# Feedback Brynmill

***Positives***

- Enthusiasm/energy
- Demonstrations- of skills
- Skill development took place
- Teamwork
- Feedback to participants
- Positive body language- clapping, movement
- Clear voice with vary of tone and pitch
- Range of control methods

***3 to improve***

- Planning and flow of the session
- Giving specific praise as appose to general praise
- Provide more demonstrations

# Feedback Brynmill- As mentors

***Positives***

- At the start good movement from mentors
- Highlighting improvements from discussions
- Coaches took on feedback and changed sessions

***To improve***

- More movement is needed
- Make more notes- help yourself to reduce workload
- View cheat sheet to help you fill in the form
- How many were on mobile phones?



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# UK Disability Inclusion Training

Coaching children with disabilities



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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/

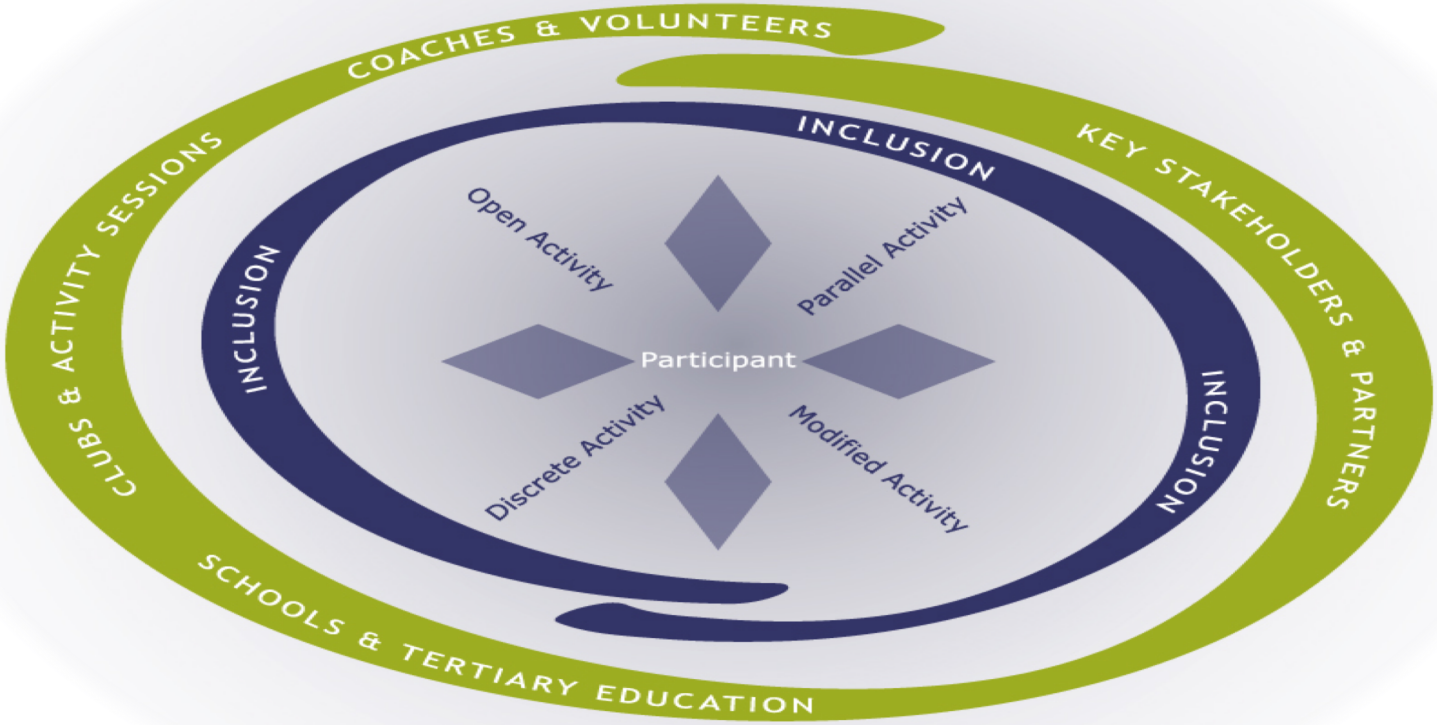
# Perceptions & Experiences

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





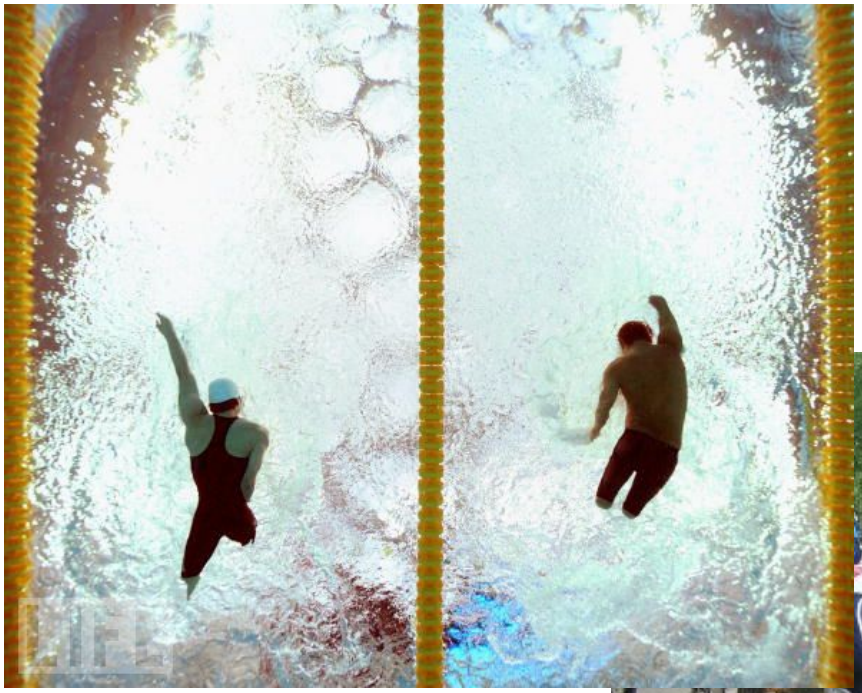



# Modified Activity: Uses adaptation and modification





# 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



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

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



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- 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



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

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



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- 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



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- 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

## 18th March

**Session to be deliverd with Boccia, Seated Volleyball, Modified Boccia and Boccia darts**

**<u>Going Forward</u>**

**11th March- My demonstration (Tennis / Disability) and session delivered to wheelchair users from Penllergaer primary school**

**25th March- Llanrhidian – Tennis session**

**1st April- Swansea City First Team**

**4th March- Trallwn- delivering a whole session- Football**



# Next Week

**Sport Camp-** Meet 9am- No lecture, travel to Ysgol Bae Baglan

Those going straight meet there for 9:30am

Sessions to be delivered 10-3 with a break for lunch

Arrive back at Uni- 3:30-3:45pm






**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 27th 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.**

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**Example- Planning today**

Action plan-

For the next session 18th 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.

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# Planning For Today

- One fun game- skill related
- Must fill out planning sheet and hand in before leaving
- 11:15- Meet at LC
- 10 minutes per game to deliver
- Plan progressions- make it competitive / interesting
- EDD game / Feedback to participants