



# SPORT BUILDS INCLUSIVE GENERATIONS

A PRACTICAL GUIDE TO DISABILITY-INCLUSIVE  
SPORT SESSIONS AND LIFE SKILLS



**PUBLISHED BY**

Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH

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The GIZ is responsible for the content of this publication.

By order of the Federal Ministry for Economic Cooperation and Development (BMZ) of Germany /  
Alternatively: The Federal Ministry of Foreign Affairs (AA) of Germany



*The Ministry of Education is the political partner of the GIZ Sport for Development program in Jordan. It supports the program in the adaptation of the Sport for Development methodology to the Jordanian context and actively promotes its implementation in schools. Accordingly the MoE identifies schools and teachers all over Jordan that can benefit the most from the Sport for Development concept and enables them to learn and proactively use the Sport for Development approach in- and outside their school classes.*

*The Ministry of Education*



## INTRODUCING

Dear esteemed colleagues,

The values that can be learnt through sports and active play such as trust, reliability, discipline, respect, fair play, and self-awareness are valid both on the field and beyond.

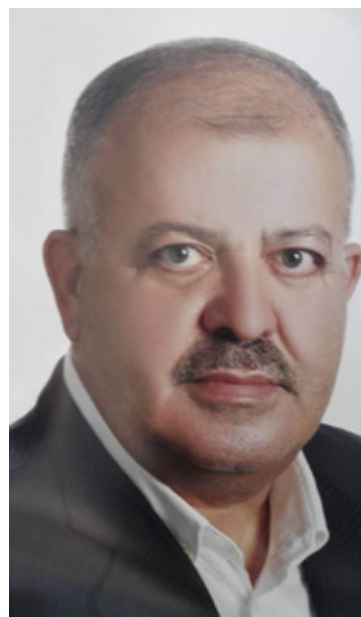
Sports unite children and young people regardless of their age, gender, physical abilities, and sociocultural background. By guaranteeing universal access sports play an important role in supporting gender equality and inclusion.

It empowers young people to become confident, open-minded, and vital members of their community and to act as role models for others.

Furthermore, important professional skills are acquired, such as teamwork, communication skills and perseverance, which support the personal development of young people – the future of the country.

Since young people learn from the behavior of their parents, peers, teachers, and coaches, it is important to take full responsibility for fulfilling our duties as role models. Therefore, not only the children need support and guidance, but also, we as educators should never stop learning and progressing.

For this reason, we support this manual as it provides an all-encompassing guide for both teachers and coaches. The values and skills conveyed can be adapted to all aspects of life, which consequently leads to a more promising future for us all.



### **Dr. Hussein Abu Al Ruz**

President, Jordan Paralympic Committee

د. حسين أبو الرز



## PROJECT DESCRIPTION

Sport has played an increasingly important role in development cooperation in the last few years, as its social and integrated impact can significantly contribute to the prevention of violence, conflict management, peace promotion, and international understanding. Sports help disabled people gain self-confidence and reduce the sense of paralytic helplessness; these characteristics improve an individual's capacity to manage stressful and conflictual situations. An exchange of expertise through sports, games, and movements is enabled. This exchange is mutually beneficial to local citizens, refugees, and internally displaced individuals. It counteracts possible conflicts and violence through this shared experience and learning. The literature background to date has shown that sports promote competencies, encourage interaction, and contribute to relevant development goals and potential cooperation.

The project aims to use «Sport for Development» in host communities in Jordan more intensively to promote psychosocial support, violence prevention, and conflict management. Additionally, it aims to tackle other relevant societal matters—such as gender equality, integration, education, and conflict transformation, and to convey life skills, particularly to children and young adults. Fostering life skills through sports helps individuals to master difficult situations and to develop perspectives. The project will be implemented throughout Jordan and will target children and youth who reside in areas with a high percentage of refugees, most notably the Northern provinces.

On the individual level, the «sport for development» project and this manual aim to promote the practice-oriented qualification of an adequately high number of female and male teachers, trainers, social workers, and facilitators through this project so sufficient school (formal) and non-school (informal) educational institutions implementing this project can offer it in their respective sport facilities, municipalities, and the participating schools. By adapting sports activities based on scientifically acknowledged pedagogical methods and the “Do No Harm Concept”, the project can also integrate disadvantaged and disabled young people in greater society; those who are commonly regarded as having little chance of success in life. It also encourages girls and young women to get more involved in society.

The GIZ «Sport for Development» project collaborates with the Jordanian Ministry of Education (MOE) and the Jordanian Olympic Committee (JOC) and works closely with the German Olympic Sports Confederation (DOSB). These collaborations guarantee the qualitative development and implementation of the project.



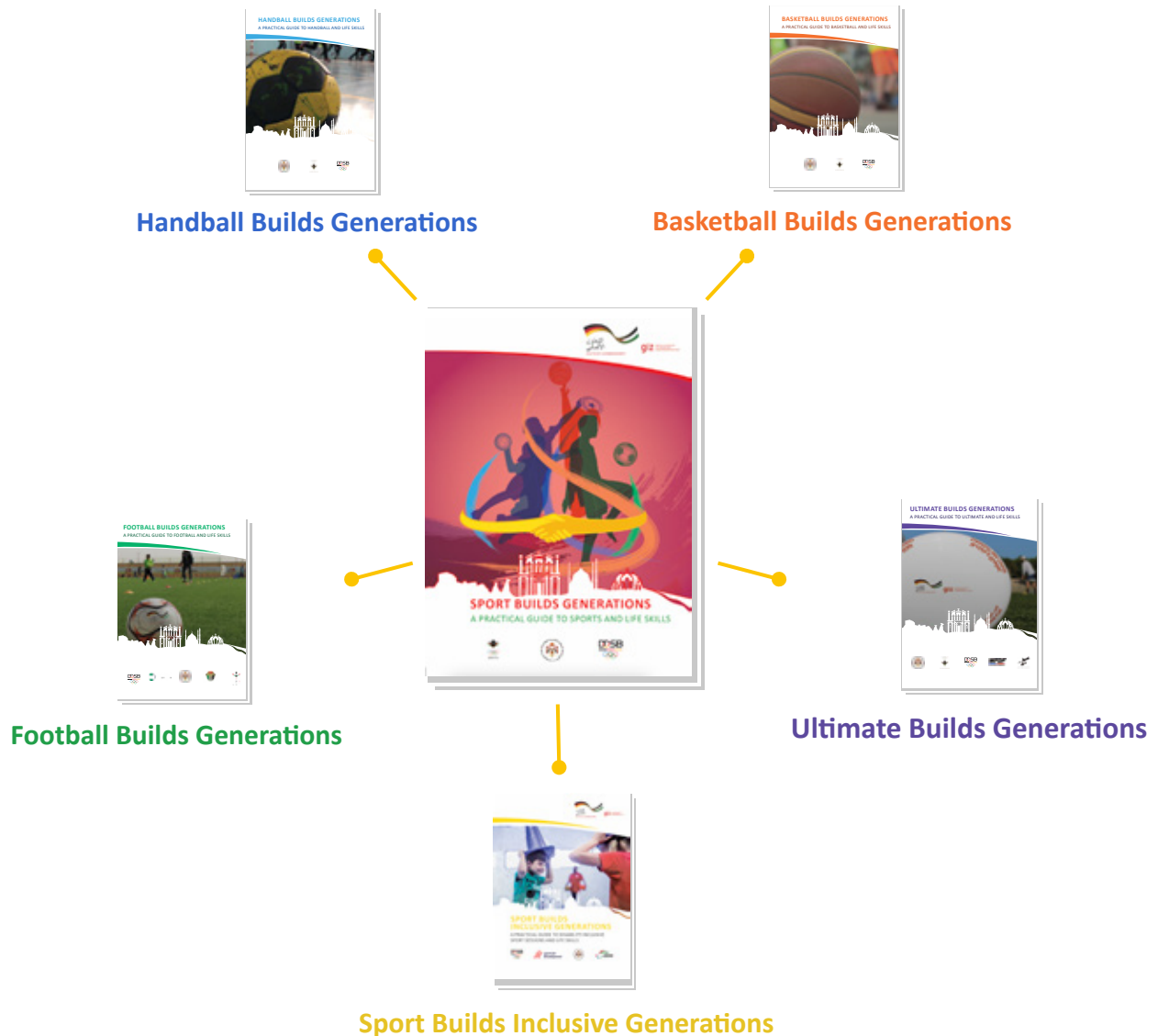


## COLLECTION OF S4D MANUALS

The Sport for Development (S4D) methodology is designed to apply to many different sports. Therefore, it is essential to provide those who implement the methodology with the know-how found in the *Sport Builds Generations* manual. The *Sport Builds Generations* manual provides a solid foundation and should be used with complimentary, sport-specific manuals.

The *Sport Builds Generations* manual is the foundation for the GIZ «S4D» project and gives an introduction, the know-how, and tools to implement the GIZ «S4D» methodology.

The sport-specific manuals of Basketball, Handball, Ultimate Frisbee, and Football are supplements to the *Sport Builds Generation*, serve as additional support, and add more technical and sport-specific topics. Regardless of the sport being used to implement the GIZ «S4D» methodology, the *Sport Builds Generations manual* should always be used together with the sport-specific manuals.





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**DISABILITY AND SPORT**

**CHAPTER II**  
**BECOME AN**  
**INCLUSIVE COACH**

**CHAPTER III**  
**TOOLKIT**

**CHAPTER IV**  
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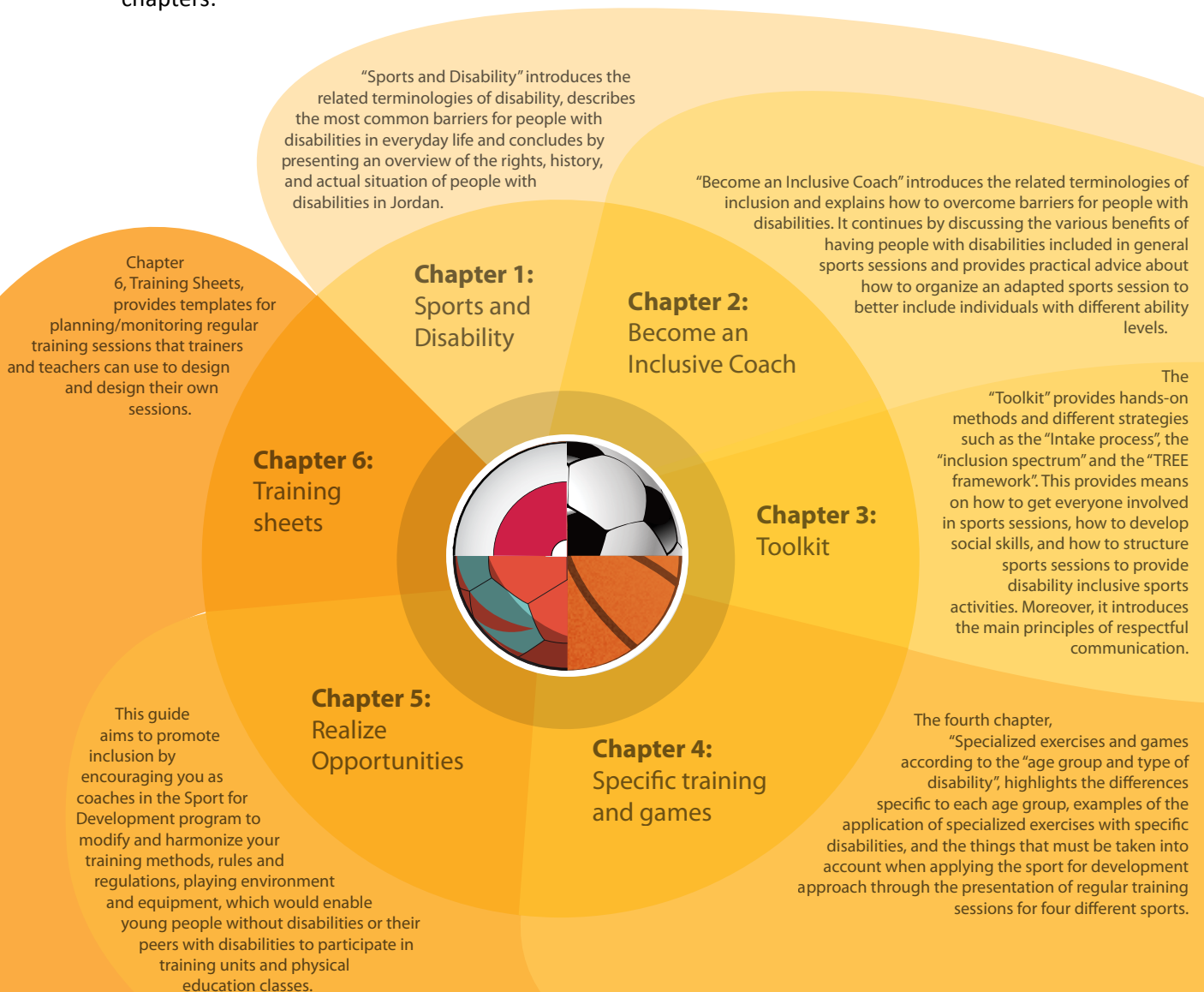
Hello there!  
 My name is Karam,  
 I will accompany you through this manual. Whenever you find me, I  
 might have a helpful tip that could make the difference between a good  
 and a fantastic coach. Let's work together to make a change in sport.



## INTRODUCTION

*Sport Builds Inclusive Generations* manual is a supplement to the *Sport Builds Generations* manual and serves all field-level «S4D» coaches and teachers as a practical guide for the work with children and youth with disabilities. Sport can be enjoyed regardless of age and abilities and is a great platform for developing life skills, teamwork, leadership, confidence, and empathy. However, girls and boys with a disability are often excluded from participation in sport not because of their disability but because of the barriers of attitudes, policies, physical environment, access, etc. This manual; *Sport Builds Inclusive Generations*, has been created to ensure that teachers and coaches have the skills to adapt sport activities to make them more accessible to all young girls and boys including those with disabilities. By considering the individual situation of each player during a training session, and using the connective power of group experiences, coaches and teachers can make positive contributions to the inclusion of people with disabilities, to address stigma and discrimination and to promote full participation of people with disabilities.

*Sport Builds Inclusive Generations* manual is structured as a tool for all teachers and coaches who use sport in their classes, clubs, and after-school activities. The content is divided into six chapters:





# CHAPTER I

# SPORT AND DISABILITY







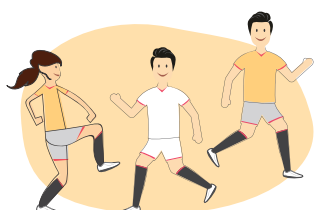
## 1.1 BACKGROUND

Before diving into the different types of disabilities and how to adapt a training session to make it fully inclusive for children with disabilities, the related terminology needs to be defined. In a second step, common barriers that people with disabilities face and frequently prevent them from participating in sports activities will be discussed.

### 1.1.1 Definitions

#### Disability:

Disability is a physical, mental, cognitive, or developmental condition that impairs, interferes with, or limits a person's ability to perform specific tasks or actions, or participate in ordinary daily activities and interactions.

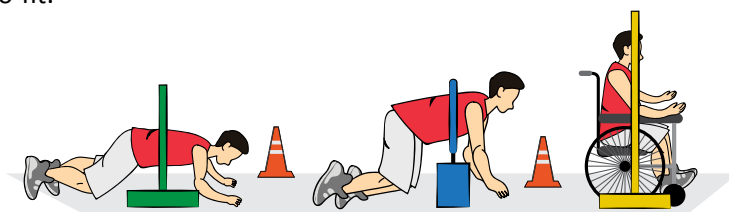


#### Physical Activity

Physical activity refers to any bodily movement caused by skeletal muscle contraction.

#### Adapted Physical Education:

Adapted physical education is an individualized program including physical and motor fitness, fundamental motor skills and patterns, skills in aquatics and dance, and individual and group games, designed to meet the unique needs of individuals. The word adapt typically means “adjust” or “to fit.”

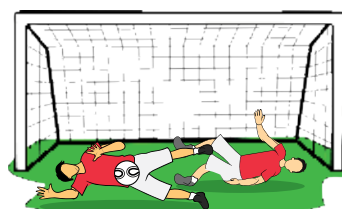


#### Sport:

Sport is any highly structured, and goal directed physical activity governed by rules, which has a high level of commitment, takes the form of struggle with oneself, or involves competition with others, but which also has some characteristics of play.

#### Adapted Sport:

Adapted sport refers to sports that are designed or tailored to meet the needs of individuals who have disabilities. Goal ball is an adapted sport because it was created to meet the specific needs of people with visual disabilities.





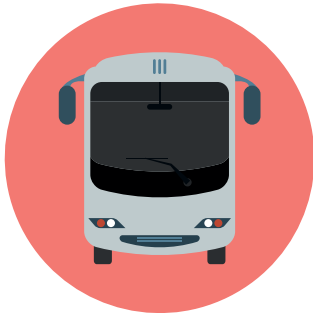
*Physical  
Barriers*



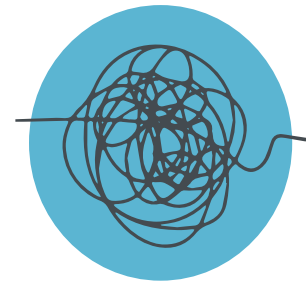
*Attitudinal  
Barriers*



**Barriers of  
Accessibility**



*Transportation  
Barriers*



*Communication  
Barriers*

## 1.1.2 Barriers of Accessibility

Accessibility describes the degree to which an environment or an activity can be used by every individual. Often there are multiple barriers that make it extremely difficult or even impossible for people with disabilities to access a certain environment or activity, especially when it comes to participation in sport. People with disabilities face four major challenges. It should be noted that people with disabilities frequently face more than one of these barriers at the same time.



## Attitudinal Barriers

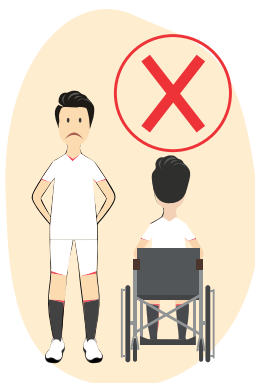


Due to lack of knowledge and understanding, people often have wrong assumptions about people with disabilities. People may regard a disability, for example, as something that must be cured or prevented, as a punishment for wrongdoing, as a sign of a lack of ability to behave as expected in society, or as a personal crisis. These misconceptions can lead to discriminatory behavior and social consequences. In Jordan, children with disabilities are more likely to experience violence than children without disabilities. Adults (18 years and older) with disabilities are less likely to have completed high school compared to their peers without disabilities. Moreover, people with disabilities are far less likely to be employed or are more likely to have less income than people without disabilities. In the context of sport, it is often assumed that people with disabilities cannot participate because of lacking capabilities, or that they will hinder the training. Consequently, people with disabilities are often excluded from sport.

Examples of attitudinal barriers in sport are:

### If the Coach/ Teacher

- Sees a person with disabilities as being a health and safety risk
- Sees a person with disabilities as being too difficult to accommodate in the session
- Sees a person with disabilities as not having sufficient ability to participate in activities
- Only sees the disability, not the person.



### IF other players/ participants

- Would not want to play with people with disabilities, or ignore them (e.g., do not pass the ball to them)
- Believe they would hold them back
- Believe not to play the sport properly
- Embarrassed to be seen playing with them

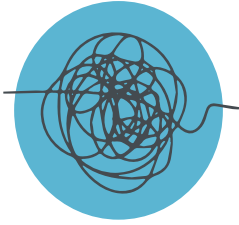
### IF parents, guardians, assistants

- Believe that it is too dangerous for people with disabilities to engage in sports
- Fear the person with disabilities may be ridiculed
- Embarrassed to be seen in public with a person with disabilities

### IF people with disabilities

- Fear to be judged negatively by others



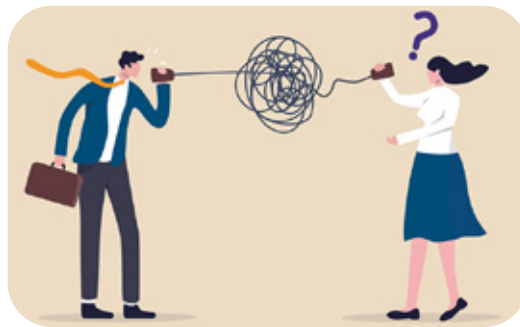


## Communication Barriers

When sensory disabilities (such as sight or hearing) or learning disabilities, are not considered when communicating, people will be excluded. Due to the lack of awareness of the coach, this is frequently the case even though this can easily be avoided by simply adapting the style of communication.

### Examples of communication barriers include:

- Would not use sign language or demonstrations for people with hearing impairment.
- Signs or prints that are too small and hard to see for people with visual impairment.
- Would not use clear and simple language that is easy to understand for people with intellectual impairment.
- Videos without subtitles/ transcriptions/ captions for people with hearing impairment.



## Physical Barriers

Physical barriers are natural or man-made elements that prevent, or block mobility (moving around in the environment).

### Examples of physical barriers at, or in sports facilities are:

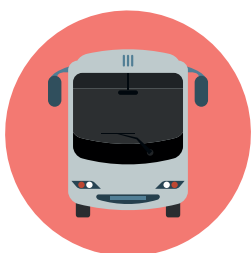
- No public transportation, or parking lot close to the venue
- Curbstones or stairs without ramps
- Missing handrails to provide support
- Narrow pathways and items blocking the way



- Doorways are narrow, doors are heavy, doors handles are too high
- No toilets designed for people with disabilities
- No accessible changing areas

In addition to physical barriers there are several sensory barriers that are particularly obstructing for people with visual or hearing impairment:

- High level of noise (busy public road next to venue, sound systems, etc.)
- Indoor area with poor acoustics, like echo
- Poor lights, poor color contrast on signs
- Poor designing and navigating spaces (no use for raised text and braille for signs)



### Transportation Barriers

Transportation barriers refer to a lack of adequate transport vehicles for people with disabilities that would make it possible for them to move independently.

#### Example for transportation barriers are:

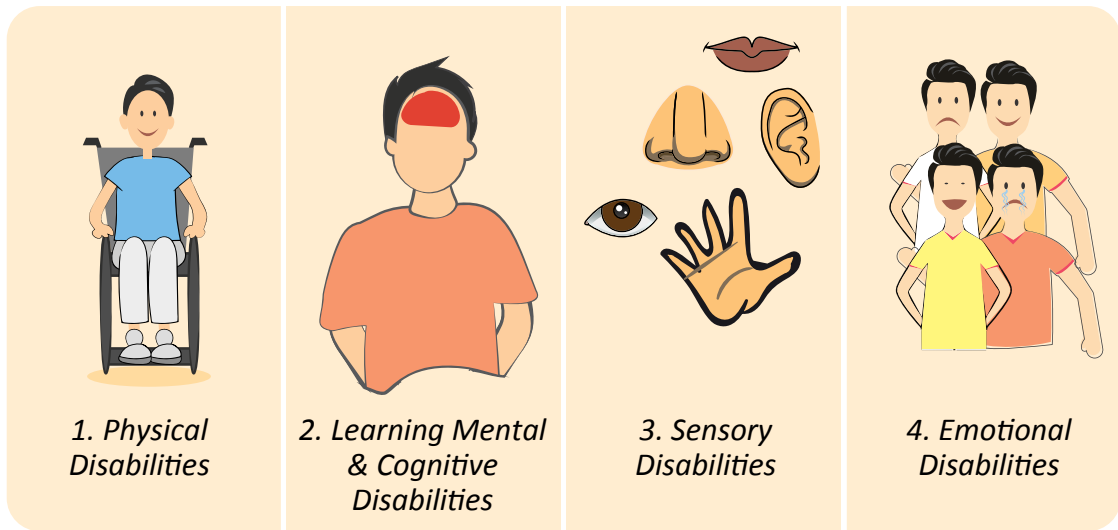
- There are no ramps to enter public buses, trains, trams, etc.
- There are no special seats for people with disabilities in public transportations
- No trained staff (e.g., bus driver) to assist people with disabilities to get in or off the public transport vehicle
- There are no Taxis suitable for people with disabilities (e.g., no space for wheelchair)



## 1.2 UNDERSTANDING DISABILITY

Individuals with disabilities can participate in many vigorous physical activities with some adaptations. In fact, regular physical activity has the same positive physiological and psychological effects on people with disabilities as it does on people without disabilities. However, because each disability is different, it is important to have a basic knowledge of the most common disabilities. With the right background knowledge, and exercises, game forms can be adapted so all players from different ability levels can play together.

This chapter will provide a short summary of the most common disabilities, as well as tools and strategies about how to better include people with certain disabilities in sport sessions.



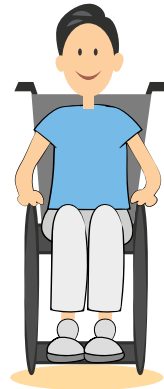
### 1.2.1 Physical Disabilities

#### What are Physical Disabilities?

A physical disability is a substantial and long-term condition affecting a part of a person's body that impairs and limits their physical functioning, mobility, stamina, or dexterity.

The loss of physical capacity is a life-changing experience. Those results having a reduced ability, or inability, to perform body movements such as walking, moving hands and arms, sitting, and standing or normal daily activities such as dressing, eating, self-hygiene, etc.

A person may be born with a physical disability, or acquired it in life due to an accident, injury, illness, or as a side effect of a medical condition.





**Examples of physical disability include:**

- Loss or Deformity of limbs
- Muscular Dystrophy
- Cerebral Palsy
- Spina Bifida
- Multiple Sclerosis
- Spinal Cord injuries

**Characteristics of Differing Physical Disabilities are:****Amputation**

- Loss or removal of a body part, such as finger, toe, hand, foot, arm, or leg.
- Congenital, or have occurred because of accidents, or diseases such as diabetes.
- They may experience phantom pain.
- They may have emotional trauma.
- It is critical to take part in physical activity to decrease the chance of muscle atrophy, ulcers, and joint contractures.
- They may have artificial limbs to complete activities and sports with full functionality.

**Muscular Dystrophy**

- Progressive loss of muscle strength over time, (usually the most affected are muscles around the neck, shoulders, and hips).
- They may require a wheelchair.

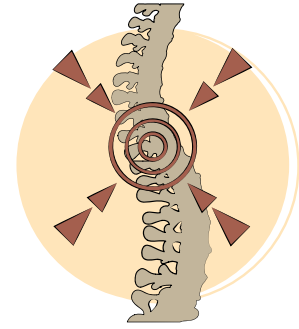
**Cerebral Palsy**

- Non-progressive disorder that impacts both the brain and motor functioning.
- Challenges with movement, coordination, vision, speech, and intellectual and behavioral functioning.
- Often require adaptive equipment and/or mobility devices, (e.g.: wheelchair, walker, walking stick, or elbow/axillary crutches)
- Reduced range of motion, and variations in muscles tone, (muscles are very stiff)
- Lack of muscle control and coordination can be slow moving.
- Delays in reaching physical development phases.



### Spina Bifida

- Caused by a developmental defect of the spinal cord.
- May cause paralysis of the lower part of the body
- May require adaptive equipment and/or mobility devices (e.g.: Crutches, \*HKAFO, or wheelchair).



#### Tools & Strategies to Support in Sport:

Ensure the space in which you are conducting the sport session is accessible to all, (e.g.: ramps, adequate space available for wheelchairs, etc.).

Patience during communication and participation (e.g.: some individuals will have a speech impediment making it hard to understand them at first).

Make modifications to drills that allow all to participate.

Allow more completion time for a player with a disability if needed.

Encourage and facilitate peer to peer interaction between players with and without a disability.

Provide physical support when needed, (e.g.: a child who is unable to get themselves up after falling on the floor); this should be clarified with the family before the practice.

**Note:**

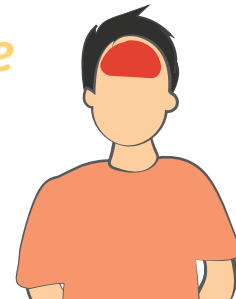
It is important to keep in mind that physical disabilities vary drastically from one person to another. In order to ensure safety for all players, it is best to reach out to the families about special needs.



## 1.2.2 Learning, Mental and Cognitive Disabilities

### What are learning, mental and cognitive disabilities?

Learning, mental, and cognitive disabilities are conditions that impair a person's ability to acquire knowledge and skills in comparison to peers. Learning, mental, and cognitive disabilities are frequently the result of cognitive disorders. Having such a disability does not automatically make someone less intelligent; affected individuals frequently learn in a different way. As a result, people with learning, mental, and cognitive disabilities may require specialized learning and coaching strategies. Individuals with learning, mental, or cognitive disabilities exhibit a variety of symptoms.





### **Characteristics of Differing Learning, Mental and Cognitive Disabilities:**

#### **1.2.2.1. Attention Deficit Hyperactive Disorder (ADHD)**

##### **What is Attention Deficit Hyperactive Disorder?**

- ADHD is a neurobehavioral disorder that is usually diagnosed in childhood and persists to adulthood, and is equally diagnosed in both males and females
- ADHD are patterns of hyperactivity/impulse that impacts brain functions and development such as memory, attention, concentration, impulsivity, hyperactivity, and social skills

##### **Characteristics of Attention Deficit Hyperactive Disorder:**

- Difficulties with listening and paying attention.
- Easily distracted (e.g.: may have trouble learning plays, anticipating moves and strategizing).
- Inattention (e.g.: may have trouble in sports that require moderate amounts of focus such as baseball).
- Fidgets (e.g.: Can't sit still, squirms in seat, taps hands).
- Often loses things (e.g.: school materials, sports equipment, personal belongings)
- Trouble with turn-taking or waiting (e.g.: waiting in line during practice)
- Interrupts others.
- Run, climb, or move excessively when it is not appropriate.
- Low frustration tolerance (e.g.: having troubles losing in a game, could result in aggression, tantrums, etc.)



**Tools & Strategies to Support in Sport**

- Change drills or activities frequently to keep the attention of a child and prevent boredom.
- Promote re-stimulation, change the athlete's position in the game as much as possible (e.g.: from forward to defense).
- Put children with ADHD in a position that is very active and is most likely to keep them busy and involved in the game as much as possible.
- Give extra responsibilities to this athlete, especially during waiting periods (can include being a "coach assistant" and complete extra simple tasks or requests to keep them busy and prevent them from engaging in troubling behaviors).
- Children with ADHD succeed much more with individualized sports (e.g.: Swimming, Martial-arts, Tennis). However, this does not mean that they do not benefit, enjoy, or succeed in team sports. For young children with ADHD being involved in team sports, try to foster as much individualized competition as possible.

**1.2.2.2 Fetal Alcohol Syndrome Disorder (FASD)****What is Fetal Alcohol Syndrome Disorder?**

Fetal Alcohol Syndrome Disorder is a group of conditions that can occur in a person when the mother drinks alcohol during pregnancy.

**Characteristics of Fetal Alcohol Syndrome Disorder**

- FASD can lead to physical and behavioral challenges.
- Hyperactivity.
- Trouble keeping attention.
- Poor coordination or abnormal muscles tone.
- Poor memory.
- Speech and language delays.
- Poor judgement and impulse control.
- Challenges with staying on task.
- May have sensory challenges such as tuning out background noise.

**Tools & strategies to Support in Sport:**

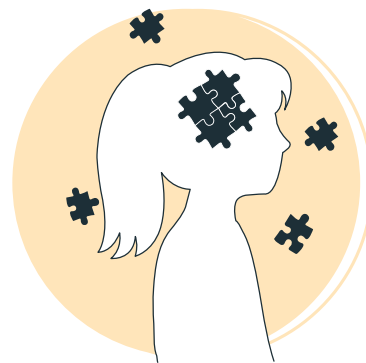
- Set clear boundaries, rules, and expectations from the start.
- Provide predictability and stick to a routine when possible.
- Create a defined structure to practice, games, etc.
- Use drills that require less coordination when possible OR modify certain drills to require less coordination to be completed.
- Allow for extra processing time when explaining a drill, rule, activity, etc.
- Be aware of loud background noises that may be hindering a child's ability to absorb information.



### 1.2.2.3 Autism Spectrum Disorder (ASD)

#### What is Autism Spectrum Disorder (ASD)?

Autism Spectrum Disorder (ASD) is a neurological disorder that impacts brain functions.



#### Characteristics of Autism Spectrum Disorder:

- ASD is four times more common in boys than in girls
- ASD is a spectrum disorder which affects each person differently and is never represented the same between two individuals.

#### Characteristics of Autism Spectrum Disorder:

Individuals with ASD show challenges in 3 key areas:

##### **Communication:**

- It may be non-verbal.
- They may struggle with understanding and/or regulating emotions.

##### **Behaviour:**

- They may demonstrate repetitive or ritualistic behaviors (e.g.: hand-flapping, rocking, or repeating certain words/phrases).

##### **Social:**

- They may not maintain eye contact.
- They may struggle with interacting with peers.

#### Common characteristics that may be experienced in sport:

- Challenges with sudden changes of routines.
- Trouble transitioning from one activity or drill to the next.
- Sensitivity to light, smell, sound, new environments, etc.
- Trouble understanding or comprehending instructions, rules, etc.

#### Tools and Strategies to Support in Sport:

Facilitate peer interactions; go the extra mile to introduce the player to others and include more introductory activities during practice to foster a positive team dynamic.

Allow for sensory breaks; give the child an opportunity to sit quietly on the sidelines, or in a designated safe space. This will allow for processing time and build trust with a player.

Try to build up a sensory aware environment for your session. Remove all drills or activities that might involve children chanting or yelling, lower lights, when possible, avoid echoing spaces and/or create a designated change space for specific children that is quieter.



Try to provide predictability of your training session (e.g.: Introduce the structure of your session in the beginning).

Stick to a similar routine each practice.

Provide this routine to the child/family ahead of time (can be written out or demonstrated with pictures).

Allow for processing time when giving instructions. This means providing time after you have given an instruction for a child to take in the information and process the words you are saying.

Explain concepts, rules, and instructions slower and with less steps.

It might be helpful to do a separate explanation to a player with autism as they may benefit from the 1:1 attention and broken-down instructions compared to the rest of the group.

### 1.2.2.4 Down Syndrome

#### What is Down syndrome?

Down syndrome is a genetic disorder condition of an individual who is born with an extra copy of the 21st chromosome: trisomy 21. This causes physical and intellectual development delays.



#### What Causes Down Syndrome?

In all cases of reproduction, both parents pass their genes on to their children. These genes are carried on chromosomes. When the baby's cells develop, each cell is supposed to receive 23 pairs of chromosomes, for 46 chromosomes total. Half of the chromosomes are from the mother, and half are from the father.

In children with Down Syndrome, one of the chromosomes doesn't separate properly. The baby ends up with three copies, or an extra partial copy, of chromosome 21, instead of two. This extra chromosome causes problems as the brain and physical features develop.

#### Types of Down syndrome?

There are three types of Down syndrome:

##### **1. Trisomy 21**

Trisomy 21 means there's an extra copy of chromosome 21 in every cell. This is the most common form of Down Syndrome.

##### **2. Mosaicism**

Mosaicism occurs when a child is born with an extra chromosome in some but not all of their cells. People with mosaic Down syndrome tend to have fewer symptoms than those with trisomy 21.

##### **3. Translocation**

In this type of Down Syndrome, children have only an extra part of chromosome 21. There are 46 total chromosomes. However, one of them has an extra piece of chromosome 21 attached.



**Characteristics of Down syndrome:**

- Low muscles tone.
- Flat facial features.
- Small head and ears.
- Short neck.
- Bulging tongue, (Breathing might be difficult during exercising).
- Smaller than typical height.
- Upward slanted eyes.
- May take longer to reach developmental phases.
- Challenges with impulse control.
- Require assistance with regulating emotions.
- May have accompanying health conditions such as hearing loss or heart problems.

**Tools & Strategies to Support in Sport:**

Set rules and boundaries; use simple terms and review them often.

Support with visuals, (e.g.: pictures or drawings), to explain the drills and to provide predictability.

Announce changes, (e.g.: “five more minutes until we change the activity”).

Motivate the athlete based on things they enjoy.

Recognize and celebrate successes, no matter how “small” they might be.

## 1.2.3 Sensory Disabilities

**What are sensory disabilities?**

A sensory disability is a disability of the senses, (e.g.: sight, hearing, smell, touch, taste). In most of the cases, it refers to a hearing or visual disability.

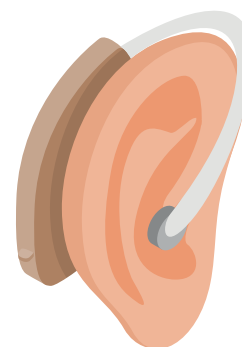
**Characteristics of differing Sensory Disabilities:**

### 1.2.3.1 Auditory Impairment

**What is an Auditory Impairment?**

An auditory impairment is the partial or total inability to hear. It is classified to one of the following two groups depending on the severity of the case.

- **Hard of hearing:** A mild to severe level of the inability to hear.
- **Deaf:** The total inability to hear (hearing loss).



**Tools & Strategies to Support in Sport:**

Supporting all instructions with writing, sign language, pictures, or videos.

Allowing the person to describe or demonstrate the exercise before it starts (to make sure the instructions were understood properly).

Giving visual cheering/reinforcement to increase motivation, (e.g.: instead of clapping hands that can't be heard, showing thumbs up).

People with auditory impairment often have balance or orientation problems. During practice, take precautionary measures to prevent the players from falling or tripping.

Remove hearing aids for contact sports.

Always face the person so that he or she can see your face, lips, eyes, and body.

Maintain eye contact and speak directly to the person, not to the interpreter if one is present.

Use as much visual support and concrete examples as possible.

**1.2.3.2 Visual Impairment****What is a Visual Impairment?**

A Visual Impairment (VI) is the partial or total inability to see.

Legal blindness is the ability to see at 20 ft. (6.1m) what the normal eyes sees at 200 ft. to 61 m (i.e.:  $\leq 10/1$  of normal vision), termed blind due to lack of visual acuity.

Blind by visual field means having a visual field or less than 10 ft. (3m) of central vision or having tunnel vision (e.g.: retinitis pigmentosa). Total blindness is a lack of visual perception or the inability to recognize a strong light shone directly into the eye, sometimes termed "no light perception." Visual impairment is the second least common disability in childhood next to deaf-blind.

**Causes of visual impairment**

In the younger population, causes of VI are attributed to birth defects, including congenital cataracts and optic nerve disease. Another, uncommon cause of VI in children is retinopathy of prematurity (excessive oxygen in incubators), although there are many individuals aged 18 and older with this condition as well. Tumors, injuries, and infectious diseases are possible but less common causes of VI. In persons who are elderly, diabetes, macular degeneration, glaucoma, and cataracts are the leading causes of VI. Visual impairment may also occur concomitantly in people with cerebral palsy and mental retardation.

**Tools & Strategies to Support in Sport:**

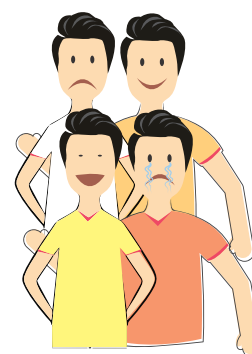
- Have all instructions described verbally or by playing an audio tape.
- Allow the person to describe or demonstrate the exercise before start, (to make sure the instructions were understood).
- Give a lot of verbal reinforcement to motivate the participant.
- Allow the person to stand close to the coach to use residual vision, or to lightly touch handrails or the tester when necessary.





- Encourage players without visual impairment to keep expressing themselves verbally all the time.
- Balance may be poor, so handrails may be needed for support.
- Manually and verbally guide the children and youth to all training facilities and equipment.
- Pair the athlete with a partner without visual impairment for running and other activities.
- Avoid jumping or other high-impact activities if the player has detached retina, high myopia or a cataract surgically removed (aphakia).
- Keep instructions in large print or braille or use a strong magnifying glass.
- Keep doors either closed or wide open.
- Keep areas clear of clutter for safe movement.

## 1.2.4 Emotional Disabilities



### **What is an Emotional Disability?**

An emotional or behavioral disability impacts a person's ability to effectively recognize, interpret, control, and express emotions. This condition can have one or more of the following characteristics, which can also affect the educational performance.

- Inability to learn which cannot be explained by intellectual, sensory, or health factors.
- Inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
- Inappropriate types of behavior or feelings under normal circumstances.
- A general pervasive mood of unhappiness or depression; or,
- A tendency to develop physical symptoms or fears associated with personal or school problems.

### **Causes of Emotional Disabilities:**

No one knows the actual causes of emotional disabilities, although several factors have been suggested and vigorously researched as roots (e.g.: heredity, brain disorder, diet, stress, and family functioning).

### **Characteristics of Differing Emotional Disabilities:**

- Hyperactivity (short attention span, impulsiveness).
- Aggression or self-injurious behavior (acting out, fighting).
- Withdrawal (not interacting socially with others, excessive fear, or anxiety).
- Immaturity (inappropriate crying, temper tantrums, poor coping skills).
- Uncooperative, defiant, and hostile to authority figures such as parents, teachers, coaches, etc. (oppositional defiant disorder)



**Tools & Strategies to Support in Sport:**

- Work hard to build trust and rapport over time
- Be preventative and understand what some triggers may be and avoid them in the future (e.g.: If you know that being in a certain position on the field upsets the person, avoid placing him/her there).
- Provide breaks to decompress (e.g.: let them sit off on the sidelines, make such breaks a part of the routine).
- Ensure the environment to be a safe place (e.g.: be careful of items or materials that are not safe and/or can be misused).
- Pick battles only worth fighting. Don't push the child to do something when it isn't worth the fight.
- Break down the training session to smaller units.
- Train problem-solving skills (e.g.: encourage the players to find different ways to accomplish a task).
- Reward desirable behavior.

Offer the child different options of exercises so that they can choose what they like. Let them know how much time they have to make a decision and wait for their response.



## 1.3 RIGHTS FOR PEOPLE WITH DISABILITIES

On 30<sup>th</sup> of March, 2007 Jordan signed the Convention on the Rights of Persons with Disabilities (CRPD). Along with Jordan, 163 countries around the world have signed the Convention. By doing so, they commit to fulfilling the points stated in the CRPD. The following principles are part of the convention that every country agreed on:

- Respect for inherent dignity, individual autonomy including the freedom to make one's own choices, and independence of persons.
- Non-discrimination.
- Full and effective participation and inclusion in society.
- Countries recognize the right of persons with disabilities to work on an equal basis with people without disabilities.
- Respect for difference and acceptance of persons with disabilities as part of human diversity and humanity.
- Equality of opportunity.
- Accessibility.
- people with disabilities enjoy the same human and fundamental rights as other children and are treated equally.
- What is best for the person is the most important.
- Persons with disabilities have the right to be heard especially in issues that can affect their lives

*“ For the community, participation by persons with disabilities in sport provides a means of deconstructing disabling images that portray persons with disabilities as passive, inactive and lacking capacities to participate in the wider life of the community. In breaking down stereotypes of disabilities, participation in sport helps build more inclusive communities and therefore greater social cooperation and cohesion. ”*

Office of the High Commissioner for Human Rights

Regarding sport, the CRPD mentions some rules which each of the countries who signed the convention should ensure:

- People with disabilities are supported to take part in ordinary sports.
- People with disabilities can take part in disability sports and leisure activities.
- Sports and other leisure places are accessible.

Following the CRPD, we as S4D-Coaches, but also as role models in our communities should:

- Encourage and promote the participation of persons with disabilities in sport activities at all levels.
- Give the same opportunity to organize, develop and participate in disability-specific sport and recreational activities.
- Give same access to training and resources to enable them to develop their participation in sport as players, officials, and administrators.
- Point out the right to access sports and recreational facilities.
- Ensure equal access for children with disabilities to participate in play, recreation, leisure, and sport activities, also in schools.
- Ensure access to your services as a community coach.



## 1.4 THE HISTORY OF SPORT FOR DISABLED IN JORDAN

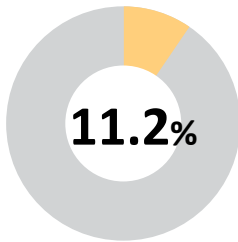
The Jordanian sport federation for individuals with disability, i.e., The Jordanian Paralympic Committee was established in 1981, which was the international year for disabled individuals (IYDP). The aim of this federation is to enhance disability sports and the participation of disabled individuals in local and international championships. In addition, it aims to organize training workshops for coaches in sports for individuals with disabilities. The first participation for Jordan in Paralympics' games was in Stoke Mandeville 1984, and Jordan won a bronze Medal by Aida Shishani in 200m run. In 1996 Atlanta Paralympics' games, Jordan won a silver medal by Emad Gharbawi in Discus Throw. In 2000 Sydney Paralympics' games, 2000, Jordan won a gold medal by Maha Barghuthi in Table Tennis. In the last Paralympics' games Tokyo 2020, Jordan won four gold medals and one bronze medal. Nowadays the federation covers most of sports for individuals with disability such as Weightlifting, Wheelchair Basketball, Sitting Volleyball, Para Table Tennis and track and field events.

Alongside the Jordanian Paralympic Committee, there is also the Special Olympics in Jordan. Special Olympics is the world's largest sports movement for people with intellectual disabilities and multiple disabilities. It is officially recognised by the International Olympic Committee. Special Olympics Jordan was founded in 1986, and since then they provide year-round sports training and athletic competition in a variety of Olympic type sports for children and adults with an intellectual disability. In 1987 Jordan joined for the first time the Special Olympics World Summer Games in South Bend, USA. Since then, Jordan competed in 9 MENA Regional Games as well as in several Special Olympics World Summer and Winter Games around Europe the United States and Japan. The latest World Summer Games had been held in Abu Dhabi, UAE, where Jordanian para-athletes took home 6 golden medals. The next opportunity for Jordanian para-athletes to compete at the 2023 Special Olympic World Summer Games will be in Berlin, Germany.

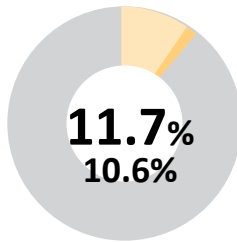


## 1.5 THE ACTUAL SITUATION FOR PEOPLE WITH DISABILITIES

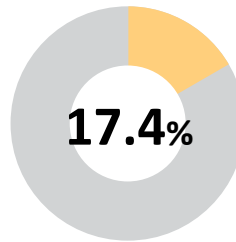
Many people with disabilities spend a large part of their lives, staying in their own homes. This is due to insufficient infrastructure in cities (physical barriers), or families being ashamed of their disabled relatives (attitudinal barriers). This chapter provides some official numbers about people with disabilities in Jordan. However, it can be assumed that there are several additional unrecorded cases.



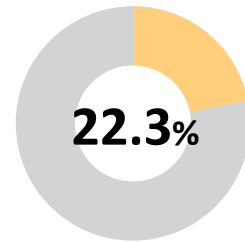
The prevalence of disabled individuals is 11.2% among Jordanian people.



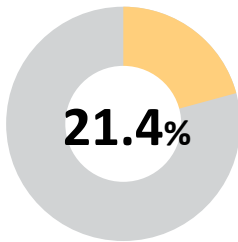
Males have higher percentage of disability than females (11.7% vs. 10.6%).



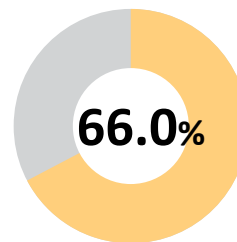
Currently, 17.4% of persons with disability are enrolled in educational institutions.



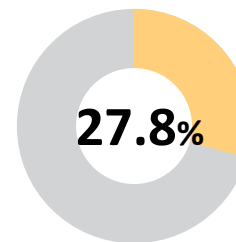
22.3% of persons with disabilities have never been enrolled in educational institutions.



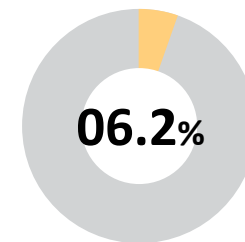
21.4% of persons with disabilities are illiterate; they neither read nor write.



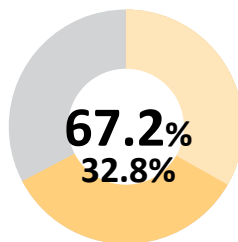
66% of persons with disabilities are unemployed.



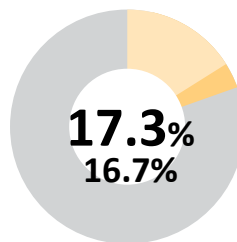
27.8% of persons with disabilities are employed



6.2% are searching for jobs.



67.2% of people with disabilities have a health insurance, while 32.8% do not have a health insurance.



The Jordanian capital, Amman, has the least percentage of illiterate (17.3%) among disabled individuals and has the highest percentage of individuals with bachelor's degrees or higher (16.7%) compared to other cities and governorates in Jordan.

- It has been shown that visual impairment is the most common disability in Jordan, while communication disability is the least common disability in Jordan. The prevalence of the different types of disabilities in Jordan is shown in figure 1. It also has been shown that the prevalence of disabilities increases with aging which is depicted in figure 2.

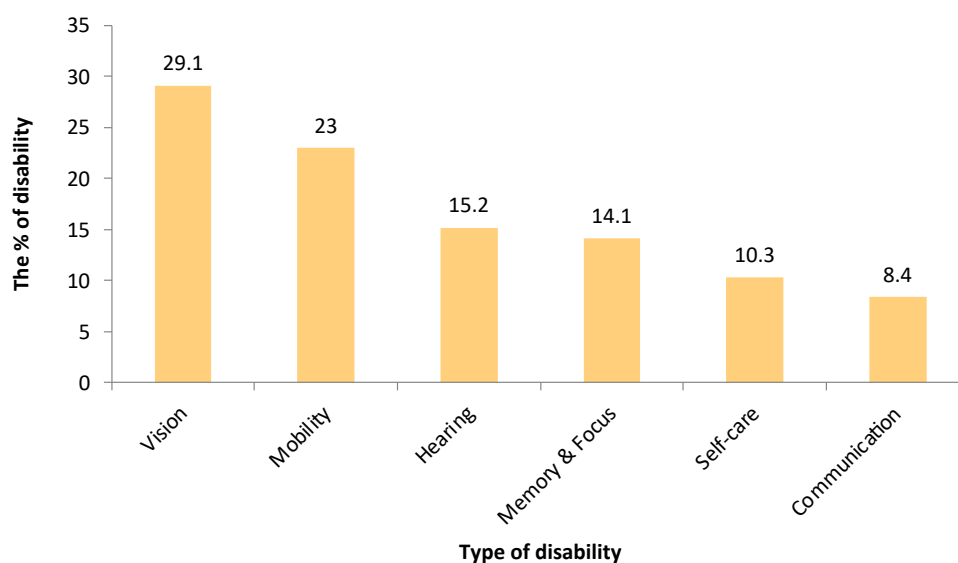


Figure 1: the prevalence of the different types of disabilities in Jordan

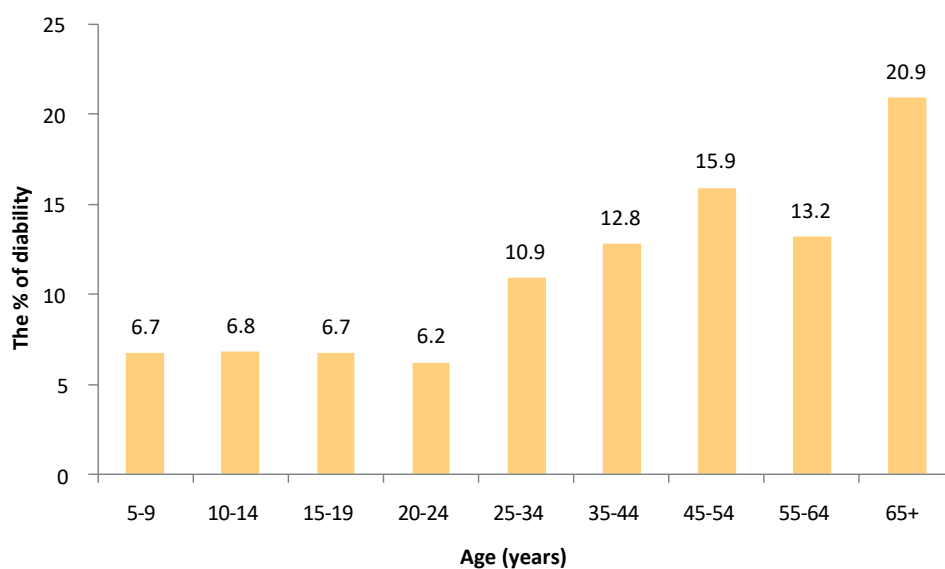


Figure 2: the prevalence of disability with aging in Jordan







# CHAPTER II

## BECOME AN INCLUSIVE COACH





## 2.1 INCLUSION GENERAL

What does inclusion mean? Often inclusion is confused with integration. This chapter will give you an overview of the different terms and their meanings, which should help you to differentiate between them. Only by knowing what inclusion means, we can create fully inclusive sport sessions for people with and without disabilities.

### Definitions:

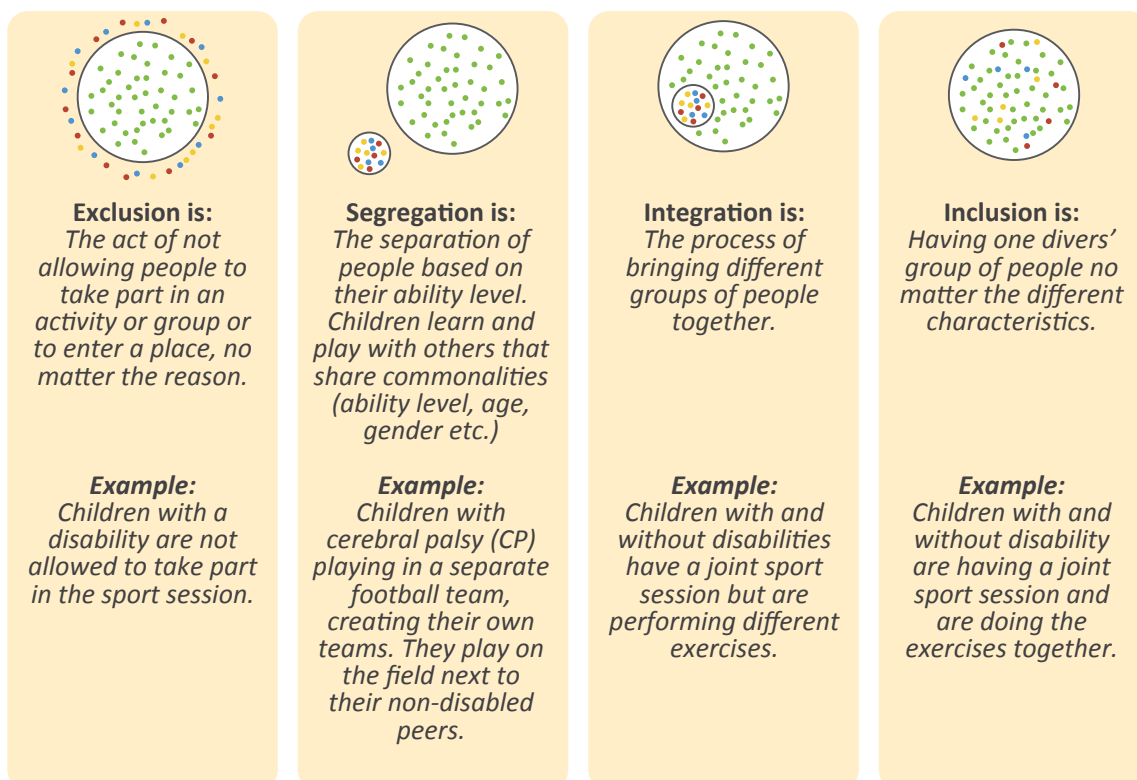


Figure (3): Representation of Exclusion, Segregation, Integration, and Inclusion.



Separation, integration, and inclusion should not be seen as a hierarchy, but as a range of choices to meet every child's needs.



## 2.2 ADDRESSING BARRIERS

Chapter 1.1.2. presented several barriers for people with disabilities that are particularly hindering in the context of sport. These barriers, however, are not insurmountable. Understanding what attitudinal, physical, communication and transportation conditions prevent people with disabilities to participate in sport sessions, countermeasures can be developed, and the sport sessions will eventually become more inclusive.



### Attitudinal Barriers

Examples for removing attitudinal barriers as a coach/teacher:

- Don't make assumptions about the capability of a person with a disability. Only they know what they can or cannot do.
- Motivate people with disabilities to participate in your sport session and encourage them to share their own experiences and perspectives towards training sessions.
- Encourage players without disabilities to include players with disabilities in your sessions and emphasize their added value.
- Reassure the safety of people with disabilities in your sport sessions towards parents/guardians etc.
- Implement a code of conduct for your training sessions to avoid ridiculing.



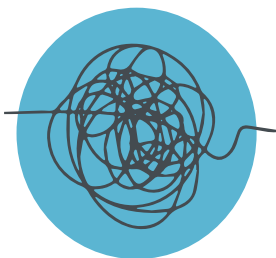
### Physical Barriers

Examples for removing physical barriers as a coach/teacher:

- Add ramps and handrails next to stairs.
- Remove items that might block the way.
- Offer support for people with disability to access the venue if needed.
- Make sure toilets and changing areas can be accessed by people with disabilities.



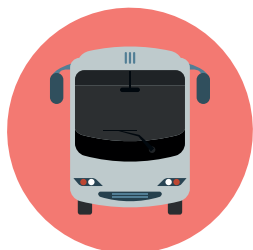
- Requesting a sports venue change if you cannot meet the special needs of players with disabilities.
- Make lightning adjustments.
- Turn off noisy machinery/sound systems etc.



## Communication Barriers

Examples of removing communication barriers as a coach/teacher:

- Do not only explain exercises, always add a demonstration.
- Learn the basics of sign language (or have an assistant who knows the sign language).
- Use big signs with big letters and high color contrast, so that people with visual impairment can read them easily.
- Explain your instructions in a clear manner and repeat for clarity and assurance.
- When showing videos, reassure that they have subtitles/ transcriptions/captions.



## Transportation Barriers

Examples of removing transportation barriers include:

- If the public transport station is far away, consider organizing a pick-up from there.
- If public transport is not accessible for some players, consider organizing pick-ups among your team (If someone lives nearby a person that cannot access public transport and will come by car, ask if that person can bring the other person).
- When using public transport as a team, for example, to go to a tournament, be trained in how to assist people with disabilities getting on and off the different transportation vehicles.
- When driving to tournaments/matches as a team, make sure your transportation vehicle has appropriate seating for people with disabilities and enough space to store wheelchairs.



## 2.3 INTRODUCTION TO DISABILITY INCLUSIVE SPORT SESSIONS

Inclusive sport sessions ensure that nobody is left on the sidelines. The term ‘inclusive’ stands for “an activity that anyone can take part in regardless of his/her disability, gender, race, income or skill level, etc.”

Team sports, especially the well-known Football, Handball, and Basketball, but also the more modern ones, like Ultimate Frisbee, have an enormous appeal and are equally attractive to children and young people, women and men, people with and without disabilities around the world. Those sports are not only for elite players, but everyone in a community can participate.

The “Sport for Development” project seeks to encourage more people to use team-sports as a tool to develop youths’ personalities, teach social skills and values, empower them with self-determination and promote societal change. Children and youth with disabilities should benefit and grow from the positive effects of sport, just the same as children without disabilities.

Coaches and teachers trained on the “S4D”-Methodology learn to differentiate the performance levels, according to physical and mental development. By considering how to make training sessions disability inclusive, coaches and teachers are encouraged to develop their ability to adapt training sessions according to the special needs of the players.



### *Provide a Great Experience*

Communicating well and providing suitable venue access and equipment will enable people to take part in general sport sessions. However, the behavior and attitude of the people involved in the training sessions are at the end the most crucial factor for having a great experience.

Think about:

- Welcoming environment; do you offer a friendly welcome for newcomers?
- Skills and confidence; are all instructors/coaches/volunteers trained and confident in working with people of different abilities?
- Participant behavior; do you actively challenge negative language or behavior from participants?



## 2.4 WHY DO SPORTS

Consider the reasons why people with and without disabilities play team sports.

- For fun and enjoyment.
- To develop their skills.
- To engage in competition.
- Contribute to empowerment.
- To play with others or their friends.
- To join in on the fun with others.
- To demonstrate that their impairment is not a barrier to them.
- To copy their idols.
- To seek recognition, praise, and encouragement.
- To exercise, burn off energy, keep fit.
- To get out of home and meet up with friends.
- To be a future elite performer.
- For rehabilitation and physiotherapy.

**Can you distinguish the reasons to do sport for kids with and without disabilities?**

Generally, reasons to participate in sport are very similar.



## 2.5 WHY COACH OR TEACH A SPORT

Coaches and teachers have different motivations for sports:

- Love for the game and want to share their passion.
- To become a top coach and coach the best team or players.
- To share their knowledge and skills with young players.
- To see children engaged in health promoting activities.
- Consider sport as a tool for development of young people.
- Consider sport as a tool for directing youth away from risk activities such as drugs, alcohol, violence, gangs, etc.
- Consider sport as a tool for developing communities and teaching youth life skills.

Coaching can be performance or participation oriented. Performance coaches look for talented players and seek to build a winning team. Participation coaches on the other hand, seek to involve as many children and youth as possible and aspire to have a positive impact on their development through their participation in team-sports.

Being a performance or participation-oriented coach does not necessarily exclude being the other.

If one of your reasons for coaching is to reach out to children and youth in your community, the opportunity to participate should extend to children and youth with disabilities as well. The challenge is how to make training sessions more inclusive. We can't open activities to young people with disabilities just to have them sit on the sideline.

This manual addresses how coaches and teachers can make their training sessions open and welcoming for people with disabilities and, most important, fully inclusive.



## 2.6 BENEFITS OF INCLUDING PEOPLE WITH DISABILITIES

Sport are all forms of competitive physical activities that aim to utilize, maintain, or enhance physical abilities and skills through casual or organized participation.

Sport has a significant effect on a person's daily life and health, both physical and mental. Being involved in sport, improves cardiovascular function, decreases the risk of obesity, diabetes, blood pressure, stress levels and anxiety. Moreover, being involved in sport, especially team-sports, fosters the development of social skills, and promotes inclusion.

*By including children with disabilities in sport and physical activities their quality of life will be drastically improved:*

- **Being better included in society and community life**
  - Changing what communities think and feel about persons with disabilities.
  - Changing what they think and feel about themselves.
  - Making friendships outside their families.
- **Realizing full potential in life**
  - Experience success.
  - Boost self-confidence.
  - Interact socially.
  - Develop independence.
- **Learn how to make choices and take decisions on their own**
  - Exercise responsibly.
  - Take on leadership roles.
- **For rehabilitation and physiotherapy**
  - Improve muscles, bones, and immunity.
  - Improve functional status.

Not only profit people with disabilities from inclusion in sport but also involved players without disabilities, the coach as well as society as a whole.



## Benefits for Players Without Disabilities:

- Sport creates a positive context in which players with and without disabilities interact
  - Seeing people with disabilities achieve things they believed to be impossible changes their perceptions.
  - Awareness raising, beliefs about abilities may be profoundly challenged and reshaped by this experience.
- Developing new skills by learning to respond to diversity in their team
  - Developing a sense of responsibility.
  - Reducing the fear of interacting.
- Making new friends with different backgrounds
  - Learning from each other.

## Benefits for The Coach:

- Developing his/her coaching skills as well as social skills by learning to lead a diverse team.
- Attracting new players by creating a welcoming environment.
- Learning to adapt, developing problem-solving skills.
- Becoming a role model in the community, by being a facilitator for young people to become empowered and help them identify and claim their rights.
- Recognizing the full potential of people with disabilities, (awareness raising).

## Benefits for The Society:

- Empowered people with disabilities can positively contribute to their communities.
- Changing what communities think and feel can reduce the social stigma and discrimination associated with disability.
- Stronger social cohesion by recognizing persons with disabilities as part of society.
- Reduction of health care costs.

A study conducted by Flavey et. al. (1995) proved the effectiveness of inclusion by showing the difference of children's feelings when being excluded versus when being included in sport (see table below). Both, students with and without disabilities showed favorable attitudes towards peers, coaches, and teachers because of inclusion. Furthermore, students indicated that their social skills and personal development, improved when being educated in an inclusive environment. It was also shown that the use of peer-tutor has positive effects on students with disabilities.



Excluded	Included	
Angry	Proud	Open
Resentful	Secure	Positive
Hurt	Special	Nurtured
Frustrated	Comfortable	Important
Lonely	Recognized	Responsible
Different	Confident	Grown-up
Confused	Happy	
Isolated	Excited	
Inferior	Trusted	
Worthless	Cared about	
Invisible	Liked	
Substandard	Accepted	
Unwanted	Appreciated	
Untrusted	Reinforced	
Unaccepted	Loved	
Closed	Grateful	
Ashamed	Normal	

Table 2: Difference of feelings when being excluded versus when being included in sport



## 2.7 ADAPTED SPORT SESSIONS

Bearing in mind the various benefits of including people with disabilities in sport sessions, adapted sport sessions bear a great potential. This manual seeks to equip coaches and teachers to be able to adapt their sport sessions so that people with disabilities can fully participate. This is not just about providing sport for people with disabilities, it is especially about delivering sport sessions in a way that people with and without disabilities can play TOGETHER.

As per definition in chapter 1: Adapted sport refers to sport created or tailored to meet the needs of individuals with disabilities (Winnick, 2011). In other words, adapted sport sessions are like typical sport sessions with additional adaptations and modifications for people with disabilities to participate. Adapted sport sessions are an amazing way to bring people with and without disabilities together. They provide a safe and inclusive environment for engaging in physical activities and to make new friends.

When planning an adapted sport session, there are few important rules to consider:

- **Maintain the integrity of the activity or task;** Don't change drills too much
- **Keep it challenging;** Don't make it too easy for the participants and aim to remove adaptations over time as skill and understanding improves.
- **Involve participants in decision making;** Let participants themselves decide whether they exercise the activity with or without adaptation.
- **Only make changes if you need to;** Don't make changes for the sake of changing, not all participants need adaptations.
- **It may not be possible to include all people all the time;** Safety is always the priority.





## 2.8 PLANNING ADAPTED SPORT SESSIONS

**How can you as a coach bring people with and without disabilities together through sport, create a platform for understanding and cooperation; and facilitate meaningful interaction and opportunities for social cohesion?**

The preparation and structuring of sport sessions was addressed in the “Sport Builds Generations” Manual and offered a framework for each part:

1. Define the objectives of the session (technical/social skill).
2. Conduct the training session with the following structure:
  - I. Sensitization
  - II. Warm-Up
  - III. Main Part A & Main Part B
  - IV. Conclusion
  - V. Reflection
3. Monitor the development of the players’ skills (technical and social) during session

When preparing and structuring disability inclusive sport sessions the coach or teacher might ask some of the following questions:

- What is the composition of the training group and what are they able to do?
- What facilities are available and are these suitable for all members of the training group?
- What equipment is required?
- What drills will be exercised and how can these be adapted for players with different abilities and skills?
- How to organize the session to ensure all players have as much contact with the ball as possible?
- How can the session be structured to promote fun and provide opportunities for success?
- How can the session be structured to avoid long breaks between activities?

The questions we ask when coaching or teaching a group of players with and without disabilities are essentially the same. Both players, with and without disabilities, will be able to tell or show you what they can do and what they aspire to be able to do. Having knowledge of your players, their abilities, and aspirations, allows you to set them realistic and challenging goals.







# CHAPTER III

## TOOLKIT





## 3.1 INTAKE PROCESS

“The world is small when it is limited by four walls<sup>4</sup>”

In Jordan, there are still lots of parents who are ashamed of their children's disabilities. They often see it as a punishment from “Allah” for wrongdoing. Because of that, many parents fear being judged by others and consequently hide their children with disabilities at home. It is important to understand that disabilities always have natural causes and that the cultural myths surrounding disability are one of the major causes for the exclusion of disabled people.

When children with disabilities do not have the chance to go to school, they lack important opportunities to get to know their peer group. Being with peers outside the family is essential for children to learn social skills, get a sense of belonging in a community and be empowered to act independently. Therefore, we want to engage with parents and take away their fears about their child participating in sport activities. Some parents will be afraid that their child will get hurt, others that their child will be laughed at, or the idea is generally unfamiliar to them that their child can participate in sport activities. Therefore, it is important to reach out to parents and convince them that their child will be in a safe space, regardless of his/her disabilities or abilities, and can move, play, and have fun among peers.

### 3.1.1 What Exactly Is The Intake Process?

- Intake process stands for a conversation with the families/ guardians before the first training session to show support and to emphasize the benefits of having their children with disabilities included in your sport sessions.
- At the same time, an intake process should be used by the coach to ask questions about the participants' special needs, medication, and side effects.
- The intake process can be performed in formal or informal manner depending on what the coach prefers.
- An intake process can be done over the phone, in person or through messages.
- Typically, an intake process includes a series of questions that provide more detailed information about a child's needs, deficits, challenges, or abilities related to a specific topic (in this case, sport).



### 3.1.2 Why Is An Intake Process Helpful?

- By embedding intake questions parents and guardians feel included in the process of their children with disabilities joining sport sessions.
- It helps to get a better understanding of the specific needs of the person to be included in sport activities and what to expect.
- The Intake process also allows the family to inform the coach about potential challenges that he/she might face regarding their child and to provide important resources, tips, and tricks on how to encounter them.

### 3.1.3 Reach Out To All Families Regardless Of Whether Their Child Has A Disability

- Intake process questions are helpful to get information from families having children with disabilities.
- But you can also offer the opportunity for families who have children without disabilities, but still would like to indicate where their child would need some extra support.
- Keep in mind: every single one of us is an individual and everyone has some special needs.

### 3.1.4 Examples Of Suitable Questions For An Intake Process

Intake process questions contribute to an inclusive culture because instead of giving the impression «your child won't succeed here» the first impression is «**your child belongs here**».

Here are some questions you might ask during the intake process:

- “How can we make sure this is a successful and fun experience for all?”
- “Does your child have a disability and/or certain special needs that we should be aware of?”
- “Are there any barriers to participation that your child may face in this sport?”
- “Does your child have a certain method of communication?”
- “What are some of your child’s interests and hobbies outside sports?”
- “Are there any specific strategies we can do to ensure a fun and successful experience for your child?”







## No-Force Policy

It is essential from the very first training session to establish a no-force policy, meaning that no player is forced to contribute to a discussion or express an opinion. You may introduce the magic word “PASS,” which allows a player to pass on a question if they do not have anything to add or say.



## WoW (Ways of Working)

Ask the players about the rules (ways of working (WoW)) they want to set up for the training sessions. This is an effective method to empower the kids to take more responsibilities. The WoW's should be agreed upon at the beginning of a season. Example: “When one player is talking, everyone else is quiet and listens.”

## Show Empathy

Empathy is the foundation and key to healthy communication and interaction. To have a good learning environment, a coach needs to be aware of the children's facial expressions, body language, and energy levels and adjust the training session to fit the players' current needs.

## 3.2.2 Introducing and Teaching Social Skills

The following points will help you to introduce and teach social skills in an effective and impactful way:

### Be a Role Model

As a coach, you are a role model for your players. It is important to be aware of your actions and its impact on the children. Children inevitably impersonate those they admire, so you need to be aware of what you do, what you say, and how you say it, as well as your body language. When planning a training session, think of how you can be a good role model by demonstrating the social skill of the day (e.g.: empathy) in your own actions.



## Use Rituals

Rituals create a structured routine in a training session. At the beginning to welcome players and prepare them for the training session, throughout the training session to create team spirit and at the end to properly close the training session. It is important to keep rituals short and ensure that they include the whole team.

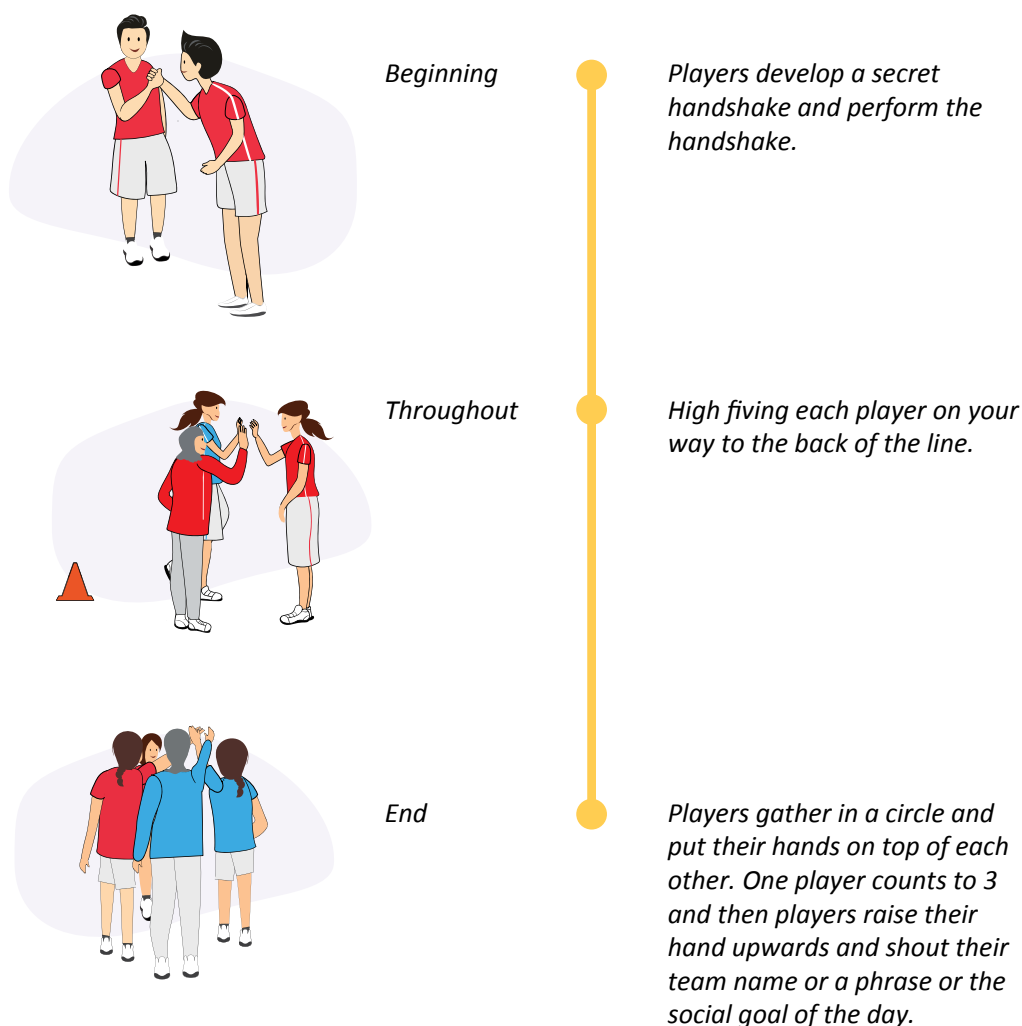


Figure (4): Example for the use of rituals.

Rituals leave good feelings, bring people together, and promote a sense of belonging to a team. Rituals are interactive and foster various social skills. Rituals are especially useful during the reflection time. For example, you can ask your players whether they feel more confident when performing a ritual handshake before practice.

## Learning by Doing

Learning by doing means learning directly from one's actions as opposed to listening to someone explain that action. This process promotes critical thinking and is a core skill needed to develop further social and personal skills. Long explanations by a coach often lead to disinterested players. The targeted social skill of a training session is best understood and learned when it is part of the drill or exercise.

## FREEZE

When observing a training session, a coach can say “FREEZE” if he/she wants to explain something about this very moment (coaching point). All players must stop where they are and listen to the coach. It is important to only use “FREEZE” when the moment has relevance to most or all players and a strong link to the targeted social skill. A coaching point can highlight something in need of improvement or can congratulate a player on performing well due to his/her use of a social skill. Although the “FREEZE” approach is a very effective method, it is important not to use it too often and to keep the coaching points short to avoid interrupting the learning-by-doing process.



### 3.2.3 Implementing a Good Reflection

The reflection after a training session is a vital part of using sport for the personal development of children and youth. The reflection section serves as a tool for looking back at the training session and what was learned. The importance of the social skill should be linked to life situations and social topics such as gender equality, health, and environment. It is important to add context to the training session’s social skill so that its relevance becomes clear to the players. Note that it is important as coach to be neutral and open to diverse opinions and comments. A reflection should last five to ten minutes and should ideally be done in the same spot where the team started training and performed the pre-practice ritual. There are many effective ways to perform a reflection; a coach can choose any of the methods listed below or use his/her own variations. Please note that the following are general methods only; the coach should also come up with questions, keywords, or statements based on observations during the training session. At the end, players should be encouraged to go back to their families and communities, and to observe and practice the social skills. Having a closing ritual at the end of each training session ties up the practice and builds team chemistry and players’ sense of belonging.

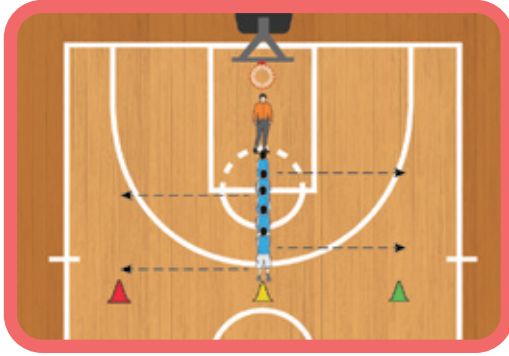
#### Methods for the reflection:



#### Method A

Gather the players. Place two cones ten meters from each other and explain that the cones represent the two different skills of the session: the sportive skill and the social skill. Ask the players to stand in a spot between the two cones that represents for which skill they progressed to most during the training session. Standing in the middle of the cones means that the player made equal progress towards both skills. Let few players explain their decision. Try to establish the link between sportive skill and social skill.



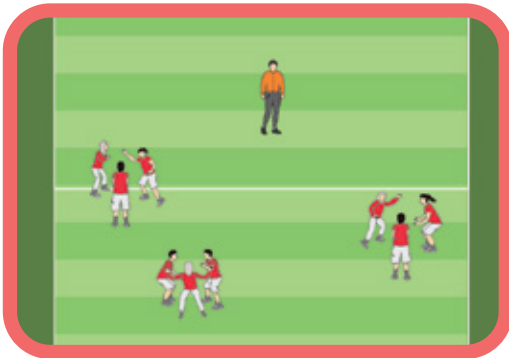


### Method F

Gather all players together, standing in front of the coach. Put three cones in a line:

- Red cone, (to the left); Disagree.
- Yellow cone, (in the middle); Neutral.
- Green cone, (to the right); Agree.

Read out statements related to the social skill. After each question, all players are to stand next to the cone that represents their opinion. Encourage one or two players to explain their decision. Move on to the next question and repeat.

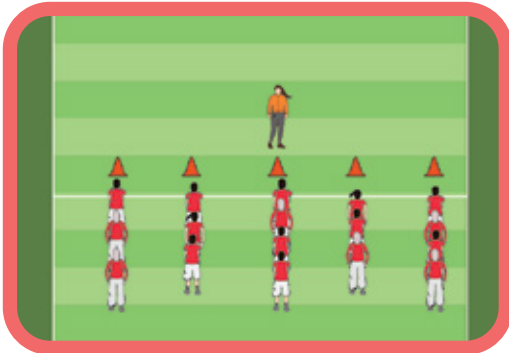


### Method G

Gather the players and ask them to think of one behavior for each related social skill that they will:

1. Start doing, (a behavior the player will start adopting in his/her life).
2. Stop doing, (a behavior the player will refrain from doing).
3. Continue doing, (a behavior the player already does and will continue to do).

Divide the players into groups of three or four and ask each group to come up with one behavior they all agree on. Have each group present their answers, and then encourage all players to put their selected behavior into practice in their daily lives.



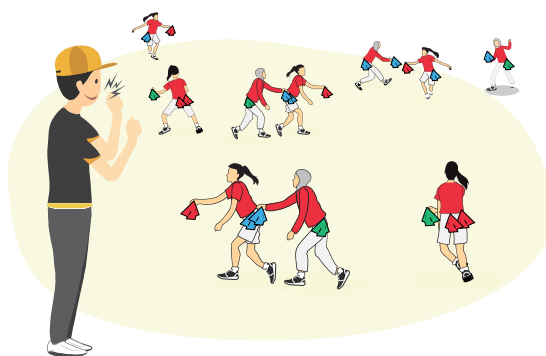
### Method H

Place several cones on the field, each representing one drill performed during the training session. Ask players to stand behind the cone representing the drill that was most beneficial for them, then few players should explain their decision.



## 3.3 HOW TO GET EVERYONE INVOLVED

Getting everyone involved is one of the main challenges that coaches face. With limited playing space, too many players, and lack of equipment, it can be difficult to have a training session that ensures everyone to be involved and active all the time. To create an inclusive training session, a coach needs to be aware of the challenges and find creative solutions. Talking and exchanging ideas with other coaches and players helps finding different methods.



### 3.3.1 Triggering Motivation

#### What causes motivation?

- Motivation can be caused by anything a person enjoys, has a specific interest in, or desires.
- Motivation can be triggered by including a tangible item, food, experience, a favorite person, an action, a hobby, verbal praise, etc.
- If a child is motivated by a certain action, that action can be used to encourage positive behavior.

#### Examples of triggering motivation in sport:

- Playing a desired position.
- Being paired with the favorite assistant coach or player for a drill.
- Receiving a sticker.
- Being picked to complete a special task.
- Being chosen to demonstrate a drill.

#### How does motivation work?

- Motivation is a tool that can be used to encourage positive behavior.
- Motivation can be used to encourage a player to repeat a behavior that you want to see again.
- Individuals with intellectual and/or behavioral disabilities are often easy to motivate. They are encouraged to behave a certain way if their motivation is triggered.
- Motivation makes a child want to do a desired behavior again, therefore increases positive behavior.





### How can motivation help in a sport setting?

- If we know how to motivate a child, we can include motivation triggers in our activities to encourage positive behaviors we would like to see again.
- If the athlete is motivated and continuously participating, they are quickly improving their skills.
- If there is a component to sport that an athlete is aversive to, it may be successful to incorporate what is motivating them and use a “First Then” model, (First; undesirable action, then; motivation).

**Example:** Adam likes Abdallah as an assistant coach and is always looking for him on the court. Knowing that Adam has trouble staying focused on the current drill, we will use Abdallah as motivation to get Adam to complete the current drill. “Adam, if you show me how you dribble to the blue line and back 3 times, you can be in coach Abdallah’s group for the next activity”

### 3.3.2 Visual Support Tools

The use of visuals can be a helpful way to support communication and understanding for players with disabilities.

#### Visual Supports can include:

- Drawing of a drill on a coach’s board.
- Photographs.
- Hand-drawn pictures.
- Symbols or signs.
- Printed clip-art type photos.
- PECS (Picture Exchange Communication System) – used in therapy & school settings.



## Why use visuals?

- Enhances communication and understanding.
- Visual memory could be better at remembering.
- Can help make associations between information.

## How can I incorporate visuals in a sport activity setting?

- Visuals can be used to label equipment, spaces or important items related to the training session.

**Example:** Place a Stop Sign picture on the front of the exit doors around the playing field for a player who is constantly attempting to leave the gym.



- Visuals can be used to support a specific set of tasks.

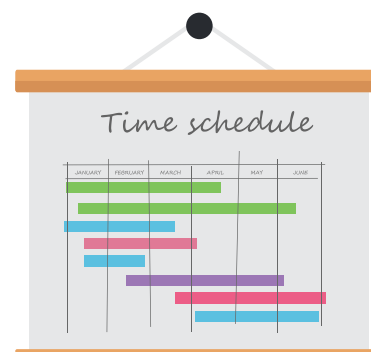
**Example:** Demonstrate “front stroke” with the use of 3 pictures: breath, pull arm back, push arm forward.

- Visuals can assist with transitions to and from sport.

**Example:** Use visuals to support the preparation process before the training session, (putting on sports clothes, placing equipment, removing jewelry).

- Visuals can be used to provide predictability and create a schedule for better understanding of time.

**Example:** Use visuals to explain the agenda of the training session.



- Visuals can be used for instructing drills.

**Example:** A picture for dribbling, a picture for shooting, a picture for passing.

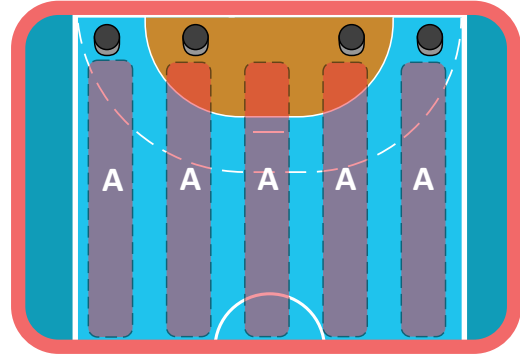


### 3.3.3 Players and Space

To have an effective training session, you need to ensure that you adjust the space according to the number of players. A crucial part of a successful training session is having all players as active as possible and avoiding players standing around. Below are several options that a coach can use to adjust the space according to the number of players.

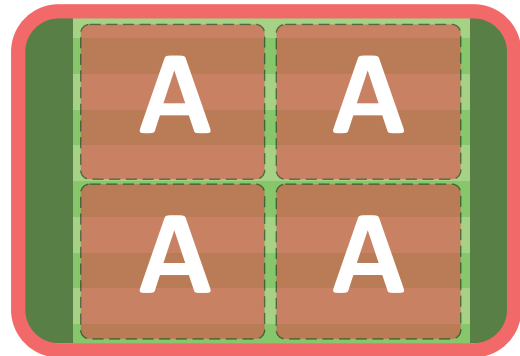
#### Option 1

Create multiple lines. Effective in smaller playing areas, it keeps players more active and involved.



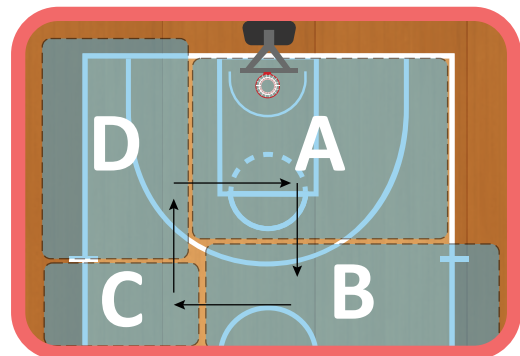
#### Option 2

Create multiple fields when implementing your main part and conclusion and be creative in using all the space available.



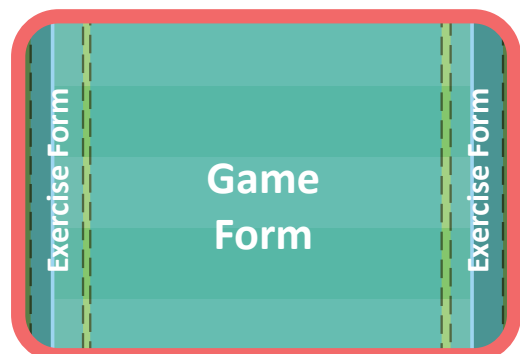
#### Option 3

Creating multiple lines and fields can be difficult due to the lack of equipment or space. In this case you can create a circuit training, where certain stations don't require much space and equipment. Players will rotate between the stations, so that every player completes every drill.



#### Option 4

During a game part, some players stand on the sideline. To avoid this, a coach can set up a training exercise next to the field to keep those players still active until it is their turn to play.



## 3.4 THE INCLUSION SPECTRUM

The Inclusion Spectrum is a useful tool for “S4D” coaches to create inclusive training sessions. It can be used to offer games and activities in different ways, with more options. The aim is to foster better involvement of people with disabilities, together with their non-disabled peers.

The Inclusion Spectrum is an activity-centered approach for the inclusion of individuals with different abilities in training sessions. There might be situations where the coach cannot always train all players in one team and needs to modify his/her coaching style.

The Inclusion Spectrum consists of four approaches for setting up a drill:

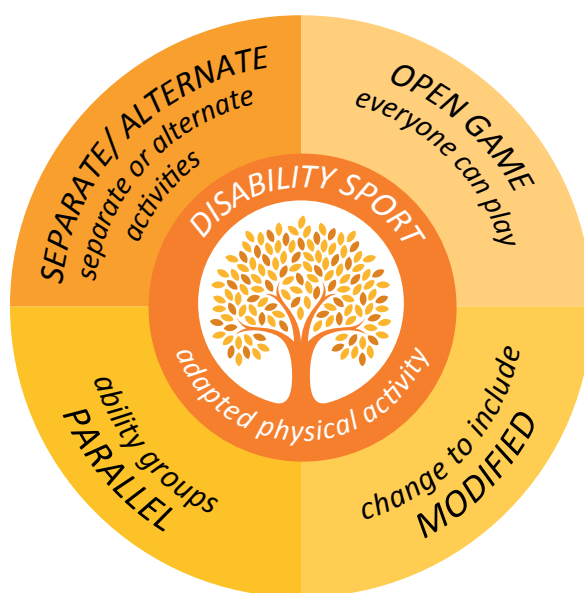


Figure (5): (The inclusion spectrum)

### 1- Open Game (Everyone Can Play)

Open Games are where everyone in the group participates with minimal modifications. Some examples of Open Games are:

- Warm up or cool down activities.
- Integrated games, i.e.: everybody’s contribution counts.
- Individual skill development.
- Continuous activity; individual differences less obvious.
- Importance of inclusive language.

**Example:** An athlete with intellectual disabilities might train and compete with athletes without intellectual disabilities in the same team.



## 2- Modified Game (Change to Include)

Modified Games occur when changes are made to the drill, so that players with different abilities levels can participate. Everyone does the same drill, but with different modifications based on the disabilities level of the player. Some ways to modify games are:

- Alter the Space.
- Adapt the Rules.
- Change the equipment.

**Example:** When practicing passing, allow players with less abilities/strength to stand closer to each other..

## 3- Parallel Games (Ability Groups)

Parallel Games are when everyone does the same drill at the same time, but players are organized in groups according to their ability's levels. Based on the ability's levels of the group the drill has modifications that make it less or more difficult.

This allows players of varying abilities to practice their skills according to their level. Variations include:

- Movement variations; standing, seated, running.
- Space; players standing closer or further away from each other.
- Techniques; players practicing easy or difficult techniques of passing, shooting, etc.

**Example:** Divide your team into three groups according to the players' abilities levels. Group one passes a ball inside a marked area. The second group passes the ball with a defender in the middle. The third group passes the ball while moving inside the marked area with two defenders.

## 4- Disability Specific

Disability-Specific means that players are divided according to their impairment levels to specific groups. Reasons for this can be players with disabilities want to train/ play amongst themselves because:

- Communication and understanding is easier.
- To have an equal competition.
- To compete in tournaments for people with disabilities.
- They feel safer.

The conditions and rules under which disability-specific Football is played could be modified to meet the needs of the disability-specific groups. Disability-Specific sport as such does not follow an inclusive approach. However, it can be used by coaches as a disability-specific training, besides using the other approaches of the inclusion spectrum.

**Example:** Goal ball players participate in competitions only for people with visual impairments.



## 3.5 TREE FRAMEWORK

The Tree framework is a simple yet effective model to help people adapt and modify sport and physical activities to be more inclusive. The TREE framework is easily understood and remembered. It acts as a guide for coaches to think about how coaching style, rules, the practice environment, and the equipment can be adjusted to involve people with disabilities.

There are four essential elements that can be modified to make it more inclusive:



### Teaching or Coaching Style

**Strategies you may use include:**

- Ensuring participants are correctly positioned.
- Using appropriate language for the group.
- Using visual demonstrations.
- Using a buddy/tandem system of players with and without disabilities.
- Using appropriate physical assistance during the drills.
- Keeping instructions short and to the point.
- Checking for understanding.

There are number of models that describe different coaching styles. The following is modified from the situational-leadership model created by Hersey and Blanchard.

This model describes four leadership or coaching styles:



Figure (7): Representation for Difference Coaching Styles

The **directing** style is used when we have highly motivated players but with limited skills and experience. Although they are keen and enthusiastic, they do not have enough experience and need to be told what to do.

The **coaching** style comes into place when our players have developed some skills, but they may not be fully committed or fully confident in their own ability. While the coach becomes more facilitative in his/her approach the players still need considerable guidance.

The **supporting** style applies when the players developed increased skills. They are quite competent, play well and can make decisions, but need support from time to time especially with motivation.

The **delegating** style means that the coach can delegate the players as they are highly motivated, have a high level of skills and succeed without the coach's intervention. The coach can leave most of the decisions to the players but remains available to support and advise.

Being able to change the coaching style as well as communication methods is important for making training sessions fully inclusive. For example, if you tend to coach mainly by giving demonstrations, you may need to change your style when your group contains players with an intellectual or visual impairments.

## Rules and Regulations

Another way to make sport activities more inclusive is by modifying the rules, so that players with different abilities levels can participate.

### Strategies you may use include:

- Allowing for more bounces in a game, such as tennis or table tennis.
- Allowing for multiple hits in a game, such as volleyball.
- Having a greater number of players on a team.
- Reducing the number of players.
- Substituting players more often.
- Shortening the distance of fields, between pitcher and hitter etc.
- Reducing or extending the playing time of the game.
- Allowing different point scoring systems.
- Varying passing styles: bouncing, rolling or underarm toss, instead of overarm throw.

**Example:** When the ball goes out in Football, a player must throw it in again by performing an overhead-throw. This rule can be modified by allowing under-arm to throw in or even a roll-in.



## Environment

As a coach you should be aware of modifications you can make to the environment to promote inclusive participation. For example, you might consider reducing the size of the playing field, so that players don't need to run up and down a full-size pitch. You might also consider increasing the size of the goal to give children more chances to score.

Other environmental aspects to consider are:

Surface: is it better to practice on grass or on hard surface?

Lighting: how does training at dawn or dusk affect players?

Temperature: how does training at noon in the heat affect players?

Noise: is there background noise that could impact the session?

Organization: is the venue cluttered or tidy, are there any hazards?

Number of players: how does the number of players affect the activity?

Do we have the environment to ourselves or are we sharing it with others?

Modifying the practice environment is easy but makes a significant difference in the accessibility for people with disabilities. For example, simply changing the surface from grass to hard surface, or lowering the basket, makes a big difference for wheelchair users to participate.

## Equipment

Equipment can be adapted to make sport activities more inclusive. We already do this when we work with children; we use smaller/lighter balls, bigger goals, etc.

### Strategies you may use are:

- Using lighter bats or racquets and/or shorter handles.
- Using lighter, bigger and/or slower bouncing balls, or balls with bells inside.
- Using equipment that contrasts with the playing area, white markers on grass, fluorescent balls.

### Example:

- Large balls allow wheelchair-users to play football.
- Colored balls or Frisbees are more visible for people with visual impairment.
- Using a ball with a ringing bell inside allows blind people to participate.

Another possibility is instructing all players to wear blindfolds, so that everyone must play without sight. When doing this the coach should give clear instructions and ensure that all players take the task seriously, learning how to play blind football.

Generally, it is a good idea to have a variety of equipment alternatives available. The coach should also ask the players what equipment works best for them.



## 3.6 PRINCIPLES OF RESPECTFUL COMMUNICATION

### 3.6.1 Etiquette & Language

A child with a disability shall be treated with the same dignity and respect as any other person, including the way in which they are spoken to. Using appropriate etiquette and language promotes inclusion.

#### **Use Person-First Language**

Always put the person before their diagnosis; (example: say “a player with disability” instead a “disabled player”).

#### **Keeping it Confidential**

If a player or family member discloses a disability to you, it is never your right to share that information with others.

#### **Always Presume Competence**

When coaching a person with a disability, always presume that they can succeed. By presuming competence in all players, you are creating a culture that everyone on the team has value and something to offer. Furthermore, you should speak to a person with disability based on their chronological age. Only if they don't understand, adjust your language in a simpler manner.

#### **Talk to The Individual, Not Their Support Person**

It could be the case that a person with a disability will be accompanied by a support person; (a therapist, parent/guardian). However, you should always address and speak to the person with a disability, not their support person. Even if they cannot answer, it is important to converse and keep eye contact with that individual.

#### **Assistance**

Do help but wait until it is accepted and provide assistance in the way the person asks. Don't be offended if the person declines your assistance.



### 3.6.2 Different Techniques to Communicate

Coaches use different techniques to communicate with their players when they are coaching them. These may include:

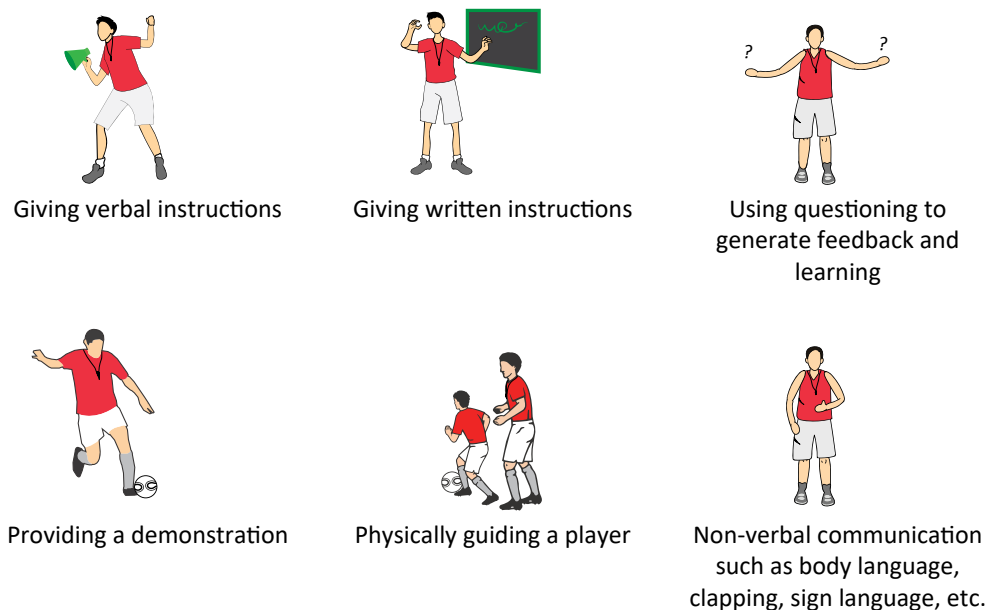


Figure (8): Possible Techniques Used to Communicate While Coaching

If a person with a disability, (e.g.: visual impairment, hearing impairment, intellectual impairment), joins your sport session, always reconsider how you can adjust your communication as a coach.

### 3.6.3 Modifying Instructions

One of the easiest tools to make training sessions more inclusive is by adapting the coach instructions.

Here are some basic guidelines to think of when giving instructions:

#### Tone

- Certain players may respond better to differing tones of voice when being instructed.
- Generally, delivering instruction enthusiastically captures attention and encourages participation. While some players may respond well to a stern tone of voice, others may not.
- Try to match your tone to the players' personalities
- A player may respond better to instruction when it is delivered in a playful manner. Including humor and fun in the instruction captures the attention of the players, resulting in better understanding and attentiveness.



## Use of words

- Generally, the less words used for instructions, the more receptive players are.
- The same counts for asking questions: keep it short and simple.
- Sometimes it is helpful to first give instructions to all players, and then to give modified instructions to specific players.
- Breaking down the steps of the drill and explaining one after another ensures better understanding.

Here are some guidelines for modifying your instructions according to disabilities:

### Visually Impaired Players

**Partially sighted players can usually be coached in a similar way as sighted players.**

Here are some things to keep in mind when coaching partially sighted players:

- Ask the players what they can see, do not assume!
- Make sure your verbal instructions are clear, detailed, and accurate.
- Always check for understanding.
- Instruct sighted players to use verbal communication during the practice.

**Blind players have no vision, and react to sound, echo, and verbal instructions.**

Here are some things to keep in mind when coaching blind players:

- Always address player by name.
- Do not walk away without telling the player.
- You may need to use physical contact, but always ask first.
- Be logical and detailed when giving information.
- If a blind player needs guidance, define an assistant for that player before starting the practice.
- Sighted players can help blind players and guide them by using sound and verbal instructions.

## 2- Hearing Impairments

Communicating with deaf players may be challenging but if you are innovative, you will find it greatly rewarding. Some deaf or hearing-impaired players use alternative means of communication such as lip-reading and signing. Other deaf players, especially those who became impaired at a later stage in life, might be able to use spoken language.

As with all players, it is beneficial to take time to establish the most appropriate means of communication. If a player has residual hearing and uses a hearing aid, it is possible to communicate orally. However, often the player will also need to see your mouth to lip-read.



Here are some things to keep in mind when coaching hearing-impaired or deaf players:

- Ensure your face is well-lit; don't hide in the shadow and face the sun, as this will assist the player who may be lip-reading or reading signs.
- Do not chew, shout, or cover your mouth with your hand while talking.
- Face the player always when speaking. If you turn your head, they will no longer be able to read your lips.
- Remember lip-reading is not a precise way a communicating. Do not presume if an individual can lip-read, they will understand every word. Much of lip-reading is intelligent guesswork.
- You may need to be near a deaf or hearing-impaired player to attract his/her attention e.g.: by eye contact, waving or tapping on the shoulder.
- Always address a player from the front, or from the side, by touching his/her arm or getting his/her eye attention, do not touch a person from behind as this might scare the person.
- Keep sentences simple and avoid unnecessary jargon. It is always useful to establish the meaning of any sport-specific or technical language before you start a session.
- Provide written information if relevant, but do not hand out the written information to read and then continue to speak, the player will be unable to lip-read or even be aware that you are speaking. Give the player enough time to read the information before the practice.
- It is useful to establish mutually identifiable signs or gestures among your team. This will also help other players without hearing-impairments to communicate with their hearing-impaired teammates.
- You may be approached by a deaf player who is solely using sign language. Again, you will have to establish the most appropriate means of communication. This may mean:
  - Using an interpreter who might be a parent, a friend, or a fully qualified interpreter.
  - Learning to sign or finger spell.
  - Establishing mutually identifiable signs or gestures.
  - Using written instructions if appropriate.

### 3- Intellectual Impairment

Adapting your coaching/teaching style is important when working with players with intellectual disabilities. Players may need a more directive style of coaching/teaching and instructions should be kept simple so that they are easy to understand.

Here are some things to keep in mind when coaching intellectually impaired players:

- Phrase instructions in a way that they are understood. Use simple, brief, clear, and concise language, without being patronizing.
- Refer to the players according to their chronological age and encourage other players, officials, and supporters to use appropriate age and sport-specific terminology. Do not treat adolescent or adult players like children. (e.g., 'you paced yourself well' rather than 'good boy').
- Some people with learning disabilities may use a signing system to support speech. The individuals are not necessarily deaf or have no speech but may be unable to communicate effectively by oral methods alone.



## 3.7 STRUCTURING SESSIONS TO DELIVER DISABILITY INCLUSIVE SPORT ACTIVITIES

“S4D”-Coaches and Teachers should consider these points when planning a training session:

- Clarity / Framework.
- Define the technical and social skill objectives of the training session.
- Structure of the training session.
- Select game and exercise methods.
- Give breaks.

The process of structuring disability-inclusive sport sessions is almost the same as planning for training sessions for children without disabilities. The only difference is that both the “Inclusion Spectrum” and the “TREE Framework” will be used to make appropriate modifications to the session.

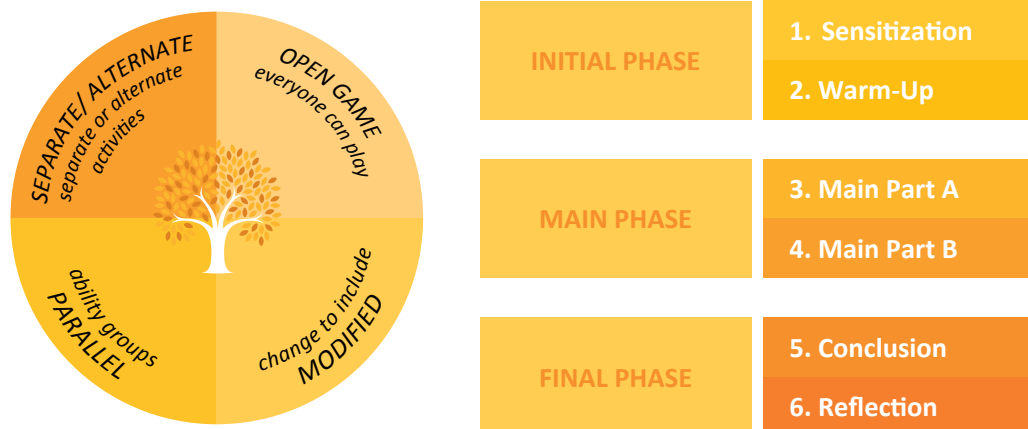


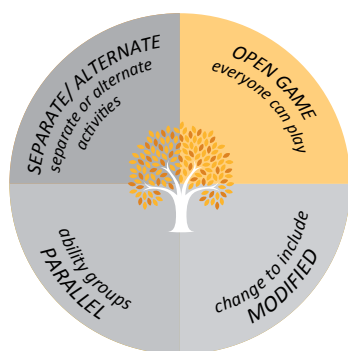
Figure (9): Structures of Training Sessions

The structure and drills of the training sessions should be aligned with the defined objectives; (technical and social skill), of the session.

The objectives should be changed on a weekly basis. Moreover, games or activities for the same technical/social skill should vary.

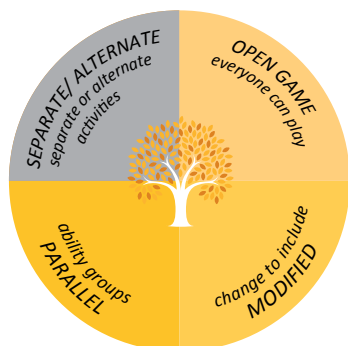
The structure of a regular training session is divided to three phases: (Initial, Main, and Final).

## INITIAL PHASE



Sensitization is the first section of the initial phase. The goal of sensitization is to introduce the training session's social skill and reinforce its importance throughout the exercises, so it becomes ingrained in the players' minds. The sensitization exercise does not have to be specific to the type of sport, but it is important for it to be a fun and an interactive game in which the key to success is using that practice's social skill.

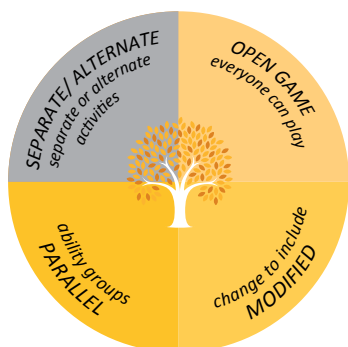
SENSITIZATION



A proper warm-up needs to work on basic movements; (e.g., jogging, skipping, running, sidestepping), to increase agility, balance, and coordination. This part of the training also serves to introduce the sportive skill that training session will focus on. The coach should break down the steps of this skill and enable technique development by having players work individually or in pairs to allow maximum touches and repetition.

WARM-UP

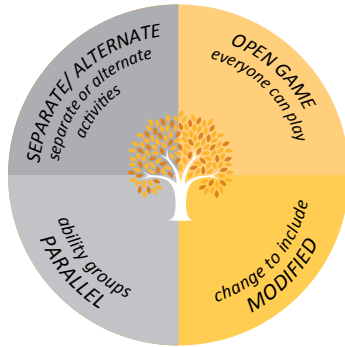
## MAIN PHASE



The main part, which is broken down to two exercises, is target-oriented and incorporates both the social and sportive skills that were introduced in the initial phase, but at a more complex level. A proper training session should build on the exercise that came before it and progress from small to large groups and unopposed exercises to exercises with opposition. Adding elements of competition to the training will challenge the players' new sportive skills, and adding a tactical component prepares players for a game environment and encourages them to use their new social skill.

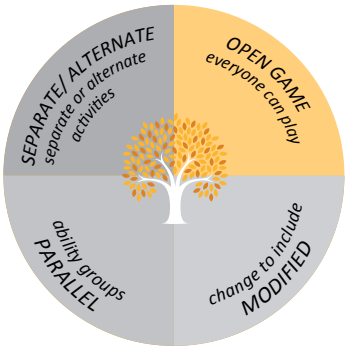


## FINAL PHASE



Building on the sportive and social skills in the initial and main phases, the conclusion serves to create a game environment to conclude the practice. The coach should design a game with restrictions to allow the social and sportive skills to be further fostered. This can be done by changing the field size, number of touches allowed, or multiple goals.

CONCLUSION



The reflection section serves as a tool to look back at the training session, examining what was learned and the importance of the selected social skill. The coach can use several methods to emphasize the importance of the social skill. It is especially important for the coach to create an environment in which the players feel comfortable taking part in reflection.

The training sessions presented serve as examples for teachers but are also meant to encourage them to develop their own variations, exercises, and full training sessions. It is important to

note that the training sessions presented in this chapter are based on age groups and types of disabilities and build on each other. Therefore, a teacher can plan a training session for a younger age group or children with different types of disabilities, and with a few modifications and variations, make it appropriate for an older age group with different abilities levels.

All sport class training sessions follow the same structure, and, along with their variations, the exercises may be understood on a technical level through illustrations, organization, and procedures. Training sessions should always include a social goal, and coaches should act as role models by implementing the “I can be a role model”; and using the social coaching points for each drill to successfully introduce each session’s social skill.

REFLECTION



## CHAPTER IV

# SPECIFIC TRAINING AND GAMES





**ADHD kids often lose their belongings: as a coach make sure that nothing is missing (pay attention what they had with them when they came to practice)**





# BASKETBALL (UP TO 9 YEARS) ADHD



# BASKETBALL (UP TO 9 YEARS) ADHD

Training Duration: 80 Min.



























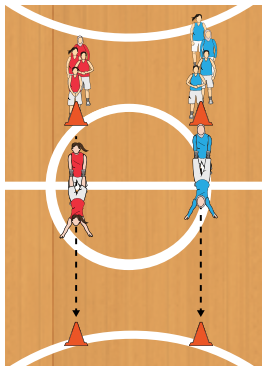
GOALS		Empathy			
 Social					
 Sportive		Passing, Rebounding			
INITIAL PHASE	Sensitization  10 minutes	 Halfcourt	 Stopwatch		
	Warm up  15 minutes	 Halfcourt	 4-10 balls	 Stopwatch	
MAIN PHASE	Main part A  25 minutes	 Stopwatch	 4-8 balls	 Halfcourt	
	Main part B  10 minutes	 Stopwatch	 2-6 balls	 1-2 baskets	 Halfcourt
FINAL PHASE	Conclusion  15 minutes	 Stopwatch	 6-2 balls	 1-2 baskets	 Halfcourt
	Reflection  5 minutes	 Stopwatch	 Halfcourt		

Figure (10): Training sessions preparation paper



# INITIAL PHASE

## BE A WHEELBARROW



### Open Game

- Form teams of two.
- These teams practice forming wheelbarrows on their own.
- Compete in a wheelbarrow race to the midline and then back with cones on their heads.

### Variations:

- Come up with code words for communication.
- Have teams of two wheelbarrows roll a ball back and forth for up to ten passes. If it is too hard for the players to stay in wheelbarrow position, make a stop point in the middle to take a break for 10 sec then proceed.

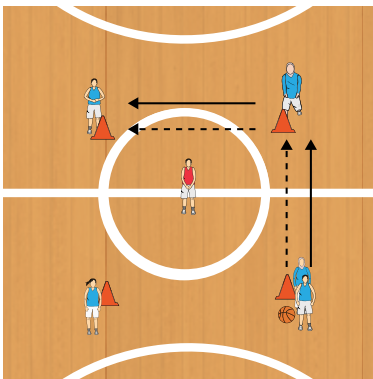
### COACHING POINT:

Anticipate how strong and quick your partner and you can work as a team.

Work as a team.

SENSITIZATION

## THE RABBIT AND FOX



### Open game

- PASSING ROTATION

### Organization and Procedure:

- Form teams of three or up to five in the form of a line: up to two on one side and the others five meters opposite.
- All players are supposed to pass to the other side and then follow their passes to the other side.
- Practice techniques such as the chest pass, overhead pass, or bounce pass.

### Variations:

- Try all passing techniques, including different fakes.
- Add a defender (the player who passed follows the pass and becomes a defender) at fifty to one hundred percent intensity.

### Modified:

- Players with lower ability levels can stand closer to each other.
- Players with higher ability mixed with lower ability to support them.

### Parallel :

- Lower ability players can stand closer to each other and perform a easy pass only (chest pass).
- Medium ability players can choose which type of pass.
- Higher ability players can stand further apart, have to perform each type of pass each time.

### COACHING POINT:

Support your teammates.

Learn proper passing techniques.

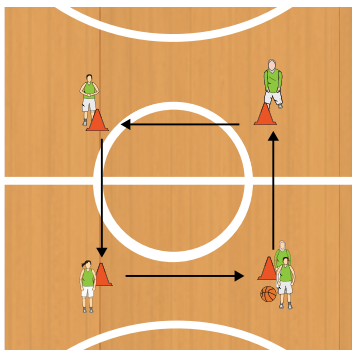
Restimulate child attention to the game by changing positions for example



WARM-UP

# MAIN PHASE

## SQUARE PASSING



### Open Game

- Organize teams of four in the form of squares with one ball per team.
- The coach calls out the time, pass type, direction; (right, left), and number of passes players must make without dropping the ball.
- Increase the number of balls per group if possible.

### Variations:

- Do it with three players who always fill up the fourth spot without crossing.
- Star passing: Teams of five, form a star, and pass the ball in the figure of the star without dropping the ball for a set number of passes or a set time, using the specified type of pass.
- The drill can be done while on the move from baseline to baseline.

### Modified Game

- Players with ADHD can become a temporary referee, standing next to the coach, and observing for the coach which group dropped the ball. (3min max. and continue playing afterwards)

### Parallel Games

1. The first group without children with ADHD continues the Open Game
2. The coach joins the second group with children with ADHD to calm down and control.

### COACHING POINT:

Understand the movements of others.  
Receiving players must put their hands up to show their teammates where to throw.

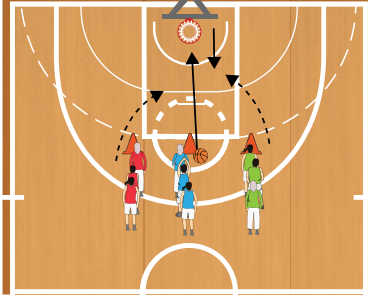


Focus on individual exercises/ individual player.  
Don't give long instructions as a coach (short attention span)





## GUESS THE REBOUND



### Open Game

- Form teams of three-on-three lines: one player shoots the ball at the basket, and the other two pick spots to stand on, guessing where the rebound will land.
- If they can catch the ball without moving, they get one point, and they should rotate after each shot until one player gets five points.

### Variations:

- The ball is not allowed to touch the ground before being caught.
- The rebounders and the shooter play 2-on-1 and can get extra points through scoring baskets.
- Have players fight for the spots and box out for the rebound.
- Form bigger groups (3-on-2).

### Modified Game

In the beginning of the exercise the coach chooses a spot to take the rebound from to make them get used to the technique and to make the ADHD players more organized, then they can play randomly and try to guess the direction before the ball lands to the floor.

### Parallel Games

1. Group without players with ADHD line up and proceed with the exercise.
2. Group with players with ADHD the players should not stand in a line but compete for the rebound. Use more baskets if necessary. This way the players won't get bored and distracted so easily.

### COACHING POINT:

Anticipate by watching.  
Get the rebound.

Avoid exercise where the players must wait for too long, rather divide in small groups and have multiple exercise stations





## FINAL PHASE

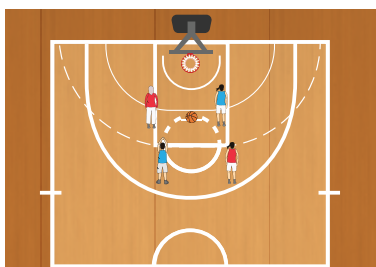
### PASSING GOES COMPETITION

#### Open Game

- Form teams of two competing against each other on the full court.
- Dribbling is forbidden. Only passes are allowed.

#### Modified Game

- Have the offensive team attack the other basket (waiting at the midline until they are finished).
- Make players with ADHD captains to oversee leading the team and themselves.



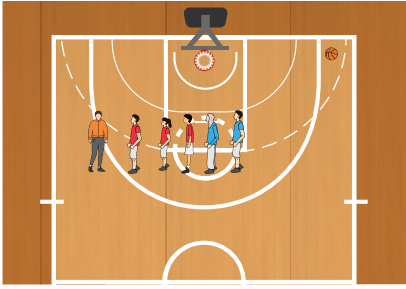
#### COACHING POINT:

Be a respectful winner.

Practice passing techniques at a high frequency.

CONCLUSION





**Open Game**

- Gather the players and have them stand in front of you.
- Remind them that the social skill focus of this practice was empathy. Ask players to jump up if they agree with the following comments, and sit down if they disagree

**Example:**

- Players need to support and encourage each other to succeed as a team.
- Players can tease each other after winning.
- Players should shake hands with or give high fives to their opponents before and after competition.
- A player does not need to know how the rest of the team is performing.
- Ask the players randomly why they chose to agree or disagree and to give examples of empathy from their home or school.

Do not give too many difficult orders (simple tasks): low frustration tolerance.  
Warm-up needs to be longer (because of muscle tightness, spastics etc.)



**Try to avoid very competitive games or winning/losing games which can easily lead to fights or frustration (focus rather on fair play games)**












# FOOTBALL (9-12 YEARS) CP










# FOOTBALL (9-12 YEARS) CP

Training Duration: 75 Min.

GOALS	 Social	Communication
	 Sportive	Passing and Receiving

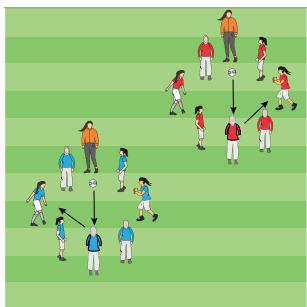
INITIAL PHASE	Sensitization  10 minutes	 2 balls
	Warm up  15 minutes	 12 balls  14 Cones

MAIN PHASE	Main part A  25 minutes	 balls	 8 Cones	 2 Bibs

FINAL PHASE	Conclusion  15 minutes	 balls	 10 Bibs
	Reflection  10 minutes		



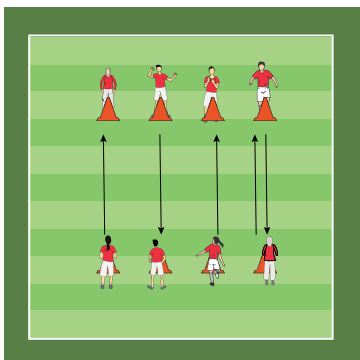
## CHAIN GAME



Divide players into two groups in the form of a circle, each group must pass the ball to all players without repetition, and the team that finishes first is the winner, calling the name of the player receiving the ball is required before passing.

SENSITIZATION

## RECEIVING AND PASSING GAME



### Open Game

Players pair up, stand in a distance of 5 m, and passing freely.

### Modified Game

- Reduce the distance and increase space between the pairs.
- Use cones to signal children the starting position.

### Parallel Games

1. Static passing, 3m apart.
2. Static passing, 5m apart.
3. 5m apart, receiving and passing in motion.

### COACHING POINT:

Explanation of the part used in the sub-foot skill.

WARM UP

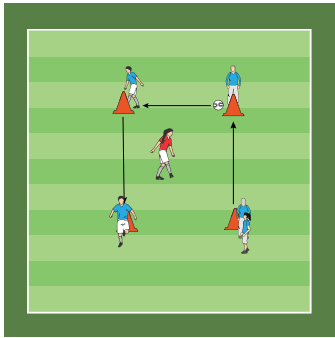
Warm-up needs to be longer (because of muscle tightness, spastics etc.)





# MAIN PHASE

## RONDO GAME



### Open Game

- Square area 7m by 7m; (4 lines)
- Divide players into four groups as indicated in the figure and locate a defender in the middle. Players should continuously pass the ball. If the defender catches the ball, the timer will stop, to switch the defender with the player that missed the pass.
- Continue playing for either one minute, or if the defender catches the ball.

### Modified

Remove the defender.

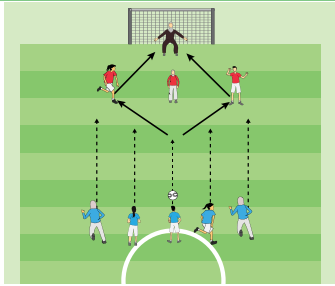
### Parallel

Divide players into two groups, first group performing passing while running, and the second group playing in the square with a defender.

1. static passing to any side without defender
2. static passing to any side with defender
3. pass and run in one direction, then change direction

MAIN PART A

## 5 VS 3 GAME



### Open Game

- 5 strikers starting from midfield, passing the ball to each other trying to reach the goal line.
- 3 defenders trying to cut the ball.

### Modified Games

Defenders being passive, not actively cutting the ball.

### Parallel Games

Split the half court in two fields:

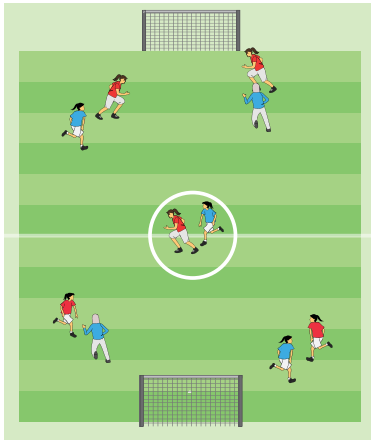
1. 3 attackers on active cutting defender.
2. 2 attackers passing and receiving from midfield to goal line without defender.

MAIN PART B



# FINAL PHASE

## CONCLUSION



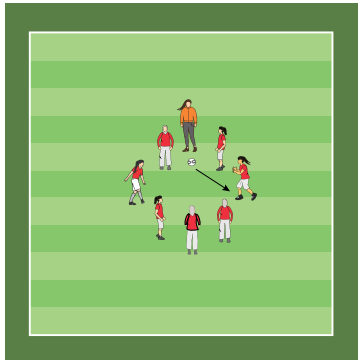
### Open game

- Dividing the players into two teams. Coach picks fair teams.

### Modified game:

- No physical contact.
- No dribbling.
- If you receive the ball, stop, pass, run.

## REFLECTION



The coach organizes the players in a circle and then passes the ball to a player and asks him/her about the exercise, to ensure that the sport and social goal has been reached for the players.

**Raise awareness among the players that usual communication on the field like shouting will not be heard by hearing impaired. Introduce signs among the players and encourage them to use these instead of verbal communication.**















**ULTIMATE FLYING DISC (13-16 YEARS)  
HEARING IMPAIRMENT**
















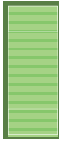




# ULTIMATE FLYING DISC (13-16 YEARS) HEARING IMPAIRMENT

Training Duration: 120 Min.

<b>GOALS</b>	 Social/SOTG	self assessment
	 Sportive	Backhand and catching

<b>INITIAL PHASE</b>	Sensitization  15 minutes	 Stopwatch	 20 Disc	 Box field 18 X 18 m
	Warm up  20 minutes	 Stopwatch	 20 Cones	 10 Discs

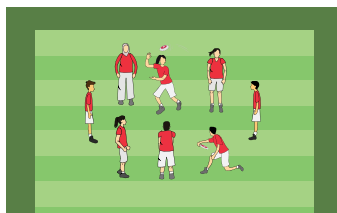
<b>MAIN PHASE</b>	Main part A  20 minutes	 Stopwatch	 10 Discs	 Full field
	Main part B  20 minutes	 Stopwatch	 4 Disc	 16 Cones

<b>FINAL PHASE</b>	Conclusion  35 minutes	 Stopwatch	 2 Disc	 16 Cones	 8 Bibs	 Full field
	Reflection  10 minutes	 Stopwatch	 3 Cones	 Box field 18 X 18 m		



# INITIAL PHASE

## REPEAT THE MOVE



### Organization and Procedure:

- Stand in a circle with all players.
- Give a small demonstration of all the things you can do with a disc (throw forehand, backhand, curved, hammer). If you have two or three coaches or helpers, demonstrate the main movements in the game (throwing, catching, pivoting, marking, running).
- Give every player a disc, so they can learn how to hold it.
- Start by doing one move (e.g., a pancake catch). All players repeat the move.
- The player to the right in the circle does another move. All players repeat this move, as well. Continue and repeat for each player in the circle, but faster.

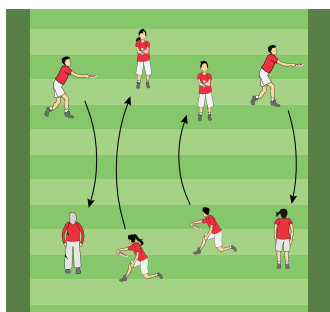
### COACHING POINTS

Learn from experienced players by observing and imitating.

We need to repeat new movements over and over again for them to become natural.

SENSITIZATION

## THE RIFT



### Open Game:

- Players form teams of two and stand about three meters apart in the middle of the field. Each pair has a disc.
- Players throw a backhand to one another by snapping the wrist.
- With each completed pass, players move one step backward.

### Modified Game:

- Option one: Players with lower ability levels can stand closer than three meters to each other
- Option one: high ability players can pair with low ability players to support them.

### Parallel Game:

- Low ability level group: Pairs are standing three meters or closer and completing basic backhand throws to each other
- Medium ability level group: Pairs are standing three to six meters apart completing basic backhand throws to each other, after 10 completed passes they move one step backward
- High ability level group: Pairs are standing three to six meters apart completing ten backhand throws and ten forehand throws to each other, after every complete pass they move step backward, after every drop they stake one step forward

### COACHING POINTS

Make eye contact with your partner to make sure he/she knows you are throwing.

If the disc goes in the air and is about to hit someone, shout "Heads!"

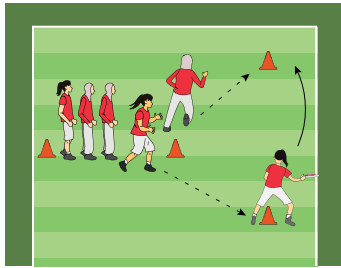
WARM-UP





## MAIN PHASE

### Y-SHAPE DRILL



#### Open game:

- Put cones in a Y-shape approximately six meters apart. Players line up along the base of the Y.
- A first player stands at the right top corner of the Y. A second player runs to the left top corner of the Y and receives a forehand throw.
- The first player cycles to the back of the stack.
- At the same time a cutter cuts from the front of the stack to the right top corner of the Y, where he/she receives the disc from the player with the disc.

#### Modified Game:

- Option 1: Players with lower ability level can reduce the space between cones
- Option 1: Players with high ability can pair with a lower ability player on every step to support them

#### Parallel Game:

- Low ability level group: the distance between cones is closer, and players are completing basic backhand throws
- Medium ability level group: cones are six meters apart, players can throw a backhand from the top left corner, and a forehand from the top right corner.
- High ability level group: cones are six meters apart or more, players can throw a backhand from the top left corner, and a forehand from the top right corner. players may add defenders.

#### COACHING POINTS

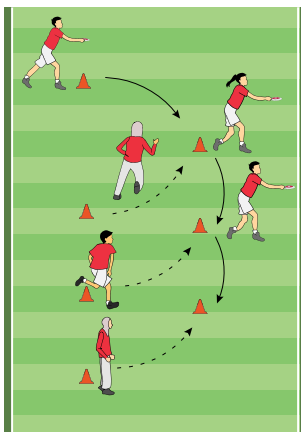
Timing is important. In the game, cutting and running yourself free to where you can catch a disc needs time. Run early so the thrower will not have to wait for you.

Run to the disc with arms outstretched in front of you to be ready to employ a pancake catch.

Remember that hearing aids must be removed for contact sports. Never approach a player with hearing impairment from the back, s/he might get scared.



## BACKHAND FLOW-STACK



### Open Games:

- Set four cones in the shape of a short stack. The first cone is eight meters from the second, and the third and fourth cones are three meters behind the previous cone. A player sets up at each of these four cones.
- Put three cones six meters diagonally to the left side of the second, third, and fourth cones. All discs are at the first cone.
- The player at the second cone (the first in the stack) cuts diagonally toward the thrower, who is standing at the first cone.
- The thrower releases a backhand. The runner catches the disc and stops running. He/she turns around to throw a backhand to the third player, who now also cuts diagonally toward the new thrower.
- The third player catches the disc, stops and throws a backhand to the fourth player, who has done the same diagonal cut toward the thrower. Once the last player has caught the disc, the whole team cheers for the score.
- Players rotate clockwise to change positions and repeat the drill. The person at the last cone becomes the first thrower.

### Modified Game:

- Option 1: Reduce running distance for people with low ability levels and have them complete backhand throws only
- Option 2: players can complete the passes in a vertical stack without running.

### Parallel Game:

- Low ability level group: Reduce running distance for people with low ability levels and have them complete backhand throws only
- Medium ability level group: after completing the backhand stack a few times, switch to forehand stack
- High ability level group: After completing the backhand stack and forehand stack, Add a defender for each player and repeat the drill. Switch offense and defense, and then have pairs rotate clockwise.

### COACHING POINTS

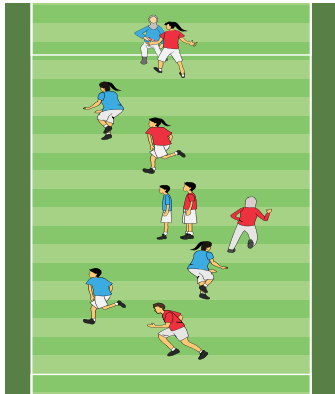
Cheering helps you and your players have fun and be confident.  
Do not run with the disc.

Make sure when giving follow-up instructions that hearing impaired players will also understand it. Always face the person, so that he/she can see your face, lips, eyes, and body.



## FINAL PHASE

### 4-ON-4



#### Organization and Procedure:

- Set up a small Ultimate game field for 4-on-4. Set up additional fields parallel if needed.
- Explain the basic rules of Ultimate: 1) No contact, 2) No running with the disc, 3) Out-of-bounds, 4) Ten seconds to throw the disc, 5) Turn-over goes to the opposing team, and 6) Score by catching the disc in the opposite end zone. No pull or further rules are needed.
- Players choose a team name and cheer.

#### Variations:

- All players have to touch the disc before a team scores.
- If the players drop the disc a lot, play a game with no turnovers, allowing the team to pick up the disc if they drop it and giving the other team the disc only after a score.

#### Modified Game:

- Option 1: Reduce field size for players with low ability level.
- Option 2: If the players drop the disc a lot, play a game with no turnovers, allowing the team to pick up the disc if they drop it and giving the other team the disc only after a score.
- Option 3: Switch to box game (2vs2 with one endzone and players must catch the disc inside the box to score)

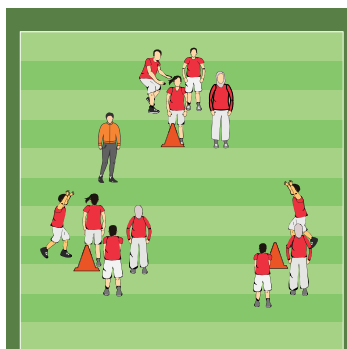
### COACHING POINTS

Work together as a team to provide options to the thrower.

Remember to come back to the stack after a cut.

CONCLUSION

### REFLECTION



#### Organization and Procedure:

- Gather all players and have them stand in front of the coach. Put three cones in a line (cones can also be replaced by discs, on the inside of which emoticons are drawn that correspond to the following feelings):
  - Left cone – Disagree
  - Middle cone – Neutral
  - Right cone – Agree
- Read out statements related to the social skill. After each question, players must stand next to the cone that represents their opinion. Encourage one or two players to share their reasoning. Move on the next question and repeat.

#### Examples:

- Do you like team sports?
- Do you like noncontact team sports?
- Ultimate is fun!





# HANDBALL (16+) AUTISM, DOWN SYNDROME







# HANDBALL






## (16+) AUTISM, DOWN SYNDROME

Training Duration: 80 Min.

GOALS	 Social	commitment
	 Sportive	basic passing skills

INITIAL PHASE	Sensitization  5 minutes	 Cones (3 colors)
	Warm up  10 minutes	 1 ball  Bibs

MAIN PHASE	Main part A  25 minutes	 ball each
	Main part B  15 minutes	 ball each

FINAL PHASE	Conclusion  15 minutes	 1 ball  Bibs
	Reflection  10 minutes	 3 Cones



# INITIAL PHASE

## COLORS GAME



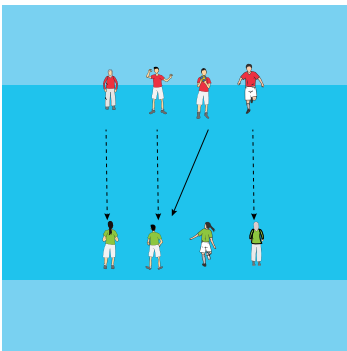
- Players are divided into three groups.
- Colored cones; (red - yellow - blue), are placed on the court.
- From each group one player each time goes to collect one cone of the same color for his/her group.
- The coach stands in the middle of the cones handing the cones to players with disabilities.

**Autism/Down-syndrome kids may need longer time to understand a new exercise:** make it easier by demonstrating the exercise on a flip chart and by using signs/ cards for the instructions (throwing, passing, dribbling etc.)



SENSITIZATION

## CROSSING TO SAFETY



### Open Game

- Players are divided into two teams, each team wearing a certain color, same team players start passing to each other until they reach the other side of the field; if the other team cut the ball, they should start defending and take the ball back.
- A point is scored when they reach the other side of the field.

### Modified Games

- Defending is only possible by cutting/blocking a pass.

### Parallel Games

- Split the group in two.
- Lower abilities levels group: they play in 7\*7 square; the point is scored when they reach 3-5 passes.
- Higher abilities levels group: they play in full court passing and receiving until they reach the other side of the court, the other team should try to cut/block the ball.

**Can you distinguish the reasons to do sport for kids with and without disabilities?**

Generally, reasons to participate in sport are very similar.



WARM UP



# MAIN PHASE

## MULTIPLE BALL DRILLS



Use a smaller field (in a closed area with few noise) since in a big outside field kids with Autism/Down-syndrome can get distracted easily and loose attention



### Open Game

- The players are spread all over the half court, dribbling a ball.
- Each time the coach whistles the players must perform a certain drill like throwing the ball up, circling it around the body, jumping, or giving high five to a teammate.

### Modified Game

- The coach must perform the move in front of the players to make sure that the players with disabilities can do the required move, then give enough time to each drill until they make it correctly, then move to the next drill.
- The coach might stay in simplicity drills without making mixed moves.

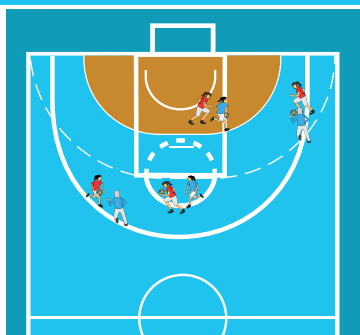
### Parallel Games

- Lower abilities levels group: they perform a maximum of two different static drills.
- Medium abilities levels group: they perform a maximum of two different drills in motion.
- Higher abilities levels group: they perform several drills in motion.

### COACHING POINT:

Select two players who pass to each other beforehand  
Make an order of the different passes and then keep the structure. Introduce this structure to the players beforehand.

## PASS THE BALL



### Open Game

The players are all spread within the 6m-area and asked to dribble the ball without bumping into each other. Once the coach whistles, a pass is exchanged between two players in various forms; (left hand, right hand, jump throw, bouncing pass etc.).

### Modified

- Increase the area of playing to let the people with disabilities run freely without any distraction or difficulties.
- Divide players into two groups, one group running without handball, and the other group with ball, when the coach whistles, they will start passing to each other in various forms.

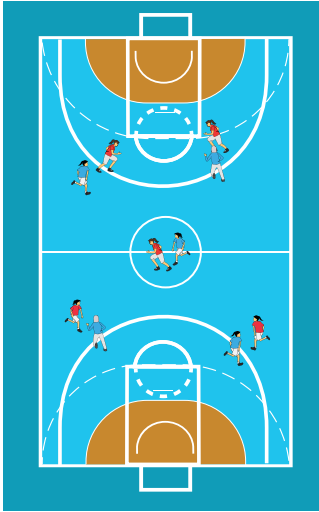
### Parallel

- Players with disabilities pass in various forms but without dribbling or running.
- Players without disabilities pass between two players using two handballs and move around.



# FINAL PHASE

## CONCLUSION



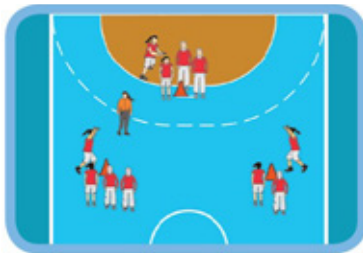
### Open Game

- The players are divided into two teams.
- A small match is played between the teams.

### Modified

- Every player must touch the ball at least one time, before a goal can be scored.

## REFLECTION



### Open Game

- All players gather. 3 cones are placed in a triangle, with each cone representing an environment: sport, school, home.
- Ask players how the social skill they learned during the session, (cooperation), is important for them in the

different environments; (school, home, sport). The coach can give examples. (Home: preparing the dinner table; School: handout worksheets; Sport: collect the balls).

- Ask the players to stand behind the cone demonstrating the environment, where they think the social skill is mostly important.
- Let one or two players behind each cone explain why they think their environment is most important.

**Keep the same structure, routine of the exercise**









# CHAPTER V

## REALIZE OPPORTUNITIES





# REALIZE OPPORTUNITIES

The goal of this manual is to promote inclusion by encouraging you, as an “S4D” coach, to adapt your training style, rules, and regulations, playing environment, and equipment to make it possible for youth with and without disabilities to participate in your training sessions or PE-classes.

As a community coach your main focus is encouraging young people to participate in healthy sport activities. By doing so, children in the community you train will develop to positive and responsible young people that will want to contribute to their families and communities. In running sport programs, you will come across many young people who want to develop their skills, realize their talents, and become competitive players on a regular basis with a team of other similar compete level players. This will happen for youth both with and without disabilities.

From your community programs you are likely to point those young people who want to play competitive sports with local clubs and teams based on their ability’s levels. Young people with disabilities may want to play Disability-Football in competitive disability specific teams.

We will look at the different disability-specific sport opportunities, the modifications that are made to the rules for disability-specific groups and where you can find more information on teams.

For example, Disability-Football, as with many disability sports, has developed along impairment-specific lines. This means, that teams of players with same impairment will play against teams with similar impairments. This is still the nature of most competitive sport played by people with disabilities. Within these different groups various forms of classifications exist to ensure fair competition. Classification systems are commonly used in competitive sports, to ensure fair competition, and are not exclusive to disability-sport, although disability-sport uses different classifications. Classifications of the sport includes the separation of male and female participants, and sport being organized by age or by ability.

There are different impairment-specific groupings actively organizing competitive sport at the international and national levels.

They include Ambulant Cerebral Palsy Football, and Blind Football, which are included in the Paralympic Games.







## NOTES:

### Developing an Inclusive Program

Having developed the knowledge and skills needed to be able to deliver fully inclusive training sessions, the challenge that remains is making sure that your training sessions successfully attract young people with disabilities from your community to take part in your sport program.

We have discussed the barriers to participation in earlier chapters, but now we need to start planning how we can signpost your coaching sessions and become proactive in attracting youth with disabilities to our program.

You may wish to consider the following questions and to use the Training Sheets to start creating action plans for young people with disabilities attending your sessions.

- *What can you do to reach young people with disabilities in your community and to encourage them to attend your training sessions?*
- *What can you do to raise awareness of Football for people with disabilities in your community helping to eradicate any stigma that surrounds engagement with people with disabilities?*
- *What can you do to develop in the young people without disabilities the acceptance of participation in sessions by young people with disabilities and how can you encourage them to be active stakeholders in this endeavor actively supporting the participation of young people with disabilities?*



# CHAPTER VI

## TRAINING SHEETS





**1**

**STRUCTURE OF  
A REGULAR  
TRAINING  
SESSION**


**2**

**LEGENDS FOR  
DRAWING  
DRILLS**

# WORK SHEETS

Training Duration:  Min.

**GOALS**


 Social

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 Sportive


**INITIAL PHASE**

Sensitization


 min.

---

Warm up


 min.

**MAIN PHASE**

 min.


**FINAL PHASE**

Conclusion

 min.

---

Reflection

 min.





## PLANNING / MONITORING SHEET

Date: DD / MM / YYYY	Venue:
Organiser:	Number of Players:

### INITIAL PHASE

Sensitization		min.

Warm Up		min.



# TRAINING SHEETS

## MAIN PHASE

Main Part		min.



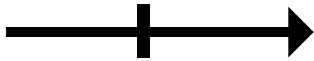





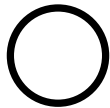


## FINAL PHASE

Conclusion		min.

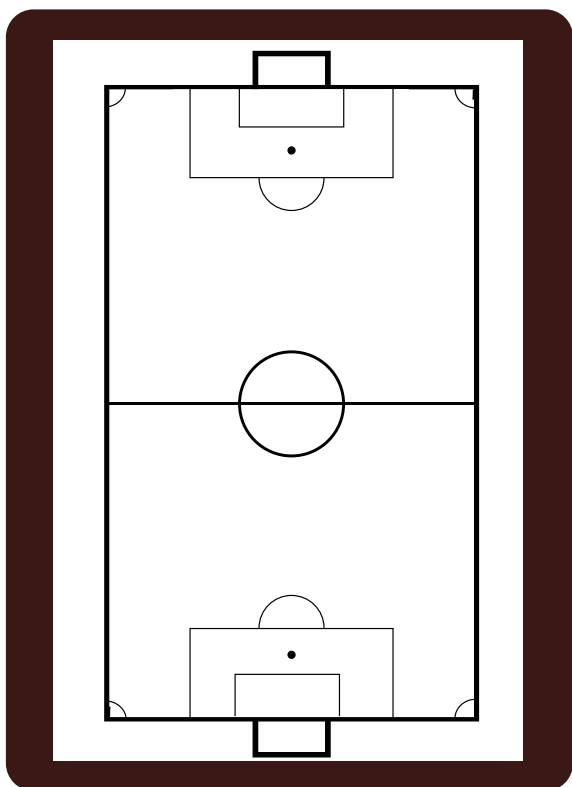
Reflection		min.



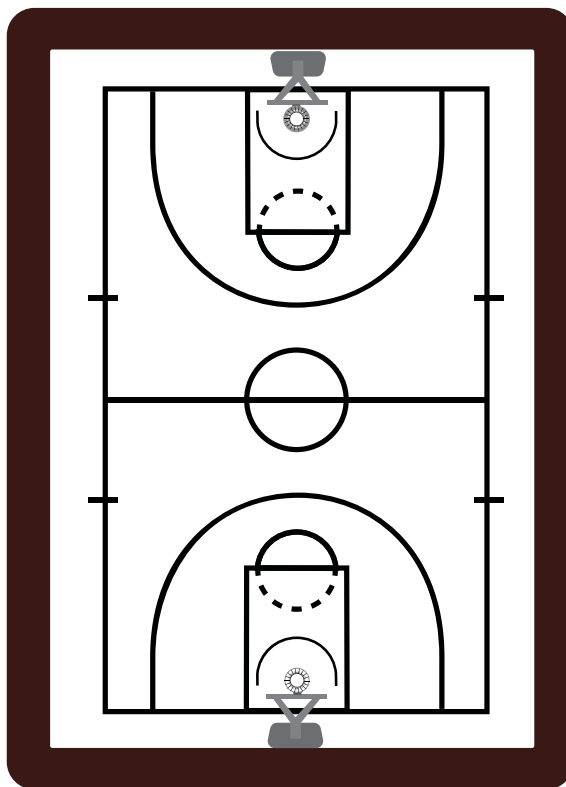
## LEGENDS FOR DRAWING DRILLS

	Screening
	Pressing with the ball
	Feinting
	Player movement
	Disc / Ball movement
	Dribbling
	Disc / Ball
	Cone
	Player 1
	Player 2
	Player 3

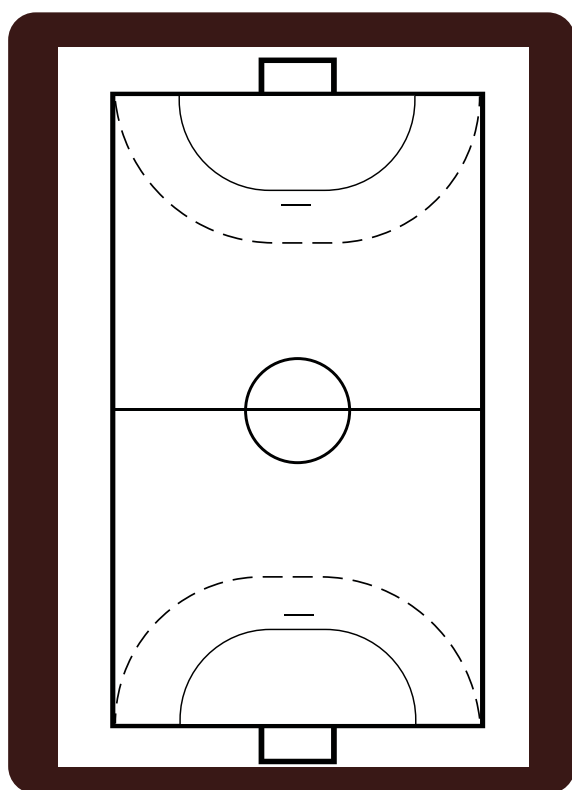
FOOTBALL FIELD - FULL



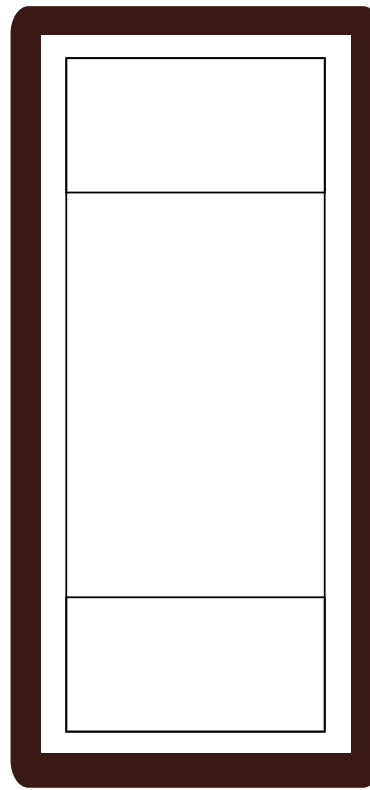
BASKETBALL COURT - FULL



HANDBALL COURT - FULL



ULTIMATE FIELD - FULL







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