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Coaching Disabled Footballers Course

Tutor -

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@

Duston School

Northamptonshire



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Today's Programme

- 9.00a.m – 10.30a.m ~ Registration & Theory (indoors)
Introductions/outline outcomes
Why people play sport?
Qualities of a good coach?
Communication.
Terminology
- 10.45a.m – 1.00pm ~ Practical (Tutor led)
- 1.00pm – 1.30pm ~ Lunch
- 1.30pm – 2.00pm ~ Theory (indoors)
Specific safety considerations
Inclusion spectrum / Competition structure
Disability player pathway
- 2.00pm – 3.15pm ~ Practical (Candidates)
- 3.15pm – 4.00pm ~ Review of Outcomes (indoors)



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Workshop Outcomes

- Apply and extend your existing coaching skills and experience, meet the needs of players with a range of impairments.
- Establish basic communication skills for coaching disabled footballers.
- Use appropriate terminology
- Identify appropriate safety and medical considerations.
- Plan a wide range of coaching sessions for disabled footballers.
- Using the Inclusion Spectrum, plan your coaching sessions to include disabled players or provide alternative appropriate opportunities.
- Understand the player pathways available for disabled players including the appropriate structure for competition.



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Why do people play sport?

- In Groups discuss the above

and then discuss -

What are the benefits from playing sport?



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Why do people play sport?

- Enjoy getting active
- To improve fitness
- To develop new skills
- To achieve in competition and perhaps gain recognition
- To make friends
- To experience a personal challenge
- To experience the thrill of competition
- For enjoyment
- Try something else
- Apart from participation, friendship, enjoyment and success (skills to enhance many areas of daily life) . . .
- Improve self confidence
- Self esteem
- Learning to take responsibility
- Handling pressure and stress
- Coping with disappointments/set – backs as well as success



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Qualities of a Good Coach

- In Groups discuss what these are?



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Qualities of a Good Coach

- Good communication skills
- Planning/organisational skills
- Evaluation – ability to evaluate
- Awareness of safety – creating an enjoyable & safe environment
- Flexibility
- Enthusiasm
- Patience and understanding
- Open-mindedness
- Fairness
- Knowledge of the game
- Desire to learn
- Willingness to help others improve
- Humour
- Motivation
- Integrity
- Reliability



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Any additional skills required?






- Discuss these as a whole group?



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Qualities of a Good Coach

ADDITIONAL SKILLS FOR COACHING DISABLED PLAYERS

	Broad knowledge of the player's impairment
	In depth knowledge of the individual player
	Knowledge of competition classification
	Knowledge of particular rules/equipment
	Knowledge of particular safety issues



COMMUNICATION

Key element is effective communication

How you communicate and the way you build relationships with the players determines your coaching skills.

90% of information is non-verbal, give the right amount of info, listen and ask questions, learn about the players.



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Terminology & Communication

Fish Fingers are the product of many years of development in the area of food processing.



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Terminology & Communication

Play the Yes and No Game –

3 questions ~

1. Favourite soft drink
2. Favourite player
3. Favourite team



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Terminology & Communication

Laces Game ~ 2 in a group
(give each other number 1 and 2)

Start by standing in front of your partner and No. 1 instructs No. 2 to tie up his/her laces using **verbal** communication only



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Use of Terminology






DIFFERENCES IN TERMINOLOGY ARE BASED ON




MEDICAL

MODEL OF DISABILITY

SOCIAL



	Owned by the individual
	Not preventable
	Solution is to find a medical cure

	Owned by society
	Preventable
	Solution is to eliminate discrimination



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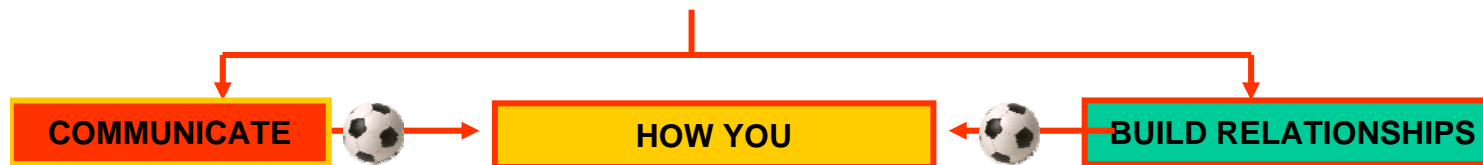
Terminology and Communication



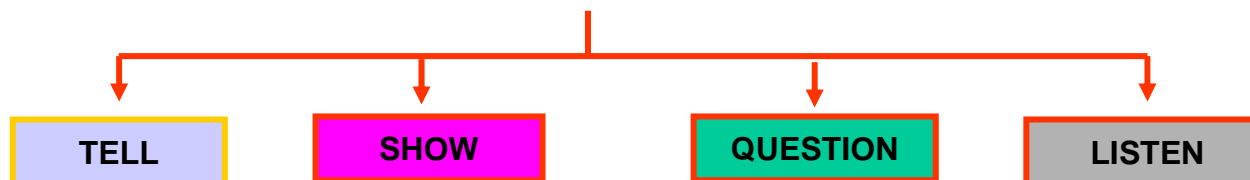
EFFECTIVE COMMUNICATION



YOUR COACHING STYLE WILL BE DETERMINED



GOOD COACHES



Terminology

- **Which statements would you use the highest when coaching – Use the Diamond 9 Formation**
- Confined to a wheel chair
- People who live with....
- Wheelchair user
- Victim of....
- Disabled person / footballer
- Visually / Hearing impaired
- Brave and courageous
- Handicapped
- People with a learning disability



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General Safety Factors

- Knowledge of players with conditions such as epilepsy, asthma, diabetes, anaemia (deficiency in red blood cells), hay fever and how they manage their conditions.
- Factors relating to conditioning, new or old injuries and fatigue, so you can recognise their effect when a player is training.
- Number of people using a venue and the activities they are doing.
- The weather and temperature, the need for fluid replacement.
- Location of first aid equipment.
- Specific hazards and safety precautions associated with football. For example dangerous tackles, incorrect heading of the ball.
- Evacuation procedures due to emergencies (e.g. for fire)



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Additional Safety Factors

- There are additional factors to consider when working with disabled players to ensure a safe environment and coaching practice.
- Tire more quickly and so need shorter work intervals with longer rests.
- Find it harder to concentrate – for example visually impaired players in a noisy sports hall.
- Experience poor balance and co-ordination and so maybe prone to injuries from falling, dropping objects or knocking against things.
- Need extra safety considerations for emergency evacuation as well as for access (e.g. there should be visual warnings as well as auditory ones for fire or bomb warnings).

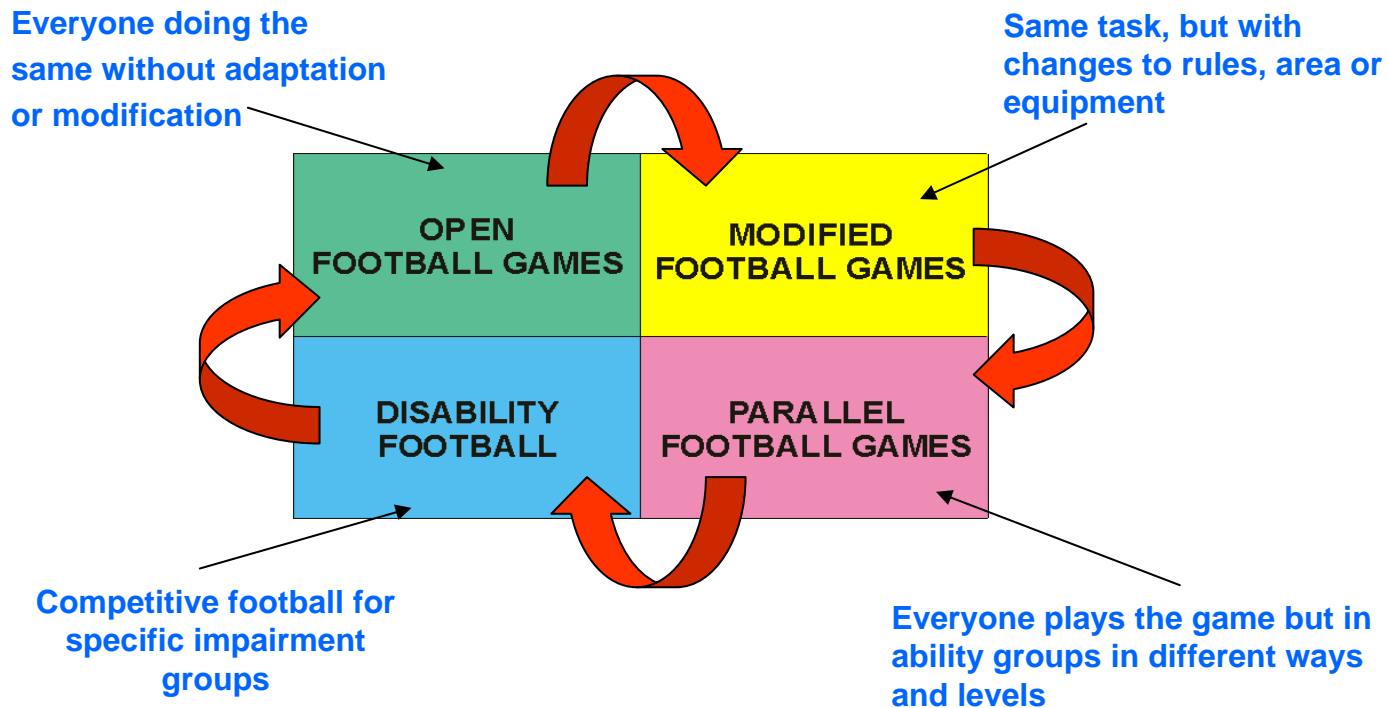


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The Inclusion Spectrum

The inclusion spectrum consists of four approaches for the delivery of football arranged in a continuum of participation allowing coaches to encourage fuller involvement of disabled and non-disabled players.

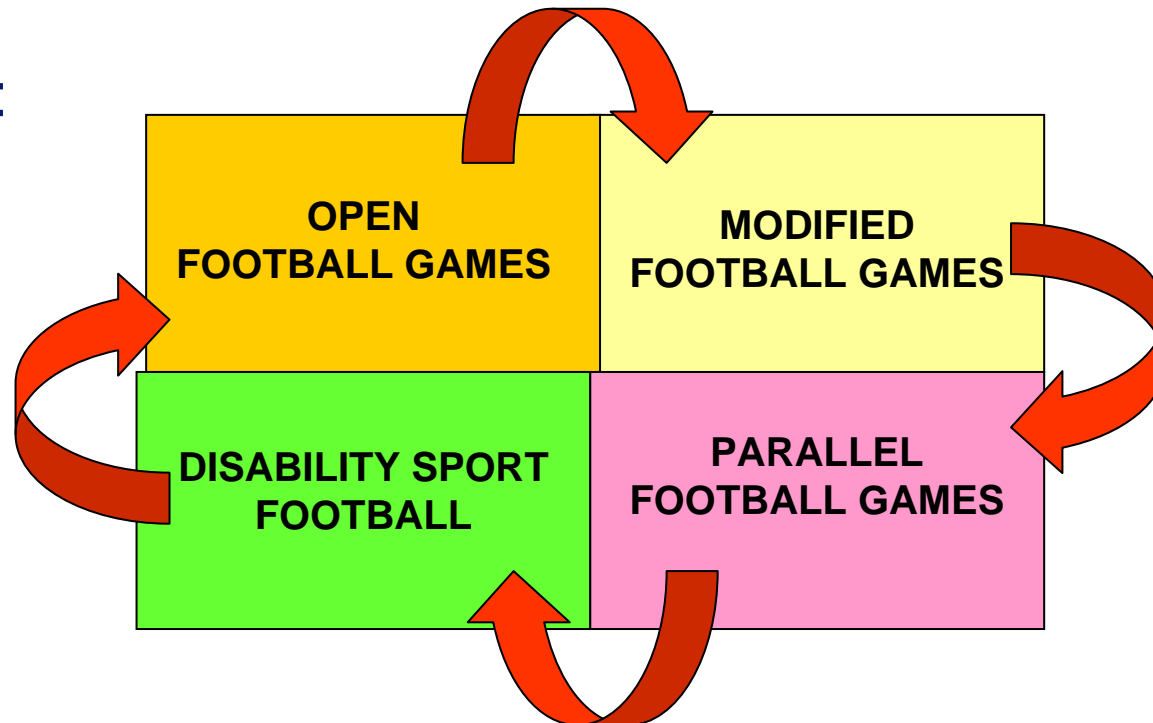
The four strategies, although different, overlap with each other in the way they can be used practically



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Open Football Games

Part 1:



Open football games are where everyone in the group is able to participate with minimal or no adaptation or modification.

For example:

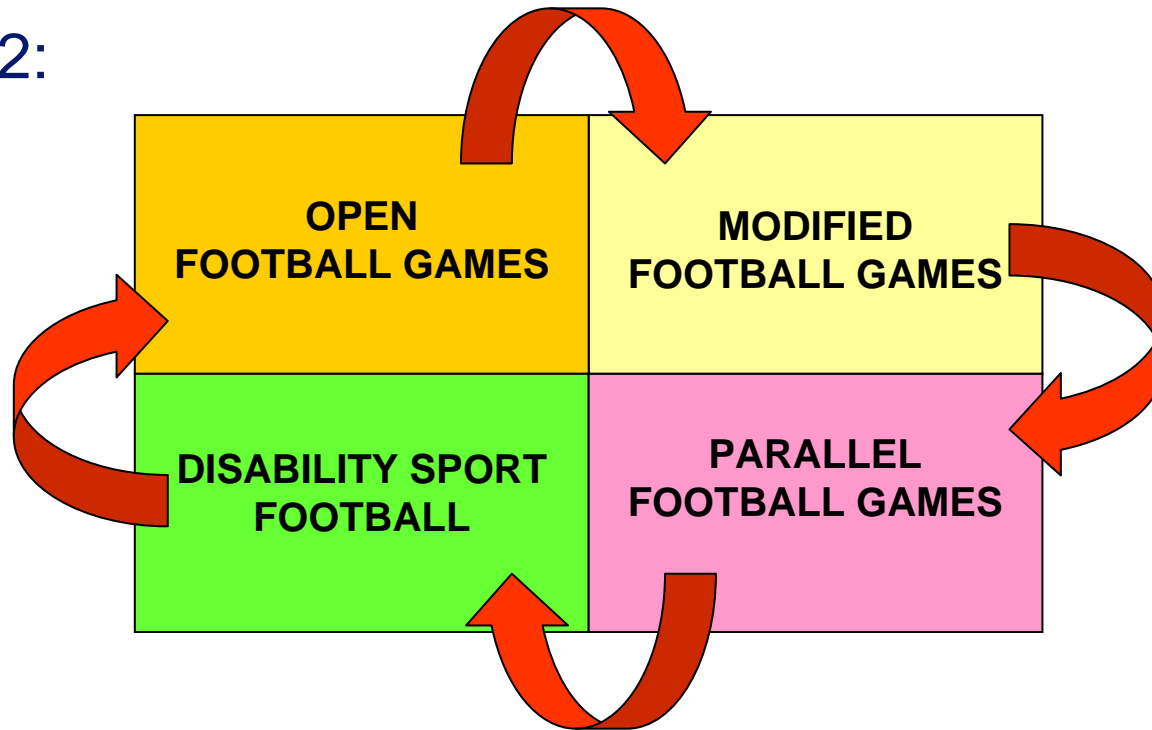
- Warm ups
- Integrated games
- Individual skill development
- Cool downs



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Modified Football Games

Part 2:



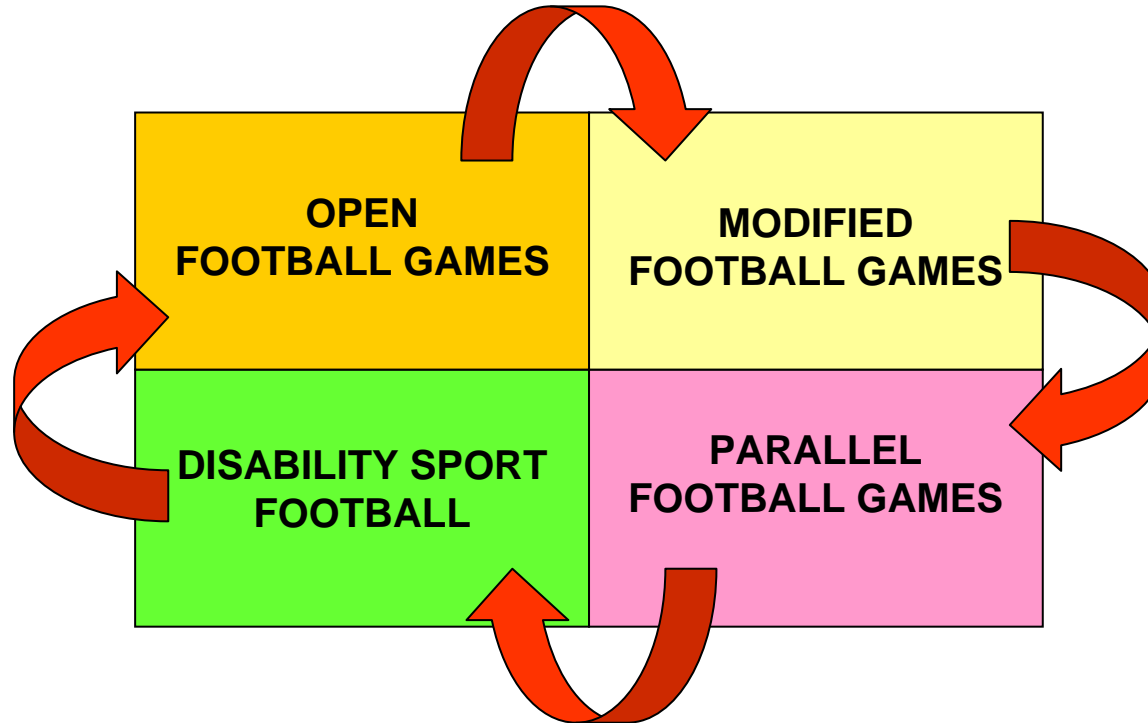
Modified football games occur when changes are made to the game or activity in order to promote inclusion. For example, alter space, adapt rules or vary equipment.



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Parallel Football Games

Part 3:



Parallel football games happen when everyone plays the same game or game theme, but they are organised in ability groups and the activity is set at a level suitable to each group. For example, three groups:

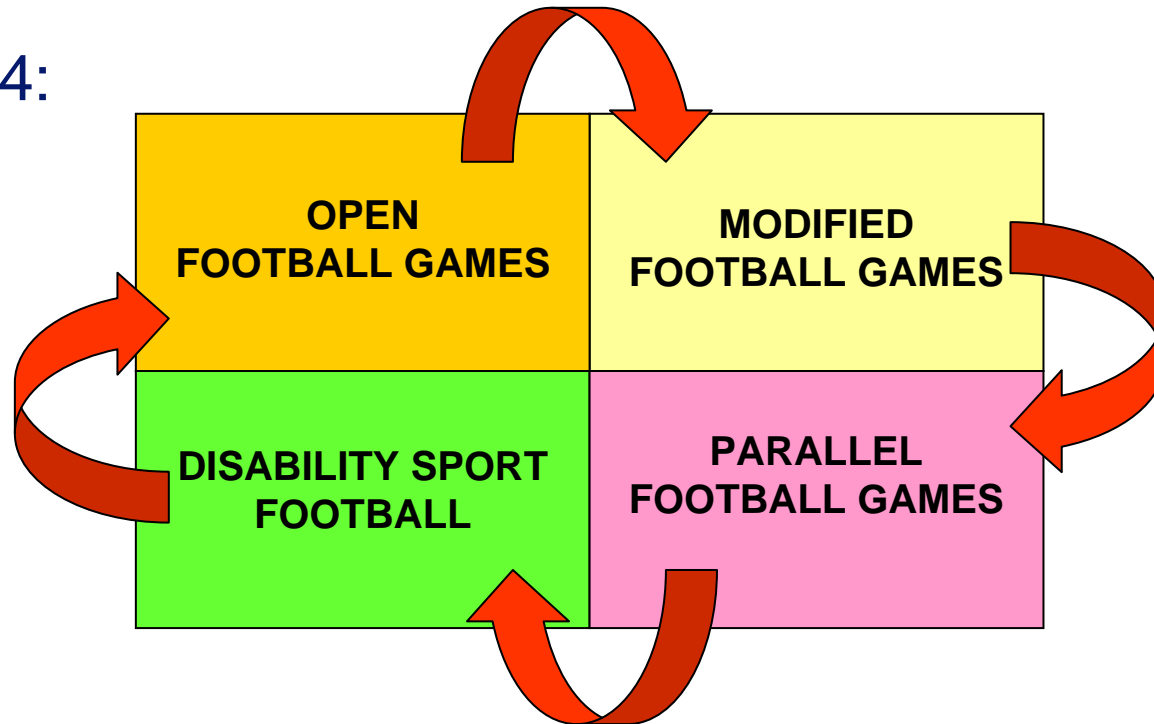
- One group passing a football in a circle
- Passing a football in a circle with an interceptor in the middle
- Passing a football whilst moving, with an interceptor



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Disability Sport Football

Part 4:



This is where disabled people play competitive football in impairment specific groups, e.g. amputee football, or people who are visually impaired. Or where they play in mixed groups with disabled peers, e.g. Ability Counts Programme.



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Session Planning

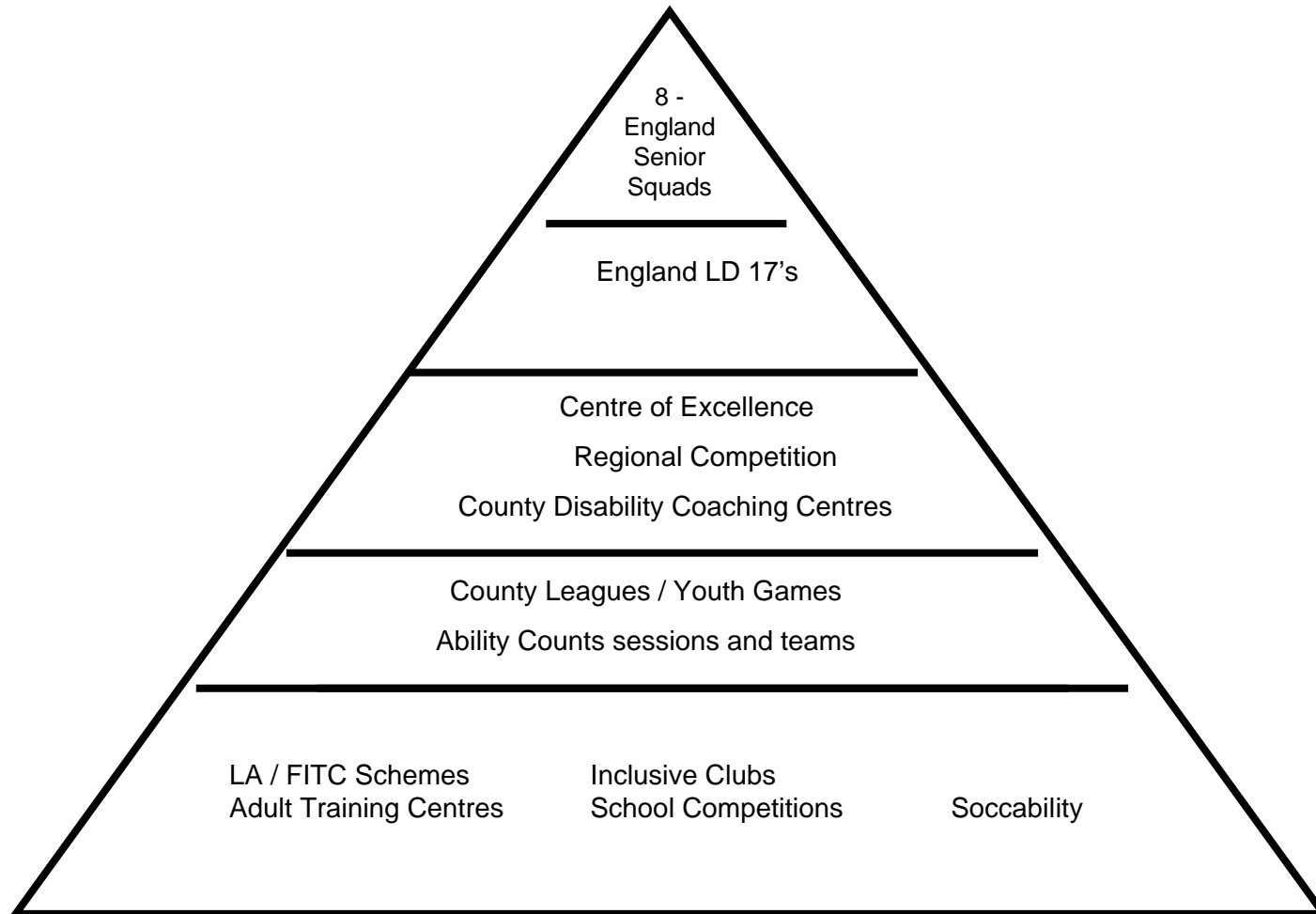
What would you need to consider in order to plan a session?

Skill progression	Warm up/Cool downs
Length/frequency of training (Long/short term goal of players)	Competition/Challenge opportunities
Levels of ability/fitness	Rules
Communication issues	Equipment
Access	Medical conditions
Individual needs	Safety (including emergency procedures)
Transport	



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Disability Player Pathway



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