 2012 comes  
27 from ... a country very close to where we are, from Ireland ... bear with me Deirdre O'Donoghue.

28  
29 MS O'DONOGHUE: I wasn't expecting this at all, but for people who weren't at my  
30 presentation, I undertook a study with three teenagers with severe physical disability and I'm just  
31 a messenger and they are the guys that really deserve this award because it was a qualitative  
32 study, they were interviewed about their participation and they just highlighted -- they wanted  
33 their voices to be heard, I just represented their voices.

1 So it's for them really. So thank you very much.

2  
3 MR O'FLYNN: Congratulations to all our award winners and thank you presenters. There is  
4 one more presentation I think to make, Pat Flanagan will announce it.

5  
6 MR FLANAGAN: I'd like to take this opportunity to just congratulate two people who have  
7 done a large amount of work to actually, the vast majority of the work to be honest, to make this  
8 conference a successful as it has been and a very good experience.

9  
10 But before that I just want to mention a couple of very important people who have also made it  
11 possible for this conference to operate and they are people and organisations who sponsored  
12 many of the keynote speakers, I'd like to thank National Learning Network for supporting David  
13 Carless' presence here, National Council for the Blind for supporting our ability to attract Lauren  
14 Lieberman to work with us again which was great, the National Disability Authority who we're  
15 delighted to link up with and hopefully on an on-going basis from now on for supporting  
16 Dr James Rimmer's presence, the Department of Justice who actually supported significantly in  
17 relation to Donna Goodwin, Una Moynihan and Jennifer Harris and our good friends and  
18 constant supporter since 2003 the Irish Sport Council, Coral Leisure who supported the  
19 practicals, Failte Ireland way back when we started looking for seed money to get this project off  
20 the ground were very supportive, Hyundai Adams in Tralee who supported us in relation to  
21 transporting our keynotes, guests and some of our volunteers. Tralee Printing who help us with  
22 CARA Focus and all the printing for the congress, the county board for the great events in the  
23 GAA and Irish Wheelchair Sport for their assistance in the preparation of the conference, just a  
24 round of applause for all our sponsors.

25  
26 Finally it comes down to two. I'd like to make a presentation to the woman who was in contact  
27 with you all and got e-mails, got the money from you to pay to come to the conference, was put  
28 under major pressure with this project, but actually is a graduate thankfully of health and leisure  
29 at IT Tralee, wonderful person, I'm her agent following the conference any job offers or that type  
30 of thing you have to come through me so I can get a cut from her great success, we'd just like to  
31 make a presentation to Linda Raymond.

32  
33 Just thank Antoinette for helping with the presentation, Antoinette is a student of our own  
34 programme at IT Tralee with St. John of God's services and they have been a service who have

1 been working in and through the college since we started the adapted programme in 1997/98 and  
2 we deal with a small number of young adults over a number of years and they do a three-year  
3 diploma programme at the college and Antoinette is one of our star graduates so just to thank her  
4 for her assistance here.

5  
6 And when we come to APA in Ireland there is only one person and that's Niamh Daffy, so I'd  
7 like to make a presentation to Niamh. I'm sorry for making her walk so far!

8  
9 And you're still here! Finally, at the end of the conference, which will be closed right at the end  
10 by our good friend Martin Kudlacek, star dancer!

11  
12 And we'd like to just call on our keynote speakers, if they'd just, at the end of each, if they'd just  
13 come up to the podium if they would and join us up here, in relation -- we sometimes don't have  
14 time for questions and definitely what Una's presentation asked a lot of questions of us, a lot of  
15 our keynote speakers asked questions of us, and as good APA people I'm sure we ask questions  
16 of ourselves all the time, so we like at the end of all of our conferences we have had a short,  
17 short! Expert panel review, just for people to comment on any major issues that they feel, what  
18 can we take away from this conference, I did start with three questions: How can we improve  
19 access and participation of people with disabilities? How can we improve our teaching,  
20 coaching, research by engaging with and getting advice from, direction from? Jennifer Harris  
21 spoke about the social model; we can't operate without listening and hearing the voice of people  
22 with disabilities. And the third challenge is a tough one, for 2022 how do we get more people  
23 with disabilities to be at these events as teachers, researchers, lecturers, coaches, leaders, in the  
24 area of Adapted Physical Activity?

25  
26 So that's just to start with the three questions, there may be other more important ones we can  
27 address, but maybe the key notes would join us up here at the podium, if there is any questions  
28 and we'll have the mic for going around if there is any key questions and then we'll go to Martin  
29 to close, so about 20 minutes or half an hour or so and that will be the end of our festivities so if  
30 the key notes would join us here please.

31  
32 MR O'FLYNN: Thank you Pat and thank you also to Senator Conway. Over the last three days  
33 we have been fortunate to hear from some of the world's foremost academics on Adapted  
34 Physical Activity now to conclude the 2012 congress it's their turn to hear from you.

1  
2 Over the next half hour our expert panel will take your questions, we have I think coming to the  
3 stage Dr Donna Goodwin, Dr David Carless, Dr Vicky Tolfrey, Dr James Rimmer and  
4 Dr Jennifer Harris.

5  
6 And as always we have some microphones, looking at them all here I'm tempted to say is there a  
7 doctor in the house? There is quite a few of them! So does anybody want to start the ball  
8 rolling?

9  
10 Perhaps you'd like -- perhaps I'll start just to get us on the way, at the start of the congress Pat  
11 posed some challenges, do you think at the end of a three-day congress we're any closer to  
12 meeting those challenges than we were a few days ago? Feel free to jump in?

13  
14 Dr Carless could you remind me of the first question?

15  
16 MR O'FLYNN: Pat do you want to restate the challenges?

17  
18 MR FLANAGAN: The toughest, the third one, how can APA, it's inspired by our Sporting  
19 Chance programme which we link with the National Learning Network, which facilitates people  
20 with disabilities to enter the leisure, sports, physical education, it's a bridging course between  
21 third level education and an interest in being physically active and training and it's aimed at  
22 facilitating people to become qualified as coaches and then maybe to go on to a degree, masters  
23 and so on programme. How can we do that better, more, does anyone have a view on it?

24  
25 DR RIMMER: I look at it as when you look at sports and starting to build recruitment for young  
26 individuals getting involved in a profession, it's extremely important to start at an early age, I  
27 know in the US we have a grant component that deals with capacity building, how do you bring  
28 students into the field of disability, they start in high school, funding projects where you bring  
29 high school students in the summer and learn about engineering and disability, or physical  
30 therapy and working with people with disability, so I think we have to do the same sort of thing  
31 and adapt the physical activity, try to get some sort of dissemination framework where we get  
32 out to communities where there are people with disabilities, children, youth, adolescents and  
33 share with them the opportunities that we have in many different employment situations in  
34 Adapted Physical Activity.

1  
2 MR O'FLYNN: I want you to get involved so anyone with anything put your hand up.

3  
4 DR GOODWIN: I think we need role models for people to look up to in advanced education, I  
5 have had the privilege of working alongside five graduate students who self declare as having  
6 impairments so I think we need to think and speak about the opportunities available for people at  
7 the advance level of the academy.

8  
9 I know that when my students are completed and out there they are going to attract further  
10 students so our universities need to find resources that make this education as barrier free as  
11 possible.

12  
13 DR TOLFREY: Just adding to that as well, obviously my area is more Paralympic level, I  
14 expect the audience here are feeding the youngsters up the avenue, but it's very important, it was  
15 touched upon in the psychology session this afternoon in terms of when you are working with  
16 elite, it's managing expectations beyond their performance and I think they make excellent role  
17 models and certainly a lot of the retired athletes that I work with are the ambassadors, they are  
18 coaching, in management and we need to utilise those. I know Paralympics GB is certainly  
19 putting a retirement programme in place post London, with it being a home games, I expect  
20 several people will have hung on to then retire at London and certainly manage the expectations  
21 of those have been through to a family and friends programme and that's going to be rolled out in  
22 the new year, if not in October/November time.

23  
24 DR RIMMER: Just one more comment, I'm not sure about Ireland but I know Trinity College  
25 has a programme in disability studies, I moved from a kinesiology physical education  
26 department to a department of disability studies where I sat around a table with colleagues who  
27 were part of a disability movement, these are people, many had disabilities and attended  
28 conferences that related to disability, one of the biggest ones in the US is the society for  
29 disability studies, and most people who go to society for disability studies either have many,  
30 many students with disabilities in their programmes at the university level or have disabilities  
31 themselves.

32  
33 In the few sessions that I have been to and the few years that I have been to that conference I  
34 have never seen anyone present a paper on health promotion or Adapted Physical Activity, so

1 one of the possible recruitment strategies, I mention this in my presentation is that we have to get  
2 out of the box and stop presenting to ourselves and start presenting to other colleagues in  
3 disciplines like physiotherapy, disability studies, occupational therapy, health promotion in one  
4 of the hats I wear in the US is chair of the disability -- I was chair of the disability section of the  
5 American Public Health Association, so I'm infiltrating physical activity into networks that have  
6 no knowledge or awareness of what we do as Adapted Physical Activity professionals.

7  
8 If each one of us left here today choosing one conference to go to outside of APA that would be  
9 enormously beneficial to our population and the professionals we work with and people we serve  
10 in spreading and disseminating the information and the importance of our profession.

11  
12 MR O'FLYNN: I would agree and bounce that question back to all of you, saying that we have  
13 had a huge amount of engagement here from as we say, 33 countries, what we perhaps haven't  
14 seen here is enough of the other specialities, we haven't seen a huge amount of physiotherapists  
15 here, occupational therapists even PE teachers, can you explain other than you going out to them,  
16 why are they not coming to a conference like this?

17  
18 SPEAKER: I've an answer, I'm a physiotherapist.

19  
20 MR O'FLYNN: The lone physiotherapist here you are very welcome.

21  
22 SPEAKER: I can't speak for other countries, but in Ireland we don't have APA in our bachelor  
23 degree, so I think that's something that needs to happen. I have given a lecture to university  
24 students in Limerick around the study that did I, it's completely new, completely alien concept to  
25 them, so it's something that needs to happen at university level, it needs to be incorporated into  
26 modules of some sort, in physiotherapy education, I can't speak for OTs, but this is just for  
27 physio.

28  
29 MR O'FLYNN: Perhaps it could be part of the continuous professional development that there  
30 could be greater scores for coming to something like this?

31  
32 SPEAKER: It is taking off, there are health promotion, physiotherapists running health  
33 promotion study days so it is starting to take off and we are starting to look at physical activity,  
34 measuring physical activity, measuring sedentary behaviours in individuals, so you'll probably

1 see a lot more of us in conferences in the future.

2  
3 MR O'FLYNN: I heard you speak earlier perhaps you'd tell everybody whereby you work.

4  
5 SPEAKER: I work in the Central Remedial Clinic in Dublin, an organisation for children and  
6 teenagers and adults with physical disabilities.

7  
8 MR O'FLYNN: Great to hear from somebody from another discipline.

9  
10 SPEAKER: I am a physiotherapist myself too, so I just want to for example the Finnish  
11 situation, I am working in vocational training in Finland as part of student success team, but also  
12 a lecturer at the Polytechnic where they train physiotherapists, what I have noticed now in many  
13 schools for physiotherapy in Finland there is an increased number of credits in APA, they have  
14 seen it's important, it's not all in one-to-one, after rehab people need to find a place to exercise so  
15 it's a take home message, we need to get more multidisciplinary in these conferences to invite  
16 them, because it's a PR thing, in the physio articles you don't find ads like join EUCAPA,  
17 perhaps something for the next conference is get it more multidisciplinary.

18  
19 MS DINOLD: I would like to add because I am also in the international federation of Adapted  
20 Physical Activity I am representative in a body which is working group of the international  
21 Council physical education in sport, five organisations together caring for physical education and  
22 it is now, we are developing that adapted physical education and inclusive physical education is  
23 always invited to come to their conferences as well, and I was invited to Sweden recently and  
24 also in Korea so it's worldwide, globally that those who are concerned with quality physical  
25 education are also concerned to include everyone so that's a good thing to report I think.

26  
27 DR RIMMER: I guess one of the things I struggle with, now I'm in the school of health  
28 professional, I have appointments in physical therapy and occupational therapy, there is no  
29 kinesiology programme that I am involved with at all, one of the problems we have APA is not  
30 the first term we started with. The term was originally it was when I went to school many years  
31 ago was adapted physical education, so the perception of a lot of older physical and occupational  
32 therapists is that we really deal with children and a lot of what physical therapy deals with and  
33 occupational therapy is with adults after a stroke or head injury, and they do have a small  
34 number of paediatric physical therapists but that's a small subsection of the American Physical

1 Therapy Association, so I guess I have another question to throw out and that is how do we  
2 begin to build jobs, financially, remuneration positions where people can work after school hours  
3 in health clubs and sports facilities, are there countries in the audience where that's happening?  
4 Because in the US most people who find a job in Adapted Physical Activity are in a residential  
5 setting where they are working with adults or in a school system, you rarely see a qualified APA  
6 professional working in a YMCA or fitness centre, it's ironic to me that most people who need  
7 fitness centres are not going to them or they don't have the level of accessibility that they need  
8 and we have these young exercise science students who come out with three or four courses in  
9 biochemistry, organic chemistry could get in medical school and spending most of their time in  
10 fitness facilities recruiting people, doing personal training or cleaning equipment, so we have a  
11 population that use fitness centres and a highly talented group of people that know nothing about  
12 disability, we have to start using the APA professionals to piece this together and get more  
13 presence beyond schools and into other kinds of community based venues.

14  
15 MR O'FLYNN: Wouldn't that be great, does anybody have an answer for that?

16  
17 While they are getting that working can I announce there is an APAVET meeting at 6 o'clock in  
18 the Writers room and also someone dropped a phone, if you want to collect it please feel free to  
19 come up.

20  
21 SPEAKER: Just to say I was at the IHRSa convention in LA in March and that's the global  
22 body for the fitness sector, for the health club sector, they have 11,000 health clubs in the States  
23 and globally involved in the provision of fitness activities for all people, as you know in the  
24 States the regulations are beginning to be enforced in relation to access for people with  
25 disabilities and I suppose there is a little bit of resistance around the manner in which they have  
26 been, they are coming in at the moment.

27  
28 How and ever, in relation to IHRSa there is a group called IC REPs that's the Confederation of  
29 Registers for Exercise Professionals and on the IC REPs within that group there are over 60,000  
30 fitness professionals in that group who come under the various different registers that exist  
31 around the world, at the moment the register in Australia, in New Zealand and the UK and South  
32 Africa and Ireland are on there and there is new registers coming on board in Hong Kong, UAE,  
33 Dubai and we also have a solution for the States because of the federal structure in the States it  
34 was difficult to have one national register, but through the training providers like ACE and

1 ACSM we have devised a solution to accredit training programmes and bring fitness  
2 programmes into registers in the States.

3  
4 So that would enable approximately over 100,000 fitness instructors would be represented by  
5 these 6 to 7 registers and all come under the banner of IC REPs and IC REPs and IHRSAs have  
6 agreed to promote and advocate for people with disabilities, for enabling and examining how the  
7 environment will become more conducive in health clubs to enable people with disabilities to  
8 access them and also how we can encourage fitness instructor to take on disability training to  
9 enable them to work with people with disabilities.

10  
11 So given the new countries coming on board there, there will soon be under that banner well  
12 over 100,000 fitness instructors who will be encouraged to do training if they haven't already  
13 done it through CPD and CEC programmes on disability studies and Adapted Physical Activity  
14 and I think that will open up the capacity of that to open up the health club sector towards the  
15 inclusion of people with disabilities is vast, I would be very positive as a result of this  
16 discussions that took place in LA and subsequent discussions around that topic, that we'll begin  
17 to see a lot more movement in that sector around inclusion as well.

18  
19 DR RIMMER: I would encourage one thing, this happens a lot, I'm sure there were disability  
20 specialists in the meeting you were talking about, no there weren't? See this is the problem that I  
21 was mentioning in my presentation, everything gets retrofitted, so when we figure out we did  
22 something wrong we go back and have to correct it, so I would encourage you, since you got a  
23 tremendous opportunity to cut right into a network that has potential to reach a large group of  
24 exercise professionals that they don't forget disability, but we have to make sure we have the  
25 content as they start to go through this curriculum or certification that at the front end Adapted  
26 Physical Activity professionals are brought into the discussion on how to do that.

27  
28 SPEAKER: A lot of the registers already have disability modules, that disability professionals  
29 run for them, but this is about increasing the amount of times that those programmes are run,  
30 encouraging people to engage with the disability programmes and maybe we are going to look at  
31 options such as increasing the number of CECs for disability related programmes or the credits  
32 that people get for doing them, that's one of the things that's on the table in terms of trying to  
33 increase the provision for people with disabilities, the other aspect that IHRSAs are looking at  
34 which I was also feeding into at the meeting was the development of club certification standards

1 and one of the aspects that have is accessibility, so there is some research being done at the  
2 moment in relation to examining international club certification standards and increasing the  
3 amount of accessibility related standards that are in, embedded in those standards overall.  
4

5 DR RIMMER: Maybe I didn't make the point clear, I was just going to suggest someone like  
6 you or an APA professional be on the committee I'm not sure who the rep is from the US, but it  
7 would be good to have a collective group of APA professionals right at the front so you get a  
8 good mixture of content. In the US we have a certified inclusive fitness training certificate  
9 through the American College of Sports Medicine for the frontline fitness professional, I know  
10 in the Australia and UK they have their own programmes, so there is a lot available but my  
11 suggestion is if you can take this message back that we have a good profession here as you  
12 know, we would like to be part of any discussion moving forward in training future  
13 professionals.  
14

15 MR O'FLYNN: Did I see someone over this side? We're coming towards the close.  
16

17 I just want to ask a question, perhaps it would be Dr Tolfrey who could have a first stab at this,  
18 obviously it will be a big year for disability sport, one of my jobs is to manage the television  
19 coverage of Paralympics in Ireland, we have seen a huge growth in the appetite of the general  
20 public to watch Paralympic sport, do you believe there is also a trickle down, do you think the  
21 interest and acceptance of Paralympic sport has helped fuel a greater acceptance, a greater  
22 inclusion, or does it trickle down at all?  
23

24 DR TOLFREY: I'll ask for a little clarification of trickle down, are you saying the message is  
25 going down to the grass-roots level?  
26

27 MR O'FLYNN: At a simple level, do you see more people coming in to Paralympic sport  
28 actually seeing this is what I can do, I can do more, do you see a flow in of people who are on  
29 the way to elite or starting at a lower level?  
30

31 DR TOLFREY: Personally because I worked through four Paralympic cycles now and  
32 throughout all that journey the media has increased, so even with not saying the home games, I  
33 certainly have seen more depth, particularly if I use wheelchair basketball as an example where  
34 the coach has got huge amount of depth and if you actually look at the women's basketball squad

1 you see the junior athletes coming through there, we have the ability to choose some really good  
2 16, 17, 18 year olds in the national squad, so I would certainly re-enforce that somehow message  
3 is getting out there.

4  
5 It's interesting because I guess from my perspective sometimes the coaches at high performance  
6 level may still have this, in British sports there is money available and I'm not sure that's a good  
7 thing or a bad thing in the sense that the coaches are looking for excellence, they may be looking  
8 for minimum disability is one cautionary note, possibly in the sense that them as a sport, them as  
9 a performance director needs to get a gold medal, silver medal, etcetera to maintain a status and  
10 there may be a slight question there as to saying if you are looking for minimum disability are  
11 they really picking up some of the individuals that were getting through Adapted Physical  
12 Activity programmes.

13  
14 That said I personally think it's tremendous in terms of the media coverage, the amount of  
15 interest we actually get now, the talent days, open days, number of people that are trying to look  
16 at sport as an avenue, obviously we all know there is different fast tracking in how we get that,  
17 but we also see one thing I find intriguing is actually transitions between sports now, so you  
18 might have a swimmer who retired in terms of swimming, they are finding cycling and you  
19 might have a cyclist who is going to rowing etc, there is a lot of movement around sport but it's  
20 interesting to look at the journeys.

21  
22 MR FLANAGAN: Could I ask a final question, first of all to thank the key notes for their  
23 patience and perseverance and attendance and openness to meet the delegates at the conference  
24 throughout the weekend, I'd like to thank you very much for that you have been very, very  
25 helpful to everybody, I have seen you talk with lots of people in groups right throughout the  
26 weekend.

27  
28 Could I ask for one comment from each of you if you could sum up and give us one bit of advice  
29 in relation to how we could keep APA going or improve APA in Ireland in the next -- we'll never  
30 get a line up like this again in Ireland, so we'd like one sentence or one comment if you want to  
31 start on the right-hand side or whatever.

32  
33 MR O'FLYNN: But you are against the clock. One comment.

1 DR GOODWIN: One of the things that really impressed me here was the link to government, I  
2 think that having government representatives with a commitment, but also hearing the voices  
3 first hand is phenomenal, so I would suggest you continue to do that and certainly Canada can  
4 learn that lesson from you.

5  
6 DR CARLESS: Probably another surprise for a narrative researcher to say this, but I think the  
7 challenges we face as we all know, far exceed any individual's capacities, so I think it's very  
8 important to bring the community together, so I think one thing for me that this conference has  
9 done has been an arena to share stories, that I felt included and connected to others more than  
10 before I came, I think that's important to sustain, to keep a group inertia if you like going.

11  
12 DR HARRIS: What I think has impressed me most is your sense of inclusiveness at the  
13 conference and impressed me as a movement, I think you have a movement here which has its  
14 own strength and its own capacities and I don't think you need to worry about the future, I think  
15 the future is bright, I've met so many people here who are so inspired about the subject, so  
16 passionate about inclusiveness and about going forward and looking to the future, in many,  
17 many different areas, and this is a highly complicated thing that you are doing, bringing together  
18 so many different disciplines, and you are so determined to do it. So I wish you all the best with  
19 that and I think you are going to succeed.

20  
21 DR TOLFREY: In one sentence it's difficult actually, I think I would just concur with what's  
22 said in the sense that I think there is some great momentum, interesting for me and I have  
23 discussed this with colleagues after my presentation, is that it's just starting again for me. I am  
24 now in a stage obviously the Rio cycle although London hasn't happened so I'm putting already  
25 the plans in place, I have an intervention period now for the next two years with athletes in terms  
26 of training strategies, and then I'll be a fly on the wall, so I'm getting quite excited actually for  
27 post games.

28  
29 DR RIMMER: I have been very, very impressed with the structure of the meeting, the  
30 conference, everybody -- every country needs a Pat Flanagan I really do think this is probably  
31 the best thing that could happen to this country, and Europe, Martin you come close but I really  
32 do see this as for me not being integrally involved with the APA profession at this level any  
33 more, it was a great pleasure to come back and speak to my colleagues, my friends, the people  
34 that I have grown-up with in my profession.

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I just have to say this is a truly wonderful profession, one that is greatly, greatly under utilised in the public health infrastructure and I see Ireland really beginning to take the lead in setting a new bar for promoting physical activity, and Adapted Physical Activity not only in Ireland and across the world. I thank you for inviting me; you did an outstanding job of putting this conference together. Thank you.

MR O'FLYNN: Thank you Dr James Rimmer, thank you to all our experts and also to the organising committee, thanks to the stenographers and thanks to all of you for being such an enthusiastic, knowledgeable and committed group. We salute all of you.

Now to close EUCAPA 2012 can I invite the President of the European Federation of Adapted Physical Activity, Dr Martin Kudlacek.

DR KUDLACEK: Thank you very much. What intensive three days!

We work hard, and we also partied hard!

I loved it, both parts of it. I learned a lot and there is not enough time to share with you all that I have learned. What is important is to look to the future, and it was forgotten today to announce that the young investigator awardee, Deirdre, has won a conference fee waiver for the next EUCAPA so we'll support her to be in Madrid so again applause for Deirdre.

And I have seen a lot of talent, especially from Irish scholars, you are very shy about your capacities to do research, but you need to have more confidence and so I'm counting on about 20 new submissions to European Journal of Adapted Physical Activity, because I have seen some research that would be worthy publishing, so it will make me very busy, but you will have a good chance to succeed.

I said three days ago like this is like a kind of family reunion, we shared together, we come together and shared stories, we shared stories about our professional lives and experiences, and by sharing the stories some of them were more a narrative, some more analytic and as different members of the family have different approach to seeing the world, but I think we learned from the stories, learned a lot, so I hope you know where the next family reunion, yeah? It will be in

1 Istanbul in Turkey when there will be another opportunity to get together and work hard and  
2 party hard! Because Turkey has lovely music as well and food and dancing, so it will be good  
3 family reunion I believe.

4  
5 So it will be next year in Istanbul. And then we get back to Madrid and I am yet to learn about  
6 dances, Spanish dances, but I still have two years to learn but I have learned -- I heard so much  
7 nice things about Spain, so that should be wonderful, but Javier has a very tough job, very tough  
8 job, because Pat and his team have raised the bar very high. So I think Javier will need all your  
9 brains and your support, and I tried to start yesterday, to create a small competition between  
10 Finnish team and Swedish team and there is a competition that I challenged the Swedish team if  
11 they can bring more people to 2014 EUCAPA so they would be winners and I would buy them  
12 some, not beer, some good Spanish wine, not for everybody but to a table, that's a good  
13 challenge.

14  
15 There is a promise for some Italian colleagues they will bring an Italian crew and Yves Eberhard  
16 who received the award told me colleagues from France will come for the conference.

17  
18 So it was lovely, many people were mentioned by Pat...

19  
20 MR FLANAGAN: Can I mention one more person, he is going to rush away, someone who has  
21 been wonderful, lovely to our key notes and guest speakers and politicians and they all know  
22 him which really helps us, he is always pleasant but pointed in his comments and reminds them  
23 of their importance to us, Niall O'Flynn from RTE has been MC. He is rushing away to the train  
24 to get back to his family after giving us four days; he is a very busy man so we are very grateful  
25 for his help over the conference.

26  
27 DR KUDLACEK: So it's very important again to recognise the volunteers, I know it was said  
28 already during the lunch, but we had two rooms there, so I would like to ask you all to give a  
29 round of applause to volunteers, and some volunteers are still here.

30  
31 And I actually don't know the names of all members of the team that is behind Pat, but there is a  
32 great amount of talent and passion in Ireland, and actually it's inspiring me and it's making my  
33 work as EUFAPA leader for this time easy, so thanks for the team and to Pat, so thank you to  
34 you.

1  
2 I think I should come up with some family story because the most important man has just left the  
3 room, but he should be back in a minute.

4  
5 About the dancing, yeah?

6  
7 MS RAYMOND: Can I just say I have compiled a EUCAPA DVD, a slide show of you having  
8 a great fun at the GAA event, the banquet last night, I have a picture of you up in the air like this  
9 -- like a crazy man dancing, so that will be available online and I'll also post you the link so you  
10 have some great memories of EUCAPA 2012 hopefully.

11  
12 DR KUDLACEK: I cannot really close EUCAPA without Pat being here so you have to bear  
13 with me.

14  
15 I think apart from having the photographs and information EUCAPA website they will also be  
16 on the website of European Federation of APA, and you can also find a link there to the  
17 European journal. They were not so much crowds in the general assembly we had just a few  
18 days ago, so good news is that -- can I have somebody just call Pat so I'm not speaking here ten  
19 minutes, I can but you might have other programmes there.

20  
21 We have just published a new issue of European journal of APA last week, we are rushing to  
22 make sure it is published just before the conference, and as Pedro mentioned we have raised the  
23 number of journal articles to five, it's all free of charge, it is online and it's a database, so it's an  
24 excellent opportunity for junior scholars to start, I call it a younger brother of APAC born in  
25 1984, so it's a bit older than European journal of Adapted Physical Activity.

26  
27 We have quite interesting articles there and two of them actually coming from Asia so the  
28 journal is growing bigger than just being embedded in Europe.

29  
30 I see that Pat is not coming, but as I mentioned already I can't really conclude the EUCAPA  
31 without him, so I was very excited to hear the keynote speakers apart from other presentations  
32 and I actually didn't manage to go to any practical sessions, I tried very hard, I sent out scouts  
33 and they were very impressed especially with water activities and different opportunities to try  
34 out different things. It was the first time I have ever listened to Dr Vicky Tolfrey it was very

1 inspiring and learning about the Paralympic movement and I truly hope we'll manage the way  
2 how to bring European federation closer to Paralympic movement so we can grow together and  
3 bring the knowledge that is in the Paralympic movement.  
4

5 James was exactly true that he said if every European country has Pat Flanagan then we would  
6 be flourishing but maybe Ireland also lost for a few minutes Pat Flanagan as well. I see he is not  
7 coming. But I see your attention and tiredness growing so I will use the man that supports all  
8 activities of Pat and support team as Vicky told us is equally as important as athletes so if we  
9 consider Pat as being the Paralympic or Olympic athlete then the team is so important.  
10

11 So Tom is here, he is a man of action; I know he is skilful, very hard-working. So thanks to Pat,  
12 thanks to Tom and see you all in Madrid. Thank you very much.  
13

14 MR AYLWARD: Well ladies and gentlemen, we've come to the end of a very hectic couple of  
15 days here in Kerry, when I moved down here from Dublin where I grew up, capital of Ireland,  
16 there was a sort of assumption that when you move to the west of Ireland that it would have a  
17 slower pace of life, things would be very sleepy and quiet, I quickly realised that things were  
18 way more hectic down here than they were up in Dublin.  
19

20 But anyway, I hope you have seen many sides of County Kerry in terms of the hectic nature of  
21 our dedication to APA and our desire to do lots of practical things and hopefully you have had  
22 some time to enjoy some of the countryside here.  
23

24 Unfortunately Pat can't be with us because he is dropping somebody to the train station in his  
25 accessible car, so it falls to me on behalf of the organising committee for EUCAPA 2012 to once  
26 again say thank you very much for coming to us as delegates ... oh nearly, but here he is, thank  
27 goodness!  
28

29 MR FLANAGAN: I was less out of breath after Riverdance last night!  
30

31 I thought Martin was going to finalise, because it is a EUFAPA conference, we are really  
32 grateful that EUFAPA -- I am going to do a lot of training for Madrid I just ran from the train  
33 station, jumped a train, collected some bags, pushed a car, jumped a wall, fell on the way in ... so  
34 hopefully you will have a safe journey home, thank you for coming to Kerry, we have really

1 enjoyed having you, I think Martin is right, we are a real family, I did say I think on Saturday  
2 night we feel we are among friends, I think we have more friends. Looking forward to seeing  
3 you in Madrid. Thank you very much.

4

5 Conference concluded

6

<b>A</b>	61:19 66:31 67:1	78:29 87:12 90:31	20,28,30,32,34	<b>appropriately</b> 40:5,30	<b>assessment</b> 22:14 30:8
<b>abilities</b> 22:27	69:10 81:28 91:23	96:30 98:18	3:1,2,5,6,9,13,14,19,2	<b>approximately</b> 33:31	31:2 34:2 50:20
<b>ability</b> 2:34 12:23 18:10	98:33 99:8	<b>agree</b> 25:30 33:4 53:5	4,26,28	92:4	<b>assessments</b> 5:14 29:16
39:24 49:30 51:2	<b>actor</b> 42:8	81:10 89:12	4:5,6,8,10,11,12,15,1	<b>aquatics</b> 33:16	<b>asset</b> 71:14
52:34 85:13 94:1	<b>actual</b> 5:7	<b>agreed</b> 92:6	7,20,21,25,26,27,31,3	<b>architecture</b> 30:19	<b>assets</b> 72:8
<b>able</b> 6:33 8:13,19 25:21	<b>actually</b> 3:18,25,27	<b>agreement</b> 18:1	4	<b>are</b> 1:8,15,28	<b>assigned</b> 6:23
26:2 27:3 31:18,24	4:15,27 6:11,17,31	<b>ahead</b> 30:30,31 46:34	5:2,6,8,16,17,20,21,2	2:9,23,24,33 4:19,31	<b>assistance</b> 85:23 86:4
32:26 33:1 35:8,22	9:5,30 11:25	62:16 64:31 75:4	2,25,30,34	5:6,11,24 6:21,23	<b>assistants</b> 28:32 41:8
40:1 41:20,23 42:25	13:9,16,18,23 14:16	<b>aid</b> 23:11 29:3,4,10,27	6:1,3,6,7,14,23,32	7:24 8:24 10:32	<b>associated</b> 44:12
44:33,34 48:20 49:3	16:2 17:22 18:25	30:7 39:2	7:3,7,12,14,16,19,22,	11:34 12:4,5,8,16	<b>assumption</b> 44:12 45:13
50:23 52:14 56:8	19:8 20:20,21	<b>aids</b> 23:24,25,29 24:23	24	13:10,28,29 15:10,12	72:7 99:16
58:11,34 59:18 63:20	21:4,7,31 23:16 26:16	28:30,31 29:26	8:2,8,10,20,23,26,27,	16:33 17:2,3	<b>astonishing</b> 68:13
73:17 81:25	28:21 30:16 32:5	<b>aim</b> 66:26 70:32	30,32 9:1,5,6,	19:10,22,25,27,32	<b>athlete</b> 3:6,16 5:6,12,15
<b>about</b> 3:15 4:9,11,12	33:13 35:10,15 36:7	<b>aimed</b> 87:21	<b>anecdotaly</b> 9:1	21:2,3,20,26,28	9:26 11:4,30,32
8:26 9:26 10:11	37:15 38:1,4 39:5,19	<b>aims</b> 9:13	<b>angle</b> 7:18,29,33 17:22	23:5,6,28,29,31	14:9,25 17:15,32
11:30,33 12:3,9,14,21	40:22,29 44:6	<b>air</b> 98:8	<b>angles</b> 17:16	24:5,12,13,15,22,34	18:23,33 20:27 21:11
13:32 15:31 16:13	45:28,33 46:2 47:31	<b>albeit</b> 76:3	<b>angry</b> 24:19	25:9,10,29,32	44:27 99:9
17:20 20:2,6,9,22	55:25 56:20 59:21	<b>alerted</b> 7:9	<b>announce</b> 84:15 85:4	26:2,8,10,21,33 27:28	<b>athletes</b> 3:12
21:15,17,18,28 22:16	60:13 63:10 73:9 76:	<b>alien</b> 89:24	91:17 96:20	28:2,6,13,26,28,33	4:1,3,5,17,26,30 7:16
23:1,13,16,24	<b>acute</b> 57:29	<b>all</b> 1:8,28 2:1,14 5:7,28	<b>announced</b> 4:9 84:12	29:10,25,	8:20 9:9,14,25
24:3,9,29	<b>adapt</b> 87:31	9:34 11:21 12:5 13:1	<b>annual</b> 50:7	<b>area</b> 2:29 4:11 6:30 9:9	10:2,17 11:23,28
25:4,5,6,20,24,32	<b>add</b> 80:16 83:25 90:19	19:4 21:15,18 22:33	<b>another</b> 11:30 16:16	10:2 13:8 16:1,12,18	12:11,27 13:3 14:9
26:4,23,33	<b>adding</b> 88:13	23:30,31,33 25:16,32	21:20 22:12 36:4,12	19:30 22:28 30:23	15:17,21,32
27:10,11,14,24,33	<b>additional</b> 34:6	26:8,24,32 28:13,23	38:3,20 40:3,4,30	37:6 41:1 43:2 50:14	16:3,14,22,23
28:18,30 29:12	<b>address</b> 1:3 68:1 86:27	29:3 30:30,31,33	42:33 46:26 54:14	69:5,6,7,23,30 70:21	17:10,21 18:19
30:13,20,32	<b>addressing</b> 44:19	32:6,31 33:15,27	58:22 59:20	71:24 73:13,27,32	19:17,21,31 26:4
31:7,15,30 32:6,29	<b>adhered</b> 38:13	35:13,31 36:1 37:1,16	60:13,22,31 62:8 65:3	75:3 76:30 77:21,26	27:25 34:33 35:12,30
33:5,9,14,22,23 34:33	<b>adjournment</b> 49:24	38:11,19 39:12,24	67:23 71:19 82:6	79:14 86:24 88:13	36:23
<b>abreast</b> 2:29	<b>administrator</b> 29:5	40:5,22 41:14 44:32	90:8 91:1 95:6 97:1	<b>areas</b> 5:28 6:9 9:4	37:11,14,21,23,27,29
<b>absence</b> 71:10	<b>administrators</b> 37:15	46:1 47:31 48:17	<b>answer</b> 33:2 89:18 91:15	15:29,32 19:2 29:30	38:22,34 39:11,19
<b>absolute</b> 52:14 79:7	<b>admit</b> 84:17	50:19 51:9,11,22	<b>answers</b> 5:31 33:27	30:25 31:13 32:4	40:1,25 44:30,32
<b>absolutely</b> 53:8 74:7 82:8	<b>adolescents</b> 87:32	52:30 57:34 59:23 63	53:22	64:16 66:30 71:13	62:26 63:20,21 79:18
<b>absorb</b> 13:20	<b>adopt</b> 16:19 49:9	<b>alleviate</b> 24:3	<b>any</b> 20:23 34:25 36:30	81:19 82:33 95:17	88:17
<b>abstracts</b> 66:20	<b>adopting</b> 16:8	<b>allow</b> 17:17 18:27	40:12 41:13 44:1,2	<b>aren't</b> 23:27 43:6 53:1	<b>athletics</b> 11:2 36:6 44:28
<b>academic</b> 29:30 43:21	<b>adopts</b> 45:1	<b>allowed</b> 10:19 78:25	46:17 48:4,10 51:14	71:32 72:21	<b>attempts</b> 50:2
66:27 67:7	<b>ads</b> 90:16	<b>allowing</b> 65:30	52:6 53:6 54:26	<b>arena</b> 4:10,32 5:20 10:6	<b>attend</b> 43:32 72:3,13
<b>academics</b> 10:1 43:7	<b>adult</b> 72:30	<b>allows</b> 16:27	62:11 64:33 70:32	13:12 95:9	<b>attendance</b> 48:15 94:23
86:33	<b>adults</b> 86:2 90:6,33 91:5	<b>almost</b> 11:28 67:25	73:27 74:25 77:17	<b>arguably</b> 71:25,26	<b>attended</b> 19:19 80:31
<b>academy</b> 88:7	<b>advance</b> 77:30 88:7	<b>along</b> 44:20 45:13 77:1	80:33 81:16 85:29	<b>argument</b> 39:29	88:27
<b>acceleration</b> 17:27,29	<b>advanced</b> 88:4	<b>alongside</b> 4:25 29:4 88:5	86:17,27,28 87:11	<b>arms</b> 27:2,5	<b>attending</b> 44:30 81:32
<b>accent</b> 66:5	<b>advancement</b> 69:18	<b>already</b> 23:28 26:21	93:12 95:7,32 98:32	<b>around</b> 5:11,29 8:26	<b>attention</b> 7:32 11:27
<b>accept</b> 24:5	<b>adventure</b> 42:11	27:23 55:16 57:21	<b>anybody</b> 32:7,14,29	11:30,33 12:1,8,21	16:12 20:3 33:34
<b>acceptance</b> 30:32 93:21	<b>advice</b> 86:20 94:28	66:19 67:2 68:1	33:34 34:6,8 41:13	13:4,10,28,32 14:31	52:27 72:3 99:7
<b>access</b> 1:31 2:25 26:31	<b>advise</b> 19:1	69:33 70:4,7 71:30	73:17 87:7 91:15	15:28,33 16:2 17:23	<b>attitudes</b> 26:22,33,34
50:15,22 81:28 86:19	<b>advisor</b> 22:6	74:29 75:22 76:15	<b>anyone</b> 34:15 61:21 63:9	19:30 21:12,32 22:33	76:2
91:24 92:8	<b>advocate</b> 28:15 92:6	80:16 92:12,28 95:24	79:29 87:23 88:2,34	32:31 36:18 39:4	<b>attract</b> 85:13 88:9
<b>accessibility</b> 83:28 91:7	<b>advocates</b> 43:8	97:28 98:30	<b>anything</b> 27:3 35:5	41:7 47:17 49:30	<b>audience</b> 3:24,28 6:21
93:1,3	<b>advocating</b> 30:1 48:33	<b>also</b> 1:17 2:7 3:9,14	48:12,24 60:32 62:7	51:21 52:7	19:25 41:14 46:22
<b>accessible</b> 50:24 70:16	<b>affecting</b> 16:5 37:23	11:3,29 17:5 21:28	70:2 74:33 88:2	63:14,31,32	68:31 88:14 91:3
99:25	<b>afraid</b> 34:5 54:33 55:1	22:15,32 25:1 26:3,32	<b>anyway</b> 35:13,14 39:18	64:9,15,21,27 66:21	<b>audio</b> 30:24
<b>accessing</b> 63:33	59:1	29:11 31:1 32:6,8,25	99:20	67:21 68:8 69:6	<b>author</b> 45:23 71:2
<b>acclimatisation</b> 6:1 9:29	<b>after</b> 7:3 11:29 17:6	33:1,16,24,27	<b>apart</b> 67:24 98:15,31	77:17 86:28 88:26	<b>authored</b> 24:28
13:33	22:5,31 26:27	34:28,32 35:25 36:24	<b>apathy</b> 77:32	89:24 91:25,31	<b>automatically</b> 71:10
<b>acclimatise</b> 9:14	30:16,28 34:21	43:1 46:29 47:2 49:7	<b>apologies</b> 14:17 76:33	92:16,17 94:19	<b>avail</b> 45:26
<b>acclimatization</b> 5:33	37:29,31 40:22 57:19	52:28 56:11 58:18	<b>apologise</b> 80:9	<b>arranged</b> 47:29	<b>available</b> 6:34 39:9 79:34
<b>accommodate</b> 30:17	58:22 59:2 73:22	61:2 62:2,26 69:30	<b>appealing</b> 60:22	<b>array</b> 68:13	88:6 93:10 94:6 98:9
<b>accomplishments</b> 27:20	80:9 90:14,33 91:2	71:8,27 74:10	<b>appeals</b> 72:18	<b>arrival</b> 6:15	<b>avenue</b> 88:14 94:16
<b>according</b> 10:30	95:23 97:24 99:29	75:10,24 76:25,29	<b>appearance</b> 1:15	<b>arrived</b> 3:19 19:19 49:9	<b>average</b> 47:26
<b>accordingly</b> 8:16	<b>afternoon</b> 22:13 49:27	77:14 78:20 79:24	<b>appetite</b> 93:19	<b>article</b> 25:14,15 71:2	<b>award</b> 50:17,18,32
<b>accountability</b> 73:25	62:15,19 77:5 83:8,24	82:29 85:10 86:32	<b>appetite</b> 93:19	81:24	51:7,19,26 52:5,12,16
75:9	88:15	90:11,19,24	<b>appliance</b> 50:30 51:17	<b>articles</b> 26:30 47:26	64:27 82:30
<b>accredit</b> 92:1	<b>again</b> 5:22,24 10:28	<b>alternative</b> 72:21 75:6	52:3,21 53:8,10 85:24	90:16 98:23,27	84:14,26,31 85:3
<b>accumulate</b> 77:31	14:11,15 15:1 26:1	<b>alternatively</b> 61:21	96:22 97:29	<b>articulate</b> 48:27	97:16
<b>accurate</b> 4:17	29:15 38:5 40:19	<b>although</b> 4:2 95:24	<b>application</b> 8:13 17:17	<b>artificial</b> 13:21 16:23	<b>awardee</b> 96:21
<b>achieve</b> 59:30	52:25 55:34 58:5,31	<b>always</b> 12:3 21:20,33	19:16 52:5 65:32	<b>ascertain</b> 16:3	<b>awards</b> 49:28,29 50:4,5
<b>achieved</b> 57:22 80:19	59:5,21,28 64:31	23:29 32:26 38:13	66:5 67:9 83:3	<b>aside</b> 44:33 70:28	51:21 52:28 79:22
<b>achievement</b> 3:6 26:3	67:31 70:17	42:11 46:17 47:15	<b>applications</b> 50:9 51:25	80:33,34	82:26,29,31 83:5,9
57:20 73:26,29 80:21	71:24,25,26,32 73:26	48:27 63:7 65:2	66:6	<b>ask</b> 5:16 13:2 22:12	84:12
<b>acknowledge</b> 52:8,27,34	75:3,9 77:26 78:29	75:34 87:6 90:23	<b>applied</b> 4:13,16,25 9:20	24:13 32:14 33:9	<b>aware</b> 16:4 43:5,6
69:7	82:8,21 83:11 84:6	97:22	84:13	41:14 44:1 61:21,23	44:16,25
<b>acronym</b> 79:7	85:14 94:30 95:23	<b>amazing</b> 31:15	<b>applies</b> 73:15	66:22 67:13 70:27	<b>awareness</b> 21:4
<b>across</b> 24:7 49:14 75:26	96:22 97:27 99:26	<b>amazingly</b> 52:15	<b>apply</b> 49:33 50:9	78:24 82:26 86:15	26:12,16,18,19 27:28
96:4	<b>against</b> 21:20 23:10	<b>ambassadors</b> 88:17	<b>appointments</b> 90:28	93:17,24 94:22,28	28:7,11,16,19,22,24
<b>act</b> 44:16 67:16 74:3	39:23 64:2 94:33	<b>among</b> 100:2	<b>appreciate</b> 19:12,31	97:28	33:1 39:15 60:27
<b>acted</b> 47:24	<b>agat</b> 82:13	<b>amount</b> 6:24 14:11 35:23	22:31 54:17 60:26	<b>asked</b> 4:9 15:16 20:16	64:26 69:18 78:1
<b>acting</b> 43:24 74:3	<b>age</b> 32:31 33:7 37:34	36:24,25,32 37:5	69:8 72:26	37:31 38:21 72:29	89:6
75:9,10,11	38:1,7,8 78:27 87:26	39:22 40:6 42:10	<b>appreciated</b> 24:9	76:20 81:7 86:14,15	<b>away</b> 19:10 40:32 45:27
<b>action</b> 66:6,27,30 70:34	<b>agencies</b> 2:32	50:1 77:31 80:28	<b>appreciates</b> 54:21 72:24	<b>asking</b> 68:32 71:30	61:18 77:5 86:18
71:19,29 72:10	<b>agenda</b> 19:32	85:7 89:13,14 92:29	<b>appreciation</b> 59:6 69:18	<b>asparagus</b> 10:13,15	97:20,23
74:17,18 79:6,10	<b>agent</b> 85:29	93:3,34 94:14 97:32	<b>appreciative</b> 68:25	<b>aspect</b> 4:24 5:33 31:24	<b>awesome</b> 22:32,33 28:22
80:32 99:11	<b>ages</b> 26:24	<b>amputee</b> 7:8,14,23 8:15	71:19,29 72:10,12	38:3 92:33	<b>Activity</b> 1:25,32
<b>activation</b> 55:16	<b>aggressive</b> 60:32	<b>analysed</b> 38:28	<b>approach</b> 4:12 15:4,34	<b>aspects</b> 5:20,23 47:21	2:2,7,14,17,20,26
<b>active</b> 21:3 34:1 57:18	<b>agile</b> 15:34 16:17 18:24	<b>analysing</b> 10:12	16:3,19 33:10 40:17	73:21 93:1	6:28 17:3,5 19:23,26
76:19,21 79:15 83:30	<b>agility</b> 16:17	<b>analytic</b> 96:32	42:30 49:1,9 72:6,16	<b>aspire</b> 79:4	20:22 31:28,30
87:21	<b>ago</b> 6:11 20:1 23:7 24:7	<b>and</b>	73:8 96:33	<b>assed</b> 48:32	33:10,12 44:8 46:13
<b>activities</b> 11:3 27:33	25:5 29:19 35:27	1:3,8,17,21,24,25,28,	<b>approaching</b> 11:29	<b>assembly</b> 28:18 98:17	50:4 52:14 53:12,17
31:16 33:16 43:8	36:28 42:13 43:17	29,32,34	<b>appropriate</b> 35:34 42:15	<b>assess</b> 83:11	54:6,27 55:17,21,32
51:12 57:27 59:33,34	66:15 67:14 76:34	2:1,4,5,9,11,14,15,19,	47:25	<b>assessed</b> 83:9,10,11	56:34,1,4,5,28,30,33

- 57:2,21,33 58:1,27  
59:14,17,19,22,27  
60:3,10,26 61:2,18  
63:8,9,14,15,25,33  
65:32 66:26 68:25  
69:5,6,11,  
**ACE** 91:34  
**ACSM** 92:1  
**Adams** 85:20  
**Adapted** 20:21 22:28  
23:20,27 24:32  
25:6,15 32:9 43:8  
50:4 59:27 65:32  
69:5,24,30 70:10,21  
77:22 79:11 82:18,33  
86:1,24,33 87:34  
88:34 89:6  
90:19,22,31 91:4  
92:13,25 94:11  
96:4,12,26 98:25  
**Adherence** 54:28  
**Africa** 91:32  
**Aija** 53:20  
**Airport** 27:9,10 78:30  
**Aisling** 84:2  
**Alan** 34:14,31,32 35:2  
41:13,26,27  
**Alicant** 53:17,34  
56:21,23,24  
**Amenity** 50:18  
**America** 2:24 13:34 17:9  
**American** 3:8 33:11  
74:20 89:5 90:34  
93:9  
**Analysis** 6:17 7:17,28  
11:4,9 17:9,15 54:3  
84:1  
**Andy** 12:5  
**Antoinette** 85:33 86:3  
**APA** 2:19,34 20:15 42:14  
43:6 44:11,24 45:2  
47:16,21 48:17,19  
50:5 66:9 70:14,15  
71:20,25,27 75:14  
76:30 77:21 78:8,10  
79:7,14,31 81:11  
86:6,15 87:18 89:8,22  
90:13,29 91:5,12  
93:6,7 94:29 95:32  
98:16,21 99:21  
**APAC** 98:24  
**APAVET** 91:17  
**Arts** 80:15  
**Asia** 98:27  
**Association** 6:13 51:7,8  
89:5 91:1  
**Athens** 3:13 10:31 11:18  
**Atlanta** 3:13  
**Australia** 51:1 91:31  
93:10  
**Authority** 3:1 85:14  
**Autism** 23:21 83:31  
**AVAs** 12:17  
**Aylene** 50:27  
**AYLWARD** 52:29 99:14  
**B**  
**baby** 77:3  
**bachelor** 89:22  
**back** 3:22,28 6:2 7:2 8:13  
11:14 15:9 18:27,30  
22:16,22 23:29  
24:23,24 26:2,3 36:28  
38:1,4 42:2  
45:28,29,30 47:10  
48:14 53:3,15 61:5  
62:15 69:7,11,12,31  
71:4,32 73:17,32,33  
77:26 82:4,5 85:19  
89:12 92:22 93:11  
95:33 97:5,24 98:3  
**background** 2:1 6:14  
38:15 43:31 70:10  
**backwards** 17:27,32,33  
18:25  
**bad** 37:34 44:30 71:10,15  
74:22 94:7  
**badminton** 25:10,11  
**bag** 10:10  
**bags** 11:21 52:24 99:33  
**balance** 36:12 39:28  
43:11 45:6 55:14  
59:30  
**balanced** 42:22  
**balancing** 47:34  
**ball** 6:31 7:24 8:8,27  
12:23 19:3 27:31  
52:24 60:23 87:7  
**balloons** 5:16 60:19,20  
**balls** 10:21 31:14  
**bank** 53:4  
**banner** 92:5,11  
**banquet** 1:10 98:8  
**bar** 77:12 96:4 97:8  
**barrier** 88:10  
**barriers** 19:26 81:10  
**base** 15:15,28 18:20,32  
**baseball** 28:5 32:21  
33:22  
**based** 8:4 10:33 15:23  
16:20,22 18:19 26:32  
45:20 50:22 53:17  
56:19 57:33 58:1  
71:9,11,14 72:7,16  
80:26 91:13  
**bases** 9:6  
**basic** 24:28 45:10 68:1  
**basically** 6:22 8:24 35:22  
37:11,22 38:15 39:14  
43:24 65:6,8  
**basics** 60:7 61:31,32,33  
**basing** 58:30  
**basis** 51:20 64:13 79:15  
85:15  
**basketball** 5:8,29  
6:13,14,18,21,28,34  
7:8,9,11,22 8:31 10:3  
12:6 25:20,21 27:32  
28:16 67:2 69:10  
93:33,34  
**bat** 47:10  
**battery** 17:32  
**beach** 44:34  
**bean** 52:24  
**bear** 43:8 46:8 69:32  
71:18,22 75:15 84:27  
98:12  
**bearing** 47:25  
**became** 43:32 44:5  
**because** 3:29 7:23  
8:9,11,18 9:4,21  
11:3,6,17 12:21,22  
13:12  
14:8,11,12,16,20  
15:2,18,26 16:16,29  
17:2 19:2 21:9,18,27  
23:10 25:16,20,25,28  
26:2,4,7,9 28:23  
30:2,22 31:4,19  
33:11,20  
35:17,24,30,31  
36:8,24 38:22 39:18  
40:25 42:14 44:12  
45:2,10,29 46:2,18 48  
**become** 79:30 87:22 92:7  
**becomes** 35:17 43:7  
71:34 72:4 73:25  
**becoming** 78:3  
**bed** 40:5  
**been** 1:8 3:12,26 4:9,21  
5:34 6:5,14 11:13  
12:26 15:8,11  
19:15,17 27:16 31:9  
32:15 35:27,31  
36:5,13,18,23 37:1  
38:2,30,31 39:2,3,8  
41:20 42:8 45:19  
46:1 49:29 51:2,8  
52:13,23 53:8  
55:5,9,13 56:5,6  
57:19,22,24 58:20  
63:12 64:19 67:29  
69:6,17,28 70:4,25  
77:1  
**beep** 28:5 32:21  
**beer** 97:12  
**before** 8:15,18 10:15  
12:29 23:22 25:31  
28:26 44:19 49:7  
57:28 58:10 61:28  
62:2 63:22  
69:8,22,24,28 70:4  
71:5 76:33 82:1  
85:10 95:10 98:22  
**beforehand** 30:33 40:9  
**began** 42:13,15 46:30  
**begin** 91:2 92:16  
**beginning** 30:2,3 54:20  
58:15 77:2 91:24  
96:3  
**behalf** 99:25  
**behaviour** 9:30 29:11,15  
30:8 74:2  
**behaviours** 38:12 89:34  
**behind** 1:16 5:4,7,18  
11:19 25:32 37:12  
63:9 97:31  
**behold** 43:31  
**being** 5:23 6:13 9:17,25  
12:8,11 16:23,26  
22:31 24:17 35:32  
36:26 43:11 46:2,4  
47:6 48:11 49:3  
53:28 57:18 63:27  
65:29 73:26 75:19  
77:3,10 78:15 80:20  
81:3,5 82:31 87:21  
88:19 93:1 95:32  
96:9 98:12,28 99:9  
**belief** 42:14 71:9,13  
**beliefs** 79:10  
**believe** 19:15 35:30  
44:29 45:11 47:33  
56:9 64:27 71:24  
93:20 97:3  
**belonging** 80:19 81:4  
**below** 43:2  
**beneficial** 32:18 48:22  
61:9,14,15 89:9  
**benefit** 2:2 4:4 15:33  
73:1  
**benefits** 1:29,32 2:7,20  
29:10 31:7 32:29  
53:17 56:28 57:3  
58:1 65:9 74:34  
**bent** 8:26  
**beside** 77:2  
**best** 2:30 9:14,15,22 10:8  
25:31 38:18 46:17  
66:1,10,14,32 67:13  
82:9,27,29,31 83:11  
84:14 95:18,31  
**bestowing** 64:28  
**better** 22:1,3 26:9,34  
27:11 28:10  
40:1,11,26,30 42:17  
57:24 65:16 73:24  
74:30 87:23  
**between** 6:6 38:11 39:1  
41:16,17 43:15 45:17  
49:28 55:14 66:11  
74:10 78:30 79:9  
81:22 87:20 94:17  
97:9  
**beyond** 78:13 88:16  
91:13  
**bid** 67:31  
**big** 1:5 9:5,8 11:22 33:26  
35:27 54:26,31 55:18  
57:30 58:5 60:5,23  
65:31 93:18  
**bigger** 98:28  
**biggest** 10:28 35:30  
36:4,33 88:28  
**bike** 58:2  
**bills** 77:18  
**bio** 14:30,31  
**biochemistry** 91:9  
**biomechanical** 5:31 6:17  
**biomechanics** 6:6 7:16  
14:27 16:19 17:14  
36:16 37:1  
**bipolar** 54:11 55:5 61:32  
**bit** 5:34 8:1,26,27,31  
9:26 10:13 11:32  
16:1,23 17:23 22:6  
34:20 41:34 42:8,19  
47:10 53:29 56:14,20  
57:20 59:17 61:30,33  
62:5,15 63:12 64:29  
66:5 70:14 72:3  
75:14 77:17 91:25  
94:28 98:25  
**blend** 45:6  
**block** 49:27  
**bloke** 45:28  
**blue** 11:28  
**blunts** 12:27  
**blurring** 70:8  
**board** 25:4 67:12 85:22  
91:32 92:11  
**bob** 82:34  
**bodied** 6:33 25:21 26:3  
31:18,24 32:27 33:1  
35:9,23 40:1 41:23  
63:20  
**bodies** 37:8 42:16 44:16  
50:11 51:2,4  
**body** 7:18 10:21 12:15  
36:12,14 43:6,7,9  
44:28,29 50:32  
51:9,14 90:20 91:22  
**book** 24:28 29:22 32:6,8  
57:8 71:2 77:26  
**booklet** 19:9,34  
**books** 26:31  
**bore** 17:17 37:26  
**born** 59:34  
**born** 77:2 98:24  
**borne** 69:25  
**both** 2:11 6:3 16:20 35:9  
39:34 40:20 44:19  
61:12 58:34 61:9,14  
62:23,27 76:19 82:21  
96:19  
**bottle** 10:22  
**bottles** 12:15  
**bottom** 27:19 30:16  
**bought** 13:34  
**bounce** 89:12  
**box** 89:2  
**boxes** 34:29 50:19  
**boy** 27:1,2  
**brain** 73:18  
**brains** 97:9  
**brand** 69:5  
**breadth** 51:10  
**break** 22:13,14 34:1  
35:19  
**breaking** 17:27  
**breaks** 13:14  
**breath** 99:29  
**bridging** 87:20  
**brief** 3:22 22:13 49:29  
71:19 80:28 83:8  
**briefly** 54:5 72:11 74:18  
**bright** 95:15  
**brilliant** 34:29 68:9 82:8  
**bring** 1:29 4:32 20:9  
24:23 29:11 34:9  
35:15 49:4 56:22,24  
60:23 74:1 84:17  
87:27,28 92:1 95:8  
97:11,15 99:2,3  
**bringing** 8:4 48:28  
56:20,21 80:27 84:18  
95:17  
**brings** 73:32  
**broad** 26:33 84:2  
**broadcast** 3:8  
**broaden** 50:14  
**broadens** 27:4  
**broaden** 43:8 70:22  
78:18 79:1  
**brother** 1:5 98:24  
**brought** 80:22 92:26  
**bubble** 3:26  
**buddy** 42:16 49:13  
**build** 56:12 69:27 87:25  
91:2  
**building** 39:32 60:10  
76:31 87:27  
**buildings** 30:20  
**built** 16:2 60:15  
**bull** 67:23  
**bumps** 3:33  
**bus** 32:30 40:7,8  
**business** 70:26,27  
**busy** 65:2,3 96:27 97:24  
**but** 2:7 3:5,22,33  
4:1,8,9,18  
5:7,12,22,23,25  
6:1,2,22,32  
7:1,2,18,19  
8:1,19,23,31 9:6,29  
10:3,15,19,21,30  
11:3,17 12:5,31  
13:5,6,13,17  
14:4,17,24,30  
15:12,15,26  
16:2,12,16,17,23,26  
17:3,5,26,31  
18:10,11,14,17  
19:2,5,19,21,31  
20:22,34  
21:3,13,16,21,28 23:6  
**button** 30:24  
**buy** 4:19 5:14 97:11  
**buying** 72:2  
**Barbara** 73:13  
**Barry's** 19:9  
**Barry** 14:31 16:18  
**BBC** 3:9 35:24  
**Beijing** 3:13 5:33 9:9,15  
11:19,21 12:30 13:27  
15:1 21:30 22:5 38:2  
40:34  
**Black** 72:34  
**Blind** 27:14 28:5,15  
30:21 80:7 85:13  
**Bocce** 10:21 28:21,23  
39:23 76:26  
**BORRESMAN** 84:17  
**Braille** 30:23,24  
**Bramham** 70:12  
**Brazil** 28:30  
**British** 94:6  
**Brunel** 21:10 77:27  
**Budapest** 27:9,12,14  
**C**  
**calculating** 71:4  
**calculations** 18:4  
**call** 28:30 65:18 83:5  
86:12 98:18,24  
**called** 9:33 20:21,26,30  
24:28 28:32 29:22  
39:9 56:18 71:14,19  
74:17 91:28  
**calls** 14:29 74:5  
**camber** 15:17 16:8,13  
17:22 18:8,10,19  
**came** 6:13 7:3 10:12 11:7  
16:12 20:17  
23:23,27,33 29:25  
30:23 35:10 38:2  
58:18,22,23 73:26  
75:26 95:10  
**cameras** 17:16  
**camp** 9:6,8,13,14,21,27  
27:8,9 63:22 67:2  
83:15  
**camp** 9:26 11:7 18:27  
**can't** 2:2 12:22 13:1,13  
25:16,28 28:32  
31:3,4,29 35:30 36:2  
39:25 42:4 61:7  
77:28 78:18 81:14  
86:21 89:22,26 98:30  
99:24  
**can** 1:9,12,29 2:4,16,19  
5:23 6:7,28 7:18  
8:5,21,24 9:5,14  
10:13 11:2,28 12:34  
13:12,13 15:26  
16:17,28  
17:8,10,11,20,25,27  
18:11,17,18  
19:10,15,21,27 20:6  
21:7,21 22:13,15 23:5  
24:3 25:22,31 26:8,31  
27:5,8,25  
29:3,7,10,11,12,16,32  
31:2,5,23 32:1,14  
33:6,24  
**candidates** 84:13  
**cannot** 60:6 98:12  
**capabilities** 36:32  
**capacities** 95:7,14 96:25  
**capacity** 11:11 12:26  
13:18 14:26 62:21  
76:30,31 87:27 92:14  
**capillaries** 12:17  
**capital** 99:15  
**captions** 30:25  
**car** 8:24 44:7 45:30 72:2  
77:4 99:25,33  
**carding** 36:15  
**cardiovascular**  
55:10,12,13,18,30,31  
56:5  
**care** 52:17 54:18  
**cared** 24:9 47:6  
**career** 41:23  
**careful** 78:3  
**carers** 43:27  
**cares** 59:7  
**caring** 90:21  
**carpet** 41:22  
**cars** 8:24  
**case** 4:11 5:26 8:34  
9:4,25,27 14:14,23  
18:32 21:33 22:7  
43:1 54:11,24 73:17  
78:16  
**cases** 28:24  
**caster** 15:17  
**catch** 12:23  
**categorical** 24:28  
**categories** 39:25 50:10  
**ategorisable** 38:29  
**categorisations** 36:25  
**categorise** 10:31  
**categorised** 7:14 10:30  
11:6 38:32  
**cater** 49:30 51:2  
**cause** 16:2,27  
**caution** 28:26  
**cautious** 94:8  
**celebrate** 3:5  
**celebrated** 70:4  
**centre** 2:34 3:4,14 19:30  
39:9 49:29  
50:4,17,19,27 51:19  
52:30 57:23,28,29  
58:31 60:16 61:4  
62:4 64:23,27,32 65:4  
66:15,30 68:18 75:28  
78:30 91:6  
**centres** 50:10 91:7,11  
**centric** 75:14  
**century** 62:22  
**cerebral** 10:4 76:26  
**certain** 6:24 15:15 44:29  
46:11  
**certainly** 3:22 5:23 6:1  
10:13 13:3 35:31  
36:23,24,34 37:5,15  
46:7,20 62:18  
69:17,23 70:25,30,34  
74:23 78:19  
88:17,18,20 93:33  
94:2 95:3  
**certificates** 93:8  
**certification** 92:25,34  
93:2  
**certified** 93:8  
**chain** 8:11  
**chair** 6:7,31 15:2,11  
17:34 18:1 31:5  
34:20 41:13,26,33  
48:3 49:20 53:15  
61:13 62:11 65:19  
89:4  
**chairs** 15:2,8  
**challenge** 13:14 64:31  
78:22 86:22 97:13

- challenged** 41:23 51:2  
 97:10  
**challenges** 6:1 9:18 10:5  
 11:9 48:3 70:2  
 87:11,12,16 95:7  
**challenging** 36:24 54:16  
**chamber** 12:4  
**champion** 40:31  
 62:25,26  
**championship** 54:15  
**championships** 6:25  
 40:13  
**chance** 87:19 96:28  
**chances** 33:10 76:21  
**change** 8:21 15:2,15 16:5  
 17:34 18:2 29:7 32:1  
 36:25 57:3 69:18  
 72:6,7 75:34 77:20,21  
 78:5  
**changed** 15:17 16:29  
 36:17 60:28  
**changes** 8:32 9:30 77:20  
**changing** 8:30 15:2  
**chapter** 32:9  
**character** 2:9  
**charge** 98:23  
**chart** 77:34  
**chats** 68:31  
**check** 22:15 28:27 34:21  
 66:19  
**checked** 25:6 34:21 83:6  
**cheering** 26:8  
**chemistry** 49:3 91:9  
**child** 25:1 30:17 31:22  
 32:18,19 33:6  
**childhood** 81:3  
**children** 2:24 22:27  
 24:22,29 25:9,10,26  
 26:1,2,5,15 28:10  
 29:2 30:27 31:34  
 32:29 83:15,31 87:32  
 90:5,32  
**chock** 49:27  
**choice** 59:21 79:15  
**choices** 25:26  
**choose** 19:9 94:1  
**choosing** 89:8  
**chose** 79:6  
**chronic** 53:18 54:10  
**circle** 59:3  
**circles** 44:11 48:17  
**circulated** 12:21  
**circus** 40:12  
**citizen** 78:12 82:5  
**citizens** 78:10 79:16  
**citizenship** 74:11  
**city** 43:19  
 67:4,25,26,29,31  
**civil** 80:22,23  
**clap** 24:13,15 26:19  
 28:12  
**clapping** 26:7  
**clarification** 93:24  
**clarify** 60:7  
**class**  
 23:9,10,12,20,21,27,2  
 9,30,33 24:8,34 27:33  
 28:33 30:17 31:22,24  
 32:22,23  
 33:6,30,31,32 34:1,2  
 57:11  
**classes** 24:19  
**classic** 52:23  
**classification** 6:23 7:1  
**classifications** 6:18  
**classroom** 28:33  
 29:15,30 30:10 61:29  
**cleaning** 91:10  
**clear** 6:30 8:18 93:5  
**clearly** 7:33 51:33  
**clients** 61:26  
**clip** 6:22  
**clips** 45:10  
**clock** 94:33  
**close** 35:24 48:28  
 65:16,17 84:27 86:29  
 93:15 95:31 96:12  
 98:12  
**closed** 6:28 30:25  
 33:18,20 86:9  
**closer** 87:11 99:2  
**club** 76:19 91:22  
 92:14,34 93:2  
**clubs** 51:3 91:3,22 92:7  
**coach** 4:15,26  
 5:2,6,12,15,25  
 6:12,23,32 7:4 8:13  
 17:21 18:23,25,33  
 20:9 36:32 37:18,29  
 38:21,23 39:15,17  
 64:32 93:34  
**coaches** 8:20 9:18,22,24  
 15:32 16:4,14,22 20:2  
 37:8,11,13,22,23,27  
 38:20,22,34 39:11  
 41:8 86:23 87:22  
 94:5,7  
**coaching** 6:34 8:5,32  
 19:16 21:16 38:8  
 39:9 40:19 86:20  
 88:18  
**coast** 77:2  
**coffee** 22:13,14  
**cognitive** 34:1  
**coined** 74:9  
**cold** 12:16  
**collaborate** 11:13 30:10  
 67:3  
**collaborated** 14:16  
**collaboration** 30:10  
**collaborative** 72:24  
**collaborators** 20:1  
**collated** 10:31  
**colleague** 21:9 24:27  
 43:14 44:32 58:16  
 68:17,23 74:13  
 83:21,32  
**colleagues** 3:34 25:6,14  
 53:33 75:16 76:34  
 82:10 88:26 89:2  
 95:23,33 97:15,16  
**collect** 5:20 9:20,21  
 15:26 18:17 19:7  
 46:26 91:18  
**collected** 48:7 99:33  
**collection** 16:7 46:8  
**collective** 70:21  
 74:10,14,25 93:7  
**colourful** 52:16  
**colours** 31:2,13  
**combine** 14:26  
**combined** 18:23 38:12  
**combines** 42:23  
**come** 4:12,30 5:13,15  
 16:23 17:8,14 18:1  
 19:31,34 23:24 27:8  
 28:33 30:24 34:21  
 38:1 41:5,20 45:7  
 47:3 48:24 49:14  
 61:5 66:9 69:31 70:6  
 71:4 72:20 74:16  
 82:3,4 84:23 85:27,30  
 86:6,13 90:23  
 91:8,19,30 92:5  
 95:31,33 96:30 97:16  
 98:2 99:14  
**comes** 35:22 37:26 78:15  
 84:26 85:26  
**comfort** 27:10,12,13,15  
**comfortable** 24:9 42:3  
**coming** 6:32 7:29 8:10  
 13:28 31:22 36:5  
 45:13,16 51:20 52:28  
 65:31 73:24 77:26  
 81:34 87:2 89:16,30  
 91:26,32 92:11  
 93:15,27 94:1  
 98:27,30 99:7,26,34  
**comment** 80:30 82:8  
**commendation** 82:29  
**commented** 83:14,18  
**comment** 83:8 86:17  
 88:24 94:28,30,33  
**commentary** 82:16  
**comments** 97:22  
**commission** 83:9  
**commitment** 62:27 68:14  
 83:1 95:2  
**committed** 32:15 71:4,6  
 96:10  
**committee** 3:19 12:3  
 65:22 67:5 82:25,30  
 84:14 93:6 96:9  
 99:25  
**common** 49:16 55:20  
**communication** 36:12  
**communities**  
 78:11,12,18 87:32  
**community** 2:4,12 4:5  
 25:1 28:27 42:34  
 43:12,34 44:13  
 45:12,13,17 46:12,20  
 47:3 48:11 51:12  
 71:14,26 78:8,12  
 82:21 91:13 95:8  
**communityship** 74:9  
**compared** 7:24 17:11  
 21:21 55:29  
**compassion** 45:2,7  
**compensates** 7:25  
**compensating** 8:10  
**compete** 38:5 39:22,23  
**competing** 21:20  
**competition** 15:3 16:22  
 17:4,6 28:23 35:12  
 37:22 38:18 40:3,13  
 41:34 51:25 82:24  
 97:9,10  
**competitive** 70:32  
**compiled** 19:9 98:7  
**complete** 12:22  
**completed** 6:5 88:9  
**completely** 32:15 57:11  
 89:24  
**complicated** 95:17  
**compliment** 21:17  
**complimentary** 79:9  
**complimentary** 71:25  
 75:1  
**component** 60:10 87:27  
**components** 17:2 19:3  
**compromise** 16:17  
**compromised** 11:10  
**computer** 30:23 45:16  
**concentration** 39:32  
**concept** 15:7 30:15,27  
 31:29 33:9 61:19  
 89:24  
**concepts** 5:29 32:9 33:11  
**concerned** 90:24,25  
**conclude** 86:34 98:30  
**concluded** 100:5  
**conclusion** 54:33  
**conclusions** 40:28 54:7  
**concrete** 66:27 73:24  
**concretise** 73:20  
**concur** 95:21  
**condensed** 69:3  
**conditioning** 9:19 21:32  
**conductive** 92:7  
**conducted** 35:7 38:25  
**conducting** 58:16  
**conferences** 82:9 86:16  
 88:28 90:1,15,23  
**conferencing** 9:25,27  
 21:33  
**confidence** 21:15 39:32  
 59:13 60:16,33 63:30  
 96:25  
**confident** 24:9  
**confidentiality** 37:29  
 38:13  
**configuration** 14:21  
 15:8,29,32 17:26,34  
 18:15,17 19:5  
**configurations** 6:7 15:23  
**configure** 18:15  
**confirming** 16:11  
**conflict** 16:18 40:26  
**conflicting** 16:14  
**confront** 45:8  
**confronted** 42:25  
**confused** 24:19  
**congratulate** 2:33 52:1  
 85:6  
**congress** 32:15 65:16,23  
 66:13,17,23 67:18  
 85:22 86:34 87:10,11  
**conjunction** 25:23  
**connect** 69:33  
**connected** 74:6 95:9  
**connection** 42:15  
**cons** 21:3  
**consciousness** 76:2  
**consent** 45:27,34  
**consequence** 8:23 44:20  
**consequences** 47:23  
**consider** 15:3 19:2 31:21  
 53:21 99:9  
**considered** 19:4 30:33  
**considering** 31:8  
**consists** 77:30  
**constant** 85:18  
**constantly** 44:16,25  
 78:32  
**constituted** 69:1  
**constructivism** 26:32,33  
 71:34  
**consult** 18:25  
**contact** 58:30,33 59:1  
 85:26  
**contacted** 37:31  
**content** 38:28 69:1 92:25  
 93:8  
**context** 1:13,25 35:7  
 45:11,12,19,21,23,24,  
 27 47:9,11,27 59:15  
 70:10 71:26 72:28  
**contexts** 43:1 47:6 49:5  
**contextual** 43:2  
**continue** 49:26 64:7  
 65:2,6 82:20 95:3  
**continuing** 29:32 62:27  
 64:18,31  
**continuous** 89:29  
**contract** 29:6  
**contrary** 72:21 75:6  
**contribute** 1:25 7:19 8:8  
**contributes** 8:8  
**contributing** 4:1 5:5  
**contribution** 7:29,33 8:1  
 70:22  
**contributions** 7:19  
**contributors** 9:34  
**control** 6:32 8:2 36:2  
 39:14  
**controlled** 16:27  
**controlling** 36:1  
**conundrums** 45:7  
**conviction** 13:19  
**convention** 81:9,21,25  
 91:21  
**convergent** 75:4  
**conversation** 33:23,24  
**convert** 45:33,34  
**convincing** 56:33,34  
**cool** 12:15,17 13:5,9  
 14:11 23:23 58:28  
**cooling** 10:4  
 12:14,20,22,27  
 13:1,2,4,29,33 14:8  
**coordination** 55:8  
**coping** 39:33  
**cord** 11:8,23 19:22 21:11  
**core** 5:16 10:18,19  
 11:28,32 12:2,12,28  
 13:5 68:19 70:7 71:9  
 72:11  
**corner** 23:22 33:5  
**correct** 92:22  
**cost** 10:18 31:13  
**costs** 52:23  
**could** 6:33 7:33 8:7,18  
 9:8,19,20 11:16  
 12:14,15,20,28,31,34  
 13:1,6,9,34 14:29  
 21:9,16 22:1,14,23  
 25:32 30:24 34:24  
 39:2 40:5 47:30 48:7  
 56:28,29,30  
 58:8,10,27 59:28  
 69:16 75:19 87:14  
 89:29,30 91:9 93:17  
 94:22,28,29 95:31  
**couldn't** 4:19 15:1  
 77:11,12  
**counter** 2:25  
**countries** 64:13  
**counting** 96:25  
**countries** 3:10 15:10  
 33:30,31 37:4 51:1  
 54:30 55:34 68:15  
 80:30 89:13,22 91:3  
 92:11  
**country's** 62:22  
**country** 24:33 29:21  
 30:21 36:15 40:31  
 51:1,14,21 52:7 62:25  
 63:31,32 64:9,21 68:7  
 79:4 80:22 81:25  
 84:27 95:30,31 99:5  
**countryside** 99:22  
**couple** 13:28 20:34 22:13  
 23:4 38:3 42:13 54:2  
 57:20 62:18 65:30  
 71:13 79:6 85:10  
 99:14  
**course** 2:7 30:30 53:32  
 63:19 65:34 66:10,21  
 67:18,24 70:6 71:6  
 87:20  
**courses** 91:8  
**court** 8:31 11:24 12:1,6  
 15:34 16:17 17:8  
 18:24 19:4 43:31  
**courtesy** 53:6  
**courts** 34:9  
**cove** 77:2  
**cover** 5:28  
**coverage** 35:23,26 93:19  
 94:14  
**covered** 69:2  
**covers** 20:27  
**covert** 46:4  
**cranks** 72:21  
**crap** 47:30  
**crazy** 98:9  
**create** 22:1 70:8 97:9  
**creating** 29:31  
**creative** 28:25 74:30  
**credits** 29:32 90:13  
 92:31  
**crew** 97:15  
**cricket** 27:32 28:17  
 31:30,31  
**crisis** 36:17  
**criteria** 18:21 50:20  
 78:24  
**critical** 12:12 72:15  
 74:5,7 78:1  
**critically** 73:25 75:10  
**critiques** 43:21  
**cross** 33:7 42:13 62:25  
**crowd** 77:4,6  
**crowds** 98:17  
**crying** 59:27  
**cultural** 44:15 45:19,21  
 46:29 47:20  
**cup** 6:25  
**curb** 30:20  
**current** 21:17  
**currently** 55:5  
**curriculum** 20:16  
 25:7,9,11,12,15,17  
 31:7,8 33:28 92:25  
**curves** 77:34  
**cut** 45:15 85:30 92:23  
**cuts** 30:20  
**cutting** 52:23  
**cycle** 5:24 6:12 11:17,21  
 15:1 22:6 32:31  
 36:26 95:24  
**cycles** 93:31  
**cycling** 11:2 27:26 32:27  
 94:18  
**cyclist** 94:19  
**cystic** 28:12  
**Canada** 68:14 95:3  
**Canadian** 71:2  
**Carla's** 45:6  
**Carla** 42:23 43:17,30  
 44:4,32 45:2,12,20  
 46:11,31 47:29  
 48:14,20 49:9  
**Carlos** 55:3  
**Carolina** 83:32  
**Catherine** 50:17  
**Catholic** 23:34  
**Cathy** 24:27 83:15  
**CARA** 2:33 49:29  
 50:4,14 51:19 52:30  
 64:23,27,32 65:4  
 68:17 75:28 80:26  
 85:22  
**CARLESS** 85:13 87:3,14  
 95:6  
**Central** 60:10 90:5  
**Centred** 5:12 83:31  
**CEC** 92:13  
**CECs** 92:31  
**CEDE** 66:15  
**CEO** 62:21  
**Channel** 3:9 35:24  
**Charleston** 83:32  
**Chris** 38:31  
**Christopher's** 52:19  
**Chuck** 42:8  
**Ciara** 64:20  
**Clare** 80:33  
**Climbing** 83:19  
**Clinic** 90:5  
**Cohesiveness** 41:5  
**College** 2:11 28:17 83:32  
 86:1,3 88:24 93:9  
**Compton** 11:12  
**Confederation** 91:28  
**Confidence** 2:28,33  
 19:20 43:19 47:17  
 49:34 63:5 65:30,33  
 66:2,4,22,32,33  
 67:3,15 68:7,29,31  
 69:25 78:31  
 80:12,13,20,31 81:7  
 82:6,16,18 83:9  
 85:8,11,23,27,29  
 86:9,18 88:33 89:8,16  
 90:17 94:23  
 95:8,13,30 96:5,21  
 97:16,25 98:22 99:31  
 100:5  
**Congratulations** 51:15  
 52:19,25 85:3  
**Conor** 83:19  
**Conway** 79:24,27,29  
 80:2 86:32  
**Cooperfield** 74:26  
**Cooperider** 71:23  
**Cope** 40:33 41:21 52:13  
**Coral** 85:18  
**Cork** 50:19,28 52:13  
**Council** 2:32 22:10 62:22  
 63:7,16 64:5,18,20  
 85:13,18 90:21  
**County** 64:32 85:22  
 99:20  
**Coyne** 64:20 78:4  
**CPD** 92:13  
**Crossland** 10:24  
**Culture** 30:32 43:3 67:24  
 80:15  
**D**  
**dad** 77:5,9  
**daily** 27:33 51:19  
**damage** 46:24  
**dance** 1:12,13 25:4  
**dancer** 51:26 86:10  
**dances** 97:6  
**dancing** 42:30,31 53:29  
 97:2 98:5,9  
**data** 5:20 7:28 9:20,21  
 10:31 11:22 15:27  
 16:7 18:7,11,15,18,19  
 38:29 43:14  
 46:7,17,26 48:7 54:3  
 78:3  
**database** 98:23  
**date** 46:1 77:14

- dates** 66:19,23 69:12  
**day** 1:5,21 2:28,29 3:2  
 5:15 8:18 9:27 12:12  
 17:4,6,34 21:15 25:32  
 28:2 35:7 40:4,8 41:1  
 43:26 60:1 62:2  
 79:15 87:11  
**daycare** 52:6  
**days** 1:8 3:1 5:29 17:4  
 35:32 36:7 39:12  
 53:1,3 68:13 72:10  
 76:7 86:32 87:12  
 89:33 94:15 96:15,30  
 97:24 98:18 99:15  
**deaf** 30:26  
**deal** 50:23 86:2 90:32  
**dealing** 54:15  
**deals** 66:30 81:24 87:27  
 90:32  
**debate** 46:10 48:14,25  
 72:19  
**debates** 47:10  
**debrief** 36:13 40:22  
**debriefing** 41:5  
**decade** 37:2 70:25  
**decide** 78:25  
**decided** 30:22 45:30  
**decision** 18:32 19:4  
 29:11 48:9 83:12  
 84:14,17  
**decisions** 21:27  
**declare** 88:5  
**decreased** 61:33  
**decreases** 26:23  
**dedication** 52:15 99:21  
**deed** 62:27  
**default** 74:21  
**deficiency** 8:10  
**defined** 29:4  
**definitely** 10:15 30:11  
 36:22 55:6,31 56:1  
 63:1 81:29 86:14  
**degree** 6:23 16:8 18:19  
 76:30 87:22 89:23  
**degreys** 11:29,30 12:9  
 18:9,10,11  
**dehydration** 14:12  
**delay** 81:31  
**delegates** 94:23 99:26  
**delegation** 10:30  
**delighted** 1:20 85:15  
**deliver** 9:15 25:11 70:16  
**delusions** 54:24  
**demand** 18:9 20:34  
**demanding** 2:9  
**demands** 10:33 11:3  
**demean** 26:25  
**democracy** 70:16  
**demonstrate** 72:30  
**demonstrations** 60:5  
**dense** 12:17  
**department** 1:3,17,24  
 2:32,34 20:23 49:33  
 50:7 68:19 85:16  
 88:26  
**dependent** 2:16 37:5  
**depending** 6:22 57:30  
**depends** 40:28 45:21  
**deposited** 10:18  
**depression** 54:10,11,25  
 56:6  
**depth** 32:6 61:32 82:32  
 93:33,34  
**der** 14:17  
**describe** 38:17  
**descriptive** 7:22  
**deserve** 84:31  
**design** 15:8 26:13  
 30:13,15,19,23,25  
 31:7,8,23,31 57:27  
 58:11 61:14 73:22  
**designed** 8:25  
**designing** 31:9 56:15  
 59:13 60:11  
**desire** 99:21  
**desk** 22:23 34:24  
**despite** 35:34 36:8  
**destiny** 73:22  
**detail** 7:18 18:8 37:23  
 38:18  
**determinants** 5:6  
**determination** 25:25  
**determined** 25:29 95:18  
**detrimental** 10:9  
**develop** 1:31 57:27 59:13  
 77:27  
**developed** 17:28  
 49:10,11 51:34 64:1  
**developing** 1:29 2:15  
 9:33 22:27 90:22  
**development** 1:24,26 2:4  
 19:8 34:2 43:18  
 47:11 57:26 63:31  
 64:12,25 69:6 70:12  
 71:14,26,27 76:29  
 78:5,30,31,32 89:29  
 92:34  
**developmental** 18:18  
 75:27  
**developments** 2:29 15:8  
 66:9 69:17  
**develops** 2:8  
**device** 8:23  
**devices** 21:12  
**devised** 92:1  
**diabetes** 28:12 55:20  
 56:5  
**diagram** 45:21  
**dialogue** 72:7  
**diaries** 46:3  
**diary** 53:29  
**dictator** 78:24  
**did** 6:11 7:11,17 8:30,32  
 9:1,24 10:4 11:25  
 13:16,23 15:31 16:5  
 20:21 27:14,31 28:23  
 29:19 31:15 32:21  
 38:16,17 39:28 45:2  
 48:7 52:17 53:30  
 57:18,19,33 58:3  
 59:14 60:26,32  
 61:1,2,3 67:14 72:1  
 76:4 80:13 86:18  
 89:24 92:21 93:15  
 96:5 100:1  
**didn't** 8:30 11:34 14:8,9  
 18:11 24:22 27:13  
 35:9 40:22 41:5  
 44:1,6 45:33 57:27  
 59:21,27 60:14,15  
 63:30 77:16 83:11  
 84:19 93:5 98:32  
**difference** 7:25 30:32  
 39:34 41:16,17  
 76:8,31 77:16 79:1  
**differences** 6:30 7:1  
 33:11 78:19  
**different** 4:1,6 9:7 10:2  
 12:14 19:32 23:19  
 24:19 25:12,22 26:15  
 27:1 29:15  
 31:3,4,5,13 33:9  
 37:13,16,27 38:8  
 39:19  
 40:12,14,21,23,31  
 45:7 47:24 54:31  
 55:21 57:7,10,11  
 60:1,2 64:13,14 66:19  
 68:31 83:10,11 87:33  
 91:30 94:16 95:17,18  
 96:32,33 98:33,34  
**differentiated** 73:34,1  
**differently** 42:20  
**difficult** 19:12 27:16  
 54:20 59:19,29 91:34  
 95:21  
**difficulties** 54:9  
**difficulty** 81:1  
**diffusion** 66:31  
**dignity** 77:31  
**dilemmas** 46:14  
**diluted** 10:13  
**dimension** 38:34 74:2  
**dimensional** 21:26  
**dimensions** 38:32  
**dinner** 22:32  
**dip** 45:31  
**diploma** 86:3  
**direct** 66:16 71:15  
**directing** 58:15  
**direction** 17:17 22:3  
 70:34 86:20  
**director** 3:14 50:18  
 78:29 94:9  
**disabilities** 2:14,22,23,24  
 3:6 23:5,11 24:5,29  
 25:9,10,15,22,30  
 26:1,15,22,30 27:19  
 28:10,26 29:2,12  
 30:28 31:19,34  
 32:20,30 33:27 36:25  
 49:31 50:2,15,23,24  
 51:3,11,33 52:1,10  
 63:8 64:9 65:8 66:27  
 75:31 76:4,5,10,18,19  
 80:14 81:9,21,26,27  
 86:19,22,23 87:2  
**disability** 2:15,19,23  
 3:34,4,14,26 6:23  
 11:8 20:27,31 21:5,16  
 26:7,9,12,16,18,31  
 27:1,3,28,30,33,34  
 28:7,11,12,16,19,22,2  
 4,27 32:23 33:1 50:10  
 51:11,21,22 52:5,12  
 62:30 63:26,29 64:14  
 66:9 67:8,13 69:23  
 75:24 79:25 80:3,5  
 81:17 82:16 84:30  
 85:14 87:28,29,  
**disappearance** 77:32  
**disappoint** 47:30  
**disappointment** 39:18  
**disciplinary** 6:3 14:23  
**discipline** 2:9 3:25 9:6  
 36:33 90:8  
**disciplines** 4:1 10:2  
 81:19 89:3 95:18  
**disconnected** 74:7  
**discovery** 73:12,21  
**discuss** 5:33 6:2,5,9 9:22  
 15:32 43:1 54:5  
**discussed** 95:23  
**discussing** 4:8 67:11  
**discussion** 18:28 20:12  
 22:12 34:5 40:21  
 72:19 92:26 93:12  
**discussions** 92:16  
**disease** 55:16  
**diseases** 55:13  
**disempowerment** 47:15  
**disorder** 54:11 55:5  
 61:32  
**displays** 62:26  
**disseminate** 19:29  
**disseminating** 89:10  
**dissemination** 19:16  
 87:31  
**dissipate** 13:18  
**dissipating** 13:19  
**distance** 42:10  
**distinctions** 56:25  
**distinguished** 1:20  
**distortion** 46:20  
**distraction** 9:14  
**divergent** 72:19 75:3  
**diverse** 3:24 37:34 38:8  
 56:29  
**diversity** 70:7  
**divided** 7:16 80:22  
**doctor** 87:7  
**document** 21:1  
**documents** 51:34  
**dogged** 8:24  
**doggy** 45:28 48:31  
**does** 21:10 24:29 26:15  
 29:8 33:2 34:3 45:26  
 49:17 53:25 56:6  
 62:26 73:9 87:7,23  
 91:15 93:22  
**doesn't** 13:17 19:3 24:23  
 31:29 46:15 49:15  
 71:10 73:29 81:4  
**doing** 2:20 7:3,7,8 11:33  
 12:4,6,8 13:29 14:11  
 16:3 17:4 26:21  
 27:10,26 28:28 31:12  
 32:25 38:22 40:22  
 42:11,20 45:4,26  
 46:29 47:12,23,31  
 48:18,20,31 55:9  
 58:2,17 64:12 74:1  
 75:15,22 79:31 91:10  
 92:32 95:17  
**don't** 7:17 8:14 9:21  
 12:23 13:2,8,9 17:34  
 18:20 21:15 23:30  
 24:23 25:29,30  
 26:2,9,24 28:24,25  
 29:7 30:2,8,16,20,30  
 31:4 32:25,29 33:4,5  
 35:13,23,33 37:26  
 41:14 42:2,4 45:10  
 46:22,33 48:24,27,28  
 51:22 53:25,26  
 54:3,30,33 55:34  
 58:34 59:1,29 61:34  
 62:7,8,9  
**done** 1:12,16 5:23 9:9  
 13:8 14:29,30 17:9  
 18:4 37:13,16  
 38:15,29 39:8 48:24  
 51:34 52:34 56:14,21  
 64:25 65:3 72:28  
 78:18 82:10 84:6,18  
 85:7 92:13 93:1 95:9  
**door** 10:12  
**doors** 12:11 50:24 63:32  
**double** 62:25  
**doubt** 70:5  
**dovetail** 4:26  
**dovetailing** 49:4  
**down** 4:3 5:17 8:31 9:1  
 10:18 12:4,18  
 16:29,33,34 19:22  
 20:6,23 21:19  
 36:18,31 40:31 46:3  
 53:22 55:8 58:28  
 72:33 77:34 85:26  
 93:20,22,24,25  
 99:15,18  
**downwards** 18:21  
**drama** 83:25 84:17  
**drastically** 60:28  
**draw** 4:10 7:32 11:27  
 43:14 47:12  
**drawing** 65:16,17  
**drawn** 22:5  
**dream** 73:20,21 77:24  
 78:10  
**dreams** 72:8  
**drink** 13:9 14:9,11  
**drinking** 77:11  
**drinks** 77:5,6  
**driven** 5:34,11,30  
 64:19,21  
**driver** 43:24  
**drives** 70:15  
**driving** 16:33,34 78:29  
**drop** 77:24  
**dropped** 64:5 91:18  
**dropping** 99:24  
**drunk** 10:17  
**dubious** 48:11  
**dude** 48:31  
**due** 55:20  
**during** 9:25,27 10:6  
 13:13,27 14:2 22:14  
 28:17 62:3 81:21  
 83:3 97:28  
**duties** 29:13  
**dynamic** 43:15  
**Daffy** 1:22 52:27 82:10  
 86:6  
**Daniel** 82:26  
**David** 41:31,33 43:20  
 48:3,6 49:18,20 71:23  
 74:26 85:12 87:3  
**Deenihan** 80:15  
**Defence** 2:34  
**Deirdre** 84:27 96:21,22  
**Delays** 84:4  
**Diachronic** 46:6  
**Dilara** 65:19,27 83:2  
**DINOLD** 84:9,12 90:19  
**Doctoral** 82:34  
**Donna** 3:24 26:23 48:16  
 85:17 87:3  
**Dubai** 91:33  
**Dublin** 78:30 90:5  
 99:15,18  
**DVD** 98:7  
**E**  
**each** 14:9 37:16 38:21  
 41:6 57:9 62:8 64:2  
 72:33 86:12 89:8  
 94:28  
**earlier** 43:18 70:4 71:33  
 72:34 73:10 76:23  
 90:3  
**early** 2:16 41:1 70:4,6,13  
 71:25 72:10 73:8  
 76:7 77:3 84:4 87:26  
**easier** 33:20 54:18 59:27  
**easiest** 41:24  
**easy** 53:28 54:20,21  
 59:34 79:15 84:18  
 97:33  
**eating** 49:26 55:22  
**economic** 17:2 36:17  
 64:18  
**economical** 17:1  
**edited** 77:27  
**editor** 3:14  
**editorial** 25:5  
**educating** 82:21  
**education** 13:32 19:15  
 21:8 22:20,29 23:1  
 24:33  
 25:4,6,11,16,19,23,25  
 26:5  
 29:3,7,22,27,28,31,32  
 30:6,9,27 32:9  
 33:9,10,12 39:28  
 72:28,30 73:3 80:32  
 82:19 87:20,21  
 88:4,10,25 89:26  
 90:21,22,25,31  
**educational** 2:5,11 66:28  
**educators** 24:4 28:31  
 29:20,22,32  
**effect** 12:21 13:6 14:8  
 16:2,27 21:27 39:12  
 55:18 56:7 58:12  
 71:33  
**effective** 34:1 55:6  
**effectively** 55:5 75:23  
 81:8  
**effectiveness** 55:4  
**efficient** 16:29  
**efficiency** 18:4  
**effort** 9:5 24:22 53:32  
 74:14  
**egalitarian** 71:24  
**egg** 49:15  
**egocentric** 74:22  
**eight** 17:4,6 71:18 76:26  
**either** 7:29 21:3 28:32  
 29:5 32:18 59:29  
 80:8 82:6 88:29  
**elbow** 7:19,30 8:1  
 17:16,22  
**elected** 16:13 80:7 81:16  
**element** 19:5  
**elements** 30:6 34:34  
 38:18  
**elevators** 30:20  
**elimination** 23:12  
**elite** 19:21 21:3 36:23  
 44:29,32 45:1 62:23  
 88:16 93:29  
**eloquently** 43:18  
**else** 32:29 35:5 62:7  
**emanate** 71:13  
**embedded** 78:12 93:3  
 98:28  
**embodiment** 44:12  
**embrace** 1:32  
**emerged** 71:23  
**emerging** 71:8  
**emotion** 73:14  
**emotions** 73:14  
**emphasis** 70:25  
**employment** 64:8  
**employment** 78:13 87:33  
**employs** 21:34  
**empower** 24:4  
**empowering** 58:17  
**empowerment** 47:15  
 80:20  
**empty** 72:15  
**enable** 17:26 44:15  
 92:4,7,9  
**enabling** 74:3 92:6  
**enact** 78:21  
**enacting** 70:17  
**encourage** 2:19 19:26  
 24:5 49:29 51:4 52:9  
 68:6,7 92:8,19,22  
**encouraged** 1:28 92:12  
**encouragement** 52:30  
**encourages** 71:4  
**encouraging** 72:19 82:19  
 92:30  
**end** 4:2 5:8 6:13 17:10  
 19:19 22:18 34:18  
 35:19 36:5 39:18  
 41:29 49:22 53:22,28  
 61:22 62:13 69:31  
 75:4 81:7,8  
 86:9,12,16,29 87:11  
 92:25 99:14  
**endurance** 12:26 17:2,4  
**energetic** 79:14  
**energy** 74:2  
**enforce** 94:2  
**enforced** 91:24  
**engage** 4:4 5:21 21:7  
 44:1,13,15 73:34  
 74:34,31 92:30  
**engaged** 43:23 47:20  
 49:1 65:9 67:8 73:4  
 74:6,30  
**engagement** 74:7,29,34  
 89:13  
**engaging** 19:22 44:7  
 46:13 73:34 86:20  
**engineering** 87:29  
**enjoy** 1:29 2:20 3:2  
 35:12,13 65:9  
 67:24,27 99:22  
**enjoyed** 61:1 100:1  
**enjoyment** 1:32  
**enlightening** 82:32  
**enormously** 89:9  
**enough** 49:16 61:2 89:14  
 96:19  
**enrich** 2:1  
**enriched** 73:4  
**ensure** 1:28 17:26 24:22  
 64:8  
**enter** 87:20  
**entered** 84:6  
**entertained** 84:7  
**entertaining** 82:32  
**enthusiasm** 24:17 52:15  
 63:9  
**enthusiastic** 82:34 96:10  
**entire** 25:20  
**entitled** 71:3  
**entry** 82:26 83:3  
**enumerated** 69:21 70:31  
**environment** 9:13,34  
 12:8 13:5,19,20  
 16:20,27,28 31:21  
 35:13,34 36:30  
 37:21,24 38:30 39:4  
 40:16,28 41:1 43:1  
 45:19 46:11,29,32  
 47:29 92:7  
**environmental** 10:10  
**environments** 44:24  
 46:21 48:17  
**envision** 73:20  
**equal** 81:5,12,14,15  
**equality** 2:34 79:25  
 80:3,19,28 81:20,29

<b>equally</b> 99:8	<b>everything</b> 22:33 41:16 55:28 56:13 77:28 82:1 92:21	<b>explore</b> 17:15 18:15	<b>fashioned</b> 45:15	90:30 93:17 94:22	82:27 91:8 93:31 97:24
<b>equals</b> 56:25 58:9	<b>evils</b> 15:9 35:27	<b>explored</b> 6:5 44:19	<b>fast</b> 94:16	95:3 98:34	<b>fourth</b> 14:4 39:16 67:2
<b>equestrian</b> 11:2	<b>everywhere</b> 72:2	<b>exploring</b> 6:6 40:21 47:20 71:24	<b>father</b> 77:1,2	<b>fish</b> 42:30	<b>fraction</b> 5:4
<b>equipment</b> 10:21 11:22 14:1 30:31 31:12,13,14 83:28 91:10	<b>evictions</b> 1:6	<b>expose</b> 26:30 27:19 47:3,27	<b>fatigue</b> 17:8,10,11	<b>fit</b> 1:8 21:16 31:9 33:22,24	<b>fragile</b> 43:7,9
<b>ergonomics</b> 14:21,29,32 37:1	<b>evidence</b> 8:4 15:15,27,28 16:1 18:32 46:20 72:16 75:26,34 76:26 78:7	<b>exposed</b> 20:15 44:24 46:14	<b>favourable</b> 17:22 18:9,10	<b>fitness</b> 17:2 20:26 31:3 33:14,15 57:33 61:18 91:6,7,10,11,22,23,30 92:1,4,8,12 93:8,9	<b>framework</b> 66:4 87:31
<b>error</b> 15:24	<b>evident</b> 15:23 43:32	<b>exposing</b> 27:25 47:10	<b>favourite</b> 59:2,5	<b>five</b> 8:30 11:23 20:6 38:7,32 39:14 40:25,26 50:22 66:22 80:33 84:13,18 88:5 90:21 98:23	<b>freaky</b> 8:31
<b>especially</b> 2:22 22:31 36:4,18 39:7,25 40:12 53:29 54:26,30 96:24 98:33	<b>evolved</b> 15:9 35:27	<b>extent</b> 19:12 45:2 81:15	<b>fears</b> 57:13	<b>fix</b> 60:7	<b>free</b> 6:17 9:13 12:30 19:10 28:24 29:32 63:13 87:12 88:10 91:18 98:23
<b>essential</b> 10:21	<b>exactly</b> 31:15 40:32 56:20 99:5	<b>extra</b> 29:10	<b>feasible</b> 20:23 21:19	<b>flash</b> 10:17	<b>fresh</b> 40:30
<b>essentially</b> 69:1	<b>examined</b> 37:23	<b>extremes</b> 87:26	<b>feature</b> 13:21 16:30	<b>flex</b> 8:8	<b>friend</b> 27:7 49:10 86:10
71:5,10,23,29 72:29 73:33 74:17,33	<b>examining</b> 92:6 93:2	<b>eye</b> 76:7	<b>fed</b> 18:30	<b>flexion</b> 8:9	<b>friends</b> 65:31 85:17 88:21 95:33 100:2
<b>essentials</b> 32:8	<b>example</b> 20:9 28:10 31:1 33:7,21 38:17 40:30,34 41:16 52:23 53:6 58:14 59:20 60:1 62:30 66:20 70:5 72:1 90:10 93:33	<b>eyes</b> 27:15 29:10 76:29	<b>federal</b> 91:33	<b>fliers</b> 66:19	<b>from</b> 1:10,15 2:2,24 4:3,13,19,30 5:18 6:3,25,26 7:29 8:1,10 9:14 10:2 11:12 13:34 15:10,12,17 17:9,14 18:15,21 19:31,32 20:1,18 22:15 24:8 25:22 27:9,12 28:21 30:2 31:24 33:32 35:12,22 37:22,32 38:1,7,29,31 39:3,17 40:26,30,31 41:5,13,17 43:43 49 45:23,27
<b>establish</b> 6:34 54:7	<b>examples</b> 28:2,6 31:27 37:30 38:16 41:10 61:17 72:28	<b>Eberhard</b> 97:15	<b>federation</b> 65:32 67:8 84:9 90:19 96:12 98:16 99:2	<b>flight</b> 10:12	<b>front</b> 8:24,25 15:18 40:31 92:25 93:7
<b>establishments</b> 21:8	<b>exceed</b> 95:7	<b>Effects</b> 10:9 12:26 15:28 55:3,6,8,26 83:18	<b>fee</b> 96:21	<b>floor</b> 61:21 79:21	<b>frontline</b> 93:9
<b>esteem</b> 56:7,9,12 58:5,7,10 59:19,20 61:6	<b>excellence</b> 94:7	<b>Empowered</b> 41:31	<b>feed</b> 8:13 18:27	<b>flourish</b> 73:15	<b>fruit</b> 69:25
<b>etc</b> 94:19	<b>excellent</b> 4:21 50:9 54:14 55:3 62:4 65:23 88:16 98:24	<b>English</b> 30:26	<b>feedback</b> 18:26 30:8,9	<b>fluid</b> 14:10	<b>fruitful</b> 66:10 79:14
<b>etcetera</b> 5:14 9:25 12:24 14:12,30 15:22 16:9 17:9 19:4 22:1 40:9 69:16 94:9	<b>excelling</b> 15:22	<b>Europe</b> 36:18 66:11 68:14 80:30 95:31 98:28	<b>feeding</b> 88:14 92:34	<b>fluids</b> 9:18 10:17 14:11	<b>frustrated</b> 24:19
<b>ethical</b> 12:3 42:25 44:19 45:7,26 47:24 48:8 74:33	<b>exception</b> 51:1	<b>European</b> 65:32 66:33 96:12,26 98:16,17,21,25 99:2,5	<b>feel</b> 2:1 11:34 13:5,9 19:14,20 21:34 24:8,34 25:5,23,30 30:30 32:1,25 33:4,6,17,28 35:34 37:8 41:1 42:2,29 43:8 52:8 56:12 57:8 63:30 77:30,33 78:10 80:19 86:17 87:12 91:18 100:2	<b>fly</b> 9:24 95:26	<b>fuel</b> 17:1 93:21
<b>ethically</b> 12:2 47:24	<b>exciting</b> 29:25	<b>EUCAPA</b> 1:1 34:25 65:18,19,29,34 66:32 67:11,20,32 90:16 96:12,22 97:11 98:7,10,12,15,30 99:25	<b>feeling</b> 1:8 11:24,34 24:8,17	<b>flying</b> 82:3	<b>fulfilling</b> 71:33
<b>ethics</b> 12:2 22:20 23:1 25:5 38:13 46:18	<b>excluded</b> 24:18 54:31	<b>EUDAPA</b> 68:8	<b>feelings</b> 15:27	<b>focused</b> 69:7	<b>full</b> 59:28
<b>ethnographer</b> 41:31 42:7,29 43:15 44:10 46:17	<b>exercise</b> 3:13 4:4 9:10 12:4 20:31 21:10 61:17 63:7,13 90:14 91:8,29 92:24	<b>EUFAPA</b> 51:26 65:32 67:11 84:9,12,26 97:33 99:31,32	<b>fell</b> 99:33	<b>focus</b> 7:22 75:31	<b>fun</b> 22:31 28:25 46:13 61:1 98:8
<b>ethnographers</b> 42:26 45:8	<b>exercising</b> 63:12	<b>F</b>	<b>fella</b> 63:2	<b>focusing</b> 76:14	<b>function</b> 21:10 74:30
<b>ethnographic</b> 43:1 45:26,31 47:33 48:10	<b>exertion</b> 16:33	<b>face</b> 13:17,20 54:9 58:23 95:7	<b>fellow</b> 76:3	<b>folks</b> 52:34	<b>functional</b> 11:11
<b>ethnography</b> 42:20,22	<b>exhibition</b> 11:18	<b>faceted</b> 40:28	<b>felt</b> 14:11 24:18,19 58:1 95:9	<b>follow</b> 33:21 39:33 53:20	<b>funded</b> 14:16 63:21
<b>euro</b> 62:30	<b>exist</b> 91:30	<b>facetiously</b> 70:27	<b>female</b> 20:27 74:19	<b>followers</b> 74:6	<b>fund</b> 14:16 63:21
<b>evaluate</b> 77:32	<b>existed</b> 22:5	<b>facilitate</b> 33:26	<b>festivities</b> 86:29	<b>following</b> 19:22 50:13 57:34 85:29	<b>funny</b> 27:7
<b>evaluation</b> 34:28 77:26	<b>existence</b> 43:7	<b>facilitates</b> 87:19	<b>few</b> 1:9 3:1 4:21 24:7,29 29:19 34:20 35:32 36:7 37:12 51:34 53:1,3,5 61:29 77:5,6,17 79:21 87:7,12 88:33 98:17 99:6	<b>follows</b> 44:10	<b>further</b> 11:8 18:28 62:11 88:9
<b>evaporation</b> 13:21	<b>exists</b> 36:18 74:2	<b>facilitating</b> 87:22	<b>fewer</b> 1:9 3:1 4:21 24:7,29 29:19 34:20 35:32 36:7 37:12 51:34 53:1,3,5 61:29 77:5,6,17 79:21 87:7,12 88:33 98:17 99:6	<b>fond</b> 76:33	<b>future</b> 19:30 47:23 48:24 51:32 52:31 57:4,15 63:2 69:7,8,14 73:20 76:31 82:6 90:1 93:12 95:14,15,16 96:20
<b>even</b> 12:15 14:11 21:9,29 24:22,34 26:10,24 27:20 29:32 30:1 31:22 33:5,20 35:32 36:4,25 37:34 39:20 40:7 53:1 56:15 59:14 64:28 80:34 89:15 93:32	<b>expectancy</b> 55:28	<b>facilities</b> 76:2 91:3,10	<b>fibrosis</b> 28:12	<b>food</b> 49:26 75:15 97:2	<b>funds</b> 28:12
<b>evening</b> 1:6	<b>expectation</b> 39:17 41:2 44:32 45:1	<b>fact</b> 4:24 8:20 14:12 15:7,23 19:20 35:11,24,25,34 38:3 39:3 42:17 46:7 56:8 69:10 76:25 80:8,13 81:16,26	<b>fiction</b> 78:4	<b>foot</b> 8:26 12:20 40:32	<b>funny</b> 27:7
<b>event</b> 3:1 11:18 14:2 26:31 35:32 36:8,22 37:31 38:21 39:23 45:13,27 82:8 83:25 98:8	<b>expectations</b> 38:16 45:6 59:10,29,31 64:33,34 68:32 69:3 88:16,20	<b>fact 4:24 8:20 14:12</b> 15:7,23 19:20 35:11,24,25,34 38:3 39:3 42:17 46:7 56:8 69:10 76:25 80:8,13 81:16,26	<b>fictional</b> 43:20	<b>football</b> 10:4 11:3 31:28 51:8,12 80:21,23	<b>function</b> 21:10 74:30
<b>events</b> 65:18 67:32 85:22 86:23	<b>expecting</b> 84:29	<b>factor</b> 13:9 17:5,8,11,14 35:27,30,33 36:12,13,14 37:9 39:5,26,34 40:3,4 41:24	<b>field</b> 4:31 5:20 6:24 10:19 16:20,22 17:25 21:16 22:27 27:20 43:11,15 44:23,25,28 57:2 87:28	<b>for</b> 1:8,9,21,22,24 2:5,7,14,22,26,28 3:1,5,14,18,19,22 4:4,6 5:1,21 6:2,15,18 7:5,25 8:10,30 10:25 11:18,30 12:31 13:32,33 14:4,17,21 15:11,34 16:13,26 17:3,4,5 18:5,14,17,19,26,27 19:7,10 20:2,3,8,9,17 21:2 22:7,14 23:12,13,16,24 24:5,28 25:9,26,29 26:	<b>functional</b> 11:11
<b>ever</b> 32:20 33:21 36:30 70:27 72:2 79:29,31 91:28 98:34	<b>experience</b> 2:16,19 3:15 10:15 15:21 20:8 33:24 38:7,9 40:14 42:23 44:27 45:2 47:34 53:12 54:2 56:16 57:3,10 66:1 68:20,30 72:1 82:32 85:8	<b>factor 13:9 17:5,8,11,14</b> 35:27,30,33 36:12,13,14 37:9 39:5,26,34 40:3,4 41:24	<b>fields</b> 66:28 81:19	<b>follows</b> 44:10	<b>fund</b> 14:16 63:21
<b>every</b> 2:5 10:11 25:1,19 30:17,32 31:24 32:15 34:1 35:25 59:17,18 60:1 73:14 74:23 78:11 81:20,27,34 95:30 99:5	<b>experienced</b> 16:3	<b>factors</b> 10:10 15:3,26 21:28 34:15,34 35:2,5,8,9,11,18,20,2 2 36:1,4 37:4,8,18,23 38:18,19,23 39:7,11,12,15 40:6 41:7,20 55:30,31	<b>fifth</b> 39:16	<b>follows</b> 44:10	<b>future</b> 19:30 47:23 48:24 51:32 52:31 57:4,15 63:2 69:7,8,14 73:20 76:31 82:6 90:1 93:12 95:14,15,16 96:20
<b>everybody</b> 1:5 18:17 22:10,22 26:7 27:23 33:22,28 37:6 53:15,29 58:19 70:17 78:16 81:3 90:3 94:25 95:30 97:12	<b>experiences</b> 20:15 26:33,34 96:31	<b>faculty</b> 66:13,16	<b>fighting</b> 67:23	<b>force</b> 17:17 64:2	<b>funny</b> 27:7
<b>everyday</b> 46:21	<b>experiment</b> 12:1	<b>fail</b> 59:20	<b>figure</b> 92:21	<b>forced</b> 48:33	<b>funny</b> 27:7
<b>everyone's</b> 43:9	<b>experimental</b> 9:20	<b>failed</b> 44:5	<b>figures</b> 78:3	<b>foremost</b> 86:33	<b>future</b> 19:30 47:23 48:24 51:32 52:31 57:4,15 63:2 69:7,8,14 73:20 76:31 82:6 90:1 93:12 95:14,15,16 96:20
<b>everyone</b> 1:18,34 2:26 22:31 25:29 31:16,30 32:4,12 42:2 49:13 53:5 62:15 65:4,9,10 71:6 79:21 83:8 90:25	<b>explainer</b> 43:30 54:6 56:14 89:15	<b>failing</b> 59:19	<b>fill</b> 34:28	<b>forget</b> 92:24	<b>funny</b> 27:7
	<b>explained</b> 46:10 58:19 78:31	<b>fair</b> 25:21 69:5	<b>filled</b> 1:13	<b>forgotten</b> 73:30 96:20	<b>further</b> 11:8 18:28 62:11 88:9
	<b>explaining</b> 58:32	<b>falls</b> 99:25	<b>film</b> 45:10	<b>form</b> 49:17	<b>future</b> 19:30 47:23 48:24 51:32 52:31 57:4,15 63:2 69:7,8,14 73:20 76:31 82:6 90:1 93:12 95:14,15,16 96:20
	<b>explanation</b> 60:6	<b>familiar</b> 6:21 10:3 38:29 43:19 54:23 62:2 70:32 71:13,32	<b>filter</b> 4:5	<b>formation</b> 66:30	<b>funny</b> 27:7
	<b>explicit</b> 46:2	<b>family</b> 39:4,7,28 41:8 83:31 88:21 96:30,33,34 97:3,24 98:2 100:1	<b>final</b> 14:14 17:6 19:34 22:14 34:28 47:33 67:30 79:6 83:12 94:22	<b>former</b> 20:20 23:19 44:27 53:3 78:29	<b>funny</b> 27:7
	<b>exploration</b> 44:11,23	<b>fantastic</b> 34:25 64:26 82:24,26	<b>finalise</b> 99:31	<b>forms</b> 34:28	<b>funny</b> 27:7
		<b>far</b> 59:31 69:16 78:13 86:7 95:7	<b>financial</b> 36:16 39:2	<b>forth</b> 41:8 43:28 46:3 47:10 74:20 75:28	<b>funny</b> 27:7
		<b>fascist</b> 44:28	<b>financially</b> 91:2	<b>fortunate</b> 86:33	<b>funny</b> 27:7
		<b>fashion</b> 18:30	<b>find</b> 2:30 29:6,8 37:18 49:13 68:27 74:31 75:23 88:10 90:14,16 91:4 94:17 98:16	<b>forum</b> 21:7 66:10	<b>funny</b> 27:7
			<b>findings</b> 47:2,19 76:10	<b>formation</b> 66:30	<b>funny</b> 27:7
			<b>finished</b> 29:26	<b>former</b> 20:20 23:19 44:27 53:3 78:29	<b>funny</b> 27:7
			<b>first</b> 1:9 5:28 6:11 8:34 13:1 15:34 16:3 17:11 19:7 20:6,15 23:4 25:9 27:7 30:26 38:29,34 49:28 50:17 53:15,28 60:16 65:19,22,31 67:14 68:29 72:11 73:12,30 77:14 78:24 79:22 83:5,25,30 87:14	<b>forms</b> 34:28	<b>funny</b> 27:7
				<b>formation</b> 66:30	<b>funny</b> 27:7
				<b>former</b> 20:20 23:19 44:27 53:3 78:29	<b>funny</b> 27:7
				<b>forms</b> 34:28	<b>funny</b> 27:7
				<b>forth</b> 41:8 43:28 46:3 47:10 74:20 75:28	<b>funny</b> 27:7
				<b>fortunate</b> 86:33	<b>funny</b> 27:7
				<b>forum</b> 21:7 66:10	<b>funny</b> 27:7
				<b>forward</b> 21:13 47:34 50:25 51:20 52:31 63:23 68:11 82:5 83:1 84:23 93:12 95:16 100:2	<b>funny</b> 27:7
				<b>forwards</b> 17:32,33	<b>funny</b> 27:7
				<b>found</b> 8:7 11:14 12:26 18:4 29:6 46:31 54:32 56:16 59:33 73:14 76:18	<b>funny</b> 27:7
				<b>foundation</b> 52:13 66:14 67:1,5 81:8	<b>funny</b> 27:7
				<b>foundations</b> 69:28	<b>funny</b> 27:7
				<b>four</b> 1:8 8:30 14:15 15:4 20:30 35:27 36:26,28 50:10 58:14 64:6 66:30 72:11 73:8,9,10	<b>funny</b> 27:7

<b>Francis</b> 75:26	<b>goes</b> 26:5 27:9 36:31 41:6	92:23 93:7 95:10	<b>harmful</b> 46:26	<b>helping</b> 85:33	<b>how</b> 3:26 4:2 8:5,20 9:19
<b>Frederickson</b> 73:13	42:34 74:9,33 78:15	96:10	<b>harming</b> 43:12	<b>helps</b> 45:7 49:18 55:25	11:25,34 16:4
<b>Freedman</b> 83:16	83:27,34 84:13	<b>groups</b> 7:16,34 10:4,32	<b>harsh</b> 64:18	71:6 97:22	19:9,12,15,29 20:9
<b>Friday</b> 60:2,3	<b>going</b> 4:8 5:28 6:18 9:30	27:1 37:12,27 38:25	<b>has</b> 1:34 2:1 3:12 4:2,9	<b>her</b> 1:22 3:15 7:2 26:28	22:1
<b>Frisbee</b> 34:8,9	10:15,28 11:27 13:4	42:4 49:30 51:34	5:34 6:5,23,30,31	27:7,9,14,15,17 44:5	24:12,13,15,29,32
<b>G</b>	15:11 16:23 17:32	81:16 94:25	7:13 11:4,13 12:26	45:2,3,4 46:12 52:27	25:11,19,21 26:7,18
<b>gain</b> 74:1	21:1 24:3,13 25:29	<b>grow</b> 99:2	16:29 19:13,15,16	53:20 58:22,24 82:10	27:12,14,15,23 28:11
<b>game</b> 5:8 10:6 11:15	26:12 27:10 30:3,7	<b>growing</b> 69:30 70:2	21:21 25:1 26:7 27:3	83:31 85:29,30	30:7,8,10,27
12:29 13:27 23:12	31:8,19 33:22,23,28	75:32 98:28 99:7	30:32 32:6,7,9,15	86:3,4,7 96:22	31:8,18,23,27,29,30
28:17 32:24,26 34:10	34:8,15,33 35:25	<b>grown</b> 95:34	34:6,32	<b>here</b> 1:8,21 3:15,20,27,29	32:31,32 33:21,22,23
44:34 58:18,19,22,24	37:26,34 39:16,17,31	<b>growth</b> 93:19	36:7,13,17,18,23,26	4:15,34 5:12	37:16,18 38:15,20
59:2,6 60:6,7	41:7,10,34 42:3,33	<b>guess</b> 13:32 19:19 31:34	37:1,6 38:1,2 39:7	7:12,13,14,22,33 8:4	39:31,33 40:33 42:29
<b>games</b> 3:8 6:13 9:30 10:8	46:11,12 47:11,26,27	48:7 90:27 91:1 94:5	42:8,28 44:7,29,32	9:5,26 10:1,30,32	44:16 45:26 47:2
14:2 21:2,5 28:17	48:7,10 49:9 51:20	<b>guessing</b> 54:30	45:2 46:1 47:16	11:27,28,30 13:27,29	48:18 51:10,33
31:15 32:31	53:32 54:5,17,31	<b>guest</b> 1:20 22:26 97:21	49:16,29 51:5,8	15:12,19 16:26 17:32	57:10,30
33:2,16,21 34:15	55:8,9,18 56:11 57:4	<b>guests</b> 85:21	52:13,15 56:5,6,14	18:7,8,17	<b>hug</b> 57:10 59:2,4,5
40:12 44:30 46:8	<b>gold</b> 6:25 94:9	<b>guide</b> 20:2 28:15 29:23	57:27 58:5 62:30 63:	19:20,21,25,27	<b>huge</b> 35:23
56:15 58:11,12,17,30	<b>gone</b> 11:18 16:29 35:12	37:30	57:27 58:5 62:30 63:	22:9,16,31 23:28	36:13,26,28,32
59:14 60:11,20 61:19	36:15,17 43:32	<b>guru</b> 71:2	<b>hasn't</b> 35:27 95:24	24:12,13,17 26:10	37:1,5,6 38:34
63:19,22 67:30 69:23	69:17,28 76:25,26	<b>guy</b> 13:29 44:6 47:30	<b>hats</b> 89:4	27:23 28:21 34:5	39:7,11,18,22 40:6
84:1 88:19 93:32	<b>guy</b> 1:5 8:31 13:18	<b>guys</b> 10:3 11:7 13:16,28	<b>have</b> 1:13,15,25,31	37:26 39:12 40:22	70:25 80:28 89:13,14
95:27	14:17 15:26 17:26,31	14:1 31:14 84:31	2:7,15 3:26	51:4 53:4,28,32,33	93:19,34
<b>gargling</b> 77:5	18:1,5,19 20:12 25:21	<b>gym</b> 24:17 28:33	4:2,3,21,31	54:9,15 62:33 63:1,4	<b>hugely</b> 43:7 52:15 61:15
<b>garments</b> 14:9	32:21 33:13 37:9	<b>Gael</b> 80:2	5:12,14,17 6:1,2,9	<b>heroic</b> 74:2,5	82:17,19
<b>gates</b> 17:28	40:19 41:7 47:18	<b>Gaeltacht</b> 80:15	7:16,23 8:2,18,24	<b>heroically</b> 74:3	<b>human</b> 43:7 73:27 77:30
<b>gather</b> 15:32	49:10,15 51:23 52:8	<b>Gatekeepers</b> 47:29	10:10,29,30	<b>hey</b> 49:7	<b>humble</b> 44:33 69:24
<b>gathering</b> 78:7	54:24 55:22 56:7	<b>GAA</b> 85:23 98:8	11:9,24,28,29	<b>high</b> 4:16 7:14,23 10:32	<b>humbling</b> 68:30
<b>gave</b> 23:11 58:22 69:1	57:2,18 58:3,33	<b>GB's</b> 9:13	12:2,5,9,26,29,30,31	11:2,11,13,16	<b>humility</b> 73:34
75:14 80:3	61:2,6 62:15	<b>German</b> 74:20	13:3,4,6,8,18,29	12:12,17 17:3,18	<b>hundred</b> 76:34
<b>geared</b> 63:22	63:12,13,27 65:14	<b>Givener</b> 24:8	14:17,24	35:15,17 37:4 55:12	<b>hung</b> 75:17 87:8
<b>geez</b> 27:3	71:10,15 75:22	<b>God's</b> 85:34	16:13	63:18 87:28,29 94:5	<b>hurling</b> 31:27 64:32
<b>general</b> 2:4 19:19 23:20	76:8,26,29 83:8,24	<b>God</b> 14:32 41:2	17:9,21,26,28,31	97:8	<b>hurt</b> 24:19
25:16 33:12 38:34	85:8,17 86:10,15	<b>Goffman's</b> 46:21	18:8,15,20	<b>higher</b> 8:9 21:8 55:16	<b>hydration</b> 10:22
55:29 82:18 93:19	90:25 93:7,8,11	<b>Gombas</b> 22:22 27:7	19:1,7,8,17,26,31,34	<b>highest</b> 15:22	<b>Hall</b> 1:13 67:4
98:17	94:1,6	<b>Googled</b> 13:33	20:1,5,8,21,26,30	<b>highlight</b> 48:21 64:22,26	<b>Halliwick</b> 28:6
<b>generally</b> 69:7 74:21	<b>goodness</b> 99:27	<b>GOODWIN</b> 85:17 87:3	21:4,9,24	78:19	<b>Halu</b> 83:28
<b>generation</b> 80:27,28	<b>goose</b> 3:33	88:4 95:1	<b>haven't</b> 34:21 39:29	<b>highlighted</b> 48:16 51:10	<b>Hamill</b> 51:7
<b>gentlemen</b> 1:20 22:29	<b>gorgeous</b> 3:20	<b>Greer</b> 84:2	44:28 47:19 48:10	76:25 84:32	<b>Hannon's</b> 75:27
49:26 62:33 99:14	<b>got</b> 8:23 11:16 14:4,20	<b>Groove</b> 83:30	57:21 89:13,14 92:12	<b>highlighting</b> 63:7 83:14	<b>Hannon</b> 76:4
<b>genuine</b> 62:26	19:1,7 22:5 23:13,16	<b>Gurgeloff</b> 77:27	<b>having</b> 2:16 7:7 8:19	<b>highly</b> 44:30 61:9 82:30	<b>Harrison</b> 3:14 19:30
<b>genuinely</b> 79:13	29:22 39:29 40:11	<b>H</b>	31:23 32:31 36:8	83:14,18 91:11 95:17	<b>Harty</b> 50:18
<b>gestures</b> 38:12	47:12 49:16	<b>habits</b> 55:22	45:30 48:32 55:34	<b>hike</b> 65:2	<b>Harwood</b> 38:31
<b>get</b> 3:33 5:13,14,31 6:28	55:8,16,21 57:2 59:3	<b>habitus</b> 45:1	58:2 60:15 63:12	<b>him</b> 14:17,20 27:4,26	<b>Hayes</b> 51:32
10:18 11:25	60:31 64:27 65:10	<b>had</b> 6:1,2,12,14 7:11,32	76:34 77:5,6,30 88:5	40:31 59:5 62:25	<b>HARRIS</b> 85:17 86:20
12:1,3,21,30 13:20	78:11 85:27 92:22	8:8	95:2 98:7,15 100:1	64:29,31 65:3 67:22	87:4 95:12
19:20,32 20:6 23:30	93:34	9:6,7,8,17,18,19,25,2	<b>he's</b> 60:31	71:5 81:33 97:22	<b>Healy</b> 31:12
24:23,24 25:24 26:4	<b>governance</b> 74:16	7 10:2,5,6,10,14,31	<b>head</b> 1:17 13:3,4 20:23	98:31	<b>Henry</b> 71:1 73:33
28:10,19 29:32 32:14	<b>governing</b> 36:12 37:8	11:18 13:27 14:9,11	21:19 40:31 49:7	<b>himself</b> 13:29	<b>Hilton</b> 70:11
35:23,34 36:6,32	50:11,32 51:2,4,9,14	15:21,31,34 16:14	90:33	<b>hire</b> 57:22	<b>Hong</b> 9:7 91:32
39:32 40:5,6 41:1,34	<b>government</b> 80:2,12	19:13 20:12 21:30,31	<b>heads</b> 42:16	<b>his</b> 6:15,33 14:20 27:26	<b>Houses</b> 80:8
44:4 46:33 47:2,20	81:20 95:1,2	23:29,33,34 26:27,28	<b>heal</b> 80:23	55:3 62:21 65:34	<b>Houston</b> 24:27
49:15 53:20,22 54:27	<b>grade</b> 23:9,19	28:23 29:26 32:5	<b>health</b> 2:20 4:4 12:11	97:8,22,24,25 99:24	<b>However</b> 19:13 68:17
56:13 59:34 62:2,11	<b>graders</b> 23:9	35:10 38:30 39:11	43:28 53:13,18	<b>history</b> 11:19 36:22	70:34
63:20 65:3,7,9 68:30	<b>graduate</b> 85:28 88:5	40:4 41:19 43:31	54:5,9,10,15,32	69:13	<b>HOCAYA</b> 65:19,22
75:23 76:21 77:18 7	<b>graduates</b> 53:3 86:3	45:19 48:14 49:1	56:4,19 57:7,10,13,29	<b>hit</b> 23:4 26:24 49:7	<b>HOWE</b> 41:31,33 42:2
<b>gets</b> 35:17 46:10,14	<b>grandeur</b> 79:1	50:9 53:4,28 57:24	60:27,28 61:14,32	<b>hold</b> 19:13 26:2 41:21	48:10,33
92:21	<b>grant</b> 29:22 87:27	58:14,31 60:13 63:	63:27 68:19 78:14	57:9 75:29	<b>Hungary</b> 27:8
<b>getting</b> 2:15 12:29 31:22	<b>granted</b> 49:34	<b>hadn't</b> 43:33 47:18	85:28 88:34 89:3,5,32	<b>holding</b> 9:6,8,13,21	<b>Hyundai</b> 85:20
35:32 38:9 40:16	<b>graphics</b> 45:16	<b>half</b> 11:29 13:1 17:10,11	90:27 91:3,22 92:7,14	13:29 76:1	<b>I</b>
41:3,13 63:12 64:26	<b>graphs</b> 77:34	28:17 33:31,34	96:3	<b>holiday</b> 53:4	<b>ice</b> 10:21 12:15,27,29,30
83:5 86:20 87:26	<b>grass</b> 43:23,26 93:25	40:7,32 43:17 47:26	<b>healthcare</b> 6:3 10:24	<b>home</b> 4:32 23:4 26:24	13:4,13
91:17 94:3,11 95:26	<b>grateful</b> 54:16 97:24	70:25 76:11,12,23	14:7	45:30 62:18 82:13	<b>idea</b> 26:33 29:2 30:19
<b>gift</b> 65:23	99:32	86:29 87:2	<b>healthier</b> 1:26	88:19 90:15 93:32	33:33 40:20,21 47:9
<b>give</b> 25:31 28:31 29:16	<b>gravity</b> 12:21	<b>hallucinations</b> 54:24	<b>healthy</b> 1:29 19:26 66:26	99:34	52:28 58:32,33 60:14
30:9 32:4 35:25	<b>great</b> 1:13 2:29 5:8 10:25	<b>hand</b> 12:20,22 16:9	<b>hear</b> 42:2 64:27 65:7	<b>honest</b> 51:1 59:22 85:7	66:26
37:4,13,30 38:22,23	11:34 17:10 21:11	19:14 44:6 57:2	69:2 81:31 86:33,34	<b>honoured</b> 66:16	<b>ideal</b> 57:23 70:17 72:25
40:30 53:8 56:14	31:12 32:22 34:2,10	75:29 76:1 77:34	90:8 98:31	<b>hope</b> 1:8 33:27 53:30	73:20
57:9 58:7 61:3 66:26	40:34 52:17 59:14	88:2 94:31 95:3	<b>heard</b> 68:14 76:34 77:11	68:9 75:15 78:10	<b>ideally</b> 40:9
68:2 70:10 71:18	64:33 84:18	<b>handling</b> 19:3	78:14,31 83:28 84:33	82:19 83:5 96:34	<b>ideas</b> 27:28 73:20
72:1,28 75:6,15 78:26	85:14,22,30 90:8	<b>hands</b> 1:9,10	90:27 91:3,22 92:7,14	99:1,20	<b>identical</b> 9:6 75:29 76:1
79:22 94:28 97:28	91:15 95:22,33 97:32	12:16,17,22,23	96:3	<b>hoped</b> 44:15	<b>identified</b> 48:8 70:2
<b>given</b> 1:28 4:31 21:26	98:8,10	24:13,15 29:10 41:14	<b>hearing</b> 75:7 86:21 95:2	<b>hopefully</b> 4:32 5:7 6:9	73:10 76:3
35:7 36:17 38:19	<b>greater</b> 7:33 8:2 16:8	57:9 81:25	<b>heart</b> 11:10 16:33 55:14	13:27 18:17 24:4	<b>identifying</b> 73:12
39:2 53:3 78:25	89:30 93:21	<b>happen</b> 5:8 8:32 62:7	<b>heartening</b> 78:25	52:30 66:21 85:15	<b>identity</b> 39:22,24 41:22
82:18 89:23 92:11	<b>greatly</b> 96:2	65:8 89:23,25 95:31	<b>heat</b> 9:18 10:31 11:15,16	98:10 99:21,34	77:33
<b>gives</b> 5:8 71:30,31	<b>grew</b> 99:15	<b>happened</b> 25:2 37:32	12:4 13:20,32	<b>hopes</b> 72:8	<b>ignore</b> 69:22
<b>giving</b> 25:26 40:4 42:7	<b>grips</b> 39:29	40:33 46:15 49:8	<b>heavy</b> 55:22	<b>hoping</b> 21:7 57:13,26	<b>ill</b> 58:9
70:34 97:24	<b>ground</b> 65:7 73:9 85:20	76:8 95:24	<b>hectic</b> 99:14,18,20	58:10	<b>illustrate</b> 3:26 4:2 5:26
<b>glad</b> 69:2	<b>group</b> 5:33 7:11,12,14,24	<b>happening</b> 8:5 40:11	<b>height</b> 6:32 7:18,25	<b>host</b> 65:33 67:32 68:18	7:12 9:22,30
<b>global</b> 91:21	8:1,7,8 9:29 10:8,9	76:7,27,30,31 91:3	<b>held</b> 3:8 26:1,2 80:20	<b>hosted</b> 69:23	<b>illustrating</b> 21:11
<b>globally</b> 90:24 91:23	11:8,11,13,16,19	<b>happens</b> 17:18 92:19	<b>hello</b> 48:6 62:15	<b>hot</b> 11:16,24,25 12:16,17	<b>imagine</b> 8:24 16:33
<b>glory</b> 39:17	12:10 18:11,18,27	<b>happy</b> 14:32 23:31 24:9	28:34	10:14 22:15 34:22	42:19 67:31
<b>gloves</b> 12:16	22:5 29:5 32:31	39:16 59:28	29:3,10,12,16,31 30:7	<b>hour</b> 5:15 33:31,34 40:9	<b>imbalance</b> 55:16
<b>goal</b> 4:15 24:18 26:3	40:20 48:3 51:19	<b>hard</b> 33:34 48:32 49:7	31:8,10 34:3 38:20	58:27 86:29 87:2	<b>impact</b> 5:14,25 10:28
28:19 39:31	52:34 53:6,17 55:23	51:3 54:26,27 60:17	52:1 66:1 69:14	<b>hours</b> 69:1 91:2	14:2 15:33 20:10
<b>goals</b> 33:5 77:33	58:1 68:18 75:4 78:1	68:8 96:17 97:1,2	85:21 97:25	<b>house</b> 1:5 87:7	21:28 36:26 37:1
	90:20 91:11,28,29,30	98:32 99:11	<b>helped</b> 80:23 93:21	<b>housekeeping</b> 34:20	47:6 55:31 56:5
		<b>harm</b> 46:24 47:3	<b>helpful</b> 55:32 94:25		58:5,10 59:20

- impacts** 6:24 48:18  
**impaired** 27:24 31:28 42:23  
**impairment** 18:23 28:3 43:34 45:4 46:2 47:34 48:28 49:16  
**impairments** 22:27 24:12 32:22 33:17,20 43:27,28 47:17 83:15 88:6  
**imperceptible** 46:25  
**implement** 8:32 20:11 21:8 56:15 58:12 82:21  
**implementation** 66:31 81:9  
**implemented** 61:10  
**implementing** 28:24 59:13 60:11  
**implications** 46:26 73:5 78:13  
**implicit** 44:7  
**importance** 89:10 97:23  
**important** 2:7,22,25 4:24 5:1 6:24 7:28 8:9 16:2,12 17:3,31 18:27,30 24:22 26:13 28:24 29:6 30:4,9,11 33:1 37:19 43:2 44:23 46:32 47:9 55:9 56:11,31 57:1 61:3,4 63:5,16 64:10 65:18 66:23 67:18,32 73:27 75:22 77:27 85:10 86:26 87:26 88:14 90:14 95:8,10 96:2  
**importantly** 4:12 7:19 12:8 63:8,25  
**impressed** 95:1,12,13,29 98:33  
**impressive** 51:32 52:16 76:24  
**improve** 15:16 21:8 56:4 60:32 86:18,19 94:29  
**improved** 19:17 61:6  
**improving** 2:25 26:22 58:7 62:23  
**inactive** 2:23  
**inadequacies** 42:16  
**inappropriate** 47:24  
**inch** 16:13  
**incidence** 8:9  
**inclined** 76:12  
**include** 24:4,29 31:16 32:30,32 33:15 50:2 90:25  
**included** 23:6,10,12,21 24:8,22 31:24 32:2 33:6,7,28 34:25 38:18 39:5 78:11 95:9  
**includes** 2:28  
**including** 37:6 51:11 57:21 58:27 70:2 73:27 76:4  
**inclusion** 22:20 23:1,7,15 24:1,3,24,28,32 25:5 26:28 28:32 32:5,6 33:5,32 34:15 50:5,32 51:22 57:27 62:27,30 63:31 64:12,25 66:6 67:15 78:11,12,21 92:15,17 93:22  
**inclusive** 1:34 23:20,30 50:25 51:9 66:15,27,31 67:2,14 69:19 72:28,30 73:3 77:23 78:26 79:3 90:22 93:8  
**inclusiveness** 95:12,16  
**incoherent** 46:25 72:21  
**incorporate** 20:27  
**incorporated** 89:25  
**increase** 17:21 36:28 49:30 52:31 57:14 61:2 63:14 92:33  
**increased** 60:27 77:34 78:34,1 90:13 93:32  
**increases** 11:32 26:22 50:15 55:10,13  
**increasing** 21:4 26:21 35:26 83:27 92:29,31 93:2  
**incredible** 40:14  
**indeed** 70:34 79:16  
**independently** 27:4,12  
**index** 10:31  
**indicate** 51:33  
**indicative** 79:32,34 81:15  
**indicators** 69:18  
**indictment** 80:8  
**indispensable** 2:11  
**individual's** 95:7  
**individual** 2:7 18:14,15 29:16 33:16 38:17,19 40:17 46:12 49:3 58:1 74:10 78:10  
**individualised** 14:10 57:33  
**individuals** 2:8 5:13 12:21 13:18 18:26 19:14 43:27 44:32 47:7,15 73:15 87:26 89:34 94:11  
**indoors** 10:34 11:7  
**inertia** 95:10  
**infiltrating** 89:5  
**influence** 39:7,8 50:14  
**influenced** 38:19  
**influential** 44:24  
**inform** 9:22 69:14  
**information** 4:21,31 8:19 18:20,25 19:1,8,16,29 20:2,10 29:11 32:6 38:15 40:21 44:2 47:10 61:33 62:9 68:1 89:10 98:15  
**informative** 2:30  
**informed** 45:27,34 72:11  
**informer** 43:15  
**informing** 75:27  
**infrastructure** 96:3  
**infuse** 30:16,27 31:30 32:23  
**inhabitants** 67:25  
**initial** 57:13  
**initially** 7:4 37:30 68:32 70:8  
**initiated** 5:30  
**initiative** 74:10  
**injured** 11:23  
**injury** 8:9 9:1 11:8 17:23 19:23 21:11 90:33  
**innovation** 11:10  
**innovative** 64:1 82:25,29 83:21,24  
**input** 29:16  
**inquiry** 72:22  
**insecure** 48:29  
**inside** 45:21  
**insight** 17:20 37:14  
**insightful** 61:13  
**inspiration** 3:33 21:2 68:2  
**inspired** 66:9 87:18 95:15  
**inspiring** 97:32 99:1  
**instead** 30:15 52:24  
**institution** 56:21,24 57:19 58:8 61:11,29 62:2 68:18  
**institutional** 67:7  
**institutions** 61:6,11  
**instruct** 30:9  
**instruction** 23:15,28,31 24:1 29:5 30:8,31 31:21  
**instructions** 23:11 60:5  
**instructor** 92:8  
**instructors** 92:4,12  
**integrally** 95:32  
**integrate** 21:22  
**integrated** 80:32  
**intellectual** 52:6 75:31 76:4,10  
**intensity** 17:3  
**intensive** 96:15  
**intent** 42:31  
**inter** 6:3 14:23  
**interact** 56:22 58:8,33 62:8  
**interacting** 58:4  
**interaction** 14:25 58:30 60:10  
**interactions** 57:26  
**interest** 2:15 20:17 68:19 82:17,26 83:1 87:21 93:21 94:15  
**interested** 32:7 50:23 54:3  
**interesting** 2:28 6:32 11:6,33 14:16 18:7 36:24 37:15 39:15 40:25 43:14 48:3 52:16 56:16 61:19,25 71:22 80:17 82:33 94:5,20 95:22 98:27  
**interests** 37:18  
**interfacing** 14:26  
**intermediate** 10:32 11:6,17  
**intermittent** 17:3  
**international** 37:22 40:13 51:12 68:13,30 75:16 80:13 82:5,9 90:19,20 93:2  
**internationally** 79:30  
**interpretations** 44:16,17  
**interpreters** 28:15  
**intervene** 15:2  
**intervention** 56:18 84:4 95:25  
**interventions** 4:18  
**interview** 37:11,13,29,30 46:14 47:29  
**interviewed** 46:12 84:32  
**interviews** 16:7 38:11,25,28 44:5 48:15  
**intimate** 42:4  
**into** 3:20 6:12,32 7:16 11:17,21 13:19,20,27,34 18:8 19:9 22:5 28:33 30:17 32:23 34:1 35:15,34 37:14 38:17,29,31,32 39:12 45:31 47:26 48:7,8,10 54:27 58:23 59:15 61:5 62:30 64:8 66:6 70:6 76:14 77:15 80:32 82:20 83:34 87:28 89:5,25 91:13 92:2,23,26,34  
**intriguing** 11:7 94:17  
**intrinsic** 35:11,20  
**intrinsically** 39:22  
**introduce** 32:19 41:33 53:20 68:23 79:27  
**introduced** 27:32  
**introducing** 27:31  
**introduction** 3:26 44:10  
**invaluable** 2:5  
**invasive** 5:17  
**invest** 22:2 64:7,18 65:6  
**investigate** 15:31 37:21  
**investigating** 68:20  
**investigation** 15:34 42:34 46:6,27  
**investigator** 12:5 96:21  
**investing** 63:19  
**investment** 9:8  
**invisible** 24:20  
**invitation** 1:22  
**invite** 79:24 90:15 96:12  
**invited** 68:32 90:23  
**inviting** 3:19 68:29 96:5  
**involve** 19:3  
**involved** 2:22 11:22 14:20 32:15 37:4,28 38:23 44:28 53:33 61:17 69:12 74:6 76:11,14,24 78:32  
**involve** 14:16 81:3,28 87:26 88:2 90:29 91:23 95:32  
**involvement** 45:33 65:10 80:21,27 81:4  
**involves** 17:32  
**ironic** 80:26 91:6  
**irrespective** 1:34  
**island** 72:25  
**isn't** 26:8 69:5 72:15 77:3  
**isolated** 24:19  
**isolation** 4:20  
**issue** 39:22,28 46:24 54:26,28 81:24 98:21  
**issues** 13:10 24:4 35:10 39:14 42:25 43:28 44:19 45:3,26,27,34 46:10,18,24 47:15,24 48:12 55:4 61:18 76:3 86:17  
**it's** 1:5,8 3:4,24 4:9 5:5,23 13:18 15:2 16:22,23 17:3 18:27,30 19:12,29 20:34 21:13,15,18 24:7,28,33 26:9,21 28:24 29:4,5,6 30:26 31:15,19 32:22,23 33:1 35:7,24,33 36:2,15 37:6,34 39:18 40:8,30,33 42:10,28 44:23 46:32 47:9,18 48:6,16,21,25 49:3,4,7,8,28 5  
**its** 2:32 61:14 69:11,13 70:7,12,17 71:6,22 72:10 80:21 95:13,14  
**itself** 17:5 61:11 64:20 67:25 82:20  
**It'd** 1:21 3:18,29 4:1,10 6:2,5 14:14 39:12 40:32 41:33 52:27 68:29 73:32 76:33 77:21 80:8 81:14 82:8,13,26 85:6,12,26 86:6 94:24  
**I'll** 5:33 7:12 18:8 19:7 24:29 27:9 35:4 37:30 40:30 41:10 53:20 54:2 63:1 71:4,5,18 72:11 73:20,21 74:6,17 76:29 79:21,27 87:10 93:24 95:26 98:9  
**I'm** 1:20 2:30 3:28,34 4:8,30,34 5:4,5,7,28 6:18,21 9:30 15:10,19 17:1 19:20,21 20:20 21:7,17 22:6 23:4 24:3,13,17 25:1,4,20 26:12,32 27:8 28:18 30:13 31:19 32:12 33:5 34:5 38:28 39:23 41:10 42:3,7 44:6,7,12,27 45:28 46:2 47:12 48:27,31,33 49:4,5,13,14 53:7 7:2 19:14 70:31 77:10,17 82:9 89:18 95:15  
**IEP** 33:5  
**IHRSA** 91:21,28 92:5,33  
**ILAM** 50:18  
**Indoor** 83:18  
**Infants** 84:4  
**Institute** 35:8 68:18  
**Investigators** 84:13,26  
**Ireland's** 62:21  
**Ireland** 2:23,33 3:9,20 27:23 28:31 36:18 37:27 39:7,9,18 40:6,11 49:29,30 51:5,8,14 61:17 63:10,15 64:33 69:12,13,17 70:10,25 75:14,32 76:26 77:2,10 78:24 79:3  
**Irish** 1:12,16,17,31 2:32 22:10 27:24 35:7,12,25,30 36:23 50:18 51:7 62:21 69:30 74:20 75:14 76:18 82:5 84:24 85:18,23 96:24  
**Irving** 46:21  
**Istanbul** 66:22 68:11 97:1,5  
**ISAPA** 65:17,20 66:21  
**ISC** 62:30  
**Italian** 97:15  
**J**  
**jack** 40:31  
**jam** 75:19  
**jet** 9:17,25,26  
**job** 27:31 28:2,3 30:3 59:14 64:26 65:2,4 78:18,33 82:11 84:18 85:29 91:4 96:5 97:7,8  
**jobs** 58:4 91:2 93:18  
**join** 82:26 86:13,27,30 90:16  
**joined** 6:12 23:11  
**joining** 1:9  
**jot** 53:21  
**journal** 25:4 47:26 96:26 98:17,21,23,25,28  
**journey** 4:30 5:15 40:8 45:30 71:6 82:13 93:32 99:34  
**journeys** 94:20  
**judges** 50:20 52:16  
**jump** 31:3,4,5,27 59:23 87:12  
**jumped** 99:33  
**jumping** 59:21,22,23,26 60:19  
**junior** 94:1 98:24  
**jury** 17:20  
**just** 1:9,12 2:7 3:25,33 4:2 5:4,23,25 6:12,33 7:2,32 10:10,12,21 11:8 13:3,17 15:1 20:16 22:13,22,32,33 23:4,17,30 24:32 25:1,2,5 26:3,4,7,30 29:10,15,25 30:6,13,24,25 31:1,19 32:4,16 33:23 35:4 37:6 39:19 41:10 42:3 43:30 45:29 46:12 47:12 48:14,16,29 49:26  
**Jaguar** 16:34  
**James** 69:33 85:16 87:3 96:8 99:5  
**January** 81:8,22  
**Jason** 27:23,24 36:7  
**Javier** 65:19,27 68:11 83:2 97:7,8  
**Jeanette** 10:24  
**Jennifer** 85:17 86:20 87:4  
**Jenny** 31:12  
**Jim** 25:24 30:14  
**Jimmy** 80:15  
**John** 6:22 62:22,33 65:14 70:4 85:34  
**Jordan's** 51:10  
**Jordan** 51:15  
**Jose** 82:26 83:5  
**Juan's** 53:17  
**Juan** 53:12,16,21 54:15 61:13,21,23 62:11  
**Judith** 22:22 27:7  
**June** 36:6 63:14 81:22  
**Justice** 2:34 49:33 50:7 85:16  
**K**  
**keep** 2:25,29 15:12 24:32 35:4 63:1 65:2 66:20 76:7 78:7 80:17 94:29 95:10  
**key** 5:6,11,25 10:1,22 13:28 17:4,11 54:28 86:27,28,30 94:22 97:21  
**keynote** 85:12 86:12,15 98:31  
**keynotes** 50:13 85:21  
**kid** 59:22  
**kids** 23:5,9,11,16,21,23,24 ,27,28,31 24:4,8,17,18,24,34 25:9,15,21,22,28,30 26:30 27:10 28:10 29:3,26 30:21 31:19,24 32:1,22,26,31 33:1,16,17,20,26 35:15  
**kills** 24:20  
**kind** 1:22 20:10 23:5 56:19,20 60:16 67:18 96:30  
**kinds** 91:13  
**kinesiology** 88:25 90:29  
**kinetic** 8:11 17:15  
**kiss** 58:22  
**kit** 10:10  
**knew** 14:10 35:27 39:31,32  
**know** 4:6 13:2 16:11 18:2 21:3 22:32 24:27 26:32 27:4,23,31 28:30 29:25 30:3,8,13,20 32:4,29 35:13 36:6 37:28 46:11 48:27,28 49:4,29 54:30,33 55:34 58:18 59:2 61:34 62:3 63:26,29,30 67:26 68:7 69:21 72:2 73:29 75:19,27 76:19 77:5,17,21 79:29 80:12,16 81:24  
**knowing** 74:19,21  
**knowledge** 19:22 20:9 54:32 60:27 66:1,31 72:31 82:32 89:6 99:3  
**knowledgeable** 56:1 96:10  
**known** 11:23 14:17 16:28 27:32  
**knows** 27:23 47:31  
**Karen** 26:27,28 34:31 35:4 83:28,31  
**Kate** 83:28  
**Katherine** 80:14  
**Kathleen** 49:34 82:16  
**Ken** 72:34  
**Kerry** 35:31 68:18 80:20,24,26 99:15,20,34  
**Kevin** 84:24  
**Killarney** 67:12 82:4  
**Kim** 24:8  
**Kong** 9:7 91:32  
**Korea** 90:24  
**Kotter** 70:2  
**KUDLACEK** 20:8 48:6 51:27 86:10 96:13,15 97:27 98:12  
**L**  
**labelling** 71:33  
**laboratory** 4:30 5:13,15 12:2 16:20  
**lack** 54:25,32 61:33 76:2  
**lacking** 8:11 21:9  
**ladies** 1:20 22:29 49:26 62:33 77:23,24 99:14  
**lady** 84:23  
**lag** 9:17,25,26  
**laid** 69:28

<b>landed</b> 3:20	,22 30:33 33:14	<b>loneliness</b> 42:10	<b>Looking</b> 9:18 10:12 17:1	90:12,30	<b>mentioning</b> 50:13 69:10
<b>language</b> 30:26 84:19	35:15,17 39:23	<b>lonely</b> 24:19	19:25 35:18 43:17	95:15,16,17,18 97:18	92:21
<b>large</b> 30:24 52:13 81:15	42:28,33 51:12 63:20	<b>long</b> 1:8 13:10 34:1 38:15	48:31 50:24 63:23	99:20	<b>menu</b> 77:15,16,24
85:7 92:23	67:7 73:4 74:31	40:8 42:10 46:7 50:4	71:29 72:15 75:15,34	<b>maps</b> 4:6	<b>menus</b> 77:15,18
<b>largely</b> 70:12	81:29 82:17,21,34	66:10 74:34	76:14 77:1 80:9	<b>margin</b> 12:28	<b>merely</b> 77:33
<b>larger</b> 16:8	87:21 88:7,13,30	<b>longer</b> 22:5 46:7 60:6	85:19 87:6 92:33	<b>markers</b> 16:32 17:15,27	<b>message</b> 81:34 82:4
<b>largest</b> 36:22	89:25 91:7	<b>longitudinal</b> 75:32	94:7,10 95:16 100:2	<b>marrowfat</b> 52:24	90:15 93:11,24 94:2
<b>last</b> 1:10 3:1 12:3 14:15	93:25,27,29 94:6	<b>look</b> 4:17 5:17 7:11,16,18	<b>Loughborough</b> 3:34	<b>mass</b> 10:21 15:10	<b>messenger</b> 84:31
20:12 22:31,32 28:22	95:32	8:20 10:5,6,11,19,29	20:11,24 38:31 41:33	<b>master</b> 25:16,21,28,30	<b>met</b> 27:7 95:15
34:20 35:32 37:1	<b>levels</b> 15:22 31:2 51:11	11:9,24 12:14,31	78:30	<b>mastered</b> 25:19	<b>metal</b> 8:24,25
38:2,18 42:30 53:1,29	55:21	13:14 14:21,26,27	<b>Louis</b> 52:29	<b>masterminded</b> 62:22	<b>method</b> 28:6 72:10
60:1 64:5,27 68:6	<b>lies</b> 18:33	15:9,26 16:19,27,32	<b>LSPs</b> 64:21	<b>masters</b> 45:3 76:30 87:22	<b>methodology</b> 37:26,27
69:22 70:25 72:24	<b>life</b> 39:29 41:20,22 43:11	17:8,14,16,17,26,28	<b>Lucas</b> 14:16,31	<b>material</b> 21:16 47:2	58:26 59:17 61:30
74:18 79:31	46:21 55:28 71:31	19:21,26 21:33 35:8,9	<b>Lueven</b> 3:28 45:3	60:22	<b>methods</b> 42:26
80:15,17,33 84:14	99:17	37:15 41:6 51:20	<b>Luke</b> 16:18	<b>materiality</b> 46:26	<b>metre</b> 36:8
86:32 98:8,21 99:29	<b>lifelong</b> 1:31 2:15	52:31 58:23 68:11	<b>Luncheon</b> 49:24	<b>materials</b> 21:16 52:25	<b>metres</b> 7:24,26
<b>lasted</b> 38:11	<b>lifestyle</b> 1:29 19:27 36:12	69:7,14 72:12 75:26	<b>Luton</b> 3:20	<b>matter</b> 8:20 36:1 76:14	<b>mic</b> 20:6 32:14 53:25
<b>lastly</b> 30:13	39:29	76:13,29 77:7 80:20	<b>Lynch</b> 49:34 80:14 82:17	81:4,11 84:20	86:28
<b>late</b> 19:19 23:29,34 31:31	<b>lifetime</b> 77:21	82:4 83:1 87:25 88:4	<b>M</b>	<b>matters</b> 4:18	<b>micro</b> 82:9
41:34 77:1	<b>lifting</b> 58:3	89:33 92:30 93:	<b>machines</b> 77:32	<b>may</b> 1:1 7:1 8:32 11:9	<b>microphone</b> 42:3,4
<b>laudable</b> 70:34	<b>lighter</b> 31:14	<b>looked</b> 8:31 9:24 11:13	<b>made</b> 12:16 16:18 23:34	18:19 19:30 35:14	<b>microphones</b> 87:6
<b>launch</b> 70:5	<b>like</b> 1:21 2:29,33	13:33 20:17 23:33	30:22 43:19 45:13	36:6,32 37:28 39:4	<b>mid</b> 7:13
<b>launched</b> 15:11 66:15	3:18,25,29 4:1,10	76:10 77:4	30:22 43:19 45:13	42:16,29,33 43:1	<b>might</b> 12:31 17:22 24:27
<b>law</b> 24:33	6:2,5,11,28 12:17	<b>looks</b> 15:11 18:8 61:31	47:18 52:15,16 77:30	46:13,25 47:24,25	25:12,14 26:25,27
<b>lead</b> 47:11 71:6 96:3	13:18,20 14:2,7,15	<b>lose</b> 12:23 35:19 56:4	78:19 85:10	48:24 51:1 53:21	27:3,16,30 29:7
<b>leader</b> 74:5 97:33	15:9,11 16:1,23,24,26	81:4	<b>magnitude</b> 17:17	72:1 86:26 94:6,7,10	30:14,26 31:9,21
<b>leaders</b> 73:33 74:1,25	17:1,33 18:10	<b>loss</b> 11:10	<b>mail</b> 37:31 68:1	<b>maybe</b> 12:30 13:1,13	32:8,24 42:15 45:12
86:23	19:29,34 20:17,34	<b>lost</b> 35:17 38:4 58:4 77:9	<b>mailed</b> 27:7	16:8 19:10 21:8,17	46:3 47:33 53:21
<b>leadership</b> 38:23 40:19	21:20 22:9 23:33	99:6	<b>mails</b> 85:27	27:2,23 28:2,17,27	70:16 76:7 94:18,19
71:4,5 73:32,33	24:18 25:21,23 26:3	<b>lot</b> 7:3,7 11:12 15:21	<b>main</b> 11:8 22:26 38:29	32:19 53:8 55:25	98:19
74:5,7,25 75:1	27:3,9 31:19 33:9,24	21:33 26:21,24,31	39:28 54:33 58:28	57:30 58:1,14 60:3	<b>mild</b> 54:10 76:11
<b>leading</b> 3:34 5:33 6:12	34:1 37:31 40:22	27:15 30:8,30 31:4,5	66:26,30 67:16,21	61:22 64:13 66:22	<b>mile</b> 82:13
11:21 13:27 21:30	41:33 42:8 44:29	32:9 35:11 38:28	69:16	67:26 86:27 87:22	<b>million</b> 62:30 67:25
<b>league</b> 67:22	47:25 49:17,27	39:15 47:17 50:13	<b>mainstream</b> 45:19 51:3	92:30 93:5 99:6	<b>mind</b> 4:24 16:26 24:32
<b>leagues</b> 64:2 76:26	52:1,27 53:26,30 54:2	51:25 53:1 54:21	<b>maintain</b> 2:19 54:27 94:9	<b>meal</b> 20:12	27:11 42:13 43:8
<b>lean</b> 7:18	<b>liked</b> 24:9 25:24	55:22,25 57:27,29	<b>maintained</b> 43:11 64:6	<b>mean</b> 17:22 37:34 38:8	47:26 57:3 66:20
<b>learn</b> 19:29 25:1,16 29:2	40:20,21,22	58:4,30,33 59:34	<b>maith</b> 82:13	39:1 58:19 59:18	69:32
31:34 32:29	<b>likely</b> 2:23,24 32:30,32	60:1,23 63:29,32	<b>major</b> 2:4 32:4 54:11	73:29	<b>mindful</b> 26:34 27:20
33:2,12,15,16,21	35:14 76:18	64:19 66:1 70:15	64:31 73:5 85:28	<b>meaningful</b> 58:24	<b>mindset</b> 24:24
56:27 87:29 95:4	<b>likewise</b> 70:14	73:5 75:18 76:8	86:17	<b>meaningfulness</b> 18:2	<b>mine</b> 68:17
97:5,6	<b>liminal</b> 43:5	82:33 86:14 88:17	<b>majority</b> 85:7	<b>meanings</b> 42:28	<b>minimise</b> 10:9
<b>learned</b> 28:5 41:23 57:7	<b>limit</b> 25:15,22,28 42:25	90:1,31,32	<b>make</b> 4:18,34 10:28 13:5	<b>means</b> 41:8 42:22 76:20	<b>minimum</b> 94:8,10
68:31 80:28	<b>limited</b> 6:30 75:19	92:17,19,28 93:10	22:9 28:9,26,27	<b>measure</b> 5:16 10:18	<b>minority</b> 81:16
96:19,20,33,34 97:6	<b>limiting</b> 17:8	94:19 96:1	31:18,23 32:1,24	16:32 18:11	<b>minute</b> 31:24,25 37:30
<b>learning</b> 25:10 26:13	<b>limits</b> 59:31	<b>lots</b> 82:33 94:25 99:21	33:6,28 39:16 42:15	77:28,30,31	40:4 41:21 98:3
27:21 30:13,15,19	<b>line</b> 6:26 27:19 45:17	<b>loud</b> 30:26	49:14,17,28 59:28	<b>measurement</b> 77:26	<b>minutes</b> 11:27 12:29
33:12 53:2,12	94:30	<b>love</b> 52:17 58:22,24	66:1,4 67:16 69:19	<b>measures</b> 5:17 16:20	20:6 23:13,16,24
56:19,20 57:10 58:26	<b>link</b> 17:16,20 27:25	59:6,22 60:19,22	70:22,32 72:25 73:3	<b>measuring</b> 89:34	33:30 38:11 40:8
73:1 85:12 87:19	51:19 75:23,24 85:15	77:21 84:24	74:13 76:15,31	<b>mechanical</b> 5:13	43:31 44:11 66:22
99:1	87:19 95:1 98:9,16	<b>loved</b> 58:19 59:15,23	79:15,19 85:4,7,26,31	<b>mechanics</b> 5:18 14:24,27	79:21 86:29 98:19
<b>least</b> 24:33 29:21 39:17	<b>linked</b> 49:33	96:19	86:7 88:10,16 92:24	<b>mechanisms</b> 30:1	99:6
79:4	<b>linking</b> 13:8 75:11	<b>lovely</b> 77:4 97:2,18,21	93:5 96:27 98:22	<b>mechanist</b> 14:30,31	<b>mirror</b> 25:10,11
<b>leave</b> 19:7 24:8,17 31:25	<b>list</b> 14:1 69:1,16 70:31	<b>low</b> 7:23 10:32 11:14	<b>makes</b> 16:16,17 21:26	<b>mechanistic</b> 5:23	40:11,22
35:13,14 38:3 48:15	<b>listen</b> 65:6 79:31	13:4 15:10 31:12	42:4 54:18,21 71:3	<b>medal</b> 5:7 35:18 39:16,20	<b>missed</b> 24:34 59:26,27
70:28 73:21	<b>listened</b> 79:29 98:34	42:14 43:31 55:17,21	<b>making</b> 6:22 7:13 19:4	94:9	<b>missing</b> 38:4 58:3
<b>leaving</b> 9:14 82:3	<b>listening</b> 49:8 86:21	58:4 59:10,19,29,30	24:22 29:11 31:15	<b>medallist</b> 5:4 62:25	<b>mission</b> 10:8
<b>lecture</b> 21:11 41:26 69:1	<b>literally</b> 23:12 35:32	76:12,13	48:9 50:1 52:25	<b>medals</b> 4:32 14:4	<b>misunderstanding</b> 42:33
89:23	62:21 68:27	<b>lower</b> 6:31 11:11 93:29	63:26 70:16,26 77:20	<b>media</b> 35:23 40:12 93:32	<b>mixed</b> 40:21
<b>lecturer</b> 3:13 20:20	<b>literary</b> 43:20	<b>lowest</b> 11:10	79:1 86:7 97:32	94:14	<b>mixture</b> 93:8
53:25 56:23 90:12	<b>literature</b> 12:14 15:32	<b>lucky</b> 35:24 80:34	<b>male</b> 74:19	<b>medical</b> 10:1,31 21:30	<b>moan</b> 41:19
<b>lecturers</b> 21:15 86:23	16:11 43:20	<b>lunch</b> 49:27 53:28 77:34	<b>man</b> 65:2 72:24 97:24	56:34 61:27 91:9	<b>mobility</b> 15:16,29 81:1
<b>lecturing</b> 42:5	<b>little</b> 5:21 9:33 15:15	97:28	98:2,9 99:7,11	<b>medication</b>	<b>model</b> 8:4 14:26 15:12
<b>led</b> 5:12	16:1,17 27:1,2	<b>lungs</b> 5:17	<b>manage</b> 88:20 93:18	55:3,4,13,21,26	21:3,11,12 26:28
<b>left</b> 3:20 9:12 23:27 40:7	32:5,16 34:20,33	<b>Later</b> 11:32 22:12 32:33	98:32 99:1	<b>meet</b> 24:32 26:2 27:4,9	51:14 71:19,20
45:23 46:17 48:9	37:34 40:26 41:6	34:6 38:26 45:29	<b>managed</b> 77:27 82:10	34:16 94:23	73:9,25 74:16,17
62:18 63:9 89:8 98:2	52:25 53:29 56:20	54:3 56:14 73:20	<b>management</b> 29:15,16	<b>meeting</b> 61:26 62:3	86:21
<b>legal</b> 74:33 81:27	57:20,26 59:17,31	<b>Lauren</b> 22:20,26,29	30:8 71:2 74:19	87:12 91:17 92:20,34	<b>modelled</b> 26:27
<b>legally</b> 80:7	61:30,33 62:5,15	27:13 32:18 34:12	88:18	95:29	<b>models</b> 6:34 17:21 76:16
<b>legitimisation</b> 48:28,32	64:13 65:18 66:5	71:33 72:34 85:13	<b>managing</b> 88:16	<b>member</b> 45:16 81:16	88:4,17
<b>leisure</b> 50:10,17,18,19,27	67:20 68:2 70:8 72:3	<b>Laurie</b> 17:9	<b>manifest</b> 82:20	<b>members</b> 17:20 46:20	<b>moderate</b> 76:11,13,14
68:19 85:18,28 87:20	75:14,26 76:24,33	<b>Lenon</b> 42:19	<b>manifested</b> 46:6	76:19 83:10,11 96:33	<b>modest</b> 70:20
<b>lesion</b> 11:14 12:22	91:25 93:24	<b>Leo</b> 81:33	<b>manipulate</b> 16:29	97:31	<b>modifications</b> 29:11 30:9
<b>less</b> 6:32 13:9 17:22	<b>live</b> 9:20,27 27:8 55:29	<b>Liam</b> 28:5	<b>manipulation</b> 18:1	<b>memories</b> 98:10	32:27
48:32 55:29 99:29	78:11 81:11,14	<b>Lieberman</b>	<b>manner</b> 91:25	<b>memory</b> 65:23 76:33	<b>modified</b> 8:15
<b>lesson</b> 30:16,17 31:9 95:4	<b>lives</b> 2:1 25:26,28 28:9	22:20,26,27,29,31	<b>mantle</b> 65:17	77:34 81:3	<b>modify</b> 31:27
<b>lessons</b> 19:29	96:31	32:15,21 33:13,34	<b>manual</b> 14:20,32	<b>men</b> 1:16 67:13	<b>module</b> 20:21,26,30,34
<b>let</b> 's 7:11,16 8:20 9:26	<b>living</b> 27:33 74:11 78:12	34:8,12 71:34 72:34	<b>manufacturers</b> 16:4	<b>mental</b> 40:4 43:28	21:13,18,20,21
10:13,29,31 13:14	<b>loads</b> 43:27	85:14	<b>many</b> 1:29 13:2	53:13,18	modules 20:24
15:26 21:19 26:4,30	<b>lobby</b> 34:24	<b>Limerick</b> 89:24	24:12,13,15	54:5,9,10,15,32 55:1	21:8,17,20 89:26
32:19 37:18 67:15	<b>local</b> 50:10 51:20,29 53:5	<b>Linda</b> 85:31	25:6,19,21 26:7,18	56:19 57:7,10,13,29	92:28
83:21 84:22	64:8,14,16 78:11	<b>Lindz</b> 74:16,33	27:23 28:11 29:3,4	60:27,28 61:14,31	<b>moment</b> 5:22 21:2 42:19
<b>let</b> 9:24 41:10 67:15,16	82:19,21	<b>Lodge</b> 43:20	30:25 31:18,21	<b>mention</b> 52:28 54:2	44:6 45:31 48:20
<b>letting</b> 23:23 26:4	<b>localised</b> 13:29	<b>London</b> 3:8 5:24,34 14:4	33:30,31 36:14 42:25	78:26 85:10 89:1	53:1 68:27 80:4
<b>level</b> 4:8 6:23	<b>locally</b> 76:30	15:11 34:33 35:31	47:19 51:1,10 52:7,9	97:20	83:12 91:26,31 93:2
11:11,12,14,17 21:9	<b>located</b> 66:15	38:1 39:16 40:7	54:9 55:12 56:7	<b>mentioned</b> 59:14 69:22	<b>momentum</b> 71:31 95:22
26:5,16,28,30,32	<b>loggers</b> 11:22	63:23 88:19,20 95:24	60:20 67:15 71:32	76:23 77:14 97:18	<b>moms</b> 23:23
27:28,30	<b>logistics</b> 12:28	<b>Longford</b> 52:19	74:21 78:25 85:12	98:22,30	
28:6,9,11,13,16,18,19	<b>lone</b> 42:8 89:20		87:33 88:27,29,30		

<b>money</b> 44:34 50:1 62:28 78:25,26 82:20 85:19,27 94:6	<b>myself</b> 5:4 14:30 21:31 39:24 42:23 44:1 45:23 46:12 47:4,12 53:33 58:16 65:7 68:27 90:10	47:19 48:16,17,19 56:12 57:1 59:6,7,18,28,29,31 60:34,7 62:7,8,9 64:34 66:20 69:7, <b>needed</b> 10:19 16:18 32:27 62:28 <b>needs</b> 4:17,19,26 5:12 8:15 11:8 15:4 18:23 19:4 22:3,6 28:32 41:6 44:24 62:26 63:7 73:5 89:23,25 94:9 95:30	<b>notion</b> 46:21 71:15 74:7,34 <b>novice</b> 38:7 <b>number</b> 33:14 35:9,10 38:30 39:8 41:20 42:28 51:5,9 52:13 68:21 69:17 70:2,30 79:15,22 83:27,30 84:1,4 86:2 90:13,34 92:31 94:15 98:23 <b>numbers</b> 16:1 20:23 21:18,19 31:2,29 36:28 63:13 <b>numbness</b> 12:23 <b>numerous</b> 15:21 <b>nurse</b> 62:4 <b>nursing</b> 56:30,34 <b>nutrition</b> 9:18 21:20 36:17 <b>nutritional</b> 13:8 <b>nutritionist</b> 10:25 14:8 21:31 <b>Niall</b> 63:1 97:23 <b>Niamh</b> 1:21 52:27 64:22 65:3 82:10 86:6,7 <b>Nick</b> 10:2 <b>Nikki</b> 51:7 <b>Norris</b> 42:8 <b>November</b> 30:22 88:22 <b>Nov</b> 3:4,29,33 4:3 5:23,24,34 6:5,11 9:9 12:5 13:28 14:23,29 15:7,17 16:22 19:14,22 20:20 22:13,26 24:12 28:30 29:22,25,30,31 36:15 39:9 45:19,28 46:24 48:14 51:26 53:15,28 57:20 60:15,19 61:21,23 64:32 67:30 68:17 69:27 71:4,31 72:10 73:12,15,18 74:5,23 7	8:14,18,26 9:4,5,29,30 10:14,22 11:7 14:5,14,16 17:4,34 18:17 19:34 20:26,28,34 21:1,17,29 22:26 23:6,16,17,19 24:20,23,24 25:5,14 27:10,24 28:25 29:5,6 31:3,19 33:14,31 35:10,13,26,34 36:9,14,24,32 37:18,29 <b>ones</b> 21:28 25:28 30:1 54:16 86:26 88:28 <b>online</b> 39:9 98:9,23 <b>only</b> 17:5 21:2,21 26:33 36:6 39:18 44:16 47:12,26 49:7 70:13 78:26 80:4,7 81:17 86:6 96:4 <b>onto</b> 9:4 73:32 <b>open</b> 26:34 27:20 32:12 33:18,21 36:32 50:24 57:4 79:21 92:14 94:15 <b>opened</b> 10:14 27:15 49:34 50:9 63:32 <b>opening</b> 1:3,16,21 3:29 <b>openness</b> 94:23 <b>opens</b> 12:11 <b>operate</b> 85:11 86:21 <b>operating</b> 63:32 <b>operation</b> 66:10 70:27 <b>operationalise</b> 73:8 <b>operations</b> 70:26 <b>opinion</b> 38:22 54:20 <b>opinions</b> 47:12 <b>opportunities</b> 1:28,31 2:5 19:25 22:1 25:32 61:5 87:33 88:6 98:33 <b>opportunity</b> 2:15 3:5,18 9:19 11:21 18:27 20:16 22:12 28:23 44:21 53:22 57:2,18 58:7 61:3 64:2 66:8,32 67:24 68:30 76:13 85:6 92:23 97:1 98:24 <b>oppose</b> 37:14,15 <b>opposed</b> 41:23 <b>opposite</b> 71:15 <b>optimal</b> 9:13 14:21 18:14,17 26:5 63:22 <b>optimally</b> 6:7 <b>optimisation</b> 21:12 <b>optimise</b> 4:17 15:7 17:12 68:20 <b>optimising</b> 70:20 <b>option</b> 17:1 67:23 <b>options</b> 25:26 92:31 <b>oral</b> 84:13 <b>order</b> 70:21 72:20,25,29 73:14 74:16 76:15 79:15 <b>ordered</b> 22:32 <b>organic</b> 49:8 91:9 <b>organisation</b> 51:5 65:29 66:16 70:32 71:30,31 72:25 74:14,25,34 75:10,11,12 90:5 <b>organisational</b> 35:11,18 36:14 37:8 72:7 75:18 <b>organisations</b> 49:30 50:1,9 51:4 68:20 70:11,26 71:24 73:15 74:11,13,27 75:11,20,22,23 85:11 90:21 <b>organise</b> 66:13,16 67:29 <b>organised</b> 40:4 52:29 82:8,9 <b>organisers</b> 19:10 66:13 68:29,31	<b>organising</b> 3:1,19 52:28 65:22 82:25 96:9 99:25 <b>organisms</b> 74:11 <b>original</b> 70:5 <b>originally</b> 90:30 <b>origins</b> 69:11,13,24 70:12,17 71:22,32 <b>other's</b> 44:17 <b>other</b> 3:9 4:11,26 5:2,6,20 7:34 10:4 15:10 17:20 19:2,3 20:30 21:15 23:29 28:18 29:30 30:25 31:21,22,31 32:1 34:34 37:4 38:18 39:7,11,22,28 40:12,20,25 41:6,19 44:13 45:24 46:13 47:13 49:5 51:14 52:6 53:33 54:30 55:20,30,34 56:8,23,34 57:9 61:15 62:8 64:2 <b>others</b> 35:33 39:3 44:15 55:6 73:34 74:23 77:33 84:19 95:9 <b>otherwise</b> 5:14 32:16 75:4 <b>our</b> 1:16 3:12 9:5,9,17 10:8,10,30 11:21 12:15,16 15:11,12 16:12 18:18 19:2,7,34 22:26 23:27 24:4,18,33 25:9,14 26:33,34 28:16 29:21 30:21 32:6 42:22 43:7 44:12,16,25,30 46:22 48:18 49:10 50:13,19,32 51:19,26 55:34 56:4,5,6,28 57:1,22 60:16 61:7,22 62:21 6 <b>ourselves</b> 13:2 15:13 46:30,31 74:23 86:16 89:2 <b>out</b> 4:31 6:34 7:12 11:18 12:12 13:1 14:4 15:3,10 16:1 17:4 19:34 20:26 21:15 22:15,16 23:13,16,34 24:12 25:2 29:6,8,25 30:24 34:21 35:33 37:18 38:1,3 41:6,21 42:29,30 46:8,29,30,31 48:9 51:5 53:3 54:7 55:28 63:12,21 64:26 67:21 70:31 74:10 75:18 76:27 77: <b>outcomes</b> 60:26 <b>outdoor</b> 11:3 81:28 <b>outdoors</b> 10:34 <b>outpatients</b> 61:5 <b>output</b> 16:28 <b>outside</b> 10:11 27:10,12,13,15 34:9,29 45:11,17,20 47:16 58:8 61:3,6 69:32 75:11,24 89:8 <b>outsider</b> 48:27 <b>outstanding</b> 51:8 53:8 64:22 65:4 96:5 <b>over</b> 3:1 4:20 10:1 14:15 15:8,9 17:4 19:17 20:12 31:5 35:32 36:7,26 39:8 46:7 49:7 52:9 53:1 58:22 59:33 60:3,20 64:5 68:13 69:12 71:18 74:26 76:24,34 78:14,29 80:21,30 82:17 86:2,32 87:2 91:29 92:4,12 93:15 97:25 <b>overall</b> 19:13 93:3 <b>overcome</b> 57:14,16 <b>overly</b> 78:3
--	---	---	--	---	---

- overseas** 63:5  
**overt** 45:34 46:1  
**overtime** 46:6  
**overview** 71:19  
**own** 3:25 17:26 22:34,3  
 31:7 42:16 44:16  
 51:26 52:25 59:13  
 68:17 71:25 73:4  
 75:11 77:33 78:18,20  
 80:8 85:33 93:10  
 95:14  
**ownership** 28:9  
**oxygen** 16:33  
**O'DONOGHUE**  
 84:27,29  
**O'Flynn** 1:5 3:4 20:5  
 21:24 22:9,22 32:14  
 34:5,12 62:15  
 65:14,27 68:11 79:18  
 85:3 86:32 87:16  
 88:2 89:12,20,29  
 90:3,8 91:15 93:15,27  
 94:33 96:8 97:23  
**October** 66:23 88:22  
**Oireachtas** 80:8  
**Oisin** 51:9,15  
**Okay** 1:15 33:28  
 34:20,29 41:26 42:2  
 45:29 48:3,33 49:9  
 53:15 61:22 62:11  
 67:21  
**Olympians** 35:23 41:21  
**Olympic** 34:32 39:34  
 40:1 62:25 63:19,22  
 67:29 99:9  
**Olympics** 40:13 41:17  
 67:31 69:13,21  
**Oscar** 67:14  
**OTs** 89:26  
**P**  
**pace** 99:17  
**pacemaker** 55:14  
**pack** 11:21  
**packed** 10:10 75:20  
**paediatric** 20:31 90:34  
**page** 19:9 25:24  
**palsy** 10:4 76:26  
**panel** 22:12 79:22 81:31  
 86:17 87:2  
**paper** 24:25 26:10 43:14  
 44:15 88:34  
**papers** 18:12 38:30  
**para** 28:31 29:20,22,32  
 55:15,17  
**parachutes** 60:23  
**paraplegics** 11:11,12  
**paras** 11:13,14 29:21  
**parent** 30:11  
**parents** 29:26 72:29  
 83:15  
**parliamentarian** 80:4  
**part** 17:6 19:7 23:31  
 24:34 27:16 28:26,33  
 31:23 32:15 33:26  
 34:2 43:17 44:5  
 46:12 48:7,11,15  
 51:21 54:25 55:9,21  
 56:12 59:9,11 75:31  
 80:33 81:3 88:27  
 89:29 90:11 93:12  
**partake** 37:31  
**participant** 2:5 44:5  
 46:34  
**participate** 1:28 2:14  
 26:4 56:24 63:7,8,30  
 64:2 66:21  
**participating** 2:16 63:26  
**participation** 2:20 3:5  
 26:3 45:27 52:31  
 60:11 62:23,27 63:32  
 83:27 84:32 86:19  
**particular** 11:8,19 14:33  
 15:28 18:32 19:17  
 42:29 43:3 45:6  
 64:10 75:20 80:4  
**particularly** 1:12 14:8  
 50:13 51:23,25 68:21  
 93:33  
**partied** 96:17  
**partner** 49:14  
**partners** 67:1,3,7  
**partnership** 4:25 5:1  
 10:25 15:18 21:7  
 51:20,29,30 52:1  
 61:10  
**partnerships** 50:10  
 64:9,14 67:7  
**parts** 2:25 12:15 96:19  
**party** 97:2  
**pass** 19:10 48:24 65:17  
**passed** 15:11 19:2 46:13  
 63:29  
**passes** 59:5  
**passing** 19:27 65:8  
**passion** 97:32  
**passionate** 79:14 95:16  
**past** 4:20 6:1 36:7 40:8  
 42:7 49:1 63:29  
 68:13 69:8  
**paste** 45:15  
**pathways** 19:32  
**patience** 94:23  
**patient** 54:17  
**patients** 54:12 61:4  
**pattern** 8:7  
**patterns** 78:21  
**pause** 48:17  
**pay** 33:34 72:3 77:18  
 79:13 85:27  
**paying** 77:7  
**peaking** 9:18  
**peas** 52:24  
**pedometers** 31:28,30  
**peer** 28:10,11 32:7 33:7  
**peers** 23:16 24:5  
 25:1,10,31 26:1  
 32:1,29  
**people** 1:28,31  
 2:1,14,19,22,23 3:6  
 4:4,6,25 9:7,17 13:2  
 16:8,11 18:20  
 19:7,25,26,27 21:2  
 22:13,15 23:5 24:12  
 26:22,24,30  
 27:5,19,20,23  
 28:9,23,25,26  
 29:20,25 30:26,30  
 33:4,23 34:20,21,28  
 36:26 37:28 39:23  
 41:1 42:4 43:6  
 44:4,13,29 46:11,27  
 47:6,17,19,20,2  
**per** 7:26 58:27  
**perceive** 13:5 71:34  
**perceived** 16:33 39:1,3  
 42:14 46:3  
**perceives** 37:18  
**perceiving** 45:7  
**percent** 80:7  
**percentage** 55:23 81:17  
**perception** 35:22  
 38:21,23 39:19 60:28  
 61:7 90:31  
**perceptions** 15:24,27  
 21:4 44:12  
**perform** 38:17,21 70:22  
**performance** 4:16,18  
 5:5,9,14,18,23,25  
 6:24,28 9:34 10:10,28  
 13:10 14:21  
 15:7,22,29,33 16:5,19  
 17:3,5,8,27 21:21,27  
 30:33 35:15,19,25,34  
 36:30 37:4,5,14,19,21  
 38:20,25,30 40:20,26  
 62:23 63:18 88:16  
 94:5,9  
**performances** 9:15  
**performer** 5:21 14:24  
 38:22  
**performers** 37:8 38:21  
**performing** 35:17 63:22  
**perhaps** 4:34 5:6,21,28  
 6:31 8:9,18 9:22  
 11:16 12:28,32 14:31  
 15:2 16:11 18:18  
 20:22 42:10 45:7  
 46:31 47:18 87:10  
 89:13,29 90:3,17  
 93:17  
**period** 46:7 76:24 95:25  
**periods** 9:27  
**permission** 60:15  
**perseverance** 94:23  
**person** 5:4 14:29 16:16  
 26:25 28:15 29:4  
 31:3,28,29 38:1 46:25  
 48:28 49:13 52:15  
 59:4 60:31 62:4 80:7  
 81:17 85:29 86:6  
 97:20  
**personal** 2:4,8 9:15  
 39:14,22,28,29 40:28  
 41:8 72:6 73:21 74:1  
 91:10  
**personally** 19:14 57:23  
 93:31 94:14  
**personnel** 50:22  
**perspective** 6:3 18:15  
 20:1 27:4 41:18  
 48:32 57:8 63:16  
 64:18 70:7 71:8,9,11  
 73:21 74:19,20 83:15  
 94:5  
**perspectives** 4:10  
**phase** 57:29 58:28  
**phenomenal** 95:3  
**philosophies** 21:17  
 79:10,11  
**philosophy** 1:34 4:12  
 67:11 72:11 73:9  
**phone** 91:18  
**photo** 8:23 34:24  
**photographs** 98:15  
**photos** 34:24,25  
**physically** 87:21  
**physio** 4:15 7:2,9 8:14  
 9:1 21:32 89:27  
 90:16  
**physiological** 5:13 10:33  
 13:6 18:9 40:16  
**physiologist** 14:30 21:31  
 22:1  
**physiology** 3:13 6:6 9:10  
 14:31 16:19,32  
 20:30,32 21:10,12  
 36:16  
**physiotherapist** 5:30  
 89:18,20 90:10  
**physiotherapists** 17:21  
 89:14,32 90:12  
**physiotherapy** 36:16  
 89:3,26 90:13  
**pick** 72:2  
**picked** 69:33  
**picking** 94:11  
**picture** 5:18 8:4 16:2  
 23:9 27:1 28:21  
 45:10 98:8  
**pictures** 60:13,14,15  
**piece** 24:7 64:10 68:2  
 91:12  
**pieces** 52:29  
**pill** 5:16 11:23  
**pills** 10:17  
**pilot** 76:23  
**place** 9:6 10:13,34 13:3  
 14:4 17:15 20:10,15  
 21:20 22:14 30:1  
 31:23 42:29 43:20  
 83:30 88:19 90:14  
 92:16 95:25  
**placebo** 71:33  
**placed** 13:34  
**placement** 24:34  
**places** 36:7 74:13 76:31  
**plan** 13:29 30:16,30  
**plane** 40:7  
**planning** 39:14 70:30  
 71:1,3,19,29 72:10,16  
 74:17,18 79:6,10  
**plans** 29:16 51:32 95:25  
**play** 2:4 5:20 6:24  
 10:6,19 11:7 19:4  
 27:30 32:32 34:9  
 45:29 46:22 59:3  
 60:20 62:9 79:7  
**played** 11:24 33:22  
**player** 6:31,34 7:9,13  
 18:18 19:8 44:33,34  
 47:31  
**players** 6:14,18,23  
 7:3,8,11,13,23,25,33  
 8:14,27 12:9 13:28  
**playground** 32:9  
**playing** 3:31 12:10 13:25  
 36:20 38:7 39:23  
 44:34 56:18 57:9  
 59:21 60:7 62:9  
 65:25 68:4  
**pleasant** 10:14 97:22  
**please** 22:23 24:13  
 34:16,26 65:19 79:24  
 84:23 86:30 91:18  
**pleased** 2:32 9:1  
**pleasing** 9:4  
**pleasure** 63:1,4 78:29  
 95:33  
**plus** 58:10  
**podium** 5:5 15:22  
 86:13,27  
**point** 5:18 6:23,31  
 7:3,8,13,23,25,29,32,  
 33 8:14,26 15:16,28  
 16:26 18:19,21 47:33  
 61:27 69:16,33,34  
 71:3 72:15 77:9,20  
 93:5  
**pointed** 97:22  
**pointers** 7:14  
**points** 6:24  
**policies** 78:21  
**policy** 1:18 50:22  
 69:30,31  
**politeness** 53:6  
**political** 81:14 82:15  
**politicians** 97:21  
**pollution** 9:17  
**pool** 83:11  
**poor** 36:14  
**pop** 12:16  
**popular** 25:14  
**population** 11:19 12:10  
 20:31 54:28,31  
 55:20,22,29 56:6,28  
 57:14,16 60:33 61:31  
 89:9 91:11  
**populations** 20:27,30  
**portfolio** 80:4  
**posed** 87:11  
**position** 17:22 21:34  
 44:23,25  
**positioned** 71:27  
**positions** 91:2  
**positive** 2:16,19,29 12:26  
 24:10 35:10 39:11,12  
 40:19 47:34 54:23,24  
 56:5,7,16 58:12 71:14  
 72:12 73:13,14 75:34  
 78:5,19 92:15  
**positively** 38:19  
**possibility** 56:14  
**possible** 17:16 32:23  
 66:2,10 67:14 68:21  
 85:11 88:11 89:1  
**possibly** 12:22 17:20  
 38:5 94:8  
**post** 10:21 37:22 82:34  
 88:19 95:27 98:9  
**poster** 22:13 82:24,31  
 83:9,14,18,21,27,30  
 84:1,4,7  
**posters** 82:24,25,27  
 83:1,10,11,12,14,34  
**postgraduate** 3:27  
**potential** 1:25 2:1 17:23  
 92:23  
**potentially** 73:4  
**pots** 10:11,14  
**pounds** 10:18  
**power** 8:25 13:2,4 16:28  
 28:5 42:34 77:33  
**powerful** 13:33 24:7  
 58:23 73:4  
**practical** 8:13 12:31 13:2  
 34:15 98:32 99:21  
**practicality** 12:31  
**practicals** 67:18 85:19  
**practice** 2:30 8:4,5,32  
 9:22 14:14 22:20  
 23:2 25:32 40:16,29  
 42:7,20 48:15  
 67:12,14 73:5  
**practiced** 2:9  
**practitioner** 48:19  
**practitioners** 4:11 10:1  
 24:15 43:6 44:24  
**pre** 10:21 12:27 13:1  
**predominantly** 11:3  
**prejudice** 57:15  
**preparation** 9:13 20:9  
 39:15,33 40:3,9 41:7  
 61:26 85:23  
**prepare** 61:26  
**prepared** 9:14 10:8  
 67:32 80:10  
**preparing** 9:9 67:31  
**prescribe** 9:19  
**presence** 22:9 85:13,16  
 91:13  
**present** 53:32 54:2  
 65:23,30,31 66:22  
 68:7,8 82:26 83:21,24  
 84:10 88:34  
**presentation** 4:9 19:12  
 20:8 22:10,18,23 23:1  
 26:12 31:14 32:16,21  
 34:18 41:29  
 42:7,28,31 46:21  
 49:22 51:10 52:16  
 53:17 55:3  
 61:13,22,25 62:11,13  
 79:19 82:29 83:21,24  
 84:9,30 85:4,26,31,33  
 86:7,14 89:1 92:21  
 95:23  
**presentations** 2:28 47:19  
 50:13 52:29 53:15  
 56:8 82:31 84:7,14,18  
 98:31  
**presented** 49:29 50:17  
 51:7,26 52:12 61:18  
 69:11  
**presenters** 22:14 82:31  
 85:3  
**presenting** 3:28 22:23  
 34:14 47:19 89:2  
**presents** 70:2  
**press** 30:24 80:9  
**pressure** 5:17 40:29,34  
 62:16 85:28  
**pretended** 45:29  
**pretty** 30:13 55:6 56:16  
 59:34 73:10  
**previous** 38:30 83:12  
**prices** 77:16  
**primarily** 43:1 70:11  
**primary** 10:9 80:32  
**principle** 72:18,24  
**principles** 5:11 22:20  
 23:1 57:34 72:11  
 73:10  
**print** 30:22,24 47:27  
**printing** 85:21,22  
**prior** 6:15 41:22  
**priority** 22:2  
**privacy** 46:10,20  
**private** 46:10 57:29 82:6  
**privilege** 88:5  
**privileged** 1:15 81:7  
**prize** 83:25,27,34 84:6  
**probably** 22:15 25:16  
 36:6,33 56:6 73:5  
 75:6 78:16 90:34  
 95:6,30  
**probes** 37:30 38:16,19  
**problem** 7:9 13:17 32:25  
 55:1,20 57:10,30  
 59:9,11 60:28 92:20  
**problematic** 43:7  
 47:2,15  
**problems** 7:7,32 11:24  
 13:29 46:20 47:16  
 48:10 53:18 54:5,9  
 56:19,33 57:7,29 58:4  
 60:27 61:14 90:29  
**procedure** 83:8  
**procedures** 38:13  
**process** 19:5,15 29:31  
 36:4 37:29 41:6  
 46:29,30 47:20 70:30  
**produce** 18:12  
**profession** 42:5 87:26  
 89:10 93:11 95:32,34  
 96:2  
**professional** 20:9 54:14  
 57:1,22 62:4 66:11  
 89:29 90:28 91:6  
 93:6,9 96:31  
**professionalism** 53:6  
**professionals** 66:8 78:15  
 89:6,9 91:12,29,30  
 92:24,26,28 93:7,13  
**profiles** 8:20 17:29  
**programme** 6:5 14:15,33  
 15:5 23:7 29:21 31:8  
 43:24,32,34 50:22  
 51:22 52:14 53:18,29  
 54:6,7,12,14,15,26,32  
 56:6,12,13,18,19,22,2  
 3,27,28 57:19,21,34  
 58:11,14,17,26,31,32  
 59:15 60:1,10,13,14  
 61:7,9,13,17,28  
 62:2,3,8,31,33  
 64:6,7,8,19,21 65:7  
 70:5 76:23,25 83:  
**programmes** 51:32  
 54:27,28 55:10 56:1  
 57:3,19,23,33 60:16  
 61:10 64:1,15 76:24  
 82:20 88:30  
 92:1,2,13,29,30,31  
 93:10 94:12 98:19  
**progress** 50:2  
**project** 43:17 44:5,7,13  
 48:6 80:26 85:19,28  
**projects** 9:34 62:27  
 75:28 87:28  
**promise** 97:15  
**promote** 50:23 66:10,26  
 72:22 74:16 75:3  
 92:6  
**promoted** 2:9 21:19  
**promotes** 25:25 72:19  
**promoting** 96:4  
**promotion** 67:3 88:34  
 89:3,32,33  
**pronunciation** 14:17  
**prophecy** 71:33  
**proportion** 4:5  
**proportional** 11:14  
**proposals** 73:24  
**proposed** 76:30  
**propositions** 72:20  
**propulsion** 14:20,32  
 17:15  
**pros** 21:3  
**proud** 23:7 24:8 67:3  
 68:23  
**prove** 61:7  
**proved** 56:5,6  
**provide** 2:4,19 4:16 9:13  
 15:28 18:26 21:16  
 24:33 25:29 30:31  
 33:30,31  
**provided** 18:32 36:15  
**providers** 91:34  
**providing** 64:15  
**provision** 91:23 92:33  
**provocative** 72:18,20  
**psychiatric** 56:21  
**psychologist** 21:31 36:23  
 73:14  
**psychologists** 58:31 59:9  
**psychology** 19:4 36:16  
 71:9,14 73:13 88:15

- psychomotor** 34:2  
**pub** 77:10,11,17  
**public** 1:15 21:4 35:22  
 46:10 56:21 70:11,26  
 89:5 93:20 96:3  
**publication** 47:2 66:32  
**publicised** 73:13  
**publish** 47:2  
**published** 98:21,22  
**publishing** 63:13 96:27  
**puffs** 10:14  
**pull** 18:24  
**pulling** 17:33  
**pumped** 62:30  
**purpose** 10:9 70:20  
**pursued** 70:11  
**pursuit** 42:10  
**push** 22:6 26:9,28 35:19  
 59:31  
**pushed** 99:33  
**pushes** 16:28  
**pushing** 8:27 12:1,5  
 14:25 15:21  
 17:2,27,32 27:11  
**put** 5:16 10:13  
 12:4,15,17 13:3 20:1  
 21:20 25:20 30:23  
 34:29 36:31  
 40:5,31,32,34  
 41:14,21 44:6,28  
 52:24 53:4 59:19  
 66:5 74:23 79:21  
 81:25 85:27 88:2  
**putting** 46:32 64:7 80:31  
 88:19 95:24 96:5  
**Parachute** 60:22  
**Paralympians** 41:19  
**Paralympic** 3:6,8,12,16  
 4:1,2,20 5:11 9:13  
 10:8 19:31 21:5  
 27:24,25 32:23  
 34:14,32,34  
 35:2,9,17,26  
 36:23,30,31  
 37:19,21,23 39:34  
 40:34,6,12 41:17  
 44:27,30,32 46:1,8  
 63:18,19,20,21  
 67:4,30 69:12 79:18  
 84:1 88:13  
 93:20,21,27,31  
 99:1,2,3,9  
**Paralympics** 10:25 11:17  
 19:13 21:1,7 22:2  
 35:23,26 36:4,9,22,34  
 40:13 67:31 88:18  
 93:19  
**Parliament** 81:16  
**Pat's** 50:22  
**Pat** 64:22,27,28,31,33,34  
 65:3,22,23,34  
 67:20,21 74:13 79:24  
 80:21 85:4 86:32  
 87:10,16 95:30  
 97:8,18,31,33  
 98:12,18,30  
 99:5,6,8,9,11,24  
**Paul** 26:27 79:18  
**Payne** 38:31  
**Pedro** 98:22  
**Peter** 3:14 19:30 22:10  
 64:28 69:22  
**PEREZ** 65:19,29  
**PhD** 3:27 6:5 14:15,31  
 15:1 19:9 20:16  
 43:24 44:5 45:4 49:1  
 71:23  
**Physical** 1:25  
 2:2,7,14,16,20,26  
 14:26 19:23,26 20:22  
 22:20,28 23:1 24:33  
 25:4,6,11,16,19 26:5  
 29:3,7,22,27,30  
 30:6,9,10,27 31:28,30  
 32:9 33:9,10,12 40:3  
 43:8 46:24 50:4,22  
 52:6,14 53:12,17  
 54:5,27 55:21,32,34  
 56:1,4,5,28,30,33  
 57:2,21,33  
 58:27,30,33 59:1,  
**Pistorius** 67:14  
**Pollock** 6:22  
**Polytechnic** 65:33 66:14  
 90:12  
**Portugal** 63:21  
**PowerPoint** 75:19  
**Presidency** 81:21  
**President** 51:26 96:12  
**Price** 11:12  
**Principal** 1:17  
**Prof** 14:16  
**Professor** 22:28 56:23  
**Professors** 66:8  
**Psychological** 13:6 15:3  
 21:29 39:31  
**Q**  
**qualification** 45:3  
**qualified** 36:8 87:22 91:5  
**qualifiers** 36:6  
**qualitative** 15:34 16:3  
 34:14 35:2 37:11  
 84:1,31  
**quality** 42:14,30 43:11  
 66:26 68:20 79:31,34  
 83:1 90:24  
**quantity** 77:31  
**question** 12:34 15:18  
 16:13 20:5,8,12 21:24  
 23:15 32:14,21  
 33:2,9,13,27,30  
 38:16,20 41:14 42:13  
 48:6 61:23 71:30  
 72:29 87:14 89:12  
 91:1 93:17 94:10,22  
**questioned** 43:33  
**questionnaires** 38:15  
**questions** 5:1,30 22:12  
 31:34 32:12 34:6  
 41:10,11,13 44:1 48:4  
 53:21,22 61:21,22,23  
 62:11 72:7 79:21  
 86:14,15,18,26,27,28  
 87:2  
**quick** 18:24 22:22  
**quicker** 7:25 15:33 16:16  
**quickly** 1:13 9:30 99:17  
**quiet** 99:17  
**quit** 59:34  
**quite** 6:11,21 7:7,22 8:1  
 10:3 15:23 16:11  
 18:19 21:33 35:33  
 36:14,32 37:13 39:19  
 40:8 62:21 74:22  
 87:7 95:26 98:27  
**quote** 39:15 71:5  
**quotes** 38:29 39:14,31  
**R**  
**race** 28:15  
**racing** 20:17  
**radar** 6:2  
**raibh** 82:13  
**rain** 5:34  
**rained** 35:32  
**raining** 3:20  
**rains** 35:31  
**raise** 53:22  
**raised** 28:12 97:8 98:22  
**raises** 48:12 55:4  
**raising** 64:33  
**rally** 53:5  
**ramifications** 44:20  
**ran** 24:7 48:8 58:27  
 99:32  
**range** 3:9 10:9 37:34  
 38:1,7 51:11  
**ranked** 39:20  
**rare** 1:15  
**rarely** 91:5  
**rate** 16:33 37:32  
**rates** 9:1  
**rather** 8:27 16:13 35:5  
 39:14 71:4 72:21  
 76:14 78:15  
**ratified** 81:25  
**ratify** 81:21  
**rating** 16:33  
**rational** 70:30  
**rations** 29:2  
**reach** 28:11 92:23  
**reached** 77:23  
**reaches** 50:14  
**reaching** 12:12  
**reactions** 47:23  
**read** 47:26 79:9  
**reading** 30:20,23 45:3  
**ready** 9:15  
**real** 9:19 46:14 48:8  
 66:30  
 67:2,5,12,13,21,22,27  
 77:30 78:4 100:1  
**realise** 29:19 47:30  
 70:13,15  
**realised** 99:17  
**realistic** 5:21  
**reality** 24:25 71:34  
 72:4,26 73:25  
**really** 1:12 3:29 4:10  
 5:18 7:22 9:5  
 11:16,17 13:13  
 15:16,23,28 18:14  
 19:12,20 20:34  
 23:6,22,23,34 24:4  
 25:15,24,29,30  
 26:3,24 27:15 28:22  
 29:17 30:3,4,30  
 32:4,25 33:13 35:27  
 36:1 37:4,13 40:12  
 41:2 42:22 44:23  
 45:28 46:32 47:9  
 52:8 54:17,21,24,33  
 58:24 59  
**reared** 77:10  
**reason** 3:28,34 75:20  
 79:13 80:3 81:14  
**reasons** 2:14 79:6 80:10  
**received** 30:21 39:1,2,3  
 97:16  
**receiving** 5:7 30:21  
**recent** 38:30  
**recently** 44:34 55:10  
 90:23  
**receptive** 5:21  
**recession** 63:12 81:34  
**recipient** 50:27 51:32  
**reckoning** 77:14  
**reclassified** 36:26  
**recognise** 1:25 74:25  
 97:27  
**recognised** 24:9 79:30  
**recognition** 22:9  
**recommendation** 33:32  
**recommendations** 4:18  
**recommended** 82:30  
**recommit** 62:33  
**record** 35:19 44:6  
**recorded** 38:11,28  
**recording** 46:3  
**recovery** 17:4,5  
**recreational** 2:5 4:4  
**recruiting** 91:10  
**recruitment** 87:25 89:1  
**red** 41:21  
**rediscovered** 77:32  
**reduce** 8:14 13:5  
**reduced** 12:26 55:28  
 70:3  
**reduction** 9:2  
**referral** 61:17  
**referred** 73:10  
**reflect** 48:18,20 73:10  
**reflecting** 43:33  
**reformism** 70:14  
**reformist** 70:12  
**refractometer** 10:10  
**regard** 81:1  
**regime** 7:3 9:26  
**region** 67:8,25  
**regional** 64:13 67:5  
**register** 91:31,34  
**registers** 91:29,30,32  
 92:2,5,28  
**registration** 22:23  
**regular** 25:11  
**regularly** 13:17 36:7  
**regulations** 91:24  
**rehab** 90:14  
**rehabilitation** 19:22  
 57:28  
**relate** 8:5 11:11 61:5  
**related** 29:11,13  
 30:19,31 31:12,22  
 33:17 47:15 54:24,25  
 57:15 61:25 88:28  
 92:31 93:3  
**relating** 34:34 61:3  
**relation** 10:33 50:19  
 51:9,33 52:27 61:18  
 82:24 85:17,20 86:13  
 91:24,28 93:2 94:29  
**relationship** 1:31 5:1 6:6  
 10:25 49:11,17 74:16  
**relationships** 4:11,20 6:2  
 42:34  
**relative** 7:34  
**relatively** 39:16 48:1  
**relaunch** 62:33  
**relaunched** 70:4  
**relaunching** 64:7  
**relaxing** 49:28  
**release** 6:31  
 7:18,24,25,29 8:8  
 13:20  
**relevant** 81:11  
**reliability** 17:31 18:4  
**reliable** 4:17  
**reliance** 78:1  
**relieve** 84:26  
**remains** 19:5  
**remarks** 16:14  
**remember** 26:27 78:11  
 82:3  
**remind** 22:13,15 34:15  
 67:29 87:14  
**reminder** 34:21,28  
**reminds** 97:22  
**remit** 9:17  
**remits** 9:12  
**remuneration** 91:2  
**renowned** 22:26 73:13  
**rep** 93:6  
**repeat** 59:34 60:2,3  
 69:34  
**replacement** 14:10  
**replicate** 17:25  
**replicated** 9:7,20  
**replication** 75:29  
**report** 37:16 90:25  
**reports** 36:13 75:34  
**representation** 82:15  
**representative** 84:1  
 90:20  
**representatives** 21:32  
 95:2  
**represented** 10:29 84:33  
 92:4  
**reprise** 51:27  
**reproducibility** 17:31  
**requested** 82:25  
**research** 2:24 3:28,34  
 4:24 5:22,31  
 6:5,11,30 8:19,23  
 9:4,21,33 11:12 13:8  
 16:12 18:12,30 19:8  
 20:1 24:7 36:31,32  
 37:11,12,18  
 42:7,11,14,15,16  
 43:11 44:5,7,15,21  
 45:4 46:24,29  
 47:24,25,31 48:18  
 49:4,14 51:4,34 54:2  
 55:10,25 66:5,6,30  
 80:32 86:20 93:1  
 96:25  
**researcher** 4:13,16,20  
 41:31 43:6 44:23  
 45:11,16 46:11 48:19  
 76:3 95:6  
**researchers** 43:8 45:11  
 82:34 86:23  
**resentful** 24:19  
**reservations** 71:1  
**residential** 52:7 83:15  
 91:4  
**resilience** 39:34 41:16  
**resilient** 35:33 74:30  
**resistance** 91:25  
**resolve** 41:20  
**resources** 19:2 82:20  
 88:10  
**respect** 4:27 12:34  
**respiratory** 21:10,12  
**response** 37:32  
**responsibilities** 29:23  
 30:7  
**responsibility** 1:24 80:14  
 81:33  
**responsible** 14:1 29:3  
 62:4  
**responsibly** 8:1  
**rest** 26:12 55:29  
**restate** 87:16  
**restaurant** 77:1,15  
**restaurants** 77:17  
**result** 7:1 42:25 71:10  
 92:15  
**results** 37:5 65:7 73:25  
**resurrected** 22:6  
**retire** 88:20  
**retired** 88:17 94:18  
**retirement** 38:2 88:19  
**retrofitted** 92:21  
**return** 48:11  
**reunion** 96:30,34 97:3  
**reverse** 48:31  
**review** 12:14 86:17  
**revolutionary** 70:15  
**reward** 50:1  
**rhetoric** 70:13 72:15  
**rich** 69:13,14 70:7  
**richer** 74:14  
**rid** 13:20  
**ridicule** 26:23,25  
**right** 5:1,22 6:28 12:5  
 18:30 21:19 25:1  
 26:8 27:21 29:31  
 37:22 39:25 40:16,22  
 45:23 51:12 53:28  
 59:3,9 63:14,31,32  
 64:9 68:18 75:14  
 80:8 81:27 82:34  
 86:9 92:23 93:7  
 94:25,31 100:1  
**rim** 16:9  
**risk** 10:32,33  
 11:2,6,16,17 17:20  
 55:10,12,13,18,30,31  
 56:5 72:19  
**road** 4:6  
**rods** 8:25  
**role** 2:4 18:23,24 36:23  
 56:14 67:29 76:15  
 88:4,16  
**roles** 19:15,23 30:7  
**roll** 41:10  
**rolled** 88:21  
**rolling** 87:8  
**roof** 8:25  
**room** 22:22 30:26 32:25  
 34:14 42:5 53:1  
 91:18 98:3  
**rooms** 42:3 97:28  
**roots** 43:23,26 93:25  
**rope** 31:3,4,5,27  
 59:21,22,23 60:19  
**rostrum** 65:18  
**round** 53:8 77:7 85:24  
 97:29  
**routine** 39:33  
**rowing** 94:19  
**rubrics** 31:3  
**rucksack** 13:34  
**rugby** 10:3 11:6,7,15  
 12:6 13:13  
**rules** 13:13 31:21 60:5  
**run** 12:27 48:7,10 52:14  
 54:26 57:23 66:23  
 67:1 81:8 92:29  
**runner** 28:15 42:10  
 84:23  
**runners** 27:24 84:22  
**running** 6:14 26:8 36:9  
 41:34 52:13 57:20  
 58:14,17 89:32  
**runs** 52:12  
**rural** 74:19  
**rush** 97:20  
**rushing** 97:23 98:21  
**RAYMOND** 85:31 98:7  
**Recreation** 25:4  
 53:12,18 54:6 56:28  
 58:27 83:31  
**Remedial** 90:5  
**Republic** 63:15 79:4 84:2  
**REPs** 91:28,29 92:5  
**Rights** 28:15 81:9,21,26  
**Rimmer's** 85:16  
**Rimmer** 69:33 87:3,25  
 88:24 90:27 92:19  
 93:5 95:29 96:8  
**Ringland** 34:14,31  
 35:2,4 41:19,26  
**Rio** 5:24 6:2 67:30 95:24  
**Rise** 12:28 71:3  
**Riverdance** 51:27 99:29  
**Rob** 78:29  
**Rock** 83:18  
**Rohan** 27:25  
**RTE** 3:9 35:25 97:23  
**Rummage** 43:19,20,23  
 45:28 47:3 48:11  
**Ryan** 79:18  
**S**  
**safe** 82:13 99:34  
**safety** 30:11  
**said** 7:3,11,16 8:18 10:31  
 11:34 20:20,23  
 23:7,22,27,28,30  
 24:18 25:15  
 27:8,10,11,13 31:4  
 32:6 38:28,34 39:15  
 44:33 49:9  
 58:10,18,22,24,32  
 59:22 60:6,28 62:4  
 63:4 64:28 67:15  
 70:12 75:14,26  
 77:3,5,7 78:32 80:16  
 94:14 95:22 96:30  
 97:27 99:5  
**sale** 44:30  
**salt** 46:17  
**salute** 96:10  
**same** 2:14 7:8 8:15 11:14  
 12:10 23:5 25:24  
 26:1,5 31:34 39:23  
 45:1 46:33,34 60:3,14  
 63:20 66:16 71:15  
 87:30  
**sample** 38:7,15,20 41:5  
**sanctioned** 36:8  
**sat** 14:24 23:13 43:30  
 88:26  
**satisfaction** 5:8  
**saturates** 13:17  
**saw** 11:22 16:7 24:19  
 77:4  
**say** 1:12 6:11 8:20,31  
 9:26 10:13,29  
 12:2,5,11 14:2,7  
 15:17,26  
 16:1,11,16,29 17:1  
 18:18,23  
 19:14,21,29,34 23:5  
 29:7,8 31:3 32:19  
 36:1 39:1,25,34 40:32  
 41:21,22 42:19 44:6  
 45:33 46:1 47:25  
 54:23 56:13 59:3,5,9  
 63:15 65:3,6,31 67:23  
 69:5 72:18 74:18,33  
 75:1,  
**saying** 13:14 26:30 27:15  
 28:19 29:15 35:32  
 48:11,33 49:7,13,14  
 55:25,28 69:30 74:13

79:4 89:12 93:24,32  
94:10  
**says** 21:19 23:30 24:8,33  
29:6 33:16 59:4 71:5  
73:33 74:5,9 81:10  
**scale** 79:1  
**scales** 10:17  
**scanning** 73:18  
**scenario** 5:26 9:4 17:1  
18:32 30:2 44:20  
**scenarios** 9:31  
**scenes** 1:16  
**scheme** 36:15  
**schizophrenia** 54:11  
55:5 60:32 61:32  
**scholar** 43:20  
**scholars** 96:24 98:24  
**school** 21:19  
23:6,17,19,34 25:34  
27:2 28:17 29:5 31:7  
33:7 80:32 87:28,29  
90:27,30 91:2,5,9  
**schools** 2:11 78:13 90:13  
91:13  
**science** 4:13,16,27 6:3  
15:13 19:15,16  
21:26,27,30 22:2,7  
36:33 41:17 57:2  
66:13 91:8  
**scientific** 4:24 5:11 66:27  
67:32 82:24,25,31  
83:5,9,34  
**scientist** 3:15 4:25,27  
15:19 47:4 48:18  
**scientists** 37:15 66:8  
**scope** 51:10 68:20  
**scored** 84:22  
**scores** 89:30  
**scouts** 98:32  
**scrimmage** 8:15  
11:23,27,29,33  
**script** 80:10  
**searching** 36:30  
**seating** 15:18  
**second** 5:33 7:26 9:4  
14:14 17:10,11 21:24  
34:24 37:22 45:30  
50:32 61:22 64:1  
83:18,25,27,34  
84:9,23  
**seconds** 23:12  
**section** 51:25 81:24  
83:34 89:4  
**sector** 50:33 52:5,8 70:11  
78:20 91:22 92:14,17  
**sedentary** 89:34  
**see** 1:13 3:26 4:5 5:8  
7:22,26,33 8:19,20  
9:5,34 10:12  
11:2,25,28 13:3,27  
17:10 18:17 22:16  
23:23 26:16 27:25  
28:13,23 31:29  
32:20,31 33:24 37:26  
47:17,18 48:33  
57:8,16 59:31 60:31  
66:21 67:1 68:1,9  
72:3 77:4,6,20 79:9  
90:1 91:5 92:17,20  
93:15,27,28 94:1,1  
**seed** 85:19  
**seeing** 9:30 63:10 93:28  
96:33 100:2  
**seeking** 48:28  
**seemed** 8:9  
**seems** 54:20  
**seen** 1:13 6:22 13:3 25:14  
26:7 27:2 32:8 36:7  
37:19 39:4 47:19  
68:13 69:24 72:21  
74:11 77:11 88:34  
89:14 90:14 93:19,33  
94:25 96:24,26 99:20  
**segment** 7:34  
**segregate** 35:9  
**segregated** 24:34 33:6  
**seldom** 46:24  
**select** 19:9 65:32 84:22  
**selected** 36:5 75:20  
80:33,34 81:1  
**selection** 36:4,10 47:18  
**selections** 18:20  
**self** 2:8 14:29 25:25,29  
39:32 46:21 56:7,9,12  
58:5,7,10 59:19,20  
61:6 71:32 76:2 78:1  
88:5  
**semester** 28:22  
**semi** 16:7 44:4  
**seminal** 69:22  
**send** 10:8 66:20 81:34  
**senior** 3:13  
**sense** 4:3 15:16 16:1  
35:13,26 36:9 39:17  
41:22 49:17 70:3  
75:11 80:19,20  
81:4,5,20 94:7,8  
95:12,22  
**sensitive** 28:25,28  
**sensory** 76:5  
**sensuous** 42:22  
**sent** 98:32  
**sentence** 94:30 95:21  
**separate** 23:10  
**series** 33:22  
**serious** 44:19 51:11,33  
**serve** 89:9  
**serve** 2:11  
**service** 24:33 52:5,12,13  
53:12 58:26 85:34  
**services** 50:1,10  
52:6,7,19,30 82:19  
85:34  
**session** 8:15  
11:23,28,29,33  
20:26,28 34:15,21  
49:27 58:27,28 88:15  
**sessions** 19:19 49:28  
58:16 59:17 61:29  
88:33 98:32  
**set** 6:7,31 25:22  
28:16,17,21 29:10  
30:32 41:13 44:6  
47:12 59:9,29,30  
62:11 77:33 81:8  
**setting** 39:31 43:27 56:20  
60:13,14 62:3 91:5  
96:3  
**settings** 42:29 56:34  
57:1,4  
**several** 6:15 10:29 13:34  
19:19 74:26 88:20  
**severe** 53:18 54:10 55:6  
84:30  
**shameless** 79:7  
**shape** 71:6  
**share** 2:30 14:14,15 23:4  
46:33 48:6 66:9  
67:12 73:20 76:33  
87:33 95:9 96:19  
**shared** 46:14 96:30,31  
**sharing** 64:13 96:32  
**she** 7:2 22:23 23:29,30  
24:27 26:4  
27:7,9,13,14 43:18,30  
45:1,2 48:20 58:18,34  
59:26,27,28 76:25  
81:10 84:23  
**shelved** 5:34  
**ship** 49:10  
**shoes** 74:23  
**shoestring** 52:14  
**shooting** 7:1,3,8 8:14 9:2  
10:5  
**short** 35:4 86:16,17  
**shorts** 34:10  
**shot** 6:22,28 7:7,13,17,20  
8:10,28  
**shots** 6:25 7:4,12 8:15  
**should** 2:1 6:7 8:34 11:16  
15:15 20:10 22:15  
24:25  
25:9,11,15,16,31  
26:1,18 29:20 31:34  
33:4,17,18 37:19  
45:16 48:9,14,15  
49:13 55:32 61:10  
72:30 79:4 81:27  
97:7 98:2,3  
**shoulder** 7:19,29  
8:1,7,10,17 16:16  
**shoulders** 8:27  
**shouldn't** 24:25 42:5  
**shout** 48:27  
**show** 1:9,10 3:25,29 6:18  
8:19,20,34 15:11  
35:25 45:15 74:5,6  
98:7  
**showed** 52:17  
**showing** 4:15 8:4 63:14  
**shown** 11:32  
**shows** 2:24 16:26  
**shy** 96:24  
**sic** 74:26  
**side** 31:9 55:3,6,26 59:3  
63:18 93:15 94:31  
**sideline** 76:16  
**sides** 99:20  
**sign** 44:4  
**signed** 81:29  
**significant** 1:25 15:8  
50:1 51:1 52:8 82:17  
**significantly** 85:9 86:2  
**signing** 81:26  
**signs** 59:6  
**silver** 62:25 94:9  
**similar** 3:28 8:1 11:30  
26:28 51:33 66:4  
83:1  
**similarities** 16:8  
**simple** 8:14 17:28 60:5  
72:1 93:27  
**simplest** 59:2  
**simplistic** 45:15  
**simply** 21:9 70:22  
**simulate** 27:30 40:29  
**since** 1:8 3:12,27 19:19  
24:12 38:2 40:30  
46:30 62:31 76:25  
84:12 85:18 86:1  
92:22  
**sincerely** 68:29  
**single** 35:25 59:18  
**sit** 7:23 27:31  
**site** 7:32 77:3  
**sits** 5:4  
**sitting** 23:9,15 31:9  
40:22  
43:2,18,23,26,31,32,3  
4 44:1 45:12,20,23,29  
46:13,31 47:3,11  
48:15 53:26  
**situate** 47:9  
**situation** 54:30 57:23  
66:31 79:3 81:11  
90:11  
**situations** 9:24 87:33  
**sixth** 23:9 39:20  
**size** 15:18 18:8,9 42:5  
**sizes** 16:8  
**skilful** 59:26 99:11  
**skill** 34:2 72:33  
**skills** 2:8 19:3 27:19  
33:16 39:31,33 45:20  
57:26 58:4 59:13  
60:33 72:30  
**skipping** 32:19  
**sleeps** 40:4  
**sleepy** 99:17  
**slide** 9:5,12 10:1 16:26  
27:1 75:19 98:7  
**slides** 6:18 71:18 74:18  
**slight** 94:10  
**slightly** 48:11  
**slow** 55:8  
**slower** 16:17 99:17  
**small** 4:5 5:4 6:22 18:9  
22:10 29:5 30:22,24  
37:28 42:3,4 65:23  
79:19 81:17 86:2  
90:33,34 97:9  
**smaller** 16:9 29:2  
**smart** 17:17 75:19  
**smoke** 55:22,25  
**smokers** 55:22  
**snapshot** 7:2  
**sneakers** 34:9  
**snug** 77:10,11,23  
**snugs** 77:17  
**soccer** 28:5 31:28 32:32  
51:12 67:22  
**social** 2:5,20 26:32,33  
32:16 40:19 42:14,29  
43:6 44:15,17 45:19  
46:24 47:4,20,31  
48:17,19 56:29  
57:34,26 58:4,30  
60:10 61:19,27 69:31  
70:12,14 71:34 76:16  
86:21  
**socialised** 56:7  
**society** 1:26 2:8 37:8  
58:4 61:5 70:23  
77:20 79:1 81:12,14  
88:28,29  
**sociology** 71:8  
**softened** 45:1  
**solid** 69:27  
**solidarity** 78:1  
**solo** 42:11  
**solution** 91:33 92:1  
**some** 2:28 3:20 4:5,32  
5:6,17,28,30,31 6:11  
7:13 8:25 9:20,24  
10:6,29,30 11:24  
12:20,30,31 13:8,33  
14:2 15:8,12,26,27  
16:16 17:8,28 18:4,7  
19:3,25,29 20:2,12  
21:8,28 23:5  
24:3,4,27 26:18,27  
27:2,16,28  
28:2,6,16,27,30  
29:15,25 30:3,6,14  
31:13,18,21,27,31,34  
**somebody's** 47:11  
**somebody** 39:3 43:33  
46:2,33 49:3,13,14,16  
54:17,21 55:1 57:4,22  
58:2,23 59:3,7 77:22  
90:8 98:18 99:24  
**somehow** 94:2  
**someone's** 77:32  
**someone** 5:5 6:30 14:29  
16:28 26:7,25 91:18  
93:5,15 97:20  
**something** 8:30 10:13  
13:3,14,16 16:5,29  
22:3 27:11 35:14  
36:2 38:4 39:29 41:3  
42:30 44:24 47:31  
48:8 49:8,9,10 54:18  
56:8,18 58:3,15,24  
59:4 60:7,19,20,23,24  
69:31,32 71:15 73:26  
76:7 89:23,25,30  
90:17 92:22  
**sometimes** 5:17,22 21:27  
29:6 31:18 33:11  
39:25 40:25 47:25  
53:16 60:6 64:13  
67:15 70:7,26 80:16  
86:13 94:5  
**somewhat** 42:20 69:3  
70:3  
**somewhere** 4:4 19:7,31  
74:10  
**soon** 49:9 51:4 92:11  
**sorry** 12:6 52:34 73:29  
75:14 86:7  
**sort** 44:2 45:15 47:23  
48:17 49:8 70:3  
87:30,31 89:26 99:16  
**sound** 31:14  
**sourced** 13:34  
**space** 69:19 70:8 71:26  
75:6 76:20 77:23  
**spaz** 44:12  
**speak** 42:5 63:10 65:19  
68:30 81:7 88:6  
89:22,26 90:3 95:33  
**speakers** 22:26 26:30  
85:12 86:12,15 97:21  
98:31  
**speaking** 53:21 68:31  
78:20 79:29 81:33  
84:19 98:18  
**specialist** 23:20 29:5  
**specialists** 10:24 14:7  
23:20 92:20  
**specialities** 89:14  
**specific** 16:22 21:12  
33:10 37:30 57:5,33  
**specifically** 18:26 32:19  
81:24  
**specifics** 37:1  
**spectrum** 4:3,34 19:20  
**speed** 7:24,34 16:28  
**speeds** 17:11,18  
**spend** 5:15 82:1  
**spending** 91:9  
**spent** 42:10  
**spies** 15:10  
**spin** 15:33  
**spinal** 11:8,23 19:22  
21:11  
**spirit** 2:9 70:15 72:22  
**spoke** 26:23 43:18 70:4  
72:34 81:32 86:21  
**spoken** 74:29  
**spokesperson** 79:25  
80:2,3  
**sponsored** 35:24 85:11  
**sponsors** 10:19 85:24  
**sport**  
1:3,16,17,24,25,28,29  
,32,34  
2:8,11,14,16,22  
3:4,14,15,26 6:33  
10:3,5 13:14 14:16,21  
17:25 19:4 20:2,17  
21:33,34 22:2,5 27:30  
33:21,27 35:8,12,30  
36:17,22,30 37:4  
39:18 40:6,28,29  
44:30 46:1 50:11  
51:7 62:21 63:9,27  
65:8,9,10 66:8,9,27  
67:4,8,13,32 6  
**sports** 1:18 2:32 3:15  
4:13,16,25 5:21 6:3  
10:2,4,29,30,33 11:2  
12:31 15:23 17:8,33  
19:15,16 21:16,26,30  
22:3,7,10 32:23  
33:10,12,16,18,20  
35:26 36:14,24  
37:14,27,28 38:8  
41:17 50:10  
51:3,20,22,29 52:1  
57:2 62:21 63:10  
63:7,16,31  
64:5,9,12,14,18,19,20  
,25 66:1,2  
**spotted** 76:1  
**spray** 13:17,19  
**spraying** 13:28,29  
**sprays** 13:16 14:9  
**spread** 30:20,25  
**spreading** 89:10  
**sprinting** 17:10,27 18:10  
**squad** 5:29 12:29 31:23  
94:34,2  
**squads** 23:9,28,31  
**stab** 93:17  
**stability** 6:32 7:13 8:2  
**staff** 4:15,19,22,26 5:2,6  
12:29 26:13 32:10  
38:8 64:20  
**stage** 3:5 39:20 51:27  
73:8 78:32 79:24  
80:9 82:5 87:3 95:24  
**stakeholders** 74:34  
**stand** 23:34 65:27 78:15  
**standard** 24:32 25:22  
33:14  
**standardised** 61:18  
**standards** 26:1,2 33:14  
93:34,2,3  
**standing** 23:10,22,24,29  
53:26 66:10  
**standpoint** 33:32  
**stands** 74:10 82:32  
**star** 86:3,10  
**start** 1:15 3:24,25 5:24  
15:2,31 42:16,20  
58:31 60:7,31 62:7,9  
83:14 84:22 86:18,26  
87:7,10,26,28 89:2  
91:12 92:25 94:31  
97:9 98:24  
**started** 15:1 23:28 30:19  
39:19 42:13 54:14  
56:22 58:15,17  
59:23,27 62:7 71:13  
76:25 77:14 80:23  
85:19 86:1 90:30  
**starting** 15:16,27 16:26  
18:19,21 61:28 62:2  
87:25 89:33 93:29  
95:23  
**starts** 36:30  
**state** 22:28 43:5 73:24  
**statement** 42:28  
**station** 22:14 27:2  
99:24,33  
**stationery** 58:2  
**stations** 31:3  
**statistics** 6:25 8:34  
**stature** 80:12  
**status** 4:17 94:9  
**stay** 40:5 41:6  
**stayed** 23:16  
**staying** 34:22 53:5  
**steering** 68:18  
**stenographers** 96:9  
**step** 54:14  
**stepping** 38:4  
**steps** 70:31  
**stereotypes** 57:15  
**still** 3:29,33 14:10 19:1,5  
21:9 24:34 27:21  
33:6,21 35:26 39:29  
49:4,5 52:25 54:3  
57:24 62:18 76:16  
86:9 94:6 97:6,29  
**stood** 51:5  
**stop** 32:30 49:8 56:9 89:2  
**stopping** 12:5  
**storage** 11:16  
**stories** 23:4,5 26:31  
78:4,5,14,19 95:9  
96:31,32,34  
**story** 8:34 13:32 14:7  
27:7 69:16 76:34  
84:18 98:2  
**straddle** 45:17  
**straight** 40:31 44:6 62:16  
83:21  
**straightaway** 37:31  
**strain** 12:26  
**strange** 37:13  
**strategic** 21:1,31 70:30  
71:1,3  
**strategies** 10:4,6,13,22  
13:33 24:3,28 32:5,6  
89:1 95:26  
**strategy** 13:1,8 14:10  
51:34  
**strength** 2:9 9:18 78:7  
95:14  
**strengths** 21:32 70:21  
71:9,10 72:7  
**stress** 10:31 84:26  
**stretch** 62:18  
**strive** 81:19  
**stroke** 90:33  
**strong** 51:25 63:18  
**strongly** 25:5,30 32:25  
33:4,17  
**struck** 75:18  
**structure** 41:22 61:28  
91:33 95:29  
**structured** 16:7 44:4  
**struggle** 12:3 42:34  
90:27  
**struggling** 9:26 31:9

stuck 42:11	39:4 62:27	70:16,27 80:21 81:28	teams 6:3 36:5 46:32	4:3,5,6,18,19,21,22,2	17:2,34 19:1,3,15,25
student 3:27 14:31 20:15	85:12,13,15	87:18	48:29	4:25,26,27,31,32	20:22,24 21:3
29:12 43:24 44:20	<b>supportive</b> 40:19 85:20	<b>SPEAKER</b> 3:12 49:18	<b>tease</b> 26:25	5:12,20,21,24,26,28,3	22:12,13
71:23 85:33 90:11	<b>supports</b> 76:16 81:28	52:34 62:21 79:31	<b>teasing</b> 26:23	3 6:1,5,28	23:10,15,21,22,24,29
<b>students</b> 20:22 21:21	99:7	80:12 89:18,22,32	<b>technical</b> 7:34,18 8:31	7:1,7,19,26,34	24:12 25:6 29:21
23:19 24:12,13 26:15	<b>suppose</b> 36:22 38:23	90:5,10 91:21 92:28	<b>technique</b> 14:27	8:8,11,18,19,24,25,34	31:4 32:1,9,10,24,25
27:19,25 28:16,21	64:1,19	<b>States</b> 91:22,24,33 92:2	17:14,15	9:2,6,17,27,33	33:4,6,17 35:32
33:31,32 37:26 49:1	69:5,6,10,16,25,27	<b>Subtitled</b> 65:25	<b>techniques</b> 12:14 13:12	10:9,14,17,19,22,31,3	36:32,33 37:1,5,12
56:22,24,27,29	70:10,11,20	<b>Sunday</b> 49:34 80:14	<b>technological</b> 36:34	3	39:4,15,17
57:13,22 58:18 59:14	71:1,8,13,29 72:1	<b>Surfing</b> 83:27	<b>technology</b> 68:19 73:18	11:8,16,19,22,28,33,3	<b>therefore</b> 36:2 38:4
60:6,26 61:9,15,26	75:18 77:20 78:10	<b>Sweden</b> 90:23	<b>teenagers</b> 84:30 90:6	4 12:28,29	39:24 43:34
68:7,8 69:2 73:30	79:3 81:15,20 91:25	<b>Swedish</b> 97:10	<b>telemetry</b> 5:16 11:22	13:8,9,10,14,16,28,33	<b>thermal</b> 12:26
87:28,29 88:5,9,10,30	<b>supposedly</b> 23:10	<b>Sydney</b> 3:13 6:12 11:18	<b>television</b> 93:18	14:4,7,10,11,14,	<b>thermoregulatory</b> 11:9
89:24 91:8	<b>sure</b> 2:30 4:34 6:21 23:5	<b>T</b>	<b>tell</b> 23:5 27:7 43:30 46:17	<b>the</b>	<b>these</b> 5:11 12:27
<b>studied</b> 6:25	24:17 26:32 27:8	<b>table</b> 7:22 10:5 21:32	54:15 61:26,29 64:6	1:3,5,9,10,12,16,17,2	13:12,34 14:8 15:26
<b>studies</b> 4:11 36:13 37:13	28:18,26,27 30:13	88:26 92:32 97:12	65:18 67:22 73:29	1,24,26,29,32	17:21 18:5 19:7,10
39:8 66:15 75:26,28	31:23 38:28 53:16	<b>tabletop</b> 27:32 28:17	78:19 90:3	2:1,2,7,8,11,14,19,20,	20:34 23:33 24:4,18
76:1 88:25,26,29 89:3	55:26 59:28 63:26	31:31	<b>temperature</b> 5:16	28,29,32,34	28:6,23 31:12,13,32
92:13	70:31 86:15 88:24	<b>tag</b> 23:12	10:18,19 11:28,32,34	3:1,2,5,6,8,9,14,15,16	32:6 39:12 41:10
<b>study</b> 6:17,19 8:18,34	92:19,24 93:6 94:6	<b>tagged</b> 23:13,16	12:3,8,12,28 13:5	,18,19,25,26,28,33	42:3 46:6,21,32 47:6
14:15,23 15:4,5 24:18	98:22	<b>tailored</b> 69:3	<b>temperatures</b> 11:34	4:1,3,4,11,12,15,16,1	48:12 49:28 50:4
29:19,26 34:14	<b>surely</b> 79:4	<b>take</b> 1:10 3:18 17:5 19:10	<b>tempted</b> 87:6	7,19,20,21,22,24,25,2	52:5,28 54:6,16,26
35:2,7,22 43:15	<b>surface</b> 56:19,20	20:5 22:3,14 23:29	<b>ten</b> 9:27 12:29 20:26	6,27,30,31,34	55:12,15 56:12,14
75:29,31,32 76:2	<b>surnames</b> 14:18	24:24 25:2 28:9	23:12,13 80:33 98:18	5:1,2,4,5,6,7,8,13,14,	57:1,3,4,8,13
84:30,32 89:24,33	<b>surprise</b> 64:29 95:6	41:10 48:19 55:5	<b>tend</b> 38:22 41:19,21	15,17,18,20,21,22,24,	58:3,7,8,34 59:1,10
<b>studying</b> 55:13	<b>surprised</b> 31:18 59:23	65:27 72:21 74:17	<b>tender</b> 36:14	25,28,29,30,33	64:18 66:23 67:3,23
<b>stuff</b> 60:24 71:10	<b>surprises</b> 62:18	76:13 77:33 85:6	<b>tension</b> 10:5 11:2 12:9,11	6:34,1,2,6,7,9,11,12,1	68:8 70:2 75:
76:27,29	<b>surround</b> 45:26	86:18 87:2 89:33	31:30 34:9	3,14,	<b>they'd</b> 86:12
<b>style</b> 33:11 71:4,6	<b>surrounding</b> 44:11 47:20	90:15 92:8 93:11	<b>tension</b> 40:25,26	<b>their</b> 1:34 2:20,25	<b>they're</b> 11:10
<b>sub</b> 10:8	<b>surveillance</b> 47:33	96:3	<b>tensions</b> 44:11 48:16	4:31,32 5:16 7:3,7,24	<b>they</b> 2:1 4:27,31 5:25
<b>subject</b> 95:15	<b>sustain</b> 95:10	<b>taken</b> 6:26 7:2 38:12,25	<b>term</b> 4:27 13:10 28:31	8:9,20 9:26 10:5	7:7,23 8:7,8,9,11,30
<b>subjective</b> 15:24,27 19:5	<b>sustainability</b> 75:10	<b>takes</b> 3:4 21:27 46:6	37:11 74:9,34 90:30	11:10,29,32,34 13:3,4	9:1,24
<b>submissions</b> 96:26	<b>swallow</b> 5:16 10:17	<b>taking</b> 4:12 7:12,17	<b>termed</b> 70:16	14:1,29	10:12,13,18,32,33
<b>subsection</b> 90:34	<b>swallowing</b> 11:22	44:20 47:31 72:19	<b>termination</b> 12:2	17:10,22,25,34	11:3,6,9,15,16,17,18,
<b>subsequent</b> 92:16	<b>sweat</b> 11:15 13:21	89:32	<b>terms</b> 3:24 4:21,24 5:11	18:1,20,23,24	24,25,33 12:4,5,8,27
<b>subset</b> 69:31	<b>sweating</b> 11:10,13 13:18	<b>talent</b> 79:34 94:15 96:24	6:21,30 7:17,25 8:14	21:1,7,34	13:16 14:1,2,4,10,11
<b>substantial</b> 63:14	<b>swimmer</b> 94:18	97:32	9:8 11:9,11 13:19	23:7,11,16,31 24:5,34	15:9,11,12,33 16:5,23
<b>substantially</b> 63:19	<b>swimming</b> 26:8 27:1	<b>talented</b> 91:11	14:23 15:4,10,22,32	25:1,10,26,28,31 26:1	17:21,33,34 18:12,24
<b>succeed</b> 95:19 96:28	28:6 39:25 94:18	<b>talk</b> 3:15 4:11 24:3,29	21:27,34 35:7,11	28:34 29:6 30:3,26	19:1,2,27 21:2,3,34
<b>success</b> 5:7 13:32 14:7	<b>swims</b> 27:4	25:32 28:30 30:13	36:10,12,13,22,33,34	32:34,30,31 38:23	23:6,7,12,13,15,16,21
19:13 34:15,34	<b>swing</b> 59:28	32:5 33:14 34:33	37:12,28 38:7,12	41:20,22,23 43:23	,23,24,28,29,30,31,33
35:2,5,8 37:4,14,18	<b>swinging</b> 31:5	41:16 42:3 54:3,5	40:3,4,8,11,16 41:20	46:17 47:19 49:30	,34 24:5,8,18,19,34
59:17,18 61:1 85:30	<b>sympathetic</b> 11:10	57:8 58:31 62:9	42:16,28 45:33 56:29	50:2,24 51:	<b>thing</b> 8:24 18:7 23:4 26:5
90:11	55:15,17	63:25 67:16 70:20	57:20 60:11 61:14	<b>them</b> 2:33 4:5,31	28:30 29:6 34:24,28
<b>successes</b> 9:29 73:12	<b>symptoms</b> 54:23,24,25	74:9 75:9 94:25	63:12,15,64:33 72:19	5:7,16,21 7:12 10:5	47:18 54:24 60:2,22
<b>successful</b> 6:22 8:34	<b>synergy</b> 79:9	<b>talked</b> 26:4 27:24 55:4	75:27 77:24 88:15	11:11 12:30 13:3	61:2 71:22 72:15
21:18,28 38:2 52:15	<b>syrup</b> 10:12	56:8 71:34 74:26	92:32 94:14,18 95:	14:1 16:16,23 18:14	74:23,29 75:18 80:22
58:19 60:19 72:30	<b>system</b> 14:27 17:2	<b>talking</b> 4:12 14:30 21:28	92:32 94:14,18 95:	19:2,7,10 20:22 22:1	85:30 87:30 90:16,25
85:8	55:15,16,17,34 62:22	23:22 25:24 26:4	<b>test</b> 35:32	23:30,34 24:5,23	92:19 94:7,17
<b>successfully</b> 69:27	71:24 83:12 91:5	27:10,11 31:15	<b>testament</b> 68:14	25:22,31 26:4,9	95:8,17,31
<b>such</b> 2:8 17:16,27,28	<b>systematic</b> 15:4	33:5 22:23 36:34	<b>tested</b> 31:1	28:31,32,33 29:13,27	<b>things</b> 15:15 16:24,27
28:15 35:11,18 39:24	<b>Sanitas</b> 66:14	47:16 54:9,10,12	<b>testing</b> 4:30 5:13 16:22	30:8 32:30,32 33:6	20:34 21:1 22:13
67:20,25 68:30 71:6	<b>Saturday</b> 1:8 53:4 100:1	67:15 74:6 77:6	<b>tests</b> 17:26,31,32 18:5	34:24,28,29 36:15,26	23:6 25:5 28:26
74:1 80:7 92:31 96:9	<b>Sean</b> 31:12	78:13,14 92:20	19:3	37:28,34 39:4 40:5,26	31:22 33:6 35:14
<b>sugar</b> 10:14	<b>Seanad</b> 79:24	<b>talks</b> 62:4 74:27	<b>tetraplegics</b> 11:9,15	41:7 43:30 47:30	38:29 40:23
<b>suggest</b> 43:5 68:8 93:5	<b>Senate</b> 80:3	<b>tall</b> 7:23,24	12:10	49:14 51:22 52:25	46:3,11,13 48:21 51:9
95:3	<b>Senator</b> 79:24,27,29 80:2	<b>tandem</b> 48:20	<b>textbook</b> 30:22	53:1,8,22	54:23,25
<b>suggested</b> 39:11	82:15 86:32	<b>tape</b> 38:11,28	<b>textbooks</b> 30:21,22	<b>theme</b> 66:4 80:31	55:12,21,30,31
<b>suggestion</b> 93:11	<b>September</b> 3:8	<b>tapering</b> 40:16	<b>textures</b> 31:13,14	<b>themes</b> 38:29	59:10,30 60:1 67:27
<b>suicide</b> 55:30	<b>Setanta</b> 3:9 35:25	<b>tapping</b> 4:3	<b>than</b> 2:23,24 8:27 16:14	<b>themselves</b> 13:28 14:1	64:29 65:3 67:23
<b>suitability</b> 12:34	<b>Shane</b> 51:32	<b>task</b> 14:20 40:19 59:19	35:5 39:14 40:1	16:4 22:3 28:31	69:1 75:15 90:27
<b>sum</b> 94:28	<b>Sido</b> 70:5 75:28 76:23,25	<b>tasked</b> 9:33 10:28	42:17 46:31 47:24	39:11 72:8 74:1	92:32 95:1 97:7
<b>summarised</b> 9:12	<b>Silva</b> 42:23	<b>tasks</b> 17:28 59:29	53:33 55:20,29 60:6	78:33 88:31	98:34 99:17,21
<b>summary</b> 8:7 18:32	<b>Simulation</b> 9:6 28:3,27	<b>taste</b> 67:27	62:30 65:16 71:4	<b>then</b> 4:9 5:30 6:33 7:14	<b>think</b> 9:26 12:21 15:31
19:12 28:21	40:11	<b>taught</b> 20:22 31:1	76:14,18 87:12 89:15	8:5,8 9:8,20,21,25	16:5,18,32 21:9,15,21
<b>summed</b> 3:24	<b>Six</b> 5:24 8:26 36:6 38:2	<b>teach</b> 8:26 20:24,34	95:9 98:25,28 99:18	10:30 11:18 12:14,34	22:6,33 23:4 24:7
<b>summer</b> 3:5 10:29,30	44:33 76:7,8 83:18	24:15 28:32 33:20	<b>thankfully</b> 85:88	13:12,20 14:1,9	25:19,20
77:5 87:29	<b>Sligo's</b> 51:32	57:11 61:30	<b>thank</b> 3:18	15:16,26 16:32 17:14	26:9,12,15,23 28:18
<b>sunny</b> 77:5	<b>Sligo</b> 51:29 52:1	<b>teacher</b> 23:11,25,27	<b>thanks</b> 31:12 35:4	18:1,2,7,18,20,23,26	30:2,27,30 31:7,22
<b>sunshine</b> 3:19,20 77:6	<b>Small</b> 83:31	24:23 27:8 28:30,31	41:26,27 49:18 81:34	19:12	32:18,22,23,25
<b>supervise</b> 56:15	<b>Smith</b> 27:23 36:7 64:20	29:4,10,12,26	82:15,21 96:9 97:33	23:11,19,27,29,33	33:1,5,27,34 35:14
<b>supervisor</b> 44:7 45:34	84:24	30:7,11,32 53:25	99:11,12	26:3,13,23	36:33 38:1,3,31 39:20
<b>supervisory</b> 49:10	<b>Smyth</b> 22:10 64:28	<b>teachers</b> 20:2 24:4	<b>that's</b> 3:33 4:20 5:1	28:9,11,17,30 29:12	42:3,15,20 45:26
<b>support</b> 4:16,19,22	<b>SNC</b> 17:21	29:3,19,26 72:29,30	6:9,28 7:26 8:20 11:7	30:11,13,20,22	47:13 48:16,21,24,27
5:2,6,11 8:13 9:20	<b>Socialisation</b> 26:22 33:26	86:23 89:15	12:30 13:4,16	32:8,32 35:19 38:31	49:15 51:1,14
15:27 26:13 29:10	<b>South</b> 83:32 91:31	<b>teaching</b> 20:20 21:16,22	15:12,26 16:11,26	44:34 53:20,23	56:16,30 57:3,27
32:10 36:16 38:34	<b>Spain</b> 53:17 54:30 55:34	28:6 29:12 68:19	17:1,8 18:10 19:8	59:4,5,28 60:2,7	58:33,34 59:10,11,2
39:1,2,3,7 40:5,19	56:33 65:18,30 67:24	86:19	20:12,17,23,28	64:12 69:24	<b>thinking</b> 4:8 21:17 22:16
41:7 64:15,27	97:7	<b>team</b> 2:9 4:12 9:5,33,34	21:9,17,19 23:22,23	<b>theories</b> 5:12 71:31	30:32 60:31 72:20
82:17,19,22 96:22	<b>Spanish</b> 97:6,12	10:8,24 15:21 17:9,20	24:3,27 25:21	<b>theory</b> 6:33 67:12 71:33	75:3,4 78:20,21
97:9 99:8	<b>Special</b> 20:27,30 24:9	19:4 21:30,31 36:23	28:16,22 29:13	<b>therapists</b> 30:10 89:15	<b>thinks</b> 73:17
<b>supported</b> 50:7 63:21	25:23,25 28:32	38:17,19 40:19 41:6	30:9,11 32:21	90:32,34	<b>third</b> 14:4 23:19 51:19
64:21 76:20	29:19,20 69:13,21	42:22 45:6,17 46:30	33:5,13,15 34:2 35:26	<b>there</b> 1:5 4:6,19	66:23 72:18,33 79:13
85:16,18,20	<b>Sporting</b> 1:31,32 4:10,32	47:10,13,23,33,34	36:9 37:32 39:8,26,32	5:5,7,20,34 6:30,34	80:12,15 82:21 86:22
<b>supporter</b> 67:22 85:18	5:20 10:32 13:12	49:17 53:32 60:10	40:26 44:30 46:17	7:34 10:4,15,25,26	87:18,21
<b>supporters</b> 66:15	26:31 45:1 68:20	63:18,19 64:32 65:34	47:27,30 48:21,28	11:12,18,19 12:26,30	<b>this</b> 1:6,9,15,16 2:1,13,3
<b>supporting</b> 2:33 3:1,16		81:3 90:11	50:2	13:10 14:4,7	3:1,5,27,28,29
4:15,26 5:7,25,29		97:8,10,31,33 99:8,9	<b>that</b> 1:25,28,29,32	15:7,10,15 16:18	4:8,10,11,15,34

- 5:1,5,8,28 6:11,19  
7:2,7,12,22,32  
8:5,18,19,21,23,30  
9:4,5,9,12,29  
11:29,32 12:1,6,8  
13:23,27,32  
14:16,23,33  
15:1,9,12,28,33,34  
16:2,7,26,29 17:20  
18:18,19,20,21,25,26,  
27,32  
19:5,8,13,16,20,26,31  
,34  
**thorough** 51:32  
**those** 1:8 2:15 6:9 10:12  
12:10 17:18 19:22  
21:28 26:2 27:28  
32:4 34:26 35:19  
36:1 38:32 39:9  
40:5,33 43:19 46:27  
54:23 60:17 61:4  
64:12,15 65:18  
69:21,28 70:7 72:20  
73:20 76:8,15,16  
77:24 78:7,22 79:13  
83:10,11,12 84:6  
87:12 88:18,21 90:24  
92:29 93:3  
**though** 30:1 33:20 39:20  
**thought** 12:20 13:16  
16:16 20:17 23:22,23  
27:3,14,16 28:18  
29:19,20 30:14,16,28  
40:33 48:21 57:18  
58:24 72:19 75:14,16  
99:31  
**thoughtfulness** 73:34  
**thoughts** 75:1  
**thousand** 76:24  
**three** 4:11 5:11,28  
6:9,25,26  
7:12,14,16,17 10:1  
14:30 20:30,31 23:21  
25:28 26:16 32:4,26  
37:29 38:25,29 45:29  
57:30 58:26,27 64:33  
66:15 67:14,29  
68:13,31 73:14 76:1  
79:6 84:14,22,30  
86:2,18,26,32 87:11  
91:8 96:15,30  
**through** 3:13 4:5 6:9  
7:28 11:3 12:2 16:7  
19:32 21:5,7 22:2  
23:30 25:19 27:33  
28:2 33:12 39:14  
41:23 45:3,4 64:8  
65:10 66:27 71:23  
72:11,33 74:17 75:34  
83:28 85:30 86:1  
88:21 91:34 92:13,25  
93:9,31 94:1,11  
**throughout** 33:15 52:7  
93:32 94:24,25  
**throw** 6:17,25,26 7:17,25  
8:27 12:23 74:10  
91:1  
**throwing** 8:7  
**ticked** 50:19  
**till** 31:24 80:17  
**tilting** 49:5  
**time** 1:9 4:2 5:22 6:9  
13:34,1 15:4 21:2  
22:32 25:2 28:17  
30:31 31:22 32:5  
34:1,2 35:31 36:8  
38:12,19 40:6,8,32  
42:10,14 46:7 47:31  
49:27,28 53:21 59:33  
60:15 61:2 62:16  
63:13 65:17 67:2,26  
69:6 82:18 86:14,16  
88:22 91:9 96:19  
97:33 98:34 99:22  
**times** 2:23 10:34 18:1  
30:30 32:24 64:5,18  
67:15,29 74:26 76:34  
92:29  
**timing** 15:1 17:28  
**tired** 53:30  
**tiredness** 99:7  
**titanium** 15:9  
**title** 4:9 50:4  
**titled** 6:17  
**today** 1:21 2:28,29 5:33  
6:9 23:1 24:3,30  
34:33 42:7 54:2  
62:33 65:23 68:29  
69:25 70:28 79:6  
80:28 81:20,31 84:22  
89:8 96:20  
**toe** 69:7  
**together** 4:10 20:2 35:7  
37:12 41:6,7 45:16  
46:30,32 57:9 66:9,14  
72:25 74:11  
75:3,9,10,23 80:23,27  
90:21 91:12 95:8,17  
96:6,30,31 97:1 99:2  
**toilet** 10:18  
**told** 30:2 46:11 58:32,34  
59:6 64:28 73:32  
78:4 81:33 97:16  
99:8  
**tolerance** 2:8  
**too** 7:17 18:8 29:16 37:26  
54:17 55:30 56:9,31  
57:7,27 59:19,29  
60:19 65:34 76:12  
90:10  
**took** 9:6 10:17,21,34  
14:1 15:3 77:26  
92:16  
**tool** 2:11 56:18  
**top** 7:1 10:1 11:2 17:10  
35:15 39:24 62:26  
64:8,34  
**topic** 20:13 53:20 92:16  
**topics** 24:29  
**total** 28:22  
**totally** 35:19 36:18  
40:12,13  
**touch** 8:25 26:12  
**touched** 30:14 88:15  
**touching** 32:5  
**tough** 64:5 84:17 86:22  
97:7  
**toughest** 87:18  
**tournament** 28:21  
**towards** 9:12 26:22  
27:34 39:2 62:22  
63:22 92:14 93:15  
**towel** 13:4  
**track** 5:9 19:1 44:28  
**tracked** 11:23  
**tracking** 94:16  
**tradition** 69:14  
**traditional** 33:11 42:26  
**train** 27:2 29:20,31 35:31  
90:12 97:23  
99:24,32,33  
**trained** 29:27,30  
44:29,30 47:4 50:23  
64:25  
**training** 4:17,31 7:8  
9:19,26 11:27  
12:11,12 18:27  
20:9,10,26 21:11,12  
29:21,23 30:1,2,3,6  
32:7,9 35:17,33 39:9  
40:3 43:32 45:2  
56:29 57:5,23,34  
63:21 66:30,32 87:21  
90:11 91:10,34  
92:1,8,12 93:8,12  
95:26 99:32  
**transcribed** 38:12,28  
**transcribing** 16:7  
**transfer** 67:11  
**transform** 70:22  
**transformation** 70:3,22  
**transformational** 72:8  
**transgressions** 46:6  
**transitions** 94:17  
**translate** 4:32 6:33 18:18  
19:21  
**translating** 19:8  
**translation** 4:21  
**transpired** 43:26  
**transport** 1:3,17,24  
12:30 78:14  
**transporting** 85:21  
**travel** 5:15 6:1 27:14  
**travelled** 27:12 63:4  
**travelling** 9:9 40:6  
**treadmill** 16:23,26 58:2  
**treat** 56:11 58:8,9 60:31  
**tremendous** 92:23 94:14  
**trial** 13:27 15:24  
**trials** 71:26  
**triangle** 66:13  
**triangles** 11:32  
**tribute** 79:13  
**trickle** 21:19 93:20,22,24  
**tricky** 48:7  
**tried** 20:1 67:13 73:8  
97:9 98:32  
**trip** 27:14,16 43:19  
**troubles** 46:34  
**troublesome** 48:8  
**true** 24:24,32 73:33 99:5  
**truly** 68:30 96:2 99:1  
**trunk** 6:32 7:13  
**trust** 4:21  
**truth** 29:2 46:25 70:13  
**try** 4:17 8:27,32 12:3  
15:31 17:11 20:11  
22:1 35:4 40:23 54:7  
55:31 57:14 59:2,31  
61:5 74:23 82:20  
87:31 98:33  
**trying** 8:26 10:5 19:21,26  
21:2,4 22:6 33:26  
38:5 40:11 45:15  
57:14 59:13,30 60:6  
69:27 70:15 72:22,26  
76:15 78:32 92:32  
94:15  
**turn** 77:22 86:34  
**turns** 55:28  
**tutoring** 28:10 33:7  
**tutors** 28:11 32:7,8  
**twice** 26:19 28:12 58:26  
83:10  
**twist** 43:14  
**twisting** 17:23  
**two** 2:32 4:25 6:18,31  
7:12,13 11:21  
13:27,32 17:34 20:24  
23:6,16,22,23 24:23  
25:4,28 32:24,26 36:9  
37:27 38:25 39:12  
42:16 45:11,29  
53:15,33 57:30 61:22  
65:30 67:23 68:8  
75:26,34 76:24 77:15  
78:4 79:9 82:29,30  
83:10,14 84:12  
85:6,26 95:25 97:6,28  
98:27  
**type** 5:22 13:1 14:29  
26:18 28:27 32:24  
49:1 52:6 85:29  
**types** 18:5 31:3 40:33  
**Taoiseach** 80:3  
**Tapas** 67:26,27  
**Terrence** 52:12  
**Thank** 1:20,21 3:1,4,18  
20:3,5,8 22:9,16,24  
28:5 32:12,16,18  
33:30 34:12 41:26  
48:1,3 49:20  
52:27,30,31 53:23,28  
61:11,13,25 63:1  
64:26  
65:12,14,22,27,29,31,  
34 68:9,11,29  
79:16,18,21 81:32  
82:31 83:34,2  
85:1,3,12,33 86:3,32  
94:22,24 96:5,6,8,15  
97:33 99:12  
**Therapy** 87:30 89:3  
90:28,32,33 91:1  
**Thorpe** 78:29  
**Tim** 1:3,16,18 3:4  
**Tolfrey** 3:12,14,16,18  
20:5,12 21:30 22:9,10  
87:3 88:13  
93:17,24,31 95:21  
98:34  
**Tom** 99:11,12  
**Tomas** 52:29  
**Tony** 66:1  
**Torres** 74:16,33  
**Tourism** 1:3,17,24  
**TORTOSA** 53:12,16,25  
61:28  
**Tralee** 2:33 34:31,32  
53:2 64:22,26 68:19  
76:29 79:30,34 80:26  
81:32 85:20,21,29,34  
**Treacy** 62:22,33 63:1  
65:14 70:4  
**Trinity** 88:24  
**Trojan** 52:34  
**Trostenbloom** 72:6  
**Tuesday** 1:1  
**Turkey** 65:17 66:21 83:2  
97:1,2  
**Turner** 43:5  
**TYNDALL** 83:24  
**U**  
**ultimate** 34:8,9 70:32  
**ultimately** 19:5  
**uncomfortable** 27:11  
**uncooked** 52:24  
**under** 15:12 40:29,34  
42:34 46:27 76:24  
85:28 91:30 92:5,11  
96:2  
**undergraduate** 20:10,15  
82:34  
**undergraduates** 20:20  
**underlying** 9:29  
**underpin** 71:31 79:10,11  
**underpins** 71:25  
**understand** 4:27 5:18  
14:25 16:27 18:14  
19:15 20:5 26:24  
28:25 31:29 32:27  
33:23 49:3 69:8,33  
**understanding** 5:22  
26:21,22 42:33 43:2  
45:3 46:25  
**undertake** 5:13 12:27  
**undertaken** 11:12 43:17  
70:31  
**undertaking** 3:27,34  
8:18,19 11:29 12:1  
51:4  
**undertook** 5:30 6:19  
84:30  
**unethical** 48:8  
**unintended** 44:20  
**unique** 3:5 6:13 66:8  
**unit** 25:19,21,30  
31:27,28,30 32:19  
33:15  
**units** 25:16,28 31:32,34  
**universal** 26:13  
30:13,15,19,23,25  
31:7,8,23,31  
**universally** 31:9 78:16  
**universe** 46:33  
**universities** 21:18 67:7  
68:7 88:10  
**university** 11:12  
20:20,21 21:9,10  
22:28 35:8 41:33  
43:23 53:16,34  
56:23,24 57:28 60:14  
61:10 65:33 66:14  
78:30 88:30 89:23,25  
**unlike** 76:2  
**unnoticed** 52:9  
**unpublishable** 46:18  
**unpublished** 36:13 39:8  
**unrewarded** 52:9  
**until** 36:5  
**upload** 22:23 34:24,26  
**upon** 28:9 36:26 37:5  
43:14,33 47:12 88:15  
**upset** 47:30  
**uptake** 16:33 17:1  
**upwards** 18:20  
**urban** 74:19  
**urgency** 70:3  
**urging** 81:20  
**urine** 10:11  
**use** 8:27 12:34 13:1,16  
15:34 17:25 21:2  
22:2 28:2 29:13  
30:14 31:2,19 42:4  
49:27 52:25 53:16,25  
61:30 78:7,24 80:10  
91:11 93:33 99:7  
**used** 11:21 12:22 14:2,10  
19:15 21:32 36:15  
39:8 41:3 43:20  
53:25 54:15 59:22  
83:12  
**useful** 2:30 42:22 48:1  
**user's** 59:21  
**user** 15:19 58:17,22  
59:22  
**users** 56:24 57:18  
58:14,18 59:18 61:1,9  
**uses** 17:16  
**using** 12:27 13:17,30  
14:8 17:9 21:3,10,12  
29:25 31:2,28,30  
42:3,26 52:24 58:20  
91:12  
**usually** 55:22  
**utilise** 8:7 88:18  
**utilised** 96:2  
**utilising** 4:31 8:30  
**UAE** 91:32  
**UCD** 35:8  
**UDL** 30:27  
**Ulster** 35:8  
**Una's** 68:19 86:14  
**Una** 52:19,25  
68:17,23,25  
79:18,19,29 81:10  
85:17  
**Unfortunately** 8:23 22:5  
39:26 81:15 99:24  
**USA** 68:14 72:29  
**V**  
**value** 11:30 60:26  
**values** 2:8 46:34 49:3  
72:8,30  
**valuing** 1:34  
**van** 14:16  
**variables** 18:4 30:17,31  
31:21,31 32:1,27  
**variation** 33:2  
**variations** 31:2,15  
**various** 9:34 47:21 91:30  
**varying** 6:18  
**vast** 85:7 92:15  
**velocimeters** 17:28  
**velocity** 7:19,29,33  
**venues** 91:13  
**verbal** 18:26  
**versa** 45:24 48:21  
**versions** 30:25 32:24,26  
**versus** 7:26 45:34  
74:19,20  
**very** 1:9,12,20 2:28,30,32  
3:1,18,22,24 4:1,2  
5:1,4,12,24,28 6:22  
8:9 9:1,4,9 11:24  
12:12,30 13:33  
14:7,23 15:9,15,24  
16:2 17:3 18:5,27,30  
19:30 20:3,5 22:16  
23:7 25:12,14 26:12  
32:18 33:4 34:12  
35:10,15,18 36:24  
37:12 38:2 40:19,28  
41:26 44:33  
45:10,15,33  
**vessels** 44:16  
**vest** 12:27 13:13  
**vests** 10:21 12:15,29,30  
23:33,34  
**vice** 45:23 48:21  
**videos** 27:30 45:10  
**view** 5:4,18 47:12 61:27  
72:21 74:21 75:6,15  
87:23  
**vignette** 48:10  
**vigorous** 76:14  
**virtues** 64:28  
**vision** 22:27 70:8 72:25  
80:7  
**visit** 3:22 27:14 62:2  
80:28 82:6  
**visitors** 82:5  
**visual** 24:12 28:3 32:22  
33:17,20 60:5 83:15  
**visualisation** 39:33  
**visually** 27:24 31:28  
**vital** 16:26  
**vocational** 90:11  
**voice** 28:26 56:13 58:11  
86:21  
**voices** 84:33 95:2  
**volley** 27:31  
**volleyball** 32:32  
43:2,18,24,26,31,32,3  
4 44:1,33,34  
45:12,19,20,23,30  
46:13,32 47:3,11,30  
48:15  
**volume** 7:4,8 8:14 9:2  
**voluntary** 70:11,26  
**volunteer** 27:8  
**volunteers** 53:1,2 76:19  
85:21 97:27,29  
**vulnerable** 41:31 47:7  
**Valencia** 53:34  
**Valerie** 84:23  
**Varadkar** 81:33  
**Variety** 26:15 27:19  
29:12 33:17 43:27  
59:33  
**Vasil** 77:27  
**Vicky** 3:12,16 7:3 21:26  
22:10 26:4 36:34  
87:3 98:34 99:8  
**Video** 3:25,29,31,33  
7:12,28 13:25 17:15  
29:31,33 36:20 65:25  
67:20 68:4  
**Vienna** 81:7  
**W**  
**waiting** 32:14 34:20 77:4  
**waitressing** 28:2  
**waiver** 96:21  
**walk** 31:24 45:33 86:7  
**walked** 23:21 30:17  
45:27  
**wall** 9:24 23:10 95:26  
99:33  
**want** 1:28,31 2:14 5:26  
7:17 9:21 12:1,23  
14:8 15:7,12 17:14,25  
18:14 20:6 22:32  
23:4 28:30,32 30:13  
32:14 34:24 37:26  
40:9 41:2 42:19  
50:14 52:34 53:21  
54:26 57:28 58:33  
61:31 63:4,9,15  
64:22,26,33  
65:3,8,9,31,34  
66:4,5,8,20  
67:11,12,23 69:33  
79:3,13 80:3  
**wanted** 11:24 14:14 15:1  
32:4 35:9 45:29 52:8  
56:27 57:7 58:7  
59:17 81:33 84:14,32  
**wants** 34:8  
**war** 77:3 80:22,23  
**warm** 40:9 58:28  
**was** 1:10,13 3:20,27 4:8  
5:29,33  
6:11,17,24,30,32,33  
7:1,4,7,11,28,34  
8:34,7,10,13,18,27,31  
34 9:1,5,17,27,29,33  
10:3,8,9,11,12,22,24,

25,33 11:6 12:1,3  
13:32  
14:2,7,14,16,21,31,32  
15:7,16,18,23,28,31  
16:34,2,11,12,16,18  
20:2,15,16,21,22  
22:2,31,32,33 23:6  
**wasn't** 7:2 10:14 22:32  
27:15 70:13 72:10  
84:29  
**watch** 11:15 14:4 23:24  
26:31 29:32 93:20  
**watching** 3:33  
**water** 10:22 12:15,16,17  
13:16,17,19 14:9  
42:30 98:33  
**watered** 36:18  
**wave** 63:9  
**way** 2:11,29 4:34 5:8  
19:21 21:3,11,13  
24:18 28:28,32 31:1  
38:17 41:23  
44:10,29,33 45:7,15  
47:25,34 49:4,8  
56:7,11,13 57:13,27  
59:33 71:6 74:21,22  
80:19 85:19 87:10  
93:29 99:1,18,33  
**ways** 29:4 31:4,5 40:21  
47:13 52:23 55:5,6  
56:8 70:20  
74:19,21,31 75:23  
**we'd** 21:33 22:9 49:27  
52:1 85:30 86:12  
94:30  
**we'll** 14:4 34:10 35:19  
36:6 39:16 41:3,26,34  
48:3 54:5,6 59:2 60:8  
61:23 62:11  
63:13,19,22 64:14  
65:6 66:21,22 70:27  
76:7 77:20,23 81:29  
83:24 86:28 92:16  
94:29 96:22 99:1  
**we've** 6:21 18:4 19:2  
49:27 55:13 60:22  
76:25 78:11 83:6  
99:14  
**wear** 13:13 89:4  
**weather** 3:19 35:30 36:1  
**web** 26:32  
**website** 26:31 27:25  
34:25 50:9 66:19  
68:1 98:15,16  
**week** 20:26 28:5 38:26  
58:26 66:23 67:14  
83:18 98:21  
**weekend** 40:7,30 78:14  
82:17 83:3 94:24,26  
**weekends** 53:4  
**weeks** 8:30 20:26,31 23:6  
34:31 38:25 45:29  
57:30 58:15 60:3  
**weight** 15:10 56:4 58:3  
**weighted** 23:33  
**weights** 31:13  
**welcome** 1:5 22:22,26  
41:33 48:4 53:15  
62:15 63:4 64:3  
67:27 68:17 80:30  
89:20  
**welcomed** 63:30  
**welcoming** 1:34 82:5  
**went** 7:5 8:25 20:23  
23:19,30 25:19  
27:12,13 29:27 39:12  
40:34 43:26,30  
45:28,29 48:14 53:29  
55:3 69:22 75:34  
76:10 77:15 84:13  
90:30  
**were** 5:30 6:26,34 7:7  
8:10,11,19,26,30  
9:12,24 10:4,5,28  
11:2,3,17,18,33,34  
14:1,11 15:23  
16:3,4,5,8 17:21  
23:7,9,10,12,21,22,23  
24,33,34 27:10  
29:27,30 30:21 37:30  
38:11,12,13,18,21,22,  
23,31,32 39:7,11,15  
40:7,25 43:23,27 44:4  
50:13,23,24 51:10,25  
53:4,5  
**weren't** 23:15 63:33 78:4  
84:29 92:20  
**west** 77:2 80:33 99:16  
**what's** 8:4 11:33  
12:11,28 13:2 16:32  
17:31 18:14,23,24  
40:11 42:33 67:13  
71:14 77:22,23 78:10  
80:16 95:21  
**whatever** 39:22 57:11,30  
61:11 77:4 94:31  
**wheel** 15:18 16:8 17:17  
18:8,9  
**wheelchair** 3:15 5:29  
6:6,12,14,17,21,28,33  
7:9,11,22 8:26 10:3  
11:6,7,15 12:6,9  
13:13  
14:20,21,24,25,32  
15:17,19,22,23,29  
16:3,30 19:5,10  
20:2,16 27:31 28:2,16  
36:34 49:14 51:7  
69:10 80:34 85:23  
93:33  
**wheelchairs** 15:10 16:4  
**wheels** 16:13 18:9  
**when** 3:19 4:8,18 6:24  
10:14 11:24  
12:15,16,17 14:10  
15:2,16 16:12 17:25  
18:1,7,30 23:21  
24:8,18,34 26:27  
27:7,13 30:23  
32:21,24,26,29 33:5,6  
35:15 38:2 40:26  
42:8 43:20 46:32  
47:30 48:14 53:20  
54:14,21 58:16,23,31  
59:18,22 62:7 68:32  
69:2 70:6,13 74:29 77  
**where** 3:24 4:12,30  
5:13,20 6:12 7:32,34  
9:14 10:28 11:15  
12:4 15:31,33  
17:14,16 19:32  
20:10,16,17,34  
23:5,28 24:3 36:9  
39:31 40:29,32,34  
41:2,21 43:14 45:28  
47:2 53:5 57:24  
61:28,29 62:3 65:30  
68:1 69:8 71:13,18,27  
73:5 74:11,14 77:23  
78:25 79:3 80:19,20  
**whereby** 90:3  
**whether** 10:6,32,33  
13:12 21:34 22:2,3  
32:22 36:16  
48:14,18,19,31 49:4  
52:6 81:4  
**which** 5:29,30 7:4,28  
8:8,24 9:20 11:22  
17:17 18:5 19:27,34  
20:21 21:3,21,27  
26:12 27:31 29:17  
34:25 36:12,15 37:13  
39:2,8 40:12 43:17,18  
49:28 50:14  
51:8,10,21 55:9,18  
56:15 57:15 58:3  
59:21 61:2 63:14  
64:32 66:16 67:18  
69:10 70:17 71:26  
**whichever** 19:21  
**whilst** 11:33 13:19  
**who's** 77:7  
**who** 1:9,10 2:15 5:4,5,6  
6:12,30,31 7:13 8:1  
11:13 13:18  
14:29,31,32 19:14,25  
21:15,26,34 22:32  
23:9 24:5 26:2 28:15  
29:4 30:21,26 31:8  
32:14,26 33:1,4  
34:8,14,21,32 36:7  
39:23 40:31 42:26  
43:30 44:1,6,34  
46:11,12 49:34 50:1  
51:19,21,34 52:12  
53:3 59:7 67:  
**whole** 19:12 25:23,28  
26:27 27:14 32:9  
35:19 39:29 44:19  
69:23,32 70:21 71:24  
73:12,32 75:3  
77:21,26  
**whom** 46:10  
**whose** 20:6 76:15  
**why** 2:25 3:28,34 4:20  
6:18 15:15,18  
16:4,8,13 23:30  
24:23,27 25:21,23  
26:18 28:25 38:16  
43:30,33 48:21  
67:13,20 75:20 78:4  
79:30 81:14 89:16  
**wider** 2:12  
**widest** 68:21  
**will** 1:6,16 2:30 3:8,22,26  
5:24 6:2 7:23 12:17  
16:34 22:12 23:4  
25:12 26:34 27:20  
29:32 31:31  
34:5,14,29 35:25 36:9  
38:1 40:33 43:14  
44:15 45:11 46:11,17  
47:3,6,34 50:7  
51:7,8,26,27 52:5,12  
53:20 54:2,16,20 56:8  
57:3 61:2 64:7,12  
65:27  
66:1,13,16,20,23,32  
**willing** 44:4 50:25  
**win** 35:18 44:34 70:6  
81:4 82:30  
**windmills** 49:5  
**window** 77:1  
**wine** 80:17 97:12  
**winner** 50:18,27 51:29  
83:30 84:4,15,26  
**winners** 83:21,24 84:6,15  
85:3 97:11  
**winning** 37:6 73:29  
**wins** 70:4  
**wisdom** 74:26,27 75:18  
**wise** 7:8 10:31 17:5  
**wish** 82:13 95:18  
**with** 1:21,32  
2:14,19,22,24  
3:6,12,25,27,34  
4:11,19,20,22,25  
5:2,23,24  
6:1,2,6,13,14,32,33  
7:7,9,19,17,22,26,33  
10:3,4,11,22,24,28  
11:13,30  
12:1,21,22,29,34  
13:8,17  
14:4,7,8,14,16,25,30,  
32,33 15:3 16:17,18  
17:5,9,16,20,23,28,31  
18:1,7,23,25,33  
19:14,17,19  
**within** 8:32 20:27  
36:25,33 38:25 39:1  
42:14 43:1,31  
44:13,24,25,27 45:2,6  
46:1 47:6 48:17  
51:20 61:11 74:2  
75:10 78:7 91:29  
**without** 2:23 28:33 30:2  
33:26 43:12 48:11  
59:19 67:13 75:11  
76:18 86:21 98:12,31  
**wobbly** 41:31 42:28,33  
43:5,11 44:10  
**woken** 10:11  
45:20 46:1 48:7  
49:1,3 51:14 53:5  
57:29,33  
58:1,9,12,26,33  
60:1,2 61:1  
**wounds** 80:23  
**wow** 38:3  
**wrap** 34:5 41:26 71:5  
**wraps** 15:12  
**wrist** 7:7,19,30,32,34  
8:9,11 17:23  
**write** 29:22 30:16  
**writing** 30:15 46:3  
**written** 18:26  
**wrong** 48:24 92:22  
**wrote** 25:5,14  
**Wait** 30:16 34:8  
**Warren** 28:5  
**Waterford** 64:32 78:31  
**We're** 19:1 25:23 27:21  
32:4,14 35:18,24  
39:15 40:22 41:33  
48:18 49:9,10  
54:5,10,12 56:33 60:6  
61:29,30 62:18 63:23  
69:27 73:3,4 75:15,34  
78:13,14 85:14 87:11  
93:15  
**Weborn** 10:2  
**Wednesday** 60:2,3  
**Well** 1:9,12 8:31 9:17,25  
10:4 12:11 13:30  
20:28 21:28 23:29  
31:2 32:10 35:23,24  
37:8,12 39:1,12,25  
40:16 43:28 48:16,27  
58:18  
63:18,19,21,22,27,29  
64:15,31 69:25  
72:3,12 73:10,13  
76:30 77:16  
81:15,26,31 82:9 84:6  
88:13 90:23 92:11,17  
97:2 99:6,14  
**What** 3:25  
4:1,8,9,10,15,24,27,3  
4 5:25  
6:7,17,21,24,32,34  
7:4,11,22,28 8:7,26  
9:5,7,8,24,29 11:4,6  
12:2,14,31,34  
13:16,23 14:20  
15:1,11,22,31,32  
16:3,4,12,32  
17:1,18,26 18:7,17,18  
19:7 20:8 24:3,18  
25:1,15,22,24 26:3,23  
27:5 28:23  
29:4,6,8,13 30:3,6,7  
31:1  
**Whereas** 8:8  
**While** 5:16 6:11 32:14  
34:20 38:22 39:3  
41:10,13 43:30 44:4  
49:27 68:27 69:6  
91:17  
**Whitney** 72:6  
**Wilson** 24:27  
**Wimbledon** 12:10 13:3  
**Wind** 83:27  
**Wolf** 42:8  
**Woude** 14:17  
**Wouldn't** 27:3 31:10  
48:21 81:1 91:15  
**Writers** 91:18  
**X**  
**Xcessible** 50:17  
**Y**  
**yacht** 77:4  
**yeah** 49:18 96:34 98:5  
**year's** 65:16 84:15  
**year** 15:2,4 20:28,30  
25:20 27:13 30:3  
35:24 36:26 43:17  
50:7 51:29 64:8,31  
66:22,23 67:2,22,26  
69:22 73:30 76:24  
86:2 88:22 93:18  
94:2 97:5  
**years** 4:21 6:15 10:1  
11:21 13:27,32  
14:15,17 15:8,9,21  
19:17 20:1 24:7  
27:20,21 29:19 35:27  
36:28 38:3,7,8 42:13  
46:7 51:5,9,20  
52:9,13,31 55:29  
57:20 64:6,34 65:30  
66:15 67:14 68:8  
69:12 76:7,8,23,34  
77:22 78:24,27,29  
80:21 84:12 86:2  
88:33 90:30 95:25 9  
**yellow** 11:32  
**yes** 19:30 21:30 77:6  
81:25  
**yesterday** 19:19 26:24  
27:31 30:14 31:14  
32:22 48:16 67:11  
84:12 97:9  
**yet** 23:28 36:5,8 48:10,24  
56:6 57:22 97:5  
**you'd** 28:18 62:25 87:10  
90:3  
**you'll** 13:27 20:5 26:16  
35:14 89:34  
**you're** 4:22  
12:5,15,16,17,20 12:2  
48:18,19,20,31,33  
49:28 54:3 58:34  
86:9  
**you've** 15:17 49:16  
**you** 1:8,12,20,21 2:30  
3:1,4,18,24,29 4:19  
5:14,26 6:18,21  
7:17,23 8:19,23,24,34  
9:21,30 11:2,14,22,34  
12:15,16,17,20  
13:3,5,8,9,12,19  
14:14,23,24,25  
15:2,3,11 16:13,33  
17:3,10 18:10 19:10  
20:3,5,6,8,11  
21:1,20,26,27  
22:9,14,15,16,23,24  
23:5,30 24:12,13,15  
**young** 68:21 72:29 82:33  
84:13,26 86:2 87:25  
91:8 96:21  
**younger** 5:29 98:24  
**youngsters** 88:14  
**your** 3:25 7:32 11:27  
12:16,17  
13:5,8,12,17,20  
15:17,27 16:29,34  
20:3,8 21:18,19  
22:9,14,23  
24:13,15,17  
27:4,8,10,12 28:10,33  
30:17,20 31:7,8,22  
32:1,22,23 33:2,27,32  
34:24 37:5 41:14  
49:14,26 52:27 53:21  
54:17,18,21 56:9  
58:22,24,32 59:3  
61:26 66:1,20 68:  
**yourself** 27:11  
**yourselves** 28:9 73:22  
**youth** 87:32  
**YMCA** 91:6  
**York** 22:28  
**Yves** 97:15  
**Z**  
**zero** 81:8,10  
**zone** 27:10,13,15  
**Zealand** 91:31  
... 38:9 62:9 64:29  
65:16,17 72:31 84:27  
97:18 99:26,33  
**000** 36:28,31 41:1 64:8  
91:22,29 92:4,12  
**100** 36:8 69:1 92:4,12  
**143** 29:26  
**1917** 77:2

<b>1920s</b> 80:22,23	<b>1990s</b> 30:19 73:8	<b>2003</b> 69:22 85:18	<b>2011</b> 75:29,31 76:2	<b>2014</b> 51:27 65:18,19,33	<b>300</b> 19:9
<b>1940s</b> 69:11 77:14	<b>1994</b> 3:12,27 71:2	<b>2005</b> 75:27,29 76:2	<b>2012</b> 1:1 34:33,34 36:5	66:21,24,32 67:20,33	<b>400</b> 36:28 64:8
<b>1948</b> 15:9	<b>1995</b> 3:28 24:8	<b>2006</b> 9:8,19	37:22 51:29 65:30,34	83:2 97:11	<b>500</b> 7:4 8:15
<b>1960</b> 36:28 69:12	<b>1997</b> 86:1	<b>2007</b> 9:8,20 29:25 76:23	67:30 69:27 84:26	<b>2016</b> 67:30	<b>60s</b> 70:12
<b>1960s</b> 70:18 71:32	<b>1998</b> 6:13,25 7:2	<b>2008</b> 9:8,13 35:22 76:23	86:34 96:12 98:10	<b>2020</b> 67:31	<b>70s</b> 70:13
<b>1970s</b> 69:13	<b>1st</b> 36:6	84:1	99:25	<b>2022</b> 86:22	<b>8th</b> 1:1
<b>1980s</b> 71:22	<b>200</b> 19:9	<b>2009</b> 37:22	<b>2013</b> 65:17,20 83:2	<b>20s</b> 77:3	
<b>1984</b> 98:25	<b>2000</b> 6:13	<b>2010</b> 62:31 65:34		<b>21st</b> 62:22	