

# Feedback- As mentors

## ***Positives***

- At the start good movement from mentors
- Highlighting improvements from discussions
- Coaches took on feedback well
- Good positive discussions

## ***To improve***

- More movement is needed
- Make more notes- help yourself to reduce workload
- View cheat sheet to help you fill in the form
- Try and think of open questions to ask? Avoid leading questions.





NOFIO CYMRU  
SWIM WALES



# UK Disability Inclusion Training

Coaching children with disabilities





NOFIO CYMRU  
SWIM WALES



<https://www.youtube.com/watch?v=OdQb-pDVZ5M>



# Coaching children with disabilities

- Who has coached children with disabilities
  - Think of specific examples
  - What was it like?
  - What did you do differently?
  - What could you have done to improve the session?
- 
- Name roulette feedback
  - <https://www.classtools.net/random-name-picker/>



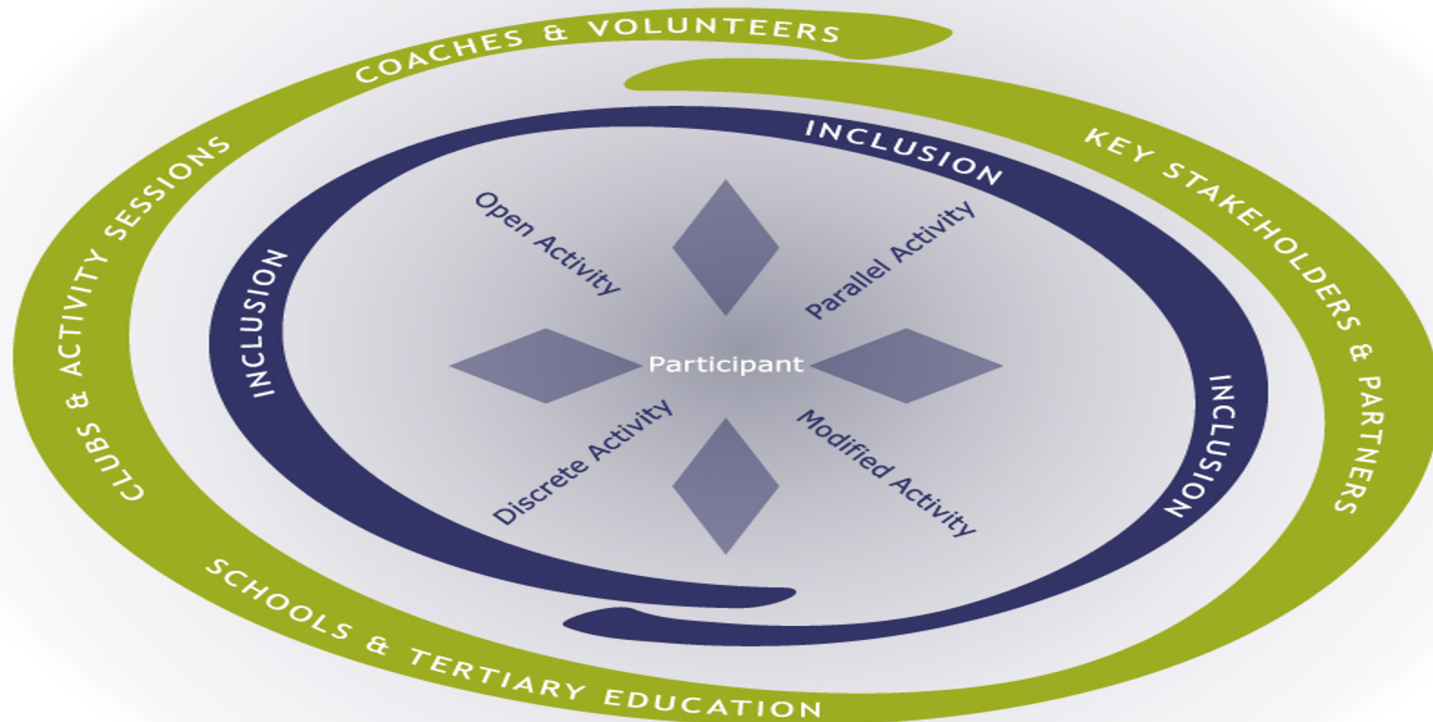
# Perceptions & Experiences

Why do children, young people  
and adults with a physical,  
sensory or learning disability  
participate in sport?



# Sports Inclusion Model

(reproduced with permission from Scottish Disability Sport, 2012)



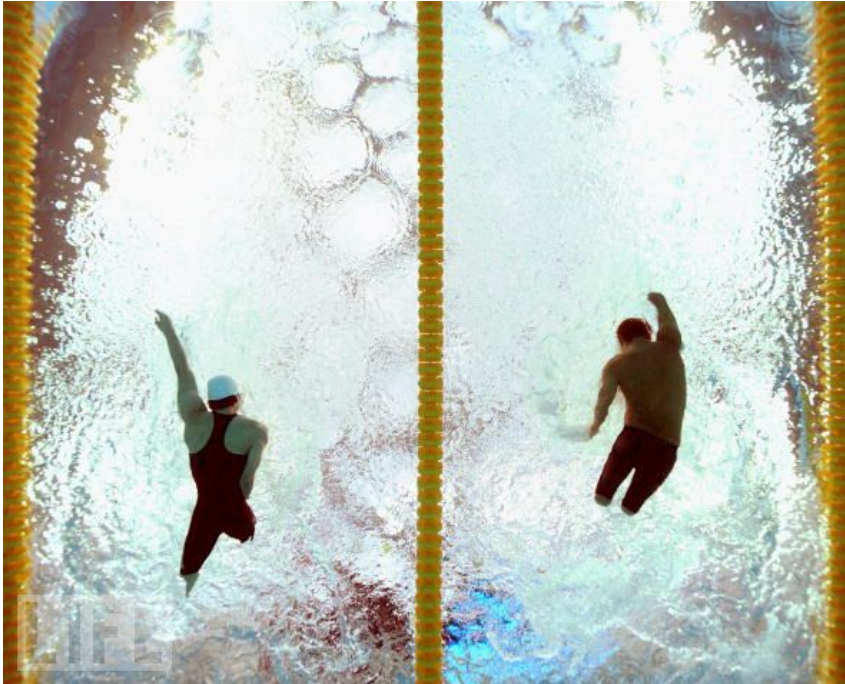
# Open Activity: Requires no alteration



# Modified Activity: Uses adaptation and modification



# Parallel Activity: Uses differentiation



# Specific Activity: Targeted sport for particular groups



# STEP

S pace

T ask

E quipment

P eople



# Categories in Disability Sport

## Physical

- who are ambulant with a physical impairment
- who use a wheelchair for sports

## Learning

- who have learning disability

## Sensory

- who are blind or partially sighted
- who are deaf or hard of hearing

## Non - Disabled



# Impairment Considerations

**Minimal**



**Severe**

**Congenital**

**or**

**Acquired**



# Physical

- Cerebral Palsy
- Amputation
- Spinal Injury
- Dwarfism /  
Restricted Growth
- **may** be ambulant, a wheelchair user, or  
use a wheelchair for sport

*What are the practical implications?*



# Learning

- Intelligence Quotient (IQ) of less than 75  
e.g. Down's Syndrome, William's Syndrome

**NB: No sporting pathway exists specifically for those on the Autistic Spectrum. Autism is NOT necessarily a Learning Disability**

*What are the practical implications?*



# Sensory

## Visual

Blind ● ————— ● Partially Sighted

## Hearing

Profoundly deaf ● ————— ● Hard of Hearing

Think about what you do as a coach





NOFIO CYMRU  
SWIM WALES



- What considerations/adaptations would you make for the following participants:

**1- A participant playing  
dodgeball with a double, below  
knee amputation**





NOFIO CYMRU  
SWIM WALES



- What considerations/adaptations would you make for the following participants:

**2- A Participant with a visual impairment learning to do an underarm throw into a target**





NOFIO CYMRU  
SWIM WALES



- What considerations/adaptations would you make for the following participants:

**3-A Participant with learning difficulties learning to play an overhead clear in badminton**





NOFIO CYMRU  
SWIM WALES



- What considerations/adaptations would you make for the following participants:

**4- A participant with down syndrome playing a game of football within a class of 30 pupils**





NOFIO CYMRU  
SWIM WALES



- What considerations/adaptations would you make for the following participants:

## 5- Participant with Cerebral Palsy playing Boccia



# Potential Challenges to Participation

- Attitudinal: Negative Perceptions & Attitude
  - Safety and Risk Assessment
- Communication
- Opportunity
- Support from significant others
- Costs, equip, transport
- Physical Access
- Media Representation and Marketing
- Negative experience



# Communication

- The way we *transfer* information is very important – what message is being sent through what we say?
- Every individual takes in information differently
- We need to tailor our delivery style to suit the needs of the learners
- Interpretation
- Communication is about:

Giving Information



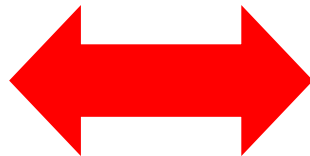
Receiving Information



# Task

- In pairs
- Tell your partner what you did on the weekend
- Your partner must cover their ears so that cant hear you

Giving Information



Receiving Information



# Key Messages

## 1. Be proactive rather than reactive

- Talk to the people involved
- Anticipate potential challenges

## 2. Be aware of your environment

- Be realistic but constructive

## 3. YOU are important

- Remember you CAN make a difference
- Changes can easily be made
- Small changes can have large impacts



# Coaching children with disabilities

- Focus on ability rather than disability
- Plan sessions to suit all involved
- Communicate appropriately and effectively
- Support the inclusion of disabled people in sports and activities that may be outside of your session
- Understand how to challenge real and perceived barriers relevant to sports participation



# Pen Y Bryn Special School

**16<sup>th</sup> March**

**Session to be delivered with Boccia, Seated Volleyball, powerball, kurling**

**Going Forward**

**To be confirmed.**

**Assessment up date to follow.**





**Most mentors need to improve their SMART goals. Example- Basketball coach**

Action plan-

In the next 5 week block of sessions to continue to engage participants by planning a variety of skill drills and transferring these skills into game / game sense situations.

Look to plan in 2 times (during the next session on the 27<sup>th</sup> March) for participants to discuss tactical situations to give them more ownership of the next session. A short stoppage in the game or in a game sense game should be planned in for this.

**View example of form.**



PRIFYSGOL CYMRU

**Y Drindod Dewi Sant**

UNIVERSITY OF WALES

**Trinity Saint David**





## Example- Planning

### Action plan-

For the next session 18<sup>th</sup> February plan a suitable session that can be adapted for 7-13 year olds. Plan at least 3 progressions and highlight at least 3 coaching points to be delivered at the LC to students as a practice.



PRIFYSGOL CYMRU

**Y Drindod Dewi Sant**

UNIVERSITY OF WALES

**Trinity Saint David**

